

# UNIVERSITY OF CALICUT



## **CURRICULUM OF 2 YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME**

With effect from 2015-2016 Academic Year

## **P R E F A C E**

“The destiny of India is now being shaped in her classrooms”, the Education Commission professed. The NPE 1986 also emphasized, “The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers”. Such exhortations are indeed expressions of significant role played by the teachers. Hence education reforms invariably accord highest priority to improve teacher effectiveness. The issue of quality teacher education is closely tied up with the concern for the duration of initial teacher preparation programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees like Kothari Commission, Chattopadhyaya commission and justice Verma committee indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon’ble Supreme Court of India. The NCTE made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers as per Regulation 2014. Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. The curriculum retains the essence of student-teachers being active participants in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalization and its consequences.

The curriculum could not have been completed without the dedication of the 13 core committee members and 65 members of Expert committees. In the process of designing the B. Ed curriculum the Board of Studies in Education (UG) received valuable inputs from teacher educators through a series of intensive deliberations. The contribution of the IQAC of Farook Training College in organizing a workshop for developing the draft curriculum is duly acknowledged. . The draft curriculum was subsequently scrutinized by an expert committee.

It is with profound respect and gratitude we retrospect the inspiring guidance and patronage extended by the Honorable Vice Chancellor Dr.M. Abdul Salam in this venture. The Board of Studies specially places on record its deep gratitude to Prof (Dr.) K. Sivarajan, Dean, Faculty of Education for guiding us. We sincerely acknowledge the valuable contributions made by the faculty members of Farook Training College, Calicut, NSS Training College, Ottappalam, IASE, Thrissur and all other members of expert committee.

The Board of Studies dedicates this new curriculum to the teacher education community.

27/05/2015

**Prof.A.Faziluddin**

**Chairman, Board of Studies in Education (UG)**

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# **UNIVERSITY OF CALICUT**

## **2 YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME**

### **1. INTRODUCTION**

Bachelor of Education (B. Ed.) programme is a professional programme meant for preparing teachers for upper primary or middle level (classes VI- VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII)

It is well known that the quality of school education is determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers are achieved only by a systematically conceived teacher education programme. The Teacher Education mission is to empower candidates to become ethical, knowledgeable, prepared individuals who can assume the role of teacher in elementary and secondary schools as well as prepare them for further career choices and advancement.

As envisioned by NCTE Regulation 2014 the University of Calicut revises its teacher education programme for preparing professionally empowered teachers. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to imbue the prospective teachers with the aspirations, knowledge base, repertoire of pedagogic capacities and human attitudes. The B.Ed. programme shall be introduced with effect from academic year 2015-16.

The course structure offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme is comprised of three broad inter-related curricular areas – I) Perspectives in Education, II) Curriculum and Pedagogic Studies, and III) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

## Definitions

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

The curriculum will be introduced in all the Colleges of Teacher Education affiliated to University of Calicut and the Calicut University Teacher Education Centers directly run by the University with effect from 2015-2016 admissions.

**Course:** Course is a complete integrated series of lessons / instructional content which are identified by a common title.

**Semester System:** An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year. It is a pattern of the course in which the whole programme is divided into different parts and each part is intended for a specified period of time, called semesters. The B.Ed. programme includes four semesters.

## 2. STRUCTURE OF THE PROGRAMME

B. Ed. programme is a professional teacher education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the framework suggested by NCTE. The theory courses consist of seven (7) courses under **Perspectives in Education**, six (6) courses under **Curriculum and Pedagogic Studies** and one (1) additional Optional Courses. Under the category **Engagement with the Field** apart from School Internship four (4) EPC courses are introduced for enhancing professional capacities

### Structure of the B.Ed. Programme

#### Semester I

Course Code	COURSES	Hours/ Semester	External	Internal	Total
	Core Courses				
<b>EDU 01</b>	EDUCATION IN CONTEMPORARY INDIA	100	80	20	100
<b>EDU 02</b>	DEVELOPMENT OF THE LEARNER	100	80	20	100
<b>EDU 03</b>	LANGUAGE ACROSS THE CURRICULUM	50	40	10	50
<b>EDU 04</b>	UNDERSTANDING DISCIPLINES AND SUBJECTS	50	40	10	50
	Optional Course(i)				
<b>EDU 05.1</b>	THEORETICAL BASES OF TEACHING ARABIC	100	<b>80</b>	<b>20</b>	<b>100</b>
<b>EDU 05.2</b>	THEORETICAL BASES OF TEACHING ENGLISH				

<b>EDU 05.3</b>	THEORETICAL BASES OF TEACHING HINDI				
<b>EDU 05.4</b>	THEORETICAL BASES OF TEACHING MALAYALAM				
<b>EDU 05.5</b>	THEORETICAL BASES OF TEACHING SANSKRIT				
<b>EDU 05.6</b>	THEORETICAL BASES OF TEACHING TAMIL				
<b>EDU 05.7</b>	THEORETICAL BASES OF TEACHING URDU				
<b>EDU 05.8</b>	THEORETICAL BASES OF TEACHING COMMERCE				
<b>EDU 05.9</b>	THEORETICAL BASES OF TEACHING COMPUTER SCIENCE				
<b>EDU 05.10</b>	THEORETICAL BASES OF TEACHING MATHEMATICS				
<b>EDU 05.11</b>	THEORETICAL BASES OF TEACHING NATURAL SCIENCE				
<b>EDU 05.12</b>	THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE				
<b>EDU 05.13</b>	THEORETICAL BASES OF TEACHING SOCIAL SCIENCE				
<b>TOTAL</b>			<b>320</b>	<b>80</b>	<b>400</b>
<b>Practical Courses</b>					
	Tasks and Assignments for Courses <b>EDU 01-05</b>	30(1 Week)	-	-	
	College based Practicum and Tests for courses 1-5	30			
<b>EDU101</b>	(EPC1)READING AND REFLECTING ON TEXTS	30		30	<b>30</b>
<b>EDU102</b>	YOGA HEALTH& PHYSICAL EDUCATION-1	30		20	<b>20</b>
	Co-curricular Activities/ Tutorials/Guidance /Utilizing Library Resources	80		00	<b>00</b>
<b>TOTAL</b>		<b>600</b>	<b>320</b>	<b>130</b>	<b>450</b>

## Semester II

Course Code	COURSES	Hours/ Semester	External	Internal	Total
	Core Courses				
<b>EDU 06</b>	PERSPECTIVES ON EDUCATION	50	40	10	50

<b>EDU 07</b>	FACILITATING LEARNING	100	80	20	100
<b>EDU 08</b>	ASSESSMENT FOR LEARNING	100	80	20	100
	<b>Optional Course (ii)</b>				
<b>EDU 09.1-</b>	PEDAGOGIC PRACTICES OF ARABIC	100	<b>80</b>	<b>20</b>	<b>100</b>
<b>EDU 09.2</b>	PEDAGOGIC PRACTICES OF ENGLISH				
<b>EDU 09.3</b>	PEDAGOGIC PRACTICES OF HINDI				
<b>EDU 09.4</b>	PEDAGOGIC PRACTICES OF MALAYALAM				
<b>EDU 09.5</b>	PEDAGOGIC PRACTICES OF SANSKRIT				
<b>EDU 09.6</b>	PEDAGOGIC PRACTICES OF TAMIL				
<b>EDU 09.7</b>	PEDAGOGIC PRACTICES OF URDU				
<b>EDU 09.8</b>	PEDAGOGIC PRACTICES OF COMMERCE				
<b>EDU 09.9</b>	PEDAGOGIC PRACTICES OF COMPUTER SCIENCE				
<b>EDU 09.10</b>	PEDAGOGIC PRACTICES OF MATHEMATICS				
<b>EDU 09.11</b>	PEDAGOGIC PRACTICES OF NATURAL SCIENCE				
<b>EDU 09.12</b>	PEDAGOGIC PRACTICES OF PHYSICAL SCIENCE				
<b>EDU 09.13</b>	PEDAGOGIC PRACTICES OF SOCIAL SCIENCE				
	<b>Optional Course (iii)</b>				
<b>EDU 10.1</b>	PROFESSIONALIZING ARABIC EDUCATION	50	<b>40</b>	<b>10</b>	<b>50</b>
<b>EDU 10.2</b>	PROFESSIONALIZING ENGLISH EDUCATION				
<b>EDU 10.3</b>	PROFESSIONALIZING HINDI EDUCATION				
<b>EDU 10.4</b>	PROFESSIONALIZING MALAYALAM EDUCATION				
<b>EDU 10.5</b>	PROFESSIONALIZING SANSKRIT EDUCATION				
<b>EDU 10.6</b>	PROFESSIONALIZING TAMIL EDUCATION				
<b>EDU 10.7</b>	PROFESSIONALIZING URDU EDUCATION				
<b>EDU 10.8</b>	PROFESSIONALIZING COMMERCE EDUCATION				
<b>EDU 10.9</b>	PROFESSIONALIZING COMPUTER SCIENCE EDUCATION				
<b>EDU 10.10</b>	PROFESSIONALIZING MATHEMATICS EDUCATION				
<b>EDU 10.11</b>	PROFESSIONALIZING NATURAL SCIENCE EDUCATION				
<b>EDU 10.12</b>	PROFESSIONALIZING PHYSICAL SCIENCE EDUCATION				
<b>EDU 10.13</b>	PROFESSIONALIZING SOCIAL SCIENCE EDUCATION				

<b>TOTAL</b>			<b>320</b>	<b>80</b>	<b>400</b>
	<b>Practical Courses</b>				
	Tasks and Assignments for Courses <b>EDU 06-10</b>	30(1 week)	-		-
	College based Practicum and Tests for courses 6-10	30			
<b>EDU 201.1</b>	MICROTEACHING	30		20	<b>20</b>
<b>EDU 201.2</b>	PEER DISCUSSION LESSONS	20		20	<b>20</b>
<b>EDU 201.3</b>	OBSERVATION LESSONS & FACULTY DEMONSTRATION LESSONS	10		10	<b>10</b>
<b>EDU 201.4</b>	PEER CRITICISM LESSONS	30		20	<b>20</b>
<b>EDU 201.5</b>	WORKSHOP ON TEACHER ENRICHMENT (PREPARATION OF TEACHING –LEARNING MATERIALS)	10		10	<b>10</b>
<b>EDU 201.6</b>	INITIATORY SCHOOL EXPERIENCES	30(1 Week)		20	<b>20</b>
	Co-curricular Activities/ Utilizing Library Resources	10		00	<b>00</b>
<b>TOTAL</b>		<b>600</b>	<b>320</b>	<b>180</b>	<b>500</b>

### Semester III

Sl. No	COURSES	Hours/ Semester	External	Internal	Total
<b>EDU 301</b>	SCHOOL INTERNSHIP	16 Weeks		260	260
<b>EDU 302</b>	(EPC2)ART AND DRAMA IN EDUCATION	30		30	30
<b>EDU 303</b>	YOGA, HEALTH & PHYSICAL EDUCATION-II	30		30	30
<b>EDU 304</b>	COMMUNITY LIVING CAMP	30		30	30
<b>TOTAL</b>				<b>350</b>	<b>350</b>

### Semester IV

Sl. No	COURSES	Hours/ Semester	External	Internal	Total
<b>EDU 11</b>	GENDER, SCHOOL AND SOCIETY	50	40	10	50
<b>EDU 12</b>	EDUCATIONAL THOUGHTS AND PRACTICE	50	40	10	50



<b>EDU 13</b>	CREATING AN INCLUSIVE SCHOOL	50	40	10	50
<b>EDU 14</b>	<b>Additional Optional course*</b>	50	40	10	50
<b>EDU 14.1</b>	CHILD RIGHTS EDUCATION				
<b>EDU 14.2</b>	ENVIRONMENTAL EDUCATION				
<b>EDU 14.3</b>	EDUCATION FOR DIFFERENTIALLY ABLED				
<b>EDU 14.4</b>	GUIDANCE AND COUNSELLING				
<b>EDU 14.5</b>	HEALTH AND PHYSICAL EDUCATION				
<b>EDU 14.6</b>	MANAGEMENT IN SCHOOL EDUCATION.				
<b>EDU 14.7</b>	VALUE EDUCATION AND PEACE EDUCATION				
<b>TOTAL</b>			<b>160</b>	40	<b>200</b>
	Tasks and Assignments for Courses <b>EDU11-14</b>	30(1 week)			-
	College based Practicum and Tests for courses 11-14	20			
<b>EDU 401</b>	(EPC3)CRITICAL UNDERSTANDING OF ICT	30		30	30
<b>EDU 402</b>	(EPC4)UNDERSTANDING THE SELF	30		30	30
<b>EDU 403.1</b>	SUPW & WORKING WITH COMMUNITY	30		20	20
<b>EDU 403.2</b>	FIELD TRIP/STUDY TOUR	30		20	20
<b>EDU 404</b>	PRACTICAL EXAMINATION ANDVIVA VOCE		100		100
	Seminar	50			
	Co-curricular Activities/ Tutorials/Guidance / Utilizing Library/e-Resources	70			0
<b>TOTAL</b>			<b>160</b>	<b>140</b>	<b>400</b>
<b>GRAND TOTAL</b>					<b>1700</b>

The practical courses of the B.Ed. programme collectively come under the broad category **Engagement with the Field**. The practical courses are classified in to three groups-*viz. College based, Community based and School based Practicals*. These field attachment practical courses enable student teachers to engage with children and their contexts, schools and their contexts.

Semester	College based Practicals	Community based Practicals	School based Practicals
<b>SEMESTER I</b>	<b>EDU101.(EPC1)</b> Reading and Reflecting on Texts <b>EDU102.</b> Yoga Health& Physical education-I	-----	-----
<b>SEMESTER II</b>	<b>EDU 201.1</b> Microteaching <b>EDU 201.2</b> Peer discussion lessons <b>EDU 201.3</b> Observation lessons &faculty demonstration lessons <b>EDU 201.4</b> Peer criticism lessons <b>EDU 201.5</b> Preparation of teaching – learning materials	-----	<b>EDU 201.6</b> Initiatory School Experiences
<b>SEMESTER III</b>	<b>EDU 302.(EPC2)</b> Art And Drama In Education <b>EDU 303.</b> Yoga, Health &Physical Education-II	<b>EDU 304.</b> Community Living Camp	<b>EDU 301.</b> School Internship
<b>SEMESTER IV</b>	<b>EDU 401.(EPC3)</b> Critical Understanding of ICT <b>EDU 402.(EPC4)</b> Understanding The Self	<b>EDU 403.1</b> SUPW & Working With Community <b>EDU 403.2</b> Field Trip/Study Tour	-----

### 3. COURSE REGULATIONS

#### Scope

The regulation provided herein shall apply to the regular B.Ed. programme conducted by the Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular B.Ed. programme conducted by the teacher education institutions of the University of Calicut unless otherwise specified.

#### Duration of the Programme:

The B.Ed. Programme is of four semesters spread over two years duration. However, the students shall be permitted to complete the programme requirements within a maximum of three years from the date of admission to the programme. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission and examinations.

**Eligibility for Admission:** Candidates seeking admission to the B.Ed. programme shall be required to have (i) at least 50% marks or an equivalent grade either in the Bachelor's degree and/or in the Master's Degree in Science/ Social Science/Humanity.

(ii) at least 55% marks or an equivalent grade in the Bachelor's degree in Engineering or Technology with specialization in Science and Mathematics (In case of B.Tech / B.E degree aggregate marks/grade in **Science and Mathematics papers** alone will be considered)

(iii) Any other qualification equivalent thereto OR the eligibility requirements, rules and regulations for B.Ed. admissions fixed by the University of Calicut from time to time

Relaxation in the marks will be allowed in the case of Candidates belonging to scheduled castes / Scheduled tribes/ socially and Educationally Backward classes/PWD and other applicable categories as per the rules of state government.

### **Medium of Instruction:**

The medium of instruction shall be English for all courses. However, in case of languages, instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam. The Language Optional papers shall be written in the language specified in the Question paper.

**Attendance:** A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% for all theory classes and course work and practicum and 90% for internship. Condonation of shortage of attendance shall be as per existing University rules. Candidates with shortage of attendance beyond condonable limit will not be eligible to register for the end semester University examination. In such cases the candidate has to repeat the course by taking re-admission from the University.

### **Registration for each Semester**

All the courses carrying score should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the End Semester University examination. Every candidate should register for all subjects of the end-semester examinations of 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> semester before its closure. But for the 3<sup>rd</sup> semester (since having no End Semester Theory Examinations), registration is to be done after the closure of the semester. A candidate who does not register will not be permitted to attend the end-semester examinations; he/she shall not be permitted to attend the next semester. A candidate shall be eligible to register for any higher semester, if he/she has satisfactorily completed the course of study and registered for the examination of the immediate previous semester. He/she should register for the semester before the stipulated date. University will notify the date of registration and the starting and closing dates for each semester.

**Re-admission rules** Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. There shall be provision for readmission in the same institution in the second, third and fourth semesters within a period of three years for those who have satisfactorily completed first, second and third semesters respectively and also registered for the previous semester University

Examination, provided there is vacancy in the institution and the syllabus being the same. Re-admission shall be permitted during the first week of 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semester.

### **Additional Optional**

In the fourth semester, students shall choose one additional optional course from the subjects prescribed in the syllabus and offered by the institution.

### **Seminar**

Seminars are an important part of professional life. B.Ed. students are expected to present one seminar paper on an educationally relevant theme during the 4<sup>th</sup> semester. 50 hours is set apart for the seminar. The whole batch of students should be assigned seminar presentation. (Refer annexure-II)

**Scheme of instruction:** - There shall be 100 contact hours for the instruction of each theory course with full weightage (100 marks Course) Fifteen hours is also assigned for tasks and assignments, college based practicals/tests of each full weightage theory course.

50 contact hours is allotted for the instruction of each theory course with half weightage (50 marks Course) and eight hours is also assigned for tasks and assignments/ college based practicals/tests of each half weightage theory course.

There shall be basic unit of 50 students each for Core Papers and not more than 25 students per teacher educator for Optional papers and other Practical courses of the programme to facilitate participatory teaching and learning

For instructional purpose all courses under Perspectives in Education viz. **EDU 01, EDU 02, EDU 06, EDU 07, EDU 11, EDU 12, EDU 13** and courses under Curriculum and Pedagogic Studies viz. **EDU 03, EDU 04, EDU 08** are considered as CORE COURSES. However the specific area/ content in **EDU 03, EDU 04** could be dealt with by concerned optional teachers.

Courses **EDU 05.1-13, EDU 09.1-13** and **EDU 10.1-13** are optional courses

Courses **EDU 14.1-7** are Additional Optional courses. Institutions with 50 annual intakes should offer a minimum of two courses from this; institutions with 100 annual intakes should offer at least three courses from this category. Faculty can cater to both Perspective

and Pedagogy courses and also courses on *EPC* and be utilized for teaching in flexible manner so as to optimize expertise available.

### **Course Calendar**

The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the valuation at the specified center; Head of each institution should ensure this. Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st semester. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years teaching experience at B.Ed. degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution.

### **Procedure for completing the course**

A candidate shall be required to complete the B.Ed. programme after undergoing the prescribed courses of study in a college affiliated to the university for four semesters within a period of not less than two years; clear all the examinations prescribed and fulfill all such conditions as prescribed by the University from time to time. However the maximum duration permissible for taking the B.Ed. programme is fixed as 3 years after joining the course.

### **Eligibility for the Degree**

No candidate shall be eligible for the B.Ed. degree unless he/she has undergone the prescribed course of study for a period of not less than two academic years in an institution affiliated to the University of Calicut and has passed all subjects as per the prescribed syllabus.

**Revision of Regulation:** Notwithstanding all that has been stated above, the university has the right to modify any of the regulations, scheme and syllabus of the programme from time to time as per University rules.

#### 4. SCHEME OF EXAMINATION & INTERNAL ASSESSMENT.

##### **Assessment of Students**

Assessment of students for each subject will be done by internal continuous assessment and end semester examinations. Internal assessment shall be conducted throughout the semester. It shall be based on internal examinations, assignments (such as Tasks and assignments that run through all courses.) as specified in the syllabus. **End-semester examinations of theory subjects will be conducted by the University and those of all practical subjects will be conducted at institutional level.**

There shall be End Semester University Examinations in 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> semesters. 3<sup>rd</sup> semester is an exclusive Practical semester and hence there will be no End Semester University Examinations for theory in the 3rd semester. However results of the Practical courses internally evaluated will be published by the university. End-semester examinations will be conducted only once in a year; failed candidates will have to appear for the end-semester examinations along with regular students of the next batch. To ensure transparency of the evaluation process, the student should be made aware of the criteria / indicators of assessment well in advance and the internal assessment marks awarded to the students in each course (theory and practical) shall be published on the notice board at least one week before the commencement of external examination so as to enable the students to report any corrections. There shall not be any chance for improvement for internal marks. There shall be no separate minimum for internal assessment of theory courses. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the college evaluation committee level. The consolidated mark lists of all courses of a semester shall be submitted to the University immediately after the closure of each semester

##### **Assessment in Theory Subjects**

The ratio of internal to external examination for theory courses is 20:80.

The marks allotted for internal continuous assessment and end-semester university examinations shall be **20 marks and 80 marks** respectively with a maximum of **100** marks for each *theory subject with full weightage* and shall be **10 marks and 40 marks** respectively with a maximum of **50** marks for each *theory subject with half weightage*.

**Internal evaluation:** The internal evaluation of Theory courses shall be based on predetermined transparent system involving periodic written tests, practicum/tasks and assignments. The weightage to award internal continuous assessment marks should be as follows:

Test papers (minimum **two** for 100 marks courses and **one** for 50 marks courses) – 50%

Tasks and Assignments (**two** for 100 marks courses and **one** for 50 marks courses) -50%

### Semester wise Scheme of Assessment of Theory Courses

#### Semester I

Sl.No	Course code & Course Title	End Semester Examination(Theory )		Internal	Total
		Duration	Marks		
1	<b>EDU 01 EDUCATION IN CONTEMPORARY INDIA</b>	3 Hours	80	20	100
2	<b>EDU 02 DEVELOPMENT OF THE LEARNER</b>	3 Hours	80	20	100
3	<b>EDU 03 LANGUAGE ACROSS THE CURRICULUM</b>	2 Hours	40	10	50
4	<b>EDU 04 UNDERSTANDING DISCIPLINES AND SUBJECTS</b>	2 Hours	40	10	50
5	<b>EDU.05.1-13 THEORETICAL BASES OF TEACHING*</b>	3 Hours	80	20	100
		<b>Total</b>	<b>320</b>	<b>80</b>	<b>400</b>

\*Arabic, English, Hindi, Malayalam, Sanskrit, Tamil, Urdu, Commerce, Computer Science, Mathematics, Natural Science, Physical Science, Social Science

#### Semester II

Sl.no	Course code & Course Title	EndSemester Examination(Theor y)		Internal	Total
		Duration	Marks		
1	<b>EDU 06 PERSPECTIVES ON EDUCATION</b>	2Hours	40	10	50

2	<b>EDU 07 FACILITATING LEARNING</b>	3 Hours	80	20	100
3	<b>EDU 08 ASSESSMENT FOR LEARNING</b>	3Hours	80	20	100
4	<b>EDU 09.1-13 PEDAGOGIC PRACTICES OF....*</b>	3Hours	80	20	100
5	<b>EDU10.1-13 PROFESSIONALIZING .....EDUCATION*</b>	2Hours	40	10	50
		<b>Total</b>	<b>320</b>	<b>80</b>	<b>400</b>

\*Arabic, English, Hindi, Malayalam, Sanskrit, Tamil, Urdu, Commerce, Computer Science, Mathematics, Natural Science, Physical Science, Social Science

### Semester III

Sl.no	Course code & Course Title	EndSemester Examination(Theor y)		Internal	Total
		Duration	Marks		
1	<b>EDU 11 GENDER, SCHOOL AND SOCIETY</b>	2 Hours	40	10	50
2	<b>EDU 12 EDUCATIONAL THOUGHTS AND PRACTICE</b>	2 Hours	40	10	50
3	<b>EDU 13 CREATING AN INCLUSIVE SCHOOL</b>	2 Hours	40	10	50
4	<b>EDU 14.Additional Optional course-</b> <b>EDU 14.1.CHILD RIGHTS EDUCATION</b> <b>EDU 14.2.ENVIRONMENTAL EDUCATION</b> <b>EDU 14.3.EDUCATION FOR DIFFERENTIALLY ABLED</b> <b>EDU 14.4. GUIDANCE AND COUNSELING</b> <b>EDU 14.5.HEALTH AND PHYSICAL EDUCATION</b> <b>EDU 14.6 MANAGEMENT IN SCHOOL EDUCATION.</b> <b>EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION</b>	2 Hours	40	10	50



<b>Total</b>		<b>160</b>	<b>40</b>	<b>200</b>
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### Assessment of Practical Courses

Practical Courses viz., School based, College based and Community-based Practical will be subjected to internal assessment through continuous evaluation. Comprehensive assessment of the College, School & Community Based Practical for Semester I ( **EDU101, EDU102** ) ,for Semester II ( **EDU 201.1 EDU 201.2 EDU 201.3 EDU 201.4 EDU 201.5 EDU 201.6** ),for semester III(**EDU301,EDU302, EDU303EDU304**) and for semester IV ( **EDU401, EDU402,EDU403.1, EDU403.2** )will be done internally by the teacher educators concerned on the basis of the criteria fixed for the purpose. For assessing student performance, Criteria / Performa based on rubrics have to be developed for each task by the Teacher Educators to make assessment objective. Internal assessment of Initiatory school experiences (EDU **201.6**) of Semester II and Internship ( **EDU 301** ) of Semester III will be carried out by Optional teachers. . The only one external assessment for the practicals is for EDU **404** (Practical Examination and viva voce)

### Pattern of Questions for End-Semester Examinations of Theory Subjects

End-Semester Examinations shall normally be conducted at the end of each semester. There are two types of theory examinations- 80 Marks-3 Hours Paper and 40 Marks-2 Hours Paper There shall be one end-semester examination of **3 hours** duration in each *full weightage* theory courses and of **2 hours** duration in each *half weightage* theory courses . The question papers of end-semester examinations of theory subjects shall be able to perform achievement testing of the students in an effective manner. The question paper shall be prepared in accordance with the following guidelines

A question paper may contain very short answer type, short answer type /annotation, short essay type questions, essay type questions /long essay type questions depending on its duration and marks. Different types of questions shall have different weightage to quantify their range. The pattern of questions for theory subjects shall be as follows:

**80 Marks-3 Hours Papers** (for courses **EDU 01, EDU 02,**

**EDU 07, EDU 08, EDU 05.1-13 and EDU 09.1-13 EDU.10.1-13) should contain**

- (a) **10** questions of **2** marks each= **20** (Answer 10 Questions out of 10)
- (b) **10** questions of **4** marks each= **40** (Answer 10 Questions out of 12)
- (c) **2** questions of **10** marks each=**20** (Answer 2 Questions out of 3)

**Maximum Marks: 80**

**40 Marks-2 Hours Papers** (for courses **EDU 03, EDU 04, EDU 06, EDU.10.1-13, EDU.11, EDU.12, EDU.13 and EDU.14.1-7**) **should contain**

- (a) 6 questions of 1 marks each= **06** (Answer 6 Questions out of 6)
- (b) 04 questions of 2 marks each= **08** (Answer 04 Questions out of 04)
- (c) 04 questions of 4 marks each= **16** (Answer 04 Questions out of 06)
- (d) 1 question of 10 marks =**10** (Answer 1 Questions out of 2)

**Maximum Marks: 40**

**Minimum for Pass** A separate minimum of 45% marks for external is required for a pass for a Theory course. However (a) A candidate who secures not less than 45% marks in a subject at the end semester examinations and (b) not less than 50% of the total marks assigned to the subject, shall be declared to have passed the examination in that subject. The total marks assigned to a subject in the above calculations are the sum of maximum marks assigned to the end-semester examination and maximum internal assessment marks of that subject. Hence Minimum marks for a pass in each theory course shall be 50% (marks obtained in internal and external evaluation put together). A candidate shall be declared to have passed the programme if s/he obtains not less than 50% of marks in each Theory courses, in each Practical course, in each EPC courses and Internship as well as 50% of the total marks assigned to the whole programme

A student who does not secure this pass marks in one or more subject/component will have to repeat the respective course. Candidates shall not be allowed to improve the grade already obtained. However cancellation and reappearance will be permitted.

If under any circumstances, a candidate fails in School internship, he/she may be permitted to repeat the School internship after the completion of Semester II with special permission from the University as long as the same scheme exists. It will be considered as a Second appearance in all respects.

#### **Classification of Successful Candidates**

No classification of results will be done during the first, second and third semesters. The classification of the results will be done after combining the marks of first, second, third and fourth semesters. The classification of results will be as follows.

(a) A candidate who qualifies for the degree, passing all the subjects of the four semesters, in 2 academic years after the commencement of his course of study and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class with Distinction (b) A candidate who qualifies for the degree, passing all the subjects of the four semesters within 2 academic years after the commencement of his course of study and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class. (c) All other candidates who qualify for the degree passing all the subjects of the four semesters and not covered at least (b) shall be declared to have passed the B.Ed. examination in second class.

### **Practical Examination and Viva Voce**

Practical examination will be conducted in the 4<sup>th</sup> semester by an External Examination Board constituted by the university. The present practice of zonal boards is to be continued. The Zonal Board will consist of a Chairman, Subject expert for each Optional Paper. The subject expert for the Optional Paper will conduct Practical Examination for the concerned Optional. The board shall observe and assess the teaching competency of all candidates for a maximum of **75 marks** and conduct a Viva-Voce on the subject. Each student should attend the viva-voce on pedagogy of their subject (**for 25 marks**). There shall be no minimum for a pass in viva- voce. If the number of candidates in an Optional subject is more than 20, an additional examiner can be appointed. The University will constitute the required number of Zonal Boards to complete the Practical Examination in all centers in a duration of 8-10 days. Practical examination will be scheduled and carried out simultaneously in all the colleges and completed at least two months before the end of Semester IV to facilitate a smooth completion of academic programmes in the Colleges. The duration of the Practical Examination in an institution will be two days for an intake of 100 students. Additional days will be provided depending on the intake of the institution. A Co-coordinating Chairman will be appointed by the University who will co-ordinate the work of zonal boards. The Coordinating chairman has to randomly check the assessment of Zonal Boards and make corrections, if necessary. The final Mark List of Practical Examination has to be forwarded to the Controller of Examination.

