


KANNUR UNIVERSITY

(Abstract)

Two year Bachelor of Education (B.Ed.) Degree Programme – Regulation, Scheme, Syllabus and Model Question papers - in tune with NCTE regulation 2014 – implemented in Kannur University with effect from 2015 admission – orders issued

ACADEMIC BRANCH

U.O. No. Acad/C4/9685/2015

Civil Station (P.O), 29 -07-2015

- Read: 1. Letter No. SRO/NCTE/Estt/Reg/ N & S/2014-15/60555 Dated 11-02-2014
2. Minutes of the meeting of the Board of Studies in Education (Cd) held on 20-02-2015
3. One day workshop for finalization of syllabus held on 14.05.2015
4. Minutes of the meeting of the Board of Studies in Education (Cd) held on 08-06-2015
5. Minutes of the meeting of the Faculty of Education held on 08-06-2015
6. Letter dated 23-07-15 from the Chairman, Board of Studies in Education (Cd)

ORDER

1. The NCTE vide paper read (1) above has made new Norms & Regulation for Teacher Education Programmes in India and enhanced duration of B.Ed. programme from one year to two years.
2. The Board of Studies in Education (Cd) held on 20-02-2015 as per paper read (2) above, resolved to revise the curriculum of B.Ed. in tune with the guidelines of NCTE regulation 2014 and a subcommittee was constituted for framing structure, scheme, pattern and guidelines for two year B.Ed. Programme.
3. A workshop as per paper read (3) above was conducted at the University Office, Thavakara on 14-05-2015 to finalize the syllabus for two year B.Ed. Programme.
4. The meeting of the Board of Studies in Education (Cd) held on 08-06-2015 vide reference (4) above, approved the Regulation, Scheme, Syllabus and Model Question Papers of two year B.Ed. Programme.
5. As per paper read (5) above, the meeting of the Faculty of Education held on 08-06-2015 approved the Regulation, Scheme, Syllabus and Model Question Papers of two year B.Ed. Programme.
6. Vide paper read (6) above, the Chairman, Board of Studies in Education (Cd) has forwarded the regulation, Scheme and Syllabus for two year B.Ed. Programme for implementation with effect from 2015 admission
7. The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, conferred under Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the Regulation, Scheme, Syllabus and Model Question Papers for two year Bachelor of Education Programme with effect from 2015 admission subject to report Academic Council.

P.T.O.

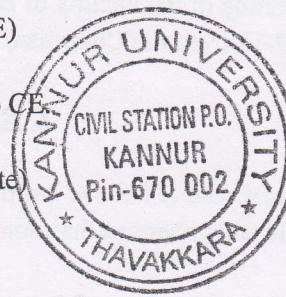
8. Orders are, therefore, issued accordingly.
9. The implemented Regulation, Scheme and Syllabus are appended.

Sd/-
JOINT REGISTRAR (ACADEMIC)
For REGISTRAR

To:
The Principals of Colleges offering B.Ed. Programme.

Copy to:

1. The Examination Branch (through PA to CE)
2. The Chairman, BOS in Education (Cd)
3. PS to VC/PA to PVC/PA to Registrar/PA to CE
4. JR/AR-I (Academic).
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6. SF/DF/FC



Forwarded /By Order

SECTION OFFICER

- *For more details log on to www.kannuruniversity.ac.in*

KANNUR  UNIVERSITY

TWO YEAR B. Ed PROGRAMME
REVISED CURRICULUM



REGULATIONS AND GUIDELINES
With effect from 2015 Admission



Bachelor of Education (B.Ed) Programme

Preface

The pre-service teacher education programme, the vital early phase in the development of new teachers should equip the future teachers with a competency profile required to address the issues in the modern schools and society. It must be relevant, coherent and of high quality. To ensure the creation of quality teachers, the National Council for Teacher Education (NCTE) has made some sweeping changes in the teacher education curriculum in 2014 laying emphasis on competencies to enable teachers for handling a variety of tasks inside and outside the classroom with more emphasis on the application of knowledge and principles in teaching and learning rather than only on the theoretical understanding of the principles enunciated in a particular course of study. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. So it is critical to pay close attention to how we train and support the prospective teachers.

It is in this context that Kannur University also revises its teacher education curriculum in tune with the NCTE Two Year B.Ed. Programme Curriculum Framework for preparing professionally competent teachers who are more reflective, versatile and effective, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.

The syllabus could not have been completed without the dedication of the drafting committee members under the leadership and patronage of Dr. MK. Abdul Khader (Hon. Vice Chancellor), Dr. Balachandran Keezhoth, (Registrar) Dr. S. Pradeepkumar (Controller of Examinations) and Dr. P J Jacob (Dean, faculty of Education and syndicate member), Kannur *University*. The contributions of the drafting committee, review committee, Heads and Principals of Teacher Education Colleges, and University staff is duly acknowledged. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to prepare reflective, accomplished and enquiring teachers for the new era.

Dr. Babu Kochamkunnel
Chairman, BoS in Education

Ashraf TP
Coordinator

08/06/2015

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CURRICULUM DEVELOPMENT COMMITTEE

General Convener

Dr. Babu Kochamkunnel, Chairman, BoS in Education

Coordinators

1. Ashraf TP, Coordinator, B.Ed. Curriculum Committee
2. Dr. K. Rajagopalan, Coordinator, M.Ed Curriculum Committee

Prospectus Committee

Dr. Helen Joy, Principal, Govt. Brennen College of Teacher Education, Thalasseri (Convener).

Dr. V N Ramani, Director, School of Pedagogical Sciences, Dharmasala (Member).

Various Subcommittees

Subcommittee 1:

Papers Assigned

1. Psychology of Childhood and Growing up
2. Psychology of Learning and teaching.
3. EPC 2 Drama and Art in Education
4. EPC 4 Understanding the self
5. Guidance and Counseling

Members

Ashraf T.P., Principal, Keyi Sahib Training College, Taliparamba (convener)

Dr. Anil R., Associate Professor, PKM College of Education, Madampam.

Arunkumar P., Asst. Professor, GBCTE, Thalasseri

Praseeda K. , Course Director, Department of Teacher Education, Dharmasala.

Rajesh K R, Course Director, Department of Teacher Education Manantavady

Dr. Rijumol K C, Course Director, Department of Teacher Education Kasaragod.

Subcommittee II. Papers Assigned

1. Contemporary India and Education
2. Knowledge & Curriculum Part I & II
3. Gender School & Society.
4. Creating an inclusive School
5. Peace Education

Members

Dr. Santhosh Areekuzhiyil, Asst. Professor, GBCTE, Thalasseri

Maya J. Pillai, Associate Professor, P.K.M. College of Education, Madampam.

Dr. Ravi, Principal, Mahatma College of Teacher Education, Kanhangad.

Dr. Jayasree. C. V, Principal, SUM College of Teacher Education, Anjarakkandy.

Hathib K. K, Asst. Professor, Keyi Sahib Training College, Taliparamba.

Subcommittee III**Papers Assigned**

1. Language Across the Curriculum
2. EPC 1 - Reading and Reflecting on Text
3. EPC 3- Critical Understanding of ICT

Ashraf T P, Principal, Keyi Sahib Training College, Karimbam (convener).

Hathib K K, Assistant Professor, Keyi Sahib Training College, Taliparamba

Faisal K V, Assistant Professor, Keyi Sahib Training College, Taliparamba

IV. Sub Committees for Optional Subjects:

1. Understanding Disciplines & Subjects
2. Pedagogy of School Subject Part I
3. Assessment for learning
4. Pedagogy of School Subject Part II
5. Optional Course – Additional Pedagogy

Arabic

Dr. Muhammed K.K. Associate Professor, Keyi Sahib Training College Karimbam (convener).

Dr. Abdul Kadar Prambat, Govt. Training College, Kozhikode.

English

Dr. Rakha K.R. Associate Professor, PKM College of Education, Madampam, (convener).

Faisal K. V., Asst. Professor, Keyi Sahib Training College, Taliparamba.

Hindi

Dr. Baby Pushpalatha A, Asst. Professor, Keyi Sahib Training College, Taliparamba (convener).

Ms. Baby Chorani, Asst. Professor, GBCTE, Thalasseri

Malayalam

Dr. K.P. Anil Kumar, Associate Professor, NSS Training College, Ottappalam (convener).

Sr. Jessy N. C., Asst. Professor, PKM College of Education, Madampam.

Kannada

Vidya Lakshmi K. Asst. Professor of Kannada, DTE, Kasragod.

Physical Education

Dr. Anil R, Associate Professor, PKM College of Education, Madampam (convener).

Dr. Abdul Rahiman K, Associate Professor, Keyi Sahib Training College Karimbam

Jasmine Joseph, Assistant Professor, GBCTE, Thalasseri

Sanskrit

Dr. Harinarayanan Associate Professor, Govt. IASE, Thrissur (convener).

Dr. Unnikrishnan, Associate Professor, Govt. IASE, Thrissur

Mathematics

Thanuja K., Associate Professor, Keyi Sahib Training College Karimbam (convener).

Dr. Sholy Joseph, Asst. Professor, PKM College of Education, Madampam

Natural Science

Dr. Stephen T.A. Principal, PKM College of Education, Madampam, (convener).

Dr. Joseph Kacharayil, Asst. Professor, GBCTE, Thalasseri

Indu K. Mathew, Principal, Malabar College of Teacher Education, Peravoor.

Physical Science

Mini C. Tharakan, Associate Professor, Keyi Sahib Training College, Karimbam (convener).

Dr. Prasanth Mathew, Asst. Professor, PKM College of Education, Madampam.

Social Science

Dr. Beena K. Asst. Professor, Keyi Sahib Training College, Karimbam (convener).

Dr. C K Babu, Asst. Professor, GBCTE, Thalasseri

Dr. Veena Appukkuttan, Asst. Professor, PKM College of Education, Madampam

Commerce Education

Dr. Santhosh Areekuzhiyil, Asst. Professor, GBCTE, Thalasseri(convener).

Mrs. Geetha C. Asst. Professor, Dept. of Commerce, MG College, Iritty.

(Former Asst. Professor of Commerce Education, UTEC, Kannur University)

Review Committee

Dr. Babu Kochamkunnel, Chairperson, BoS in Education

Ashraf TP, Principal, Keyi Sahib Training College, Karimbam

Dr. Anil R, Associate Professor, PKM College of Education, Madampam.

Hathib K K, Asst. Professor, Keyi Sahib Training College, Karimbam.

KANNUR UNIVERSITY
BACHELOR OF EDUCATION (B.Ed) DEGREE PROGRAMME
Regulations and Scheme of Examination

The Bachelor of Education (B.Ed.) Programme of Kannur University is a professional programme that prepare teachers for upper primary or middle level, secondary level and senior secondary level. Teacher education institutions shall make arrangements for effective curriculum transaction through many innovative teaching-learning strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/ group assignment, face to face contact, tutorial / library work, research approach etc.

Major Objectives of the Programme

- ❖ To prepare professionally competent, reflective and versatile teachers
- ❖ To develop social sensitivity and consciousness and finer human sensibilities among prospective teachers through self reflection.
- ❖ To acquires adequate knowledge of the content of the school subjects concerned, of Upper primary, Secondary and Higher secondary classes.
- ❖ To provide systematic hands-on activities including analysis of text books, curriculum and syllabi, choosing and designing activities for classrooms
- ❖ To educate prospective teachers to connect school knowledge with community knowledge and life outside school.
- ❖ To construct knowledge on the basis of their own observation, experiences, analysis and reflection
- ❖ To understand the psycho-social attributes and needs of learners, their special abilities and characteristics
- ❖ To create awareness about latest developments and thinking in the field of education.
- ❖ To understand innovative child centred teaching learning strategies.
- ❖ To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning experiences.
- ❖ To acquires skills in developing and using ICT integrated learning resources for classroom learning.
- ❖ To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications to interpret the results.
- ❖ To acquaint with professionalization of teacher education.

