



UNIVERSITY OF CALICUT

**Abstract**

General and Academic - B.Ed Programme- 2 year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) based on Outcome Based Education (OBE) - Implemented with effect from 2021 Admission - Subject to Ratification by the Academic Council - Orders issued.

---

**G & A - IV - J**

U.O.No. 22121/2021/Admn

Dated, Calicut University.P.O, 31.12.2021

---

- Read:-*1. U.O No. 13307/2018/Admn dated 15.11.2018  
2. U.O.No. 5799/2021/Admn dated 31.05.2021  
3. Item No. 7 in the minutes of the meeting of Board of Studies in Education (UG) held on 20.12.2021  
4. Remarks of Dean, Faculty of Education dated 28.12.2021  
5. Orders of Vice Chancellor in the file of even no. dated 29.12.2021

**ORDER**

1. Vide paper read (1) above, 2 year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations), was implemented, in the University, with effect from 2017 admission.
2. Vide paper read (2) above, the 2 year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations), incorporating General Programme Outcomes, was implemented, in the University, with effect from 2020 admission.
3. The Board of Studies in Education (UG) has finalised the 2 year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations), based on Outcome Based Education (OBE), vide paper read (3) above.
4. The resolution of the Board of Studies have approved by the Faculty of Education, vide paper read (4) above, and then by the Vice Chancellor, subject to ratification by the Academic Council, vide paper read (5) above.
5. Therefore, the 2 year B.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations), based on Outcome Based Education (OBE), is implemented, in the University, with effect from 2021 admission, subject to ratification by the Academic Council.
6. U.O.No. 5799/2021/Admn dated 31.05.2021 stands modified to this extent.
7. Orders are issued accordingly. (modified regulations appended))

Arsad M

Assistant Registrar

To

The Principals of all the Teacher Education Colleges under University  
Copy to: DTE/ Pareeksha Bhavan/ JCE-7/GA I F/SF/DF/FC

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT



CURRICULUM OF  
REVISED TWO YEAR BACHELOR OF EDUCATION (B.Ed.) PROGRAMME  
2021 (With effect from 2021-2022 Academic Year)

## **PREFACE TO THE REVISED OUTCOME BASED TWO YEAR B. Ed CURRICULUM**

University of Calicut has started two year B. Ed Programme as per the Directions of NCTE Regulations – 2014. The Board of Studies in Education (UG), Calicut University modified the curriculum of the existing two years B. Ed Programme in 2017. As per the direction from the University, the Board of Studies in Education (UG), Calicut University decided to modify the existing curriculum of the two year B. Ed programme to Outcome Based without changing the content of the curriculum. It was not possible to organize offline seminars and conferences related to change the curriculum to Outcome Based due to the COVID pandemic situation. The Board of Studies in Education (UG) convened many online seminars, conferences and creates whatsapp groups and discussed the matter incorporating all teacher educators affiliated to University of Calicut. Considering the opinion of teachers, the Board of Studies in Education (UG), Calicut University modifications were incorporated to make the existing curriculum as Outcome Based.

The Board of studies extends its sincere gratitude to Dr Jayaraj N, Honourable Vice Chancellor of Calicut University for his guidance and patronage extended to us. All the Board members worked hard to make the venture a success in this special situation. Board also extends its sincere thanks to all teacher educators who contributed to the modification of the two year B. Ed programme as Outcome Based.

C U Campus

16/08/2021

**Dr Suresh Kumar K**

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

**University of Calicut**

## **PREFACE TO THE REVISED TWO YEAR B.Ed CURRICULUM**

University of Calicut has started two year B.Ed Programme as per the Directions of NCTE Regulations – 2014. The students of first Batch of two year B.Ed Programme complete their programme in the year 2017. Considering the feedbacks from different stakeholders, Board of Studies in Education (UG), Calicut University has decided to modify the existing two year B.Ed Programme. The revision will be applicable to 2017 admission onwards. For Revising the curriculum, Board of Studies has organized two regional workshops – one at NSS Training College Ottappalam for Teachers of B.Ed Colleges affiliated to Calicut University from Thrissur and Palghat District and Second one at Farook Training College, Calicut for teachers of B.Ed Colleges affiliated to Calicut University from Calicut, Malappuram and Wayandu Districts. Considering the opinion of teachers, minor modifications were incorporated to the existing curriculum. More clear guidelines are given to the conduct of School internship and other practicals. The modifications were done based on the suggestions of NCTE in their Model curriculum for B.Ed Programme.

Board of studies extends its sincere gratitude to Dr Mohammed Basheer, Honourable Vice Chancellor of Calicut University for his guidance and patronage extended to us. Board also extends its thanks to Internal Quality Assurance Cells of Farook Training College and NSS Training College ottappalam for collaborating with us in organizing workshop for revision of the curriculum. The Board Expresses its sincere thanks to all the teachers who contributed to the revision of two year B.Ed Programme.

C U Campus

31/03/2017

Dr Jayaprakash R K

Chairman, BoS (UG)

Education

## **PREFACE TO THE TWO YEAR B.Ed CURRICULUM**

“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, Chattopadhaya 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)**

## CONTENTS

<b>Sl.No</b>	<b>Sections</b>	<b>Page No.</b>
1	INTRODUCTION	6
2	STRUCTURE OF THE B. Ed. PROGRAMME	8 - 12
3	REGULATIONS FOR THE B. Ed. COURSE	13 - 15
4	SCHEME OF EXAMINATION & INTERNAL ASSESSMENT.	15 - 20
5	PROGRAMME LEARNING OUTCOMES AND PROGRAMME OBJECTIVES	21 - 22
6	DETAILS OF THEORY COURSES, <b>SEMESTER- I</b>	23 - 78
7	DETAILS OF PRACTICAL COURSES, <b>SEMESTER- I</b>	79 - 82
8	DETAILS OF THEORY COURSES, <b>SEMESTER- II</b>	83 - 121
9	DETAILS OF PRACTICAL COURSES, <b>SEMESTER- II</b>	122 - 124
10	DETAILS OF PRACTICAL COURSES, <b>SEMESTER- III</b>	125 - 132
11	DETAILS OF THEORY COURSES, <b>SEMESTER- IV</b>	133 - 187
12	DETAILS OF PRACTICAL COURSES, <b>SEMESTER- IV</b>	188 - 197
13	ANNEXURE	198 - 199



## 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 Two year B.Ed. programme shall be introduced with effect from academic year 2015-16. The modified curriculum of the two year programme shall be implemented from the academic year 2017-18.

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	Externa l	Internal	Total
	<b>Core Courses</b>				
<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>	SCHOOL ORGANIZATION	50	40	10	50
<b>EDU 04</b>	UNDERSTANDING DISCIPLINES AND SUBJECTS	50	40	10	50
	<b>Optional Course(i)</b>				
<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 01-05	30			
<b>EDU 101</b>	Micro Teaching	30		30	30

<b>EDU102</b>	(EPC1) LANGUAGE ACROSS CURRICULUM - READING AND REFLECTING ON TEXTS	50		50	<b>50</b>
<b>EDU103</b>	YOGA HEALTH& PHYSICAL EDUCATION-1	30		20	<b>20</b>
	Co-curricular Activities/ Tutorials/Guidance /Utilizing Library Resources	50		00	<b>00</b>
		<b>600</b>	<b>320</b>	<b>180</b>	<b>500</b>
TOTAL					

Semester II Course Code	COURSES	Hours/			
		Semester	Externa l	Internal	Total
<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>TOTAL</b>	<b>350</b>	<b>280</b>	<b>70</b>	<b>350</b>

**Practical Courses**

	Tasks and Assignments for Courses <b>EDU 06-09</b>	30(1 week)	-	-	
	College based Practicum and Tests for courses 6-09	30			
<b>EDU 201.1</b>	PEER DISCUSSION LESSONS	20		20	<b>20</b>
<b>EDU 201.2</b>	OBSERVATION LESSONS & FACULTY DEMONSTRATION LESSONS	10		10	<b>10</b>
<b>EDU 201.3</b>	PEER CRITICISM LESSONS	20		30	<b>30</b>
<b>EDU 201.4</b>	WORKSHOP ON TEACHER ENRICHMENT (PREPARATION OF TEACHING –LEARNING MATERIALS)	20		20	<b>20</b>
<b>EDU 201.5</b>	INITIATORY SCHOOL EXPERIENCES	30(1 Week)		20	<b>20</b>
	Co-curricular Activities/ Utilizing Library Resources	90		00	<b>00</b>
<b>TOTAL</b>		<b>600</b>	<b>320</b>	<b>180</b>	<b>450</b>

**Semester III**

Sl. No	COURSES	Hours/ Semester	External	Internal	Total
<b>EDU 301</b>	SCHOOL INTERNSHIP	16 Weeks	1	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 10</b>	GENDER, SCHOOL AND SOCIETY	50	40	10	50
<b>EDU 11</b>	EDUCATIONAL THOUGHTS AND PRACTICE	50	40	10	50
<b>EDU 12</b>	CREATING AN INCLUSIVE SCHOOL	50	40	10	50

**Optional Course (iii)**

<b>EDU 13.1</b>	PROFESSIONALIZING ARABIC EDUCATION	50	40	10	50
<b>EDU 13.2</b>	PROFESSIONALIZING ENGLISH EDUCATION				
<b>EDU 13.3</b>	PROFESSIONALIZING HINDI EDUCATION				
<b>EDU 13.4</b>	PROFESSIONALIZING MALAYALAM EDUCATION				
<b>EDU 13.5</b>	PROFESSIONALIZING SANSKRIT EDUCATION				
<b>EDU 13.6</b>	PROFESSIONALIZING TAMIL EDUCATION				
<b>EDU 13.7</b>	PROFESSIONALIZING URDU EDUCATION				
<b>EDU 13.8</b>	PROFESSIONALIZING COMMERCE EDUCATION				
<b>EDU 13.9</b>	PROFESSIONALIZING COMPUTER SCIENCE EDUCATION				
<b>EDU 13.10</b>	PROFESSIONALIZING MATHEMATICS EDUCATION				
<b>EDU 13.11</b>	PROFESSIONALIZING NATURAL SCIENCE EDUCATION				
<b>EDU 13.12</b>	PROFESSIONALIZING PHYSICAL SCIENCE EDUCATION				
<b>EDU 13.13</b>	PROFESSIONALIZING SOCIAL SCIENCE EDUCATION				
<b>EDU 14</b>	<b>Additional Optional course*</b>	50	40	10	50
<b>EDU14.1</b>	CHILD RIGHTS EDUCATION				
<b>EDU14.2</b>	ENVIRONMENTAL EDUCATION				
<b>EDU14.3</b>	EDUCATION FOR DIFFERENTIALLY ABLED				
<b>EDU14.4</b>	GUIDANCE AND COUNSELLING				
<b>EDU14.5</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>200</b>	<b>50</b>	<b>250</b>
	Tasks and Assignments for Courses	30(1week)			-
	<b>EDU11-14</b>				
	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 AND VIVA VOCE		100		100
	Seminar	50			
	Co-curricular Activities/ Tutorials/Guidance / Utilizing Library/e-Resources	130			0
<b>TOTAL</b>		600	<b>300</b>	<b>150</b>	<b>450</b>
<b>GRAND TOTAL</b>					<b>1750</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>EDU 101</b> Microteaching <b>EDU102.</b> (EPC1) <i>Language Across curriculum</i> -Reading and Reflecting on Texts <b>EDU103.</b> Yoga Health& Physical education-I	-----	-----
<b>SEMESTER II</b>	<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.</b> (EPC2)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.</b> (EPC3)Critical Understanding of ICT <b>EDU 402.</b> (EPC4)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 four 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 10, EDU 11, EDU 12** 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 04** could be dealt with by concerned optional teachers.

Courses **EDU 05.1-13, EDU 09.1-13** and **EDU 13.1-13** 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 SCHOOL ORGANIZATION</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 (Theory)		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
<b>Total</b>			<b>280</b>	<b>70</b>	<b>350</b>

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

### Semester IV

Sl.no	Course code & Course Title	EndSemester Examination(Theor y)		Internal	Total
		Duration	Marks		
1	<b>EDU 10 GENDER, SCHOOL AND SOCIETY</b>	2 Hours	40	10	50
2	<b>EDU 11 EDUCATIONAL THOUGHTS AND PRACTICE</b>	2 Hours	40	10	50
3	<b>EDU 12 CREATING AN INCLUSIVE SCHOOL</b>	2 Hours	40	10	50
4	<b>EDU13.1-13 PROFESSIONALIZING .....EDUCATION*</b>	2Hours	40	10	50
5	<b>EDU 14.Additional Optional course-</b>	2 Hours	40	10	50
	<b>EDU 14.1.CHILD RIGHTS EDUCATION</b>				
	<b>EDU 14.2.ENVIRONMENTAL EDUCATION</b>				
	<b>EDU 14.3.EDUCATION FOR</b>				

**DIFFERENTIALLY ABLED**  
**EDU 14.4. GUIDANCE AND**  
**COUNSELING**  
**EDU 14.5.HEALTH AND PHYSICAL**  
**EDUCATION**  
**EDU 14.6 MANAGEMENT IN SCHOOL**  
**EDUCATION.**  
**EDU 14.7.VALUE EDUCATION AND**  
**PEACE EDUCATION**

<b>Total</b>	<b>200</b>	<b>50</b>	<b>250</b>
--------------	------------	-----------	------------

### **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, EDU203** ),for Semester II (**EDU 201.1 EDU 201.2 EDU 201.3 EDU 201.4 EDU 201.5** ),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 201.5**) 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 05.1-6** and **EDU 09.1-13**) **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, EDU.11, EDU.12, EDU.13, 1-13 and EDU.14.1-7**) should contain

- a) 6 questions of 1marks each= **06** (Answer 6 Questions out of 6)
- b) 04questions 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) 1question 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

---

### 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 , 103, EDU 201.1, EDU 201.2, EDU 201.3 , EDU 201.4, EDU 201.5 , EDU 201 , EDU301,EDU302, EDU303,and EDU304**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

### **Programme Educational Objectives 01: Enhance Professional Competencies**

Equip prospective teachers with Techno Pedagogical Content Knowledge and competencies to handle the challenges of the present-day classroom, there by acquiring expertise in critically engage with the current reflective practices of the school education.

### **Programme Educational Objectives 02: Personal Transformation:**

Develop sensitivity towards local and global environment among prospective teachers through cognitive and affective transformation emphasizing harmonious living with oneself and with the society.

### **Programme Educational Objectives 03: Develop Leadership**

Transform the prospective teachers to competent leaders with organizational, administrative and managerial skills and aptitudes.

### **Programme Educational Objectives 04: Continuing Education**

Motivate the prospective teachers and lay down sound foundation for advanced learning in the area of education. It means aspire towards advanced studies in the realm of education.

### **Programme Educational Objectives 05: Inculcate Values and Ethics**

Provide opportunities and experiential learning to impart the ethics and values in personal and professional life.

## **PROGRAMME OUTCOMES (PO)**

**On successful completion of the program the prospective teachers will be able to,**

### **Programme Outcome 01:**

Master in pedagogical knowledge, professional competencies and skills to become as a competent teacher

### **Programme Outcome 02:**

Proficient in fundamental ICT skills indispensable for personal and professional development

### **Programme Outcome 03:**

Competent to amalgamate various methods, strategies and approaches in teaching learning process

### **Programme Outcome 04:**

Appreciate philosophical, sociological, cultural, political and environmental perspectives of education

### **Programme Outcome 05:**

Motivate for lifelong learning and continuing education for professional development

### **Programme Outcome 06:**

Sensitize the effective ways in anticipating and solving the social problems and challenges of transforming society.

### **Programme Outcome 07:**

Analyze the trends, issues and challenges facing in the contemporary education system.

### **Programme Outcome 08:**

Proficient to apply the knowledge of educational management and administration in academic planning, organization and decision making

### **Programme Outcome 09:**

Acquire democratic and social values of an ideal teacher there by inspire the learners

### **Programme Outcome 10:**

Acquaint with the prominent role of educational psychology in identifying the individual differences of the learners and in facilitating their learning.

# **SEMESTER I**

A .Theory Courses



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

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

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

#### **Course Learning Outcomes**

On the successful completion of the course the learner will be able to,

1. Recognize the diversity of Indian society and role of education in respecting them
2. Describe the meaning, definitions, functions and aims of education
3. Differentiate various types and levels of education
4. Classify the ancient, medieval, colonial education and basic education
5. Develop the capacity to accept the progressive changes from ancient to modern education
6. Explain the constitutional provisions related to education in India
7. Organize different programmes related to issues of inequality and marginalization
8. Discuss the current issues of education in India
9. Summarize the recommendations of different policy frameworks of education in India
10. Analyze the evolution of education and developmental experience of Kerala

#### **COURSE CONTENT**

##### **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

**(15 hours)**

##### **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.

(15 hours)

### **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, Mauryas 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.

(20 hours)

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

- Constitutional vision of independent India: then and now - Preamble of the constitution- Rights and Duties of Indian citizen - directive principles of state policies
- Constitution and Education - Concurrent status of education.
- 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.

(10 hours)

### **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.

(25 hours)

### **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, Chattambi Swamikal, Ayyankali.
- Education after formation of Modern Kerala- KER- Kerala Development Experience and Education- Curricular shift in Kerala after 1990s.

(15 hours)

### **TRANSACTION MODE**

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

## TASKS AND ASSIGNMENTS

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

## REFERENCES

- [Agrawal](#), S. P. & [Aggarwal](#) J. C. (1997). Development of Education in India. Newdelhi:Concept Publishing Company.
- Amartya Sen, and Jean Dreze (1997). India: Economic development and social Opportunity, Oxford India: Delhi. Select Chapters
- Chakravarty, Sukhamoy (1987). Development Planning: The Indian Experience Oxford University press: New Delhi.
- Chandra, B. (2005). Modern India. Newdelhi. NCERT
- Chandra, S. (2005). Medieval India. Newdelhi. NCERT
- Chinara. B. (1997) Education and Democracy, New Delhi APH
- Dash, B.N. (2002). Teacher and Education in the Emerging Indian Society. 2 Vols.
- Dash, M. (2000). Education in India: Problems and Perspectives. Newdelhi: Atlantic
- Dewey John (1900). The School and Society Chicago: The University of Chicago Press.
- Dewey John (1902). The Child and Curriculum. Chicago: The University of Chicago Press.
- Dewey John (1916). Democracy and Education, New York: MacMillan.
- Dewey John (1938). Experience and Education. New York: Macmillan.
- Dubey, S.C (2001). Indian Society, National Book Trust: New Delhi.
- Francis Abraham (2006) Contemporary sociology, an introduction to concept and theories, New Delhi: oxford
- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi.
- Government of India (GoI) (1986/92). New Education Policy, MHRD: New Delhi.
- Guha, Ramchandra (2007). India after Gandhi: the history of the world's largest democracy. Macmillon: Delhi. Select Chapters.
- Gore M.S. (1994). Indian Education – Structure and Process. New Delhi: Rawat Pub.
- Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd. Hyderabad: Neelkamal Publication.

Jagannath Mohanty (1998). Modern Trends in Indian Education. New Delhi: Deep and Deep

Jayapalan,N. (2005). History of Education in India. Newdelhi: Atlantic

Jayapalan,N. (2005). Problems of Indian Education. Newdelhi: Atlantic

Kashyap, S.C. (2009). The Constitution of India', National Book Trust: New Delhi. latest edition

Kohli, V.K. (1987). Indian Education and Its Problems. Haryana: Vivek Publishers.

Lal & Palod (2008) Educational thoughts and Practices, Meerat: Vinay Rakheja

Mathur S.S. (1988). Sociological approach to Indian Education. Agra: Vinod Pushtak Manir.

Menon, A, S. (1996). History of Kerala. Trivandrum

Monroe, P. (1960). A Textbook of History of Education. London: Macmillan

Naik, J.P. (1998). The Education Commission and After. New Delhi: Publishing Corporation.

National Curriculum Framework for School Education (2005). NCERT

NCTE (1998). Gandhi on Education. New Delhi.

Pandey,VC (2001) Education and Globalisation, Delhi: Kalpaz publication

Passi,B.K. & Singh (1988). Value Education. Agra: National Psychological Corporation.

Pathak, R. P. (2007). Education in emerging India. Newdelhi: Atlantic publications.

Rai B.C. (2001). History of Indian Education. Lucknow; Prakashan Kendra.

Raina, Vinod (2009). Right to Education, Seminar 593 Unit 3  
Report of Secondary Education Commission. Kothari D.S. (1965). New Delhi: Ministry of Education.

Saiyidain, K.G. (1966).The Humanistic Tradition in the Indian Educational Thought. Bombay: Asia Publishing House.

Sharma, R.N & Sharma, R.K. (1996). History of Education in India. Newdelhi: Atlantic

Sharma, R.S .(2005). Ancient India. Newdelhi. NCERT

Taneja. V.R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.

Tiwari, S. (2007). Education in India. Newdelhi: Atlantic

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

**Contact Hours: 100 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course the learner will be able to,

1. Differentiate between Growth and Development
2. Identify and analyse the principles, factors, aspects and Stages of Development.
3. Identify and categorize the developmental tasks and hazards.
4. Apply the theories of development in educational contexts and design learning activities.
5. Analyse the different socio cultural aspects influencing the adolescence.
6. Analyse and contrast the theories of personality.
7. Judge the process of assessing the personality.
8. Classify the mental disorders.
9. Analyse the differences in individuals
10. Categorize the learning disabilities and suggest strategies to deal with.

### **COURSE CONTENT**

#### **Unit I**

##### **Basic concepts about development**

- 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

**(10 hours)**

#### **Unit II**

##### **Dimensions of development across different stages**

- 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

(20 hours)

#### **Tasks and hazards of development**

- 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 (5 hours)**

- Adolescence- problems and complexities
- Family influence- Broken family, parenting style, changing family structures, Peer influences loneliness
- Influence of social media, Cybercrimes and related problems
- Substance abuse, Depression, suicidal tendencies
- Gender related problems
- Information overload
- Remediation of adolescent problems in the present socio- cultural complexities- role of teachers

(15 hours)

### Unit V

#### **Personality and adjustment**

- 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

(25 hours)

### Unit VI

#### **Uniqueness of the individual**

- 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

(25 hours)

### **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. Administer any one standardised psychological tool to primary/secondary school students to identify individual differences among learners.
3. Conducting survey regarding incidence of drug menace, sexual abuse, cybercrimes and other social problems among school children and making action plan for remediation.