### **Special Duties of the chairman of the Board**

The Chairman of the External Board of Examiners shall also examine the products and documents related to all practical courses and tasks and assignments of all theory courses (as per list given in annexure I) of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> semesters of randomly selected students with a view to monitor the effectiveness of the carrying out of practicals which are internally evaluated. The Chairman of the Board of Examiners shall ask not less than 5% of the total students of the college to showcase the products and documents that have

been internally evaluated in the college during the first three semesters. The chairman will assess the quality of work done in the college by physically examining the products and also through a viva voce of the selected students. He will not however see or manipulate the internal marks already given by the college in this regard.

The Chairman of the External Board of Examiners will certify the standard of students' work done in the college by giving a signed statement in this regard (as given in pro forma I) to the Controller of Examinations along with marks statement of the practical examination

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#### Proforma- I

I .....  
Chairman of Board..... have verified the products and documents related to practical courses/  
tasks and assignments of randomly selected students of  
..... (Name of the College). I confirm  
that they are of EXCELLENT / HIGH / AVERAGE / BELOW AVERAGE / POOR standards.

Give the justification for your assessment in the form of bullet points.

#### Annexure

##### List of practicals

**1. Products and documents of Tasks and Assignments that run through the theory courses  
01-10**

**2. Products and documents of practical courses EDU101, EDU 102 , EDU 201.1, EDU 201.2,  
EDU 201.3 , EDU 201.4, EDU 201.5 , EDU 201.6 , EDU301,EDU302, EDU303,and EDU304**

## **OBJECTIVES OF THE TWO YEAR B. Ed PROGRAMME**

The prospective teacher:

1. Understands and explores the meaning, need and significance of education
2. Understands the various perspectives on education.
3. Identifies and questions one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them.
4. Understands education in the socio-cultural context.
5. Familiarizes with the socio-political economic dimensions of Indian Society and appreciating its diversity.
6. Develops an understanding of the trends, issues, and challenges facing contemporary Indian Society.
7. Facilitates student teachers' understanding of the psychological basis of teaching and learning.
8. Understands the developmental processes and needs of children and adolescents and role of teachers in facilitating developments.
9. Understands the various theories of personality, factors affecting individual differences and the special problems of exceptional children.
10. Acquaints with the prominent theories of learning, retention, and transfer of training and the strategies to facilitate each one of these.
11. Familiarizes with the psychological principles underlying 'curriculum transactions, psychological testing, management and guidance and counseling.
12. Understands the essentials of assessment for learning, democratic education, school management, and physical & health education.
13. Helps them in understanding the relation between language, mind and society.
14. Develops a comprehensive and critical understanding on disability, marginalization and inclusive education.
15. Addresses the learning needs of all children, including those who are marginalized and disabled
16. Understands basic assumptions of ICT its scope in the area of teaching and learning.
17. Imbibes knowledge and develops an understanding of methods and strategies of teaching in Middle, High schools and Higher Secondary schools, and evaluating its outcome.
18. Acquires adequate knowledge of the content of the school subjects concerned, of middle, secondary and higher secondary classes.

19. Develops positive attitude to teaching profession and to the coming generation
20. Acquires the democratic and social values of an ideal teacher thereby to inspire his/her students.
21. Develops interest in facilitating learning and development and enjoys teaching and organizing curricular and co-curricular activities.
22. Readiness to accept the progressive changes in the field of education
23. Generates sensitivity towards local and global environment to emphasize living in Harmony within oneself and with natural and social environment.
24. Recognizes the need of integrating and inculcating life skills and values in school Curriculum and its implementation.
25. Develops skills in dealing with the problems of maladjustment, indiscipline and learning disability.
26. Becomes capable in rendering counseling and guidance for the needy students.
27. Develops skills in planning, transacting and evaluating curricular contents of secondary and higher secondary classes.
28. Develops various sub skills and competencies in teaching and classroom management through microteaching.
29. Acquires skills in developing and using audiovisual devices and ICT for classroom teaching.
30. Acquires skills in discharging the duties of a competent teacher in the prevailing socio cultural and political system and to meet the challenges of the transforming society.
31. To acquaint with professionalization of teacher education
32. Attains a sound knowledge base and proficiency in language
33. Develops an artistic and aesthetic sense in children through art education
34. Learns how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills
35. Helps student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
36. Helps student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

- 37. Develops the capacity to facilitate personal growth and social skills in their own students.
- 38. Enables student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
- 39. Develop the ability to perform appropriate yogasanas so as to improve physical and mental conditions and emotional equilibrium.
- 40. Be sensitive to the social, professional and administrative contexts in which they need to operate
  
- 41. Identifies their own personal expectations, perceptions of self, capacities and inclinations
- 42. Learns about the requirements of professional work and makes contribution to the schools providing internship opportunity.
- 43. To be a professional and humane teacher

# **SEMESTER I**

A .Theory Courses



## **EDU 01- EDUCATION IN CONTEMPORARY INDIA**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **Objectives**

To be familiar with the interdisciplinary analysis of concepts, ideas and concerns.  
To describe the structure of Indian Society

To explain the relationship between various social structure

To familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity.

To explain the role of education in respecting diversities

To develop an understanding of the trends, issues, and challenges facing contemporary Indian Society.

To discriminate between formal, informal and non-formal agencies of education

To analyze the applications of general principles of various disciplines in the educational system

To discuss the recommendations of various commissions/ committees on different levels of education.

To describe various innovative approaches to realize the constitutional directives of public education in India.

To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society.

### **Unit I – Features of Indian society**

Concept of social diversity- diversity at individual level- regional diversities- diversity in language- caste and class in Indian society- tribal groups in India and their diversities and anthropological features-racial diversities of Indian society- physical diversities- role of education in respecting diversities- Analysis of case studies, educational statistics and field engagement with diverse groups Aspirations of Indian Society

### **Unit II- Education and Contemporary India**

Education –fundamental understandings- meaning, definitions, functions and aims- nature of education as a discipline- types of education formal, informal and non-formal-

levels of education- pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education- inter disciplinary nature of education- philosophy, psychology, sociology, anthropology, politics, history- Role of education in respecting diversities.

### **Unit III – Evolution of Education in India**

A brief history of education in ancient and medieval India- Gurukula education, Sangas and Viharas, Nalanda , Taxila, universities, Maktabas and Madrasas- patronage of learning under Gupta, Maurya and Mughals- colonial policy of education Macaulay's minutes, Woods dispatch- oriental and occidental controversy, colonial critique of education- nationalistic education, experimentation with alternatives, basic education (Nai Talim) integration of life, work and education.

### **Unit IV – Constitutional safeguards of education**

Constitutional vision of independent India: then and now

Preamble of the constitution- Rights and Duties of Indian citizen - Constitution and Education:

Concurrent status of education- directive principles of state policies- constitutional values related to aims of education, freedom, justice, equality and fraternity- concepts of inequality, discrimination and marginalization- constitutional provisions related to the issues of inequality, discrimination marginalization and education

### **Unit V – Policy framework of Public Education in India**

Historical background of current issues of education such as UEE, women education, education of Dalits and Tribals, medium of instruction, multilingual education, financial allocation, plebianisation, LPG and social stratification- recommendations of different policy frameworks- Kothari commission- NPE 1986- review committees on NPE- pedagogic and curricular shifts of 1990s and 2000- SSA, RMSA, Right to Education Act-2009, NCF 2005, NCFTE 2009- transcending caste, class and gender through different programs and policies- SSA, RMSA, RTE Act, NCF 2005, NCFTE 2009- mid-day meal and other legal provisions.

### **Unit VI – Education in Contemporary Kerala society**

Evolution of education in Kerala- Salas, Budha viharas, Othupallis, Kalaries, Kudi Pallikoodam, Madrasas- role of Christian missionaries in education- educational renaissance in Kerala in the 20th century- Sree Narayana Guru, Vakkom Abdul Kadir Moulavi, Chattampi Swamikal, Ayyankali- Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s

### **TRANSACTION MODE**

Lecture method, Seminars, Small group discussions Field survey/visit, Brainstorming sessions, Projects

### **TASKS AND ASSIGNMENTS**

- Visit an institution having more than 50 years of history and study its development and present report
- Study on the usefulness of government sponsored program and policies in the locality of the students OR
- Conduct a field visit to understand the social and cultural diversities and prepare a report

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## **EDU 02- DEVELOPMENT OF THE LEARNER**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **COURSE OBJECTIVES**

To enable the prospective teachers to

1. understand the process of development; developmental aspects, stages, factors influencing development, developmental tasks, developmental needs and hazards
2. acquire theoretical perspectives regarding development
3. develop a sensitivity and positive attitude towards the major socio-cultural issues affecting development.
4. develop skills in observing, analyzing and adopting appropriate strategies to deal with developmental problems and hazards
5. familiarize about the research strategies and approaches to study the socio- cultural and political issues pertaining to development.

### **COURSE CONTENT**

#### **Unit I Basic concepts about development (10 hours)**

Concept of growth and development, biological and socio-cultural aspects of development, factors affecting development-development as a result of interactions between individual potential(innate, acquired) and external environment(physical, socio-cultural, ecological, economic and technological)

Principles of development

Aspects of development: physical& motor, cognitive, emotional, social, moral and language development. Inter relationship between different aspects of development

Stages of development

#### **Unit II: Dimensions of development across different stages (20 hours)**

Physical and motor development: characteristics, influences

Cognitive development: characteristics, influences, theories of Piaget and Bruner

Development of emotions, attitudes values- stages of psycho-sexual development

Social development: influence of parents, family, peer group-identity crisis- Erikson's theory of psycho social development

Moral and ethical development: concept of morality, Kohlberg's theory

Language development: LAD, theory of Chomsky and Vygotsky, development of speech- speech defects

### **Unit III: Tasks and hazards of development (5 hours)**

Developmental needs of various stages

Developmental task: concept, tasks of each stage

Developmental hazards

### **Unit IV: Adolescence in the milieu of present socio- cultural complexities (15 hours)**

Adolescence- problems and complexities

Family influence- Broken family, parenting style, changing family structures

Peer influences

Influence of social media

Substance abuse

Gender related problems

Depression, suicidal tendencies, loneliness

Cybercrimes and related problems

Information overload

Remediation of adolescent problems in the present socio- cultural complexities- role of teachers

### **Unit V: Personality and adjustment (25 hours)**

Personality: concept, definitions

Approaches and theories to study personality: trait approach- theories of Allport, Eysenk and Cattell, Freud's theory of personality, Humanistic approach- Maslow and Rogers - characteristics of mature personality

Measurement of personality

Transaction Analysis, NLP

Adjustment and maladjustment

Mental health and mental hygiene - concept and importance, role of teacher in promoting mental health

Mental disorders - classification DSM

**Unit VI: Uniqueness of the individual (25 hours)**

Areas of individual differences- role of heredity and environment

Intelligence: concept- definitions- Theories of intelligence- Spearman, Guilford - Theory of multiple intelligences - Theory of Emotional intelligence

Creativity-meaning and nature- identification of creative learner- process of creativity- teacher's role in fostering creativity

Interest, attitude and aptitude - basic concepts, definitions and measurement

Understanding exceptional learners- categories, identification, characteristics, educational provisions

Learning disability(LD)- Dyslexia, Dysgraphia, Dyscalculia, ADHD

Educational provisions for learner diversities

## TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey

Brainstorming sessions, Case study, Projects

Video viewing and power point presentations, Peer learning

## TASKS AND ASSIGNMENTS

1. Identifying problem behaviour in children of elementary/secondary classes and preparing a case study report.



2. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

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## **EDU 03- LANGUAGE ACROSS THE CURRICULUM**

**Contact Hours: 50 (Instruction)**  
**Internal: 10)**

**Maximum Marks: 50 (External: 40,**

### **Objectives of the Course**

The prospective teacher

- develops knowledge about Language across Curriculum

- understands the role of English language in classroom interactions, pedagogic decision and learning

- analyzes and interprets discipline based language

- develops linguistic competence in understanding the language of curricula of different disciplines

- and school practices

- engages in discourses based on oral and written classroom interactions

- creates professional interactive classroom environment for meaningful learning

### **Course Content**

#### **UNIT 1**

##### **Knowing Language across Curriculum**

Language as a tool for communication in variety contexts and across different disciplines- Need for acquisition of English as foreign language/second language- Language across curriculum- meaning. Scope and significance

*[Instructional hours: 5}*

*Mode of Transaction: lecture, discussion]*

#### **UNIT 2**

## **Understanding Language across Curriculum**

Teacher in the global context- Linguistic skills for professional communication in world-wide classrooms- Linguistic plurality and multi-cultural education with special reference to Indian context- Theory of Agnihotri – implications in Kerala classroom context- Dialect- Deficit Theory- Discontinuity Theory-Need for supporting resources at the affective and cognitive levels for teacher and learner-language for communication in co-curricular practices in schools

*[Instructional hours: 16]*

*Mode of Transaction: Lecture, visiting related websites to understand multicultural contexts, critical analysis, -brain storming, discussion, work shop on language use for variety co-curricular programmes]*

## **UNIT 3**

### **Analyzing and Interpreting Discipline based Language**

Discipline based language- meaning , nature, variety, examples from different disciplines- English language for specific purposes, register, technical language, language of ICT resources-Schema theory-Discourses in variety curricular components-texts, supplementary materials, additional resources, journals ,periodicals, newspaper, bulletins and such other items-Interpretation of pictures, diagrams, graphs, maps, and other illustrative devices

*[Instructional hours: 14]*

*Mode of Transaction: Lecture, practicum, assignments based on concerned disciplines and subject of teaching]*

## **UNIT 4**

### **Creating Language for Classroom Interaction**

Language of instruction-Aural oral skills in English language- contents of variety curricular resources- media for curricular transaction-discussions, seminars, debates-language of explanation, questioning, reinforcing, illustrating and other pedagogic communications

*[Instructional hours:7] Mode of Transaction: Lecture, discussion and individual presentation]*

## **UNIT 5**

### **Developing Proficiency in Written Comprehension and Production**

Reading with comprehension-Levels of reading-Reading across different subjects-  
Techniques of reading based on nature of content-factual, literary, scientific , expository,  
narrative and the like-Techniques for improved reading comprehension-skimming and  
scanning –Study skills -Writing-process, phases, types- note making, note taking,  
summarizing- Transactional and reflexive skills - Linguistic hazards in pedagogic  
decision making-remedial programmes for teachers from different  
disciplines[*Instructional hours: 8*]

*Mode of Transaction: self-evaluation, self-learning, seminars, activity based sessions,  
peer teaching]*

### **Tasks and Assignments**

Observe two subject classes of secondary schools (one rural and the other urban) and  
record the discipline based language, teacher language and student language while  
discourse. Make a comparative analysis

### References

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A.  
Siegruhn & P. Pluddemann. (Eds.). *Multilingual education for South Africa*. Heinemann  
Educational Books.

Behrens, L. & Rosen, L. J. (1997). *Writing and reading across curriculum*. U. S:  
Longman

Corson, D. (1999). *Language policies in schools: A resource book for teachers and  
administrators*. Mahwah: Lawrence Erlbaum.

Eller, R.G. (1989). Johnny can't talk either: The perpetuation of the deficit theory in  
classrooms. *The Reading Teacher*. 670-74.

Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using languages across the curriculum:  
Diverse disciplinary perspectives*. Binghamton: Centre for research in Translation

Kecht, M. & Kathrina. (2000). *Languages across the curriculum: Interdisciplinary  
structures and International education*. Columbus: National East Asian Language  
Resource Centre.

Krueger, M. and Frank. R. (Ed.) (1993). *Language and content: discipline based  
approaches to language study*. Lexington: DC. Heath

Wallace, M. J. (1998). *Study skills in English*. Cambridge: Cambridge University  
Press. Web links

[www.sagepub.in/upm-data/25791-ch4pdf](http://www.sagepub.in/upm-data/25791-ch4pdf)

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[www2.ohchr.org/english/bodies/...Pamela\\_McKenzie\\_long\\_paper.doc](http://www2.ohchr.org/english/bodies/...Pamela_McKenzie_long_paper.doc)

[http://www.coe.int/t/dg4/linguistic/Source/Vollmer\\_LAC\\_EN.](http://www.coe.int/t/dg4/linguistic/Source/Vollmer_LAC_EN)

## **EDU.04.UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **OBJECTIVES**

1. To enable student teachers to reflect on the role of subjects and disciplines in school curriculum.
2. To acquaint with the history of teaching of deferent subjects in school.
3. To understand the paradigm shift in the nature of disciplines
4. To analyse socio political and cultural interventions upon disciplines and subjects.
5. To explore new topics that contribute to the inter disciplinary nature of subjects.

### **Unit 1**

#### **STUDYING SCHOOL SUBJECTS**

School subjects and academic disciplines- Meaning, definitions and differences.  
Relationship between school subjects and academic disciplines  
Content of school subjects, Why studying school subjects?

**(10 hours)**

### **Unit II**

#### **SOCIO POLITICAL AND CONTEXT OF SCHOOL SUBJECTS**

School subjects as historical and cultural phenomena.

Schooling for university. Schooling for everyday life.

**(08**

**hours)**

### **Unit III**

#### **HISTORY AND NATURE OF SCHOOOL SUBJECTS**

School subjects and their evolution as a Curricular Area at school.

Evolution of school subjects before and after independence.

Gurukulam, Kutippallikoodam, Patasala and formal schools.

Subject nature and Subject history of Languages.

Subject nature and Subject history of Mathematics- Mathematical Reasoning

Structure of Mathematics: Axioms, Definitions, Theorems

Subject nature and Subject history of Sciences.

Subject nature and Subject history of Social Science

Subject matter in sciences and social sciences

Inquiry in different domains of knowledge -its difference

**(20hours)**

#### **Unit IV**

#### **SCHOOL SUBJECTS: PATTERNS OF CHANGE**

Curriculum change as socio- political process.

Inclusion of work related subject areas.

Inter disciplinary approach, Inclusion of near subject areas such as Sex education,

Horticulture, Hospitality, Life skills, Health care.

Sustainable Development and Environmental Protection. **(12 hours)**

#### **Tasks and Assignments**

Select a unit each from science, mathematics, social science and languages in the school syllabus of any standard and analyze the social, political and cultural influences reflect among them

#### **References**

Deng, Z (2013), School subjects and academic disciplines.

In A Luke, A woods & K weir (Eds.), Curriculum, Syllabus design and equity: A primer and model Routledge.

Montuschi, 2003, Porter and Porter and Ross

Hodson (1987), Science curriculum change in Victorian England: A case study of the Science common things in I Goodson (Ed). Inter National perspectives in curriculum history, Croom Helm.

Ivor F. Goodson and Colin J. Marsh, Studying school subjects, A guide (1996), Routledge.



## OPTIONALS COURSES

### **EDU 05.1.THEORETICAL BASES OF TEACHING ARABIC**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

#### ***Objectives:***

- *To familiarize the Student teacher with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher*
- *To acquaint the Student Teacher with the meaning , nature and characteristics of language*
- *The student teacher Grasps knowledge about the nature and scope Arabic Language and its status in the present day world.*
- *Develops the ability to apply theories related to Language teaching*
- *Develops Knowledge of acquisition of basic language skills*
- *Familiarizes with techniques of teaching language skills*
- *Familiarizes with traditional approaches and modern methods of language teaching*
- *Updates Knowledge of current approaches and methods*
- *Familiarizes with the modern strategies of language teaching and learning*
- *Develops the ability to choose the most suitable strategies for classroom teaching*

#### **UNIT 1: GENERAL INTRODUCTION TO TEACHING AND LEARNING (6hrs)**

- Language Learning : Perspectives
- Teaching and Learning : its nature and significance
- Teaching as an art and science
- Learner and Teacher
- Inter dependence of Teaching & Learning.  
Maxims of Teaching
- Changing concept of Teaching, learning , classroom environment;  
CWW (classroom without walls), VLE (Virtual Learning Environment.)
- Competency Based Language Teaching (CBLT)  
Language teacher competencies

#### **UNIT 2: ARABIC LANGUAGE EDUCATION (06hrs )**

- Language :meaning &definitions, characteristics and functions
- Language and Culture
- Basic Concepts: Morphology, Phonology, Syntax, semantics.

- First Language, Second Language & Foreign 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

#### UNIT 3: GLOBAL TRENDS IN ARABIC LANGUAGE EDUCATION ( 5hrs )

- Position of Arabic Language in the present day world
- Arabic language education in Kerala
- Pedagogic practices of Arabic Language in speaking / non speaking countries
- Critical study of teaching and learning Arabic in Kerala

#### UNIT4: LANGUAGE ACQUISITION( 8 hrs)

- Language Skills: LSRW
  - Receptive skills & Productive skills
  - Listening skill ; Significance of listening
  - Speaking skill :Importance of speaking, Pronunciation
  - Reading skill: Importance of reading skill
  - Loud Reading, Silent Reading
  - Intensive reading, Extensive reading
  - Skimming and scanning
- Writing Skill: Importance of writing skill
  - Types of writing, Characteristics of good handwriting
  - Creative writing
- Reference & Study Skills: Dictionaries & encyclopedias,Online references

#### UNIT 5: THEORIES OF TEACHING ARABIC LANGUAGE: (10Hrs)

- Application of Psychological Theories & Principles :
  - Behaviourism,Cognitivism,Constructivism,Social constructivism,
  - Chomskyan Concept :( LAD & Universal Grammar),
  - Krashen's Hypothesis
- Models of Teaching: Basic Concepts, families and Properties:
  - Syntax, Social System, support system, principles of reaction ,Instructional & nurturant effects
- Designs based on different models of teaching :
  - Concept Attainment Model, Advance Organizer Model , Syntetic Model

#### UNIT 6: APPROACHES, METHODS & TECHNIQUES (10 Hrs )

- Traditional and Modern Methods :  
Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach, Communicative Approach, Eclectic 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 Skill, Causes of bad pronunciation, Techniques for teaching good pronunciation  
Methods and techniques of teaching reading, Methods and techniques of teaching Writing, Techniques of teaching writing, Dictation, Creative writing, Editing Process
- Modern Strategies in language teaching & learning  
Collaborative Learning & Co-operative Learning  
Workshop, Seminar, Symposia, Debates  
Video conferencing  
e-learning, Blended Learning, Virtual Learning  
e-tutoring, Discourse based teaching and learning  
Addressing Individual differences in teaching and learning:  
Multiple level learning, Learning disabilities

#### Task and assignments

1-Conduct a Seminar on any of the theories related to Arabic language Teaching (ALT) with Power Point presentation.

2-Critical analysis of any methods related to Arabic Language Teaching and submission of it as an online assignment.

#### REFERENCES: (For I and II Semester)

1. Al Muallim al Najih., Dr. Abdullah al Amiri, Dar al shamil Al Nashir wa thouzeea'
2. Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
3. Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
4. Mushkilathu thaaleemu llughal Arbiyya: Abbas M ahmood ; Dar alsaqafa, Qatar
5. Thareeqathu Thadreesi Wa strateejiiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
6. Al Mawajja Al Fanni
7. "Thuruqu thadreesu lluathil arabiyya[1996]"Dr jodath arrukabi dimascus : darul fkr
8. "Ilmu nnafsi tharbaviyyi" Dr abdul majeed nashvathi : muassasathu rrisalath

9. "Models of teaching" Bruce choice and marsha veil prentice hall;New Delhi
10. "Txonomy of Educational objectives " Bloom Benjamin :BOOK1 the cognitive domain David me kay Co inc New York
11. 11"Teaching language as communication'' Widdoson H(1978); Oxford university press .
12. "Language teaching and Bilingual Methord" Dodson CJ (1967) Pitman: New York

## **EDU 05.2- THEORETICAL BASES OF TEACHING ENGLISH**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **Objectives**

After the completion of the course, the learner will become competent in pedagogic knowledge, skills and experience to professionalize the profession.

Strategies needed: lecture method, discussion, seminars, symposium, IT based learning, blended learning, community participation

### **Unit -1**

Objectives : to familiarize the feature of language, place of English language and its importance

Language – meaning and definition, role , characteristics , teaching –maxims , learning and acquisition, first language and second language, place of English in the Indo – European family, role of English in the present scenario/English as an international link language

### **Unit-2**

Objectives : to familiarize the principles of teaching English , language skills and enhancement

Teaching of English -principles of teaching English, four-fold language skills: listening, speaking, reading, writing –their types and how to enhance or develop these skills, study skills and reference skills, English as a skill subject and content subject

### **Unit-3**

Objectives : to understand the application of various theories of language learning

Behaviourism, constructivism, Social Constructivism, MI theory, LAD -Chomskian , CBLT, CLL, Krashen, etc.

### **Unit – 4**

Objectives : to understand the various methods and approaches of teaching English

Methods, approaches, techniques of teaching English

Methods – Grammar translation, Direct, bi-lingual, Dr. West method, Approaches – structural, situational, SOS, humanistic, communicative, whole language -- Features of each method, approach and limitations

#### Unit-5

Objectives : to have knowledge about types of vocabulary and techniques to develop methods of teaching vocabulary, functions, pronunciation

Vocabulary –types, techniques to develop, use of dictionary, language games

Functions and their structures, pronunciation

#### Unit-6

Objectives : to familiarize different audio visual aids in teaching of English

Audio visual aids –importance and their limitations

Pictures, AudioCDs, realia, flashcards, flip charts, language lab , models, video clipping, films, documentaries, cartoons, advertisements, newspaper cutting , various IT resources, etc.

#### Unit-7

Objectives : to acquaint with the library

Library –importance, e- library, infolibnet, elt journals

#### **Tasks and Assignments**

1. Reading recent literary works or films and Preparation of a review
2. Preparation of manuscript magazine and dictionary

#### **REFERENCES ( For I and II semester)**

Arnold, (1986): An Introduction To Functional Grammar Halliday, M.. London

Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi: Dhanpat Rai & Co. Books

Bloom, B.S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. USA: McGraw Hill, Inc.

Doff, Adrian. (1988). Teach English: A Training Course for Teachers. Cambridge: Cambridge University Press

Ellis, Rod. (1990). Integrated Second Language Acquisition. Massachusetts: Basil Blackwell Inc.

Heaton, J.B. (1988). Writing English Language Test: A Practical Guide for Teachers of English as a Second for Foreign Language. UK: Longman Group.

Nunan, David (1989). Syllabus Design: Language Teaching. Oxford: Oxford University Press.

Richards, J., & Rogers, T.. Approaches And Methods In Language Teaching Cambridge: Cambridge University Press

Roberts, Michael and Carol Griffiths. Errors Correction And Good Language Learners Cambridge Language Teaching Library

Sharon, A.R & Trina, L.V (2008) Constructivist Strategies for English Language learners. Crown press, USA.

Tickoo, M.L. (2004). Teaching and Learning English: A Source Book for Teachers and Teacher Trainees. New Delhi: Orient Longman.

Ur Penny and Andrew Wright (1992). Five Minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.

### **Accompanied by Audio Cassettes**

Getting on In English by John Haycroft (The BBC Intermediate Course).

Choosing Your English by John Haycroff & Terence Creed (The BBC Course for Advanced Learners).

Keep Up Your English by W. Stannard Allen (The BBC Course).

Advanced Spoken English through English Grammar and Simple Phonetics by Sharad Srivastava & Nidhi Srivastava (Franklin International).

A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

## **EDU.05.3.THEORETICAL BASES OF TEACHING HINDI**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80, Internal: 20)**

### **UNIT I - BACKGROUND OF LANGUAGE**

#### **\_OBJECTIVES**

- To familiarize the nature of language
- To familiarize the constitutional provisions on languages in India
- To give an insight into the development of language in the present school curriculum

#### **CONTENT**

- Ø Nature and role of language in the present society.
- Ø Role of language in modern Indian society with special reference to the social media impact.
- Ø A comparative analysis of the place of languages in different curriculum exists in Kerala state.
- Ø Constitutional provisions article 343-351
- Ø Recommendations of various educational commissions in India – Kothari commission 1964-66, National education policy 1986, National curriculum framework 2005

**15 Hours**

### **UNIT II - STATUS AND BACKGROUND OF HINDI LANGUAGE**

#### **OBJECTIVES**

- To make aware of the development of Hindi language
- To provide insight into the different forms of Hindi language in India
- To familiarize the need and importance of Hindi language in growing globalization context.
- To understand the importance of Hindi language in the communication
- To discover and understand the challenges in Hindi teaching and learning.

#### **CONTENT**

- Ø A comparison of Hindi language in pre and post independent period.
- Ø Forms of Hindi language
- Ø Status of Hindi language



- Ø The place of Hindi in school curriculum in the context of three language formula
- Ø Multilingualism in India, Hindi as a link language, National language and official language.
- Ø Scope of Hindi in International level.
- Ø Scope of Hindi in Kerala.
- Ø Problems and difficulties faced by Hindi teachers in handling Hindi.

**16 hours**

### **UNIT III - BACK GROUND OF HINDI TEACHING**

#### **OBJECTIVES**

- To familiarize the principles of teaching language
- To understand approaches and methods of teaching Hindi
- To familiarize the maxims of teaching Hindi

#### **CONTENT**

- Ø Principles of language teaching
- Ø Maxims of language teaching
- Ø Different methods of language teaching

**18 hours**

### **UNIT IV – STRUCTURE OF LANGUAGE AND LANGUAGE SKILLS**

#### **OBJECTIVES**

- To familiarize the skills of learning
- To acquire knowledge about the importance of grammar
- To acquire knowledge about the structure of Hindi language.

#### **CONTENT**

- Ø Listening-speaking-reading-writing.
- Ø Grammatical forms and structure of language

**16 hours**

### **UNIT V – DISCOURSE ORIENTED LEARNING**

#### **OBJECTIVES**

- To Familiarize with various forms of discourses for language learning.

#### **CONTENT**

- Ø Aims, importance, types and methods of teaching prose,
- Ø Aims, importance, types and methods of teaching poetry,
- Ø Aims, importance, types and methods of teaching composition, drama, story and grammar.

**15 HOURS**

## **UNIT VI – INSTRUCTIONAL SUPPORT**

### **OBJECTIVES**

- To familiarize with various resource materials media and technology for Hindi teaching

### **CONTENT**

- Ø Resource materials in teaching Hindi – syllabus, text books, workbook, handbooks, reference books, journals etc.
- Ø Learning and teaching aids
- Ø Media supported learning – web based learning and social media.
- Ø Library and its organization.
- Ø Organization of field trips and study tour with their importance.