1. TITLE: These regulations shall be called “Regulations and Guidelines for the Two Year B.Ed. Programme of Kannur University”.

2. SCOPE: Applicable to Regular B.Ed Programme conducted by Kannur University with effect from 2015-2016 Admissions. The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

3. DEFINITIONS

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

Semester System: An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year.

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

Core course(C): Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

Pedagogic Course (P): - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

Elective Course (E): An elective course is one chosen by a student from a number of optional courses in the curriculum.

EPC Course: EPC Course means a course which would enhance professional competency of B.Ed students which is compulsory for all students undergoing B.Ed Programme.

4. DURATION OF THE PROGRAMME: The B.Ed Programme is of four semesters spread over two year duration.

5. STRENGTH OF STUDENTS: There shall be a basic Unit of 50 students, with a maximum of 2 Units. There shall not be more than 25 students per teacher for a school subject for method courses and other practical activities of the programme to facilitate participatory teaching and learning.

6. ELIGIBILITY FOR ADMISSION: Eligibility for Admission and norms for admission to B.Ed Degree programme shall be according to the rules framed by the Government/ Kannur University from time to time.

(i) General

(a) Candidates seeking admission to the B.Ed. course should have passed B.A./B.Sc/M.Com Degree examination (under the 10+2+3 pattern) with one main/core subject and two subsidiary/ complementary course from this University or any other University recognized by this University as equivalent thereto.

(b) Candidates who have passed their qualifying Examination from Universities outside Kerala should submit Eligibility/Equivalence Certificate stating that their qualifying Examination is recognized by this University, for seeking admission to B.Ed Degree Course in a particular optional subject in a stream as applicable, along with their application.

(c) Double or triple main candidates of other Universities will be considered for admission only if they furnish the copies of the Equivalence/Eligibility certificate from Kannur University stating that the qualifying examination is recognized for seeking admission to B.Ed Degree course in a particular optional subject. Equal weightage is given to Single main, Double main and Triple main Degree holders.

(d) The minimum requirement of marks for admission to B. Ed. Course is 50 % or equivalent CGPA (No rounding off of the percentage of marks to the nearest whole number is permitted) in Bachelor's Degree [Science/Arts Subjects] for Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone with 50% or equivalent CGPA in MA/M.Sc/M Com with usual relaxation for the eligible categories as per University/Government/NCTE Norms.

(e) Candidates belonging to SC/ST and natives of Lakshadweep, Aided or Government Teachers with 3 years regular service need to secure a pass in the Degree Examination. The candidates belonging to SEBC will be given a relaxation of 5% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum marks. Blind candidates who have more than 40% disability will be given relaxation of 5% from the prescribed minimum marks. Candidates should be physically fit and mentally sound. Deaf/Dumb candidates are not eligible. However blind candidates are eligible for admission to courses other than Science optional.

(ii) For Language Optional

a) English: BA Degree with English Language and Literature/Functional English/ Communicative English with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA English Language and Literature/Functional English/Communicative English or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part I English/Common Course - 1 (English).

b) Malayalam: BA Degree with Malayalam Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Malayalam

Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course - 2 (Malayalam) .

c) Hindi: B.A. Degree with Hindi Language and Literature/ Functional Hindi with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Hindi Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Hindi) .

d) Arabic: B.A. Degree with Arabic Language and Literature /Afzal-UI-Ulama Degree with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Arabic Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Arabic) .

e) Kannada: BA Degree with Kannada Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Kannada Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Kannada).

f) Sanskrit: BA. Degree with Sanskrit Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Sanskrit Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – (Sanskrit) .

Note: *Candidates applying for the course under the language stream with a Bachelor's Degree in the subject concerned will be ranked first in that particular stream. Candidates applying for the course under any language stream based on Part I/Part II or common courses at under graduate level and having PG Degree in the same subject as in Part I/Part II will be ranked only after that.*

iii) For Other Optional Subjects

(a) Mathematics: B.Sc Degree with Mathematics/Statistics/Applied Statistics as main, with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc. Mathematics/Statistics/Applied Statistics. Candidates with Statistics/Applied Statistics should have studied Mathematics as one of the subjects.

(b) Physical Science: B.Sc Degree with Physics/ Chemistry/ Polymer Chemistry/ Geology/ Petrochemicals/Bio Chemistry/Industrial Chemistry main with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or

Part III (Core and Complementary courses) alone or 50% marks in M.Sc Physics/Chemistry/Polymer Chemistry/Geology/Petrochemicals/Bio chemistry/Industrial Chemistry/Photonics(Integrated from CUSAT)

(c) Natural Sciences: B.Sc Degree with Botany/Zoology/Biochemistry/B.Sc Plant Science/Home Science with Zoology or Botany as subsidiary/Aquaculture (with Biochemistry and Zoology as Subsidiaries)/Forestry and Wood Technology/ Biotechnology/Microbiology with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc Botany/Zoology/Biochemistry/Plant Science/Home Science. They should have studied Zoology/Botany/Bio Chemistry as one of the subjects in Degree level.

(d) Social Science: B.A Degree with History/Arabic and Islamic History/Urudu and Islamic History/Geography /Politics/ Economics/ Sociology/ Psychology/ Philosophy/ West Asian Studies with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A History/Arabic and Islamic History/Geography/ Politics/Economics / Sociology/ Psychology/ Philosophy/ West Asian Studies.

(e) Commerce: Candidates who have secured M.Com Degree with not less than 50% marks alone are eligible for admission to the B.Ed Course in Commerce. Such candidates are not eligible for admission to any other B.Ed Course.

Illustration

The procedure to calculate CGPA of core and complementary courses together on the basis of Grade card issued by Kannur University from 2009 admission onwards illustrated through the example below:

Course	Credit	CGPA	CGP= Credit X CGPA
Core	54	3.52	190.08
Complimentary I	12	3.12	37.44
Complimentary II	12	2.68	32.16
Total	78	9.68	259.68

$$\text{CGPA} = \frac{259.68}{78} = 3.33$$

$$\text{Hence percentage of marks} = 3.33 \times 25 = 83.25$$

7. SELECTION CRITERIA:

a) Selection is based on the marks/grade obtained by the applicant in the Degree Examination for Part III / core and complementary courses or Part I /Part II common courses as the case may be.

b) Special weightage will be given to post graduate, in the same subject concerned as shown below:

MA/M.Sc	First Class	5 points/marks
-do-	Second Class	3 points/marks
-do-	Third Class	2 points/marks

A weightage of 5 points/marks will be given to candidates who have taken Degree from Kannur University.

A weightage of five index points will be given to the natives of Kannur University jurisdiction (ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission to B.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

c) Weightage will be given to Teachers in Government/Aided School service. Total approved service of applicants will be considered in ranking. (0.1 index point will be given for each completed month of experience). Approved Service means full time teaching experience in Government/Aided Schools duly certified in form IV of KER by the controlling officer, that is Head of the School and countersigned by the concerned A.E.O/D.E.O.

d) 10% of seats are reserved for Teachers in service of Kerala (in Govt. College only). Teachers having a minimum of 3 years experience with relaxation of 2 years to T.T.C holders, 1 year to L.T.T.C/Diploma in Teaching and one year to Diploma in Pre-Primary Education as per rules as on the date of notification alone are eligible to apply for selection under Teacher's quota. Those who are eligible to get study leave for the duration of the entire course from the authority concerned alone need apply and in case they are selected for the course, they should produce a certificate from the Head of Schools concerned, that they have applied for eligible leave for the duration of the course before being admitted.

e) Those who have undergone NCC Training with minimum 75% attendance as stipulated in GO 673/04/HEDN, dated 15-04-1994 will be given an additional 5 marks. This will be added to the marks obtained by the candidate for Part III/Core and Complementary courses. Eligible weightage will be given to NCC A,B,C certificate holders.

f) In the case of applicants with double main and triple main subjects, admission will be based on the total of all main subjects, and weightage will be given only on the subject which the applicant applies as optional.

g) Ezhava/Thiyya/Billava/Muslim/O.B.H/SIUC/LC applicants are eligible for consideration for reservation of seats as per the Government rules in this regard.

8. 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.

9. ATTENDANCE

- a. One semester of B.Ed programme will normally consists of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance of the total working days in each semester.
- b. Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the Principal of the college on genuine grounds.
- c. The percentage of attendance of a candidate to be calculated based on the total number of working days as stipulated by NCTE / University.
- d. A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship in the subsequent years.

Re – admission:

A student who did not have sufficient attendance and could not appear for the examination may be re admitted in the subsequent year as term student, with a permission of principal and concurrence of University, only if he/she had completed the all internship activities successfully.

10. STRUCTURE OF THE PROGRAMME

Total Marks for the Programme	:	1500
Duration of the Programme	:	Two Years Comprising 4 Semesters

Semesters	Period	No. of working days	Remarks
I	June to October	100	
II	November to March	100	April/May Summer vacation School Acclimatization programme in November.
III	June to October	100	80 days/ 15 weeks in school (internship)+ one week for demonstration/criticism classes
IV	November to March	100	

11. PERIOD OF EXAMINATION (SUGGESTED)

First semester external examinations shall be conducted in November, second semester in April, Practical examination during November and examinations for the third semester pedagogy course and fourth semester courses shall be held in April. The mark sheets of internal marks on the prescribed processes of theory courses including EPCs shall be submitted to the University immediately after the closure of each semester.

12. CURRICULUM CONTENT

The content of the Teacher Education Curriculum has been designed keeping in view the envisioned profile of a teacher, who manages teaching learning resources, acts as a facilitator and counselor for the students and mobilizes community resources for larger benefit of the society.

The Two Year B.Ed programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters – (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies, and (iii) Engagement with the Field.

There are six courses under *Perspectives in Education* and five courses under *Curriculum and Pedagogic Studies* and four courses for *Enhancement of Professional Capacities* (EPC) under Engagement with the field. A couple of courses are stretched into Parts I and II in order to space out the learning load and make for easier internalization. Part (iii) courses are essentially meant for sensitizing student teachers to specific dimensions of their development as teachers.

The course contents require expertise of faculty in the institution as well as visiting faculty for courses on drama, communication, ICT, understanding the self, etc. The colleges offering B Ed would have to make necessary planning for identifying and incorporating faculty for transacting the same. Most of the modules in the revised curriculum and syllabus require team effort from the faculty within and outside the institution and may not be considered as water tight compartments confined to a single teacher mode. Institutions would be advised to have the combined efforts of the entire faculty on the basis of expertness and competence to provide valuable inputs and rich experience to the B Ed students.