### **REFERENCES**

- A Teacher's Handbook on IED : Helping Children with Special Needs, Sharma, P.L.(1988), New Delhi: NCERT.
- Adolescent Development, Hurlock, E.B.(1955), New York: McGraw-Hill Co. Inc.
- Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi: Vikas Publishing House.
- Advanced Educational Psychology, Kakkar, S.B.(1992), New Delhi: Oxford & IBH Publishing Co.
- Advanced Educational Psychology, Mangal, S.K.(1997), New Delhi: Prentice Hall of India Pvt. Ltd.
- Child Development and Personality, Mussen, P.H., Conger, J.J. & Kagan, J.(1964), New York: Harper & Row.
- Counselling Psychology, Rao, S.N.(1981), New Delhi: Tata McGraw-Hills Publishing Co.
- Developmental Psychology: A Life-span Approach, Hurlock, E.B.(1995), New Delhi: Tata McGraw-Hills Publishing Co.
- Developmental Psychology A Lifespan Approach, Witting, A.F.(2001), New Delhi: McGraw-Hill Publishing Co.
- Developmental Psychology, Suhail, S. & Bapat, A.(1996), Bombay: Himalaya Publishing House.
- Educating Exceptional Children, Kirk, S.A.(1962), New York: Oxford & ISH Publishing.
- Educational and Vocational Guidance in Secondary Schools, Kochhar, S.K.(1993), New York: Sterling Publishers Pvt. Ltd.
- Educational Psychology, Gates, A.I. & Jersild, A.T.(1970), New York: Macmillan.
- Elements of Educational Psychology, Bhatia, H.R.(1968), Calcutta: Orient Blackswan.
- Essentials of Educational Psychology, Aggarwal, J.C.(1994), New Delhi: Vikas Publishing House.
- Fundamentals of Psychology, Pillsbury, W.B.(1990), New Delhi : Deep & Deep Publications Pvt. Ltd.
- Games People Play: The Psychology of Human Relationship, Berne, E.
- Guidance And Counselling In Colleges And Universities, Kochhar, S.K.(1984), New York: Sterling Publishers Pvt. Ltd.
- Handbook of Developmental Psychology, Wolman, B.B.(Ed)(1982), Englewood Cliffs, New Jersey: Prentice-Hall Inc.
- Human Development, Craig, Grace J.(1983), Englewood Cliffs, New Jersey: Prentice-Hall Inc.

Intelligence and Attainment Tests, Vernon, P.E.(1960), New York: Philosophical Library, Inc.

Introduction to Psychology, Morgan, C.T. & King. R.A.(1995), New Delhi: McGraw Hill.

Personality: A Psychological interpretation, Allport, G.W.(1937), New York: Henry Holt & Co.

Personality: Classic Theories and Modern Research, Friedman, H.S. & Schustack, M.W.(2006),  
London: Dorling Kindersley.

Personality and Motivation: Structure and Measurement, Cattell, R.B.(1959), New York: World  
Book Company.

Personality, Guilford,J.P.(2007), New Delhi: Surjeet Publications.

The origin of intelligence in the child, Piaget, J.(1997), London: Routledge.

The Scientific Study of Personality, Eysenck, H.J.(1952), London: Routledge & K. Paul.

Theories of Personality, Hall, C.S. & Lindzey, G.(1978), Wiley Publishers.

Transactional Analysis in Psycho Therapy: Berne, E. (2012), Google Books.



## EDU 03 - SCHOOL ORGANIZATION

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

### Course Learning Outcomes

On the successful completion of the course the learner will be able to,

1. Summarize the significance of educational management and organization in schools
2. Check appropriateness of criteria for teacher appraisal
3. Discuss the importance of maintaining essential records in schools
4. Monitor adequacy of infrastructure in a school
5. Design time tables
6. Organize programmes that bridges the gap between school and community with active community participation
7. Identify relevance of physical and health education in schools
8. Ascertain motives for physically fit life
9. Deconstruct the biases regarding first aid for injuries commonly found in schools
10. Abstract few Asanas in Yoga and their benefits

### COURSE CONTENT

#### Unit I

##### Educational management

- Concept - Need, scope and functions of management - Characteristics of democratic institutional climate
- Organisational process in school - HM/Principal as a leader - Duties and responsibilities of HM
- Performance Appraisal - meaning and importance - performance appraisal of Teachers.
- Importance of essential records - Admission Register - Attendance Register for Staff & students - Stock Registers - Acquittance .Teaching Manual – Student Profile - Cumulative Record - Service Book

**(15 hours)**

#### Unit II

##### Institutional planning

- Institutional Planning - Meaning and Importance - School Management Committee (SMC) – School Development Plan - Functions of staff council and student council.
- Timetable - Types and Principles of timetable construction.
- Total Quality Management (TQM) – Concept and Scope.

**(10 hours)**

#### Unit III

##### Organizing physical and health education activities at schools

- Concept of physical education ,meaning and definition, aims and objectives, needs and

importance

- Concept of health, aim and objectives of health education and health instruction in schools, importance of health education in teacher education programme, physical fitness and wellness, Types and components of physical fitness, physical fitness tests based on components
- Physical activity and exercise , Exercise and safe heart rate
- Hypo kinetic diseases and its management -Obesity, diabetes, hypertension, osteoporosis, coronary heart disease , back pain
- Importance of good posture, common postural deformities,

**(15 hours)**

#### **Unit IV**

##### **First aid, nutrition and yoga education in schools**

- Food and nutrition: Nutritional balance, Caloric values , caloric requirements and energy expenditure
- Principles of first aid, CPR, first aid and emergency care in various situations- Electric shock, burns, drowning, accident, poisoning, heart attack and epilepsy
- First aid for Common injuries: head injuries , different wounds, sprain ,strain ,dislocation and fractures
- YOGA education-Meaning and definition ,history and types of yoga, benefits of yoga, general guidelines for yogic practices and misconceptions about yoga, ,importance of asanas and pranayamas, yoga and stress management

**(10 hours)**

##### **TASK AND ASSIGNMENTS (Any one)**

1. Prepare a questionnaire for HMs for collecting data regarding his/her difficulties in performing duties and responsibilities
2. Prepare a sample master time table for secondary school
3. Assessment of Health related physical fitness (Any two variables)

## REFERENCES

- Aggarwal J.C (1997) School Organization and Administration Management. New Delhi: Doaba House, Book sellers and Publishers
- Alka Kalra (1997) Efficient School Management and Role of Principals, APH
- Bhatnagar, RP and Agarwal, V (1986) Educational Administration and Management, Bhatnagar, S.S. , & Gupta , P.K. (2006). Educational Management. Meerut: Lall Book Dept.
- Buch, M.B, Institutional Planning for Educational Improvement and Development, Chaube A Chaube. (2003). School Organization, New Delhi: Vikas
- Chaudhary, N.R. (2001). Managements in education. New Delhi: APH.
- Dr A Abdul Latheef, Dr A.M Antony and et al, Introduction to physical Education for Training colleges; Educare Printers and Publishers, 2009
- Hardayal singh PhD, Science of sports training, DVS Publication New Delhi, 1995
- J C Aggarwal, health and physical education, Shipra Publications
- Light on Yoga, Iyenkar, BKS, Harper Collins: Noida, 2011
- Macnee, E.A. (2004). School Management and methods of teaching. New Delhi: Sonali.
- Mohanty, J. (1990). Educational Administration, supervision and school management. New Delhi: Sonali
- Nair TKD. (2004). School Planning and Managements. A Democratic Approach. Delhi: Choudhari offset Process.
- Noll Victor H, (1957). Introduction to educational measurement. USA: Cambridge Mesachusetts.
- Sidhu, K.S. (2007). School organization and administration. New Delhi: Sterling.
- Sindhu, I.S. , & Gupta, S. (2005). School Managements and pedagogies of education. Meerut. International.

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

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Analyse the significance of different school subjects
2. Classify of academic discipline based on their nature and features
3. Differentiate the nature of different school subjects and their explain their evolution
4. Analyse and explain the process of emerging new academic disciplines
5. Critically examine the socio political dimensions of discipline and subjects

#### **COURSE CONTENT**

##### **Unit 1**

##### **School subjects**

- Major school subjects – languages, social sciences, mathematics and sciences.
- Reasons for including different subjects –
  - o languages – Language related skills/communication skill.
  - o Social Sciences - Understanding Social environment, citizenship. Historical mindedness, economic efficiency etc.-
  - o Science – development scientific attitude and temper, critical thinking, technical skills.
  - o Mathematics – Problem solving, Reasoning abilities etc.

**(10 hours)**

##### **Unit 2**

##### **Academic disciplines**

- Meaning, definition and concept of academic discipline- Nature of discipline: discipline specific terminologies, method of inquiry, publications, experts and fraternity etc-
- differences and relationship between school subjects and academic discipline
- disciplines-classifications of disciplines (Biglan Model): soft Vs Hard, Pure lifeVs pure-Non-life, Applied life Vs AppliedNon-life.
- Disciplinarites- disciplinary Interdisciplinaryand multidisciplinary

**(14hours)**

##### **Unit 3**

##### **Nature of different school subjects and their evolution**

- History and nature of Languages.
- Subject nature and Subject history of Mathematics
- Subject nature and Subject history of Sciences.
- Subject nature and Subject history of Social Science

**(14 hours)**

## **Unit 4**

### **Emergence of new disciplines**

- Reasons for the establishment of new disciplines- changing social, political scenario, new researches and inventions- specialisations, interdisciplinary approach, inclusion of work related areas etc.
- Emerging subjects (Disaster management, Nano technology, Gemmology, Bio informatics, Immunology etc.)

**(12 hours)**

### **MODE OF TRANSACTION**

Lecture, Discussion, Seminars, Assignments

### **TASKS AND ASSIGNMENTS**

1. Select a topic from school subject and sketch the development the topic into an elaborated form in a discipline
2. Identify any 5 interdisciplinary subjects and list out their chief characteristics

### **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.
- 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.
- Maisnam, P, Lanka, S, K. & Gandhi, A.(2016). Understanding Disciplines and subjects. Meerut. Vinay Rakheja
- Makol, R & Makol,L. (2015). Understanding Disciplines and subjects. Bookman
- Pande,R.(2015) Understanding Disciplines and subjects. Lall book depot

# OPTIONAL COURSES

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

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Identify modern trends in language teaching learning processes.
2. Explain the concept of language and its basics.
3. Distinguish global trends in Arabic pedagogic practices.
4. Make acquaintance with language skill acquisition strategies.
5. Practice teaching skills in the actual classroom social system.
6. Develop interest in practicing different Arabic language teaching and learning approaches, methods and strategies.

#### Unit 1

##### **General introduction to teaching and learning Arabic**

- 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

**(15 hours)**

**(10 hours)**

#### Unit II

##### **Arabic language education**

- 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 III

##### **Global trends in arabic language education**

- 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

**(15 hours)**

#### **Unit IV**

##### **Language acquisition**

- 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

**(15 hours)**

#### **Unit V**

##### **Theories of teaching Arabic language**

- Application of Psychological Theories & Principles :  
Behaviourism, Cognitivism, Constructivism, Social constructivism,  
Chomskyan Concept :( LAD &  
Universal Grammar),
- Teaching Skills: Pre teaching skills and post teaching skills
- Core skills in teaching : stimulus variation, introducing ,explaining, questioning,  
response management,
- Practicing teaching skills :
- Micro Teaching: Principles and definitions ,Micro teaching cycles, Link practice
- Preparing of Micro Teaching Lesson Plans

**(20 hours)**

#### **Unit VI**

##### **Approaches, methods & techniques**

- 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 and 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

(25 Hrs )

### **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

### **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,II and IV Semesters)

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 strateejyathuhu: Dr Muhammed Mahmmud 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. "Tonomy of Educational objectives " Bloom Benjamin :BOOK1 the cognitive domain David me kay Co inc New York
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,**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Extend knowledge about the meaning, importance, scope and characteristics of English language
2. Identify the position of English in the Indo-European family and the roles played by English in the present scenario
3. Explain the different structural aspects of English language
4. Formulate the aims and objectives of teaching English at different stages.
5. Relate and apply the various principles of language teaching.
6. Select and make use of various psychological theories of language learning in classrooms.
7. Interpret the different language skills and manipulate these skills
8. Differentiate types of vocabulary and design language games.

### **Define Micro teaching and demonstrate the core teaching skills.**

#### **Unit I Objective**

**To familiarize the feature of language, place of English language and its importance Language**

#### **Unit II Objective**

Language – meaning and definition, role , characteristics 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

**10 hours**

## **To review the basic structure of language**

### **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

**10hours**

## **Unit 111**

### **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 - (Principle of purpose, Principle of habit formation, Principle of motivation, Principle of multiple line of Approach, Principle of interest, Principle of concreteness, Principle of selection and gradation, Principle of accuracy and correctness, Principle of teaching, Principles of philosophy, Principles of psychology, Principles of linguistics) **15 hours**

## **Unit IV**

### **Objectives**

**To understand the application of various theories of language learning**

### **Psychological theories on Language**

Behaviourism, Constructivism, Social Constructivism, Theory of Multiple Intelligence, Language Acquisition Device- Noam Chomsky, CBLT, CLL, Krashen.  
**(20 hours)**

## **Unit V**

### **Objective**

**To familiarize the principles of teaching English and the four fold language skills**

### **Teaching of English**

Principles of teaching English

Four fold language skills:listening, speaking, reading, writing-their types and how to enhance and evaluate these skills, study skills or reference skills, English as a skill subject and content subject.**15 Hours**

## **Unit V1**

### **Objective**

**To have knowledge about types of vocabulary and techniques to develop; methods of teaching vocabulary, functions and pronunciation**

**Vocabulary**

Vocabulary –types, techniques to develop, use of dictionary, language games  
Functions and their structures, pronunciation

**10 hours**

### **Unit V11**

#### **Objective**

**To understand the core teaching skills and implement them in classrooms**

#### **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

**20 hours**

#### **MODE OF TRANSACTION**

Lecture method, discussion, seminars, symposium, IT based learning, blended learning, community participation

#### **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 , II and IV 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 BASE OF TEACHING HINDI**

**Contact Hours: 100 (Instruction)**

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

#### **COURSE OBJECTIVES**

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Develop the concept about nature, growth and constitutional provisions of Language.
2. Construct idea regarding forms of language, need of language in communication and role in Global context.
3. Create theory of Micro Teaching, Blooms taxonomy and Constructivist format.
4. Evaluate the role of Curriculum, and knowledge of textbook analysis.
5. Focus on theory of, Content analysis and difference between curriculum& syllabus.
6. Design concepts regarding Aim, Importance & Method of teaching Prose, Poetry, and Composition, Drama, Story.

#### **7. Organize the role of Resource material, teaching aid, media, Library & trips.**

#### **COURSE CONTENT**

##### **Unit I**

##### **Background of language**

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

**15 Hours**

##### **Unit II**

##### **Status and background of Hindi language**

- A comparison of Hindi language in pre and post independent period.
- Forms of Hindi language
- Status of Hindi language
- The place of Hindi in school curriculum in the context of three language formula
- Multilingualism in India, Hindi as a link language, National language and official

- language.
- Scope of Hindi in International level.
- Scope of Hindi in Kerala.
- Problems and difficulties faced by Hindi teachers in handling Hindi.

**10 hours**

### **Unit III**

#### **Instructional objectives and micro teaching skills**

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

**15 hours**

### **Unit IV**

#### **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 V**

#### **Discourse oriented learning**

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

**10 hours**

### **Unit VI**

#### **Instructional support**

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

### **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

#### **TASKS/ ASSIGNMENTS (any two of the following)**

**10 hours**

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

**REFERENCES (For I,II and IV Semester)**

1. Acharya Chatursen, Hindi Sahitya Ka Parichay
2. Acharya Nandu Dulare Baj Peyi, Hindi Sahitya Ka Samshiptha Ithihas
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 Aadhar bhhoth 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, Shikshamem 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 05.4. THEORETICAL BASES OF TEACHING MALAYALAM**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Develop a positive attitude towards Malayalam language and its culture
2. Understand the importance of mother tongue and realise the need to transfer it to the next generation
3. Understand the principles and theories of language teaching
4. Understand the aims and objectives of teaching Malayalam and develop the ability to find it.
5. Identify and understand the mental process skills contained in Malayalam teaching
6. Understand and analyse the basic language skills- listening, speaking, reading and writing- and its sub skills and create activities to develop these skills and will attain and enhance competence in the four modes of literacy
7. Familiarise with micro teaching and acquired core skills of teaching
8. 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**

##### **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-III 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- IV**

#### **Principles of language teaching and micro teaching**

- General principles of language teaching
- Gradation in language teaching
- Maxims of language teaching
- 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

**25 hours**

### **Unit VI**

#### **Malayalam curriculum**

- Meaning and definition
- Principles of curriculum construction
- Different approaches of organizing curriculum
- Modern trends in curriculum construction
- General approaches on language learning in NCF and KCF.

**12hours**



## MODE OF TRANSACTION

lecturer and discussion method, seminar, Assignment method

## TASKS AND ASSIGNMENTS

1. Preparing Language games for teaching language skills
2. Prepare scrap book on Kerala folk art forms with a brief description.

## REFERENCES (For I II and IV 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, Chandrashekhara,C.K(2002) Mathrubhasha Bhodhanam. Trivandrum. Kerala bhasha institute. NCERT(2005)National Curriculum 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
- Vidyabhyasa 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) Maximum Marks: 100 (External: 80, Internal: 20) Course

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Interpret the historical development of Sanskrit language
2. Compare the influence of Sanskrit with other branches of sciences
3. Differentiate the language learning skills
4. Categorize the teaching of Sanskrit at various levels
5. Distinguishes blooms taxonomy and revised taxonomy in relation with Sanskrit learning
6. Classify the skills of reception and appreciation
7. Identify various steps and advantages of micro teaching
8. List the ways to minimize spelling errors

#### COURSE CONTENT

##### Unit I

##### Sanskrit language

- 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

**25 Hours**

##### Unit II

##### Language skills

- Teaching skills and Micro Teaching
- Skills of learning and teaching- basic language skills-L.S.R.W
- Skills of reception, Expression Appreciation, Teaching skills-Micro teaching

**20 Hours**

##### Unit III

##### Methods and approaches of teaching

- 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 Appraoches

**30 hours**

## **Unit V**

### **Co-curricular activities in sanskrit**

- Co-curricular activities in Sanskrit
- Samskrutholsava- day celebrations- Manuscript magazines- assembly

**25 Hours**

### **MODE OF TRANSACTION**

Lecture, Seminar, Assignments, Drill, Practice

### **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.

### **REFERENCES**

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 Curriculam 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)**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Understand the nature and scope of Tamil language
2. Recognize and practice skills and activities for developing Tamil language
3. Describe and interpret theoretical bases of language development and integrate them in Tamil language development among students at secondary level.
4. Critically appraise and prioritize the principles in the construction of language curriculum
5. Selects appropriate approach and models of teaching in transacting Tamil lessons
6. Discover and experiment various modern techniques of Tamil teaching in secondary school classes
7. Design and adopt modern evaluation techniques in Tamil language education to evaluate student's achievements
8. Acquires professional competency and skills in Tamil teaching

### **COURSE CONTENT**

#### **Unit I**

#### **Tamil language**

- 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

**15 Hours**

## **Unit II**

### **Language skills**

- **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.
- **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.
- **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
- **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.

**20 Hours**

## **Unit III**

### **Methods of teaching tamil**

- 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-

**25 Hours**

## **Unit IV**

### **Approaches to teaching tamil**

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

**12 Hours**

## **Unit V**

### **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

**16 Hours**

## **Unit VI**

### **Teaching skills and micro teaching**

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

**12 hours**

### **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 & IV 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, Thekkaiamoyliyiyai,  
 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 Pbublications 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 Thiregalghum, 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)

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Describe the scope of Urdu language and its teaching.
2. Explain the approaches, theories and methods of Urdu teaching.
3. Discuss the basic language skills and its importance in Urdu teaching.
4. Summarize the challenges facing by the Urdu teaching learning at present.
5. Review the present practices of teaching Urdu in the state of Kerala.
6. Demonstrate the basic teaching skills at micro level.
7. Create different techniques and strategies for Urdu teaching.

#### COURSE CONTENT

##### Unit I

##### Urdu language

- 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

**12 Hours**

##### Unit II

##### Language skills

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

**13 hours**

## **Unit VI**

### **Teaching skills and micro teaching**

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

**15 hours**

### **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

### **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 & IV 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 Urudu Kaise Pad haayen.
18. Shafi Ahmed Saddiqui. Urdu Zaban Wa Quawaid. Part I & II



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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Explain the relevance of commerce education in past and present era
2. Implement various areas of commerce in to the modern commercial endeavour
3. Relate the aims, objectives and values of commerce education with teaching of commerce subjects at higher secondary level
4. Explore the implications of Bloom's taxonomy in commerce education
5. Determine appropriate approaches, methods, and techniques for teaching commerce subjects
6. Organize the principles and approaches of curriculum construction in selecting subject matter of commerce subjects
7. Judge the current trends in commerce curriculum at higher secondary level
8. Design micro lessons to develop skills in teaching commerce subjects

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

### **COURSE CONTENT**

#### **Unit 1**

##### **Commerce as a unique discipline**

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

**(15 Hours)**

## **Unit II**

### **Commerce education**

- Concept of Commerce Education , Meaning , definition , nature and Importance
- Historical development of Commerce - Recommendations of various committees on Commerce Education
- Curricular reforms by KCF 2007 and NCF 2005-A brief outline of aims of education.