**20 hours**

### **Tasks/ Assignments: (any two of the following)**

1. Prepare report on the difficulties faced by students in reading and writing Hindi languages in two neighbouring schools.
2. A comparative analysis of the place of languages in different curriculum exists in Kerala state.
3. Observation and reporting of real class room situation and mock practices.
4. Preparation of power point presentation for teaching Hindi

### **Suggested References (For I and II Semester)**

1. Acharya Chatursen, Hindi Sahitya Ka Parichay
2. Acharya Nandulal Banerjee, Hindi Sahitya Ka Samshiptha Itihas
3. Acharya Sathar Chaturvedi, Bhasha Ki Shiksha
4. Dr. G.C. Bhattacharya, Adhyapak Shiksha, Vinod Pustak Mandir, Agra
5. Dr. Bholanath Tiwari, Hindi Bhasha Shikshan
6. Dr. Satyanarayan Dube, Shikshan Vidhiyam Aadhar bhhoth Thatv

7. Dr.ShailendraBhooshan,ShikshanAdhigamKe
8. BhaiYogendrajith, Hindi BhashaShikshan, AgrawalPublications,Agra
9. DhirendraVarma,HindiBhashaAurLipi
10. Dinesh Chandra Bharadwaj,BasicShikshaManovigyan, AgrawalPublications,Agra
11. DurgeshNandini,HindiShikshan,Sumith Enterprises
12. Prof.GaneshPrasesSidha,BhashaShikshanNidhi
13. Kamatha Prasad Guru, Hindi Vyakaran
14. Dr.K.P.Pandey,ShikshamemKriyatmakAnusandhan
15. Dr.S.S.Mathur,Shikshan Kala Eevam Naveen Padhathiyam,  
AgrawalPublications,Agra
16. Dr.S.N.Mukherji,RashtraBhasha Ki Shiksha
17. Dr.Nareshsharma,Shikshan Ki Avasthayem.VigyanBharathi,Gaziabad
18. Dr.RamshakIPandey, Hindi BhashaShikshan
19. Dr.SreedharanandaMukherji,RashtraBhasha Ki Shiksha
20. Dr.SitaramJaiswal,MahendraPalSharma,ShikshaKeThatwikSidhanth
21. P.D.Patak,ShikshaManovigyan, AgrawalPublications,Agra
22. P.G.Kamath,AnyabhashaShikshanEakBhashaVaigyanikDrishti
23. RaveendranathSreevastav,BhashaShikshan,VaniPrakashan,New Delhi
24. K.M.Siva Ram Sharma,HindiShikshan Kala
25. Sadde,RashtraBhashaKaAdhyapan
26. B.L.Vats, Hindi Shikshan, AgrawalPublications,Agra
27. DevanagariLipiTadha Hindi Varthani,Kendriya Hindi Nideshalay,Hindi
28. RashtraBhashaBharathi (Patrika),GrihaMantralay,BharatSarkar

## **EDU 05.2. THEORETICAL BASES OF TEACHING MALAYALAM**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **Course Objectives**

The teacher candidates are to

- develop attitude towards Malayalam language
- understand the principles and theories of language teaching
- analyse four-fold language skills
- get acquainted with methods, techniques and strategies that could be applied in the teaching of Malayalam
- get acquainted with principles/concepts of curriculum construction

### **Course Content**

#### **Unit –I Significance of Mother Tongue**

Functions of language in a society

Relevance of Mother tongue in a democratic society

Mother tongue as a medium of thought and communication of ideas, emotions and experiences

Mother tongue as a medium of instruction

Mother tongue as an official language

Importance of folklore in language development

Language is a tool for cultural and social development (12 hours)

#### **Unit- II Principles of Language Teaching**

General principles of language teaching

Gradation in language teaching

Maxims of language teaching

General approaches on language learning in NCF 2005 and KCF 2007. (08 hours)

### **Unit – III Aims and Objectives of teaching Malayalam**

Aims of teaching Malayalam

Objectives of teaching Malayalam at secondary and higher secondary level

Objective based instruction

Instructional objectives of teaching Malayalam

Blooms taxonomy and Revised Blooms taxonomy

Objectives and Specifications

Objectives framed by NCERT

Mental process skills in Malayalam teaching (25hours)

### **Unit-IV Language skills**

Listening- Listening with comprehension as the most important and primary language skill

Types and methods of teaching to listen

Different activities for developing listening skills

Speaking - Aims and importance of Oral work

Different activities for developing Speaking skills.

Teaching pronunciation- problems of pronunciation

Reading- Importance and methods of teaching to read

Types of reading

Writing – importance of writing

Different methods of writing

Characteristics of good handwriting

Errors in writing

Ways to minimizing spelling errors in children ( 20 hours)

## **Unit- V Methods, Techniques and Strategies of teaching Malayalam**

Meaning of methods of teaching Malayalam

Lecturer method, Discussion method, Project method, Problem solving method, Assign method and inductive and deductive method

Merit, Demerit and Role of teacher in each method

Meaning and purpose of techniques in teaching

Role play, Simulation, Dramatization and Brainstorming

Merts, Demerits and Role of teacher in each technique

Meaning and purpose of strategy

Cooperative/Collaborative learning, Peer tutoring, Reflective learning and Experiential learning strategies.

Merit, Demerit and Role of teacher in each strategy

Different discourses used in language learning

Models of Teaching- meaning and characteristics

Concept                      Attainment                      Model                      and                      Synetics                      Model  
(25hours)

## **Unit VI -Malayalam Curriculum**

Meaning and definition

Principles of curriculum construction

Different approaches of organizing curriculum

Modern                      trends                      in                      curriculum                      construction  
(10 hours)

**Transaction mode:** lecturer and discussion method, seminar, Assignment method

### **Tasks and Assignments**

Preparing Language games for teaching language skills

Preparing lesson plan in Synetic model

REFERENCES (For I and II Semester)

Allen,D & Ryan, K (1969). Micro teaching. London: Adison Wesley

Bindhu,C.M(2nd Ed.)(2009). Mathrubhashabhodhanam: Pravanathakalum Reethikalum. Calicut: Scorpio Bloom.B.S.(1956). Taxonomy of Educational Objectives: cognitive domain, New York: David Mckay Co. Brooks,N(1964). Language and language learning: Theory and practice, New York:Harcourt, Brace &world, Inc

Chomsky,N (1975). Reflections on Language. New York:Random ouse.

Dale,(1961). Audio visual methods in teaching, New York: Holt Rinehart & Winston

Ebel,L.& Frisbie,A.(1991). Essentials of educational measurement. New York:McGraw Hill. Entwistle,N.J.(1981). Style of learning and teaching. London: John Wiley &Sons Fosnot,C.(1996).Constructivism: theory,perspectives and practice.Newyork:Teachers College Press. Gren,G.H.(1987).Planning the lesson.London: Logman

Gronlund,N.E(1970) Stating Behavioural objectives for class room instruction.London: MacMillan

Joyce, B & Weil, M (2003). Models of Teaching(5th Ed.) New Delhi.Prentice hall

Kumar ,S.P.K & Noushad.P.P(2nd Ed.) (2009). Social studies in the class room: Trends & methods, Calicut: scorpio

Kumar,S.P.K & Bindhu C.M.(2002) Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis. Kanishka Publishers: NewDelhi.

Lado,R (1979). Language teaching- a scientific approach.New York: McGraw Hill INC

Lee,W.R(1972). Language teaching games and contexts. London: Oxford University press. Mayer,R.E(2003). Language and instruction, Upper Saddle River. Pearson education

Nair, Chandrashekharan,C.K(2002) Mathrubhasha Bhodhanam. Trivandrum. Kerala bhasha institute. NCERT(2005)National Cruiculum Framework.New Delhi:NCERT

SCERT(2007),Kerala Curriculum Frame work.Trivandrum:SCERT

Passy,B.K(Ed)(1976). Becoming better teacher: A micro teaching approach. Ahmadabad

Pillai,P.E(1991) Malayala bhasha bhodanam.Kerala:chris printers kottayam.

Sivarajan,k & Sreemannuni,P.S.(2003) Malayalabhashadhyapanam.Central cooperative stores,Calicut university.

Variyar, Prabhakaran,K.M & A. Santha(1998). Modern linguistics, Trivandrum: kerala bhasha institute.

Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute

Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad

Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode

Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode

Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam

Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute

Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam, Varkala

Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam

Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute

Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam



## **EDU.05.5.THEORATICAL BASES OF TEACHING SANSKRIT**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **OBJECTIVES**

- 1, To understand the historical development of Sanskrit
- 2, To develop teaching learning skills
- 3, To understand the methods for teaching Sanskrit
4. To understand about the various co-curricular activities related to Sanskrit teaching

### **UNIT.1- (25 HOURS) LECTURE, SEMINAR, ASSIGNMENT**

History of Sanskrit- its influence in Indian languages, World language, classical language, Sanskrit and various sciences, Ancient Indian philosophy and Sanskrit

Development of Sanskrit education in India-

Reports of first Sanskrit Commission.

Krishnawarrier Committee, Second Sanskrit commission

### **UNIT -2 ( 20 HOURS) LECTURE , PRACTICALS, DRILLS**

Skills of learning and teaching- basic language skills-L.S.R.W

Skills of reception, Expression Appreciation, Teaching skills-Micro teaching

### **UNIT -3 (30 HOURS) LECTURE, SEMINAR, ASSIGNMENT**

Methods of teaching Sanskrit

Ancient- Gurukula. Direct

Medieval- Bhandarkar- text book

Mordern- Behaviorist, Constructivist- social constructivist, Critical Pedagogy

Models of teaching- Concept attainment, Advance organizer

Inductive Deductive

### **UNIT -4 (25HOURS) PRACTICALS, ASSIGNMENTS**

Co-curricular activities in Sanskrit

Samskrutholsava- day celebrations- Manuscript magazines- assembly

**Tasks and assignment**

1. Prepare a seminar paper and present it in the classroom based on any topic in the history of Sanskrit language education
2. Compare any two methods of teaching Sanskrit. Report be in ten pages **or**
3. Prepare report on the difficulties faced by students in reading and writing Sanskrit languages in two neighbouring schools.

Mathrubhasha bodanamPravanathakalum reethikalum, Bindhu. C

Taxonomy of Educational Objectives, Bloom. B.S

Reflections on Language, Chomsky. N (1975)

Audio- Visual methods in teaching, Dale 1961

National curriculam frame work, NCERT( 2005) New Delhi Kerala Curriculum Framework,

SCERT, Trivandrum Practical Sanskrit Grammar,

PRD Sarma Tarkasamgrah,

Annambhatta First book of Sanskrit and Second Book of Sanskrit,

Bhandarkar A Sanskrit Grammar for Students,

Appayadikshita Vritarathnakaram,

Kedarabhatta Sidhanta Kaumudi,

Bhattogi Dhikshidar Laghusidhanta Kaumudi,

Varadaraja Panditan A Work book for Sanskrit Learners : Abhyasamanjari  
Vakyamritham Prayogaparichayam

## **EDU .05.6.THEORETICAL BASES OF TEACHING TAMIL**

**Contact Hours: 100 (Instruction)                      Maximum Marks: 100 (External: 80,  
Internal: 20)**

Objectives:

- Familiarizes the student teacher with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
- Acquaints the student teacher with the meaning, nature and characteristics of language
- Grasp knowledge about the nature and scope Tamil Language and its status in the present day world.
- Develops the ability to apply theories related to Language teaching
- Familiarizes with techniques of teaching language skills
- Familiarizes with traditional approaches and modern methods of language teaching
- Develops the ability to choose the most suitable method
- Updates knowledge of the current approaches as well as method
- Understand the techniques of teaching vocabulary, functions and different language forms
- Updates on the present practices of learning and instruction practiced in the state schools of Kerala

### **UNIT I (15 Hours )**

Nature of language-origin and growth-language learning. Language and its elements – Pronunciation, vocabulary, vocabulary expansion – classroom devices and exercises. Types of Tamil language – spoken Tamil – Colloquial to accepted forms – written Tamil Classical language characteristics of classical language Tamil as a classical language

The aims of teaching the mother tongue. The mother tongue as medium of thought and communication of ideas, emotions and experiences, means of developing imagination and aesthetic taste-language as cultural heritage and means to final development 1.

### **UNIT II (20 Hours )**

a. HEARING Learning by hearing – encourage hearing habits – get practice in paragraphing – briefing of paragraph and long paragraph – to attain various aims-knowing of news – appreciation etc. advertising for the above the difference between hearing and understanding.

b. SPEAKING Speak with clarity-speak without grammatical mistake-traditional way proverbs-ability in speech in the initial stage debates-discussions question on time-make use of these in the primary, middle and high school classes.

c. READING The aims of teaching reading methods, reading according to letters, reading according to words, their benefits and draw backs (merits and demerits), increase of vocabulary, to instigate in the studies, loud reading, methods, merits and demerits, making use of books, reading in libraries, dailies weeklies using, deep study, wide study, aims, merits and demerits

d. WRITING Handwriting and writing without spelling mistakes, give practice for that, certain basic exercises. How to hold the pencil or pen, the characteristics of good handwriting, boldness, clarity, beauty, proper spacing, methods of writing exercise, writing on lines, copy writing, writing on hearing.

#### UNIT III (25Hours )

The methods of teaching mother tongue ancient way of teaching, play way, acting way, conversation way, study of supervision way, project way, kinder garden method, individual teaching way, submissions, and other modern trends-Co-operative and Collaborative learning b.

Teaching of poetry-objectives-methods descriptive method-poets perspective-readers response-thematic reading - Teaching of prose-objectives-methods difference between teaching of prose and poetry -Teaching of grammar-objectives-methods deductive method-inductive method. The aims and methods of teaching composition-

#### UNIT IV ( 12 Hours )

Behaviourist approach b. Constructivism, Social Constructivism, Chomskyan Concept  
(Universal Grammar)

#### UNIT V (16 Hours)

Modern techniques in teaching Tamil Collaborative Learning & Co-operative Learning, discussion, Seminar, team teaching-brain storming, techniques making the past ,utilizing community resources for teaching Tamil. Prepare a resource unit for any unit in Tamil text book

#### UNIT. VI (12 Hours)

NCF-2005, KCF 2007-Issue based curriculum, Critical Pedagogy

Tasks and Assignment:

1. Prepare report on the difficulties faced by students in reading and writing Tamil languages in a neighbouring school.
2. Prepare Language games for teaching language skills

References ( For I & II Semester)

Rediyar, subbu N, Tamil Karpium Muraikal

Rajan, Govinda M, Nattamil Karpithalum Muraikalum

Ponnappan P, Tamil Paadam Cholum Murai (vol I & II )

Nathan, Meenakshi S, Notes of Teaching Tamil, Manonmaniam sundarnar University Publication Parasuraman, S Tamil Kamithalil Paryerchikal

Gurney P, Teaching of Mother Tongue

Rylburn, Suggestion of Teaching of Mother Tongue

Nathen, Meenakshi et al, Tamil Grammar of std VIII & IX (SCERT)

Tamil Nadu Text Book society Publication, Tamil Grammer for std VIII & X

Nannool Kaandikai Urai Pavanantham Pilla Commentary

VisakaperimaiP, Annai Ilakkanaram. Saiva Sithandam Publication

Iyengar, Ragava M. Porulathikara Arachichi

Muthishanmugham, Thekkaiamoyliyai,

Raja Ram, Tamil Phonetic Reader, Central Institute of Languages, Mysore

Paranthamanar, A. Nalla Tamil Ezhuthu Karuthum

Veluppillai, Tamil Ilakkiyalin Kaalamum Karutum

Varadarajan M, Tamil lakkiga Varalam, Sakitay Academy Publications s

Mandstein CH , Modern Language Teaching

Rediyyar, Subbu, Tamil Karpikkum Muraikal

Govinda Rajan, M Nattamil Pariyuttum Nookam Muriyum

Govinda Rajan, M. Paliluttu Paiurchium, Mozchiaciriyar-Gazhumy

Govinda Rajan, Mozhi Thiregalhum, Cila cikkalaga-lum

Billows, The techniques of language teaching, New Delhi: Longmans

Dalki J, The Language Laboratory and Language Learning. New Delhi: Longmans

## **EDU.05.7. THEORETICAL BASES OF TEACHING URDU**

**Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80,  
Internal: 20)**

- Objectives

- § To acquaint with the nature and scope of Urdu language
- § To familiarise with the four skills
- § To understand the theories of language learning
- § To understand the methods and approaches of teaching Urdu
- § To understand the nature of selecting language materials
- § To understand the techniques of teaching vocabulary, functions, pronunciation, prose poetry and composition
- § To update on the present practices of teaching Urdu in the State of Kerala.
- § To understand the principles of organising curriculum
- § To familiarise with resources for teaching/learning Urdu

### UNIT. I (12 hours.)

Language-Urdu Language-History and development Its relation with languages especially with Hindi and Persian Development of Urdu Literature. Challenges of teaching Urdu in Kerala. Measures for improvement

### UNIT. II (10 hours)

Urdu as a Skill subject-- LSRW skills and the process skills.  
Techniques to develop LSRW skills

### UNIT III (20 hours)

Behaviourism ,Constructivism ,Multiple Intelligence ,Chomskian concept of Language Development ,Stephen Krashen's theory, Dr. N.S.Prabhu's CBLT programme

### UNIT. IV . (25hours)

Method, approach, technique & strategy. Grammar –translation method, direct method, bilingual method. Structural approach, communicative approach, humanistic approach, whole language approach .Characteristics, principles, advantages & limitations. Innovative practices in ULT Principles of selection and grading of language materials

### UNIT V( 15 hours )

Vocabulary- Types of vocabulary, Kinds of words, Techniques of teaching vocabulary, Enrichment of vocabulary, Language games. Form and function— methods of teaching grammar. Teaching of pronunciation  
Types of prose- intensive and extensive reader, techniques of teaching prose & poetry.

#### UNIT VI (18 hours)

Curriculum and Resources of Urdu—meaning, types. Principles of curriculum construction. Nature of language curriculum. Syllabus—types of syllabus—features and limitations. Compare the styles of organisation of curriculum in IX std. text book. Course books, qualities of a good course book. Source books—work book. Supplementary reader—types. E-book, CD's etc.

#### **Tasks and assignment**

1. Prepare report on the difficulties faced by students in reading and writing Urdu languages in a neighbouring school.
2. Prepare Language games for teaching language skills in Urdu

#### REFERENCES (For I & II Semester)

1. Principles of Language Study. H.E. Planer.
2. Language Teaching – Robert Lado.
3. Method of Teaching the Mother tongue. Ryborn.
4. Tadrees-c-zaban-urdu-shervani
5. Urdu Ki Tadrees-Mainudheen
6. Urdu ki Dars – 0 – Tadrees – Masayil- Haroon Ayoob.
7. Urdu Kaise Padayam –Mainudheen.
8. Evaluation in Language Education – CIII. Mysore.
9. Dr. Abdul Haq. Quwayide-e-Urdu.
10. Rasheed Hassan Khan. Saheeh Imla.
11. Rambabu Saksena. Tareekh-Adab-c-Urdu
12. Syed Shafi Murteza. Ashaf-c-Adab-KO Irthiqa.
13. Prof. M.A. Zahid. Tarz-c-Nigarish.
14. Anjumen Tarqui-Urdu-Hind. Nazeemal Balagth.
15. Azeemul Haq Jincidi. Urdu Adb Ki Tareekh.
16. Habbcc Khan. Ghalib-sc-Iqbal tak-
17. Prof. Moinudheen. Hum Urdu Kaise Pad haayen.
18. Shafi Ahmed Saddiqui. Urdu Zaban Wa Quawaid. Part I & II



## **EDU0 5.8 THEORETICAL BASES OF TEACHING COMMERCE**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **Course Objectives:**

- To endow students with various dimensions of commerce and accountancy subject
- To appreciate commerce as a dynamic and expanding body of knowledge
- To familiarize the evolution of teaching of commerce
- To gain insight into the aims and objectives of teaching commerce subjects
- To comprehend various approaches, methods and techniques of teaching commerce
- To proficient in selecting appropriate teaching methods and techniques of commerce teaching in varied context and content
- To intertwine models of teaching for understanding the concepts of business studies and accountancy
- To equip the students with current trends in developing commerce curriculum at higher secondary level
- To understand the theoretical bases of major approaches viz; constructivism and behaviourism

### **Course Content**

#### **Unit 1: Commerce as a Unique Discipline (12 Hours)**

- Ø Commerce - Meaning, Definition, Importance and Scope of Commerce as a subject
- Ø Areas of Commerce and its recent development
- Ø Accounting - Meaning, definition, Importance and Scope (Cost Accounting, Computerized Accounting, Financial Accounting, DBMS)
- Ø Vocational Education, Entrepreneurship Education, Consumer Education - Meaning, features and importance
- Ø Concept of Marketing Management, Financial Management, Human Resource Management, and its recent development.

#### **Unit 2: Commerce Education (8 Hours)**

- Ø Concept of Commerce Education , Meaning , definition , nature and Importance
- Ø Historical development of Commerce - Recommendations of various committees on Commerce Education

- Ø Curricular reforms by KCF 2007 and NCF 2005-A brief outline of aims of education.

**Unit 3: Aims and objectives of Teaching Commerce (14 Hours)**

- Ø Aims of Teaching Commerce
- Ø Objectives of Teaching Commerce at Secondary and Higher Secondary Level.
- Ø Values of Teaching Commerce
- Ø Instructional Objectives of teaching Commerce- Revised Bloom's Taxonomy- Criteria for writing Instructional Objectives- Specifications
- Ø Process skills in Commerce

**Unit 4: Approaches, Methods & Techniques of Teaching Commerce (34 Hours)**

- Ø Maxims and Principles of Teaching Commerce.
- Ø Meaning, Characteristics and Advantages of Learner centred approach, Competency based approach and Multi Media approach, Activity based approach- large group activity and small group activity
- Ø Approaches of Teaching Accountancy: Balance sheet approach, Equation approach and Spiral Development approach
- Ø Methods of Teaching Commerce: Lecture method, Discussion- Group discussion and panel discussion, Debate, Seminar, Project method, Problem Solving method, Inductive and deductive method, Analytic and synthetic method , Case Study method, Market studies and surveys
- Ø Techniques of Teaching Commerce – Review, Role play, Simulation, Brainstorming.
- Ø Teaching Strategies in Commerce – Co-operative learning, Experiential Learning, Concept Mapping
- Ø Models of Teaching: Concept Attainment Model, Advance organizer Model, Cognitive Apprenticeship Model

**Unit 5: Commerce Curriculum (12 Hours)**

- Ø Concept of Curriculum –Meaning and Definition
- Ø Principles of Curriculum Construction

- Ø Types of Curriculum
- Ø Approaches of Curriculum organization
- Ø Recent Trends in Construction of Commerce Curriculum
- Ø Curriculum Evaluation – Meaning, purpose, levels and techniques of curriculum evaluation

**Unit 6: Application of psychological theories in commerce education (10 Hours)**

- Ø Theoretical base of Behaviourism
- Ø Theoretical base of Constructivism- Piaget, Bruner, Vygotsky, Gardner
- Ø Critical Pedagogy- Problem Posing Education

**Transaction Mode**

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

**Tasks and assignment  
20 Marks**

1. Undertake a Project on selected area from commerce
2. Compare the commerce curriculum of Higher Secondary Stage of Kerala state with that of the Central Board of Secondary Education based on curricular reforms.

**References**

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- § Anderson, W.L and Krathwohl, D.R (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Boston : Allyn & Bacon.
- § Bloom, B. S. (1956). *Taxonomy of Educational Objectives*. Cognitive Domain. New York: David McKay Co.
- § Borich, Gary.D. (2004). *Effective Teaching Method*. New Jersey : Prentice Hall Inc.
- § Boynton, L.D. (1963). *Methods of Teaching Bookkeeping and Accounting*. Ohio: South Western Publication.
- § Chopra, H.K. & Sharma, H. (2007). *Teaching of Commerce*. Ludhiana: Kalyani Publisher.
- § Chauhan, S.S. (2006). *Advanced Educational Psychology*. New Delhi
- § Freire, P. (1998). *Pedagogy of the Oppressed*. USA: Continuum Pub. Co.

- § Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books
- § Gronlund, N.E. (1970). *Stating Behavioural objectives for class room instruction*. London: MacMillan
- § Joyce, B. & Weil, M. (2003). *Models of Teaching* (5th Ed.). New Delhi: Prentice Hall.
- § Khan, M.Y. & Jain, K.J. (2000). *Management Accounting*. New Delhi : Tata Mcraw Hill.
- § Khan, S.M. (1987). *Commerce Education*. New Delhi : Sterling Publishers.
- § Krathwohl, et.al. (1965). *Taxonomy of Educational Objectives*. Hand Book II: Affective Domain. New York: McKay.
- § Kumar, M. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Ltd
- § Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi : PHI Learning.
- § N.C.E.R.T. (1989). *Instructional objectives of school subjects*. New Delhi: N.C.E.R.T
- § Passi, B.K. (1976). *Becoming a Better Teacher: A Micro Teaching Approach*. Ahamadabad: Sahithya Mundranalya.
- § Prasad, L.M. (2012). *Principles and Practice of Management*. New Delhi: Sultan Chand.
- § Pophan, Scharg & Blockhus. (1975). *A Teaching Learning System for Business Education*. New York: McGraw-Hill.
- § Raj, R. B. (1999). *New Trends in Teaching of Commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
- § Rao, D.B. (2006) *Methods of Teaching Commerce*. New Delhi: Discovery publishing house
- § Roa, S. (2005). *Teaching of Commerce*. Anmol Publications pvt.Ltd: New Delhi.
- § SCERT. (2007). *Kerala Curriculum Framework*. Trivandrum: SCERT.
- § Sharma, A. (2009). *Contemporary Teaching of Commerce*. Surjeet Publications: New Delhi.
- § Shukla, M.C, Grewal, T.S & Gupta, S.C. (1996). *Advanced Accounts*. New Delhi: S.Chand and Co
- § Singh, M.N. (1977). *Methods and Techniques of Teaching Commerce*. New Delhi :Youngman.
- § Singh, V.K (2006). *Teaching of Commerce*. New Delhi: A.P.H.Publishing corporations
- § Singh, Y.K. (2011). *Teaching of Commerce*. New Delhi : APH.
- § Tiwari, S.A. (2005). *Commerce Education in the global Era*. New Delhi : Adhyayan Publishers.

- § Vyotsky,LS. (1978). *Mind and Society :The Development of Higher Mental Processes*. Cambridge:Mass University Press.
- § <http://www.celt.iastate.edu/creativity/techniques.html>
- § Higher secondary business studies and accountancy text book (Plus 1 & Plus 2)

## **EDU 05.9.THEORETICAL BASES OF TEACHING COMPUTER SCIENCE**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100**

**(External: 80, Internal: 20)**

### **Objectives**

To acquaint with the values of computer science education.

To familiarize the developmental trends of computer science

To understand Approaches, Methods & Techniques of Teaching Computer Science

To understand the Theoretical Bases of major approaches viz constructivism, behaviourism

To understand the principles of Organizing Curriculum

To provide familiarization with Resources for teaching/learning Science

### **UNIT I (10 hours)**

Practical values of Computer with reference to: Scientific and technological developments in all domains of knowledge (ii) Practical application in the day to day life of common man-related to various occupations, information and communication, medical services, education, etc. (iii) Research in all areas. Cultural values with reference to: Communication facilities binding humanity as a whole. Recreation and utilization of leisure time Spread of universal and continuing education.

### **UNIT II (15 hours)**

An overview of the history of the development of computer science as a special discipline. Familiarity with typical projects on computer education such as European school project, STREET project, etc. Future of computer science in view of unbelievably fast changes. Need for a forward looking attitude and a process oriented approach that would help learners co-operate with ever changing scenario.

### **UNIT III (27 hours )**

Methods of teaching –Lecture cum demonstration method, Heuristic method, seminar, discussion etc. Individualized instruction – Self learning – Programmed learning – Computer assisted learning. Questioning Technique, Brain storming; Buzz session Collaborative learning, Managing Group learning in a classroom Critical Pedagogy

#### UNIT IV(28 hours )

Curriculum- A conceptual Analysis, Curriculum and Syllabus, Principles of Curriculum Construction - Approaches to curriculum organization

Resource materials in teaching Computer science. Syllabus, Teachers handbook, reference books, supplementary readers, periodicals, manuals.

Teaching Aids, Improvised apparatus, Essential audio-visual aids. C.D. ROM such as Encyclopaedia Britannica, Microsoft Encarta, Edubuntu of it @school, Kerala -library,

Reference Library, Need for planning the computer laboratory – setting up a computer lab. Essential infrastructure – LAN topologies – advantages of using a LAN – Laboratory management – Lab. Routine for Pupils – arranging for pupils practical – maintenance of records

#### UNIT V (20 hours)

Theory of Cognitive Constructivism, Social Constructivism and Multiple Intelligences

Learning as a generative process - Behaviourist approach Vs Constructivist approach,

#### **Tasks and assignment      20 Marks**

Undertake a Project on selected area from Computer Science  
Compare the Computer Science curriculum of Higher Secondary Stage of Kerala state with that of the Central Board of Secondary Education based on curricular reforms.

#### REFERENCES (For I &II Semester)

1. Emerging Trends in Teaching of Computer : Ratho, T.N. and Ravi Prakash
2. Computer Education: (ed.) Venkataih
3. Computer Education: U.K.Singh and K.N.Sudarsan
4. Models of Teaching: Bruce Joyce and Marsha Weil
5. A Study of Thinking: Jerome S. Bruner et al.
6. Piaget for Classroom Teaching: Bavry J. Wadsmith
7. Cybernetic principles of Learning and Education Design: Karl U.Smith and margaret Edlts Smith

8. Behaviour therapy: Rimm and Masters
9. Synetics : William J.J. Gorden
10. Education in Digital Age: R.K. Ramana
11. Computer Assisted Instruction – A synthesis of Theory, Practice and Technology: Stainberg
12. Microcomputers in Education: Smith, I.C.H.
13. Annotate C++: Stroustrup
14. Education via internet: Venkataiah S.
15. Education in the computer age-issue of policy, practice, and reform: Wldavsky A.
16. Oracle 8I – The Complete Reference: Kevin Loney and George Kock
17. Object Oriented Modeling and Design: James Rumbaugh et al



## **EDU.05.10. THEORETICAL BASES OF TEACHING MATHEMATICS**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80,  
Internal: 20)**

### **Objectives**

1. To develop an insight into the nature of Mathematics.
2. To develop an understanding about the interrelationship of different branches of Mathematics, relationship of Mathematics with other subjects and with daily life.
3. To familiarise the history of Mathematics and Mathematics education.
4. To know the recommendations of various committees and commissions(in India) about the role of Mathematics in school curriculum.
5. To understand the values of learning mathematics.
6. To understand the aims and objectives of teaching mathematics.
7. To analyse the objectives of teaching Mathematics at different levels of Education.
8. To understand the Taxonomies of Educational objectives (Bloom's & RBT).
9. To understand different approaches, methods and techniques of teaching mathematics
10. To understand the implications of theories of Piaget, Bruner and Gagne in Mathematics Education.
11. To understand the steps of development of Mathematics curriculum
12. To understand the principles of curriculum construction and organization.
13. To analyse the various approaches to curriculum organization
14. To familiarise with important reforms in Mathematics Curriculum in India and abroad.