13. LIST OF COURSES

A. CORE COURSES

Sl. No	Courses No.	Name of Course
1	BED C 101	Psychology of Childhood and Growing Up
2	BED C 102	Contemporary India and Education
3	BED C 103	Language Across the Curriculum
4	BED C 201	Psychology of Learning and Teaching
5	BED C 202	Knowledge and Curriculum-Part I
6	BED C 401	Gender, School and Society
7	BED C 402	Knowledge and Curriculum-Part II

8	BED C 403	Creating an Inclusive School
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B. PEDAGOGIC COURSES

- BED P 101.1. Understanding the Discipline and Subject-Arabic
- BED P 101.2. Understanding the Discipline and Subject-Commerce
- BED P 101.3. Understanding the Discipline and Subject-English
- BED P 101.4. Understanding the Discipline and Subject-Hindi
- BED P 101.5. Understanding the Discipline and Subject-Kannada
- BED P 101.6. Understanding the Discipline and Subject-Malayalam
- BED P 101.7. Understanding the Discipline and Subject-Mathematics
- BED P 101.8. Understanding the Discipline and Subject-Natural Science
- BED P 101.9. Understanding the Discipline and Subject-Physical Science
- BED P 101.10. Understanding the Discipline and Subject-Sanskrit
- BED P 101.11. Understanding the Discipline and Subject-Social Science

- BED P 201.1 Pedagogy of School subject – Part I: Arabic
- BED P 201.2 Pedagogy of School subject – Part I: Commerce
- BED P 201.3 Pedagogy of School subject – Part I: English
- BED P 201.4 Pedagogy of School subject – Part I: Hindi
- BED P 201.5 Pedagogy of School subject – Part I: Kannada
- BED P 201.6 Pedagogy of School subject – Part I: Malayalam
- BED P 201.7 Pedagogy of School subject – Part I: Mathematics
- BED P 201.8 Pedagogy of School subject – Part I: Natural Science
- BED P 201.9 Pedagogy of School subject – Part I: Physical Science
- BED P 201.10 Pedagogy of School subject – Part I: Sanskrit
- BED P 201.11 Pedagogy of School subject – Part I: Social Science

- BED P 202.1 Assessment for Learning-Arabic
- BED P 202.2 Assessment for Learning-Commerce
- BED P 202.3 Assessment for Learning-English
- BED P 202.4 Assessment for Learning-Hindi
- BED P 202.5 Assessment for Learning-Kannada

BED P 202.6 Assessment for Learning-Malayalam
 BED P 202.7 Assessment for Learning-Mathematics
 BED P 202.8 Assessment for Learning-Natural Science
 BED P 202.9 Assessment for Learning-Physical Science
 BED P 202.10 Assessment for Learning-Sanskrit
 BED P 202.11 Assessment for Learning-Social Science

BED P 301.1. Pedagogy of School Subject – Part II: Arabic
 BED P 301.2. Pedagogy of School Subject – Part II: Commerce
 BED P 301.3. Pedagogy of School Subject – Part II: English
 BED P 301.4. Pedagogy of School Subject – Part I: Hindi
 BED P 301.5. Pedagogy of School Subject – Part II: Kannada
 BED P 301.6. Pedagogy of School Subject – Part II: Malayalam
 BED P 301.7. Pedagogy of School Subject – Part II: Mathematics
 BED P 301.8. Pedagogy of School Subject – Part II: Natural Science
 BED P 301.9. Pedagogy of School Subject – Part II: Physical Science
 BED P 301.10. Pedagogy of School Subject – Part II: Sanskrit
 BED P 301.11. Pedagogy of School Subject – Part II: Social Science

C. ELECTIVE COURSES: Institutions with 50 annual intakes should offer a minimum of two courses from this (from 401.1 to 401.5) and institutions with 100 annual intakes should offer at least four courses from this category.

BED E 401.1. Guidance and Counseling
 BED E 401.2. Health and Physical Education
 BED E 401.3. Peace Education
 BED E 401.4. Environmental Education
 BED E 401.5.1. Additional Pedagogy- Arabic
 BED E 401.5.2. Additional Pedagogy-Commerce
 BED E 401.5.3. Additional Pedagogy- English
 BED E 401.5.4. Additional Pedagogy-Hindi

BED E 401.5.5. Additional Pedagogy-Kannada

BED E 401.5.6. Additional Pedagogy-Malayalam

BED E 401.5.7. Additional Pedagogy-Mathematics

BED E 401.5.8. Additional Pedagogy-Natural Science

BED E 401.5.9. Additional Pedagogy-Physical Science

BED E 401.5.10. Additional Pedagogy-Sanskrit

BED E 401.5.11. Additional Pedagogy-Social Science

D. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

EPC 01 : Reading and Reflecting on Texts

EPC 02 : Drama and Art in Education

EPC 03 : Critical Understanding of ICT

EPC 04 : Understanding the Self

14. COURSE STRUCTURE OF THE PROGRAMME

COURSES	SEM 1	SEM II	SEM III	SEM IV
Core courses	BED C 101 BED C 102 BED C 103	BED C 201 BED C 202	-----	BED C 401 BED C 402 BED C 403
Pedagogic courses	BED P 101*	BED P 201* BED P 202*	BED P 301*	-----
Elective Courses	-----	-----	-----	BED E 401*
EPC Courses (Internal Evaluation)	EPC 01	EPC 02	-----	EPC 03 EPC 04

*Indicates branches

15. SCHEME OF EXAMINATION (SEMESTER WISE DETAILS)

The student teachers shall be required to study 4 courses each during the first, second and fourth semesters, and one course during the third semester apart from physical education practical and EPC courses. Each theory course has the component of internal and external assessment. The external

assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally. The weightage in terms of marks for different courses (theory internal) is given below.

SEMESTER I

Duration of the Semester: 100 days

Course Code	Course	Marks		
		External	Internal	Total
BED C 101	Psychology of Childhood and Growing Up	80	20	100
BED C 102	Contemporary India and Education	80	20	100
BED C 103	Language Across the Curriculum	50	10	60
BED P 101.1.	Understanding the Discipline and Subject-Arabic.	50	10	60
BED P 101.2.	Understanding the Discipline and Subject-Commerce.	50	10	60
BED P 101.3	Understanding the Discipline and Subject- English	50	10	60
BED P 101.4	Understanding the Discipline and Subject –Hindi	50	10	60
BED P 101.5	Understanding the Discipline and Subject-Kannada	50	10	60
BED P 101.6	Understanding the Discipline and Subject-Malayalam	50	10	60
BED P 101.7	Understanding the Discipline and Subject-Mathematics	50	10	60
BED P 101.8	Understanding the Discipline and Subject-Natural Science	50	10	60
BED P 101.9	Understanding the Discipline and Subject-Physical Science	50	10	60
BED P 101.10	Understanding the Discipline and Subject-Sanskrit	50	10	60
BED P 101.11	Understanding the Discipline and Subject-Social Science	50	10	60
EPC 01	Reading and Reflecting on Text	--	50	50
Total for theory		260	110	370
BED C 104	*Physical Education Practical	-----	30	30

Total	260	140	400
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SEMESTER II

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 201	Psychology of Learning and Teaching	80	20	100
BED C 202	Knowledge and Curriculum – Part I	50	10	60
BED P 201.1	Pedagogy of School subject – Part I: Arabic	50	10	60
BED P 201.2	Pedagogy of School subject –Part I: Commerce.	50	10	60
BED P 201.3	Pedagogy of School subject–Part I: English	50	10	60
BED P 201.4	Pedagogy of School subject – Part I: Hindi	50	10	60
BED P 201.5	Pedagogy of School subject–Part I: Kannada	50	10	60
BED P 201.6	Pedagogy of School subject –Part I: Malayalam	50	10	60
BED P 201.7	Pedagogy of School subject –Part I: Mathematics.	50	10	60
BED P 201.8	Pedagogy of School subject –Part I: Natural Science.	50	10	60

BED P 201.9	Pedagogy of School subject –Part I: Physical Science	50	10	60
BED P 201.10	Pedagogy of School subject –Part I: Sanskrit	50	10	60
BED P 201.11	Pedagogy of School subject –Part I: Social Science	50	10	60
BED P 202.1	Assessment for Learning-Arabic	80	20	100
BED P 202.2	Assessment for Learning-Commerce	80	20	100
BED P 202.3	Assessment for Learning-English	80	20	100
BED P 202.4	Assessment for Learning-Hindi	80	20	100
BED P 202.5	Assessment for Learning-Kannada	80	20	100
BED P 202.6	Assessment for Learning-Malayalam	80	20	100
BED P 202.7	Assessment for Learning-Mathematics	80	20	100
BED P 202.8	Assessment for Learning-Natural Science	80	20	100
BED P 202.9	Assessment for Learning-Physical Science	80	20	100
BED P 202.10	Assessment for Learning-Sanskrit	80	20	100
BED P 202.11	Assessment for Learning-Social Science	80	20	100
EPC 02	Drama and Art in Education	----	50	50
BED C 203	* Physical Education Practical		30	30
Total		260	140	400

SEMESTER III

Duration of the semester 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED P 301.1.	Pedagogy of School Subject – Part II: Arabic			
BED P 301.2.	Pedagogy of School Subject – Part II: Commerce	50	10	60
BED P 301.3.	Pedagogy of School Subject – Part II: English	50	10	60
BED P 301.4	Pedagogy of School Subject – Part II: Hindi	50	10	60
BED P 301.5.	Pedagogy of School Subject – Part II: Kannada	50	10	60
BED P 301.6.	Pedagogy of School Subject–Part II: Malayalam	50	10	60
BED P 301.7.	Pedagogy of School Subject – Part II: Mathematics	50	10	60
BED P 301.8.	Pedagogy of School Subject – Part II: Natural Science	50	10	60
BED P 301.9	Pedagogy of School Subject – Part II: Physical Science	50	10	60
BED P 301.10	Pedagogy of School Subject – Part II: Sanskrit	50	10	60
BED P 301.11	Pedagogy of School Subject – Part II: Social Science	50	10	60
BED C 302	School Internship (15 weeks)	---	200	200
BED C 303	Practicum during internship		90*	90
	Total	50	300	350

Break up of 90* marks

Record of Practice Teaching	10 marks
Record of Demonstration/ Criticism	10 marks
Handling of Health & Phy. Edn. Class	20 marks
Learning Aids	10 marks
Observation Record of a Regular Classroom of a teacher	10marks
Case Study/Action Research	10 marks
Blue Print and Question Papers	10 marks
Working with School Programme (Arts Festival/Red Cross/Sports & Games, etc.)	10 Marks
Total	90 marks

Total for the third semester: 350 Marks

Semester IV

Duration of the semester 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 401	Gender, School and Society	50	10	60
BED C 402	Knowledge and Curriculum – Part II	50	10	60
BED C 403	Creating an Inclusive School	50	10	60
BED E 401.1	Guidance and Counseling	50	10	60
BED E 401.2	Health and Physical Education	50	10	60

BED E 401.3	Peace Education	50	10	60
BED E 401.4	Environmental Education	50	10	60
BED E 401.5.1.	Additional Pedagogy-Arabic	50	10	60
BED E 401.5.2.	Additional Pedagogy-Commerce	50	10	10
BED E 401.5.3.	Additional Pedagogy-English	50	10	60
BED E 401.5.4.	Additional Pedagogy-Hindi	50	10	60
BED E 401.5.5.	Additional Pedagogy-Kannada	50	10	60
BED E 401.5.6.	Additional Pedagogy-Malayalam	50	10	60

BED E 401.5.7.	Additional Pedagogy-Mathematics	50	10	60
BED E 401.5.8.	Additional Pedagogy-Natural Science	50	10	60
BED E 401.5.9.	Additional Pedagogy-Physical Science	50	10	60
BED E 401.5.10	Additional Pedagogy-Sanskrit	50	10	60
BED E 401.5.11.	Additional Pedagogy-Social Science	50	10	60
EPC 03	Critical Understanding of ICT	---	50	50
EPC 04	Understanding the Self	---	50	50
BED C 404	*Physical Education Practical	--	10	10
Total		200	150	350

*Record of Physical and Health Education

16. CRITERIA FOR INTERNAL ASSESSMENT

Attendance	4	4
Test	2	6
Assignment	2	4

Task	2	6
Total	10	20

17. CRITERIA FOR DISTRIBUTING MARKS FOR ATTENDANCE

Attendance	Marks
Above 90%	4
85- 90%	3
80-85%	2

18. ENGAGEMENT WITH THE FIELD-- ORGANIZATION AND ASSESSMENT

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. This curricular area has the following components:

(i) TASKS AND ASSIGNMENTS that run through all the courses as indicated in the year wise distribution of the syllabus: Two weeks shall be utilized for collecting data for the given tasks and assignments.

(ii) School Acclimatization Programme

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational resource centers, etc. one week in school to acclimatize student teachers to the school and its environment, understanding of children, teaching-learning process and school dynamics. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators / school teachers or principals.

(iii) SCHOOL INTERNSHIP

Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

Objectives of Internship

- Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.
- Develop required skills to teach in an inclusive classroom

- Use different activity based and stage specific learning methods and strategies in the class rooms.
- Incorporate the components of ICT in classroom transaction.
- Learn about school activities, scheme and programmes and their impact on children.
- Utilize the community resources for meaningful partnership between school and community.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For each student-teacher, internship should be conducted preferably in one school for the entire 15 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. However, internship period should not be reduced for the 'delivery' of a certain number of lesson plans, but should aim at meaningful and holistic engagement with learners and the school.