**(8 Hours)**

## **Unit III**

### **Aims and objectives of teaching commerce**

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

**(20 Hours)**

## **Unit IV**

### **Micro teaching**

- Meaning, features, Steps and Phases of micro teaching
- Teaching Skills- Core Skills and its components –Lesson plans
- Integration of Skills and link Practice

**(15 Hours)**

## **Unit V**

### **Commerce curriculum**

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

**(12 Hours)**

## **Unit VI**

### **Approaches, methods & techniques of teaching commerce**

- Maxims and Principles of Teaching Commerce.
- 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
- Approaches of Teaching Accountancy: Balance sheet approach, Equation approach and Spiral Development approach
- 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

- Techniques of Teaching Commerce – Review, Role play, Simulation, Brainstorming.
- Teaching Strategies in Commerce – Co-operative learning, Experiential Learning, Concept Mapping

(30 Hours)

### MODE OF TRANSACTION

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

1. Aggarwal, J.C. (2003). *Teaching of Commerce; A Practical Approach*. New Delhi : Vikas Publication.
2. 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:.
3. Bloom, B. S. (1956). *Taxonomy of Educational Objectives. Cognitive Domain*. New York: David Mckay Co.
4. Borich,Gary.D. (2004). *Effective Teaching Method*. New Jersey : Prentice Hall Inc.
5. Boynton,L.D .(1963). *Methods of Teaching Bookkeeping and Accounting*. Ohio: South Western Publication.
6. Chopra, H.K. & Sharma, H. (2007). *Teaching of Commerce*. Ludhiana: Kalyani Publisher..
7. Chauhan, S.S .(2006). *Advanced Educational Psychology*. New Delhi
8. Freire, P. (1998). *Pedagogy of the Oppressed*. USA: Continuum Pub. Co.
9. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books
10. Gronlund,N.E.(1970).*Stating Behavioural objectives for class room instruction*. London: MacMillan
11. Joyce,B & Weil, M. (2003). *Models of Teaching* (5th Ed.). New Delhi: Prentice Hall.
12. Khan,M,Y & Jain,K,J. (2000). *Management Accounting*. New Delhi : Tata Mcraw Hill.
13. Khan.S.M.(1987). *Commerce Education*. New Delhi :Sterling Publishers.
14. Krathwohl.et.al. (1965).*Taxonomy of Educational Objectives*. Hand Book II: Affective Domain. New York:McKay.
15. Kumar, M. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Ltd
16. Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi : PHI Learning.
17. N.C.E.R.T. (1989). *Instructional objectives of school subjects*. New Delhi: N.C.E.R.T

18. Passi, B.K (1976). *Becoming a Better Teacher: A Micro Teaching Approach*. Ahamadabad: Sahithya Mundranalya.
19. Prasad, L.M. (2012). *Principles and Practice of Management*. New Delhi: Sultan Chand.
20. Pophan, Scharg & Blockhus. (1975). *A Teaching Learning System for Business Education*. New York: McGraw-Hill.
21. Raj, R, B. (1999). *New Trends in Teaching of Commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
22. Rao, D.B. (2006) *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.
23. Roa, S. (2005). *Teaching of Commerce*. Anmol Publications pvt.Ltd: New Delhi.
24. SCERT. (2007). *Kerala Curriculum Framework*. Trivandrum: SCERT.
25. Sharma, A. (2009). *Contemporary Teaching of Commerce*. Surjeet Publications: New Delhi.
26. Shukla, M,C, Grewal, T,S & Gupta, S,C. (1996). *Advanced Accounts*. New Delhi: S.Chand and Co
27. Singh, M,N. (1977). *Methods and Techniques of Teaching Commerce*. New Delhi :Youngman.
28. Singh, V.K (2006). *Teaching of Commerce*. New Delhi: A.P.H.Publishing corporations
29. Singh, Y,K. (2011). *Teaching of Commerce*. New Delhi : APH.
30. Tiwari, S.A.(2005). *Commerce Education in the global Era*. New Delhi : Adhyayan Publishers.
31. Vyotsky, LS. (1978). *Mind and Society :The Development of Higher Mental Processes*. Cambridge: Mass University Press.
32. 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) Course**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Explain the nature, scope, need, significance and future of Computer Science.
2. Illustrate the history and developmental trends in computer science education.
3. Describe the aims, objectives and values of teaching Computer Science in secondary and higher secondary curriculum.
4. Sketch the conceptual overview of Revised Bloom's Taxonomy.
5. Identify the meaning, principles, phases and maxims of teaching.
6. Plan and practice micro teaching for the development of essential teaching skills.
7. Explain the principles, approaches and modern trends in the construction of curriculum by giving special focus to the subject Computer Science.
8. Use the scope of computer based learning management and evaluation in classroom.
9. Distinguish between the components and features of Individualized learning and collaborative learning.
10. Illustrate the use and importance of computers and Internet for implementing different learning strategies in individualized and collaborative learning environments.

### **COURSE CONTENT**

#### **Unit I**

##### **Introduction to teaching computer science**

- Meaning, definition, nature and scope of computer science
- An overview of the history of the development of computer science as a special discipline. Familiarisation of typical projects on computer education such as European school project, STREET project, etc.
- Need and significance of teaching computer science.

- Computer Science as a core subject and its relation to other disciplines. Use of computers as a teaching aid for other subjects.
- Future of computer science in view of unbelievably fast changes.

**(16 Hours)**

## **Unit II**

### **Aims , Objectives and Values of Teaching Computer Science**

- Aims and Objectives of Teaching Computer Sciences at Primary, Secondary and Higher Secondary stages.
- Conceptual, Inquiry, Skill and Affective Objectives of Computer science
- Bloom’s Taxonomy of Educational Objectives
- Revised Bloom’s Taxonomy by Anderson and Krathwohl
- Values of Teaching Computer Science : Practical values of Computer with reference to scientific and technological developments in all domains of knowledge, Cultural values with reference to Communication facilities binding humanity as a whole. Recreation and utilization of leisure time Spread of universal and continuing education.

**(20 Hours)**

## **Unit III**

### **Teacher Behaviour and Micro Teaching**

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

**(20 hours)**

## **Unit IV**

### **Computer Science Curriculum**

- Meaning and Definition of Curriculum
- Curriculum, Syllabus, Text book and Interactive textbook
- Principles of Curriculum Construction
- Fusion, Integration and Correlation in Computer science Curriculum
- Organizing science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction : Grass root approach, Administration approach, Demonstrative approach
- Modern Trends in Computer Science Curriculum
- Scope of Computer based Evaluation.

**(20 Hours)**

## **Unit 5**

### **Method and Strategies of teaching computer sciences**

- lecture method, Lecture cum demonstration method, Heuristic method, seminar, discussion method, problem solving method, Project Method

- Collaborative learning, Managing Group learning in a classroom Critical Pedagogy
- ICT enabled learning: Self learning – Programmed learning – Computer assisted learning. e-learning, m-learning, LMSs.
- Web based discussions: chat rooms, discussion forums, etc.
- Learning Strategies : Meta-cognitive learning Strategies, Brain Based Learning, Exploratory and investigatory learning, Discovery Learning & Concept Mapping.
- Electronic resources & e-content, e-content development.

**(24 Hours)**

### **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

### **TASKS AND ASSIGNMENTS**

- 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.) Venkataiah
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. Wadsworth
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. Gordon
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) Course**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Appraise the nature of mathematics as a science and its history
2. Explain the values aims and objectives of teaching mathematics
3. Formulate objectives/learning outcomes based on Bloom's Taxonomy/ RBT
4. Demonstrate individual teaching skills relevant to mathematics teaching
5. Select and make use of different methods and techniques for teaching mathematics
6. Explain the basic concepts of Curriculum
7. Appraise the present School mathematics curriculum with respect to the recommendations of major curriculum reforms

### **COURSE CONTENT**

#### **Unit I**

##### **Nature of mathematics**

- Mathematics- meaning and definition
- 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.
- Pure and applied Mathematics, Role of axioms and postulates,
- Fundamental branches of Mathematics (Arithmetic, Algebra, Geometry, Trigonometry)- Origin, nature of content, link between the branches
- Correlation of mathematics with other subjects and real life.
- Evolution of Mathematics as a discipline: Development as a science, History of Mathematics from ancient period to 20<sup>th</sup> century
- Role of Mathematics in school curriculum in India- Recommendations of various Committees and commissions ( NPE, NCF, KCF.)

**(20 Hours)**

#### **Unit II**

##### **Aims and objectives teaching mathematics**

- Values of learning Mathematics, aims and objectives of teaching Mathematics
- Objectives of teaching Mathematics at elementary, secondary and senior secondary levels with respect to NCF and KCF.
- Taxonomy of educational objectives- Blooms Taxonomy, Revised Bloom's Taxonomy- a conceptual overview

**(17 Hours)**



### **Unit III.**

#### **Micro teaching**

- Teaching -Meaning, Definition, Principles and Functions
- Phases of Teaching
- Maxims of teaching
- Teaching skills
- Micro teaching – Meaning, Definition, Phases ,Micro Teaching Cycle , Link practice and preparation of micro teaching Lesson plan

**(22 Hours)**

### **Unit IV**

#### **Approaches, methods and techniques of teaching mathematics**

- Behaviourist approach, problem based learning, constructivist approach and heuristic approach
- Methods of teaching mathematics- Inductive-Deductive method, Analytic-Synthetic method, Project method, laboratory method, problem solving method
- Techniques of teaching mathematics- questioning, brainstorming, assignment
- Teaching for understanding proofs, Kinds of proofs- direct, indirect, by mathematical induction, by contradiction, by causes, the contra positive and disproof by counter example.

**(23Hours)**

### **Unit V.**

#### **Mathematics curriculum**

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

**(18Hours)**

#### **MODE OF TRANSACTION**

Lecture cum discussion, Brain storming, assignment and Seminar

#### **TASK AND ASSIGNMENTS**

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. Items for interview or questionnaire may be framed based on each dimension of the concerned reform)
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 & IV Semesters)**

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.
8. Cooke,H.(2003). Success with mathematics.London, Routledge.
9. Eves, H.( 1963).The History of Mathematics. Holt RineHeart& Winston, New York.
10. Joyce, B. & Weil, M. (1986). Models of teaching (3rd ed.) New Jersey: Prentice-Hall Inc.
11. Krathwohl, D.R. et al (1964).Taxonomy of Educational objectives. Affective domain, David Makay, New York.
12. Kumar, P.K.S. &Bindu, C.M.(2002). Instructional Learning Strategies and Cognitive Entry Behavior. An experimental Analysis. Kanishka Publishers. New Delhi.
13. Kaput, J.(1992). Technology and mathematics education. In D. Grouws (Ed.), A handbook on research on mathematics teaching and learning (pp. 515-556). New York: Macmillan. Prentice Hall
14. Mangal. S.K. (1984).The Teaching of Mathemtics. FadonPrakash Brothers, Ludhiana.
15. N.C.E.R.T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.  
N.C.E.R.T. (1993). National curriculum for elementary and secondary education (rev. ed. ). New Delhi: N.C.E.R.T  
NCERT . (2005)National Curriculum Frame Work New Delhi: NCERT
16. NCERT. A Text Book of content-cum- Methodology of teaching mathematics. New Delhi.
17. NCTE (1998). Pre-Service Education.
18. Nickson M. (2006). Teaching and learning mathematics, New York: Continuum.
19. Orlich, D.C.et al. (2001). Teaching Strategies. A guide to betterinstructions. Houghton Mifflin Co. New york.
20. Paintal Iris (1982). Micro Teaching : A Hand book for teachers. Oxford University Press. New Delhi,
21. Passi, B.K.(1976). Becoming Better Teachers: Micro Teaching Approach. SahithyaMudranalaya, Ahamedabad.
22. Piaget, J.( 1972.) Psychology of Intelligence. Little field, Adams & Co. NJ.
23. RaoAllaAppa(2010). Learning Disabilities. Neelkamal Publications Pvt Ltd, New Delhi
24. Rao,N.M.(2008).A manual of Mathematics library, Neelkamal.
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
27. SCERT. (2007) Kerala Curriculum Frame Work Thiruvananthapuram: SCERT
28. Sidhu, K.S. The Teaching of Mathematics. Sterling Publishers. Banglore.
29. Simmons, M.( 1991).The Effective Teaching of Mathematics.Longman,New York.

30. Soman,K. (2000). Ganithasasthrabhodhanam. Trivandrum, Kerala Bhasha Institute.
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
33. Struik, D.J. .( 1967) A Concise History of Mathematics. Dower Pub. New York.
34. Topping, K. (1988). The peer Tutoring Hand Book: Promoting Co-operative Learning. Croom Helm.
35. Travers, J.K. et al (1977).Mathematics teaching. Harper & Row. New York.
36. Tanner, H., & Jones, S. (2000). Becoming a successful teacher of mathematics, London: Routledge.
37. Travers,J,K; Pikaart,L; Suydam,M.N&Runion,E,G. (1977). Mathematics teaching.New York, Harper&Row.
38. [www.merlot.org/merlot/index.htm](http://www.merlot.org/merlot/index.htm)
39. [www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf](http://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf)
40. [www.fisme.science.uu.nl/en/rme/](http://www.fisme.science.uu.nl/en/rme/)
41. [www.unesco.org/education/pdf/323\\_22.pdf](http://www.unesco.org/education/pdf/323_22.pdf)
42. [www.wcer.wisc.edu/news/coverstories/promises\\_of\\_realistic\\_math\\_education.php](http://www.wcer.wisc.edu/news/coverstories/promises_of_realistic_math_education.php)
43. [www.wisc-online.com](http://www.wisc-online.com)
44. <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf>
45. Moersch, C. Informal Assessment Strategies: A-Z for the Math Math.[http://loticonnection.cachefly.net/iste\\_2010/Informal\\_Assessment\\_Strategies.pdf](http://loticonnection.cachefly.net/iste_2010/Informal_Assessment_Strategies.pdf)
46. <http://unesdoc.unesco.org/images/0009/000911/091122EB.pdf>
47. <http://www.iitk.ac.in/mathold/pdf/Olmpd-broch-2014-15.pdf>
48. [http://www.allen.ac.in/pre\\_nurture/pre\\_nurture\\_examcalender.asp](http://www.allen.ac.in/pre_nurture/pre_nurture_examcalender.asp)

## **EDU.05.11. THEORETICAL BASES OF TEACHING NATURAL SCIENCE**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Analyse the nature and method of science
2. Detect the landmarks in the development of science and significance of science in KCF and NCF
3. Execute microteaching
4. Construct lesson plans based on different models of teaching
5. Select appropriate approaches, methods and techniques in teaching science
6. Analyse the theoretical bases of constructivism and familiarise techniques of Implementing constructivism in class room
7. Review the latest happenings in the state schooling procedures
8. Focus the influence of science and science teacher in modern society
9. Analyse the principles and stages of curriculum construction
10. Evaluate the curriculum reforms abroad
11. Correlate science with other subjects

### **COURSE CONTENT**

#### **Unit I**

##### **Introduction to science discipline**

- 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
- Scientific Method, steps of scientific method
- Scientific Attitude-Scientific Aptitude.
- Landmarks in the development of science education.
- Science Education as envisaged in the NCF (2005), KCF( 2007).

**(14Hours)**

## Unit II

### Micro teaching and models of teaching

- Micro teaching-micro teaching cycle-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching - a skill based practice.
- Models of Teaching –Meaning and concept, Families of Models of Teaching, Elements of a model
- Concept Attainment Model, Inquiry Training Model and Advance Organizer Model

(20 hours)

## Unit III

### Approaches, methods and techniques of teaching science.

- Teaching - Maxims of teaching.
- Inductive, Deductive, Enquiry, Discovery and guided discovery Approaches .
- Methods of Instruction – Lecture, Lecture cum demonstration method,
- Heuristic method, Project method, Problem solving method,
- Dalton Plan, Individual laboratory method and activity based learning (ABL)
- Teaching techniques and strategies- Questioning Technique, Discussion, Brain storming, Role Playing, simulation, Seminar and Debate and panel discussion

(24 Hours)

## Unit V

### Learning as a generative process

- Constructivism- conceptual frame and underpinning theories
- Cognitive Constructivism and Social Constructivism,
- Behaviourist approach Vs Constructivist approach.
- Collaborative learning, jig-saw learning-Managing Group learning in classroom
- .Learning as a Generative process- Role of a teacher and learner in these contexts
- Critical Pedagogy and issue based learning
- Review of the latest happenings in the state schooling procedures.

(20 Hours)

## Unit V

### Science education

- **Science and society**-Science as a social Endeavour; 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. Roles of science teacher in modern society
- **Science 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.

(22 Hours)

## MODE OF TRANSACTIONS

Lecture, Demonstration, Seminars, Discussions

## TASKS AND ASSIGNMENTS

1. Prepare a lesson transcript based on any one models of teaching prescribed in syllabus.
2. Write a script for the Role play of a Biological theme and enact it in a school class and reflect

## REFERENCES (For I II and IV semesters)

- Anderson, J.B. (1980). *Cognitive Psychology and its Implications*. San Francisco: W. H. Freeman and Company.
- Anderson, C. and K. Roth. (1992). *Teaching for Meaningful and Self Regulated Learning of Science*. *Advances in Research of Teaching*, Vol. 1, J. Brophy, ed. Greenwich, Conn : JAI.
- Alsop, S. & Hicks, K. (2003) *Teaching science*. New Delhi: Kogan page India Private Ltd.
- Arons, A.B. (1983). *Achieving Wider Scientific Literacy*. *Daedalus Spring* 91—122.
- Aggarwal, D.D. (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series. Sarup & Sons, New Delhi.
- Bhaskara Rao, D. (2000): *Teaching of Biology*. Nagarjuna Publishers, Guntur.
- Bhatt, B. D., & Sharma, S.R. (1996). *Methods of Teaching Science*. Delhi: Kanishka Publishing House.
- Bloom, B.S. (Ed). (1956). *Taxonomy of Educational Objectives* : New York : David McKay Company.
- Bloom, B.S. (Ed.) (1956). *Taxonomy of Educational Objectives, Handbook 1—Cognitive Domain*, Harcourt Brace & World Inc., New York.
- Chikara, M. S. and S. Sarma (1985): *Teaching of Biology*, Prakash Brothers, Ludhiana.
- Dale, E. (1967): *Audiovisual Methods in Teaching*. (2nd ed.). New York: The Dryden Press, Inc. 117
- Das, R.C. (1985). *Science Teaching in Schools*. New Delhi: Sterling Publishers.
- Elkind, D. (1977). *Piaget and Science Education*. In.
- Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). *Principles of Instructional Design* (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
- Gentn, D. & Stevens, A.L.(Eds.).(1983). *Mental Models*. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
- Gupta, S.K. (1985). *Teaching of Physical Science in Secondary Schools*. New Delhi : Sterling Publications (Pvt.) Limited.
- Hull, D. L., (1988). *Science as a process*. Chicago: The University of Chicago Press.
- Joyce, B. & Weil, M. (1986). *Models of Teaching* (3rd ed.) New Jersey: Prentice Hall Inc.
- Kohli, V.K. (1986). *How to teach Science*. Ambala City, Haryana: Vivek Publishers.

Lowman, J. (1995). *Mastering the Technique of Teaching*. Second Edition, San Francisco.

Mangal, S.K., *Teaching of Science*, New Delhi: Arya Book Depot. 1997.

Mohan, R (1995). *Innovative science teaching for physical science*. New Delhi: Prentice Hall.

Mohan R (2011) *Teacher Education*, New Delhi Prentice Hall India Ltd

Narendra Vaidya: *Science Teaching in Schools for the 21st century*, Deep and Deep Publications Pvt.Ltd., 1999.

N. Vaidya & J.S. Rajput (Eds.), *Reshaping our School Science Education*. New Delhi: Oxford & I.B.H. Publishing Company.

N.C.E.R.T. (1989). *Instructional objectives of school subjects*. New Delhi: N.C.E.R.T.

N.C.E.R.T. (1993). *National curriculum for elementary and secondary education (rev. ed. )*. New Delhi:

N. C. E. R.T. NCERT . (2005) *National Curriculum Frame Work* New Delhi: NCERT

Praveen, M. G. & Koya, H.M. P (2016). *Teaching science: Resources, Methods and Practices*, Nellkamal publishers, Hyderabad

SCERT. (2007) *Kerala Curriculum Frame Work Thiruvananthapuram*:

SCERT S.Venkataiah (Ed).. *Science Education*. Anmol publications Pvt Ltd., 2000

S.K.Kochhar.. *Methods and Techniques of Teaching*, Sterling Publishers pvt ltd 2003

Sharma Jagdish, *Model of Science Teaching*, Raj Publishing House, Jaipur. (2006)

Siddiqui, N.H. and Siddiqui. M.N., *Teaching of Science Today and Tomorrow*. Delhi: Doaba House. 1983.

Sivarajan, K & Faziluddin, A., *Science Education—Methodology of Teaching and Pedagogic Analysis*. Calicut University Co-Operative Store.

Sharma, R.C. (1985). *Modern Science Teaching*. New Delhi: Dhanpat Rai & Sons.

UNESCO, *New UNESCO Source Book for Science*, France UNESCO.

Yadav. M.S *Teaching of Science*, Mangaldeep Publication, N.Delhi 1992.

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

**Contact Hours: 100 (Instruction)**

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

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

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Explain nature, values, and evolution of physical science as a subject and distinguish between scientific attitude and scientific aptitude
2. Design objectives, learning experiences, and evaluation procedures based on different taxonomies of instruction.
3. Plan some measures /strategies for developing science process skills among students
4. Explain and organize various procedural aspects of teaching.
5. Plan and implement micro teaching sessions.
6. Define curriculum and its principles
7. Correlate physical science with other subjects and integrate it in his/ her classroom teaching and can critically analyse the different approaches of curriculum construction
8. Plan and execute various methods and strategies in teaching physical science

#### **COURSE CONTENT**

##### **Unit.1**

##### **Introduction to teaching physical science**

- Meaning, definition, nature and scope of physical science
- Science as a product and process
- Evolution and significance of physical science as a school subject
- Values of teaching physical science in the present context
- Scientific Attitude and Scientific Aptitude
- Branches of science, Emergence of interdisciplinary subjects

**(16 Hours)**



## **UNIT II**

### **Aims , objectives and values of teaching physical science**

- Aims and Objectives of teaching Physical Science
- Objective based instruction and evaluation, objectives and specific objectives, learning experience and evaluation
- Bloom’s Taxonomy of Educational Objectives
- Revised Bloom’s Taxonomy by Anderson and Krathwohl
- Taxonomy of Mc Cormack & Yager
- Digital Taxonomy
- Process skills in Science at secondary stage, Developing process skills in students.