**Mode of transaction: Lecture cum discussion, Brain storming, assignment and Seminar**

### **UNIT I**

**Nature of Mathematics (17 Hours)**

- 1.1 Mathematics- meaning and definition
- 1.2 Nature of Mathematics- Mathematics as a Science, Mathematics as a game, Mathematics as a language, Mathematics as a tool. Difference between Mathematical science and basic science.

1.3 Pure and applied Mathematics, Role of axioms and postulates, Teaching for understanding proofs, Kinds of proofs- direct, indirect, by mathematical induction, by contradiction, by causes, the contra positive and disproof by counter example.

1.4

1.5 Fundamental branches of Mathematics (Arithmetic, Algebra, Geometry, Trigonometry)- Origin, nature of content, link between the branches

1.6 Correlation of mathematics with other subjects and real life.

## UNIT II

History of Mathematics (15 Hours)

2.1 Development of Mathematics as a Science -Empirical, intuitive and logical

2.2 History of Mathematics and Mathematics Education: Vedic period to 20<sup>th</sup> century

2.3 Role of Mathematics in school curriculum in India- Recommendations of various Committees and commissions (Kothari, Muthaliar, NPE, NCF, KCF etc.)

## UNIT III (15 Hours)

Aims and Objectives Teaching Mathematics

3.1 Values of learning Mathematics, aims and objectives of teaching Mathematics

3.2 Objectives of teaching Mathematics at elementary, secondary and senior secondary levels with respect to NCF and KCF.

3.3 Taxonomy of educational objectives- Blooms Taxonomy, Revised Bloom's Taxonomy- a conceptual overview

## UNIT IV

Approaches, Methods and Techniques of Teaching Mathematics (23Hours)

4.1 Behaviourist approach, problem based learning, constructivist approach and heuristic approach

- 4.2 Methods of teaching mathematics- Inductive-deductive method, Analytic-synthetic method,  
project method, laboratory method, problem solving method
- 4.3 Techniques of teaching mathematics- questioning, brainstorming, assignment

## UNIT V (12Hours)

### Psychological basis of Teaching Mathematics

- 5.1 Orientation to theories of Bruner, Piaget, Gagne, Vygotski and Chomsky
- 5.2 Implications of the theories of Piaget, Bruner and Gagne in teaching and learning of Mathematics

## UNIT VI (18Hours)

### Mathematics Curriculum

- 6.1 Curriculum- meaning, types
- 6.2 Curriculum development: Construction, organisation and evaluation-
- 6.3 Principles of Mathematics curriculum construction, principles and approaches of curriculum organisation
- 6.3 Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield

### Task and assignments:

- Ø 1. Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire, content analysis etc.)
- Ø 2. Prepare a picture album of famous mathematicians (including western and Indian) with descriptions of their biography and contributions. (At least 10 mathematicians)

### REFERENCES (For I &II Semester)

1. Anderson, W. L. & Krathwohl D. R. A taxonomy for Learning, Teaching and Assessing. Newyork: Longman.

2. Arnold V. et al (2000). Mathematics: Frontiers and perspectives AMS.
3. Backhouse, J. et al.( 1992). Improving the Learning of Mathematics. Cassel.London.
4. Bender, W.N. (1992) Learning Disabilities characteristics, identification and teaching strategies. Allyn and Bacon. USA.
5. Bloom, B.S. et al.( 1968). Taxonomy of Educational objectives. Hand book I: Cognitive domain. David MckaycompanyInc New York.
6. Bruner, J.S.( 1966). Toward a theory of Instruction. Harvard University press. Cambridge, Mass.
7. Chambers,P.(2008). Teaching mathematics- developing as a reflective secondary teacher. NewDelhi, Sage.
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NCERT . (2005)National Curriculum Frame Work New Delhi: NCERT
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21. Passi, B.K.(1976). Becoming Better Teachers: Micro Teaching Approach. SahithyaMudranalaya, Ahamedabad.
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25. Russel, J.( 2004) Teaching of mathematics. Campus books. New Delhi
26. S.K.Kochhar..Methods and Techniques of Teaching, Sterling Publishers pvt ltd 2003
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31. State Text Books and Hand Books in mathematics of kerala, Class VII – XII.
32. Sternberg, R. J.(2006) Cognitive Psychology. New Delhi : Thomson Wadsworth
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[www.unesco.org/education/pdf/323\\_22.pdf](http://www.unesco.org/education/pdf/323_22.pdf)  
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## **EDU.05.11. THEORETICAL BASES OF TEACHING NATURAL SCIENCE**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80, Internal: 20)**

### **Objectives**

- To acquaint with the nature of Science.
- To develop understanding of the place of science in National School Curriculum.
- To familiarize the evolution of Teaching of Science.
- To update the present practices of learning and instruction prevailing in the state schools of Kerala.
- To understand Approaches, Methods & Techniques of Teaching Science.
- To understand the Theoretical Bases of constructivism and to familiarize with the methods and techniques for implementing constructivism in the classroom.
- To understand the principles of organizing curriculum.
- To provide familiarization with resources for teaching/learning Science
- To appreciate linking science with society.

### **UNIT I (12Hours)**

#### **Nature and Scope of Science**

Science-its meaning, definitions, and nature -Science as a product and process

Science as an on-going process of enquiry, importance of science as a school subject

Implications of Nature of Science for the Science Teacher.

Values of teaching science with special reference to Biology.

Scientific Method, Scientific Attitude and Scientific Aptitude.

## **UNIT II (10 Hours)**

### **History of Science Education**

Landmarks in the development of science education. Science education in ancient times- Development of science Education in India after Independence- Science Education as envisaged in the Recommendations of different education commissions Viz NPE(1968), Ishwarbhai Patel Committee (1977), NPE(1986), NPE(1992), Yash Pal committee, NCF(2005), KCF( 2007).

## **UNIT III(25 Hours)**

### **Approach, Methods and Techniques of Teaching Science.**

Teaching - Maxims of teaching. Process Approach and Product Approach of teaching - Inductive, Deductive, Enquiry& Discovery Approaches of Teaching.

Methods of Instruction – Lecture, Lecture cum demonstration method, Heuristic method, Project method, Problem solving method, Dalton Plan, Individual laboratory method, Supervised study. Teaching techniques and strategies- Questioning Technique, Discussion, Brain storming, Role Playing, Seminar and Debate.

## **UNIT IV (15 Hours)**

### **Learning as a Generative Process**

Theory of Cognitive Constructivism, Social Constructivism, Behaviourist approach Vs Constructivist approach. Learner as a scientist, guided discovery approach, Collaborative learning, Managing Group learning in classroom, Activity based learning. Learning as a Generative process- Role of a teacher and learner in these contexts Critical Pedagogy. Review of the latest happenings in the state schooling procedures.

## **UNIT V (8Hours)**

Science as a social Endeavor; Scientific Literacy, Influence of science on society.

Misconceptions in Science – Examples of common misconceptions in students, Role of teachers in overcoming student misconceptions. The Science Teacher and Society. Role of science teacher in eradicating superstitions in Society.

### **1. Science curriculum (15Hours)**

Curriculum -A conceptual analysis, Curriculum and syllabus, Hidden curriculum- Principles of curriculum construction. Stages of curriculum development. Approaches to curriculum organization, Integrated, Disciplinary and Inter disciplinary approach. Curriculum reforms abroad-BSCS, Nuffield Foundation. Correlation in science teaching - Need and Significance, Types of correlations- Incidental correlation, Systematic correlation, Correlation of science with other subjects.

### **2. Resources in Teaching Science (15Hours)**

Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, specimens, video, power point presentation Laboratory and its organization, purchase and maintenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid. Science library and its organization.

## **Tasks and Assignments**

1. Construct a work book on any one unit in Biology of VIII standard.
2. Write a script for the Role play of a Biological theme and enact it in a school class and reflect

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## **EDU 05.12 THEORETICAL BASES OF TEACHING PHYSICAL SCIENCE**

**Contact Hours: 100 (Instruction)**  
**20)**

**Maximum Marks: 100 (External: 80, Internal:**

### **Course Objectives**

- 1.To understand the nature of Science and science education.
- 2.To understand Approaches, Methods & Techniques of Teaching Science.
- 3.To familiarize the theoretical bases of different approaches in physical science teaching.
4. To familiarize with the methods and techniques for implementing constructivism in the classroom.
5. To update on the present practices of learning and instruction practiced in the state schools of Kerala.
6. To familiarize with Resources for teaching/learning Science.
7. To understand the organizing and maintaining of library and laboratory in Science.
8. To appreciate the systematic method of science -The scientific method.

### **Unit I (15 Hours) Meaning and Nature of Science**

- 1.1 Science, its meaning, nature of science. Science as a product and process , Importance of science as a school subject. Implications of Nature of Science for the Science Teacher. Values and function of teaching science - Intellectual, Disciplinary, Utilitarian, Cultural, Vocational, Recreative, Aesthetic, Moral, Social etc. Scientific Attitude and Scientific Aptitude. Branches of science, Emergence of interdisciplinary subjects like Nanotechnology, Bioinformatics, Geoinformatics, ICT etc.
- 1.2 Science education in ancient times- Development of science Education in India after Independence-Recommendations of different education commissions NPE(1968), Ishwarbhai Patel Committee (1977), NPE(1986), NPE(1992), Yash Pal committee, NCF(2005), KCF( 2007).

### **Unit II (25 Hours) Methods and Techniques of Teaching Science**

- 2.1 Maxims of teaching, basic teaching model of Glaser

2.2 Process Approach and Product Approach of teaching, Inductive Approach and Deductive Approach of Teaching

2.3 Methods of Instruction: Lecture cum demonstration method, Project method, Problem solving method, Individualized laboratory method, Dalton Plan, Supervised study.

2.4 Teaching techniques and strategies- Brain storming, Questioning Technique, Buzz discussion- Debate, Symposium, Panel Discussion, and Seminar. Concept map, Mind Map, Analogies, Blended learning, Problem-based Learning (PBL), Mnemonics, Graphic organizers

2.5 Models of Teaching - The significant characteristics of Models of Teaching, *Functions of Models of Teaching*., Families of Models of Teaching, Basic Procedure for the Implementation of a Model, Elements of a model, Concept Attainment Model, Inquiry Training Model

### **UNIT. III (15 Hours) Present practices in Teaching and Learning**

3.1 Theory of Cognitive Constructivism, Social Constructivism, learner as a scientist, guided discovery approach, Experiential learning,

3.2 Learning as a Generative process-Role of a teacher and learner in these contexts  
Misconceptions in Science – Examples of common misconceptions in students, Role of teachers in overcoming student misconceptions,

3.3 Behaviourist approach Vs Constructivist approach, Collaborative learning, group discussion, experiment or other activity in a group, Role of experiments in science, integration of theories and experiments in science, Critical Pedagogy. Review of the latest happenings in the state schooling procedures.

### **UNIT. IV (15 Hours) Curriculum**

Curriculum – meaning and scope. Curriculum and Syllabus, Hidden curriculum, Principles of Curriculum Construction Curriculum planning and development, Foundations of curriculum development (Philosophical, Sociological, Psychological), Stages of curriculum development.

Approaches to curriculum organization - concentric plan, topic method, type study.  
Integrated, Disciplinary and Interdisciplinary Approaches.

Correlation in science teaching -Need and Significance, Types of correlations- Incidental correlation, Systematic correlation, Correlation of science with other subjects.

### **UNIT. V (15 Hours) Resources in Science Teaching**

Resource materials in teaching physical science. Syllabus, Textbooks -Vogel's criteria of selection. Work Book, Teachers handbook, reference books, supplementary readers.

Teaching Aids, Improvised apparatus, Essential audiovisual aids.

Laboratory and its organization, purchase and maintenance of chemicals, apparatus and equipments. Laboratory rules, accidents in the laboratory, precautions and First Aid.

Science library and its organization.

### **UNIT. VI (15 Hours) Scientific method**

Science and Philosophy, The concept of scientific method- steps, Hypothetico- deductive method, Corroboration and Falsification, logical aspects of Scientific method- inductive reasoning, Mill's canons of Induction, deductive reasoning, Analogy, Analysis and Synthesis, Hypothesis. Technical Aspects of scientific method -Collection of facts and data, Observation, Experiment. Authority and testimony as a source of knowledge.

Scientific Method and transfer of training.

### **Tasks and Assignments**

Do any two of the given three.

3. Construct a mind map for any topic in Physics or Chemistry at the higher secondary level.
4. Construct a lesson plan using any one of the models of teaching and practice it in the school.
5. Construct a work book on any one unit in Physics and any one unit in Chemistry of any of the standards.

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## **EDU 05.13 THEORETICAL BASES OF TEACHING SOCIAL SCIENCES**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **OBJECTIVES**

To acquaint with the nature and evolution of social sciences and social studies

To understand Aims and Objectives of teaching social science

To understand the principles of organizing Curriculum

To familiarize with methods and Strategies of teaching social sciences

To provide acquaintance with Models of teaching and its practices

### **CONTENT**

#### **UNIT.1 (16 Hours)**

##### **1.0 Introduction to teaching social sciences**

- 1.1 Meaning, definition, nature and scope of social science
- 1.2 Evolution of social science as a subject
- 1.3 Need and significance of teaching social science in the present context
- 1.4 Social Studies as a core subject and its relation to other core subjects- language, General science and mathematics. Social studies vs Social sciences

#### **UNIT.2 (20 Hours)**

##### **2.0 Aims , Objectives and Values of Teaching Social Sciences**

- 2.1 General aims of Teaching social studies
- 2.2 Aims of Teaching Social Sciences at Secondary stage
- 2.3 Objectives of Teaching History, Geography, Economics and Political Science.
- 2.4 conceptual , Inquiry, Skill and Affective Objectives of Social science
- 2.5 Bloom's Taxonomy of Educational Objectives
- 2.6 Revised Bloom's Taxonomy by Anderson and Krathwohl
- 2.7 Values of Teaching Social Studies

Social science as a tool to inculcate democratic values, constitutional values,  
human values and social skills



### **UNIT 3 (20 Hours)**

#### **3.0 Social Science Curriculum**

- 3.1 Meaning and Definition of Curriculum
- 3.2 Curriculum , Syllabus and Text book
- 3.3 Principles of Curriculum construction
- 3.4 Fusion, Integration and Correlation in Social science Curriculum
- 3.5 Organizing social science curriculum – Topical, Spiral and Unit Approach
- 3.6 Approaches to Curriculum Construction
  - 3.6.1 Grass root approach
  - 3.6.2 Administration approach
  - 3.6.3 Demonstrative approach
- 3.7 Modern Trends in Social Science Curriculum
- 3.8 Evaluation of Social Studies Curriculum

### **UNIT 4 (24Hours)**

#### **4.0 Method and models of teaching social sciences**

- 4.1 lecture method
- 4.2 source method
- 4.3 discussion method
- 4.4 problem solving method
- 4.5 Project Method
- 4.6 Dialogical Method
- 4.7 co-operative learning strategies
- 4.8 role play
- 4.9 Assignment Method
- 4.10 Reflective Learning Strategies
  - 4.10.1 Meta-cognitive learning Strategies
  - 4.10.2 Brain Based Learning
  - 4.10.3 Exploratory and investigatory learning
  - 4.10.4 Discovery Learning & Concept Mapping

### **UNIT.5 (20 Hours)**

#### **5.0 Models of Teaching**

- 5.1 Meaning and Definition
- 5.2 Families of Models of Teaching
- 5.3 Elements of Models of Teaching
- 5.4 Description and Lesson transcription of
  - 5.4.1 Concept Attainment Model

- 5.4.2 Advance Organizer Model
- 5.4.3 Group Investigation Model
- 5.5 Jurisprudential Inquiry Training Model

**Tasks and Assignments (Any Two of the following)**

1. Critically evaluate Social Science Textbooks at Secondary level based on Democratic and Secular values
2. A minor Project relevant to Social Science
3. Select a topic from secondary level Social science text book and prepare a lesson transcript based on any one models of teaching

**References ( for 1<sup>st</sup> & 2<sup>nd</sup> Semester)**

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# **SEMESTER I**

## **B. Practical Courses**

**EDU 101 COURSE ON EPC 1: READING AND REFLECTING ON  
TEXTS  
(30 Hours -30 Marks)**

Objectives:-

Upon completion of this course, the student teacher will:

Improve his/her proficiency in 'reading', 'writing', 'thinking', and 'communicating' in the language of instruction

Develop an interest in reading

Improve his/her ability to understand instruction

This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together. Students will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts. In other words, this course will enable student-teachers to enhance their capacities as readers and writers by becoming participants in the process of reading. The aim is to engage with the readings interactively- individually and in small groups. This involves framing questions to think about, while preparing to read something, reading a text, and reflexively placing what one has read in the context of both the texts and one's own experiences.

This course offers opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

For expository texts, they will learn to make predictions, check their predictions, answer questions and then summarize or retell what they've read. Students will analyze various text structures to see how these contribute to the comprehension of a text. These readings will also provide the context for writing. Combining reading and writing leads to the

development of critical skills. Student-teachers will get opportunities to write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of others' ideas.

### **Tasks -5x6=30 marks**

#### **1) Engaging with narrative and descriptive accounts ( 6 marks )**

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Suggested Activities: Reading for comprehending and visualizing the account (individual + group reading and discussion/explanation) Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group) Narrating/describing a related account from one's life experience (in front of a smaller group) Discussion of characters and situations – sharing interpretations and points of view (in a smaller group) Writing based on the text – eg. Summary of a scene, extrapolation of story, converting a situation into a dialogue etc. (individual task)

#### **2) Engaging with popular subject-based expository writing (6 marks )**

The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces) For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities: Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map etc. (guided working in pairs) Explaining the gist of the text/topic to others (in the larger subject group) Attending to writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented – this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing) Writing a review or a summary of the text, with comments and opinions (individual task)

#### **3) Engaging with journalistic writing (6 marks)**

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit. Suggested Activities: Using reading strategies such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)

Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations etc. (guided working in pairs) Critical reading for attending to 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion) Researching and writing articles on topics of local interest (working to produce a local interest magazine)

#### 4) Engaging with subject-related reference books (6 marks)

The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves. Sequence of activities: Selecting the topic for research and articulating some guiding questions Searching and locating relevant reference books (could be from a school library or the Institute library) Scanning, skimming and extracting relevant information from the books by making notes Collating notes and organizing information under various sub-headings Planning a presentation – with display and oral components Making presentations to whole subject group, fielding questions

#### 5) Engaging with educational writing (6 marks)

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit

Suggested activities: Reading for discerning the theme(s) and argument of the essay (guided reading – individually or in pairs) Analyzing the structure of the argument: identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion) Discussion of the theme, sharing responses and points of view (small group discussion) Writing a response paper (individually or in pairs) Presentations of selected papers, questions and answers (large group)

## **EDU 102.YOGA, HEALTH AND PHYSICAL EDUCATION-I** **(30 Hours -20 Marks)**

### **Objectives**

To understand Importance of Physical Education

Develop Awareness about health and fitness

Develop the physical fitness and wellness

To understand the prevention of life style diseases.

To understand the importance of the yogasanas and its benefits

1. Definition, aims and objectives of physical education and Importance of physical education. Concepts of Health, fitness, Physical fitness: (Components of fitness, types of fitness, Benefits of physical fitness) Activities for developing physical fitness components: Walking, Running, Weight training , aerobics , cycling ,swimming, stretching
2. Life style diseases and its management: Causes , symptoms, consequences, remedial measures of obesity, diabetes hypertension, osteoporosis, coronary heart diseases
3. Introduction to Yoga  
Meaning and definition of yoga – Scope of Yoga – Aims and Objectives of Yoga – Misconceptions about yoga – Schools of Yoga. Characteristics of a practitioner of Yoga. Yoga for integrated personality development  
Introduction to the Physiology and Yoga.

Meditative Asanas:-

Sukhasana, Ardha Padmasana (or) Padmasana,

Siddhaasana (or) Siddhayoniasana,

Vajrasana

Relaxative Asanas:-

Shavasana, Advasana, Makarasana, Jyestikasana

Tasks/Field Work

1. Practicing health related physical fitness programme and recording (5 marks )
2. Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.(5 marks )
3. Demonstrate before your peer group any five Asana and write a report on them ( 5 marks )
4. Physical Education Record covering abstract of the prescribed theory (5 marks)



# **SEMESTER II**

A .Theory Courses

## **EDU 06: PERSPECTIVES ON EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives**

This course will enable you to

1. To understand education as a discipline
2. To define education
3. To develop an understanding of major philosophical divisions and their relevance in education
4. To identify the relationship between education and social factors
5. To develop an understanding of Indian and western philosophical schools

### **Unit 1 Teacher and Education (10 Hours)**

Education as a discipline - Education as bipolar and tri polar process - Child centered and life centered education -Teaching as a profession. Teaching- An art and Science· Teacher- Qualities and Competencies Teacher Ethics- Teacher as a Leader-Role and Responsibilities of Teacher- Teacher as a Change agent and Nation builder- Teacher as Social Transformer -Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.

### **Unit 2 Philosophy of Education**

Etymological and general meaning of Philosophy - Definitions – major philosophical divisions - Axiology, Metaphysics, and Epistemology and its educational implications.

Relation between education and philosophy – functions of philosophy.

10 Hours

### **Unit 3 Sociology of Education**

Sociology – etymological meaning and definitions. Relationship between sociology and education – Educational sociology and its functions – Social Structure and Function - Social System and Education as socialization – agencies of education – family, school, community, state and media. 10 Hours

### **Unit 4 Schools of Philosophy**

Schools of philosophy – Indian schools – Vedas, Upanishads, Buddhism, Jainism, and Islamic philosophy - its aims, ideals, and its significance in education. Western schools- Basic ideals of Idealism, Naturalism, and Pragmatism and its educational implications. 20 Hours

### **Tasks and Assignments**

Prepare a detailed report on the various agencies of education in the socialization process of an individual

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## **EDU 07- FACILITATING LEARNING**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **COURSE OBJECTIVES**

To enable the prospective teachers to

1. understand the process, factors and theoretical bases of learning
2. understand the phenomenon of forgetting and to familiarize with strategies of overcoming forgetting with research evidence
3. familiarize with the acquisition of skills, values, attitudes and habits
4. understand learning in learner's perspective
5. develop positive attitude interest and appreciation regarding the teacher's role to foster learner based and context friendly approaches
6. develop skills in adopting techniques and strategies appropriate to the learning task
7. develop skills for diagnosing problems of learning and assessing learning outcomes

### **COURSE CONTENT**

#### **Unit I: Learning-a conceptual framework (10 Hours)**

Concepts and definitions of learning- characteristics of learning process

Learning and maturation

Factors affecting learning: learner variables, task variables, method variables - cognitive, affective and socio- cultural factors

Types of learning

#### **Unit II: Motivation (5 hours)**

Meaning and definitions, historical perspectives

Types of motivation

Achievement motivation - meaning, characteristics, importance, developing achievement motivation

Role of motivation in learning

Classroom motivating techniques

**Unit III: Perspectives on learning (30 hours)**

Behaviorist views about learning- theories of classical conditioning-trial and error-  
operant conditioning- educational implications

Gagne's theory of learning and instruction- educational implications

Cognitive views about learning- learning theories of Piaget, Bruner, Ausubel, Vygotsky-  
educational implications-

Constructivist learning strategies: cooperative and collaborative learning, peer tutoring,  
concept mapping, brain based learning, cognitive apprenticeship, engaged learning

Humanistic views on learning- Experiential learning (Carl Rogers)

Social learning theory (Bandura) - educational implications

Transfer of learning: concepts and definitions- types of transfer- theories of transfer-  
educational implications

**Unit IV: Remembering and Forgetting (15 Hours)**

Memory-concept and definitions- types of memory- strategies to improve memory

Forgetting- concept and definitions- causes of forgetting -curve of forgetting- educational  
implications

Multi-stage model of memory- theories of forgetting-

**Unit V: Creating facilitative learning environment (25 Hours)**

Learning environment- formal, informal- home learning environment-school  
environment- class room climate- educational implications

Teaching to facilitate learning: importance of teaching strategies- models of teaching  
(families, types, general overview)- Teacher's personality- role of teacher

Learning in groups: concept of group- types of groups- characteristics of groups-  
Sociometry: use and importance - group dynamics- group cohesion-educational  
implications

Guidance and counseling- concept- types- need and importance- role of teacher

**Unit VI: Learning in learner's perspective (15 Hours)**

Meaning and definition of learning style- approaches to learning- orientations in learning- classification of learning style (Dunn & Dunn) - multiple intelligence as learning style -educational importance of style preferences

Reflective practices- attending to the experience- returning to the experience- reevaluating the experience

Meta cognition-planning, monitoring and evaluation

#### TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey, Brainstorming sessions, Case study, Projects, Video viewing and power point presentations, Peer learning

#### TASKS AND ASSIGNMENTS

1. Constructing Sociograms based on an elementary classroom group and a secondary classroom group and comparing them.
2. Conducting a study on style preferences in learning in a group of 15-20 children using any tool on learning style.

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## **EDU 08-ASSESSMENT FOR LEARNING**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **Course Objectives**

On completion of this course, the students will be able to:

- i) Describe the meaning and role of assessment in learning.
- ii) Know the principles of assessment practices.
- iii) Understand the assessment practices in various approaches of teaching
- iii) Differentiate different types of assessment
- iv) Identify tools and techniques for classroom assessment
- v) develop necessary skills for preparation of achievement test and diagnostic tests
- vi) Point out key issues in classroom assessment
- vii) understand how assessment can be possible in inclusive settings
- viii) Master various statistical techniques for reporting quantitative data

### **Unit I. Basics of Assessment**

- i) Meaning, Related terms- measurement, evaluation, examination
- ii) Role of Assessment in Learning- as learning, for learning, of learning
- iii) Formative and Summative assessment
- iv) Purposes of Assessment
- v) Principles of Assessment Practices –principles related to selection of methods for assessment, collection of assessment information, judging and scoring of student performance, summarization and interpretation of results, reporting of assessment findings ( 10hours)

### **Unit II. Assessment for Learning in Classroom**

- i) Student evaluation in transmission-reception (behaviourist) model of education- drawbacks
- ii) Changing assessment practices- assessment in constructivist approach-Continuous and Comprehensive evaluation- projects, seminars, assignments , portfolios; Grading
- iii)Types of assessment- practice based, evidence based, performance based, examination based
- iv)Practices of assessment- dialogue, feedback through marking, peer and self-assessment, formative use of summative tests (12 hours)

### **Unit III. Tools & techniques for classroom assessment**

- i) Tools & techniques for classroom assessment- observation, Self reporting, Testing; anecdotal records, check lists, rating scale, Test- types of tests.
- ii) Rubrics- meaning, importance

*iii)* Assessment Tools for affective domain- Attitude scales, motivation scales-interest inventory

*iv)* Types of test items-principles for constructing each type of item ( **20 hours**)

#### **Unit IV. Issues in classroom assessment**

i) Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues

ii) Reforms in assessment-open book, IBA, on line, on demand

iii)Examination reform reports (13 hours)

#### **Unit V. Assessment in inclusive practices**

i) Differentiated assessment- culturally responsive assessment

ii) Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each-preparation of test items- scoring key- marking scheme-question wise analysis

iii)Quality of a good test

iv)Ensuring fairness in assessment

v) Assessment for enhancing confidence in learning- Relationship of assessment with confidence, self-esteem, motivation-ipsative assessment

(25 hours)

#### **Unit VI. Reporting Quantitative assessment data**

Statistical techniques for interpreting and reporting quantitative data

i) Measures of central tendency

ii) Measures of dispersion

iii)Correlation

iv) Graphs & Diagrams (20 hours)

#### **Task &Assignment**

1. Prepare a tool for measuring any of the affective outcomes of the learner, administer it to a group of students (N>30) and interpret the result.

2. Visit nearby school and collect information regarding the advantages and disadvantages of CCE from teachers and prepare a report

#### **Transaction Mode**

Lecture-cum-Discussion, brain storming, group discussion, individual and group exercises, assignments

#### **References**

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## EDU 09.1 PEDAGOGIC PRACTICES IN ARABIC

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80,  
Internal: 20)**

### Objectives

- *Familiarizes with the nature of text book and analyses pedagogically*
- *Develops an understanding of pedagogy and its principles*
- *Familiarizes with Taxonomy of Educational Objectives*
- *Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching*
- *Develops the ability to design lesson templates incorporating the relevant objectives and activities*
- *Develops knowledge of the importance of planning in teaching*
- *Familiarizes with ways of employing teaching skills for effective teaching*
- *Acquire the ability to plan lessons and use in classroom teaching*
- *Acquire the ability to apply suitable Teaching Aids in classroom teaching*

### UNIT I: INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE (PCK):( 10 Hrs)

- Content Knowledge and Pedagogic Knowledge
  - Pedagogic Content Knowledge
  - Pedagogic Content Knowledge analysis: scope, principles and objectives
- Steps involved in pedagogic content knowledge analysis
- Pedagogic Analysis of language discourses :Conversation, poem, rhyme, slogan, speech,
  - notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story,
  - Quran and Hadith, narration etc.
- Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.
- Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala
  - From 6<sup>th</sup> std to 12<sup>th</sup> std
- Techno Pedagogic Content Knowledge Analysis (TPCKA)
- Inter relationship of Content Knowledge, Pedagogical Knowledge ,Technological Knowledge
- Scope and challenges of TPCKA in Arabic language Teaching
- Teacher as a techno pedagogue
- Knowledge generation/ production
- Use of web based resources for TPCKA
- TPCK based content Analysis of selected units of TB of Secondary schools
- Programmed instruction and self instructional modules

- Critical Analysis of Arabic H B& TB for viii th to x th std of the state schools

## UNIT II: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE ( 08Hrs)

- Aims and Objectives of Teaching and learning Languages
- Socio- cultural & utilitarian aims
- Principles of Language Learning
- Objective Based Instruction
- Bloom's Taxonomy of Educational Objectives (original & revised)
- Objectives and Specifications
- Process Oriented Teaching and learning
- Outcome based Learning (OBL)
- Developing communicative competencies
- Addressing learner sensibilities and abilities
- Aims and Objectives of Teaching and learning Arabic Language

## UNIT III: ESSENTIAL REQUIREMENTS FOR TEACHING ARABIC LANGUAGE ( 10 Hrs)

Teaching Skills: Pre teaching skills and post teaching skills

- Core skills in teaching : stimulus variation, introducing ,explaining, questioning, response management,  
Application of ICT skills, Black Board, White Board, & Interactive Board
- Practicing teaching skills :
- Micro Teaching: Principles and definitions ,Micro teaching cycles, Link practice
- Preparing of Micro Teaching Lesson Plans
- 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

## UNIT 4: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE ( 08Hrs)

- Teaching Learning Materials : Psychological Bases
- Teaching aids: its design and development  
Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids  
Animated and digital aids, Language Lab, Multi media aids

Library: importance of library ,types of library

Activity Aids: Jama'iyathul Arabiyya al adabiyya, nadiyathul lluga, majallathul arabiyya wal jidariyya  
wa nuskhayya, idathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer

Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc.