School Internship should be designed for interns to teach for 5 days per week for a minimum period of 16 weeks, including an initial phase of observing a regular classroom. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who may also be supported by general teachers. The intern will be required to develop unit plans for which she must choose and design appropriate activities. The minimum number of lessons to be delivered is 60 at two levels excluding Physical and Health Education classes. If a student practices teaching at different levels (upper primary, middle level, secondary and senior secondary) during the internship period, the minimum number of lessons to be delivered in a level should not be less than 15. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal *(Reflective Daily Diary) in which the intern will reflect on his/her practice and also attempt to draw linkages between pedagogy and the theory courses she/he has studied.

***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.

19. PRACTICAL EXAMINATION:

Practical examination will be conducted by External Examination Boards constituted by the University. The duration of examination in a college shall be three days for a unit of 50 students and four days for two units of 100 students.

One examiner for optional course and one examiner for physical & health education will conduct the practical examination. All the records/products of item 1 to 9 except 4 given below will be verified by the optional examiner. No separate examiners for audio visual education and measurement and evaluation. Examiner for Physical & health education will evaluate item no. 4. However the marks awarded internally for teaching competency, handling of health & physical education classes, learning aids and achievement tests and case study/action research only will be standardized by the board.

The Board shall observe and evaluate the teaching competency and other practical works of all candidates. All candidates should appear for a viva voce for optional and physical & health education. The chairperson of the Practical Examination board also will verify the records and conduct viva voce for selected candidates (10 to 15%) of an institution.

Assessment of Internship Activities

1. Regular Class room teaching delivery of 60 lessons	200 marks
2. Record of Practice Teaching	10 marks
3, Record of 5 Demonstration classes/ 8 Criticism classes	10 marks
4. Handling of Health & Physical Education Class	20 marks
5. Learning Aids	10 marks
6. Observation of 5 lessons of a regular teacher	10 marks
7. *Case Study/ Action Research	10 marks
8. Blue Print and Question Papers	10 marks
9. Working with School Programme	10 marks

(Arts Festival/Red Cross/Sports & Games, etc.)

***Case Study/Action Research**

All the student teachers must identify a topic during the second semester and make proposal for Action Research/ Case Study to be completed during the internship programme. The report shall be submitted for verification during the practical examination.

***Learning Resources**

ICT integrated learning aids, models and still models used during the internship are to be submitted for evaluation. Preparation and use of charts,

glass slides, and transparency sheets, etc. shall be minimized. Only eco friendly materials are to be used for making learning aids/resources.

20. ORGANIZATION OF EPC COURSES

All the EPC courses shall be organized as per the instructions/guidelines given in each syllabus. Some of the contents in the EPC courses, though outlined in a semester in the two year programme, need not be confined to that semester. Rich and varied experience across the semesters should be provided to students with the necessary credit hours gained throughout the programme. A record of the activities oriented towards the same may be beneficial in monitoring the EPC courses.

EPC 01: Reading and Reflecting on Texts: Forty contact hours shall be utilized for developing proficiency in reading, writing, speaking, etc. The course shall be conducted as per the guidelines given in the syllabus under the leadership of Language faculty members of the college. Students shall be directed to submit reading reflections after completing each reading assignment. These reflections not only encourage students to read more regularly, they also promote content mastery and foster student development of monitoring, self-evaluation, and reflection skills. Though Teacher Education Institutions have the freedom to select appropriate and relevant books for reading/writing/speaking activities, the activities shall offer opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

Criteria for awarding Marks

- | | |
|----------------------------------------------|------------|
| 1. Test | : 10 Marks |
| 2. Tasks on Narrative Writing | : 10 Marks |
| 3. Tasks on Expository Writing | : 10 Marks |
| 4. Tasks on Journalistic Writing | : 5 Marks |
| 5. Tasks on Educational Writing | : 5 Marks |
| 6. Tasks on Subject-related Reference Books: | 10 Marks |

EPC 02: Drama and Art in Education: The course on Drama and Art in Education needs to be conducted in the mode of workshops (minimum five days, preferably in two phases of 2 and 3 days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members

Criteria for awarding Marks

- | | |
|-------------------------------------|------------|
| 1. Workshop involvement | : 10 Marks |
| 2. Skill in Dramatization/Role Play | : 10 Marks |

- | | |
|-----------------------------------------------|------------|
| 3. Individual performance in arts (two items) | : 10 Marks |
| 4. Group performance in arts (two items) | : 10 Marks |
| 5. Documentation | : 10 Marks |

EPC 03: Critical Understanding of ICT: The course should enable prospective teachers to learn integrating technology tools for teaching learning material development, developing collaborative networks for sharing and learning. This course shall be integrated with every day teaching learning process and special training can be given through well equipped ICT labs in teacher education colleges under the guidance of faculty members. ICT learning materials are to be produced based on all courses.

Criteria for awarding Marks

- | | |
|--------------------------------------------------------------------------------|------------|
| 1. Test | : 10 marks |
| 2. Preparation of Power Point documentary (Individual task) | : 20 marks |
| 3. Handling of Class (Optional/General) by using ICT resources –one | : 10 Marks |
| 4. Preparation of Educational Video of 5 minutes duration (Individual product) | : 10 Marks |

Course EPC 04: Understanding the Self: The course shall be conducted in workshop mode, preferably in five phases giving weightage to each theme under the guidance of physical education director and other faculty members. **A Study tour** also shall be organized by the institution at their convenience as a part of the course, understanding the self.

Criteria for awarding Marks

- | | |
|-------------------------------------------------------------------------------|------------|
| 1. Workshop Involvement | : 05 Marks |
| 2. Assignment based on any theme of the paper | : 10 Marks |
| 3. Record of Activities including case study, biographies, reflective journal | : 10 Marks |
| 4. Reflective skills | : 10 Marks |
| 5. Test | : 10 Marks |
| 6. Field Trip/Study Tour | : 05 Marks |

ASSESSMENT OF EPC COURSES

All the EPC courses shall be internally assessed as per the criteria given above. *An institution shall form an **Internal Examination Cell** under the chairmanship of the Principal to regulate the internal assessment of EPC courses. All the faculty members and trained resource persons of the respective workshops shall be the members of the Cell. Participation of every student teacher is mandatory in all EPC courses. Individual record files be maintained as a record of activities by student teachers duly signed by teacher educators. The following direction shall strictly be followed to prevent inflation of marks in EPC courses. **The marks to individual students shall be distributed in such a way that the total marks for one EPC course shall not exceed 2000 for one unit of 50 students and 4000 for two units of 100 students.***

The Principal should submit an undertaking to the controller of examination stating that he/she has checked and verified the internal assessment of EPC courses and followed all the

instructions and guidelines given in the regulation and syllabi of respective courses in two year B.Ed Programme.

21. ORGANIZATION AND ASSESSMENT OF PHYSICAL EDUCATION PRACTICAL: GUIDELINES

SEMESTER I: PHYSICAL EDUCATION PRACTICALS:

30 MARKS (INTERNAL)

Programme Objectives:

Grading students on their fitness component may be holding them accountable for accomplishments beyond their control and is **NOT recommended**. The purpose of physical education practical component is to create an understanding of fitness concepts and what the tests measures. The programme should make student teachers aware of choices that impact their health. Students who understand and value good nutrition and physical fitness will be more likely to make better choices and develop lifelong habits that maximize health.

The student teachers have to get oriented with the procedure of fitness testing. The fitness testing can be done as a group work and the students need to create a database of fitness testing scores to create meaningful interpretation for the individual and group on the basis of created norms. A report with interpretation of the fitness levels should be prepared by the student teachers.

Assessment: Among the 30 marks allotted to the component, 10 marks are to be allotted for their understanding of fitness components and the testing procedures, 5 marks for their involvement and conduct of fitness testing; 10 marks are allotted for the report on the fitness score and its interpretation, and 5 marks are allotted for the fitness scores of the respective individuals.

Mode of Transaction

The programme delivery would involve lectures and demonstration on the fitness components, and their testing, participation in conditioning activities, practice of fitness testing, scoring and interpretation of the test scores. The interpretation of the fitness scores should create fitness awareness and lead the student teachers towards individualized fitness programmes.

Test Components

All the students have to be acquainted with three physical fitness or health related fitness among the following:

1. Coopers 12 minute run/walk test to assess the aerobic endurance or one mile run/walk test
2. Sit and Reach test to assess trunk flexibility or shoulder stretch to assess upper body flexibility
3. Pushups or modified pushups to assess muscular strength/endurance
4. Body Mass Index or percentage body fat using skin fold measurements

General Consideration on fitness testing and follow up:

- Student participation in conditioning activities.
- Instruction on test items.

- Assessment of fitness levels.
- Planning individualized fitness programs and setting goals.

SEMESTER 2

PHYSICAL EDUCATION PRACTICALS:

30 MARKS (INTERNAL)

Programme Objectives:

The programme is oriented towards involvement and participation of the student teachers in wholesome physical activities and sports and games including intramural and extramural competitions. The programme intends the students to active participation in at least one intramural/extramural competition in games and sports and at least one athletic event in the sports meet.

Assessment: Among the 30 marks allotted to the component, 20 marks are allotted for involvement and participation of the student teachers in intramural and extramural competitions; and 10 marks is awarded towards performance in intramural or extramural competition as follows.

Participation in one intramural games competition	: 5 marks
Participation in one athletic event	: 5 marks
Involvement in coordinating intramural games/sports	: 10 marks
Total	: 20 marks
First/Second or third Position in Extramural (Intercollegiate) competitions	: 10 marks
Participation in Extramural competition (intercollegiate)	: 8 marks
First Position in intramural competition	: 7 marks
Second Position in intramural competition	: 5 marks
Third Position in intramural competition	: 3 marks
(In case of performance, the highest achievement will be considered)	

SEMESTER 3

SCHOOL INTERNSHIP

HEALTH & PHYSICAL EDUCATION CLASSES:

20 MARKS

Programme Objectives:

The programme is intended in orienting student teachers towards handling of health and physical education classes in the schools. Minimum number of lesson to be delivered is one each during the internship period.

Assessment: Among the 20 marks allotted to the component, 10 marks will be allotted for the competency in handling physical education/health education class; and 10 marks will be allotted for viva voce

SEMESTER IV: PHYSICAL EDUCATION PRACTICAL

(10 marks Internal)

The student teacher has to either

- (i) Undergo a project on physical education relevant to topics on health, fitness, lifestyle, nutrition, common injuries, etc and prepare a report of the same.
- (ii) Prepare a record of physical education/health education with emphasis of relevant topics related to health and physical education in schools, nutrition, first aid, etc.

22. CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall have to secure 40% marks in each theory examination and 50% marks in Practicals, EPC courses and Internship programme to qualify. Separate minimum of 40% for theory external examination is essential. No separate minimum for internal examination (theory). The classification of results will be as follows.

(a) A candidate who qualifies for the B.Ed. degree, passing all the required courses of the four semesters, in 2 academic years 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 courses of the four semesters within 2 academic years 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) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 50% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. examination in second class.

If a candidate fails to secure minimum for pass, he/she shall be permitted to reappear for the course examination. But there will be no supplementary examinations. For reappearance /Improvement, the students can reappear along with the next batch.

23. PATTERN OF QUESTION PAPER:

1) For 80 Marks Papers

Time: 3 hours.

Maximum Mark. 80

Part -1. Answer **all** questions. Each question carries two marks (10 X 2=20 Marks)

Part – II Answer any **eight** questions. Each question carries five marks (8 X 5 =40 marks)

(Choice 8 out of 10)

Part – III Answer any two questions. Each question carries ten marks (2 X 10 = 20 marks)

(Choice 2 out of 3)

PART	Type of Question	Number of Questions	Marks
Part I	Short Answer Type	10	20
Part II	Short Essay Type	8/10	40
Part III	Essay Type	2/3	20
	Total	20	80

2) For 50 marks

Time: 2 hours.