**(20 Hours)**

## **Unit III**

### **Teacher behaviour and micro teaching**

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

**(20 hours)**

## **Unit IV**

### **Physical science curriculum**

- Meaning and Definition of Curriculum
- Curriculum , Syllabus and Text book
- Principles, Foundation and Stages of Curriculum construction
- Correlation in science teaching
- Organizing physical science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction - concentric plan, topic method, type study. Integrated, Disciplinary and Interdisciplinary Approaches Grass root approach
- CBA, CHEM, PSSC

**(20 Hours)**

## **Unit V**

### **Method and strategies of teaching physical sciences**

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

**(24 Hours)**

## MODE OF TRANSACTION

Lecture, discussion, demonstration, small group activities, seminars etc.

## TASKS AND ASSIGNMENTS (Any Two of the following)

3. Construct a mind map for any topic in Physics or Chemistry at the higher secondary level.
4. Critically evaluate Physical Science Textbook at Secondary level based on Principles of Curriculum Construction
5. Develop a module for a single topic emphasising the development of any 5 process skills in secondary students.

## REFERENCES ( for 1<sup>st</sup> & 2<sup>nd</sup> Semester)

- Ahmad J., (2009) *Teaching of Biological Sciences*. New delhi: PHI Pvt Ltd.
- Alsop, S. & Hicks, K. (2003) *Teaching science* New Delhi: Kogan page India Private Ltd.
- Anderson, W.L & Krathwohl D.R. *A taxonomy for Learning, Teaching and Assessing*. Newyork: Longman.
- Das, R.C. (1985) *Science teaching in schools* New Delhi: Sterling Publishers
- Ebel, L & Frisbie, A. (1991). *Essentials of Educational Measurement*. New York:McGraw Hill
- Freire, P. (1998). *Pedagogy of the Oppressed*. USA: Continuum Pub. Co.
- Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). *Principles of Instructional Design* (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
- Harlen, W & Elstgeest (1992) *UNESCO Source Book for Science in the Primary School* New Delhi : National Book Trust
- Joseph t. T., (1991) *Modern Trends in Science Education*, Kottayam: St Joseph Training College
- Joyce,B. & Weil,M. (1986). *Models of Teaching*(3<sup>rd</sup> ed.) New Jersey: Prentice Hall Inc.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi :
- Mathew,T.K. & Mollykutty (2012) *Science Education-Theoretical Bases of Teaching & Pedagogic Analysis*, Chengannur: Rainbow Publications
- McCormack, A.J. & Yager, R.E. (1989) A New Taxonomy of Science Education. *Science Teacher*, v56 n2 p47-48
- Menon, R.V.G. (2010) *An Introduction to the History and Philosophy of Science*.
- Mohan, R (1995). *Innovative science teaching for physical science*. New Delhi: Prentice Hall
- Mohan, R (2007). *Innovative science teaching for physical science*. New Delhi: Prentice Hall
- Mohan,R(2011). *Teacher Education*. New Delhi: Prentice Hall of India Pvt Ltd.New Delhi:Dorling Kindersley Pvt Ltd.
- Passi, B.K. (ed.) (1976). *Becoming a better teacher; A microteaching approach*, Ahmedabad: Sahitya Mudranalaya
- Popper, (2002) *The Logic of Scientific Discovery*, Routledge Publishers
- RajanKM.,(1999),*Perspectives in Physical Science Teaching*, Kottayam: Vidyarthimithram.
- SCERT, Kerala (2009). *Teachers' Hand Book, Standard VIII*, Education Department, Government of Kerala.
- Sharma, R. C. (1985) *Modern science teaching*. New Delhi: Dhanpat Rai &, Sons.
- Singh & Sharma. *Microteaching-Theory and Practice*. Nat'l Psychological Coop, Andhra.
- Sivarajan,K &Faziluddin,A.(2005) *ScienceEducation*.Calicut University : Central Co-operative stores.

AAAS(1965) An evaluation model and its application in science- a process approach

Problem Solving Cycle & types of problems- Sternberg,R.J., (2006) *Cognitive Psychology*, Thomson Wadsworth

NPE Report(1968)

Ishwarbhai Patel Committee Report(1977)

NPE Report(1986)

NPE Report(1992)

Yash Pal committee Report

NCF Report(2005)

KCF Report(2007)

2<http://www.iisc.ernet.in/insa/ch4.pdf>

<http://eprints.utm.my/6048/1/aziziyahcognitivepsy.pdf>

<http://www.youtube.com/watch?v=T7xLD4XfqAw>

<http://teachingcenter.wustl.edu/preparing-syllabus>

<http://www.librariananurudh.com/images/LIBRARY---1---99.pdf>

<http://www.freeinquiry.com/intro-to-sci.html>

[http://www.godslasteraar.org/assets/ebooks/Gardner\\_A\\_Skeptical\\_Look\\_at\\_Karl\\_Popper\\_sec.pdf](http://www.godslasteraar.org/assets/ebooks/Gardner_A_Skeptical_Look_at_Karl_Popper_sec.pdf)

<http://plato.stanford.edu/entries/popper/>

[https://en.wikipedia.org/wiki/Technological\\_Pedagogical\\_Content\\_Knowledge](https://en.wikipedia.org/wiki/Technological_Pedagogical_Content_Knowledge)

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

[www.citejournal.org/articles/v9i1general1.pdf](http://www.citejournal.org/articles/v9i1general1.pdf)

SCIENCE, ALIENATION AND OPPRESSION by Robert M. Young Retrieved from

<http://www.human-nature.com/rmyoung/papers/pap103h.html>

Emancipatory Science Retrieved from

<http://www.republicancommunist.org/articles/EL008/EL008Robertson.html>

<http://www.scientificliteracy.org/aboutus.htm>

<http://www.curriculumsupport.education.nsw.gov.au/investigate/index.htm>

[http://www.ncert.nic.in/programmes/talent\\_exam/pdf\\_files/Details.pdf](http://www.ncert.nic.in/programmes/talent_exam/pdf_files/Details.pdf)

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

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

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Define and explain the meaning, nature and evolution of social sciences and its correlation with other subjects
2. Document aims and objectives of teaching social sciences
3. Explicate the significance of the Blooms taxonomy and Revised Blooms Taxonomy in teaching social sciences
4. Define and demonstrate the basic principles and phases of teaching, and the aspects of Micro teaching in social science
5. Explain and illustrate the features and approaches of social science curriculum

### **COURSE CONTENT**

#### **Unit.1**

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

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

**(16 Hours)**

#### **Unit II**

##### **Aims , objectives and values of teaching social sciences**

- General aims of Teaching social Sciences
- Aims of Teaching Social Sciences at Secondary stage
- Objectives of Teaching History, Geography, Economics and Political Science.
- conceptual , Inquiry, Skill and Affective Objectives of Social science
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson & Krathwohl
- Values of Teaching Social Sciences

**(20 Hours)**

### **Unit III**

#### **Teacher behaviour and micro teaching**

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

**(20 hours)**

### **Unit IV**

#### **Social science curriculum**

- Meaning and Definition of Curriculum
- Curriculum , Syllabus and Text book
- Principles of Curriculum construction
- Fusion, Integration and Correlation in Social science Curriculum
- Organizing social science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction
  - o Grass root approach
  - o Administration approach
  - o Demonstrative approach
- Modern Trends in Social Science Curriculum
- Evaluation of Social Studies Curriculum

**(20 Hours)**

### **Unit 5**

#### **Method and strategies of teaching social sciences**

- Lecture method
- source method
- discussion method
- problem solving method
  
- Project Method
- Dialogical Method
- co-operative learning strategies
- Reflective Learning Strategies
  - o Meta-cognitive learning Strategies
  - o Brain Based Learning
  - o Exploratory and investigatory learning
  - o Discovery Learning &Concept Mapping

**(24 hours)**

## MODE OF TRANSACTION

Lecture, discussion, demonstration, small group activities, seminars etc.

## 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

## REFERENCES ( for 1<sup>st</sup> & 2<sup>nd</sup> Semester)

- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.
- Aggarwal J.C (1995) Essentials of Education Technology Teaching Learning – Innovations in Education, Vikas Publishing House.
- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education
- Bining, A.C & Bining, D.H. (1952) Teaching Social Studies in Secondary Schools. New York: McGraw Hill
- Battacharjee Shymali, (2007). Media and Mass communication. An introduction. New Delhi: Kanishka Publishers.
- Clark, L.H.(1973). *Teaching Social Studies in Secondary Schools*. (2nd Ed.) New York: McMillan.
- Chandra Ramesh, (2005). Teaching and Technology for human development. New Delhi; Kalpaka Publishers
- Dhand, H. (1991). *Research in Teaching Social Studies*. New delhi: Ashish Publishing House
- Ebel, L & Frisbie, A. (1991). *Essentials of Educational Measurement*. New York: McGraw Hill
- Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: John Wiley
- Green, G.H. (1987). *Planning the Lesson*. London: Longman
- Gross, R.E., Messick, R., Chapin, J.R & Sutherland. (1978). *Social Studies for our Times*. New York: John Wiley
- High, J. (1967). *Teaching Secondary School Social Studies*. New York: John Wiley
- Jarolimek, J. (1990). *Social Studies in Elementary Education*, New York: McMillan
- Joyce, B & Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall
- Joshi, A.N & Salunke, S K (2006) *Content Based Methodology*, New Delhi: Prentice Hall
- Kenworthy, L.S.(1962). *Guide to Social Studies Teaching*. California: Wordsworth Publishing
- SCERT (2013) *Kerala School Curriculum General Approach*
- Kochhar, S.K. (2002). *The Teaching of Social Studies*. New Delhi: Sterling.
- [Koehler, M. J., & Mishra, P. \(2009\)](#). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Kumar, S.P.K & Noushad, P.P.(2009). *Social Studies in the Classroom: Trends and Methods*. Calicut University: Scorpio Publishers
- Kumar, S.P.K.(2007) *How Pupils Learn?* New Delhi: Kanishka
- Michaelis, J.U & Garsia, J. (2000). *Social Studies for Children: A guide to Basic Instruction*. (12th Ed.) New York: Allyn & Bacon

- Michaelis, J.U. (1976). *Social Studies for Children in a Democracy: Recent Trends and Development* (5th Edition) New Jersey: Prentice Hall
- Michaelis, J.U. (1976). *Social Studies for Children: A guide to Basic Instruction* (7th Ed.) New Jersey: Engelwood cliffs
- Mishra, P., & Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- NCERT(2005) National Curriculum Framework. New Delhi: NCERT
- Niess, M. L. (2005). *Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge Teaching and Teacher Education*, 21, 509-523.
- Noushad, P.P & Musthafa, M.N. (2010). Taxonomy Reframed: Educational Objectives for the 21st Century, *Edutracks*, 9, 16-22.132
- Passi, B.K (1976). *Becoming a Better Teacher: A Micro Teaching Approach* Ahamadabad: Sahithya Mundranalya.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- SCERT(2007). Kerala Curriculum Framework. Trivandrum: SCERT
- Sills, D.L. (1972) *International Encyclopedia of Social Sciences*. New York: McMillan.
- Wesley, E.B. (1937). *Teaching the Social Studies Theory and Practice*. New York: Heath
- Yajnik, K.S. (1966). *Teaching Social Studies in India*. Bombay: Orient Longman

**SEMESTER I**  
**B. Practical Courses**

**EDU 101 MICRO TEACHING (30 Hours- 30 Marks)**

**COUSE OBJECTIVES**

1. To develop specific teaching skills
2. To build up confidence in teaching
3. To practice and refine teaching skills
4. 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= 20 marks; Link practice=4 marks; Record=6 marks )**

**EDU 102 COURSE ON EPC 1: LANGUAGE ACROSS CURRICULUM – READING AND REFLECTING ON TEXTS**  
**(50 Hours -50 Marks)**

**COURSE OBJECTIVES**

Upon completion of this course, the student teacher will:

1. Develops ability to comprehend the language of texts, teacher and learner and various other instructional contexts
2. Improve his/her proficiency in ‘reading’, ‘writing’, ‘thinking’, and ‘communicating’ in the language of instruction
3. Develop an interest in reading
4. Improve his/her ability to understand instruction

This is a major practical course suggested by NCTE curriculum framework. The course enable the learner to analyse the language of teacher, learner and text books of different subjects and contexts. This course also 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 confront with use of language in different curricular contexts including textbooks, classrooms and other formal and informal learning contexts.

The learner also gets opportunity 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 = 50 marks**

1. Identify and analyse the specific languages used in different curricular contexts – Language of textbooks of different subjects, Language of Examinations, Language of articles seminars/debates/workshops etc and language usage in other Formal and informal instructional contexts. Prepare a report (10 Marks)
  - a. Activities
    - i. Prepare a list of terminologies in English and local language of a subject text book at primary/secondary/higher secondary level
    - ii. Analyse a question paper of an examination and prepare a list of usages for different types and levels of test items
    - iii. Make a comparative analysis of structure of presentation and Specific language used in an article/ seminar/ debate/ workshop etc and prepare a report (Utilise one sample article/ programme details of a seminar/workshop/debate)
2. Observe two subject classes of secondary schools and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis (10 Marks)
  - a. Activities
    - i. Visit a school and interact with subject teachers on discipline specific language
    - ii. Observe two subject classes of two different teachers
    - iii. Identify and list the use of discipline specific language, teacher language and student language simultaneously
3. Engaging with narrative and descriptive accounts ( 6 marks )
  - a. Activities
    - i. Select a text (A short story/ chapter of a fiction/ dramatic incident/ part of a travelogue/ comic etc.)
    - ii. Preliminary reading (individually)
    - iii. Secondary reading (in small groups)
    - iv. Share a related life experience with small group
    - v. Reflect upon language, characters, situations in small groups and present the same for whole group
    - vi. Prepare and submit a summary of the text in one's own language
4. Engaging with popular subject-based expository writing (6 marks )

- a. Activities**
  - i.** Select 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 etc.)
  - ii.** Preliminary reading (Individually)
  - iii.** Secondary Reading (in small groups formed based on subject interest)
  - iv.** Identify major concepts and subordinate ideas and prepare notes using diagrams, concept maps, graphs etc (In small groups)
  - v.** Prepare a separate note on writing style, view point of the author, subject specific vocabulary and references used (in small groups)
  - vi.** Prepare and submit a review/ summary of the text incorporating conceptual as well as style element (Individual)
- 5. Engaging with journalistic writing (6 marks)
  - a. Activities**
    - i.** Select an article from newspaper or magazine of contemporary interest
    - ii.** Initial reading - Practice skimming and scanning for extracting information (Individually)
    - iii.** Analyse structure of the article (in Small groups)
    - iv.** Identify subheadings, key words, sequence, illustrations, statistical data in tables/graphs etc (In small groups)
    - v.** Critical reading to identify view points, subjectivity or personal bias, journalistic and metaphoric language etc. (in groups)
    - vi.** Writing a popular article on a topic of contemporary interest (Individually)
- 6. Engaging with subject-related reference books (6 marks)
  - a. Activities**
    - i.** Form small groups based on their subject
    - ii.** Select a topic in their subject area by each group
    - iii.** Identify reference books available in the library for the topic
    - iv.** Scanning and skimming relevant information from reference books
    - v.** Making and collating notes
    - vi.** Organize the information under various headings
    - vii.** Plan a presentation of concepts to whole group
    - viii.** Presentation to whole group
    - ix.** Conduct a question answer session
- 7. Engaging with educational writing (6 marks)
  - a. Activities**
    - i.** Select an essay, chapter or extract from popular educational writings deal with issues and topics related with education, schooling, teaching learning process
    - ii.** Random grouping
    - iii.** Reading and discussion on main ideas, arguments, terminologies and examples used
    - iv.** Writing a review paper
    - v.** Present the review to whole group

**EDU 103.YOGA, HEALTH AND PHYSICAL EDUCATION-I - (30 Hours -20 Marks)**

1. Practicing and recording of health related physical fitness activities. (Walking/ jogging/ aerobic dance/ weight training/ cycling )  
8 marks
2. Practicing 15 yogasanas ( 5 each in standing, sitting, and laying positions)  
8 marks
3. Body composition –BMI/body shape index/skin fold caliper  
4 marks

# SEMESTER II

## A .THEORY COURSES

### EDU 06: PERSPECTIVES ON EDUCATION

Contact Hours: 50 (Instruction)

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

#### Course Learning Outcomes

On the successful completion of the course the learner will be able to

1. Analyse the role of teacher as a nation builder
2. Discuss the role of education to eradicate social evils in the contemporary society
3. Apply the knowledge of sociology and philosophy in teaching learning process
4. Differentiate eastern and western philosophical thoughts and its significance in education

#### COURSE CONTENT

##### Unit I

##### Teacher and Education

- Education as a discipline - Education as bipolar and tri polar process - Child centered a 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.

(10 Hours)

##### Unit II

##### Philosophy of Education

- Etymological and general meaning of Philosophy – Major Definitions
- major philosophical divisions - Axiology, Metaphysics, and Epistemology and its educational implications.
- Relation between education and philosophy
- Functions of philosophy.

(10 Hours)

### **Unit III**

#### **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 IV**

#### **Schools of Philosophy**

- Eastern 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)**

#### **MODE OF TRANSACTION**

Lecture, Reading and reflection, discussion, seminar, debate

#### **TASKS AND ASSIGNMENTS**

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

## REFERENCES

- Brubacher John. S (1962). Modern Philosophies of Education. New Delhi: Tata McGraw, Hill Publishing Co. Pvt. Ltd.
- Butter J. Donald (1951). Four Philosophies and Their Practice in Education and Religion New York: Harper and Brothers Publishers.
- Butter, J. Donald (1968). Four Philosophies and their Practice in Education and Religion. New York: Harper and Row.
- Chinara. B. (1997) Education and Democracy, New Delhi APH Dash, B.N. (2002). Teacher and Education in the Emerging Indian Society. 2 Vols. Hyderabad: Neelkamal Publication.
- Curren Randall (2007). Philosophy of Education. U.S.A; Blackwell.
- Dash, B.N (2004). Education and Society. Delhi; Dominant.
- Dewey John (1916). Democracy and Education, New York: MacMillan.
- Dewey John (1938). Experience and Education. New York: Macmillan.
- Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin George Thomas (2004) Introduction to Philosophy, Delhi, Surjeet Publication
- Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd.
- Jagannath Mohanty (1998). Modern Trends in Indian Education. New Delhi: Deep and Deep publications.
- Kohli, V.K. (1987). Indian Education and Its Problems. Haryana: Vivek Publishers.
- Lal & Palod (2008) Educational thoughts and Practices, Meerat: Vinay Rakheja
- Monroe, P. (1960). A Textbook of History of Education. London: Macmillan
- Moonband Mayes. A.S. (1995). Teaching and Learning in the Secondary School. London: Routledge.
- Naik, J.P. (1998). The Education Commission and After. New Delhi: Publishing Corporation.
- National Curriculum Framework for School Education (2005). NCERT
- NCTE (1998). Gandhi on Education. New Delhi.
- Pathak, R.P.(2012). Development and problems of Indian education. New Delhi; Pearson
- Rai B.C. (2001). History of Indian Education. Lucknow; Prakashan Kendra.
- Randall Curren (2007) Philosophy of Education an anthology, USA : Black well Publishing
- Report of Secondary Education Commission. Kothari D.S. (1965). New Delhi: Ministry of Education.
- Saiyidain, K.G. (1966).The Humanistic Tradition in the Indian Educational Thought. Bombay: Asia Publishing House.
- Sharma R.A. (1993). Teacher Education: Theory, Practice and Research. Meerut : International Publishing House.
- Taneja, V.R. (2003). Educational thoughts and practice. New Delhi; Sterling
- Taylor, P. (1993). The texts of Paulo Freire, Buckingham: Open University Press.