- Teaching learning resources:TB& HB, its characteristics and qualities  
Other resources: Supplementary Readers, Local Text, live Text, static text etc.
- Resource Mapping
- E- Learning and e teaching:  
Digital text books, Digital library & other online resources
- Designing of Digital text books , e-books and its application  
Adopting down loaded resources for teaching Arabic
- M-learning: smart phones as learning devices and its scope

#### UNIT 5: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION ( 04 Hrs)

- Curriculum: Meaning, Definition and 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, problem  
pausing, Process oriented
- NCF (2005), KCF (2007)

#### UNIT6: ASSESSMENT IN ARABIC LANGUAGE EDUCATION (05 Hrs)

- Assessment / evaluation in teaching and learning  
Assessment of learner achievement  
Objectives of assessment, Tools& Types ;formative and summative  
Continuous Evaluation, comprehensives evaluation, Continuous and  
comprehensive evaluation  
Construction and administration of achievement tests  
Diagnostic tests and Remedial teaching  
Marking and Grading, Grading indicators
- Assessment using ICT
- Development of online tests  
Preparation and use online tests and its application



Student evaluation: Self evaluation, Peer evaluation

Preparation of scoring indicators for CE and CCE

- Assessment Rubrics

Task and assignments

- 1- Techno pedagogic content knowledge analysis of a unit each from standard VIII to XII of Kerala School Arabic Text books
- 2- Preparation of a manuscript magazine in Arabic language that may be used as a supplementary reader at Secondary Level.

#### REFERENCES:

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- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
- Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
- Mushkilathu thaaleemu llughal Arbiyya: Abbas M ahmood ; Dar alsaqafa, Qatar
- Thareeqathu Thadreesi Wa strateerjiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
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- "Ilmu nnafsi tharbaviyyi" Dr abdul majeed nashvathi : muassasathu rrisalath
- "Models of teaching" Bruce choice and marsha veil prentice hall;New Delhi
- "Tsxonomy of Educational objectives " Bloom Benjamin :BOOK1 the cognitive domain David me kay Co inc New York
- "Teaching language as communication" Widdoson H(1978); Oxford university press .
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## **EDU 09.2 PEDAGOGIC PRACTICES IN ENGLISH**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

Objectives

After the completion of the course, the learner will become competent in pedagogic knowledge, skills and experience to professionalize the profession.

**Strategies needed: lecture method, discussion, seminars, symposium, face to face communication, IT based learning, blended learning, community participation**

### **Unit -1 (15 hours)**

Objective : to understand the aims and objectives of teaching English at different stages

#### **Aims and objectives of teaching English**

Aims at junior stage, senior stage, secondary and university stage

Aims of teaching literature - general and specific aims

Taxonomy of educational objectives -- learner objectives and learning objectives-process objectives and product objectives

Maxims of teaching in Global context

Principles of language teaching - (Principles of purpose, Principles of habit formation, Principles of motivation, Principles of multiple line of Approach, Principles of interest, Principles of concreteness, Principles of selection and gradation, Principles of accuracy and correctness, Principles of teaching, Principles of philosophy, Principles of psychology, Principles of linguistics)

### **Unit -2 (10 hours)**

Objectives : to understand the core teaching skills and implement them in the class

#### **Micro teaching**

Micro teaching – meaning and definition -features -steps or process in micro teaching-micro teaching cycle -merits and demerits

Core teaching skills (8) -their components - integration of skills or link practice

### **Unit-3 (25 hours)**

Objectives : to review the basic structure of language and structures

#### **Graphical structure of language**

Structure of language, Phonetics - speech sounds - vowels , consonants, diphthongs, Phonemes, Morphemes, Allomorph, Syntax, Semantics, General Indian English , Received pronunciation, stress, intonation

#### **Review of the grammatical aspects of English language**

Functional grammar, Structural grammar, transformational generative grammar

(Include all grammatical items)

**Mechanics of writing** -punctuation marks and capitalization

### **Unit -4 ( 20 hours)**

Objectives : to analyse the coursebook and also the content

#### **Pedagogical Analysis and Content analysis**

Pedagogical Analysis of Course Book : Varieties of literature –Intensive and Extensive readers

Content Analysis –meaning, objectives and advantages

Teaching of Prose- Type of prose, Literary side, Steps of planning a lesson on Prose -- Central idea, Vocabulary-- active and passive, Discourses, Functions.

Teaching of Poetry -Central idea, Poetic words / expressions, Poetic usages, Poetic techniques, Develop Literary Appreciation

Teaching of Composition -types of composition : guided and free

Pedagogy and Andragogy

### **Unit -5 ( 10 hours)**

Objective : to know the need and importance of planning

### **Planning of instruction**

Planning -need and importance ; types of planning -year plan, unit plan, lesson plan

Herbertian steps of planning and Glover plan

Preparation of lesson plans for prose and poetry from behaviourism to latest followed in schools

### **Unit -6 (15 hours)**

Objective : to understand the evaluation in language

### **Evaluation in language**

Oral and written test - importance of essay type -CCE -Grading –evaluation criteria for various discourses - Preparation of Test design and Blue- print for language evaluation— Remedial teaching -Preparation of Port-folio at the end of a course; Editing Text books, thematic editing, content editing, grammatical editing, and transcreation.

### **Task and assignments**

Preparing lesson plans for teaching prose and poetry

Preparation of portfolio at the end

## **EDU 09.3 PEDAGOGIC PRACTICES IN HINDI**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80,  
Internal: 20)**

### **Objectives**

- To understand the aims and objectives of teaching Hindi.
- To develop and practice different teaching skills.
- To develop the ability for planning the instruction strategies
- To develop the ability to design suitable teaching, learning materials in Hindi.
- To familiarize the principles of organizing curriculum.
- To develop the ability to critically analysis the textbooks in Hindi prescribed at secondary school level
- To analyze and improve the individual capacities like class room management, discipline, etc.
- To familiarize the action research strategies.
- To understand the evaluation techniques.
- To develop the ability to prepare the objective based test items.

### **UNIT I – INSTRUCTIONAL OBJECTIVES AND MICRO TEACHING SKILLS**

- Instructional objectives of Hindi with Blooms taxonomy
- Constructivist format and issue based curriculum.
- Micro teaching – theory and practice.

**20 hours**

### **UNIT II – INSTRUCTIONAL PLANNING AND DESIGNING**

- Lesson planning – Introduction – developing skills – types of learning experiences.
- Unit plan, year plan and teaching manual.

Opportunity for rectifying and modifying teaching skills by healthy criticism and video recording.

**20 hours**

### **UNIT III – CURRICULUM, CONTENT AND TEXT BOOK ANALYSIS**

Construction and organization of Hindi curriculum

Difference between curriculum and syllabus.

Critical analysis of text books and handbooks in Hindi prescribed at secondary school level from a pedagogic view point.

Content analysis – competency in subject matter and identify the additional knowledge required to teach the content.

**20 hours**

### **UNIT IV – EVALUATION OF CLASSROOM PRACTICES**

Opportunity of self-reflection – self-evaluation – peer evaluation

Teacher evaluation of class room.

Solving of real class room problems

**20 hours**

### **UNIT V – ASSESSMENT AND EVALUATION**

Evaluation of student achievements – tools of evaluation – formative and summative methods – norm referenced test – criterion referenced test.

CCE – grading system and the new system of evaluation in Kerala.

**20 hours**

**Tasks and Assignments (any two of the following)**

1. Write various discussion lessons in various strategies – demonstration – criticism lessons according to constructivist pattern
2. Analysis of Hindi text book at secondary stage.
3. Conduct an action research on problem faced by the student teacher
4. Preparation of mark sheet and grade list with class wise and school wise performance analysis using spread sheets.

## **EDU 09.4 PEDAGOGIC PRACTICES IN MALAYALAM**

**Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80,  
Internal: 20)**

### **Course Objectives**

The teacher candidates

- assimilate the purpose of analyzing the subject to be taught by applying pedagogic principles
- understand basic theories in language acquisition
- understand the need of planning in teaching
- familiarize with micro teaching
- understand the importance of resource materials for teaching and learning
- understand the importance of evaluation

### **Course Content**

#### **Unit –I Pedagogic analysis**

Meaning, Importance, Steps and Scope of pedagogic analysis

Pedagogic analysis of text book of 8 to 12 standards

Content analysis- meaning and process

Gender analysis

**15 hours**

#### **Unit –II Theories of teaching**

Behaviorism- meaning and characteristics

Theories of Thorndike, Pavlov and Skinner

Constructivism- meaning and characteristics

Cognitive and Social constructivism

Theories of Piaget, Bruner, Vygotsky, Norm Chomsky and Gardner

**25 hours**



### **Unit –III Teaching Skills**

Teaching skills-Core teaching skills and its components

Micro teaching- Meaning and definition

Procedure of micro teaching

Integration of teaching skills

Merits and Demerits of micro teaching

**20hours**

### **Unit –IV Planning in teaching**

Need and importance of planning

Year plan, Unit plan and Lesson plan

Lesson plan in behaviorism and constructivism

**20 hours**

### **Unit –V Teaching learning resources in Malayalam teaching**

Text books, Resource units, periodicals and handouts etc.

Dictionaries

Different community resources

Library and Language lab

Audio-visual aids for language teaching

**10 hours**

### **Unit –VI Assessing the Learner**

Construction and administration of Achievement test and Diagnostic test

Evaluation of Language skills

Evaluation criteria for different learning activities and discourses

**10 hours**

**Transaction mode:** Lecturer method, discussion, seminar, work shops

### **Tasks and Assignments:**

Prepare an Achievement test and a diagnostic test

Analysis of Malayalam text book of X Std.

## **EDU09.5 PEDAGOGIC PRACTICES IN SANSKRIT**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **OBJECTIVES**

- 1, To understand the school text books of Sanskrit
- 2, To understand about the different teaching learning processes in Sanskrit
- 3, To understand about preparing various types of lesson plans
- 4, To understand about the resources in Sanskrit

**UNIT 1.** (25 Hours) lecture text book analysis, assignment

Pedagogic analysis of Sanskrit text books -one to twelve of Kerala State

**UNIT 2** ( 25 Hours ) Lecture, assignment, seminar

Blooms taxonomy- Revised Bloom's Taxonomy, Objective based learning, Issue based learning,

Activity based learning, Process oriented learning, and Outcome oriented learning

**UNIT -3** (15Hours) Lecture, assignment

Planning- Year plan, Unit plan, Modular plan, various types of lesson transcripts

**UNIT -4** (35 Hours) text book analysis, assignment

Resources of Sanskrit- Kavya, Katha, Drama, Subhashitha etc.

### **Tasks and Assignment**

1. Write Sanskrit text book analysis of any standard
2. Prepare a report about any resources of a high school unit

## **EDU 09.6 PEDAGOGIC PRACTICES IN TAMIL**

**Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80,  
Internal: 20)**

### **Objectives**

The student teacher:

Familiarizes with the different dimensions of Pedagogic Analysis.

Develops an understanding of Aims, objectives and specifications for teaching Tamil Language.

Develop skills for effective teaching (by micro teaching)

Familiarizes the procedure and steps for planning different kinds of lesson.

Acquaints with Planning of instruction

Develops an ability to employ different skills for transaction of content in the classroom. Analyzes Secondary Course Books and identifies suitable strategies for transacting content. Explores ways of designing appropriate learning aids.

Identifies suitable strategies for assessment and evaluation

### **UNIT I( 15 Hours )**

General aims of teaching Tamil. a. Taxonomy of educational objectives, Bloom's Taxonomy, Revised Bloom's Taxonomy, Objectives of teaching Tamil.

Cognitive, affective and psychomotor domains- Specific objectives of teaching Tamil.

### **UNIT II ( 20 Hours )**

Teaching Skills and their components-teaching skills essential for Tamil teacher. Qualities and competencies of a Tamil teacher -Microteaching

### UNIT III ( 25 Hours )

Pedagogic analysis of Tamil content of 8th and 9th standard, Kerala State into terms, facts, concepts etc. Pedagogic analysis of standard 8th Tamil text book

### UNIT IV( 20 Hours )

Need and importance of planning Levels of planning-year plan, Unit plan, Lesson plan. Modern trends in planning instruction Behaviourist and constructionist model of planning.

### UNIT . V ( 20 Hours )

1. Meaning and scope of curriculum construction a. Importance of curriculum construction b. Changing concept of curriculum and syllabus. Teacher as a curriculum developer. Library & its uses Language Lab, IT enabled education
2. Models of teaching-Concept Attainment model, Advance organizer model, Inductive thinking model.
3. Continuous comprehensive evaluation, system of grading a. Different types of test items Construction of Achievement test and diagnostic tests

#### **Tasks and Assignments**

Preparation and administration of a diagnostic test and a remedial lesson after its analysis

Preparation of mark sheet and grade list with class wise performance analysis using spread sheets.

## **EDU.09.7 PEDAGOGIC PRACTICES IN URDU**

**Contact Hours: 100 (Instruction)  
80, Internal: 20)**

**Maximum Marks: 100 (External:**

### **Objectives**

To understand the aims & objectives of teaching Urdu

To acquaint with the principles of language teaching.

To develop skills for effective teaching

To understand and do the pedagogic analysis of Urdu of 8 & 9  
th standard.

To acquaint with the planning of instruction.

To understand the evaluation techniques and prepare objective  
based test items as per the existing state syllabus pattern in Urdu

To acquaint with the use of library

### **UNIT. I**

Aims of teaching Urdu. Objectives-types of objectives .Objectives of teaching Urdu at secondary level. Taxonomy of educational objectives ( 20 hours )  
Philosophical, psychological, sociological & technological principles of language teaching

### **UNIT. II**

Skills for effective teaching Core skills. .Micro teaching—definition-  
principles micro teaching cycle, limitations. ( 15 hours )

### **UNIT. III**

Pedagogy & Andragogy. Content analysis –Pedagogic analysis— objectives &  
components. pedagogic analysis of Urdu of 8th & 9th standard. ( 25 hours )

### **UNIT. IV**

Importance of planning—year plan, unit plan, lesson plan. Steps of lesson  
plan. Types of planning—behaviourist, constructivist---prose & poem. ( 20  
hours ) .

### **UNIT V**

Audio-visual aids—Radio, TV, Tape recorder, OHP, Computer, Language lab, Video clippings, pictures, charts, flashcards , models etc. Importance of library in language learning.

E-library, Inlibnet. Principles of selecting language books. ( 10hours )

#### UNIT VI

Evaluation - Different types of test items - merits and demerits. Construction and administration of Achievement tests. Continuous and Comprehensive Evaluation, Diagnosis and remediation - Diagnostic test-importance-process of construction - Remedial teaching— meaning. Grading—importance & types (10 hours)

#### **Tasks and Assignments**

Preparation and administration of a diagnostic test and a remedial lesson after its analysis

Analysis of Urdu text book of IX Std.

## **EDU 09.8 PEDAGOGIC PRACTICES IN COMMERCE**

**Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80, Internal: 20)**  
**Course Objectives**

- To understand the pedagogy of Business studies and Accountancy of 11<sup>th</sup> and 12<sup>th</sup> standard
- To develop skill in analysing the content of higher secondary commerce text book
- To acquaint with planning of instruction
- To equip prospective teacher in developing teaching skills through micro teaching practices
- To provide familiarization with Teaching Learning Materials in Commerce
- To acquire and develop the abilities to prepare and use appropriate instructional aids and materials for teaching commerce and accountancy
- To acquire capacity to plan and organize co-curricular activities in commerce and accountancy
- To understand the evaluation techniques and prepare test items as per the existing state syllabus pattern in Business studies and Accountancy

### **Course Content:**

#### **Unit 1: Pedagogic Analysis of Commerce Subjects (22 Hours)**

- Ø Pedagogic Analysis - Meaning, Importance, Steps and Scope
- Ø Content Analysis - Meaning and Process
- Ø Analysis of Business studies and Accountancy of plus one and plus two of Kerala state

#### **Unit 2: Planning of Instruction (20 Hours)**

- Ø Meaning, importance and steps in Year Planning, Unit planning and Lesson Planning, - Herbartian approach and Evaluation approach
- Ø Resource Unit, Meaning and purpose.
- Ø Lesson Planning in Behaviourist and Constructivist approach

#### **Unit 3: Micro Teaching (12 Hours)**

- Ø Meaning, features, Steps and Phases of micro teaching

- Ø Teaching Skills- Core Skills and its components
- Ø Integration of Skills and link Practice

**Unit 4: Teaching –learning Resources in Commerce (18 Hours)**

- Ø People as resource: The significance of oral data
- Ø Primary and secondary sources: Field visits, textual materials, journals, magazines, newspapers etc.
- Ø Using the library for secondary source and reference materials - Commerce Library-importance
- Ø Analysis of news (Newspaper, TV, Radio etc.)
- Ø Commerce Textbook-qualities and functions, Criteria for selection-Textbook review.
- Ø Workbooks, handbooks and reference materials
- Ø Supplementary materials in Commerce- Need and Importance – Source Documents used in teaching of commerce subjects
- Ø Audio-Visual aids –Projected aids, Non Projected aids and Activity aids.

**Unit 4: Co-curricular activities in Commerce (5 Hours)**

- Ø Co-curricular activities- Meaning and importance.
- Ø Commerce club
- Ø Commerce magazine
- Ø Running of school bank and cooperative store.

**Unit 5: Assessing the Learner (13 Hours)**

- Ø Types of test items-merits and Demerits- prepare various types of test items from accountancy and business studies
- Ø Construction and administration of Achievement tests and Diagnostic tests

**Transaction Mode**

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

**20 marks**

**Tasks and Assignments**

- ▼ Preparation of Resource Unit for any unit from Accountancy and Business Studies



- ✓ Prepare Question Bank based on revised blooms taxonomy for various type of test items either from accountancy or from business studies

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## **EDU 09.9 PEDAGOGIC PRACTICES IN COMPUTER SCIENCE**

**Contact Hours: 100 (Instruction)**  
**Internal: 20))**

**Maximum Marks: 100 (External: 80,**

### **Objectives**

- To understand the Aims and Objectives of Teaching Science
- To develop skills for effective teaching (by micro teaching)
- To familiarize with the methods and techniques for implementing constructivism in the classroom
- To update on the present practices of learning and instruction practiced in the state schools of Kerala
- To get familiarized with the IT resources/ packages those are helpful in teaching Science.
- To understand and do the pedagogic analysis of 11th standard textbook for Computer Science
- To understand the Evaluation techniques and prepare objective based test items as per the existing state syllabus pattern in Computer Science

### **UNIT I**

Aims and objectives of teaching computer science in schools with special reference to IT @ school projects – The place of computer science in Higher Secondary Curriculum – Use of computers as a teaching aid for other subjects –The use of Internet in educational areas. Taxonomy of educational objectives Blooms Taxonomy a conceptual over view of Revised Bloom's Taxonomy,

### **UNIT II**

Teaching skills for class room instruction, Essential skills for teaching, Micro teaching - a skill based practice (minimum three skills). Link Practice.

### **UNIT III**

Pedagogic Analysis- Meaning and Steps of Analysis, Pedagogic Analysis of the 11th standard textbook for Computer Science of Kerala state, (1.Arranging teaching points in a logical order. 2. Analysing concepts, Working out strategies for teaching concepts. 3. Stating general instructional objectives and specific instructional objectives in terms of behavioural

outcomes. (The Behaviourist approach) OR Stating ‘curriculum objectives’ in terms of concepts, process skills, strategies of instruction and evaluation. (The Constructivist

approach) 4. Planning suitable learning experiences according to objectives. Planning the procedures of evaluation according to objectives.)

#### UNIT IV

Objective based instruction – interdependence of objectives, learning experience, and evaluation. Planning of Instruction - year plan, unit plan, resource unit Lesson planning – Need, Stages (Herbartian steps)

UNIT V Evaluation - Different types of test items - merits and demerits. Construction and administration of Achievement tests and Diagnostic tests -Continuous and Comprehensive Evaluation, Evaluation Criteria for Assignment, Seminar and Project. Evaluation of Non Cognitive Areas – Interest, Attitude and Skill

#### **Tasks and Assignments**

- ✓ Preparation of Resource Unit for any unit from XII
- ✓ Prepare Question Bank based on revised blooms taxonomy for various types of test items from XI std.

## **EDU 09.10 PEDAGOGIC PRACTICES IN MATHEMATICS**

**Contact Hours: 100 (Instruction)      Maximum Marks: 100 (External: 80,  
Internal: 20)**

### **Objectives**

1. To develop understanding about the major skills for effective teaching of Mathematics
2. To understand the pedagogic analysis of Mathematics and develop competency in analysing various topics in mathematics pedagogically.
3. To develop understanding about planning of instruction
4. To make proficient in planning lessons based on the select models of teaching.
5. To familiarise with various resources for teaching/ learning mathematics
6. To understand the evaluation techniques and tools for assessing the learner comprehensively.
7. To develop competency in developing Achievement and Diagnostic tests in mathematics.
8. To make proficient in interpreting test results and remediation.

**Mode of Transaction:** Lecture cum Discussion, assignment, demonstration, Small group discussion

### **UNIT I**

**Skills of Teaching Mathematics (12 Hours)**

- 1.1 Major skills in teaching mathematics- Definition, components and importance
- 1.2 Micro teaching- Steps, Phases, Cycle, Advantages
- 1.3 Planning micro teaching on various skills of teaching Mathematics.

### **UNIT II**

**Pedagogic Analysis (20 Hours)**

- 2.1 Pedagogic analysis- Meaning, importance, steps

2.2 Pedagogical analysis of various topics in mathematics at various level of Schooling— Arithmetic, Algebra, Trigonometry, Statistics and Probability, etc. listing objectives, pre requisites, resources, strategies for teaching, evaluation strategies etc.

### UNIT III

Planning Instruction (20 Hours)

3.1 Concept of objective based instruction- interdependence of objectives, learning experience and evaluation.

2.2 Stages of planning instruction- year plan, unit plan, lesson plan- importance and steps

3.3 Planning of lessons in constructivist format and behaviourist format

### UNIT IV

Models of Teaching (12 Hours)

4.1 Models of teaching- meaning, definitions, characteristics

4.2 Families of models of teaching

4.3 Concept attainment model, Inquiry training model, Inductive thinking model- theoretical orientation, criteria for selecting a model for Mathematics teaching and lesson planning

### UNIT V

Resources in Mathematics Education (20Hours)

5.1 Text books, hand books, work books, reference books, periodicals, journals, resource CD's, e-materials, supplementary readers- Need and importance of each.

5.2 Audio- visual aids, Improvised aids- Meaning and importance.

5.3 Technology integration strategies for Mathematics education –web based lessons- web quest, cyber guides, multimedia presentation, tele-computing projects etc.

5.4 Familiarising program for teaching mathematics in Edubuntu (Practical oriented)

5.5 Mathematics lab- importance, organisation and equipment

5.6 Mathematics library- role, organisation and effective functioning

### UNIT VI

Assessment for Mathematics Learning (16Hours)

6.1 Continuous and Comprehensive Evaluation in mathematics learning.

**6.2 Formal and informal tools/techniques for evaluating mathematics learning**

*Formal:* achievement test, diagnostic test, observation, rating scale, checklist

*Informal assessment strategies:* application cards, exit cards, graphic organisers, guided reciprocal peer questioning etc.

**6.3 Construction of achievement and diagnostic tests- steps-types of questions (construction, merits & demerits of each)- interpretation of test results, diagnosis and remedial measures**

**Task and assignments:**

- Ø Prepare a year plan for teaching Mathematics based on 8th / 9th standard text book in Kerala.
- Ø Prepare a work book on any unit in Mathematics of 9th standard

## **EDU 09.11 PEDAGOGIC PRACTICES IN NATURAL SCIENCE**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80,**

**Internal: 20)**

### **Objectives**

- To understand the Aims and Objectives of Teaching Science
- To develop skills for effective teaching to understand the meaning, scope and importance of models of teaching.
- To understand and practice the pedagogic analysis of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> Biology.
- To acquaint with the co-curricular activities in Science.
- To have a hands-on approach in organizing and maintaining library and laboratory in science.
- To understand the Evaluation techniques and prepare objective based test items as per the existing state syllabus pattern in Science.

### **Unit I (17Hours)**

#### **Aims and Objectives of Teaching Science**

Aims and Objectives of teaching Natural Science. Broad National Goals. -  
Taxonomy of educational objectives- cognitive affective and psychomotor domains, –Revised Bloom's Taxonomy, Mc Cormack & Yager Taxonomy.  
Process skills in Science at secondary stage, Developing process skills in students.

### **Unit II (23Hours)**

#### **Micro Teaching and Models of teaching**

Micro teaching-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching - a skill based practice.

Models of Teaching - The significant characteristics of Models of Teaching, *Functions of Models of Teaching*., Families of Models of Teaching, Basic Procedure for the Implementation of a Model, Elements of a model, Concept Attainment Model, Inquiry Training Model and Advance Organizer Model

**Unit IV (20Hours)**

**Pedagogic Analysis**

Pedagogic Analysis- A conceptual overview, Pedagogic Analysis of the Biology content portions of 8th and 9th standard textbooks of Kerala state. Stating general instructional objectives and specific instructional objectives in terms of behavioural outcomes and curricular objectives.

**Unit V(15 Hours)**

**Planning of instruction**

Objective Based Instruction-interdependence of objectives, learning experience, and evaluation

Planning of Instruction-Year Plan, Unit Plan, Resource Unit . Lesson planning – Need, Stages (Herbartian steps) - Lesson plan preparation based on The Constructivist format, Herbartian steps,and Behaviourist format

**Unit IV (15Hours)**

**Co-curricular activities in Science**

Co-curricular activities - organization of field trips and study tours, their importance. Science Club - its pattern, organization and activities such as Science fairs, Science exhibition, Science debates, Nature rambling, Nature calendar. Educational implication of science library and science laboratory Role of experiments in science



## **Unit V (10 Hours)**

### **Evaluation in Science**

Evaluation - Different types of test items - merits and demerits. Construction and administration of Achievement tests and Diagnostic tests. Continuous and Comprehensive Evaluation, Evaluation Criteria for Assignment, Seminar and Project- Evaluation of non-cognitive areas like creativity, skill, and interest.

#### **Task and assignments:**

1. Prepare a lesson transcript using any one of the models of teaching and practice it in the school.
2. Construct a Diagnostic Test on topic of your choice and administer it in school class. Interpret the test and report

## **EDU 09.12 PEDAGOGIC PRACTICES IN PHYSICAL SCIENCE**

**Contact Hours: 100 (Instruction)**

**Maximum Marks: 100 (External: 80,**

**Internal: 20)**

### **Course Objectives**

- 1.To understand the Aims and Objectives of Teaching Science
- 2.To develop skills for effective teaching (by micro teaching)
3. To acquaint with Planning of instruction.
- 4.To understand the pedagogy of Physics and Chemistry of 8<sup>th</sup> standard and 9th standard.
- 5.To understand the Evaluation techniques and prepare objective based test items as per the existing state syllabus pattern in Science

### **Course content**

#### **UNIT I (15 Hours) Aims and Objectives of Teaching Science**

Aims and Objectives of teaching Physical Science, objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation, Taxonomy of educational objectives- cognitive affective and psychomotor domains, Revised Bloom's Taxonomy, Taxonomy of Mc Cormack & Yager, Digital Taxonomy- Process skills in Science at secondary stage, Developing process skills in students.

#### **UNIT. II (20 Hours) Teaching Skills**

Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching: Practicing Teaching skills- link practice

#### **UNIT. III (35 Hours) Planning of Instruction and Pedagogic Analysis**

Planning of Instruction - year plan, unit plan, resource unit - Lesson planning – Need, Stages (Herbartian steps) - Lesson plan preparation based on The Constructivist format.

Pedagogic Analysis- Meaning and Steps of Analysis, Pedagogic Analysis of the Physics and Chemistry content portions of 8th and 9th of Kerala state.

Use of C.D. ROM such as Encyclopaedia - Britannica, Microsoft Encarta, Edubuntu of it @school, Kerala, EDUBUNTU –exploration of the science resources - Open source, open content in lesson planning.

#### **UNIT. IV (15 Hours) Techno Pedagogic Content Analysis in Physical Science**

Science teacher as techno pedagogue- techno pedagogic skills and competencies, Digital Resources –CD, DVD, Websites, m-learning. Creating an e-portfolio, Pedagogical designs using ICT in Physical Science- Digital Lesson plans using Web 2.0 tools (Examples: video clips, PhET simulations, Edublogs, Wikispaces, Dynamic Periodic table, Teacher Tube, Computer assisted assessment)

#### **UNIT. V (15 Hours) Evaluation**

Evaluation - Different types of test items - merits and demerits. Construction and administration of Achievement tests and Diagnostic tests. Continuous and Comprehensive Evaluation, Evaluation Criteria for Assignment, Seminar and Project- Evaluation of non-cognitive areas like creativity, skill, and attitude in science learning contexts

#### **Tasks and Assignments**

1. Create an e-portfolio showcasing the skills and learning acquired by the student teacher. This can be done by creating a website and posting artifacts, photos, thoughts, reflections, documents, evidences of skills acquired, new learning acquired etc.
2. Create 5 digital lesson plans using digital taxonomy and incorporating web 2.0 tools.