Maximum Mark. 50

Part -I. Answer **all** questions. Each question carries one mark (6 X 1 =6 Marks)

Part -II. Answer **all** questions. Each question carries two marks (5 X 2=10 Marks)

Part –III Answer any **six** questions. Each question carries four marks (6 X 4 = 24 marks)

(Choice 5 out of 7)

Part –IV Answer any one question. Each question carries ten marks (1 X 10 = 10 marks)

(Choice 1 out of 2)

Part	Type of Question	Number of Questions	Marks
Part I	Very Short Answer Type	6	6
Part II	Short Answer Type	05	10
Part III	Short Essay/Problem solving Type	6/8	24

Part IV	Essay type	1/2	10
	Total	21	50

24. MONITORING COMMITTEE

The two year B Ed programme as envisaged by NCTE intends to offer theoretical components, practical inputs and experiences to transform prospective teachers into reflective practitioners. With course content being extended to two years across four semesters, it becomes necessary that institutions of teacher education meet the physical infrastructure and human resource requirements to meet the appropriate transaction of the curricular contents.

The institutions offering B Ed course should be keen in developing the necessary physical infrastructure necessary for transacting the curricular contents according to the units of allotment. Adequate classrooms for two batches, well equipped laboratories for optional subjects, psychology lab, technology lab and ICT resources, counseling cell, adequate playgrounds and facilities for physical education are essential requirements for effective curricular transaction. Therefore, a **University Level Monitoring Committee** including university officials and experts from the field of education shall be constituted to monitor the physical infrastructure and curricular transaction of the revised two year curriculum as part of good practice of ensuring quality teacher education programme.

25. GRIEVANCE REDRESSAL MECHANISM

Internal assessment shall be made very transparent. A student has all the rights to know how the teacher arrived at a grade. Students should be made aware of the modus operandi of assessment process and the criteria by the teacher concerned well in advance. The score indicating their level of performance in prescribed processes is to be published periodically. In order to address the grievance of students, a three level Grievance Redressal Mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed at the lower level.

Level 1 Teacher Level: the teacher concerned

Level 2 Department/College level committee with the Director/Principal as Chairperson, Convener of Internal examination cell and a teacher nominated by the Department/College Council as member.

Level 3 University Level: Committee constituted by the Vice-Chancellor

TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

Dr. Babu K

Ashraf TP

(Sd)

(Sd)

Chairman BoS in Education

Coordinator

SEMESTER- I

BED C 101: PSYCHOLOGY OF CHILDHOOD AND GROWING UP

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Rationale:

The purpose of this course is to equip the student-teacher with the background knowledge that one needs to develop an understanding of the school children and their socio-cultural contexts. This background includes a critical engagement with theories, as well as psychological issues in the world of children and adolescence. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context

Objectives

- To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood and adolescence.
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts; family, schools, neighborhoods and community.
- To analyze the major theories of intelligence as applied to a variety of educational settings.

- To develop an understanding of different theories of personality and to know the impact/influence of socio-cultural context in shaping personality, especially with respect to the Indian context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations, systematic data.
- Watching movies/ videos and holding discussions

Unit: I : Introduction to Perspectives on Development (8 Hours)

- 1.1 Concept and introduction to perspectives on development (Brief introduction) - Behaviouristic, Psychoanalytic, Cognitive, Humanistic, Neuro- Biological and Eco psychology.
- 1.2 Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span; socio-cultural contexts influencing development.
- 1.3 Principles of Growth and Development; Stages of Development (Infancy, Childhood, Adolescence).
- 1.4 Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods.

Unit- II: Physical, Social and Emotional Development (20 Hours)

- 2.1. Physical Development- Gross and fine motor development skills.
Role of parents and teachers in providing opportunities for physical-motor

development; developmental tasks.

- 2.2. Psycho-social Development (Erikson); influence of early childhood experiences on later personality. Moral Development – perspective of Kohlberg: cultural variations in moral reasoning.
- 2.3. Cognitive Development – (Piaget & Bruner); Language Development- Stages— Chomsky and Vygotsky.
- 2.4 Childhood and adolescence in the context of poverty, globalization and adult culture; Commonalities and diversities within the notion of childhood and adolescence and how multiple childhoods and adolescence are constructed with particular reference to the Indian context. Adolescence: Aspirations challenges and problems.

UNIT III: INDIVIDUAL DIFFERENCES AMONG LEARNERS (12 hours)

- 3.1. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- 3.2. Differences in learners based on predominant 'learning styles'.
- 3.3. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- 3.4. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

Unit- IV: Intelligence (20 hours)

- 4.1. Intelligence – Meaning and Definition
- 4.2. Theories of Intelligence: Spearman, Thurston and Guilford. Gardner's theory of Multiple Intelligence; how Multiple Intelligences theory defines and describes intelligence; the ways in which Multiple Intelligences theory can support teaching and learning practices
- 4.3. Concept of Emotional Intelligence and Sensory attractive natural **eco-intelligence**.
- 4.4. Measurement of Intelligence- kinds of Intelligence tests.

- 4.5. Exceptional Child; Educational Planning for the Individual learners; Learning Disabilities- Types, Planning and Remedial Measures.

Unit- V: Personality (20 hours)

- 5.1. Definition and basics of personality.
- 5.2. Major theories on personality development: Freud, Jung, Adler, Allport, Cattell, Carl Rogers and Eric Berne.
- 5.3. Factors influencing development of Personality- Genetic and Environmental.
- 5.4. Adjustment and Mal-adjustment, defense mechanisms, mental health and mental hygiene.

Suggested Tasks/Assignments

Task 1. Students collate about ten newspaper articles that involve issues of parenting and childhood, analyze these and hold discussions.

Task 2. Case Study Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3. Students watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

References:

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education.
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.

6. Aggarwal. J.C (1995) Essential Educational Psychology, New Delhi : Vikas Publishing House Pvt. Ltd.
7. Baron, Robert A (1999) Social Psychology, New Delhi : Prentice Hall of India
8. Berne, Eric (1964) Games People Play, USA : Penguin Books.
9. Berne Eric (19072) What do you say after you say Hello California : Corgi Books.
10. Bhatia, H.R (1977) Textbook of Educational Psychology, New Delhi: The McMillan company of India Ltd.
11. Chauhan, S.S (1988) Advanced Educational Psychology, New Delhi, Vikas Publication.
12. Dandapani S. (2001) A Textbook of Educational Psychology, New Delhi: Anmol Publication

Online Resources

www.allpsychology.com

www.apa.org

www.psychology.org

www.psychcentral.com

www.psypress.com/developmentalpsychology

www.socialpsychology.org

www.study.com

www.teachpsychology.org

SEMESTER I

BED C 102: CONTEMPORARY INDIA AND EDUCATION

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives of the course:

The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education.

- To enable student-teachers to engage with studies on Indian society and education
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in the society and its implication for education.
- To construct and develop a comprehensive and critical understanding among the student teachers about the policy frame work for public education in India.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

Unit-I: Social Diversity: Diversities in traditional society -Vedic and epic Period, Medieval society -Muslim period and modern Society – Advent of the Europeans to the present society - Different levels of diversities – Individual –Regional –Religious –caste and linguistic diversities - Diverse Knowledge and experience base - diversified demands from education-Sensitizing India as a land of diversity –Strategies to attain harmonious living in a diversified Society- Culturally responsive pedagogy – Its significance and relevance in the present Indian context.

Unit II: Indian constitution and Education:- Preamble –Fundamental rights – Directive Principles of State Policies- Their implications in the current context -Article 45 and 30 (1) – Constitutional values and aims of the education.

Issues related to inequality, discrimination and marginalization- Its impact on the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

Unit III: Universalization of Education and Constitutional provisions- (Article 30(1)) ,Right to Education India Act of 2010. Inequalities- caste-colour-backwardness –cultural, Social and economic backwardness. Discrimination and marginalization- Its Impacts on achieving constitutional values. Positive Discrimination- Constitutional amendments. Child right and Child Labour -Recent amendments.

Unit IV : Policy frame work for public education in India- Comprehensive understanding of different education commissions and reports in pre independent and post independent India – Kothari Commission – Recommendation, National policy of education, NPE of 1986 and after- Reports and policies. Significance of recommendations these reports in contest of Liberalization, Privatization and globalization. Different schemes for Education in India- Naithalim, Wardha Scheme, SSA, RMSA, RUSA, Knowledge Commission reports

Unit V: Educational Development in India- Planned educational Development in India - Financing of Education in India- National level and state level financing- Pressure exerted by different stake holders on education- Community, religion, political, governmental and non governmental agencies.

Unit VI: Education of the marginalized:- Dalits, Women, Socially and culturally marginalized. Alternative education movements in India, KANFED, Mahila Samakhya , De-Schooling movements and literary movements in India and Kerala

Unit VII: Language Policy for education :- Basic education and mother tongue - the constitutional provisions of Medium of Instruction- three language formula. Debates on colonial language policies. Multi- lingual education.

Unit VIII : Modern Paradigms in Pedagogy and curriculum , Pedagogical shifts across the world- constructivism and issue based Pedagogy- Four pillars of Education - issues in education in the context of urbanization, plebinisation, Privatization and stratification of education in India and World.

Unit IX: Education for Building a New Nation- Different program for eradicating inequalities- gender, Caste and class. Mid day meal programme- Its social and ideological implications- significance of the Supreme Court order, Right to food campaign. Education for Nation Building.

Suggested Tasks/Assignments

- Group work : Prepare a short film/presentation of five minutes duration for combating any of the social evils in our society
- Conduct a study on issues of socially and culturally marginalized people of the locality.

References:

- Apple, M.W., Au, W., & Gandin, L.A. (2011). *The Routledge international handbook of critical education*. Taylor & Francis.
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.
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- Ghosh, S.C. (2007). *History of education in India*. Rawat Publications.
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education*. GOI.
- GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992).
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- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
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- NCERT. (2005). *National curriculum framework*. NCERT.
- NCERT. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- Parekh, B.C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.
- Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
- The PROBE Team. (1999). *Public report on basic education in India*. Delhi: Oxford University Press.
- UNESCO;1989 UN convention on the rights of the child.
- UNESCO 2006; UN convention on the rights of person with the disabilities.

UNESCO 2009; Policy guidelines on inclusion in Education.

Zastoupil, L., & Moir, M. (1999). *The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843*. Psychology Press.

SEMESTER- I

BED C 103: LANGUAGE ACROSS THE CURRICULUM

Hours of Instructions: 50 Hours

Maximum Marks 60 (50 External+10 Internal)

Rationale and Aim

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language and content are closely interrelated-content subjects provide context for language learning while effective language development facilitates learning of content subjects. Consequently, all teachers are encouraged to participate in developing language skills and competences within their fields of responsibility and thus contribute to a school *learning* policy as a whole. The primary objective of this paper is to make prospective teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation and make them globally competent.

Objectives:

To help the students to:

- Improve language proficiency and understanding of academic content.
- Know the function of Language, the language background of children and how children use language as a tool.
- Understand the nature of different class room discourses
- Understand the nature of reading comprehension in the content areas.
- Develop strategies for using oral language in the class room
- Understand how oral and written language can be used in the class room to ensure optimal learning.

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers/case studies
- Project Method
- Participatory transaction by building them around responses of students.
- Giving Students opportunities to go through experiential process for transacting some topics such as process writing, reading, speaking, etc.