## **EDU 07- FACILITATING LEARNING**

**Contact Hours: 100 (Instruction)**

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

### **COURSE OBJECTIVES**

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Analyse the process, factors and theoretical bases of learning
2. Identify and apply different ways of motivating learners
3. Compare and contrast the different perspectives on learning
4. Analyse the process of remembering and forgetting
5. Create facilitative learning environment through reflective practices which will in turn make self awareness and independent thinking
6. Examine the process of learning in learner's perspective
7. Diagnose problems of learning and assessing learning outcomes

### **COURSE CONTENT**

#### **Unit I**

##### **Learning-a conceptual framework**

- 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

**(10 Hours)**

#### **Unit II**

##### **Motivation**

- Meaning and definitions, historical perspectives
- Types of motivation
- Achievement motivation - meaning, characteristics, importance, developing achievement motivation
- Role of motivation in learning
- Classroom motivating techniques

**(5 Hours)**

#### **Unit III**

##### **Perspectives on learning**

- Behaviourist 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

**(30 hours)**

#### **Unit IV**

##### **Remembering and Forgetting**

- 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-

**(15 Hours)**

#### **Unit V**

##### **Creating facilitative learning environment**

- 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 counselling- concept- types- need and importance- role of teacher

**(25 Hours)**

#### **Unit VI**

##### **Learning in learner's perspective**

- 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

**(15 Hours)**

#### **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.



## REFERENCES

- A Text book of Educational Psychology, Bhatia, H.R.(1977), New Delhi McMillan India Ltd.
- Advanced Educational Psychology, Chauhan, S.S.(2006), New Delhi Vikas Publishing House Pvt. Ltd.
- Child Development, Dinkmeyer, D.C.(1967), New Delhi, Prentice Hall of India Pvt. Ltd.
- Child Language, Elliott, A.J.(1981), Cambridge University Press
- Educational Psychology, Crow, L.A. & Cros, A.(1973), New Delhi : Eurasia Publishing House.
- Educational Psychology, Duric, L.(1990), New Delhi : Sterling Publishers.
- Educational Psychology, Mathur, S.S.(2007), Agra-2, Vinod Pustak Mandir.
- Educational Psychology, Reilly, P.R. & Levis, E(1983), New York Macmillian Publishing Co. Ltd.
- Educational Psychology, Skinner, E.C.(2003), New Delhi: Prentice Hall of India Pvt. Ltd.
- Educational Psychology, Woolfolk Anita (2004), Singapore: Pearson Education.
- Essentials of Educational Psychology, Mangal, S.K.(2007), New Delhi: PHI Learning Pvt. Ltd.
- Handbook of educational ideas and practices, Entwistle, N.J.(1990), London: Routledge.
- Historical Introduction to Modern Psychology, Murphy, G. & Kovanch, J.K.(1997), New Delhi: Neeraj Publications.
- Human Development and Learning, Crow, L.D. & Crow Alice(2008), New Delhi: Surjeet Publications.
- Introduction to Psychology, Witting, A.F.(2001), America: Key word Publishing Services Ltd.
- Learning and Teaching, Hughes, A.G. & Hughes, E.H.(2005), New Delhi: Sonali Publications.
- Learning Theories an Educational Perspective, Schunk, D.H.(2011), New Delhi: Pearson Education.
- Mental Hygiene, Carroll, H.A.(1984), New York: Prentice Hall Publishing Co.
- Models of Teaching: Bruce,R.Joyce. & Marsha, Weil. (1972): Prentice Hall Publishing Co.
- Personality, Guilford, J.P.(2007), New Delhi: Surjeet Publications.
- Psychology of Learning and Teaching, Bernard, H.W.(1954), New York: McGraw-Hill Book Co.
- Social Context of Education, Shah, A.B.(Ed)(1978), Essays in honour of Prof. J.P. Naik, Bombay: Allied Publishers.
- Student approaches to learning and studying, Biggs, J.B.(1987), Melbourne, Vic: Australian Council for Educational Research.
- Styles and strategies of learning, Pask, G.(1976), British Journal of Educational Psychology,46,pp.128-148.
- Styles of learning and teaching, Entwistle, N.J.(1981), New York, John Wiley.
- Teacher and Learners, Santhanam, S(1985), Madras: Santha Publishers.
- Teaching students through their individual learning styles, Dunn, R. & Dunn, K.(1978), Reston, V.A.: Reston Publishing Company Inc.
- The Conditions of Learning, Gagne, R.M.(1965), New York: Holt, Rinehart and Winston.
- The experience of learning.(2nd ed.), Marton, Hounsell, D.J. & Entwistle, N.J.(Ed), Edinburg: Scottish Academic Press.
- The growth of logical thinking from childhood to adolescence, Piaget, J(1958), New York: Basic Books.
- The Psychology of Learning and Instruction, De Cecco, J.P.(1970), New Delhi: Prentice Hall India Pvt. Ltd.
- Theories of Learning, Hilgard, E.R.(1956), New York: Appleton Century Crafts Inc.
- Transactional Analysis in Psychotherapy, Berne, E.(1961), Paris: Grove Press.
- Understanding classroom learning, Entwistle, N.J.(1987), London: Hodder & Straughton.

## EDU 08-ASSESSMENT FOR LEARNING

Contact Hours: 100 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Describe the meaning, role and purpose of assessment in teaching learning process
2. Summarize the various types and principles of assessment
3. Critically analyse the assessment process in various approaches of classroom teaching learning.
4. Design and create appropriate techniques and tools of good quality for classroom assessment
5. Classify the major issues in classroom assessment
6. Discuss the major reforms in assessment
7. Explain the assessment strategies for inclusive practices
8. Compute various statistical measures for reporting quantitative data

### COURSE CONTENT

#### Unit I

##### Basics of Assessment

- Meaning, Related terms- measurement, evaluation, examination
- Role of Assessment in Learning- as learning, for learning, of learning
- Formative and Summative assessment
- Purposes of Assessment
- 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

( 10 hours)

#### Unit II.

##### Assessment for Learning in Classroom

- Student evaluation in transmission-reception (behaviourist) model of education- drawbacks
- Changing assessment practices- assessment in constructivist approach-Continuous and Comprehensive evaluation- projects, seminars, assignments , portfolios; Grading
- Types of assessment- practice based, evidence based, performance based, examination based
- 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**

- Tools & techniques for classroom assessment- observation, Self reporting, Testing; anecdotal records, check lists, rating scale, Test- types of tests.
- Rubrics- meaning, importance
- Assessment Tools for affective domain- Attitude scales, motivation scales-interest inventory
- Types of test items-principles for constructing each type of item

**(20 hours)**

### **Unit IV**

#### **Issues in classroom assessment**

- Major issues-commercialisation of assessment, poor test quality, domain dependency, measurement issues, system issues
- Reforms in assessment-open book, IBA, on line, on demand
- Examination reform reports

**(13 hours)**

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

- Differentiated assessment- culturally responsive assessment
- Use of tests for learner appraisal-achievement test, Diagnostic test- construction of each- preparation of test items- scoring key- marking scheme-question wise analysis
- Quality of a good test
- Ensuring fairness in assessment
- 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
- Measures of central tendency
- Measures of dispersion
- Correlation
- 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

- Baker, E.L and Quellmalz, E.S Ed. (1980) *Educational Testing and Evaluation*. London: Sage Publications.
- Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) *Handbook on Formative and Summative Evaluation of student Learning*. New York: McGraw – Hill Book Co.
- Dave, R.H. and Patel, P.M. (1972) *Educational Evaluation and Assessment*, New Delhi: NCERT.
- Ebel, R. L. (1966). *Measuring Educational Achievement*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). *Assessment and teaching of 21st century skills*. New York: Springer.
- Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier – Macmillan Ltd.
- Harper (Jr.) A. E. & Harper E.S. (1990). *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall,
- Hughes, G. Wood, E. & Okumoto, K.( 2009). *Use of ipsative assessment in distance learning* Centre for Distance Education Report. University of London.  
<http://cdelondon.wordpress.com/2010/07/28/use-of-ipsative-assessment-in-distance-learning/>
- Linn, R. L .& Gronlund, N.E.(2003).*Measurement and Assessment in Teaching*. New Delhi Pearson Education Pvt. Ltd. Camberwell:ACER
- Masters, G.N.(2013). *Reforming Educational Assessment: Imperatives, principles and challenges*
- Stella, A. (2001). *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*. Bangalore: Allied Publishers Ltd

## EDU 09.1 PEDAGOGIC PRACTICES IN ARABIC

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Design Techno Pedagogic content Knowledge of Arabic language teaching.
2. Transfer aims and objectives of Arabic language teaching into actual classroom process.
3. Develop instructional planning of Arabic language teaching.
4. Select and design appropriate teaching learning resources for Arabic language learning.
5. Design Arabic language curriculum.
6. Show expertness in development and use of assessment techniques for continuous and comprehensive evaluation.

### COURSE CONTENT

#### Unit I

##### Introduction to pedagogic content knowledge (PCK)

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

**20 Hours**

## **Unit II**

### **Aims and objectives of teaching Arabic language**

- 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

**15 hours**

## **Unit III**

### **Essential requirements for teaching Arabic language**

- Application of ICT skills, Black Board, White Board, & Interactive Board
- 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
- 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

**20 hours**

## **Unit IV**

### **Resources in teaching and learning of arabic language**

- 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: Jamaiyathul Arabiyya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya
- wa nuskhiiyya, idaathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef

wa thasdeer

- Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc.
- Teaching learning resources:TB& HB, its characteristics and qualities
- Other resources: Supplementary Readers, 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

**20 hours**

## **Unit V**

### **Curriculum design in Arabic language education**

- 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

**15 hours**

## **Unit VI**

### **Assessment in Arabic Language Education**

- 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

**10 hours**

## **MODE OF TRANSACTION**

Lecture, Demonstration, Discussion, Seminar, Assignment, Reading and Reflection

## **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:**

- 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 lughal 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 09.2 PEDAGOGIC PRACTICES IN ENGLISH

Contact Hours: 100 (Instruction)

Maximum Marks: 100 (External: 80,

Internal: 20)

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Classify and compare different methods, approaches and techniques of teaching English.
2. Select and create appropriate aids for classroom instruction
3. Interpret and develop pedagogical analysis for course books.
4. Distinguish different forms of literature and plan discourses.
5. Identify and prepare different types of classroom planning
6. Distinguish between different types of tests and construct test designs
7. Modify instructional procedures for teaching-learning
8. Appraise library resources and make use of different library resources in teaching-learning

### COURSE CONTENT

#### Unit I

**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

**20 hours**

#### Unit II

**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.

**15 hours**

#### Unit III

**To analyse the course books in English**

#### **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- Types 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

**( 20 hours)**

#### **Unit IV**

##### **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

**( 20 hours)**

#### **Unit V**

##### **To understand the process of evaluation in English 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.

**(15 hours)**

#### **Unit VI**

##### **To acquaint with library resources Library**

Importance, e- library, inflibnet, ELT journals

**(10 hours)**

#### **MODE OF TRANSACTION**

Lecture method, discussion, seminars, symposium, face to face communication, IT based  
learning, blended learning, community participation

#### **TASK AND ASSIGNMENTS**

1. Preparing lesson plans for teaching prose and poetry
2. Preparation of portfolio at the end

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

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Organizes the aims and objectives of teaching Hindi
2. Focuses on the principles and maxims of language teaching
3. Plans different methods of language teaching
4. Distinguishes structure of language and language skills in Hindi
5. Executes different teaching skills
6. Construct instructional plans and suitable instructional resources
7. Evaluates classroom practices and solving real classroom problems
8. Designs models of teaching for teaching Hindi

### **COURSE CONTENT**

#### **UNIT I**

##### **Back Ground of Hindi Teaching**

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

**10hours**

#### **Unit II**

##### **Structure of language and language skills**

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

**10 hours**

### **Unit III**

#### **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 IV**

#### **Evaluation of classroom practices**

- Opportunity of self-reflection – self-evaluation – peer evaluation
- Teacher evaluation of class room.
- Solving of real class room problems

**15 hours**

### **Unit V**

### **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.

**15 hours**

### **MODE OF TRANSACTION**

Lecture, Demonstration, Discussion, Reading and Reflection

### **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 Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Analyses pedagogical aspects and formulate pedagogical principles, prepares and analyzes the lessons on the basis of different aspects
2. Understand about the modern language and psychological theories applied in teaching
3. Summarize the teaching strategies, theories and methods and applies it in classroom situations
4. Explain the need for planning in teaching and applies it in classroom situations
5. Extrapolate resource materials for teaching - learning and create teaching – learning materials used in a variety of contexts
6. Explain the importance of evaluation and able to evaluate students cognitive skills and performances

### **COURSE CONTENT**

#### **Unit –I**

#### **Pedagogic analysis**

- Meaning, Importance, Steps and Scope of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Pedagogic analysis of text book of 8 to 12 standards
- Content analysis- meaning and process
- Gender analysis

**(15 hours)**

## **Unit –II**

### **Modern Theories of teaching**

- Constructivism- meaning and characteristics
- Cognitive and Social constructivism
- Theories of Piaget, Bruner, Vygotsky, Norm Chomsky and Gardner
- Critical pedagogy

**10 hours**

## **Unit –IV 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
- Merits, 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 –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**

#### **MODE OF TRANSACTION**

Lecturer method, discussion, seminar, work shops

#### **TASKS AND ASSIGNMENTS**

1. Prepare an Achievement test and a diagnostic test
2. Analysis of Malayalam text book of X Std.

## EDU09.5 PEDAGOGIC PRACTICES IN SANSKRIT

Contact Hours: 100 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the concept pedagogy and content analysis
2. Do content analysis of textbooks
3. Describe the merits and demerits of ancient and modern methods
4. Identify various strategies and techniques in Sanskrit teaching
5. Identify the importance of planning in Sanskrit teaching
6. Construct various tools of evaluation in Sanskrit learning

#### Unit I

##### Pedagogic Analysis

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

25 Hours

#### UNIT II

##### Aims and Objectives of Sanskrit Teaching

- Blooms taxonomy- Revised Bloom's Taxonomy, Objective based learning, Issue based learning,
- Activity based learning, Process oriented learning, and Outcome oriented learning

25 hours

#### Unit III

##### Planning of Instruction

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

15 Hours

#### Unit IV

##### Resources of Sanskrit

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

#### MODE OF TRANSACTION

Lecture, Discussion, Seminar, Reading and Reflection

#### 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 )**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Understand the different dimensions of Pedagogic Analysis.
2. Distinguish the aims, objectives and specifications for teaching Tamil language.
3. Experiment the procedure and steps for planning different kinds of lesson
4. Critically evaluate Secondary Course Books of Tamil.
5. Integrate skills in designing appropriate learning aids.
6. Select and apply suitable strategies for assessment and evaluation.
7. Acquires skill for transaction of content in the class room.

## **Unit I**

### **Aims and Objectives of Teaching Tamil**

- 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.

**15 hours**

## **Unit II**

### **Trends in Tamil Teaching**

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

**15 hours**

## **Unit III**

### **Pedagogic Analysis**

- 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

**25 hours**

## **Unit IV**

### **Planning of Instruction**

- 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.

**20 Hours**

## **Unit V**

### **Curriculum, Models of Teaching and Evaluation**

- 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
- Models of teaching-Concept Attainment model, Advance organizer model, Inductive thinking model.
- Continuous comprehensive evaluation, system of grading a. Different types of test items Construction of Achievement test and diagnostic tests

**25 hours**

### **MODE OF TRANSACTION**

Lecture, Discussion, Reading and Reflection, Seminar

## **TASKS AND ASSIGNMENTS**

1. Preparation and administration of a diagnostic test and a remedial lesson after its analysis
2. 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) Maximum Marks: 100 (External: 80, Internal: 20)**

## **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Discuss the aims and objectives of Urdu teaching at different levels.
2. Distinguish the learning outcomes and objectives based on taxonomy.
3. Describe the principles of language teaching.
4. Explain the principles of curriculum, syllabus and reading materials development.
5. Analyse reading materials using pedagogic analysis procedure and methods.
6. Prepare stage wise teaching plans.
7. Select and uses teaching learning materials while teaching Urdu.
8. Create effective strategies for evaluation and remediation.

## **COURSE CONTENT**

### **Unit I**

#### **Aims and Objectives of Teaching Urdu**

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

**( 10 hours )**

### **Unit II**

#### **Curriculum and Resources of Urdu**

- 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.

**20 hours**

### **Unit III**

#### **Pedagogic Analysis**

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

### **Unit IV**

#### **Planning of Instruction**

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

### **UNIT V**

#### **Resources of Teaching**

- 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. ( 15 hours )

### **Unit VI**

#### **Evaluation**

- 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)

### **MODE OF TRANSACTION**

Lecture, Discussion, Seminar, Reading and Reflection

#### **TASKS AND ASSIGNMENTS**

1. Preparation and administration of a diagnostic test and a remedial lesson after its analysis
2. Analysis of Urdu text book of IX Std.

## EDU 09.8 PEDAGOGIC PRACTICES IN COMMERCE

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Illustrate various models of teaching with examples from commerce subjects
2. Relate the theories of Behaviourism and Constructivism in teaching of commerce subjects
3. Deconstruct the content of Business studies and Accountancy at higher secondary level for transacting the curriculum effectively
4. Determine appropriate instructional aids, supplementary materials and community resources for teaching Business Studies and Accountancy
5. Construct year plan, unit plan and lesson plan for teaching of commerce subjects at higher secondary level
6. Design innovative ICT lesson plans in commerce subjects **Contact Hours: 100 (Instruction) Maximum Marks: 100 (External: 80, Internal: 20)**

### COURSE CONTENT

#### Unit 1

#### **Pedagogic Analysis of Commerce Subjects (20 Hours)**

- Pedagogic Analysis - Meaning, Importance, Steps and Scope
- Content Analysis - Meaning and Process-Terms, Facts, Concepts, Principles, Theory, Process
- Analysis of Business studies and Accountancy of plus one and plus two of Kerala state

#### Unit II

#### **Planning of Instruction (25 Hours)**

- Meaning, importance and steps in Year Planning, Unit planning and Lesson Planning, Herbartian approach and Evaluation approach
- Resource Unit, Meaning and purpose.
- Theoretical base of Behaviourism
- Theoretical base of Constructivism- Piaget, Bruner, Vygotsky, Gardner
- Critical Pedagogy- Problem Posing Education
- Lesson Planning in Constructivist approach

#### Unit III

#### **Teaching –learning Resources in Commerce (20 Hours)**

- People as resource: The significance of oral data

- Primary and secondary sources: Field visits, textual materials, journals, magazines, newspapers etc.
- Community resources and ways of utilizing community resources
- Commerce Library-importance
- Commerce Textbook-qualities and functions, Criteria for selection-Textbook review.
- Workbooks, handbooks and reference materials
- Supplementary materials in Commerce- Need and Importance – Source Documents used in teaching of commerce subjects
- Audio-Visual aids –Projected aids, Non Projected aids and Activity aids.
- ICT enabled lesson planning

#### **Unit IV**

##### **Models of Teaching in Commerce**

**(15 Hours)**

- Meaning and definition of Models of Teaching
- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Advance Organizer Model
- Jurisprudential Inquiry Model

#### **Unit V**

##### **Assessing the Learner**

**(20 Hours)**

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

#### **MODE OF TRANSACTION**

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

#### **TASKS AND ASSIGNMENTS (20 Marks)**

1. Preparation of Resource Unit for any unit from Accountancy and Business Studies
2. Prepare Question Bank based on revised blooms taxonomy for various type of test items either from accountancy or from business studies

#### **REFERENCES**

- Aggarwal, J.C. (2003). *Teaching of Commerce; A Practical Approach*. New Delhi: Vikas Publication.
- 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.
- 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.
- Ebel, L & Frisbie, A. (1991). *Essentials of Educational Measurement*. New York:McGraw Hil
- Gronlund, N.E. (1976). *Measurement and Evaluation in Teaching*. New York: Macmillan.

- Khan.S.Mohammed.(1987). *Commerce Education*. New Delhi: Sterling Publishers.
- Kumar, M. (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Ltd
- Passi,B.K.(1976). *Becoming a Better Teacher: A Micro Teaching Approach*. Ahamadabad: Sahithya Mundranalya.
- 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.
- Sharma, A. (2009). *Contemporary Teaching of Commerce*. Surjeet Publications: New Delhi.
- 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.
- Higher secondary business studies and accountancy text book (Plus 1 & Plus 2)

## EDU 09.9 PEDAGOGIC PRACTICES IN COMPUTER SCIENCE

Contact Hours: 100 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the meaning, need, objectives, stages and steps in pedagogic analysis.
2. Analyse the content of Higher Secondary Computer Science textbooks in order to implement critical pedagogy in a constructivist classroom.
3. Develop year plan, unit plan, Lesson plans and digital lesson plans..
4. Explain the need, characteristics and importance of teaching manual.
5. Illustrate the importance of ICT textbooks, digital interactive textbooks, workbooks and teacher texts.
6. Cites the use of web based resources and reference materials.
7. Organize the essential hardware and software infrastructures needed for setting up a computer lab.
8. Describe models of teaching and its basic elements.
9. Distinguish between important teaching models like Concept Attainment, Jurisprudential and Inquiry models.
10. Plan and construct Achievement tests and Diagnostic tests after developing different types of test items.

**11. Explain Continuous and Comprehensive Evaluation (CCE) and evaluation criteria for assignment, seminar, projects and other non cognitive areas.**

#### COURSECONTENT

##### Unit 1

##### Pedagogic analysis

- Meaning and Definition
- Need and objectives of pedagogic analysis
- Stages and steps of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Content analysis- Meaning ,Importance, Elements and Methods of Content analysis
- Constructivist Learning Design and Critical pedagogy in computer science Classroom
- Selecting and Sequencing learning activities
- Inclusion of diverse needs of the learner

(25 Hours)



## **Unit II**

### **Planning of Instruction**

- Needs and importance of planning
- Levels of planning – year plan, unit plan and lesson plan
- Lesson plan/ Teaching manual– meaning, need and characteristics
- Steps of lesson planning
- Constructivist Lesson Planning
- Digital lesson Plan.

**(20 Hours)**

## **Unit III**

### **Resources of teaching and learning computer sciences**

- ICT Text books and digital interactive textbooks
- Work book and hand book/Teacher text
- Electronic resources and Reference materials
- Web based resources: Online directories, encyclopaedias, etc.
- Online activities: Online assignments, online quizzes/tests, wiki editing, chat rooms, discussion forums, etc.
- Need for planning the computer laboratory – setting up a computer lab. Essential infrastructure – LAN topologies – Wifi and Lifi – advantages of using a LAN – Laboratory management – Lab. Routine for Pupils – arranging for pupils practical – maintenance of records.
- IT club

**(25 Hours)**

## **Unit IV**

### **Models of Teaching in Computer Sciences**

- Meaning and definition of Models of Teaching
- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Jurisprudential Inquiry Model

## **Unit V**

### **Evaluation in Computer Science**

- Construction of Achievement test – Preparing design, Blueprint, item writing and editing etc.
- Writing different types of test items- Objective, Short answer and Essay
- Writing higher order test items
- Construction and administration of Diagnostic Test
- Continuous and Comprehensive Evaluation, Evaluation Criteria for Assignment, Seminar and Project. Evaluation of Non Cognitive Areas.