## **EDU 09.13 PEDAGOGIC PRACTICES IN SOCIAL SCIENCE**

**Contact Hours: 100 (Instruction)**  
**Internal: 20)**

**Maximum Marks: 100 (External: 80,**

### **OBJECTIVES**

1. To develop skills for effective teaching (by micro teaching)
2. To have a hands on competency in preparing pedagogic analysis of social science
3. To acquaint with Planning of instruction
4. To provide familiarization with resources for teaching and learning social science
5. To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Social science

### **CONTENT**

#### **UNIT. 1 (20 Hours)**

##### **1.0 Micro and Macro Teaching Practices**

- 1.1 Teaching -Meaning, Definition, Principles and Functions
- 1.2 Phases of Teaching
- 1.3 Maxims of teaching
- 1.4 Teacher behaviour
- 1.5 Teaching skills
- 1.6 Micro teaching – Meaning, Definition, Phases ,Micro Teaching Cycle , Link practice and preparation of micro teaching Lesson plan

#### **UNIT. 2 (20 Hours)**

##### **2.0 Pedagogic analysis**

- 2.1 Meaning and Definition
- 2.2 Need and objectives of pedagogic analysis
- 2.3 Stages and steps of pedagogic analysis
- 2.4 Analysis of learning objectives/learning out comes
- 2.5 Content analysis- Meaning ,Importance, Elements and Methods of Content analysis
- 2.6 Constructivist Learning Design
- 2.7 Critical pedagogy and social science Classroom
- 2.8 Selecting and Sequencing learning activities
- 2.9 Inclusion of diverse needs of the learner
- 2.10 Recent changes in social science Teaching in the state of Kerala

#### **UNIT 3 (15 Hours)**

### **3.0 Planning of Instruction**

- 3.1 Needs and importance of planning
- 3.2 Levels of planning – year plan, unit plan and lesson plan
- 3.3 Lesson plan/ Teaching manual– meaning, need and characteristics
- 3.4 Steps of lesson planning
- 3.5 Constructivist Lesson Planning

### **UNIT.4 (18 Hours)**

#### **4.0 Resources of teaching and learning social sciences**

- 4.1 Social science Text book
- 4.2 Work book and hand book/Teacher text
- 4.3 Reference materials and supplementary readings
- 4.4 Audio visual technology and mass media
- 4.5 Computer as a learning resource
- 4.6 Community resources and ways of utilizing community resources
- 4.7 Social science laboratory , Museum and Library
- 4.8 Student *Centres* in the *Class room*
- 4.9 Social science club
- 4.10 Maps , Globes and Time line

### **UNIT.5 (17 Hours)**

#### **5.0 Evaluation in Social Science**

- 5.1 Evaluation and Assessment
- 5.2 Process Evaluation and Product Evaluation
- 5.3 Continuous and Comprehensive Evaluation
- 5.4 Construction of Achievement test
- 5.5 Writing different types of test items- Objective, Short answer and Essay
- 5.6 Writing higher order questions
- 5.7 Diagnostic Test
- 5.8 Evaluation of Non-cognitive Domain
- 5.9 Question Bank
- 5.10 Computer Based Assessment

### **Tasks and Assignments**

1. Pedagogic Analysis of unit of X std.Geography

2. Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary level Social Science Text book

## EDU10.1 PROFESSIONALISING ARABIC EDUCATION

Contact Hours: 50 (Instruction)

Maximum Marks: 50 (External: 40,

Internal: 10)

### Objectives:

*The student teacher:*

- *Familiarizing with the basics of teaching and teaching profession*
- *Familiarize with the ways of professionalizing language education in a technological scenario*
- *Acquaints with professional traits and competencies*
- *Explores and practice infotainment activities in language*
- *Enables to promote student effort in learning*
- *Equips to manage diverse learner needs in language classes*
- *Familiarizes with the ways of integrating ICT resources in teaching and evaluation*
- *Develops interest in innovative practices in the field of Arabic Language Teaching and learning*
- *Develops the ability to apply the ICT based resources for enhancing teacher effectiveness*
- *Develops the professional and personal qualities*

### UNIT 1: TEACHER AS A REFLECTIVE PRACTITIONER (15 hrs)

- Teacher : Teaching Profession, Professional Traits and competencies, Professional Ethics  
Arabic Language Teacher: His varying roles
- Qualities and qualifications
- Humanistic teacher attributes :  
Temperance, Empathy, Academic aristocracy, Commitment, Humour, Ethics, Reflection  
Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide
- Reflective Practitioner,  
Teacher Development, Professional Development  
Continuing professional Development
- Teacher Accountability
- Rubrics for self assessment

### UNIT II: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING (10 hrs )

- Researches in Arabic Language Education and Second Language Pedagogy

- Identifying and locating significant concerns related to Arabic language learning
- Action Research –Investigating learner issues
- Review of Recent Research Studies in Arabic Language Education
- Place of Arabic language as a source of knowledge

### UNIT III: E-RESOURCES IN TEACHING & LEARNING OF ARABIC LANGUAGE (10 Hrs)

E- learning and e teaching:

Digital text books, Digital library & other online resources

- Designing of Digital text books , e-books and its application  
Adopting down loaded resources for teaching Arabic
- M-learning: smart phones as learning devices and its scope
- Networking in professional growth
- Professional communities : E-twinning for institutional & professional growth  
Forming forum of online learning  
Emails, blogs, teacher tube, for promoting teaching and learning of Arabic

### UNIT4: COMMUNITY BASED TEACHING & LEARNING (10Hrs)

- Teaching and learning resources: Formal & Informal learning contexts
- Role of University Departments, Arabic Colleges, Dars system, religious madrasas on Arabic language learning  
Society as Language Lab  
Role of films and Theatres,  
News papers, magazines& electronic Medias etc.  
Language forums, Interview & Talks by Experts,  
Exposure to events of National Importance; Celebration of International Arabic

Day

Task and assignments

Preparation of an article based on any research thesis related to Language Teaching preferably Arabic

### REFERENCES:

- Al Muallim al Najih:, Dr. Abdullah al Amiri, Dar al shamil Al Nashir wa thouzeea'
- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan



- Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
- Mushkilathu thaaleemu llughal Arbiyya: Abbas M ahmood ; Dar alsaqafa, Qatar
- Thareeqathu Thadreesi Wa stratejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
- Al Mawajja Al Fanni
- "Thuruqu thadreesu lluathil arabiyya[1996]"Dr jodath arrukabi dimascus : darul fkr
- "Ilmu nnafsi tharbaviyyi" Dr Abdul Majeed Nashvathi : muassasathu rrisalath
- "Models of teaching" Bruce choice and marsha veil prentice hall;New Delhi
- "Txonomy of Educational objectives " Bloom Benjamin :BOOK1 the cognitive domain David me kay Co inc New York
- "Teaching language as communication" Widdoson H(1978); Oxford university press .
- "Language teaching and Bilingual Methord" Dodson CJ (1967) Pitman: New York

## **EDU 10.2 PROFESSIONALIZING ENGLISH EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objective**

After the completion of this course the learner will acquire knowledge, skill and experiences to professionalize the profession

### **Unit -1 (15 hours)**

#### **Objectives : to understand the need of professionalism**

#### **Professionalism**

Profession –professional ---professionalism-- meaning, need and importance

Qualities of a professional teacher in English -ways to inculcate professionalism in teaching

Professionalization of teaching

In-service and pre service courses

Leadership qualities and types

### **Unit- 2 (10 hours )**

#### **Objective : to know the global demands of English teachers**

#### **Global demand of English teachers**

Job Attractions -challenges in the global level

Qualifying Proficiency tests ; IELTS, TOEFL, etc.

Equip teachers to meet global demands

### **Unit -3 (13 hours)**

#### **Objective : to become aware of new careers in the global scenario**

#### **New careers for English teachers**

Language trainer -qualities; Content writers and their qualities content writing: meaning and its importance

On line teaching –features, merits and demerits; Anchoring –qualities of an anchor; Outsourcing –meaning , merits and demerits; Running commentary ; TV reporting; Teleconferencing ; event management ; social networking ; online editing

#### **Unit -4 ( 12 hours)**

**Objective: to understand and experience various language learning materials**

#### **E- learning materials in English**

Nature of e-learning materials and its preparation

Language related co-curricular activities and its organization

Preparation of a multimedia package

ELT journals

#### **Tasks and Assignments**

Report on any 2 recent researches in English language teaching

## **EDU 10.3 PROFESSIONALIZING HINDI EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **UNIT I – HINDI LITERATURE AND GRAMMAR**

#### **Objectives**

- To appreciate the role of Hindi in the society
- To familiarize the grammatical structure of Hindi

#### **Content**

- Ø A short history of Hindi language
- Ø History of literature middle and modern with its importance in present Indian context.
- Ø Parts of speech in Hindi      Preparation of assignments on any branch in Hindi

**10 hours**

### **UNIT II – PROFESSIONALIZING HINDI TEACHER**

#### **Objectives**

- To familiarize and develop the skills to become a professional Hindi teacher

#### **Content**

- Ø Definition of profession – teaching profession – professional ethics and teacher competencies.
- Ø Teacher as a researcher.
- Ø Role of SCERT, NCERT, NCTE etc. in the professional growth of the teacher.
- Ø Qualities and qualifications of a Hindi teacher.      Prepare a report on Quality Hindi teacher

**08 hours**

### **UNIT III – MODELS OF TEACHING**

#### **Objectives**

- To familiarize with different types of models in language teaching
- To build ability to construct lesson plans based on different models

## **Contents**

- Ø Concept – definition p dimensions and classification of models.
- Ø Types and families of models.
- Ø Designing of important models that can be effectively used in language learning.

**10 hours**

## **UNIT IV – CO-CURRICULAR ACTIVITIES**

### **Objectives**

- To acquaint with the co-curricular activities in Hindi

### **Contents**

- Ø Co-curricular activities in Hindi, programmes – their rules and regulations

**07 hours**

## **UNIT V – TECHNOLOGY ENABLED INNOVATIVE STRATEGIES IN TEACHING HINDI**

### **Objectives**

- To familiarize the IT related professional inputs in professionalized teaching.
- To familiarize ways and means of publishing articles and professional contents.
- To familiarize and equip the student teachers with the most modern technology of teaching learning and professionalization. Planning and preparing documentary films, Short films, uploading to webs, etc.

### **Contents**

- Ø Methods and strategies of publishing articles and papers on line and offline.
- Ø E-learning, E-schooling and virtual classrooms
- Ø Role of web resources in professionalization
- Ø Teacher tubes
- Ø Preparation of short film/publication of paper based on the educational content.

**15 hours**

### **Tasks and Assignments (any one of the following)**

1. Prepare a report on Quality of Hindi teacher
2. Prepare a lesson plan on any topic using any models of teaching.
3. Prepare the list of web resources for teaching support.
4. Preparation of short film/publication of paper based on the educational content.

### **Suggested References:**

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2. Acharya Nandu Dulare Baj Peyi, Hindi Sahitya Ka Samshipthalithihas
3. Acharya Sitharan Chaturvedi, Bhasha Ki Shiksha
4. Dr. G.C. Bhattacharya, Adhyapak Shiksha, Vinod Pustak Mandir, Agra
5. Dr. Bholanath Tiwari, Hindi Bhasha Shikshan
6. Dr. Satyanarayan Dube, Shikshan Vidhiyam Aadharbhhoth Thatv
7. Dr. Shailendra Bhooshan, Shikshan Adhigam Ke
8. Bhai Yogendrajith, Hindi Bhasha Shikshan, Agrawal Publications, Agra
9. Dhirendra Varma, Hindi Bhasha Aur Lipi
10. Dinesh Chandra Bharadwaj, Basic Shiksha Manovigyan, Agrawal Publications, Agra
11. Durgesh Nandini, Hindi Shikshan, Sumith Enterprises
12. Prof. Ganesh Prases Sidha, Bhasha Shikshan Nidhi
13. Kamatha Prasad Guru, Hindi Vyakaran
14. Dr. K.P. Pandey, Shiksha mem Kriyatmak Anusandhan
15. Dr. S.S. Mathur, Shikshan Kala Eevam Naveen Padhathiyam, Agrawal Publications, Agra
16. Dr. S.N. Mukherji, Rashtra Bhasha Ki Shiksha
17. Dr. Naresh Sharma, Shikshan Ki Avasthayem. Vigyan Bharathi, Gaziabad
18. Dr. Ramshakl Pandey, Hindi Bhasha Shikshan
19. Dr. Sreedharananda Mukherji, Rashtra Bhasha Ki Shiksha
20. Dr. Sitaram Jaiswal, Mahendra Pal Sharma, Shiksha Ke Thatwik Sidhanth
21. P.D. Patak, Shiksha Manovigyan, Agrawal Publications, Agra
22. P.G. Kamath, Anya Bhasha Shikshan Eak Bhasha Vaigyanik Drishti
23. Raveendranath Sreevastav, Bhasha Shikshan, Vani Prakashan, New Delhi
24. K.M. Siva Ram Sharma, Hindi Shikshan Kala
25. Sadde, Rashtra Bhasha Ka Adhyapan
26. B.L. Vats, Hindi Shikshan, Agrawal Publications, Agra
27. Devanagari Lipi Tadha Hindi Varthani, Kendriya Hindi Nideshalay, Hindi
28. Rashtra Bhasha Bharathi (Patrika), Griha Mantralay, Bharat Sarkar

## **EDU 10.4 PROFESSIONALISING MALAYALAM EDUCATION**

**Contact Hours: 50 (Instruction)                      Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Course Objectives**

The Teacher Candidates

- familiarize with the e-resources for teaching –learning Malayalam
- understand the IT integrated approach in teaching Malayalam
- understand the qualities and competences of a teacher
- develop a sense of professionalism

### **Course Content**

Unit- I Techno pedagogy

Teacher as a Techno pedagogue

Techno pedagogic content knowledge

Unit- II Techno pedagogic skills

Computer Assisted Instruction

Computer Managed Instruction

Digital taxonomy

Digital lesson plans

Unit- III Effective use of IT

IT based instruction

Use of Malayalam blogs and important sites in teaching and learning Malayalam

Use of social networks in enhancing and updating language learning and teaching

Unit- IV Professionalizing Malayalam teacher

Teaching as profession

Professional growth

Ways and means of improving professional growth

Professional ethics

Teacher qualities- General and Professional

Teaching competencies

Teachers as a community of learners- Collaboration of schools with colleges, universities and other institutions.

Transaction mode: Lecturer and discussion method, Seminar, IT based teaching

**Tasks and Assignment**

Preparing an IT based lesson plan / Creation of a Malayalam Blog



## **EDU-10.5 PROFESSIONALISING SANSKRIT EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **OBJECTIVES**

- 1, to familiarize the concept of teacher as a techno pedagogue
- 2, to professionalize the language education in a techno pedagogic scenario
- 3, to familiarize and experience with curriculum design
- 4, to provide teacher as a reflective practitioner

### **UNIT -1 – (15 Hour) GROUP DISCUSSION, USING BLOG, POWERPOINT, VIDEO CLIPS**

Concept-meaning- scope of techno pedagogy. Role of teacher as a techno pedagogue

### **UNIT -2- ( 10 Hours)- GROUP DISCUSSION, WEB BASED CONSTRUCTIONS**

Designing student teacher generated digital tenants. Adapting

Free downloadable digital resources in Sanskrit -UBUNTU, ILEEP, ISM etc.

### **UNIT - 3- 10 Hours – GROUP DISCUSSION, DIGITAL LEARNING**

Networking, creation of IDBLOG, web-based instruction-

Learning-management system

### **UNIT -4 10Hours- ROLE PERFORMANCE, PRESENTATION, DISCUSSION**

- Teacher as a reflective practitioner, localized designing and

Development of tools- posting reflections in blog, forums

### **Tasks and Assignment**

- 1, Prepare an e- Magazine

## REFERENCES

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- 2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA
- 3, KERALEEYA SAMSKRITHADHYAPANAM- DR.K.R.HARINARAYANAN
- 4, PRACTICAL SANSKRIT GRAMMER- P.R.D. SARMA
- 5, FIRST BOOK OF SANSKRIT . R.G. BHANDARKAR
- 6, SECOND BOOK OF SANSKRIT. R.G.BHANDAERKAR
- 7, MODELS OF TEACHING- BRUCEJOYCE -MERSHA WEIN
- 8, REFFLECTION S OF LANGUAGE. NOM CHOMSKY
- 9, THE TEACHING OF SANSKRIT. D.G.APTE
10. SAMSKRUTHA SHIKSHANA – RAMSAKAL PANDEY
- 11, REPORT OF FIRST SANSKRIT COMMISSION – GOVT OF INDIA
- 12, KRISHNAWARRIER COMMISSION REPORT- GOVT OF KERALA
- 13,SECOND SANSKRIT COMMISSIN REPORT – GOVT OF INDIA

## AUDIO VIDEO MATIRIELS

- 1, A WORK BOOK FOR SANSKRIT LEARNER D.PI. KERALA.
- 2, ABHYASAMANJARI- D.P.I.KERALA
- 3, C.D OF RASTRIYA SANSKRIT SANSTHAN
- 4, PRAYOGA PARICHAYA C.D. BY D.P.I.
- 5, C.D. OF R.S.VIDYAPEETHA thirupathi

websites

navavani . org .in

nic.sanskrit.in

## **EDU 10.6 PROFESSIONALIZING TAMIL EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives**

To appreciate the role of Tamil in the Society

To acquaint with the co-curricular activities in Tamil

To understand the importance of nurturing talented children

To familiarize the IT related professional inputs of teaching.

. To be a Professional Tamil Teacher

Unit I Values of Teaching Tamil .Tamil and other languages-the importance of Tamil as a mother Tongue in learning Non-language subjects  
Researches in Tamil language Education and Second Language Pedagogy  
Identifying and locating significant concerns related to Tamil language learning  
Action Research –Investigating learner issues  
Review of Recent Research Studies in Tamil Language Education  
Place of Tamil language as a source of knowledge

Unit II Individual differences-gifted children in Tamil language, creativity, Nurturing talent and creativity In Tamil language A buzz session to list techniques to identify and nurture talent.

Unit III Technology in Tamil education b. Educational informatics and  
e- Learning E- learning and e teaching:  
Digital text books, Digital library & other online resources

Unit IV Definition of profession –Teaching as a profession. Professional ethics.

Ways and means of improving professionalism

Personal and Professional qualities of a Tamil teacher.

In-service Teacher education Pre-service course Orientation and Refresher courses  
Self study

Doing Research for self-development. Teacher as a researcher.

Role of SCERT, NCERT, NCTE etc. in the professional growth of the teacher.

### **Tasks and Assignment**

Prepare an enrichment material in Tamil for 8th Std. gifted students

## **EDU 10.7 PROFESSIONALISING URDU EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives**

To acquaint with the co-curricular activities in Urdu

To understand the importance of nurturing talented children

To familiarize with different types of models in language teaching

To build ability to construct lesson plans based on different models

To familiarize the IT related professional inputs in language teaching.

To be a professional Urdu Teacher

### **UNIT I (8 hours)**

Co-curricular activities- their importance, -organization of field trips and study tours, language club

### **UNIT II (10 hours)**

Multiple intelligences, Characteristics of talented children, identification, Creativity and Critical thinking Techniques of nurturing talented children

### **UNIT III (16 hours)**

Technology in Tamil education -Computer Assisted Instruction-Urdu typing ability- Educational informatics and e- Learning - E- learning and e- teaching: Digital text books, Digital library & other online resources

Models of Teaching- Concept – definition p dimensions and classification of models.

Types and families of models. Designing of important models that can be effectively used in language learning.

### **UNIT I IV (16 hours)**

Definition of profession, teaching as a profession. Traits of professionalism, Professional ethics, Qualities and virtues of an Urdu Teacher, Teacher Competencies

listed by NCTE Soft Skills Professional growth of Urdu teacher Ways and means of improving professionalism

Research journals in Urdu. Role of SCERT and NCERT in the professional growth of a teacher. In-service Teacher education Orientation and Refresher courses, Self-study Doing Research for self-development. Teacher as a researcher-

Identifying and locating significant concerns related to Tamil language learning  
Action Research –Investigating learner issues- Teaching , Research and Extension  
-Professional organizations of teacher

### **Tasks and Assignment**

Prepare an enrichment material on a selected topic in Urdu

## **EDU 10.8 PROFESSIONALIZING COMMERCE EDUCATION**

**Contact Hours: 50 (Instruction)      Maximum Marks: 50 (External: 40, Internal: 10)**

### **Course Objective**

- To equip the prospective teachers to become a techno- pedagogue and aware of the concept TPACK
- To be competitive in designing digital texts and e-content in commerce disciplines
- To enable the learner to analyse the role of IT in commerce education and use of materials and media in commerce teaching
- To become empower in surfing digital resource for transacting commerce curriculum
- To integrate essential interdisciplinary attributes in commerce education
- To enable the learner to improve his/her professional competence as a commerce teacher
- To mould the prospective teacher educators to uphold the professional spirit in diverse angles

### **Course content**

#### **Unit:1 Techno Pedagogic Content Analysis**

**(10 Hours)**

- Ø Meaning and purpose of Technological Pedagogical Content Knowledge Analysis
- Ø Interrelationship between Technology, Pedagogy and Contents of commerce subjects at HSS level.
- Ø Teacher as a Techno pedagogue : Meaning and Qualities
- Ø Prepare Digital Lesson Plan for suitable topic from business studies and accountancy

#### **Unit 2: Techno Pedagogic Skills**

**(16 Hours)**

- Ø CAI and CMI
- Ø E-learning meaning and features –How the web will change the classroom
- Ø IT enabled instructional resources: Importance of videos, YouTube resources,

animations, film clippings, Educational blogs, e-journals, pod casting, e-learning,

web based learning, Multimedia Packages, Online learning, Video conferencing and Tele conferencing in teaching of commerce.

- Ø Virtual libraries and Digitized books - Use of Websites like ERIC , INFLIBNET etc.

- Ø e-content development – concept, forms of e-content and steps in the preparation of e-content
- Ø Commerce Room- Importance and its organization.
- Ø Exploration of IT resources in Commerce - Adapting free downloadable digital resource in commerce - Web sites surfing practice

### **Unit 3: Interdisciplinary approach in teaching Commerce**

**(6 Hours)**

- Ø Meaning and importance of interdisciplinary approach in commerce teaching
- Ø Commerce and its branches- Relationship of Commerce subject with its branches like insurance, banking, marketing, income tax, management etc.
- Ø Relation of commerce with other subjects - Relationship of commerce subject with other subjects like economics, geography, politics, mathematics, statistics, information technology etc.

### **Unit 4: Professionalizing Commerce Teacher**

**(13 Hours)**

- Ø Commerce teacher -Teacher Qualities, Professional competencies listed by NCTE
- Ø Teaching as a Profession - Traits of Professionalism
- Ø Professional Ethics
- Ø Professional growth - ways and means - Role of Commerce Teachers Association, SCERT and NCERT
- Ø Teachers as a community of learners: Collaboration of schools with colleges, Universities and other institutions

### **Transaction Mode**

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

### **Tasks and Assignment**

**10 Marks**

- ✓ Techno pedagogic content analysis of any five suitable topics and prepare the digital materials (Selected units of higher secondary Accountancy and Business Studies text book)

### **References**

- § Aggarwal, J.C. (2003). *Teaching of Commerce; A Practical Approach*. New Delhi: Vikas Publication.



- § Borich, Gary.D. (2004). *Effective Teaching Method*. New Jersey : Prentice Hall Inc.
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- § Rao, D.B. (2006) *Methods of Teaching Commerce*. New Delhi: Discovery publishing house
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- § Singh, Y.K. (2011). *Teaching of Commerce*. New Delhi : APH.
- § Tiwari, S.A.(2005). *Commerce Education in the global Era*. New Delhi: Adhyayan Publishers.
- § <http://teachinghistory.org/issues-and-research/roundtable>
- § Higher secondary business studies and accountancy text book (Plus 1 & Plus 2)
- § [www.5learn.co/e-content-development](http://www.5learn.co/e-content-development)
- § [www.aptaracorp.com/digital-content-production/econtent-development](http://www.aptaracorp.com/digital-content-production/econtent-development)
- § [www.ntu.edu.sg/home/sfoo/publications/2002/02ecd1\\_fmt.pdf](http://www.ntu.edu.sg/home/sfoo/publications/2002/02ecd1_fmt.pdf)
- § [blog.ebayclassifieds.com](http://blog.ebayclassifieds.com)
- § [www.net-security.org cybercoyote.org/security/safe-web.html](http://www.net-security.org/cybercoyote.org/security/safe-web.html)

## **EDU10.9. PROFESSIONALIZING COMPUTER SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)      Maximum Marks: 50 (External: 40, Internal: 10)**

Objectives

To appreciate Linking science with Society

To acquaint with the co-curricular activities in Computer Science

To understand the importance of nurturing talented children

To familiarize the I T related professional inputs of teaching

To be a Professional Science Teacher

To understand and practice certain models of teaching relevant to computer  
Science Education

UNIT. I (8 hours )

Computer literacy, Computerisation of governmental administration and  
services, Internet and allied services for outreaching to society. Internet based  
banking services, e-commerce, e grants, on line services booking tickets,  
application submission etc.

UNIT II (8 hours)

Co-curricular activities - organization of field trips, Public computer literacy  
programmes, Computer clubs, Linkage with Home.

UNIT. III (10 hours)

Characteristics of gifted children, multiple intelligences, Identifying and  
nurturing the gifted children. Creativity and Critical thinking. Algorithmic reasoning

UNIT IV (10 hours)

Computer Assisted Instruction, Expert System, E-content Development,  
Course ware, Free Softwares in Education.

Learning Management Systems – MOODLE Creative Commons Licensing  
Models of Teaching – Four families – Cognitive Growth Model, Inductive  
Thinking Model, Inquiry Training Model, Synectics Model for training  
Creativity

UNIT V (14 hours)

Definition of profession, Teaching as a profession. Traits of professionalism  
Soft Skills -Professional growth of Science teacher. – Teaching, Research and  
Extension. Research journals in Computer Science. Role of SCERT and  
NCERT in the professional growth of a teacher.

### **Tasks and Assignment**

Prepare an enrichment material for gifted students in computer science on a  
concept of standard XI

## **EDU 10.10 PROFESSIONALIZING MATHEMATICS EDUCATION**

**Contact Hours: 50 (Instruction)      Maximum Marks: 50 (External: 40, Internal: 10)**

### **Objectives**

1. To know the ways of making Mathematics enjoyable.
2. To understand the ways of catering the needs of gifted students, slow learners and under achievers in Mathematics
3. To know various initiations to nurture Mathematics Talents
4. To be a professional mathematics teacher.

**Mode of instruction:** Lecture, assignment, small group discussion, Seminar

### **UNIT I(8HOURS)**

#### **Mathematics for All**

- 1.1 Identifying learners strength and weaknesses; causes for poor performance in mathematics, Activities enriching mathematics learning
- 1.2 Mathematics phobia among learners- Causes and Remedies
- 1.3 Role of recreational activities in mathematics learning (mathematical games, riddles, quiz, puzzles, Sudoku etc.)
- 1.4 Cooperative learning ensuring equal partnerships of learners with special needs.
- 1.5 Mathematics club- Activities, importance and organisation
- 1.6 Mathematics fairs

### **UNIT II(15HOURS)**

#### **Exceptional Children in Mathematics**

- 2.1 Concept of Multiple Intelligences
- 2.2 Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever-their characteristics; special programmes for each
- 2.3 Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- 2.4 Mathematical creativity- characteristics, Role of teacher
- 2.5 Governmental and non-governmental initiatives in improving mathematics learning; Field medal, Mathematics Olympiad, NUMATS, NTSE, MTSE etc.

### **UNIT III(15 HOURS )**

#### **ICT in Improving Teaching Performance**

- 3.1 E-content development- concepts, formats, steps for preparation, module preparation for e-content
- 3.2 Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET etc.
- 3.3 Technology for teaching individual, small group and large group ( Programmed and computerized instruction, personalized instruction, educational television, closed circuit television, Video-Tape Interaction, Radio/Tape lessons etc.)

#### UNIT IV(8HOURS)

##### Professionalizing Mathematics Teacher

- 4.1 Teaching as a profession, professional ethics in teaching, Traits of professionalism-
- 4.2 Qualities of a Mathematics teacher- General qualities, specific qualities, Personal qualities. Competencies listed by NCTE.
- 4.2 Soft Skills for teachers
- 4.3 Professional growth of Mathematics teacher. – Teaching, Research and Extension.
- 4.4 Role of SCERT and NCERT in the professional growth of a teacher.
- 4.5 Professional organizations of teachers.
- 4.6 Research journals in mathematics and mathematics Education.
- 4.7 Internet resources and websites for professional growth of a mathematics teacher

##### **Task and assignments:**

- Ø Develop an e-content material for any topic in mathematics at secondary level

## **EDU 10.11 PROFESSIONALIZING NATURAL SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)     Maximum Marks: 50 (External: 40, Internal: 10)**

### **Objectives**

- To be a Professional Science Teacher.
- To understand and apply skills in Pedagogic transaction.
- To understand and find inter relationship of different areas of TPACK.
- To develop skill in technological pedagogical analysis of content knowledge (TPACK).
- To understand the importance of nurturing gifted children.
- To familiarize the I T related professional inputs of teaching.
- To understand the scope of networking in science teaching.
- To develop skill in networking through different ways.
- To understand the use of video conferencing and smart class rooms.

### **UNIT I (12Hours)**

#### **Professional Science Teacher**

Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism, Teaching competencies required by a science teacher. Soft Skills required for a teacher. Teacher Competencies listed by NCTE. Professional growth of Science teacher. Teaching, Research and Extension, Research journals in Science & Science Education

Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like ERIC, INFLIBNET etc.

### **UNIT II (13Hours)**

#### **Technological Pedagogical Analysis of content Knowledge (TPACK)**

Techno pedagogy – meaning, need and scope

Technological Pedagogical Content Knowledge (TPACK)

Science teacher as techno pedagogue-

Techno-Pedagogical Skills of Natural Science teacher

Digital Resources –CD, DVD, Websites, m-learning.

Analysis of school biology topic using ICT Tools

Relevance of Online Publishing using blogs, forums, wikis, online journals etc.

### **Unit III (10 Hours)**

#### **Gifted students in science**

Identifying and nurturing the scientifically gifted children. Creativity and Critical thinking in Science. NTSE(National Talent Search Examination by NCERT),

### **UNIT IV (15 Hours)**

#### **Science and Technology**

Complementarities between Science and Technology - use of ICT in science

Educational uses of e-mail, e-discussion, chat, Wiki , Blog in education - how to use blog in education, utilizing social net working effectively,

Communication Technology- Technology based new emerging communication media

[Tele-conferencing, webinar, video conferencing, micro blogging etc] . Virtual class room and virtual reality, virtual labs (iLab Project at MIT )

Computer Aided Teaching, Expert System and Intelligent Tutoring Systems, Module preparation for e-content Development, Course ware, Free softwares in Science -

Learning Management Systems – MOODLE

#### **Tasks and Assignments**

1. Prepare a summary of an article related to science education from an e-journal.OR
2. Prepare a Techno pedagogic Content Analysis of a biology lesson from Secondary level

## **EDU 10.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)      Maximum Marks: 50 (External: 40, Internal: 10)**

### **Course objectives**

- 1.To appreciate Linking science with Society
- 2..To acquaint with the co-curricular activities in Science
- 3.To understand the importance of nurturing talented children
4. To familiarize the I T related professional inputs of teaching.
- 5.To be a Professional Science Teacher

### **UNIT I (15 Hours) Reaching out to Society**

Science as a social Endeavor; Science and Technology, complementarities between Science and Technology. Scientific Literacy, Influence of science on society.