Units of Study

Unit 1: Language Across the Curriculum: A Conceptual Discussion **8 hrs**

- 1.1. Language Across the Curriculum- meaning need and benefits
- 1.2. Principles and practices of LAC approach in class rooms
- 1.3. Language and Communication skill - language and thinking process-
Language as a tool for conceptualising/thinking
- 1.4. Role of content subject teachers and language Teachers in LAC

Unit 2: Language and Teacher **15 hrs**

- 2.1. Importance of teacher language-criteria of good teacher language-elements
contributing to good teacher language (speed, vocabulary, structure, content,
flexibility)
- 2.2. General Class room language of teacher- praising students, saying a student is
wrong, encouraging students after they have given answers, encouraging students to
speak, beginning and ending of lessons, marking stages of a lesson, class room
organization, eliciting answers/ explanations , clueing, giving instructions for pair/group
work, instructions for home assignments, checking understanding, instruction for tests
and examinations, etc.

Unit 3: Language and Children **05 hrs**

- 3.1. Language acquisition and language learning- Myth and reality

3.2 Home language and school language; the power dynamics of the 'standard' language as the school language vs. home language or 'dialects.

3.3. Listening-strategies to help students in listening; subject related listening activities

3.4. Speaking-Strategies to help students in speaking; discussion as a tool for learning;

3.5. Deficit Theory (Eller , 1989), Discontinuity theory

3.6. Importance of giving students a list of class room expressions-asking for repetition, asking for clarification, making requests, asking for feedback, asking for permission, apologizing, group work/pair work, etc.

Unit 4: Language Development and Reading

12 hrs

4.1 Reading as a Source for Language Development-Different Levels of Reading-Literal-Interpretive-Critical-Creative

4.2. Different Types of Reading- Detailed- Skimming- Scanning- Reading strategies for children- note making and summarizing

4.3. Strategies for improving reading- *Making use of typographic*

clues (italics, bold faced print)--*Making use of patterns of knowledge*

(description, sequence, comparison and contrast, cause and effect,

definition, classification, hypotheses, exemplification and evaluation)

Making use of graphics—tables, bar graphs, line graphs, pie charts, flow charts, pictographs, maps, photographs, cartoons, time lines, etc--*Making use of information transfer activities*

SQR3-Survey, Question, Read, Recite and Review: Use of SQR3 in different subjects.

Unit 5: Language and Writing

10 hrs

- 5.1. Difference between Spoken Language and Written Language
- 5.2. Types of Writing: Expository, Descriptive, Persuasive, Narrative-Fictional and Nonfictional- Freelance Writing and its Areas
- 5.3. Analyzing children's writings to understand their conceptions;
- 5.4. Projects for developing writing: Teacher's involvement-sources of information-forms of presenting information, Techniques for designing a questionnaire, techniques for conducting interview- guidelines, report writing- techniques; oral presentation techniques.
- 5.5. Useful websites for all subjects

Suggested Tasks/Assignments

- Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression. Submit a detailed report.
- Prepare plans of subject specific class room language Tasks/Assignments
- Preparation of Brief Autobiography
- Preparation and Presentation of Speeches

Reference

1. Agnihotri, R.K. (1995). Multilingualism as a Classroom Resource.
2. Anderson, R.C. (1984). *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdole, NJ: Lawrance Erlbaum Associates.
3. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London, UK: Paul Chapman, 175-210.
4. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
5. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
6. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press.
7. Morgan, J. & Rinvolucris, M. (1983). *Once upon a time: Using stories in the*

language classroom. Cambridge: Cambridge University Press.

8. Nancy Martin, "Language across the Curriculum: A Paradox and Its Potential for Change," *Educational Review*, Vol 28, No. 3 (June 1976), pp. 206-219.
9. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.

Online Resources

1. www.clacconsortium.org/
2. www.languagesacrossthecurriculum.com/
3. www.onestopenGLISH.com
4. www.slideshare.net
5. www.thefacultylounge.org

SEMESTER I

BED P 101.1: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ARABIC

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

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

- *Acquaint with the meaning, nature and characteristics of language*
- *Familiarize with the nature, roles, and scope Arabic Language and its status in the Present day world.*
- *Familiarize with Taxonomy of Educational Objectives*
- *Develop an insight into the symbiotic relationship between curriculum, syllabus and text books.*
- *Develop the competencies and professional qualifications for teacher in the present scenario.*
- *Identify methods, approaches, materials and new trends for teaching Arabic at various levels*
- *Develop the ability to apply theories related to Language teaching*
- *Familiarize with the approaches, methods & techniques and develop the knowledge of acquisition of basic language skills*
- *Update Knowledge of current approaches, methods and strategies*
- *Develop the ability to choose the most suitable approaches, methods & strategies for classroom teaching*

MODE OF TRANSACTION

Lecture, Group learning, Seminar, Discussions, Debate, Practice & observation, Workshop,

Practical sessions, CAI

UNIT 1: GENERAL INTRODUCTION TO ARABIC LANGUAGE EDUCATION 6 Hrs

- Language : Nature, meaning & definitions, characteristics and functions
Language and Culture, Role of family and community as a resource in language acquisition
- 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
- Arabic Language in Kerala

UNIT 2: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE 8 Hrs

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

UNIT 3: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION (6 Hrs)

- Curriculum: Meaning, Definition and principles
- Approaches to curriculum construction
 - Curriculum and syllabus, Types of Curriculum, language curriculum
 - Criteria for selecting curriculum content
- Modern Trends in Curriculum Construction:
 - Life Centered- Learner centered, - Activity centered, Issue Based, problem posing, Process oriented
 - NCF (2005), KCF (2007)
 - A Critical review of Arabic Curriculum of state schools of Kerala

UNIT4: LANGUAGE ACQUISITION (6hrs)

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

Creative writing

- Reference & Study Skills: Dictionaries & Encyclopedias, Online references

UNIT 5: THEORETICAL BASES OF TEACHING ARABIC LANGUAGE: (12hrs)

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

UNIT 6: METHODS & STRATEGIES OF TEACHING ARABIC LANGUAGE (12 Hrs)

- **Approaches, Methods, strategies and techniques of teaching**
- 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 skill, Techniques of teaching reading
Methods and techniques of teaching Writing skill,
Techniques of teaching writing, Dictation, Creative writing, Editing Process
- **Modern Strategies in language teaching & learning**
Collaborative Learning & Co-operative Learning
Workshop, Seminar, Symposia, Debates
Video conferencing
E-learning, Blended Learning, Virtual Learning
E-tutoring, Discourse based teaching and learning
Addressing Individual differences in teaching and learning:
Multiple level learning, Learning disabilities.

SUGGESTED TASKS/ASSIGNMENTS

- Seminar on scope of Arabic language in the present-day world
- Assignment on problems of learning Arabic in multi lingual-plural society.

READING & REFERENCE LIST:

Arabic :

1. Abdullah al Amiri, Dr. Al Muallim al Najih; Dar Usama li -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 Mahmood ; Dar alsaqafa, Qatar
5. Thareeqathu Thadreesi Wa stratejiyyathuhu: Dr Muhammed Mahmood al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
6. Al Mawajjah Al Fanni LiMudairisee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
7. Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
8. Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
9. Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
10. Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaalum: Dr. Muhammed Assam Tharbay , Dar Hammurabi llnashri wa thouzeea
11. Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashri wa thouzeea
12. Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
13. The systematic Design for Instruction: Dick,W& L(1990)
14. Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya liltthibaa
15. Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
16. Al thadrees wa Iadad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr al Duwali
17. Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
18. Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
19. Madkhal Ila Tharbiya al muthamayyizeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
20. Thaqniyyath al thaaleem(Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaalum: Badar Salih
21. Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya liltbuhuzu thabaviyya wathadreeb

22. Al tharbiya wa thuruqu thadrees: Salih Abdul Azeed & Abdul Azeed Abdul Majeed; Dar al Maarif, Al Qahira
23. Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
24. Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiyya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot

English :

25. Bruce Joyce & Marsha weil, Models of Teaching:
26. Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
27. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.
28. Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.
29. Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.
30. Jack C. Richards, and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.
31. Norton, Donna E (et al.) (1999). Language Arts Activities for Children. Prentice Hall, New Jersey.
32. Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.
33. Seeley, John (2003) the Oxford Guide to Writing and Speaking. Oxford University Press.
34. Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.

Journals:

35. Current Perspectives in Teaching the Four Skills by ELI HINKEL Seattle University Seattle, Washington,
36. United States TESOL QUARTERLY P 110-131
37. Majalla : Al waiyul Islami
38. Majalla : Al Baas al Islami

Online resources:

39. *Activities for developing skills*
40. <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
41. *Current trends in Teaching Listening and Speaking by Jack. C. Richards*
42. www.oup.com/elt
43. http://www.asian-efl-journal.com/Sept_06_ro.php
44. *BBC World Service: Learning English*
<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
45. *FRET (Free Resources for English Teaching)*
<http://www.english-teaching.co.uk/>
46. *Learning Brain-based way*
47. <http://languagelab.com.sg/faq.php>
48. *The Essentials of Language Teaching*
49. <http://www.nclrc.org/essentials/index.htm>
50. <http://www.languageinindia.com/april2002/tesolbook.html>

51. Task-Based Language Teaching and Learning: An Overview

SEMESTER I

BED P 101.2: UNDERSTANDING THE DISCIPLINE AND SUBJECT-COMMERCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Suggested Mode of Instruction:

Participative Discussion, Seminar, Assignment, Brain Storming, Buzz Session, Projects and Related reading.

INSTRUCTIONAL OBJECTIVE	CONTENT	SUGGESTED TASKS
<p>To develop insight on the nature, scope and values of commerce.</p> <p>To develop understanding about the aims and objectives of teaching commerce at higher secondary level</p> <p>To get acquainted with the relationship of commerce with other subjects.</p>	<p>1.1 Commerce as an Emerging Discipline</p> <ul style="list-style-type: none"> • Meaning, nature, scope, significance and uniqueness of commerce • Areas of commerce – Key concepts in Commerce • Values of teaching commerce • Commerce Education- nature and scope – Significance of commerce education in the context of changing context- Evolution of Commerce education in India <p>1.2 Aims and Objectives of Teaching commerce</p> <ul style="list-style-type: none"> • General aims and objectives of teaching commerce at higher secondary level. • Recommendation of Various Committees and Commissions on Commerce Education <p>1.3 Commerce and other subjects Integration of other subjects with commerce.</p>	<p>Discussion on vision of teaching commerce at higher secondary level.</p> <p>Reading of NCF and NCERT Inservice teacher education manual for teachers and teacher educators in commerce.</p> <p>Cite examples for integration and correlation of commerce with other subjects.</p>

<p>To be competent in the various aspects of curriculum construction and evaluation</p>	<p>(6 Hrs)</p> <p>2.1 Commerce Curriculum</p> <ul style="list-style-type: none"> • Meaning and definition of curriculum • Types of curriculum <p>2.2 Principles of curriculum construction</p> <p>2.3 Approaches of organizing commerce Curriculum</p> <p>2.4. Curriculum Evaluation</p> <p>2.4. Commerce curriculum in different countries</p> <p>(4 Hrs)</p>	<p>Critical analysis of higher secondary commerce curriculum. (NCERT/CBSE/ SCERT)</p>
<p>To identify relevant psychological theories and its application in the teaching of commerce</p>	<p>Learning Theories and the teaching of commerce</p> <p>3.1 New perspective of teaching Subjects Commerce - approaches and Strategies based on NCF and KCF</p> <p>3.2 Piaget, Burner, Dewey, Vygotsky, David Ausubel, Howard Gardner – their theories and its influence in curriculum and learning process</p> <p>3.3 Role of teacher & learners in different Learning Approaches – Behaviorist &, constructivist</p> <p>(15 Hrs)</p>	<p>Role of teacher – Mediation, modeling and coaching , to be discussed in groups. Identify contexts where this is possible.</p>
<p>To achieve mastery over instructional strategies, methods and techniques for teaching commerce</p>	<p>Approaches, Techniques and Methods of Teaching Commerce</p> <p>4.1 Approaches</p> <ul style="list-style-type: none"> • Didactic – teacher initiated -Lecture , Descriptive, Demonstration and expository methods • Socratic – interactive method- Question answer • Facilitative – Learner initiated – Co operative & collaborative learning • Investigative- experience based- Guided discovery, Survey, Heuristic <p>4.2 Techniques</p> <ul style="list-style-type: none"> • Role play • Dramatization • Brainstorming • Buzz Session 	<p>Discussion and presentation of detailed report of the Guidelines, Principles, merits and demerits of each approach/ technique/ method.</p>