**(15 hours)**

**(15 Hours)**

## **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

## **TASKS AND ASSIGNMENTS**

1. Pedagogic Analysis of unit of XII std.
2. Preparation of IT Resource for one unit from XII.
3. Prepare Question Bank based on revised blooms taxonomy for various types of test items from XI std.
4. Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary level Computer Science Text book

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

**Contact Hours: 100 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Analyse the secondary/ higher secondary mathematical content pedagogically
2. Plan mathematics instruction at various stages
3. Appraise the role of models of teaching in mathematics education
4. Design lesson transcripts based on various models of teaching relevant to mathematics education
5. Select and use appropriate learning resources in mathematics instruction
6. Develop different assessment tools for mathematics learning

### **Unit I**

#### **Pedagogic Analysis**

**(20 Hours)**

- Pedagogic analysis- Meaning, importance, steps
- Pedagogic 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 II.**

### **Planning for Instruction**

**(24 Hours)**

- Stages of planning instruction- year plan, unit plan, lesson plan- importance and steps
- Planning of lessons in constructivist format and behaviourist format
- Implication of theories of Piaget, Bruner and Gagne in Mathematics teaching

## **Unit III.**

### **Models of Teaching**

**(16 Hours)**

- Models of teaching- meaning, definitions, characteristics
- Families of models of teaching
- Concept attainment model, Inquiry training model, Inductive thinking model- theoretical orientation, criteria for selecting a model for Mathematics teaching and lesson planning

## **Unit IV**

### **Resources in Mathematics Education**

**(20 Hours)**

- Text books, hand books/teacher texts, work books, reference books, supplementary readers- Need and importance of each.
- Audio- visual aids, Improvised aids- Meaning and importance.
- Familiarising programmes for teaching mathematics in Edubuntu (Practical oriented)
- Mathematics lab- importance, organisation and equipments.
- Mathematics library- role, organisation and effective functioning

## **Unit V**

### **Assessment for Mathematics Learning**

**(20 Hours)**

- Continuous and Comprehensive Evaluation in mathematics learning.
- 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.
- Construction of achievement and diagnostic tests- steps-types of questions (construction, merits & demerits of each) - interpretation of test results, diagnosis and remedial measures

## **MODE OF TRANSACTION**

Lecture cum Discussion, assignment, demonstration, Small group discussion

## **TASK AND ASSIGNMENTS**

1. Prepare a year plan for teaching Mathematics based on 8th / 9th standard text book in Kerala.
2. 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)

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Attribute the characteristics and organization of aims, objectives and national goals of Natural Science.
2. Check the cohesiveness and organization of Pedagogic analysis and content analysis of 8th, 9th and 10th Std. Biology textbook.
3. Construct Lesson plan based on constructivist and behaviorist formats.
4. Check the validity and worth of various resource materials in teaching Natural Science.
5. Plan the different co-curricular activities such as science club, science fair, science exhibition etc.
6. Judge the criteria and procedures of various co-curricular activities in teaching Natural science.
7. Design the science lab, science library in a school.
8. Plan different test items based on Biology text book.
9. Construct achievement test and diagnostic test based on Upper primary, High school and Higher secondary Biology text book.
10. Judge the criteria and standard of CCE.

### Unit I

#### Aims and Objectives of Teaching Science

- Aims and Objectives of teaching Natural Science.
- Broad National Goals.
- Taxonomy of educational objectives-Bloom's Taxonomy
- 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.

(22 Hours)

### Unit II

#### Pedagogic Analysis

- Pedagogic Analysis- A conceptual overview, Steps involved in Pedagogic Analysis
- Pedagogic Analysis of the Biology content portions of 8th and 9th standard textbooks of Kerala state.
- Analysis of learning objectives/Learning outcomes.
- Content analysis- meaning and steps involved in content analysis

(22 Hours)

### **Unit III**

#### **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 and Behaviourist format

**(20 Hours)**

### **Unit IV**

#### **Resources in Teaching Science**

- 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.
- 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

**(20 Hours)**

### **Unit V**

#### **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.

**(16 Hours)**

#### **MODE OF TRANSACTION**

Lecture, Demonstration, Seminar, Assignments

#### **TASK AND ASSIGNMENTS**

1. Construct a work book on any one unit in Biology of VIII standard.
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 Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Develop competencies in pedagogic analysis and content analysis.
2. Critically analyze the suitability of various learning experiences to satisfy the diverse needs of learner
3. Develop competencies in preparing different levels of planning of instruction for the effective transaction of Physical Science
4. Analyse variety of teaching- learning resources and utilize them effectively in the learning process.
5. Plan, organize and execute activity aids and utilise community based resources in the learning process
6. Develop understanding of different families of Models of Teaching and competency in using appropriate Models in different learning situations.
7. Prepare lesson transcripts based on Models of Teaching.
8. Understand the significance of assessment and evaluation in the learning process.
9. Construct evaluation tools using variety of test items of different levels to address student diversity.

### **COURSE CONTENT**

#### **Unit 1**

##### **Pedagogic analysis**

- Meaning and Definition
- Need and objectives of pedagogic analysis
- Stages and steps of pedagogic analysis
- Analysis of learning objectives/learning out comes
- Content analysis- Meaning ,Importance, Elements and Methods of Content analysis
- Constructivist Learning Design
- Critical pedagogy and physical science Classroom
- Selecting and Sequencing learning activities
- Inclusion of diverse needs of the learner

- Recent changes in physical science Teaching in the state of Kerala

**(25 Hours)**

## **Unit II**

### **Planning of Instruction**

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

**(20 Hours)**

## **Unit III**

### **Resources of teaching and learning physical sciences**

- Physical science Text book
- Work book and hand book/Teacher text
- Reference materials and supplementary readings
- Audio visual technology and mass media
- Physical science 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.
- Teaching Aids, Improvised apparatus, Essential audiovisual aids
- Physical science club
- field trips and study tours, Science Club and activities such as science fairs, science exhibition, science debates.
- Community based resources- science exhibitions, fairs, science parks, museums

**(25 Hours)**

## **Unit IV**

### **Models of Teaching in Physical Sciences**

- Meaning and definition of Models of Teaching
- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Inquiry Training Model

**(15 hours)**

## **Unit V**

### **Evaluation n Physical Science**

- Test, evaluation, assessment
- Construction of Achievement test – Preparing design, Blueprint, item writing and editing etc.
- Writing different types of test items- Objective, Short answer and Essay
- Writing higher order test items
- Construction and administration of Diagnostic Test

**(15 Hours)**

### **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

### **TASKS AND ASSIGNMENTS (Any Two)**

- 1.** Pedagogic Analysis of unit of X std.
- 2.** Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary level Physical Science Text book
- 3.** Preapre a lesson transcript based on any one model of teaching

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

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

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Design the pedagogic analysis of Social Science subject for secondary school level
2. Demonstrate the aspects of critical pedagogy by analyzing school level social science texts in the socio - political contexts
3. Analyze the texts and resources of social sciences and competently practice the social science teaching
4. Explain and demonstrate the models of teaching in social sciences.
5. Design and administer the evaluation strategies and achievement tests in social Sciences



## COURSE OBJECTIVES

6. To have a hands on competency in preparing pedagogic analysis of social science
7. To acquaint with Planning of instruction
8. To provide familiarization with resources for teaching and learning social science
9. To develop ability to prepare lesson transcripts based on models of Teaching
10. To understand the Evaluation techniques and prepare Achievement Test as per the existing state syllabus pattern in Social science

## COURSE CONTENT

### Unit 1

#### **Pedagogic analysis**

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

**(25 Hours)**

### Unit II

#### **Planning of Instruction**

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

**(20 Hours)**

### Unit III

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

- Social science Text book
- Work book and hand book/Teacher text
- Reference materials and supplementary readings
- Audio visual technology and mass media
- Community resources and ways of utilizing community resources
- Social science laboratory , Museum and Library
- Social science club
- Maps , Globes and Time line

**(25 Hours)**

### Unit IV

#### **Models of Teaching in Social Sciences**

- Meaning and definition of Models of Teaching

- Families of Models of Teaching
- Basic Elements to describe a Model
- Concept Attainment Model
- Jurisprudential Inquiry Model

**(15 hours)**

## **Unit V**

### **Evaluation in Social Science**

- Construction of Achievement test – Preparing design, Blueprint, item writing and editing etc.
- Writing different types of test items- Objective, Short answer and Essay
- Writing higher order test items
- Construction and administration of Diagnostic Test

**(15 Hours)**

### **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

### **TASKS AND ASSIGNMENTS**

- 4.** Pedagogic Analysis of unit of X std. Geography
- 5.** Prepare a Year plan, Unit plan and a Lesson Plan for a Secondary level Social Science Text book
- 6.** Prepare a lesson transcript based on any one model of teaching

## SEMESTER II

### B. .Practical Courses

#### EDU201.1 PEER DISCUSSION LESSONS (20 Hours- 20 Marks)

##### COURSE OBJECTIVES

1. To understand the concept and importance of Lesson Planning in classroom teaching
2. To strengthen the conceptions of lesson planning
3. To provide guidelines to you during teaching practice
4. To maintain the sequence of content presentation
5. To provide you a forum to discuss various facts of Lesson Planning
6. To develop attitude towards teaching
7. To prepare lesson plans on the basis of various approaches/methods of teaching
8. To discuss lesson plans with peers and teacher educators
9. 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**)

#### EDU201.2 OBSERVATION LESSONS& FACULTY DEMONSTRATION LESSONS (10 Hours- 10 Marks)

##### COURSE OBJECTIVES

1. To observe teaching skills, and the participation of students in the lessons
2. To observe teacher/teaching behaviour in various teaching learning situations
  - a. **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)**
  - b. 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 201.3 CRITICISM LESSONS (30 Hours- 30 Marks)

##### COURSE OBJECTIVES

1. To provide opportunity for a macro lesson in practice
2. To develop the skill of structured observation of classroom teaching
3. To get experience of preparing lesson plans for classroom teaching
4. To provide opportunity for debating on teaching performance.
5. 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.

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=15 marks; Teaching performance =5marks; Record of lessons and criticisms=10marks)**

### **EDU 201.4 PREPARATION OF TEACHING –LEARNING MATERIALS (WORKSHOP) (20 Hours- 20 Marks)**

#### **COURSE OBJECTIVES**

1. To nurture ideas of preparing relevant teaching aids for identified content areas
2. To develop creative instincts
3. To give chance for expression of ideas
4. 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 **(10 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.) **(10 marks)**

### **EDU 201.5 INITIATORY SCHOOL EXPERIENCES (30 Hours- 20 Marks)**

#### **COURSE OBJECTIVES**

1. To provide the student-teacher an opportunity to have primary experiences with the functioning of the school.
2. To develop conceptual understandings about teaching and learning in school environment
3. To validate the theoretical understandings developed through various foundation and pedagogy courses
4. To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning
5. 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.

#### **COURSE OBJECTIVES**

1. To observe children and the teaching learning process in a systematic manner.
2. To understand the content and pedagogical principles, issues and problems related to teaching
3. 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
4. To participate in teaching school subjects for the children of Class VI to X.
5. To experience the school in its totality
6. 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.
7. 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
8. To be able to innovate within existing systemic limitation
9. To critically reflect on her own school experiences and keep records of the same.
10. To learn to assess different aspects of children's learning without a focus only on Achievement.
11. 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 behavior, 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.

## GUIDELINES FOR SCHOOL INTERNSHIP

1. The internship is to be organized as a single block program for a continuous period of **16 weeks -80 days** in selected schools.
2. For each student-teacher, internship should be conducted preferably in **one school for the entire 16 weeks -80 days**
3. Students should be assigned classes in **any two different standards** that too in **two different levels viz. elementary, secondary or senior secondary**
4. For student-teachers, classes spread over **VI to X**.
5. For post graduate student-teachers, classes spread over **VI to XII**. (Only those students having Post Graduate degree in the concerned Optional Subject are permitted to teach at Higher Secondary School level.)
6. For student-teachers of Commerce and Computer Science, classes spread over **XI to XII**.
7. The continuous internship period of **16 weeks -80 days** is of two parts of 39 days and 40 days with an interim one day Mid Internship Reflection Session conducted in the Teacher Education Institutions.
8. Each student-teacher has to teach and record a minimum of **60 lessons** in the concerned Optional Subject- **not less than 30 lessons** in the first part (during the first 39 days) and **not less than 30 lessons** in the second part (during the next 40 days). Out of the 60 lessons each student-teacher has to include a minimum of **3 ICT enabled lessons**.
9. Lesson plans/Records have to be maintained by all student-teachers
10. During the school-internship the student teacher has to observe classroom teaching of mentors/ peers, and to record observations of not less than **10 lessons**
11. The activities undertaken during the internship period should be presented in Portfolios

### The activities to be undertaken during the internship period are listed below

- Classroom teaching
- Observing classroom teaching of mentors/ peers,
- Lessons for Health & Physical Education-
- Preparation and administration of Diagnostic tests and identifying of learning difficulties (Appropriate remedial measures have to be adopted on the basis of the analysis of the Diagnostic test.)
- Preparation and administration of Achievement tests with quantitative and qualitative analysis of results
- Conducting a Case study/Action research
- Maintain a daily reflective journal
- Administration of any of the psychological tools like inventories, scales, projective techniques, Sociogram etc.
- Organizing Participating in the Co curricular activities of the school ( like organizing / helping in sports, youth festival, blood donation camps, society beneficial programmes, PTA meetings etc.)



- Innovative work during Internship (undertaking conscientization programmes, Minor Project, etc.)
- Participation in organizing ‘Beyond the class Activities’ in the school (lab cleaning, club activities, participation in organizing programmes like quiz, seminar etc.)

### Supervision of School Internship

The supervision of **Internship** is a joint responsibility of the Colleges of Teacher Education and Practice-Teaching Schools. Continuous observation and briefing is essential for improving the teaching skill of the novice teacher and for capacity building. Observation of 5 lessons (preferably at the beginning, middle and at the end of Internship) by the Optional teacher is mandatory.

The Teacher Educators have to observe **not less than 3 lessons** of each student-teacher in the first part and **not less than 2 lessons** in the second part and enter their suggestions in the **Supervision Diary** maintained by the student-teacher. Similarly the School supervisors/mentors has to observe maximum number of classes and enter their suggestions in the Supervision Diary Assessment of Practice Teaching will be done on the basis of the given **Indicators for assessment of internship**

**90% attendance in mandatory for Internship. There is no condonation for Internship**

#### 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)

### III semester

30 marks Internal (30 hours)

#### EDU.303 HEALTH ,FITNESS & PHYSICAL EDUCATION- PRACTICAL II

1. Plan lesson for HRPF programme 7 marks
2. Lesson plan on any one health and fitness education theory classes  
(constructive approach) 7 marks
3. Assisting/participation in annual athletic championship/intramural competitions 6 marks
4. Yogic practices to improve flexibility, pranayama techniques, the sun salutation, shithilikarana vyayamas ,yoga and stress management 10 marks

#### EDU.304. COMMUNITY LIVING CAMP (30 Hours- 30 Marks)

##### COURSE OBJECTIVES

1. To realize the aim of ‘learning to live together’
2. To equip the students to live cooperatively in a society
3. To impart social values and skills (adjustment, sharing, tolerance, empathy etc.)
4. To impart personal values and skills (leadership, initiative, self-confidence, positive attitude, creativity etc.
5. To provide chances for democratic living, managing events, division of labour and dignity of labour.
6. To promote social accommodation and broaden the mental abilities of the student-teachers
7. To develop critical thinking about the issues related to the policies/approaches in Education
8. To inquire in to the cultural, social, scientific, educational and environmental aspects of a community
9. 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**

	<b>Criteria</b>	<b>Marks</b>
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 10-GENDER, SCHOOL AND SOCIETY

Contact Hours: 50 (Instruction)

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

#### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Comparatively describe and summarize the concept of gender as a social construct at different contexts
2. Suggest designs and resolves to gender issues in schools and educational settings
3. State the jurisprudence on gender related social issues and issues at institutions
4. Critically analyse and debate the recent issues associated with gender in school and society
5. Monitor and document 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

**10 hours**

#### 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

**15 hours**

### 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

**15 hours**

#### 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

**10 hours**

#### TRANSACTION MODE

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

#### TASKS AND ASSIGNMENTS

1. Collecting views from different newspapers on atrocities against girl students and prepare a report
- OR
2. Visit a school and conduct interview with teachers and parents on problem faced by girl students

#### REFERENCES

- Bhattacharjee, Nandini (1999). Through the looking-glass: Gender Socialization in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- Diana, F. (1989). *Essentially speaking feminism: Nature and differences*. Newyork: Routledge
- Chantal, M.( 1983). *The sex/gender syatem and the Discurisve construction of women's subordination*. Berlin Argument verlag
- Constance, P. (1989). *Feminism, Psycho analysis and the study of popular culture*. Newyork: Routledge
- Desai, M & Raj, K. (1999). *Women and society in India*. New Delhi. Ajantha Publications
- Ghai, Anita (2008). *Gender and Inclusive education at all levels* In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education Commission and after*, National University of Educational Planning and Administration: New Delhi
- Jacqueline,R. (1986). *Feminity and its discontents*. London: Verso
- Manjrekar, N. (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582
- Mitchel, J. (1974). *Psych analysis and feminism*. London: Allen lane

Jain, D. (1998). Indian Women. Publication division  
Oakely, A. (1999). Sex, Gender and Society. New York: Harper and Row  
Wane, N.N. (2000). Equity in Schools and society. Ottawa: Canadian scholars press  
O'Brien, J. (2009). Encyclopedia of Gender and Society. New Delhi: Sage  
Ballantine, J.H., & Spade, J.Z. (2014). Schools and Society: A Sociological Approach to Education. Newyork: Sage Publications.

## **EDU. 11 EDUCATIONAL THOUGHTS AND PRACTICES**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Compare the philosophical thoughts of Indian and Western thinkers on Education.
2. Recognize the impact of education in social processes.
3. Specify the educational provisions of the Indian Constitution.
4. Examine the implications of equality of educational opportunities on social justice.
5. Discuss the modern trends in curriculum development.
6. Summarize the curricular reforms suggested by NPE and NCF.

### **Unit 1**

#### **Philosophical thoughts on Education**

- Philosophical thoughts on Education of Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J. Krishnamoorthy
- Philosophical thoughts of Western thinkers - Plato, John Dewey, Rousseau, Paulo Freire
- Alternative thoughts – Illich, Reimer,

**(10 hours)**

### **Unit II**

#### **Education and Society**

- 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
- ( 10 hours)**

### **Unit III**

#### **Constitutional provisions of Education**

- 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.

**( 10 hours)**

#### **Unit 4 Curriculum Development**

- 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
- Curricular changes suggested by NPE 1986.
- Systematic curriculum reforms - NCF 2005.

**(20 hours)**

### **MODE OF TRANSACTION**

Lecture, Discussion, Seminars, Document and Text analysis

### **TASKS AND ASSIGNMENT**

1. Narrate the educational contribution of any one of the Indian/ Western philosopher

OR

2. Critical appraisal of Constitutional values as practiced in an Educational Institution

### **REFERENCES**

Agrawal, J.C. & Agrawal S.P. (1992). Role of UNESCO in Educational, Vikas Publishing House, Delhi.

Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NCERT, New Delhi.

Bhatia, R.L. (2011). *Modern Indian education & its problems*. New Delhi; Surjeet.

Brubacher John. S (1962). *Modern Philosophies of Education*. New Delhi: Tata McGraw,

Butter J. Donald (1951). *Four Philosophies and Their Practice in Education and Religion* New York:  
Harper and Brothers Publishers

Butter, J. Donald (1968). *Four Philosophies and their Practice in Education and Religion*. New York: Harper and Row.

Dewey, John (1916). *Democracy and education*. New York; MacMillan

Dewey John (1938). *Experience and Education*. New York: Macmillan.

Freire, P. (1972). *Pedagogy of the Oppressed*. Harmondsworth: Penguin

George Thomas (2004) *Introduction to Philosophy*, Delhi, Surjeet Publication

Humayun Kabir (1951). *Education in New India*. London: George Allen and Unwin Ltd.

Jagannath Mohanty (1998). *Modern Trends in Indian Education*. New Delhi: Deep and Deep publications.

R. P. Pathak (2012) *Philosophical and Sociological Principles of Education*. New Delhi: Pearson Publication.

Randall Curren (2007) *Philosophy of Education an anthology*, USA : Black well Publishing

Sharma R.A. (1993). *Teacher Education: Theory, Practice and Research*. Meerut : International Publishing House

Taylor, P. (1993). *The texts of Paulo Freire*, Buckingham: Open University Press.

Zhijian, L. *The multirole of Teacher*: Retrieved July 10, 2012, from Wuhan University of science and engineering

## EDU. 12 CREATING AN INCLUSIVE SCHOOL

Contact Hours: 50 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Define the concept of disability and inclusion within an educational framework
2. Identify the dominating threads that contribute to the psychological construct of disability and identify the barriers and challenges to inclusive learning and participation.
3. Describe the cultures policies and practices that need to be addressed in order to create an inclusive school.
4. Implement various methods and strategies that promote the integration of students with disabilities in the normal schools.
5. Design and implement University acceptable plan and procedure for making the schools more inclusive.

### COURSE CONTENT

#### Unit I

##### Concept and Relevance of Inclusion

- 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)

(7 hours)

#### Unit II

##### Learner Diversity in schools

- 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 Impairment

(15 hours)

### **Unit III**

#### **Challenges in Inclusion**

- 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

**(8 hours)**

### **Unit IV**

#### **Making Schools More Inclusive**

- 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-
- Classroom practices in Inclusive school
  
- 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-

**(15 hours)**

### **MODE OF TRANSACTION**

Lecture, Discussion, School visits, Seminars, Debates

### **TASKS AND ASSIGNMENTS**

Visit one school of your neighbourhood and Consider the following

1. 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.
2. Reflect on your understanding of inclusion. How is your understanding similar to or different from other teachers and administrators in the school?
3. 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**

- Ainscow, M. (1994). Special Needs in the Classroom: A Teacher Education Guide.
- Baglieri, S., & Knopf, J. H. (2004).Normalizing difference in inclusive teaching. *Journal of learning disabilities*, 37(6), 525-529.

- Booth T, Ainscow M, Black-Hawkins K, Vaughan M and Shaw L. (2000). *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Centre for Studies on Inclusive Education.
- Frederickson, N., & Cline, T. (2002). *Special educational needs, inclusion and diversity: A textbook*. McGraw-Hill Education (UK)
- Harris, R., Miske, S., & Attig, G. (2004). *Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Environments*. UNESCO Bangkok.
- Kohama, A. (2012). *Inclusive Education in India: A Country in Transition*.
- McConkey, R., & da Costa, A. M. B. (2001). *Understanding and Responding to Children's Needs in Inclusive Classrooms: A Guide for Teachers*. Inclusive Education.
- Perner, D., & Porter, G. L. (2008). *Creating inclusive schools: Changing roles and strategies*. *Research-based practices in developmental disabilities*, 2, 527-532.
- Peterson, J. M., & Hittie, M. M. (2003). *Inclusive teaching: Creating effective schools for all learners*. Allyn & Bacon.
- Pinnock, H., & Lewis, I. (2008). *Making schools inclusive: How change can happen*. *Save the Children's Experience, Save the Children Fund, London*, 1-64
- Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001). *Teaching students with special needs in inclusive settings*.
- Salvia, J., Ysseldyke, J., & Bolt, S. (2012). *Assessment: In special and inclusive education*. Cengage Learning
- Tomlinson, C. A. (2014). *Differentiated classroom: Responding to the needs of all learners*. ASCD.
- Unesco (2009) *Towards Inclusive Education for Children with Disabilities: A Guideline*. Bangkok: UNESCO Bangkok, 2009.
- Villa, R. A., & Thousand, J. S. (Eds.). (2005). *Creating an inclusive school*. ASCD.