The Science Teacher and Society. Role of science teacher in eradicating superstitions in Society.

Identifying and nurturing the scientifically gifted children. Creativity and Critical thinking in Science. NTSE(National Talent Search Examination by NCERT), Olympiad programme in Science by Homi Bhabha Centre for Science Education (HBCSE), KVPY scholarships by the Department of Science and Technology.

### **UNIT. II Co-curricular activities in Science (13 Hours)**

Organization of field trips and study tours, their importance. Science Club - its pattern, organization and activities such as science fairs, science exhibition, science debates.

Community based resources- science exhibitions, fairs, science parks, museums

### **UNIT III: (12 Hours) ICT for Better Teaching- learning**

Educational uses of e-mail, e-discussion, chat, Wiki , Blog in education - how to use blog in education, utilizing social net working effectively, copy right in the digital world , creative commons license.

Communication Technology- Technology based new emerging communication media [Tele-conferencing, webinar, video conferencing, micro blogging etc] . Virtual class room and virtual reality, virtual labs (iLab Project at MIT, The Chem collective virtual labs) Computer Aided Teaching, Expert System and Intelligent Tutoring Systems, Module preparation for e-content Development, Course ware, MOOC, Free softwares in Science - Learning Management Systems – MOODLE

#### **UNIT IV: (10 Hours) The Professional Science Teacher**

Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism, Teaching competencies required by a science teacher. Soft Skills required for a teacher. Professional growth of Science teacher. Teaching, Research and Extension, Research journals in Science & science Education

##### **Tasks and Assignments**

Do any one of the given two.

3. Prepare a poster including the main points of any of the three schemes 1. NTSE 2. Olympiad programme 3. KVPY scholarship.
4. Prepare a summary of an article related to science education from an e-journal.



## **EDU 10.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)     Maximum Marks: 50 (External: 40, Internal: 10)**

### **OBJECTIVES**

To be well acquainted with uses of IT inputs in social science class room learning practices

To develop Skills in Techno pedagogy

To be a professional social science teacher

### **CONTENT**

#### **UNIT.1 ( 18 Hours )**

##### **1.0 ICT inputs in social science learning**

- 1.1 E-learning and Technology mediated learning
- 1.2 Computer aided teaching
- 1.3 Using presentation software
- 1.4 Module preparation for E- content
- 1.5 Learning objects
- 1.6 Tele conferencing and video conferencing- Audio , Video and computer mediated-Skype
- 1.7 Educational websites and blogs
- 1.8 Scope wiki , Navigation, GPS and Google map
- 1.9 Use of INFLIBNET
- 1.10 Edubundu
- 1.11 Free soft wares in social science –IHMC concept map tools
- 1.12 M-learning
- 1.13 Social Medias as learning inputs – face book, whatsapp , Twitter, etc.
- 1.14 Virtual learning environment and virtual field trip

#### **UNIT. 2 ( 15 Hours)**

##### **2.0 Techno pedagogy of social science**

- 2.1 Techno pedagogy – meaning, need and scope
- 2.2 Technological Pedagogical Content Knowledge (TPACK)

2.3 Techno-Pedagogical Skills of social science teacher

2.4 Analysis of school text book units using ICT Tools

### **UNIT.3 (12 Hours)**

#### **3.0 Professionalizing social science teacher**

3.1 Teaching as a profession

3.2 Teacher as a Mentor and Mentoring Skills

3.3 Professional Ethics

3.4 Qualities of a social science teacher

3.5 Ways and means of improving professionalism

3.6 Social science teacher and teacher accountability

#### **Tasks and Assignments**

Prepare a Techno pedagogic Content Analysis of a Unit from Secondary School level Text Book

# **SEMESTER II**

## **B. .Practical Courses**

## **EDU 201.1 MICRO TEACHING (30 Hours- 20 Marks)**

Objectives:-

To develop specific teaching skills

To build up confidence in teaching

To practice and refine teaching skills

To provide feedback for modification of teaching behavior

Student teachers shall practice and refine at least **5 *teaching skills*** through micro practices and their Integration through Link practice. They have to prepare micro lessons, and receive feedback from peers and teacher educators. Keep a record of micro lessons, link practice lesson, and observation schedules on the skills practiced and improved upon. **(Micro practice=10 marks; Link practice=4 marks; Record=6 marks )**

## **EDU201.2 PEER DISCUSSION LESSONS (20 Hours- 20 Marks)**

Objectives:-

To understand the concept and importance of Lesson Planning in classroom teaching

To strengthen the conceptions of lesson planning

To provide guidelines to you during teaching practice

To maintain the sequence of content presentation

To provide you a forum to discuss various facts of Lesson Planning

To develop attitude towards teaching

To prepare lesson plans on the basis of various approaches/methods of teaching

To discuss lesson plans with peers and teacher educators

To improve the competency of lesson planning

Student teachers shall prepare at least **8 *discussion lesson plans*** in constructivist format (VIII, IX & X)/XI & XII for trainees with PG) in groups and keep a record of them **( Contribution of ideas and participation in discussion=10 marks ;Record of lessons=10 marks)**

### **EDU201.3 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS (10 Hours- 10 Marks)**

Objectives:-

To observe teaching skills, and the participation of students in the lessons  
To observe teacher/teaching behaviour in various teaching learning situations  
1 .Video lesson.

*One* Video Lesson of teacher educators/experts have to be observed by student-teachers individually or in groups and observation notes has to be prepared.**(2 marks )**

2. Student-teachers should observe *Four* Demonstration lessons in constructivist format by teacher educators and school mentors. Observe demonstration classes only with observation schedules. Keep a report of the observations made during demonstration lessons.**(8 marks )**

### **EDU 201.4 CRITICISM LESSONS (30 Hours- 20 Marks)**

Objectives:-

To provide opportunity for a macro lesson in practice  
To develop the skill of structured observation of classroom teaching  
To get experience of preparing lesson plans for classroom teaching  
To provide opportunity for debating on teaching performance.  
To pool feedback of all observers of a specific lessons.

Criticism classes should be arranged optional wise.

- i) Student teachers shall have dual role in this activity.
- ii) As performers they have to conduct a macro lesson for duration of 40 minutes in VIII or IX (X1 for commerce and Computer Science).
- iii) As observers they need to observe the Criticism Lessons taken by their peers.
- iv) A student teacher should observe and record criticisms of at least eight lessons (8) of his/her peers in the subject. For this purpose schedule of criticism classes and topics selected for them shall be published well in advance.
- v) Each student teacher shall prepare eight (8) lesson plans of the schedule and attend those criticism classes.

vi) Observers will be permitted for criticism sessions only with self-prepared lesson plans.

vii) If the number of student teachers in any optional falls below nine (9), repeat lessons should be conducted so as to enable all of them observe, record and debate eight criticisms lessons. **(Sharing of valid feedback and participation in the debate=10 marks ; Teaching performance =2 marks; Record of lessons and criticisms=8 marks)**

### **EDU 201.5 PREPARATION OF TEACHING –LEARNING MATERIALS (WORKSHOP) (10 Hours- 10 Marks)**

Objectives:-

To nurture ideas of preparing relevant teaching aids for identified content areas  
To develop creative instincts  
To give chance for expression of ideas  
To develop feeling of conservation of thrown out materials

- (i) Improvisation/ Preparation of handmade teaching aids/ learning aids from locally available resources. Student teachers shall visualize relevant aids in their subject areas and bring necessary materials to the college and prepare two models/teaching aids in a workshop conducted for the purpose **(5 marks)**
- ii) Charts and other graphic aids: - Student teachers shall prepare charts, sketches, Symbols etc. in another workshop conducted for the purpose. 5 Charts- (Tabular Charts, Flow/Process charts. Tree charts. Flipcharts etc. **(5 marks)**

## **EDU 201.6 INITIATORY SCHOOL EXPERIENCES (30 Hours- 20 Marks)**

### **Objectives:-**

To provide the student-teacher an opportunity to have primary experiences with the functioning of the school.

To develop conceptual understandings about teaching and learning in school environment

To validate the theoretical understandings developed through various foundation and pedagogy courses

To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning

To mobilize appropriate resources for them.

This school attachment programme is for a period of five continuous working days, giving them an opportunity to acquaint with the school environment and the day-to-day functioning.

Student teachers recognize (i) School as an 'organized' Endeavour Functioning within a 'structure' with defined roles and responsibilities Internal arrangements for coordinated functioning-time table, work allocation, differential responsibilities, planning and coordination procedures External liaison – with parents, community, authorities.

(ii) School as an 'Enabling Learning Environment' What 'enables' learning in schools? Nature of school environment; Learner perceptions; teacher perceptions; parental/community perceptions Nature of inter relationships between and among learners-teachers; teachers; teacher principal; parents-school; office-teachers-learners Nature of 'impact' generated in school

(iii) Classroom as a Learning Site - modalities, learning resources used, student reactions and any relevant related points

Observation of lessons of senior teachers individually or in small groups, meeting the students informally to learn their background and their interest in learning, seeing the learning facilities in the school, observing the social climate in the school etc., are some of the activities to be undertaken during this period. Each student-teacher has to engage 3 lessons individually or as shared practice. In shared practice, student-teachers will be in small groups of three members. The lessons will be divided into three parts and each student teacher will practice one of the parts by rotation in the natural classroom situation. Lesson plans need not be written with the rigidity as employed for

Practice Teaching lesson. The student-teachers have to maintain a detailed diary as a record of the visit.

After the initiatory school experiences, a reflection session should be organized in the college. Institutions can depute the Optional teacher for organizing and assessment of initiatory school experiences. 100% attendance is compulsory

#### **ASSESSMENT INDICATORS OF INITIATORY SCHOOL EXPERIENCE**

	<b>Components</b>	<b>Marks</b>
1	Teaching performance as Shared Practice	4
2	Teaching performance through individual effort	4
3	Observation of 5 lessons of senior teachers + Observation report	4
4	Observing the social climate and learning facilities in the school	4
4	Maintenance of diary	4
	<b>TOTAL</b>	<b>20</b>



# **SEMESTER III**

Practical Courses

## **EDU.301.SCHOOL INTERNSHIP (16 weeks- 260 Marks)**

The Internship Program forms an integral and important component of B.Ed. programme; internship serves as a capstone experience that informs about and prepares them for the expectations of and how to succeed in the profession. Student teaching internships is an essential component for a student's success as a professional teacher. Student Teaching Internships provides students the opportunity to practice what has been learned on the university campus and, more importantly, it is an opportunity to continue academic and professional growth.

### **Objectives**

- To observe children and the teaching learning process in a systematic manner.
- To understand the content and pedagogical principles, issues and problems related to teaching
- To develop a repertoire of resources which can be used by the intern later in her teaching– textbooks, children's literature, activities, games, and excursions
- To participate in teaching school subjects for the children of Class VI to X.
- To experience the school in its totality
- To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- To acquire competencies and skills required for effective classroom teaching, class management and evaluation of student learning, organization of co-curricular activities, and working with the community
- To be able to innovate within existing systemic limitation
- To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on Achievement.
- To develop proper professional attitudes, values and interests.
- To familiarize with the existing educational scenario of the respective states.

The school internship is designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the

college. The intern must function as a regular teacher and therefore be immersed in all aspects of the school.

During the school-internship the student teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behaviour, instructional practices, student learning, learning environments and classroom management.

The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts

and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development and professionalization of teaching practice. The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses.

The activities undertaken during the internship period will be presented in Portfolios and **Reflective Journals**. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. . The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses s/he has studied. The major purpose of the Reflective Journal is Reflection on-Action. Reflective Journal would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

The internship will be organized for a continuous period of **16 weeks** in selected schools. Necessary orientation to the cooperating teachers and headmasters will be organized at the Institute. The School Internship Programme could include undertaking classroom-based research projects; developing and maintaining resources in the Internship schools, administering of diagnostic tests and identifying of learning difficulties, conducting a case study/action research, organizing curricular and co-curricular activities etc. The intern must create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the

second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Graduate students can be assigned standards VI to X and for post graduates from VI to XII. Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.

The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. Assessment should be developmental in nature, with clear emphasis on growth of the intern. Assessment Evaluation of performance during internship will be done on the basis of assessment by institute supervisors, cooperating teachers, headmasters, records, reports and student activities/assignments. Post-internship Activities and Follow-up activities are to be taken up by the Institute.

## ASSESSMENT INDICATORS OF SCHOOL INTERNSHIP

	Teaching	Marks
1	Teaching performance as evaluated by the teacher educator	100
2	Improvement in teaching skills on the basis of feedback from the teacher educator.	10
3	Mentor evaluation report on the intern	10
	<b>Other interventions in the classroom</b>	
4	Achievement test – scientific & robust blueprint, Quality questions, scoring , statistical interpretation and Ranking	10
5	Diagnostic testing and Remediation – systematic and robust planning and execution	10
6	Action research – systematic methodology	10
7	Administration of any of the psychological tools like inventories, scales, projective techniques, sociogram or any other.	05
	<b>Documents</b>	
8	Observation report of classroom teaching of mentors/ peers	05
9	Record of lesson Plans	10
10	Audiovisual aids made by the intern (which are <b>not ICT</b> related)	05
12	Improvised apparatus and learning aids made by the intern	10
13	Student artifacts generated in the class room like <i>kai ezhuthu masika</i> , learning aids, charts, posters, albums etc.	10
14	Originality of reflective journal	10
	<b>ICT related expertise</b>	
15	ICT related artifacts used for teaching as incorporated in lesson plans (to be stored in a CD/DVD etc for evidential support)	10

16	Richness and variety of the ICT related artifacts used for teaching as incorporated in lesson plans.	10
<b>Liaison with school</b>		
17	Participation of intern in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)	10
18	Beyond the class Activities of the intern in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)	10
19	Any innovative programme <b>organized</b> by the trainee ( <b>if any</b> ) supported by an appreciation letter by the HM / Principal.	15
	<b>TOTAL</b>	<b>260</b>

### **EDU.302. COURSE ON *EPC 2: DRAMA AND ART IN EDUCATION* (30 Hours- 30 Marks)**

Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and hand. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the ‘curricular’ encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children’s creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education which helps learners to extend their awareness, through multiple perspectives, to look at reality through fantasy, and to predict everyday situations in order to cope with unpredictable unsettling experiences. Drama in Education transcends the here and now, to travel through time - to the past, to the future, while it also allows us to freeze time. Thus we can live or relive moments and evoke or even recreate situations that can help us accept them better. Drama in Education is not merely doing theatrics or ‘acting’ in a superficial manner, but is for creating that ‘dramatic pressure’ or tension, where the student would arrive at a problem or an understanding in a new way

The challenge is for prospective teachers to understand the medium, in order to transpose learners into a different time and space, to shape their consciousness through introspection and imagined collective experience. For instance, activities such as ‘hot seating’ can be used to raise critical questions addressed to characters from the textbook or those in history, to think about significant developments within diverse social contexts. This also helps to stretch the learner into areas of ‘discomfort’ and ‘confusion’, to then seek resolution, clarity and understanding. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of ‘othering’ happening in different lives? Mere moral sermons do not help build sensitivities. The ability to feel empathy for and relate with the other can be nurtured through drama based on experience, emotion and interpretation. It also gives opportunities for learners to recognize their agency, for transformational action. Drama as ‘critical

pedagogy' can move beyond the classroom, to invoke the collective consciousness and involve the community to participate in educational and social change. Teachers will need to experience different genres of street theatre that continue to engage with life, through folk and contemporary traditions, improvising and critiquing, while mobilizing for transformative action

The course on Drama and Art in Education also helps in understanding the self and as a form of self-expression for enhancing creativity. The components of fine arts aim to develop aesthetic sensibilities in student-teachers and learn the use of art in teaching-learning. Student teachers will visit places of art, exhibitions and cultural festivals. Encouragement needs to be given to understand local culture and art forms and interpret art works, movies and other Media. Likewise other activities can be used to build trust and cooperation, the sense of responsibility, pursuing tasks collectively and exploring varied perspectives. Be it visual or performing, the practice of art deepens children's ability for perception, reflection and expression, providing them with alternative languages to experience and communicate subtle, diverse and unfamiliar territories, from human to the larger consciousness of nature. The challenge of teacher-educators lies not only in expanding the landscapes of children's art, but in also perceiving their world, their artistic processes and then from that sense of understanding, explore ways of assessing their work.

### **Suggested Tasks**

**Workshop** for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, clay modeling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences. **(10 marks)**

Participation and performance in any one PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY -of the Regional Arts forms keeping in mind the integrated approach **(6 marks)**

- Planning a stage-setting for a performance/presentation by the student-teacher. **(6marks)**

- Develop narratives in visuals, composition of an imagined situation, telling a story through comic strips **(8 marks)**

## **EDU.303 YOGA, HEALTH & PHYSICAL EDUCATION-II**

**(30 Hours- 30 Marks)**

To know how to conduct the physical education classes with Lesson Plan

To understand the importance of Yoga and its implications to human life.

To understand the concept of Yoga and practice of various systems of yoga.

### **Tasks**

(i) Health and Physical Education

Plan lessons for Health related physical fitness programmes **(5 marks)**

Lesson plans on any one health education Theory classes (constructive approach) **(5 marks)**

Introduction of any game with lesson plans **(5 marks)**

(ii) Yoga Education **(15 marks)**

Role of Yoga in psychological preparation of children as athletes: Mental Wellbeing, Anxiety,

Depression, Concentration, and Self Actualization.

Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory and Excretory Systems.

### **Practice cultural asanas**

*Standing Types:*

Tadasana, Pada Hastasana, Trikonasana, Garudasana

Ardha Katti Chakarasana, Ardha chakarasana, Utkattasana, Parivrutha

Trikonasana, Virabhadrasana

Pada Angustasana

*Sitting Postures:*

Baddha Konasana, Vakrasana, Paschimottasana, Sasangasana

Gomukhasana, Veerasana, Maricyasana, Yoga Mudra, Supta Vajrasana

### **EDU.304. COMMUNITY LIVING CAMP (30 Hours- 30 Marks)**

- (i) To realize the aim of 'learning to live together'
- ii) To equip the students to live cooperatively in a society
- iii) To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
- iv) To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.
- v) To provide chances for democratic living, managing events, division of labour and dignity of labour.
  
- vi) To promote social accommodation and broaden the mental abilities of the student-teachers
- vii) To develop critical thinking about the issues related to the policies/approaches in Education
- viii) To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
- ix) To manage events of various dimensions

All the colleges have to organize a **four-day** residential Community Living Camp in a convenient location of their choice. It is a joint camp of Student-Teachers and their Teacher Educators, keeping certain formalities and following a pre/well planned time table. Learning to live together co-operatively, participation in programmes for development of personal and social skills, practicing democratic living, providing chances for division of labour, community work etc., are the major outcomes expected of the programme. A record mentioning the objectives and all the activities have to be prepared and submitted by each Student Teacher. The report may also contain some photographs related to activity

#### Structure of a Report (Record) of Community Living Camp

- Community Living Camp- Introduction (need and significance)
- Main theme of the camp during the academic year
- Objectives
  - Session wise details (objective of the session, programme/ activity, consolidation/ outcome with self assessment)
- Conclusion
- Appendix –  
Organizing committee - List of groups/ members - Responsibilities (group wise)  
(Maximum 10 page)



### Organization of the camp

Select a theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp.

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

### CRITERIA FOR ASSESSING COMMUNITY LIVING CAMP

	Criteria	Marks
1	Participation in planning and implementing educational activities during the camp	5
2	Participation in the creative/ expressive/ demonstrative/ presentation aspects of different sections	8
3	Leadership quality/ Democratic culture/ Social accommodation & adaptability/ Group working skill	6
4	Participation in the community related programmes/ activities	7
5	Comprehensiveness of report (Record)	4
<b>TOTAL</b>		<b>30</b>

# **SEMESTER IV**

## **A. .Theory Courses**

## **EDU 11-GENDER, SCHOOL AND SOCIETY**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives:**

To familiarize the concept of gender as a social construct

To identify important gender issues in schools and educational settings

To examine the recent issues associated with gender in school and society

To understand the inter-related functions of school and society

### **Unit I – Gender as a Social construct**

Gender- distinction between gender and sex- gender role- in family, caste, religion and culture, patriarchy and gender, status of women in different ages, ancient, medieval and colonial- gender sensitivity- gender stereotyping- feminist perspectives, radical and liberal

### **Unit II – Gender Issues in schools**

Problems of women in contemporary India - Experience of being a boy or girl- unequal access to education- gender identity construction in school- distribution of roles and responsibilities in classroom and schools- child rights violation among girls- role of schools, peers, teachers, curriculum ,text books classroom processes, and student-teacher interactions in challenging gender inequalities- Working towards gender equality in the classroom

### **Unit III – Recent Issues associated with Gender**

Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion).Safety at school, home and beyond- identification of sexual abuse/violence- verbalization of sexual abuse/violence- objectification of female body- propagation of popular beliefs through media- film, advertisements and songs- role of teachers, counselors, parents NGOs and other groups in reinforcing gender parity

### **Unit IV – School and Society**

School as an agent of change- instrument of social change. Influence of type of management on the functioning of schools - Government, Aided, Un-aided and Minority, recognized and non-recognized schools. Role of School in a democratic Society- School as a miniature society, functions of schools in society. Responsibilities of society towards Education

## TRANSACTION MODE

Lecture method, Seminars, Small group discussions, Field survey/visit, Brainstorming sessions, Projects

## TASKS AND ASSIGNMENTS

- Collecting views from different newspapers on atrocities against girl students and prepare a report OR
- Visit a school and conduct interview with teachers and parents on problem faced by girl students

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## **EDU. 12 EDUCATIONAL THOUGHTS AND PRACTICES**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives**

**The course will enable you to**

- To analyse the thoughts on education philosophy of different thinkers
- To acquaint with the nature of Indian society
- To recognize the impact of modernization in the society
- To analyse the relationship between democratic system of governance and education in view of the principles of Indian constitution
- To understand the concept of curriculum and the factors influencing it
- To acquaint with major trends in recent curricular revisions in India

### **Unit 1 Philosophical thoughts on Education (10 hours)**

Philosophical thoughts on Education of Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, Plato, John Dewey, Rousseau, Paulo Freire - Alternative thoughts – Illich, Reimer, J. Krishnamoorthy

## **Unit 2 Education and Society (10 hours)**

Education and social change- Social Change in India –Modernization- Education and modernization – Social mobility, Social stratification, Education and Culture - Cultural lag, Acculturation and Enculturation

Multiculturalism-Social control-Education and National Development - Education and Economic Development

## **Unit 3 Constitutional provisions of Education (10 hours)**

Education and Democracy – National values enshrined in the constitution – concept of secularism, socialism, nationalism, internationalism, equality and their educational implications.

Equality of educational opportunity. – Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school-

Equity and equality, individual opportunity and social justice and dignity with special reference to the contributions of Dr. Ambedkar.

## **Unit 4 Curriculum Development (20 hours)**

Curriculum- meaning and definition- bases of curriculum- philosophical and sociological- Types of curriculum- Modern trends in curriculum development – issues in curriculum development – curriculum for generating knowledge – education for a knowledge society – NPE 1986. Systematic curriculum revision- NCF 2005.

### **Tasks and Assignment**

Narrate the educational contribution of any one of the Indian/ Western philosopher OR

Critical appraisal of Constitutional values as practiced in an Educational Institution

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## **EDU. 13 CREATING AN INCLUSIVE SCHOOL**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

The objectives

This course will enable you to:

1. To explore the definition of 'disability' and 'inclusion' within an educational framework so as to identify the dominating threads that contribute to the psychosocial construct of disability and identity.
2. To identify 'barriers to learning and participation' related to school education.
3. To bring about an understanding of the 'cultures, policies and practices' that need to be addressed in order to create an inclusive school,  
To appreciate inclusion as a 'dynamic approach of responding positively to pupil diversity
4. To develop a disposition to see individual differences not as problems, but as opportunities for enriching learning.'
5. To equip with methods that promote the integration of students with disabilities in the normal schools
6. To interrogate own beliefs and also of school teachers, to see how those influence the implementation of inclusion.
7. To develop:
  - i. The conviction that all children can learn and grow;
  - ii. A firm belief in positive and varied outcomes;
  - iii. Realization that inclusion is a pedagogy that is ever evolving and constantly responding to the changing needs of learners;
  - iv. Practice of assessment that assesses skills and knowledge rather than content and that is open to a variety of assessment methods and time frames;
  - v. An inclusive environment that functions with the support and active participation of all - children, parents, community, teachers, administrators and policy makers
8. To observe educational institutions to identify of the 'barriers to learning and participation' and to help schools move towards positive practices, cultures and policies.

### **UNIT 1**

#### **Concept and Relevance of Inclusion (7 hours)**

Historical perspective of inclusive school-Concept of inclusive school- Understanding the Difference: Inclusive, Integrated and Segregated Education- definitions of mainstreaming and inclusion - History of Special Education Policy and Inclusion in India- need and importance of inclusive school in view of Right to Education in India- Inclusive schools as effective schools- Barriers to inclusion- measures taken by GOI for Inclusive Education for Disabled at Secondary Stage (IEDSS)-



## UNIT 2

### Learner Diversity in schools (15 hours)

Types of diversity ( with reference to special issues in education)– gender – culture and language- marginalized- economic disparities- special ability groups- Hearing Impairment, Visual Impairment, Physical Impairment - Motor and Mobility Impairments, Cerebral Palsy, Developmental / Intellectual Impairment, Down's Syndrome, Specific Learning Difficulties , Other Impairments and Disabilities, Social, Emotional and Behavioural Difficulties, Multiple Impairments

## UNIT 3

### Challenges in Inclusion (8 hours)

Issues in Creating Inclusive Schools- Common Features for Successful Inclusion- characteristics of cultural and gender inclusion- characteristics of inclusive learning friendly Environment- Dealing with Diversity in the Classroom, Valuing and Encouraging Diversity ,Including Different Kinds of Thinking, Learning, and Bias in the Curriculum and Learning Materials , Gender and Teaching , Diversity and Disability , HIV/AIDS and Discrimination-

## UNIT 4

### Making Schools More Inclusive (15 hours)

(i)Organizational Supports for Change toward Inclusive Schooling-Promising Practices That Foster Inclusive Education- Access to the General Education Curriculum for All: The Universal Design Process- methods of involving parents and communities in schools- Need for Leadership and Collaboration in Developing Inclusive Schools- (10hours)

(ii)Classroom practices in Inclusive school (5 hours)

Strategies for meeting diversity in the classrooms-Concept of resource teacher- Major Activities of resource teacher- the Collaborative teaching by regular and collaborative teachers- concept and method of Multilevel Instruction-Inclusive evaluation-

### **Tasks and Assignments**

Visit one school of your neighbourhood and Consider the following

Consider the special education and general education teachers in the school. Identify experiences and expertise that these teachers can offer to others as inclusive programs are developed or improved.

Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?

A recent school change or improvement effort undertaken by the school focusing on resistance was encountered during this effort and measures taken by the school to address this resistance?

## References

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- Baglieri, S., & Knopf, J. H. (2004). Normalizing difference in inclusive teaching. *Journal of learning disabilities*, 37(6), 525-529.
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## **ADDITIONAL OPTIONAL COURSES**

## **EDU14.1- CHILD RIGHTS EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40, Internal: 10)**

Course Objectives:

1. To develop awareness about the Child Rights.
2. To understand about the need and significance of Child rights education.
3. To develop deep understandings about the present situation of children throughout the world and India.
4. To understand about the attempts of various organizations in Protecting Child Rights.
5. To develop an awareness about the constitutional provision for Child Rights in India.
6. To evaluate the conditions of children in our nation.
7. To develop positive attitude towards child rights.

**Unit: I (6 Hours)**

### **Conceptual Analysis of Child Rights**

Meaning-Definition- of Child Rights -Nature of Child Rights

Types of Child Rights-Freedom of speech, thought, fear, choice and the right to make decisions , Ownership over one's body, etc Right to Survival, Right to Protection, Right to Participation, Right to Development Differences from related concepts-Women's right, Youth rights and Human rights.

**Unit: II (7 Hours)**

### **Child Rights Education**

Meaning and definition for child rights education- Need and Significance of Child Rights Education- Child Rights Education as learning about rights, learning through rights and learning for rights-

**Unit: III (10 Hours)**

### **Movements for Child Rights**

Important Movements for Child Rights around the World- -United Nations Conventions for Rights of the Child (1959&1989) and Declarations on the Rights of the Child by UN.International Organizations for Child Rights- UNICEF, AMNESTY international,IFCW,IICRDS,UNHCR,etc.

Child Right Movements in India- Critical Analysis of the Situation of Children in India- Contributions of CRY, Kailash Satyarthi (Bachpan Bachao Andolan).

Conventions of Child Rights

**Unit:IV**

### **1. Justice for Children(15 Hours)**

Role of National Human Rights Commission in Protecting and Promoting Children's Rights Constitutional Provisions for Child Rights in India-Article 21 A, 24, 39(e),39 (f), 45, constitutional provisions for equal citizens of India, just as any other adult male or female: Article 14,15, 21, 23,,etc,

Government organizations for Child Rights in India-All India Legal Aid Cell on Child Rights.-Child adoption Policies in India- Sexual Offences Act-2012,NIRBHAYA,

### **2. School And Child Rights(12 Hours)**

School as a fundamental institution to protect child rights- Role of teachers, head of the Institution and Administrators -Concept of Child friendly School-Linking with communal organizations- Programmes to develop awareness about child rights among the members of society-Curricular Provisions to protect child rights.

## **Tasks and Assignments**

Prepare a collage by using paper cuttings about the violations in children's fundamental rights.  
OR  
A project on the contributions of Voluntary organizations in protecting the rights of Children in your locality OR  
Make a survey in your nearest cities to trace out the child labours.