	<ul style="list-style-type: none"> • Jigsaw • Simulation • Business Quiz • Drill <p>4.3 Methods</p> <ul style="list-style-type: none"> • Lecture • Discussion • Case study/ Case Method • Project • Problem Solving • Inductive- Deductive • Socialised- Panel discussion, Symposium, Workshop, Forum • Seminar <p>4.4 Strategies specific to commerce teaching</p> <ul style="list-style-type: none"> • Oral – debate, extempore speech • Written- articles, poster • Analysis and Interpretation of graphs, reports, business news • Assignment • Independent work- observation, small projects • Business games- puzzles, <p>4.5. Approaches to Learning Accountancy (15 Hrs)</p>	Discussion on commerce related strategies and suggested approaches in teaching of accountancy.
To use different instructional materials for commerce teaching	<p>Resources for teaching/ learning commerce</p> <p>5.1 Reference Materials – Business magazines, Newspapers, Reports, Articles, Periodicals</p> <p>5.2 Text book and Hand book</p> <p>5.3 Open education resource- use of internet, inflienet .</p> <p>5.4 Commerce Laboratory</p> <p>5.5 Commerce library</p> <p>5.6 Item bank/Question bank</p> <p>5.7 Educational CDs</p> <p>5.8 Commerce club/association</p> <p>5.9 Community Resources – Banks, insurance companies, cooperative stores , industry/firm etc.</p> <p>(6 Hrs)</p>	Discussion on ways of utilizing various resources and their advantages to learning.
To acquaint with the various social issues	6.1 Current affairs in commerce teaching	Identification of and debating on the

<p>and challenges in the society.</p> <p>To develop an appreciation of the role and significance of commerce in achieving national integration and</p> <p>fostering international understanding.</p>	<p>6.2 Controversial issues in business field</p> <ul style="list-style-type: none"> • Impact of Policies/Tax/trade agreements • Amendments in Laws/Acts <p>6.3 Fostering national integration and international understanding</p> <p>(4 Hrs)</p>	<p>various issues and challenges in business field.</p>
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References:

(Common)

Gronlund, N.E. (1985). *Stating Objectives for Classroom Instruction* (3rd ed.). New York: Macmillan.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged). New York: Longman.

Block, H. James. (1971). *Mastery Learning: Theory and Practice*. New York: Holt, Rinehart and Winston, Inc.

Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: Longman.

Boynton, Lewiv, D. (1970). *Methods of Teaching Book Keeping and Accounting*. Ohio: South Western Publishing Company.

Carey, M. Lou. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon, Inc.

Ebel,L& Frisbie, A. (1991) *Essentials of Educational Measurement*. New Jersey: Prentice Hall.

Hall, G.E & Jones, H.L. (1976). *Competency Based Education: A Process for the Improvement of Education*. New Jersey: Prentice Hall.

- Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain*. N.Y: David McKay Company, Inc.
- Joyce, Bruce & Weil, Marsha. (1999). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Limited.
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- Lowman, J. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.
- Satlow, I.D. (1964). *Teaching of Business Subjects Effectively*, New York: Prentice- Hall Inc.
- Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). *Methods of Teaching Business Subjects*, New York: McGraw-Hill book Company
- UGC. (1998). *Report of the Curriculum Development Centre in Commerce*. New Delhi: UGC.
- Verman, M. M. (1979). *Method of Teaching Accountancy*. New York: McGraw Hill.
- Boynlon. L.O. (1995). *Methods of Teaching Book-Keeping*, Cincinnati : South Western Pub. Company.
- Green. H.L. *Activities Hand Book for Business Teachers*. Mc.Grow Hill Book Co.
- Khan. M.S. *The teaching of Commerce*. New Delhi: Sterling Publishers.
- Lynn Erikson. H. (1998). *Concept based curriculum instruction*. India: Sage Publications.
- Nodan & Haydon. *Principles and Problems of Business Education*. Cincinnati: South Western Pub.
- Sinj. M.N. & Maheswari. S.B. (1975). *Methods and Techniques of Teaching Commerce Subjects*. Delhi: Young men & Co.,
- Tonne. HA (1960). *Principles of Business Education*. New York: Me. Graw Hill Book Col. Gregg Division Company.

SEMESTER I

BED P 101.3: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ENGLISH

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

After completion of course the student teacher will be able to

- *acquaint with the meaning, nature and characteristics of language education*
- *familiarize with the nature, roles, and scope English Language and its status in the Present day world.*
- *familiarizes with Taxonomy of Educational Objectives*
- *develop an insight into the symbiotic relationship between curriculum, syllabus and text books.*
- *develop the competencies and professional qualifications for teacher in the present scenario.*
- *identify methods, approaches, materials and new trends for teaching English at various levels*
- *develop the ability to apply theories related to Language teaching*
- *familiarize with the approaches, methods & techniques and develop the knowledge of acquisition of basic language skills*
- *update Knowledge of current approaches, methods and strategies*
- *develop the ability to choose the most suitable approaches, methods & strategies for classroom teaching*

MODE OF TRANSACTION

Lecture, Group learning, Seminar, Discussions, Debate, Practice & Observation, Workshop, Practical sessions, CAI, Assignment, Brain Storming, Buzz Session , Projects and Related reading.

UNIT 1: GENERAL INTRODUCTION TO ENGLISH LANGUAGE EDUCATION

Language: Nature, meaning & definitions, characteristics and functions

Language and Culture, Role of family and community as a resource in language acquisition

Basic Concepts: Morphology, Phonology, Syntax, semantics.

First Language, Second Language & Foreign language

English as a Second language & foreign Language

Nature and Scope of English Language

Need & Significance of English Language teaching and learning

Problems of learning English as a second language

English Language in Kerala

Difference between Oral and Written language

UNIT 2: AIMS AND OBJECTIVES OF TEACHING ENGLISH 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 English Language

UNIT 3: CURRICULUM DESIGNING IN ENGLISH 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 posing,

Process oriented

NCF (2005), KCF (2007)

A Critical review of English Curriculum of state schools of Kerala

UNIT 4: LANGUAGE ACQUISITION

Acquisition v/s Learning

Language Skills: LSRW

Receptive skills & Productive skills

Listening skill; Significance of listening

Speaking skill: Importance of speaking, Pronunciation

Reading skill: Importance of reading skill

Loud Reading, Silent Reading

Intensive reading, Extensive reading

Skimming and scanning

Writing Skill: Importance of writing skill

Types of writing, Characteristics of good handwriting

Creative writing

Reference & Study Skills: Dictionaries & encyclopedias, online references

UNIT 5: THEORETICAL BASES OF TEACHING ENGLISH LANGUAGE:

Application of Psychological Theories & Principles:

Behaviourism, Cognitivism, Constructivism, Social constructivism,

Chomskyan Concept :(LAD & Universal Grammar),

Krashen's Hypothesis

Models of Teaching: Basic Concepts, families and Properties:

Syntax, Social System, support system, principles of reaction, Instructional &

nurturant effect

Designs based on different Models of Teaching

Synetic Model

Approaches, Methods, strategies and techniques of teaching

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

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 skill, Techniques of teaching reading

Methods and techniques of teaching Writing skill,

Techniques of teaching writing, Dictation, Creative writing, Editing Process

Modern Strategies in language teaching & learning

Collaborative Learning & Co-operative Learning

Workshop, Seminar, Symposia, Debates
 Video conferencing
 E-learning, Blended Learning, Virtual Learning
 E-tutoring, Discourse based teaching and learning
 Addressing Individual differences in teaching and learning:
 Multiple level learning, Learning disabilities

SUGGESTED TASKS/ASSIGNMENTS

Seminar on scope of English language in the present-day world
 Assignment on problems of learning English in multi lingual-plural society.

READING & REFERENCE LIST (common)

English:

Anandan K L. (2006). Tuition to Intuition – The Constructivist Perspective on Second Language Pedagogy , TRANSCEND: Malappuram, Kerala

Bruce Joyce & Marsha wail, Models of Teaching:

Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.

Doff, Adrian. (2008) Teach English: A Training Course for Teachers. Cambridge University Press.

Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.

Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.

Jack C. Richards and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.

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

Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.

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

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

Online resources:

Activities for developing skills

<http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>

Current trends in Teaching Listening and Speaking by Jack. C. Richards

www.oup.com/elt

http://www.asian-efl-journal.com/Sept_06_ro.php

BBC World Service: Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

FRET (Free Resources for English Teaching)

<http://www.english-teaching.co.uk/>

Learning Brain-based way

<http://languagelab.com.sg/faq.php>

The Essentials of Language Teaching

<http://www.nclrc.org/essentials/index.htm>

<http://www.languageinindia.com/april2002/tesolbook.html> *Task-Based Language Teaching and Learning: An Overview*

SEMESTER I

BED P 101.4: UNDERSTANDING THE DISCIPLINE AND SUBJECT-HINDI

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the Course

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

- Understand the different roles, status and the nature of language
- Reflect on the cultural supremacy of language
- Understand the different roles of language
- Understand the science of language such as grammar, phonetics etc.
- Develop an understanding the nature of language system
- Understand the different constitutional provisions and policies of language especially Hindi as a national language.
- Develop on insight into the symbiotic relationship between curriculum and syllabus.
- Identify methods, approaches, materials and new trends for teaching Hindi at various levels especially in the Kerala context.
- Understand the competencies and professional qualifications for teacher in the current scenario.

MODE OF TRANSACTION

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & observation, Workshop, Practical sessions, CAI.

Unit I : GENERAL INTRODUCTION TO LANGUAGE LEARNING AND NATURE OF HINDI LANGUAGE

- **Language:** Meaning and definition - Importance of language in social life – Language a vehicle of cultural heritage - multi-culture awareness and language teaching.
- **Nature and Structure of Hindi Language:** Sentence, meaning – Basic concepts in phonology, morphology, syntax and semantics.

UNIT II: LANGUAGE EDUCATION – CONSTITUTIONAL PROVISIONS, POLICIES, RECOMMENDATIONS, POSITIONS AND ROLE OF HINDI LANGUAGE IN INDIA AND KERALA CONTEXT

- Position of Languages in India; Articles 343 – 351 , 350 A; Kothari Commission (1964 -66); NPE – 1986; POA – 1992 ; National Curriculum Framework – 2005) language education)
- Before Independence and After Independence, Hindi as a mother tongue second language, National Language, official language , Hindi as a Link Language, Position of Hindi in Kerala – Three Language Formula. Challenges of teaching and learning Hindi.

UNIT III: CURRICULUM DESIGNING IN HINDI LANGUAGE EDUCATION

Understanding the concept of curriculum, basis, Principles of curriculum construction, types of curriculum, scope and limitation of existing school Hindi language curriculum (with reference to NCF 2005). Modern trends of curriculum construction.

UNIT - IV: TEACHER AS A REFLECTIVE PRACTITIONER:

- Teaching as a profession, teacher as a facilitator, scaffolder, mentor, reflective practitioner.
- Pre – service, in-service training programs for quality improvement – Seminars workshops, Panel discussions, Field trips, projects etc.

UNIT V: INNOVATIVE THEORIES AND APPROACHES FOR LANGUAGE EDUCATION (MT &SL)

- Philosophical, social and psychological bases of approaches to Language acquisition and Language learning: principles and maxims, inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
- A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES: Grammar translation method, Direct method, Structural – situational method, Audio – lingual method, Natural method; Reciprocal teaching, project method-play way method,

co-operative learning – collaborative learning, Dr. West's new method, Merits and demerits.