## **EDU13.1 PROFESSIONALISING ARABIC EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Identify and acquire qualities of an effective Arabic language Teacher.
2. Show appropriate attitude towards research skills to identify and locate significant concerns related to Arabic language research trends.
3. Become an expert in design and use of digital learning tools and resources for Arabic language learning processes.
4. Use virtual workspace for institutional and professional development.
5. Critically evaluate Community based teaching & learning systems.

### **Unit I**

#### **Teacher as a reflective practitioner**

- 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

**15 hrs)**

### **Unit II**

#### **Research inputs in Arabic language learning**

- 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

**(10 hrs )**

### **Unit III**

#### **E-resources in teaching & learning of Arabic language**

- 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

**(10 Hrs)**

### **Unit IV**

#### **Community based teaching & learning**

- 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

**(10Hrs)**

#### **MODE OF TRANSACTION**

Lecture, Discussion, Text analysis, Practicals

#### **TASK AND ASSIGNMENTS**

1. 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 strateejijyathuhu: 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

"Taxonomy of Educational objectives " Bloom Benjamin :BOOK1 the cognitive domain David McKay Co inc New York

"Teaching language as communication" Widdowson H(1978); Oxford university press .

"Language teaching and Bilingual Method" Dodson CJ (1967) Pitman: New York

## **EDU 13.2 PROFESSIONALIZING ENGLISH EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Integrate knowledge, skills and experiences for becoming a professional in teaching English.
2. Summarize the need for professionalism
3. Practice capacity building in English education as per the global demands.
4. Design outreach programs for the global scenario by preparing themselves for new careers.
5. Plan and prepare e-content materials for language learning

### **COURSE CONTENT**

#### **Unit I**

##### **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

**(15 hours)**

#### **Unit II**

##### **Global demand of English teachers**

- Job Attractions -challenges in the global level
- Qualifying Proficiency tests ; IELTS, TOEFL, etc.
- Equip teachers to meet global demands

**(10 hours )**

#### **Unit III**

##### **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; Out sourcing –meaning , merits and demerits; Running commentary ; TV reporting; Tele conferencing ; event management ; social networking ; online editing

**(13 hours)**

#### **Unit IV**

##### **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

**( 12 hours)**

#### **MODE OF TRANSACTION**

Lecture, Discussion, Presentations, Text analysis

#### **TASKS AND ASSIGNMENTS**

1. Report on any 2 recent researches in English language teaching

### DU 13.3 PROFESSIONALIZING HINDI EDUCATION

Contact Hours: 50 (Instruction)

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

#### Learning outcome of Semester IV

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

1. Recognize different grammatical structure and develop knowledge on short history of Hindi language.
2. Evaluate the role and importance of Hindi in present Indian context
3. Develop the professional skill to become a professional Hindi teacher
4. Develop tools of evaluation
5. Analyse types of assessment and evaluation
6. Develop co-curricular activities in Hindi
7. Illustrate the most modern technology of teaching, learning and professionalizing.

#### COURSE CONTENT

##### Unit I

##### Hindi literature and grammar

- A short history of Hindi language
- History of literature middle and modern with its importance in present Indian context.
- Parts of speech in Hindi Preparation of assignments on any branch in Hindi

**10 hours**

##### Unit II

##### Professionalizing hindi teacher

- Definition of profession – teaching profession – professional ethics and teacher competencies.
- Teacher as a researcher.
- Role of SCERT, NCERT, NCTE etc. in the professional growth of the teacher.
- Qualities and qualifications of a Hindi teacher. Prepare a report on Quality Hindi teacher

**10hours**

### **Unit III**

#### **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.

**5 hours**

### **Unit IV**

#### **Co-Curricular Activities**

- Co-curricular activities in Hindi, programmes – their rules and regulations

**5 hours**

### **Unit V**

#### **Technology enabled innovative strategies in teaching hindi**

- Methods and strategies of publishing articles and papers on line and offline.
- E-learning, E-schooling and virtual classrooms
- Role of web resources in professionalization
- Teacher tubes
- Preparation of short film/publication of paper based on the educational content.

**10 hours**

### **MODE OF TRANSACTION**

**Lecture, Discussion, Text analysis, Seminars**

#### **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.

### **REFERENCES**

1. Acharya Chatursen, Hindi Sahitya Ka Parichay
2. Acharya Nandu Dulare Baj Peyi, Hindi Sahitya Ka Samshiptha Itihas
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 Aadhar bhhoth Thatv
7. Dr. Shailendra Bhooshan, Shikshan Adhigam Ke
8. Bhai Yogendra jith, 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, Shikshamem Kriyatmak Anusandhan
15. Dr. S.S. Mathur, Shikshan Kala Eevam Naveen Padhathiyam, Agrawal Publications, Agra

16. Dr.S.N.Mukherji,RashtraBhasha Ki Shiksha
17. Dr.Nareshsharma,Shikshan Ki Avasthayem.VigyanBharathi,Gaziabad
18. Dr.RamshaklPandey, 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 13.4 PROFESSIONALIZING MALAYALAM EDUCATION

Contact Hours: 50 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Recognise the need and scope of techno pedagogy in language teaching
2. Familiarise and equip with the various e resources used for teaching-learning Malayalam
3. Understand the IT integrated approach in teaching Malayalam
4. Recognize, reorganise and update oneself with the newly available e resources
5. Understand the need of professionalism in teaching
6. Understand the importance of professional growth
7. Understand the importance of teacher ethics
8. Develops the professional and personal qualities of a teacher
9. Acquaint with the competencies of teachers
10. Understand that teachers as a community of learners
11. Understand the importance of collaboration of schools with other institutions

### COURSE CONTENT

#### Unit- I

##### Techno pedagogy

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Teacher as a Techno pedagogue

**15 hours**

#### Unit- II

##### Techno pedagogic skills

- Computer Assisted Instruction
- Digital taxonomy
- Digital lesson plans
- Unit- III Effective use of IT
- Using presentation software
- E- content
- Use of Malayalam blogs and important sites in teaching and learning Malayalam
- Use of social networks in enhancing and updating language learning and teaching

**20 Hours**

#### 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.

**15 hours**

#### **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-13.5 PROFESSIONALISING SANSKRIT EDUCATION**

**Contact Hours: 50 (Instruction)**

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

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. List the qualities of good Sanskrit teacher
2. State the online teaching methods
3. Outline the major trends relevant with the Sanskrit curriculum revision
4. Instantiate the reports of various Sanskrit commissions
5. List various days for celebration
6. Organize various programs in Samskrotholsava

#### **Unit -1**

##### **Techno pedagogy**

- Use of blog, powerpoint, vidieo clips
- Concept-meaning- scope of techno pedagogy.
- Role of teacher as a techno pedagogue

**10 Hours**

#### **Unit II**

##### **I T Inputs**

- Web based constructions
- Designing student teacher generated digital tenants.
- Adapting Free downloadable digital resources in Sanskrit -UBUNTU, ILEEP, ISM etc.

**15 Hours**

### Unit III

#### Digital Learning

- Networking, creation of IDBLOG, web-based instruction-
- Learning-management system

**10Hours**

### Unit IV

#### Sanskrit Teacher

- Role performance,
- Teacher as a reflective practitioner, localized designing and
- Development of tools- posting reflections in blog, forums

**10 hours**

#### MODE OF TRANSACTION

Presentation, discussion, practicals

#### TASKS AND ASSIGNMENT

1, Prepare an e- Magazine

#### REFERENCES

- 1-TEACHING SANSKRIT- G. SAHADEVAN
  - 2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA
  - 3, KERALEEYA SANSKRITHADHYAPANAM- 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, REFLECTION 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 13.6 PROFESSIONALIZING TAMIL EDUCATION

Contact Hours: 50 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Recognize the role of Tamil in the Society.
2. Practice co-curricular activities in Tamil
3. Competent in of nurturing talented children
4. Acquires skills in IT related professional inputs of teaching  
Integrate skills and demonstrate attributes of a Professional Tamil  
Teacher

### COURSE CONTENT

#### 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

15 hours

#### 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.

**8 hours**

### **Unit III**

#### **Technology in Tamil education**

- Educational informatics and e- Learning E- learning and e teaching
- Digital text books, Digital library & other online resources

**7 hours**

### **Unit IV**

#### **Tamil Teacher**

- 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.

**20 hours**

#### **MODE OF TRANSACTION**

Lecture, Discussion, Presentation, practicals

#### **Tasks and Assignment**

Prepare an enrichment material in Tamil for 8th Std. gifted students

### **EDU 13.7 PROFESSIONALISING URDU EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Describe the importance and nature of learning activities.
2. Evaluate the effectiveness of models of teaching in Urdu teaching.
3. Assess the teaching as a profession.
4. Justify the importance of thought process and creativity in teaching and Learning.

## **COURSE CONTENT**

### **Unit I**

#### **Co-Curricular Activities**

- Co-curricular activities- their importance,
- organization of field trips and study tours, language club

**8 hours**

### **Unit II**

#### **Individual Differences**

- Multiple intelligence
- Characteristics of talented children
- Identification of Creativity and Critical thinking
- Techniques of nurturing talented children

**10 hours**

### **Unit III**

#### **Technology in Urdu 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.

**16 hours**

### **Unit IV**

#### **Urdu Teacher**

- 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

**16 hours**

## **MODE OF TRANSACTION**

Lecture, Discussion, Presentation, Practicals

## **TASKS AND ASSIGNMENT**

Prepare an enrichment material on a selected topic in Urdu

## EDU 13.8 PROFESSIONALIZING COMMERCE EDUCATION

**Contact Hours: 50 (Instruction) Maximum Marks: 50 (External: 40, Internal: 10) Course**

### **Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Identify various e-learning resources to lead virtual commerce classrooms effectively
2. Describe personal qualities and professional competencies of a commerce teacher
3. Execute the knowledge of TPACK in transacting commerce subjects
4. Judge the interdisciplinary nature and role of co-curricular activities in relation to commerce subjects
5. Design digital lessons for topics in business studies and accountancy

### **COURSE CONTENT**

#### **Unit I**

##### **Professionalizing Commerce Teacher**

- Commerce teacher -Teacher Qualities, Professional competencies listed by NCTE
- Teaching as a Profession - Traits of Professionalism
- Professional Ethics
- Professional growth - ways and means - Role of Commerce Teachers Association ,SCERT and NCERT

**(13 Hours)**

#### **Unit II**

##### **Techno Pedagogic Content Analysis**

- Meaning and purpose of Technological Pedagogical Content Knowledge Analysis
- Interrelationship between Technology, Pedagogy and Contents of commerce subjects at HSS level.
- Teacher as a Techno pedagogue : Meaning and Qualities
- Prepare Digital Lesson Plan for suitable topic from business studies and accountancy

**(13 Hours)**

#### **Unit III**

##### **Techno Pedagogic Skills**

- CAI and CMI
- E-learning meaning and features –How the web will change the classroom
- Video conferencing and Tele conferencing in teaching of commerce.
- Virtual libraries and Digitized books
- Web Based Learning
- Use of Websites like ERIC , INFLIBNET etc.

- e-content development – concept, forms of e-content and steps in the preparation of e-content
- ICT inputs as learning resources- Facebook, Blog, Wiki, Twitter, Discussion Forum, Youtube Resources etc
- M-Learning

**(14 Hours)**

#### **Unit IV**

##### **Interdisciplinary approach in teaching Commerce**

- Meaning and importance of interdisciplinary approach in commerce teaching
- Commerce and its branches- Relationship of Commerce subject with its branches like insurance, banking, marketing, income tax, management etc.
- Relation of commerce with other subjects - Relationship of commerce subject with other subjects like economics, geography, politics, mathematics, statistics, information technology etc.
- Co-curricular activities in Commerce- Meaning and importance.
- Commerce club
- Running of school bank and cooperative store.

**(10 Hours)**

#### **TRANSACTION MODE**

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

#### **TASKS AND ASSIGNMENT**

1. 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.
- 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
- Gehlawat, M. (2012). *Information Technology in Education*. New Delhi: Pearson Education.
- Khan, S. Mohammed. (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

- 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.
- 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.
- <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/2002/02ecdl\\_fmt.pdf](http://www.ntu.edu.sg/home/sfoo/publications/2002/02ecdl_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)

### **EDU 13.9. PROFESSIONALIZING COMPUTER SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)**

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

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Explain different levels of computer literacy and responsibilities of Computer Science teachers.
2. Integrate mentoring skills and professional ethics with teaching skill to become a professional teacher
3. Make use of techno pedagogical skills and Technological Pedagogical Content Knowledge (TPACK) in education.
4. Use ICT tools and content management systems for the development of educational resources.
5. Illustrate the importance and advantages of using free and open source software.
6. Identify the role of computer science teacher in e-content development, management and the development of leaning modules.
7. Describe the emerging areas in computer Science education like expert systems, robotics, nano technology, internet of things, etc.
8. Explain the use of Learning Management Systems and the importance of creative common licensed materials.

## **COURSE CONTENT**

### **Unit.1**

#### **Professionalizing Computer science teacher**

- Teaching as a profession
- Responsibility of computer science teacher
- Teacher as a Mentor and Mentoring Skills
- Different levels of computer literacy, Qualities of a computer science teacher
- Ways and means of improving professionalism
- Professional Ethics

**(10 Hours)**

### **Unit II**

#### **Techno pedagogy in computer science Teaching**

- Techno pedagogy – meaning, need and scope
- Computer Science Teacher – more than an techno pedagogue
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills
- Analysis of school text book units using ICT Tools
- ICT tool development. Content Management System(CMS), Animation software, audio/video editing software.

**(15 Hours)**

### **Unit III**

#### **Software selection for Computer science learning**

- Free and Open source software
- Advantage of using open source software
- Role of Computer Science teacher in E- content development
- Learning objects and modules
- Utilising Tele conferencing and video conferencing
- Scope of blogs, wiki and social media in computer science learning
- Review of IT@School Ubuntu.
- Practical use of concept map tools
- M-learning, role of mobile apps in present learning

**(15 Hours)**

### **Unit IV**

#### **Emerging areas in Computer Science education**

- Expert systems and robotics
- Nano technology
- Creative Commons Licensing
- Internet of things
- Learning Management Systems – MOODLE

**(15 Hours)**

## **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

## **TASKS AND ASSIGNMENTS**

- Prepare a Techno pedagogic Content Analysis of a Unit from Higher Secondary School level Text Book
- Prepare an enrichment material for gifted students in computer science on a concept of standard XI

## **EDU 13.10 PROFESSIONALIZING MATHEMATICS EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Identify the causes of poor performance in mathematics
2. Organize different activities for making mathematics learning enjoyable
3. Identify the exceptional children in mathematics and develop special programs for them
4. Appraise the role of governmental and non-Governmental initiations in nurturing mathematics learning
5. Design e- content material in mathematics
6. Identify various aspects of professionalizing mathematics education
7. Outline techno pedagogical skills for mathematics instruction

### **Unit I**

#### **Mathematics for All**

- Causes for poor performance in mathematics,
- Mathematics phobia among learners- Causes and Remedies
- Role of recreational activities in mathematics learning (mathematical games, riddles, quiz, puzzles, Sudoku etc.)
- Mathematics club- Activities, importance and organisation
- Mathematics fairs

**(8 Hours)**

### **Unit II**

#### **Exceptional Children in Mathematics**

- Concept of Multiple Intelligences
- Exceptional children in mathematics- Mathematically gifted, slow learners, under achiever- their characteristics; special programmes for each
- Learning difficulty in mathematics (dyscalculia)- characteristics and remedial measures
- Mathematical creativity- characteristics, Role of teacher

- Governmental and non-governmental initiatives in improving mathematics learning; Field medal, Mathematics Olympiad, NUMATS, NTSE, MTSE.

**(15 Hours)**

### **Unit III**

#### **ICT in Improving Teaching Performance**

- E-content development- concepts, formats, steps for preparation, script writing for e-content
- Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET
- E-resources for teaching and learning- Websites, blogs, E-books, E-journals, wikis, discussion forums, social networking sites & Apps.

**(15 Hours )**

### **Unit IV**

#### **Professionalizing Mathematics Teacher**

- Teaching as a profession, professional ethics in teaching, Traits of professionalism
- Qualities of a Mathematics teacher- General qualities, specific qualities, Personal qualities..
- Soft Skills for teachers
- Professional growth of Mathematics teacher. – Teaching, Research and Extension.

**(8 Hours)**

### **Unit V.**

#### **Techno pedagogy in Mathematics Teaching**

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social Mathematics teacher

**(4 hours)**

### **MODE OF INSTRUCTION**

Lecture, assignment, small group discussion, Seminar

### **TASK AND ASSIGNMENTS:**

1. Prepare a script for an e-content material for any topic in mathematics at secondary level



## **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Co-ordinate seminar on teaching profession, competency, and soft skills.
2. Judge the relevance of resources and agencies in professional growth of science teacher.
3. Prepare a review based on the information collected from ERIC and INFLIBNET.
4. Analyse the relevance of techno pedagogy, TPACK, technopedagogic skills of natural science teacher.
5. Create digital resource, online publishing and analyse school biology topic by using appropriate ICT tools.
6. Evaluate the nature of scientifically gifted students.
7. Analyse the use of information communication technology in science classroom.
8. Evaluate the significance of IT resources and dynamic learning environment in teaching learning process.
9. Construct an e-content in biology.

### **Unit I**

#### **Professional Science Teacher**

- Definition of profession, Teaching as a profession - Professional ethics, Traits of professionalism
- Teaching competencies required by a science teacher. Teacher Competencies listed by NCTE
- Soft Skills required for a teacher
- 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.

**15 hours**

## **Unit II**

### **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.

**15 hours**

## **Unit III**

### **Gifted students in science**

- Identifying and nurturing the scientifically gifted children-characteristics - strategies to foster giftedness.
- Creativity –components of creativity - Critical thinking in Science. NTSE(National Talent Search Examination by NCERT),

**10 hours**

## **Unit IV**

### **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

**10 hours**

## **MODE OF TRANSACTION**

Lecture, Discussion, Presentations, Practicals

## **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 13.12 PROFESSIONALISING PHYSICAL SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. List the qualities; identify the mentoring skills and critically analyze the accountability of a Physical Science teacher.
2. Appraise professional ethics in various situations and collaborate with others in a professional manner.
3. Explain the need and scope of TPACK and analyse physical science content based on TPACK
4. Analyse various ICT tools and design e-content incorporating social media and web-based tools in physical science teaching

### **COURSE CONTENT**

#### **Unit.1**

#### **Professionalizing physical science teacher**

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a physical science teacher
- Ways and means of improving professionalism
- Physical science teacher and teacher accountability

**(10 Hours)**

## **Unit II**

### **Techno pedagogy in physical science Teaching**

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of physical science teacher
- Analysis of school text book units using ICT Tools

**(15 Hours)**

## **Unit III**

### **ICT inputs in physical science learning**

- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map , Web 2.0 tools
- Use of INFLIBNET
- Edubuntu
- Free soft wares in physical science –IHMC concept map tools
- M-learning
- Physical Medias as learning inputs – face book, whatsapp , Twitter, etc.

**(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.

**(10 Hours)**

### **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

### **TASKS AND ASSIGNMENTS**

Prepare a Techno Pedagogic Content Analysis of a Unit from Secondary School level Text Book

## **EDU 13.13 PROFESSIONALISING SOCIAL SCIENCE EDUCATION**

**Contact Hours: 50 (Instruction)**

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

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Generate Teacher accountability and professional ethics of Social Science Teachers
2. Perform Techno Pedagogic skills in Social Science teaching
3. Demonstrate various ICT inputs in social science learning
4. Evaluate and report the emerging areas in Social Science Education

### **COURSE CONTENT**

#### **Unit.1**

##### **Professionalizing social science teacher**

- Teaching as a profession
- Teacher as a Mentor and Mentoring Skills
- Professional Ethics
- Qualities of a social science teacher
- Ways and means of improving professionalism
- Social science teacher and teacher accountability

**(10 Hours)**

## **Unit II**

### **Techno pedagogy in social science Teaching**

- Techno pedagogy – meaning, need and scope
- Technological Pedagogical Content Knowledge (TPACK)
- Techno-Pedagogical Skills of social science teacher
- Analysis of school text book units using ICT Tools

**( 15 Hours)**

## **Unit III**

### **ICT inputs in social science learning**

- Using presentation software
- E- content
- Learning objects
- Tele conferencing and video conferencing
- Scope of blogs, wiki and Google map
- Use of INFLIBNET
- Edubundu
- Free soft wares in social science –IHMC concept map tools
- M-learning
- Social Medias as learning inputs – face book, whatsapp , Twitter, etc.

**( 15 Hours )**

## **UNIT IV**

### **Emerging areas in Social Science education**

- Teaching of current affairs
- Controversial issues
- Consumer education
- Law focused education
- Human rights education

**(10 Hours)**

### **MODE OF TRANSACTION**

Lecture, discussion, demonstration, small group activities, seminars etc.

### **TASKS AND ASSIGNMENTS**

Prepare a Techno pedagogic Content Analysis of a Unit from Secondary School level Text Book

## ADDITIONAL OPTIONAL COURSES

### EDU14.1- CHILD RIGHTS EDUCATION

Contact Hours: 50 (Instruction)

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

#### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Explain the need and significance of child rights education
2. Design a collage about the violations in children's fundamental rights
3. Develop a project on the contributions of voluntary organizations in protecting the rights of children in your locality
4. Explain the important movements for child rights around the world
5. Critically analyse the situation of children in India with reference to child rights movement in India
6. Make a survey in your nearest cities to trace out the child labours

#### COURSE CONTENT

##### Unit: I

##### 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.

(6 Hours)

##### Unit: II

##### 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-

(7 Hours)

##### Unit: III

##### 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

(10 Hour)

## 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

## EDU 14.2 ENVIRONMENTAL EDUCATION

Contact Hours: 50 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Organize a seminar on ecosystem.
2. Evaluate the significance of ecological processes.
3. Criticize environmental problems at global, state and local level.
4. Judge existing environmental protection movements.
5. Recommend suitable approach, methods and techniques and Co-curricular activities for environmental education transaction.
6. Constructs appropriate tools and techniques of evaluation in environmental education.