## **References:**

1. Bhaskara Rao D, United Nations Decade for human Rights Education, DPH, New Delhi
2. Dr, Savitha Bhakhry, 'Children in India and their Rights', National Human Rights Commission. 2006.
3. Child Rights Education Toolkit. Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools, UNICEF Private Fundraising and Partnerships Division (PFP), 2014
4. UN Briefing Papers, Human Rights Today: A UN Priority, New York

## **2. School And Child Rights(12 Hours)**

School as a fundamental institution to protect child rights- Role of teachers, head of the Institution and Administrators -Concept of Child friendly School-Linking with communal organizations- Programmes to develop awareness about child rights among the members of society-Curricular Provisions to protect child rights.

## **Tasks and Assignments**

Prepare a collage by using paper cuttings about the violations in children's fundamental rights.  
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2. Dr, Savitha Bhakhry, 'Children in India and their Rights', National Human Rights Commission. 2006.
3. Child Rights Education Toolkit. Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools, UNICEF Private Fundraising and Partnerships Division (PFP), 2014
4. UN Briefing Papers, Human Rights Today: A UN Priority, New York

### **Tasks and Assignments**

Prepare a collage by using paper cuttings about the violations in children's fundamental rights.  
OR

A project on the contributions of Voluntary organizations in protecting the rights of Children in your locality OR

Make a survey in your nearest cities to trace out the child labours.

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1. Bhaskara Rao D, United Nations Decade for human Rights Education, DPH, New Delhi
2. Dr. Savitha Bhakhry, 'Children in India and their Rights', National Human Rights Commission. 2006.
3. Child Rights Education Toolkit. Rooting Child Rights in Early Childhood Education, Primary and Secondary Schools, UNICEF Private Fundraising and Partnerships Division (PFP), 2014
4. UN Briefing Papers, Human Rights Today: A UN Priority, New York

## **EDU 14.2 ENVIRONMENTAL EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40, Internal: 10)**

### **COURSE OBJECTIVES**

The Environmental Education Course will enable the Student Teachers to :

Acquire Knowledge and understanding of the terms, concepts and definitions, principles and

Laws, process, relationships, phenomena related to environment.

Develop an understanding of the natural resources, associated problems / issues and their

Management.

Apply the knowledge and understanding of the environmental concepts, principles, etc., in

their practical situations to arrive at the solutions/ alternative solutions to the environmental

Problems/ issues.

Appreciate the physical, biological, social, cultural, political and economic aspects of the

environment, their interrelationships and interactions ( with special reference to human impact on environment), needed efforts to preserving life on the Earth.

Develop scientific attitude towards the problems and issues of environment and appreciate the

need for conservation of the environment.

Develop an understanding of the meaning, scope and importance of Environmental Education in

schools and B.Ed. colleges

Develop necessary skills and competencies in planning, designing and organizing EE activities /

programmes in schools.

Use appropriate tools/ techniques in evaluating EE outcomes.

Participate actively in community oriented EE activities and programmes.

## **Course Content**

### **Unit-1 Introduction to our Environment (5 Hours)**

Meaning, Importance and components of Environment- Principles of Environment (interdependence and interrelationships)-  
Ecosystems- Meaning, types, characteristics and ecological balance.

### **Unit- 2 Ecological Process(5 Hours)**

Biosphere, Flow of Energy, Nutrient Cycles, Carrying Capacity, Conservation of natural resources. Bio- magnification

### **Unit-3 Conservation of Natural Resources - Problems, Perspectives and Management (20Hours)**

1. Natural resources (renewable and non-renewable)- Bio diversity- socio-economic and  
cultural factors including poverty leading to exploitation and degradation of natural resources, changing life styles and its impact on environment.
2. Pollution- Water, land, air, sound and radioactive
3. Environmental Problems- Global, Regional and Local.  
Specifically,  
Problems at the global level:  
Population explosion, Global warming and Greenhouse effect, Acid rain ozone depletion and CFCs, Deforestation, Extinction of Species, Loss of Habitat and Biodiversity, Industrialization and Urbanization, Commercialization of agriculture  
  
Problems at the State level:  
Soil erosion, Deforestation, Bad water management  
Solid waste and its disposal, Destruction of mangroves  
Over fishing and marine pollution, shrinking of back waters  
Quarrying , Sand mining, Food adulteration, Changing cropping patterns and land use  
  
Problems at the local/ immediate environment  
Specific environmental issues pertaining to the district
4. Concept of Sustainable Development – need and requirement for attaining Sustainable development.
5. Important Environmental Movements in the country with special reference to Environment Movements in Kerala. Legislative measures in India for



**Unit-4 Teaching- Learning strategies in Environmental Education (20 Hours)**

Environmental Education- meaning, need, significance and characteristics, Objectives and principles of Environmental Education. Role of national and international organizations and movements in the promotion of Environmental Education

Approaches- Infusion and problem- solving

Methods - Discussion, Demonstration and Project

Techniques -Observation, Nature games, Nature walk, Quiz, Role- play, Brain

storming, Survey, Dramatization, Puppetry, Case study, etc.

Co- curricular activities- Field trips, Collection, Exhibitions, Film shows, Video Shows, eco clubs.

2. Evaluation in Environmental Education

- Use of appropriate tools and techniques of evaluation-

Achievement tests, questionnaire, rating scale, observation schedule and Case studies, Evaluation of projects

Tasks and Assignments

Visit a place of severe environmental pollution in your locality and analyse the socio-political causes of pollution there.

References

1. Capra, F.(1999). Eco-literacy : The challenge for next century. Liver pool

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2. Orr, D (1992) . Ecological Literacy : Education and transition to a post modern worlds. Albany: State University Press, New York.

3. Goleman, D.( 2010) Ecological Intelligence, Penguin Books, London 136

4. Odum , E.P. (1971) Fundamentals of Ecology WB Saunders

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20. Singh, K.Y. (2005). Teaching of Environmental Science, New Delhi: Chairman
21. Kumar, V.K. (1982). A Study of Environmental Pollution, Varanasi : Tara Book Agency.
22. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir

## **EDU 14.3 EDUCATION FOR DIFFERENTLY ABLED**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Objectives**

After studying this course the learner is expected to

1. Understand the differences between the impairment, disability, and handicap.
2. Enumerate the educational needs of various categories of persons with disabilities.
3. Describe the general methods to be adopted for early identification and intervention strategies .
4. Familiar with educational practices for students with differently abled.
5. Know the trends and developments in the education of differently abled

### **Module 1**

#### **Understanding the Disabilities (8 hours)**

- 1.1 Concept and Definition of Impairment, Disability and Handicap.
- 1.2 Historical and National developments and constitutional obligations for children with special needs.
- 1.3 Categories of disability as per the PWD Act 1995.
- 1.4. Social and Educational Needs of children with special needs.

### **Module II**

#### **Definition, Types and Characteristics (10 hours)**

- 2.1 Hearing Impairments: Definition, Types and characteristics
- 2.2 Visual Impairment : Definition, Types and characteristics
- 2.3 Mental Retardation: Definition, Types and characteristics
- 2.4 Neuro-muscular and Loco motor disabilities: Definition, Types and characteristics

### **Module III**

#### **Identification and Early Intervention (10 hours)**

- 3.1 Need for early identification and Intervention
- 3.2 Assessment procedures for educational placement.
- 3.3 Intervention of later identified children
- 3.4 Early Educational Intervention strategies.

### **Module IV**

#### **Educational practices for students with differently abled (10hours)**

- 4.1 Special school education
- 4.2 Integrated Education

- 4.3 Inclusive Education
- 4.4 Education of gifted students

## **Module V**

### **Trends and Developments in the education of differently abled (7 hours)**

- 5.1 National Institutes – NIVH, NIMH, AYJNIHH, NIOH.
- 5.2 Acts and Schemes – NPE 1986, POA 1992, RCI Act 1992, PWD Act 1995, NT Act 1999.
- 5.3 Role and Responsibilities of Pre-school teacher, Regular teacher, Resource teacher and special teacher.
- 5.4 Community Based Rehabilitation (CBR)

### **Tasks and Assignments ( Any One)**

- 1. Visit special school and make classroom observation report (HI/VI/MR)
- 2. Visit General school where practicing inclusive education and conduct interview with resource teacher and prepare report regarding inclusive education.
- 3. Take three cases (students with HI/VI/MR/LD) and make reports with special reference to education.

## **References**

- 1. Alan H. and Ravic R. (1992), Introduction to Special Education, Allyn and Bacon, Boston
- 2. Chauhan.S.S(2002)Education of Exceptional Children
- 3. Hegarty S.(2002).Educaton and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
- 4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
- 5. Seamus Hegarty, Mithu Alur (2002) Educaton and Children with Specials Needs: From segregation to Inclusion
- 6. Smith, D.D, and Luckasan, R. (1992), introduction to Special Education, Allyn and Bacon, Boston
- 7. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

## **EDU14.4 GUIDANCE AND COUNSELLING**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,**

**Internal: 10)**

### **Objectives**

On completion of this course the students will be able to:

- Understand the definitions, meaning, nature and scope of guidance
- Understand purpose of guidance
- Appreciate the needs for guidance
- Understand Principles of guidance
- Be familiar with types of guidance
- identify the meaning, need and techniques of group guidance
- Understand various guidance services in schools
- Understand the role of teacher as a guidance personal
- Get an idea about the Organisation of school guidance Programmes
- Understand the meaning, nature and scope and objectives of counselling
- Analyze the relationship between guidance and counselling
- Recognize the objectives and principles of counselling
- know the skills and qualities of an effective counsellor
- Recognize the different approaches of counselling
- Understand the various stages involved in the process of counselling
- Comprehend concept, definitions and importance of mental health
- Identify the Factors contributing to mental health
- List the Characteristics of mentally healthy person.
- acquaint with Current mental health issues among school children
- Familiarise the counselling for gifted, creative, MR, LD, Slow learner, socially disadvantaged children and problem children.
- To understand the methods of Educational counselling at different stages
- Role and function of school counsellors
- Concept of children with special needs.
- To acquaint with the behavioural problems among school children

## Course Content

### UNIT I - UNDERSTANDING GUIDANCE (10 Hours)

- Meaning and Definitions
- Nature of guidance
- Purpose of guidance
- Scope of guidance
- Need for guidance
- Principles of guidance
- Types of guidance (Educational Guidance - Vocational or Career guidance - Personal or Individual guidance)
- Group guidance (concept, need and significance)

### UNIT II- GUIDANCE IN SCHOOLS (10 Hours)

- Various Guidance services in schools (orientation service – pupil inventory services – career information service – placement service – follow up services - their needs)
- Teacher as a guidance personal (role - essential qualities needed)
- Career guidance (role of the teacher – need – methods)
- Organisation of school guidance Programmes (**1. Pre-requisite of Guidance Programme** – formation of guidance committee – budget allotment – infra structural facilities – support from parents and community – orientation of guidance services to students and staff **2. Planning of Guidance Programme** – identify the areas where guidance is required – assign duty to different staff members as guidance personal – specification of various functions of each guidance services - set up objectives of the service on the basis of student needs **3. Guidance Activities** – in secondary level – in higher secondary level (list some orientation services, pupil inventory services, career information services, placement services and follow up services at different levels)

### **UNIT III- INTRODUCTION TO COUNSELLING (10 Hours)**

- Definition, Meaning, nature and scope of counselling.
- Basic principles of counselling.
- Objectives of counselling.
- Relationship between guidance and counselling
- Approaches to Counselling: directive, non-directive and eclectic
- Individual vs. group counselling (concept, advantages and limitations)
- Roles and functions of teachers involved in the counselling programmes in schools
- Skills and qualities of an effective counsellor.

### **UNIT IV MENTAL HEALTH AND COUNSELLING (10 Hours)**

- **Mental health** (concept – definitions - Importance - Factors contributing to mental health – Characteristics of mentally healthy person.
- **Current mental health issues among school children** - Internet addiction – mobile phone addiction – Pornography – substance abuse (discuss how these will affect the mental health) – school girls and mental health issues.

### **UNIT V - COUNSELLING IN SCHOOLS (10 Hours)**

- Role and functions of school counsellors
- Concept of children with special needs.
- Counselling for gifted, creative, MR, LD, Slow learner, socially disadvantaged children and problem children.
- Role of teacher in dealing students with special needs.
- Behavioural problems among school children (List some common problems)

### **Transactional Mode**

- Lecture, Group discussion, lecture-cum-discussion, panel discussion, presentation of reports and sharing of experiences etc.

### **Tasks and Assignments**

- Prepare a questionnaire (minimum 15 Questions) to find out the recent mental health problems of secondary school students (ensure individual preparation and variety in questionnaire). Administer the questionnaire on secondary students (minimum 20 students 10 boys + 10 girls). Analyse the findings and submit an individual report

### **References**

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- Sharry, J. (2004). *Counseling Children Adolescents and Families*. New York: Palgrave Macmillan.

## **EDU 14.5 HEALTH AND PHYSICAL EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,**

**Internal: 10)**

### **Course Objectives**

To understand Exercise physiology & anatomy of the human body.

To understand Stress and Stress management

To understand Food, nutrition and Childhood Health Concerns

To understand Physical Education as Integral to Health and Education

To understand the importance of Suryanamaskar and pranayama,

To understand how to conduct tournaments.

### **Course Content**

**UNIT I.** Physical Education as Integral to Health and Education- Need and importance of Health and Physical Education; Linkages to health and education - Physical Education and 'Play'

Supervising and guiding children

Physical development, mental development, motor development, social development.

Test to assess the various physical fitness components

Benefits of exercises Body types, Posture,( Postural deformities. causes of bad posture)

Effect of exercises on various body systems

(Muscular system, Respiratory System and Circulatory System).

**(13 hours)**

**UNIT II .** 1. Stress ,back pain and its management, Effect of Yogasanas for stress ,back pain management. (yogasanas:- Sooryanamskar, Pranayama, padhasthasana, Trikonasana, Vajrasana, Padmasana,Bhujangasana, Salabhasana, Dhanurasana, Halasana,Chakarasana, Meditation and Savasana )

**(12 hours)**

**UNIT III.** The meaning of health and well-being  
Biomedical versus social health models

Food and Nutrition

Food habits, Balanced diet,

Reciprocal Linkage between Health and Education

Childhood Health Concerns, Hunger and Mal Nutrition

Communicable Diseases

**(15hours)**

**UNIT IV. a. Tournaments and fixtures.**

(Fixtures for Knock out and league tournaments)Major games and Minor games

**b. Brief History of Ancient and modern Olympics.**

**(10hours)**

**Tasks and Assignments**

Assessment of any three physical fitness tests before and after practicing physical fitness exercise

OR

Effect of Yogasanas on stress and stress management

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7. H.C.Buck, Health and Phsical Education
8. Ajmeer Singh , Essential of Physical Education

## **EDU14.6. MANAGEMENT IN SCHOOL EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,**

**Internal: 10)**

### **Course Objectives**

1. To develop an understanding of the concepts management, administration and organization in education
2. To create an awareness of various levels of Management in schools
3. To delineate school as the formal system of education
4. To understand the existing constitutional provisions for school education in India
5. To analyze the role of various organizations in school management
6. To appreciate the role of administrative authorities in maintaining the quality of Institutions
7. To familiarize the school organization
8. To critically examine the dimensions of institutional climate
9. To acquaint with the concept of institutional planning
10. To understand the structure and functions of SMC
11. To explain nature and types of leadership in schools
12. To examine the leadership roles of different components for better school management
13. To sensitize towards effective management of human and material resources in school
14. To understand the different components of management in schools
15. To develop competence to maintain records in school
16. To develop skills in preparing timetable
17. To develop skills to manage library and laboratory in schools
18. To explain the principles underlying the organization and administration of co-curricular activities
19. To explain the meaning and purpose of school budget
20. To familiarize with the concept of Total Quality Management in Education

## **Course Content**

### **UNIT 1: BASIC CONCEPTS OF SCHOOL MANAGEMENT (15 HOURS)**

Meaning, Definition, Importance and scope of school management - Functions of school management: Planning, Organizing, Directing, Motivating, Evaluating, Decision making etc. - School as a formal educational system - Social structure of school - School Structure: Pre-school Education, Ten year schooling Higher secondary education, University education - Hierarchies in school system: Hierarchical structure of school, Types of Hierarchies of school structure School education in India - Indian constitution and school education - Status of Indian schools - The structure of Indian school education - academic and administrative structure -Responsibilities of Central Government in school education - Responsibilities of State government - Central provisions for school education – CAGE, CBSE, NCERT,NCTE,NIEPA,KVS, NOS - State provisions for school education- SCERT, BSE ,State Textbook Board-Regional level organizations-District level organizations –District Education Office, DIET-Role of local level organizations-Teachers' Union

### **UNIT 2: INSTITUTIONAL CLIMATE AND PLANNING (10 HOURS)**

Organizational process in schools: Academic planning, Resource mobilization, Curricular activities. Co-curricular activities, Planning, Time allocation, Monitoring, Evaluation, Feedback.

Institutional Climate: Concept, Dimensions of school climate, Types of Institutional climate, Democratic and autocratic Climate. Impact of organizational climate on the performance of teachers, parents, students etc.

Institutional planning: meaning, definition, importance and steps of institutional planning.

School management committee (SMC) : structure, functions - School Development Programme (SDP)

### **UNIT 3: LEADERSHIP AT DIFFERENT LEVELS OF SCHOOL HIERARCHY (10 HOURS)**

Leadership at different levels of school hierarchy : Meaning and nature of school leadership -Styles of school leadership : Autocratic leadership, Democratic leadership, Free rein/ Lassiz fair leadership - Role of headmaster - Essential qualities of principal/HM - Duties and responsibilities of HM - Role of HM : as a manager, teacher, organizer - problems faced by HM

Teacher as a leader: As an instructional input, As a manager, As a facilitator, As a counselor, Teacher in the community

Leadership roles of pupils Students - functions of student council and school parliament

### **UNIT 4 : MANAGEMENT OF RESOURCES (15 HOURS)**

Instructional Management : School Calendar, Time-Table: importance, types of time-table , principles of time table construction, Conducting exams, Maintenance of record: meaning, types, how to keep records Admission Register – Attendance Register for Staff & students – Stock Registers – Acquittance Register- Management of Library and lab

Management of co-curricular activities : Concept and Types of co-curricular activities, Need and importance : educational value, psychological value, social value, civic value, recreational value, physical development value - Organization of co-curricular activities in school - Principles underlying organization of co-curricular activities - Difficulties faced in organizing co-curricular activities : organization and objectives of literary and cultural activities, organization and objectives of physical education activities

Management of material resources, technology e-resources, school plant, school complex

Management of human resources: Teachers-staff council - functions, performance appraisal of teachers

Parents- PTA, MPTA, GTA

Community-Important resources of community, ways of utilizing community resources

Management of financial resources

Financial management –role of teacher – preparation of school budget-meaning purpose, types, E-grant, grant-in-aids, scholarships, awards etc.

Total Quality Management – Concept Key elements of TQM, Steps for TQM in Schools

### **Transaction Mode**

Lecture Method, Discussion, Group work, Assignment, Seminar and Debate

### **Tasks and Assignments**

- Visit to a government/ aided school in your locality and prepare a record of resources available and suggest methods for its effective utilization

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## **EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION**

**Contact Hours: 50 (Instruction)**

**Maximum Marks: 50 (External: 40,  
Internal: 10)**

### **Course Objectives:**

1. To understand the values and peace.
2. To promote value education and peace education.
3. To identify different types of values and peace.
4. To know various approaches in value education and peace education.
5. To transact the value education and Peace education as part of curricular programs.

### **Unit – I**

#### **Values and Peace –Definition, classification and types.**

Definition of values, philosophical perspective.

Axiology of different philosophies-idealism pragmatism naturalism and humanism – types of values.

Values Classification – Behavioural, Moral, Spiritual and constitutional values.

NCERT classification of values. Traditional Indian values – Truth nonviolence peace, Righteous conducts etc.

Constitutional values- Democracy, Socialism, secularism and fraternity.

Definition to Peace. Kind of violence mental verbal and physical causes of violence.

Source of Peace, inner Peace, Social peace and Peace with nature.

**(12 Hours)**

### **Unit – II**

#### **Psychological Perspectives of Values**

Value development in childhood and adolescence. Psycho-analytic view, Piaget Kohlberg and Erikson about value development in child hood adolescence and adult hood.

Nature and characteristics of value development, Role of family school and Society in value development.

**(8 Hours)**

### **Unit – III**

#### **Understanding Value education and Peace education**

Meaning and nature of value education

Value education in India Vedic Buddhist Islamic periods

Post independent attempts in value education- University education commission Sriprakash Committee and emotional integration committee etc.

Peace Education -Approaches – Conflict compromise approach. Holistic approach to words peace education.

Peace education as skill building.

**(10 Hours)**

### **Unit – IV**

#### **Inculcating Values and Pace- Approaches and Strategies.**

Values are caught and taught-approaches methods and curricular implications. Direct method, indirect method and Incidental methods.

Role plays, storytelling and other methods

Teacher and value education. School subject and value education. Strategies for value education.

Peace education into practice-Peace education knowledge attitude and skills.

Peace education and curriculum – dimension of Peace education knowledge attitude and skills, Peace teacher and Peace methods.

Way of integrating peace education into subject and lessons.

Learning ways of Peace.

Emerging researches in peace education.

**(20 Hours)**

#### **Task and Assignments**

Prepare a lesson plan from the school subject and conduct classes based on strategies of value education/ Peace education OR

Prepare an E content for promoting awareness of values/Peace and conduct a community interaction programme in your locality or school OR

Prepare a report about any one of the institution which is functioning inculcation of values and peace OR

Prepare a script for a video programme for promoting value education/Peace education.

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- UNESCO-Peace education frame work for teacher education
- NCTE India .org

# **SEMESTER IV**

## **B. .Practical Courses**

## **EDU.401 COURSE ON EPC 3: CRITICAL UNDERSTANDING OF ICT (30 Hours- 30 Marks)**

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It will explore ICTs along three broad strands; *teaching-learning, administrative and academic support systems, and broader implications for society*.

ICTs have often been seen as a stand-alone subject, consisting of a finite set of proprietary applications, taught to children directly by technology experts, bypassing teachers, which has diluted possibilities of teacher's ownership, enhancement of expertise and engagement. Seeing ICTs as an important curricular resource and an integral part of education, according primacy to the role of the teacher, ensuring public ownership of digital resources created and used in education, taking a critical perspective on ICTs as well as promoting constructivist approaches that privilege participation and co-creation over mere access, are principles that the course will help teachers explore. Applying these principles can support Teacher Professional Development models that are self-directed, need-based, decentralized, and collaborative and peer-learning based, and continuous, in line with the NCFTE, 2009 vision for teacher education

Since ICTs are technologies, along with developing such understanding, the course will also help student-teachers to learn integrating technology tools for teaching learning, material development, developing collaborative networks for sharing and learning. This learning can help integrate pre-service and in-service teacher education, address traditional challenges of teacher isolation and need for adequate and appropriate learning resource materials. The course will explore use of ICTs to simplify record keeping, information management in education administration. Communication and information sharing/storing are basic social processes; new digital Information and Communication Technologies (ICTs), by making these easier and cheaper, have significantly impacted and are impacting our socio-cultural, political and economic spheres. The course will help student-teachers to develop an understanding of the shift from an 'industrial society' to a 'postindustrial information society', where the production and consumption of information is easier/ simpler as well as important. This change has positive and negative implications and possibilities for democracy, equity and social justice, all core components of our educational aims.

The course will help student-teachers reflect critically and act responsibly to prevent how ICTs are used to support centralization and proprietisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes, as well as build the 'digital public' to make education a participatory and emancipatory process

### **Tasks (3x10=30 marks)**

- (i) Workshop on ICT Integration with Pedagogy
- (ii) Workshop on Digital Text Books/ e-resources
- (iii) Workshop on e-content development

## **EDU.402. COURSE ON *EPC 4: UNDERSTANDING THE SELF* (30 Hours- 30 Marks)**

The aim of the course is to develop understanding of student-teachers about themselves – the development of the self as a person and as a teacher, through conscious ongoing reflection. The course would be transacted through a workshop mode by more than one resource persons.

The course will address aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach. It is important for student-teachers to develop social-relational sensitivity and effective communication skills, including the ability to listen and observe (Hall & Hall, 2003). The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build resilience within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths.

As an individual in society one has different identities – gender, relational, cultural – and it is important to address one's implicit beliefs, stereotypes and prejudices resulting from these identities. It is important for the student-teachers to be aware of their identities and the political, historical, and social forces that shape them. The course will make use of personal narratives, life stories, group interactions, film reviews – to help explore one's dreams, aspirations, concerns, through varied forms of self-expression, including poetry and humour, creative movement, aesthetic representations, etc.

Yoga will also be introduced as an important component to enhance abilities of body and mind, and promote sensibilities that help to live in peace and harmony with one's surroundings. Students will appreciate the philosophy of yoga and its role in well-being. They will learn the practice of yoga and how to use it in different contexts.

The course shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathizing with other childhoods, and also the childhood experiences of one's peers. The following methodologies for the transaction of the course could be used in interactive sessions

Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.

Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.

Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.

The exercise of developing reflective journals and providing regular feedback on those journals can also be used here

<b>Broad areas</b>	<b>Introduction</b>	<b>Values and self image</b>	<b>Individual and collective selves</b>	<b>Connecting - self-society</b>	<b>Social interface</b>
<b>Main objectives</b>	Trust building, for future exercises, laying ground rules, energizing	Opening self, reflection, culture for listening and accepting	Team building, respecting, tasks, sharing responsibility. addressing conflicts	Understanding social structures (stereotypes/ diversity / gender) and role of the individual	Becoming the change agent – designing and leading change / social action
<b>Broad methodologies</b>	Games, theatre activities, discussions	Reflections, story making, self-disclosure through art, dance and theatre	Nature walk/ field visit , adventure. Simulation exercises, collective art	Films, meeting people, small group tasks, theatre exercises	Participate or lead in real life intervention (within families/ college or community)

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials, which should be contextualized and updated periodically.

**Suggested Tasks (5x 6=30 Marks)**

**Writing Tasks** - (i) Writing a reflective statement of aspirations and expectations, based on one's

learning so far in the course critically evaluate oneself as a 'prospective teacher'.

OR Essay: Identify one social issue/problem of key significance, and reflect on:

a) Ways in which current forms of 'schooling' may be contributing to sustaining this, and

b) how 'school education' and 'classroom practice' may be realigned to ameliorate this.

### **Workshop 1-*A significant event or experience in life***

Investigating the texture of one key event/experience (working with partners) –

Sharing and assimilating a range of experiences

### **Workshop 2: *Gender and upbringing***

#### **Suggested workshop themes**

Telling our own 'gendered' stories

En-culturing 'gendered' roles in upbringing within different kinds of families – Case studies

Gender issues in school education – case studies

Gender issues manifest in contemporary public spaces – case studies

Responding to various forms of gender discrimination

### **Workshop 3: *Deconstructing the messages of advertising (in the Audiovisual Media)***

#### **Suggested workshop themes**

The expanding role of advertising in contemporary life. Sharing favourite advertisements and their impact on us. Looking from the other side: how psychology, research, technology and imagination combines to create a 'targeted commercial'

Viewing and analyzing a series of advertisements- Constructing an effective advertisement (group task)

How to be a critical and media-literate viewer of advertisements

### **Workshop 4: *Theatre for awareness of body, self and the other***

#### **Suggested workshop themes**

Sensitize students about their inherent potentialities. Components — activities related to body and mind, senses, emotions, imagination, concentration, Observation, introspection.

### **Workshop 5: *Art and education***

#### **Suggested workshop themes**

Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects.



### **EDU .403.SUPW & WORKING WITH COMMUNITY (30 Hours- 20 Marks)**

To acquire the requisite competencies in planning and executing socially useful Programmes To develop social sensitivity and consciousness and their human sensibilities  
To seek co-operation and support from local people  
To develop dignity of labour  
To produce products which are useful to society

Student teachers shall select one activity from field work components and two from SUPW components

#### **A )Field work component( 10 marks)**

- Survey of social importance
- Organization of campaign on one of the themes such as nutrition, sanitation, drug, consumer education, blood donation, AIDS, environment, gender issues, population education, etc.
- Cleaning public places/Beautification of campus
- Pain and palliative service or other social services-(A Report to be maintained)

#### **B) SUPW Component (10 marks)**

Book binding, craft/art work, soap making, paper bag making, candle making, agarbathi, File making, pot making, stitching and embroidery, glass painting designing and making electronic devices, etc.

Output-The prepared **products and a brief report** including the objectives and methodology adopted

### **EDU. 404. FIELD TRIPS/ STUDY TOUR (30 Hours- 20 Marks)**

Educational Tour is aimed to provide an exposure to students to study and appreciate. It is an exposure trip to a place of educational or historical importance. The expected outcome includes providing situations for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field trip and understanding the environment around. **A Study Tour / 2 Field trips** shall be mandatory for all students. Those students who fail to attend the Study Tour / Field trips shall forfeit the marks (20 marks) allotted for this activity. No other activity could be assigned to the absentee student in lieu of the Study Tour/ Field trips.

The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement. The students may undertake one study tour preferably during the holidays taking not exceeding 3 working days, combined with the holidays if required. Total number of Tour days shall not exceed 6 days. The tour period shall be considered as part of the working periods of a semester

A feedback session, within a fortnight of returning from the tour shall be mandatory. The Faculty should encourage the students to reflect on the experiences based on their observations. The students shall be required to prepare individual reports of the visits. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The reports should also contain an evaluation of their own inputs for planning and implementing the tour.

**ANNEXURE-I**

**CORE COMMITTEE**

**Prof.A.Faziluddin (Chairman)**

**Prof.(Dr.) K.Sivarajan (Dean)**

**Dr. K .Abdul Gafoor (HoD, Education)**

**Dr.C.N.Balakrishnan Nambiar**

**Prof.C.Abdusalam**

**Dr.Muhammedunni Alias Musthafa**

**Dr.Umer Farooque.T.K**

**Dr. Devika**

**Dr.K.P.Anil kumar**

**Dr. P.P Noushad**

**Dr.A.Hameed**

**Dr.Abdul Hameed Muktar Mahal**

**Dr. M.Jesa**

## **ANNEXURE-II**

### **SUGGESTED AREAS FOR SEMINAR**

Educational Technology

School Organization

Adult and Continuing Education

Population Education

Vocational Education

Higher Education

Economics of Education

Educational Planning

Institutional Planning

Alternative Education

Teacher Quality and Accountability

Teacher Education Programmes

ECCE

Issue Based Curriculum

Autonomous Colleges

Community Schools

Teacher and Research

Role of NCTE, UGC, NAAC etc.

Social Problems and Education (The institution may add more)