## COURSE CONTENT

### Unit II

#### Introduction to our Environment

- Meaning, Importance and components of Environment- Principles of
- Environment (interdependence and interrelationships)-
- Ecosystems- Meaning, types, characteristics and ecological balance.

(5 Hours)

### Unit II

#### Ecological Process

- Biosphere, Flow of Energy, Nutrient Cycles, Carrying Capacity, Conservation of natural resources. Bio- magnification

(5 Hours)

### Unit III

#### Conservation of Natural Resources - Problems, Perspectives and Management

- 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.
- Pollution- Water, land, air, sound and radioactive
- Environmental Problems- Global, Regional and Local.
- Problems at the global level:
  - o 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:
  - o Soil erosion, Deforestation, Bad water management
  - o Solid waste and its disposal, Destruction of mangroves
  - o Over fishing and marine pollution, shrinking of back waters
  - o Quarrying , Sand mining, Food adulteration, Changing cropping patterns and land use
- Problems at the local/ immediate environment
  - o Specific environmental issues pertaining to the district
- Concept of Sustainable Development – need and requirement for attaining
- Sustainable development.
- Important Environmental Movements in the country with special reference

to Environment Movements in Kerala. Legislative measures in India for Protection of environment

(20Hours)

#### Unit IV

#### Teaching- Learning strategies in Environmental Education

- 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.
- 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

(20 Hours)

#### MODE OF TRANSACTION

Lecture, Discussion, Field visits, seminars, workshops

#### 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 Schumacher Lectures.
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
5. Speth & James,G. (2006) Global Environmental challenges: Transition to a sustainable world, Orient Longmann
6. Firor, John & Judith E ,J. (2003) Crowded Green House, University Press
7. Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient Longmann
8. Gardner HS( 2006) Frames of Mind. Harvard University Press
9. Bharucha E (2005) , Text book of Environmental Studies, University Press

10. Dani, H.M. (1986), Environmental Education, Chandigarh: Publication Bureau, Panjab University.
11. Bhall, S.C. & Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication.
12. Publication.
13. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
14. Nanda, K.V. (1997), Environmental Education, New Delhi : APH Publishing Corp.
15. Nasrin (2007). Education, Environment and Society, New Delhi: APH Publishing Corp.
16. Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.
17. Sharma, R.C. (1981), Environmental Education, New Delhi: Metropolitan Book Co.
18. Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp.
19. Shukla, K.S. and Srivastva, R.P. (1992). Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.
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)**

#### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Recognize and identify different levels of differences among differently abled.
2. Define and distinguish various categories of differences in differently abled students.
3. Select and use appropriate early identification and intervention strategies in order to make conducive social/ learning environment.
4. Examine and choose suitable placement opportunities for differently abled.
5. Develop critical understanding of recent trends and developments in the education of differently abled in order to cultivate appropriate teacher adaptation.

## **Unit 1**

### **Understanding the Disabilities**

- Concept and Definition of Impairment, Disability and Handicap.
- Historical and National developments and constitutional obligations for children with special needs.
- Categories of disability as per the PWD Act 1995.
- Social and Educational Needs of children with special needs.

**(8 hours)**

### **Module II**

#### **Definition, Types and Characteristics**

- Hearing Impairments: Definition, Types and characteristics
- Visual Impairment : Definition, Types and characteristics
- Mental Retardation: Definition, Types and characteristics
- Neuro-muscular and Loco motor disabilities: Definition, Types and characteristics

**(10 hours)**

### **Module III**

#### **Identification and Early Intervention**

- Need for early identification and Intervention
- Assessment procedures for educational placement.
- Intervention of later identified children
- Early Educational Intervention strategies.

**(10 hours)**

### **Module IV**

#### **Educational practices for students with differently abled**

- Special school education
- Integrated Education
- Inclusive Education
- Education of gifted students

**(10hours)**

## **Module V**

### **Trends and Developments in the education of differently abled**

- National Institutes – NIVH, NIMH, AYJNIHH, NIOH.
- Acts and Schemes – NPE 1986, POA 1992, RCI Act 1992, PWD Act 1995, NT Act 1999.
- Role and Responsibilities of Pre-school teacher, Regular teacher, Resource teacher and special teacher.
- Community Based Rehabilitation (CBR)

**(7 hours)**

### **MODE OF TRANSACTION**

Lecture, Discussion, Field visits, seminars etc

### **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. 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)**

### **Course Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Identify the meaning, need, scope and principles of guidance and its different forms.
2. Execute diverse guidance activities at school through proper planning and organization.
3. Develop a clear concept about counselling.
4. Define mental health and describe what leads to poor mental health.

5. List the qualities of a school counselor and role of teachers in catering the students with special needs.

## **COURSE CONTENT**

### **Unit I**

#### **Understanding Guidance**

- 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)

**(10 Hours)**

### **Unit II**

#### **guidance in schools**

- 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)

**(10 Hours)**

### **Unit III**

#### **Introduction to counseling**

- 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.

**(10 Hours)**

### **Unit IV**

#### **Mental Health And Counselling**

- **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.

**(10 Hours)**

## **Unit V**

### **Counselling In Schools**

- 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)

**(10 Hours)**

### **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**

- Aggarwal J.C. (2008). *Essentials of Educational Psychology*, 2<sup>nd</sup> ed. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bangalee, M. (1984): *Guidance and counselling*, Seth publishers. Bombay.
- Belkin, G.S. (1988). *Introduction to Counseling*: W.G. Brown Publishers.



- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. I: A Theoretical Perspective*, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. II: A Practical Approach*. New Delhi: Vikas.
- Corey, G (1996). *Theory and practice of counselling and psychotherapy*. Brooks/cole publishing co. London.
- Corey, G. (1986). *Theory and Practice of Counseling and Psychotherapy*, 3rd Ed. Belmont: Calif-Brooks Cole.
- Cormier, L. & Hackney, H. (1987). *The Professional Counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Crow & Crow, *Introduction to guidance*, 2<sup>nd</sup> ed, Eunasia Publishing co. Newdelhi.
- Dave Indu (1984). *The Basic Essentials of Counselling*. New Delhi: Sterling Pvt. Ltd.
- Gazda George R.M.( 1989). *Group Counselling: A Development Approach*. London: Allyn and Bacon.
- Geldand, K. & Geldand, D. (2004). *Counseling Adolescents*. New York: Palgrave Macmillan.
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to Guidance*. New York: McMillan.
- Hallahan, D. P. & Kauffman, J. M. (1978). *Exceptional Children: An Introduction to Special Education*. Engle Wood Kliffs.
- Husain. M.G, *Problems and potentials on handicapped*, Atlantic publishers& distributors
- Jayaswal, M. (1968) *Introduction to guidance*, Prakashan Kendra. Lucknow.
- Kochhar, S.K. (1985) *Educational Guidance and counselling*
- Mallon, Brenda (1987). *An Introduction to Counseling Skills for Special Educational Needs-Participants Manual*. Manchester: Manchester University Press, UK.
- NCERT, *Manual for guidance counsellor*, NCERT, Newdelhi
- Nugent, Frank A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- Patterson, L.E. and Welfel, E.R. (2000). *The Counseling Process*, 5<sup>th</sup> ed. U.K.: Brooks/Cole.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Rao, S.N. (1992). *Counselling and guidance*, New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Rao, S.N. (2008). *Counseling and Guidance*, 2<sup>nd</sup> ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

- Saraswat, R.K. & Gaur, J.S.( 1994). Manual for Guidance Counsellors. New Delhi” NCERT.
- 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 Learning Outcomes**

On the successful completion of the course, the learner will be able to:

1. Understand the importance of physical and health education for a healthy lifestyle
2. Design a fitness program
3. Understand the basics of yoga, posture
  1. Explain the causes, symptoms and management of various lifestyle diseases
  2. Equipped to handle the basics of first aid ,food and nutrition

## **COURSE CONTENT**

### **Unit I**

#### **Introduction to health and physical education**

- Definitions, aims and objectives of physical education
- Need and importance of physical education
- Health, importance of health education
- Physical fitness and wellness
- Fitness balance

### **Unit II**

#### **Physical fitness ,physical activity and exercises**

**7 Hours**

- Meaning and definition of fitness
- Types of fitness [physical , mental, spiritual and financial]
- Types of physical fitness,
- Components of physical fitness,
- Activities of developing physical fitness,
- Physical activity and exercise, principles of exercises, benefits of exercise, exercise and heart rate zones, aerobic and anaerobic activities, leisure ,play and recreation, warm up and cool down,

**10 hours.**

### **Unit III**

#### **Yoga education**

- Meaning and definition of yoga
- History ,objectives and benefits of yoga
- Types of yoga
- School of yoga

- General guidelines for yoga practices
- Suryanamaskar, importance of asanas, pranayama and its benefits, shithilikarana vyayamas, yoga and relaxation techniques
- Body types, concept of posture, causes of bad posture, postural deformities,

**15 hours**

#### **Unit IV**

##### **Lifestyle Diseases**

- Causes ,symptoms and management of diabetes, obesity ,osteoporosis, coronary artery diseases ,back pain
- skinfold measurements ,body shape index, body mass index, basal metabolic rate, pulse, blood pressure

**8 hours**

#### **Unit V**

##### **First aid ,food and nutrition**

- First aid -definiton and importance, fundamental principles to be followed and the duties to be followed by the first aider, CPR, first aid in different cases – poisoning ,electrick shock,burns,wounds ,heart attack,fractures,drowning,burns, heat stroke,
- Food and nutrients ,caloric value ,caloric requirements, malnutrition

**10 hours**

#### **MODE OF TRANSACTION**

Lecture, Demonstration, Drill and Practice

#### **TASK AND ASSIGNMENT (Any One)**

1. Assessment of any three physical fitness variables
2. Yogic practices and recording or
3. Practicing simplified physical exercises or stretching and recording

## References

- Hardayal singh PhD, Science of sports training, DVS Publication New Delhi, 1995
- Dr A Abdul Latheef, Dr A.M Antony and et al, Introduction to physical Education for Training colleges; Educare Printers and Publishers, 2009
- J C Aggarwal, health and physical education, Shipra Publications
- Light on Yoga, Iyenkar, BKS, Harper Collins: Noida, 2011
- American Alliance for Health, Physical Education [1980]. Recreation and Dance, Health related Physical Fitness Test Manual, 1900, Association Drive, Reston, V A 22091, p.5.

### EDU14.6. MANAGEMENT IN SCHOOL EDUCATION

**Contact Hours: 50 (Instruction)**

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

#### Course Learning Outcomes

On successful completion of the course, the learner will be able to:

1. Familiarize the concept School organization
2. Develop an understanding of the concepts management, administration and organization in education
3. Develop an awareness of various levels of management in schools
4. Delineate school as the formal system of education
5. Understand the existing constitutional provisions for the school education on India
6. Analyze the role of various organizations in school management.
7. Critically examine the dimensions of institutional climate
8. Construct time table by applying the various principles of timetable construction
9. Design institutional plan for the successful functioning of an institution.

## **COURSE CONTENT**

### **Unit 1**

#### **Basic Concepts Of School Management**

- 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

**(15 Hours)**

### **Unit II**

#### **Institutional Climate And Planning**

- 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)

**(10 Hours)**

### **Unit III**

#### **Leadership At Different Levels Of School Hierarchy**

- 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

**(10 Hours)**

### **Unit IV**

#### **Management of Resources**

- 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

**(15 Hours)**

### **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

### **REFERENCES**

- Buch, T et al.(1980) .Approaches to School Management, Harper & Row Publishers, London
- Agarwal, V.&Bhatnager, R.P.(1997). Educational Administration, Meerut :R. Lall Book Depot.
- Aggarwal J.C (1997) School Organization and Administration Management. New Delhi: Doaba House, Book sellers and Publishers
- Agarwal J.C.(2008). Development and planning of modern education :Vikas Publishing House Pvt. Ltd.
- Alka Kalra (1997) Efficient School Management and Role of Principals, APH
- Bhatnagar, RP and Agarwal, V (1986) Educational Administration and Management,
- Bhatnagar, S.S. , & Gupta , P.K. (2006). Educational Management. Meerut: Lall Book Dept.



- Buch, M.B, Institutional Planning for Educational Improvement and Development,
- Chaube, S.P.& Chaube, A. (2008).School Organisation, New Delhi: Vikas Publishing House.
- Chaudhary, N.R. (2001). Managements in education. New Delhi: APH.
- Macnee, E.A. (2004). School Management and methods of teaching. New Delhi: Sonali.
- Mohanty, J. (1990). Educational Administration, supervision and school management. New Delhi: Sonali
- Mukhopadhyay,M. (2005). Total Quality Management in Education ,Sage
- Nair TKD. (2004). School Planning and Managements. A Democratic Approach. Delhi: Choudhari offset Process.
- Sidhu, K.S. (2007). School organization and administration. New Delhi: Sterling.
- Sindhu, I.S. , & Gupta,S. (2005). School Managements and pedagogies of education. Meerut. International.
- [www.scribd.com/doc/52442951/Educational-Management-and-Administration](http://www.scribd.com/doc/52442951/Educational-Management-and-Administration)

## EDU 14.7.VALUE EDUCATION AND PEACE EDUCATION

Contact Hours: 50 (Instruction)

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

### Course Learning Outcomes

On the successful completion of the course, the learner will be able to:

1. Develop perspectives on the axiological principles of different philosophies value education and peace education
2. Examine different theories of value development and the nature and characteristics of value development
3. Explain and report value education, peace education and its history in India
4. Plan and execute different value education and peace education practices in school and social contexts.
5. Integrate the value and peace education with the school subjects in teaching contexts

### 1. COURSE CONTENT

#### 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)

### MODE OF TRANSACTION

Discussion, Seminars, Visists, Analysis texts etc

### 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.

### REFERENCES

ArunaGoel and SL Goel. Human values and education: New Delhi Deep & Deep publications Pvt ltd

Ahuja.R (2000). Value oriented education in India. Jaipur:Ravat Publication Bandiste. (1999)

Humanist Values asource book. NewDelhi: NCERT. Battacharya,s. (2003) Psychological Foundation of education. New Delhi: Atlantic Publishers and distributers

Bark, EL (2003). Child development. New Delhi: Pearson education

Bottery, M. The challenge of education leadership – Values in a globalized age; London: Rural Chap man Publishing.

Dutt (1998). Moral values in child development; New Delhi:Anmol Publishers

Flanders, Lac and Clare MAC (1994).Integratedapproach to value education.Manglore: Assasi press.

Goel (1979). Human Values in education. NewDelhi : Concept Publishing Co. Gupta.(1986) Value education theory and practice.Ajmeer : Krishna brothers. Luther(2001).Values and ethics in school educations. New Delhi : Tata Mcgrowhill publishing Co.

MohitCharkrabarhi. (2007)Value education changing perspective. New Delhi : Krishna Publishers

Raths ELetal.(1996) Values and teaching.Amherst :meril books Saraf.(1999) Education in human values . New Delhi :Vikas Publications

Sharma. SR. (Ed) (1998) Encyclopedia of value and – moral education . New Delhi: Cosmo.

Sharma.(1997) value education in action. New Delhi: University book house. Venkataiah, N (Ed) .(1998) Value education . New Delhi: APH publishing Corporation.

Celina Delfelice. (ed) Peace education evaluation. Information age Publication. Edvard J. Spirituality religion and peace education.Information age publication. James Page . Peace Education. IAP books about Peace Education.

Jinglin, Edward Jetal.transforming education for peace: IAP books. MonishaBajaj .Encyclopedia of Peace of Education.IAP books.

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 – Conduct of Three workshops (3x10=30 marks)**

- 1. Digital Text book /e resources**
- 2. ICT Integration with Pedagogy**
- 3. E content development**

## **DETAILED GUIDELINES**

### **WORKSHOP 1 – Digital Text book /e resources**

#### **DAY 1**

**Phase I - Spread Sheets as a Tool for Teaching-Learning, Administrative and Academic Support Systems.**

- (i) An introduction to Spread sheets as a tool for Administrative and Academic Support**
- (ii) Hands-on Experiences**

#### **Product Needed**

- Enter mark list of Achievement Test in to a Spread sheet.
- Calculate Mean, Median and Mode by using Software tools
- Draw graphs by using Software tools
- Calculate grades of children by using software tools

#### **Product Submission**

- Send the document to your teachers email (2 marks)
- 

---

---

**Phase II- Producing e-documents and Digital Text Book as a Tool for Administrative and Academic Support Systems.**

- (i) An introduction to e-documents and Digital Textbooks**
- (ii) Hands-on Experiences**

**Product Needed**

- Select a content from concerned optional subject and prepare a digital text
- add content, images, audio/video
- Prepare a school classroom time table

**Product Submission**

- Send the documents to your teacher's email (2 marks)

•

---

---

**DAY 2**

**Phase III - Creating an ICT Integrated Lesson by Using Presentation Software.**

- (i) An introduction to Presentation software
- (ii) Planning and preparation of e-lesson
- (iii) Hands-on experience

**Product Needed**

- Each student should plan and develop an ICT integrated lesson and construct a digital presentation in their own optional subjects
- Presentation should include words, images and videos / audios.

**Product Submission**

- Send the documents to your teachers email (6 marks)
- 
- 

**WORKSHOP 2 - ICT Integration with Pedagogy**

**DAY 3**

**Phase I Teacher as a Techno-Pedagogue**

- **Expert presentation Towards a Techno-Pedagogue**
- **Hands-on experience**

**Product Needed**

- Students should create a Personal website

## **Product Submission**

- Send the url of your created websites to your teachers email  
(10 marks)
- 
- 

## **WORKSHOP 3 - E content development**

### **DAY 4**

#### **Phase I - Integrating Images, Audio and Videos for e-content Authoring by using Open Free Software**

- **Expert Talk: Introduction to free software**
- **Hands-on experience**

#### **Product Needed**

- A directory of selected images, Audio and videos

#### **Phase II e-content Development through exe (open free Software)**

- **Expert Talk**
- **Hands-on experience**
- **e-content Development**

#### **Product Needed**

- E-content developed by students

#### **Product Submission**

- Send your e-content to your teacher through email (10 Marks)

### **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	Opening self, reflection, culture for	Team building, respecting,	Understanding social structures	Becoming the change agent –

	exercises, laying ground rules, energizing	listening and accepting	tasks, sharing responsibility. addressing conflicts	(stereotypes/ diversity / gender) and role of the individual	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.

**DETAILED GUIDELINES FOR EDU.402. COURSE ON EPC 4: UNDERSTANDING THE SELF (30 HOURS 30 MARKS)**

**WORKSHOP 1**

**Writing a reflective statement of aspirations and expectations, based on one’s learning so far in the course and critically evaluate oneself as a prospective teacher**

**Phase 1 Individual Presentations**

- Memorise the best teacher who influenced the presenter
- Concept about a teacher
- A SWOT Analysis of the teacher student
- Their future plan to attain the goal as a great teacher

**Phase II Report writing**

- Highlights of the discussion
- 
-

- Lessons learned from the sharing of experiences
  - Plan for future
  - Submit the report at the same day (6 marks)
- 
- 

## **WORKSHOP 2**

### **Gender and upbringing**

#### **Phase I - Telling our own 'gendered' stories**

- Divide the students in to two equal groups
- 10 minutes presentation of each Student
- Each student must present their experiences as a boy or girl
- Sharing and assimilating a range of experiences
- Cite a significant event or experience in life
- Suggestions to solve the gender issues as a teacher

#### **Phase II Panel Discussion**

- Merge two groups as a single group
- Construct 6 member Panel from students
- Discuss the solutions for gender issues (audience can also participate)
- Teachers act as a Moderator. They should conclude the session

#### **Phase III Report Writing**

- Students can write or note the hints for report
  - Highlight the individual experiences
  - Highlights of the discussion needed
  - Prepare the report as a home work and submit it in the next day before 9.30 Am (6 marks)
- 
- 

## **WORKSHOP 3**

### **Deconstructing the messages of advertising (in the Audiovisual Media)**

#### **Phase I Expert Talk**

Psychology of Advertisements: The expanding role of advertising in contemporary life

Or

Any other related topics

#### **Phase II Sharing favourite advertisements and their impact on Life**

- Few students can share their views
- Teacher concludes the session

#### **Phase III Expert Talk**

Technology and imagination combines to create a 'targeted commercial', Viewing and analyzing a series of advertisements

or

any other related topics

**Phase IV constructing an effective advertisement (group task)**

- Divide students in to 6 member groups
- Construct the script of an effective advertisements

**Phase V Report Writing**

- Submit the script for a n advertisement at (Group wise) (6 marks)
- 

**WORKSHOP 4**

**Theatre for Awareness of Body, Self and the Other**

**Phase I Sensitize students about their inherent potentialities**

**Phase II How to Refresh body and Mind through Yoga**

**Phase III Report Writing**

**WORKSHOP 5**

**Art and Education**

**Phase I Expert Talk - What is art integrated Education**

**Phase II Construction of an art integrated lesson Plan**

- Divide students in to 6 member groups
- Construct the plan
- Each individual student want to submit the plan

**Phase III Report Writing**

- Submit the lesson plan or materials (6 marks)

**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. P.P Noushad**  
**Dr. Devika**  
**Dr.K.P.Anil kumar**  
**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)

## **ANNEXURE III**

### **BOARD OF STUDIES IN EDUCATION (U.G.) UNIVERSITY OF CALICUT (2020)**

#### **Members**

1. Dr. Suresh Kumar. K (Chairman)
2. Dr. Minikumari. D (Member)
3. Dr. Sethu. S. Nath (Member)
4. Dr. Afeef Tharavattath (Member)
5. Dr. Sankaranarayanan Paleeri (Member)
6. Dr. Aruna. P.K (Chairman, P.G. Board)
7. Dr. P. Rekha (Member)
8. Dr. Syamala Devi. M.B (Member)
9. Smt. Priya Kamal (Member)
10. Dr. Santhosh Areekkuzhiyil (Member)
11. Dr. R. Lekshmi (Member)