SUGGESTED TASKS/ASSIGNMENTS

Seminar on role of national language/ lingua franca in a multi-linguistic society, assignment on three language formula.

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
3. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
4. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
5. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
6. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
7. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
8. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
9. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
10. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
11. Longman. Dakin, J. (1973). The Language Laboratory and Language Learning. London: Longman.
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13. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
14. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
15. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam.Ludhiyana: Prakash Brothers Publishing.
16. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
17. Passi, B. K. (1976). Becoming a Better Teacher : Micro teaching approach. Ahmadabad: Sahitya Mudranalaya.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.

19. TiwariBholanadh.(2006). RajbhashaHindi.NewDelhi: Prabhat Publication.
20. Ur, Penny. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
21. Ur, Penny. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press.
22. Widdowson HG(1982) ; Teaching language as communication. OUP, London
23. Wright, A. (1977). Visual Material for the Language Tteacher. London: Longman.
24. Acharya Sithram Chathurvedi. Bhasha Ki Siksha.
25. Dr. Sreedharanantha Mukherji. Rashtra Bhasha Ki Siksha.
26. P.G. Kamath, Anya Bhasha Sikshan Eak Bhasha Vajanik Drishty.
27. K.M. Siva Ram Sharma. Hindi Sikshan Kala.
28. Bhai Yogendra Jit. Hindi Bhasha Sikshan.
29. Shri Satyanarayan Thripadi. Hindi Bhasha Aur Lipi Ka Aithihasic Vikas.
30. Dr. Ramakant Padak and Dr. Bnhagugadh Deekshi, Adhunik Hindi Vyakaraan Aur Reehana.
31. Nanda Bulare Baj Peyi, Sahitya Sushama.

SEMESTER I

BED P 101.5: UNDERSTANDING THE DISCIPLINE AND SUBJECT-KANNADA

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

- Understanding and criticizing the meaning and importance of mother tongue in education.
- Nature and importance of Kannada language.
- Aims and objectives of Kannada teaching.
- Methods and techniques of Kannada teaching.
- To understand the approaches of Kannada teaching.

Unit 1: General Introduction to Kannada language

- 1.1 Meaning, definition, nature and importance of Kannada language.
- 1.2 Kannada language: as a first, second and third language in education.
- 1.3 Meaning and importance of mother tongue.
- 1.4 Three language formula and Gokakh varadi.

Unit 2: Aims and objectives of Kannada language

- 2.1 General objectives of Kannada teaching
- 2.2 Specific objectives of Kannada teaching; knowledge, understanding, expression and emotion.
- 2.3 Curriculum: Nature, meaning and types; Importance in language;
- 2.4. Modern curriculum.

Unit 3: Methods and techniques of Kannada teaching

- 3.1 Meaning and importance of Kannada teaching.
- 3.2 Scope of Kannada B.Ed course.
- 3.3 Traditional and modern methods in Kannada teaching.

3.4 Question answer method, Story method, Discussion method direct method, supervised method and play-way method; Meaning nature, merits and demerits.

Unit 4: Principles approaches of Kannada teaching

4.1 Blooms taxonomy of educational objectives with special reference to Kannada.

4.2 Structural approach and communicational approach.

4.3 Language psychological principles; Behaviouristic, cognitive and constructivist approaches.

4.3 Easy to difficult, simpler to complex, known to unknown.

SUGGESTED TASKS/ASSIGNMENTS:

1 Collect two language games each to practice vocabulary and grammar.

2 Project based on Kannada language

3 Conducting class room seminars

REFERENCES:

1. Kannada bhasha shastra- Daravadakar R. A
2. Bhashe mattu bhasha vijyana- Kempegaowda K
3. Bhasha vijyanada moolatatvagalu- Chidananda moorty M
4. Chandashastra- Karki D S
5. Chandassu- Venkatachala shastri T. V
6. Hosagannada bhasha bhodane- Anantarama R
7. Kannada bhasha tatwa mattu bhodana marga- Anasooya V
8. Bhashe mattu kannada bhasha bhobane- Obalesha gatty.
9. Kannada bhodane- KrishnappaS
10. Shalegallally Kannada bhodhane- Pandytha C Krishna
11. Kannada nudi bhodhane- Ramana B. V
12. Kannada bodhane kelavu vicharagalu- Mahabaleshvara Rao
13. Kannada kaipidi- T N shreekanthayyya
14. Bhashe- Vishwakosha mysoor
15. Prauda shalegallally Kannada bhodhane- Mahabaleshvara rao
16. Bhashe mattu Kannada bhsha bhodane- Kongavada

17. Vishyadaryta Kannada bhodana vidana- s Shivayya

SEMESTER I

BED P 101.6: UNDERSTANDING THE DISCIPLINE AND SUBJECT-MALAYALAM

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

To enable the learners understand the concept, and nature of Languages.

To acquaint the learners with the concept of Language Acquisition

To enable the learners to understand the communication process

To develop positive attitude towards mother tongue, the rich and vivid culture of Kerala

To familiarize the learners with Nature and Scope of Functional languages

To enable the learners understand the professional role of language teachers.

TRANSACTIONAL STRATEGIES:

Lecture, Group learning, Discussion, Seminar, Demonstration, Practice& observation

CONTENT:

UNIT I: i) Introduction to Languages and its relation to other disciplines. ii) Concept of Natural Language. Design Features of Language. iii) Speech Vs. Writing. iv) Piaget, Bruner, Vygotsky Chomsky, v) Chomsky's competence and Performance

UNIT II: 1. Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD) ii) Stages of Language Acquisition. iii) Mother Tongue, Second Language and Foreign Language, concept of three language formula, iv) Use of Language in Society. Concept of Communicative Competence. role of media

UNIT III: i) Communication process in teaching- learning ii) Meaning and significance of communication process iii) Inter-personal and Intrapersonal Communication iv) Factors Affecting Communication v) vernal and non verbal communication

UNIT IV- 1. Importance of mother tongue- medium of thought and communication of ideas and emotions- creativity and aesthetic sense- medium of instruction- cultural transformation
.Planning for Instruction - Designing year plan, unit plans and lesson plans

UNIT V: i) Nature and Scope of Functional Languages. ii) Language and Education iii) Methods and Strategies in Language Teaching. iv) Lexicography, Translation and Stylistics. dialects, folklore- an overview

Unit- VI: i) Teachers Role & professional Ethics ii) As a facilitator of learning ii) competencies and qualities of language teacher in preparing students to encounter future challenges v) As a link between school & community vi) As a mobiliser of community resources vii) Concept and dimensions of professional ethics of teachers

SUGGESTED TASKS/ASSIGNMENTS:

Assignment on language

Project on language

Prepare a report of seminar/symposium/ discussion/ debate

REFERENCES:

1. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
2. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
3. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
4. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
5. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
6. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
7. Longman. Dakin, J. (1973). The Language Laboratory and Language Learning. London: Longman.
8. Macmillian. Mangal, S. k., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: loyal book depot.

9. Passi, B. K. (1976). *Becoming a Better Teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.
10. Sharma, S. (2005). *Advanced Educational Psychology*. New Delhi: Anmol Publications.
11. Ur, Penny. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
12. Ur, Penny. (1999). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
13. Widdowson HG(1982) ; *Teaching language as communication*. OUP, London
14. Wright, A. (1977). *Visual Material for the Language Teacher*. London: Longman.
15. Padhana Projectukalkku oru Kaippustakam, Prof. MK Prasad, Kerala Shaasthrasaahitya Parishad
16. Divaswapna, Gijubhai Bhadeka, National Book Trust
17. Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam
18. Gadyarachana, Dr.CK Chandrasekharan Nair, Kerala Bhasha Institute
19. Gadyashilpam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
20. Kerala Panineeyam, AR Rajaraja Varma , DC Books, Kottayam
21. Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam
22. Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
23. Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books
24. Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
25. Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy
26. Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam
27. Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam
28. Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
29. Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam
30. Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute
31. Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaitanya Yathi, Narayana Gurukulam, Varkala
32. Prayogika Vyakaranam, Irinjayam Ravi

33. Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala Shaasthrasaahitya Parishad
34. Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam
35. Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam
36. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
37. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
38. Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute
39. Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode
40. Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode
41. Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad
42. Vyakarana Mitham, Sheshgiri Prabhu
43. Malayala Bhashadyapanam, Dr.K Sivarajan, Calicut University
44. Micro teaching, Allen,D & Ryan, K, Adison Wesley, London
45. Mathrubhashabhodhanam Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio, Calicut
46. Bhasha padanavum bodhanashasthravum author : Dr:Sreevrinda nair N
47. Bhasha padanavum sidhanthangalum author : Dr:Sreevrinda nair N DC reference.

Online Resources

1. <http://ml.wikipedia.org>
2. <https://www.facebook.com/groups/144983732246185>
3. <https://www.facebook.com/groups/paribhasha>
4. <http://www.keralasahityaakademi.org/>
5. <http://malayalambloghelp.blogspot.com/>
6. <http://www.topsite.com/best/malayalam>
7. <http://malayalam.kerala.gov.in/index.php>

SEMESTER I**BED P 101.7: UNDERSTANDING THE DISCIPLINE AND SUBJECT –MATHEMATICS**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

1. Understand and appreciate the characteristics and development of mathematics and its role in the development of modern society.
2. To understand the development of mathematics and contributions of mathematicians.
3. Understand the essential qualities of a mathematics teacher.
4. Understand and appreciate the professional growth and development of a teacher.
5. Understand the mathematical implications of various theories of learning
6. Gain competence in using modern psychological theories to device teaching learning process
7. Compare and contrast the nature and functions of various instructional approaches and techniques of teaching Mathematics.
8. Improve the understanding of the principles of curriculum construction and organization in Mathematics
9. Understand the characteristic and development of Mathematics

Mode of Transaction

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, activity methods, Brain storming and individual tasks

Course Outline:

Unit-I: Mathematics as a discipline and conceptual Background of Mathematics (10 Hours)

- 1.1 Mathematics- meaning and definition
- 1.2 Nature and scope of Mathematics: Pure and applied Mathematics, Role of axioms and postulates, Mathematics as a Science, Mathematics as a game, Mathematics as a language, History of mathematics with special emphasis on teaching of mathematics.
- 1.3 Contributions of the following Mathematicians to Mathematics:
 - (a) Pythagoras (b) Euclid (c) Rene Descartes (d) Aryabhatta (e) Bhaskara Charya-II (f) Srinivasa Ramanujan (g) Shakunthala Devi
- 1.4 Correlation of Mathematics: (a) within the subject (b) with other subjects (c) real life.

Unit-II: Values and Objectives of Teaching Mathematics (05 Hours)

- 2.1 Aims and Objectives of teaching Mathematics
- 2.2 Values of teaching mathematics- utilitarian, cultural, disciplinary, aesthetic and recreational.
- 2.3 Taxonomy of Educational objectives: Cognitive, Affective and Psychomotor Domains
- 2.4 Relationship between, aims, objectives and specifications
- 2.5 Objective based instruction-Need and importance in Mathematics, Competency based instruction

Unit III: Teacher and Psychological Bases of Teaching Mathematics (05 Hours)

- 3.1 Qualities and competencies of Good Mathematics teacher- General qualities, specific qualities, Personal qualities.
- 3.2 Professional growth of Mathematics teacher. – Teaching, Research and Extension.
- 3.3 Role of SCERT and NCERT in the professional growth of a teacher.
- 3.4 Orientation to theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner
- 3.5 Implications of theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner in teaching mathematics.

Unit IV: Instructional and Learning Strategies and Techniques (20 Hours)

- 4.1 Maxims of Teaching.
- 4.2 Approaches: Teacher centred, Learner centred and activity based
Behaviourist approach and constructivist approach
- 4.3 Methods for productive Learning- Teaching of mathematics
 - 4.3.1 Teaching mathematical Concepts
 - Lecture Discussion method and Heuristic Method
 - 4.3.2 Teaching mathematical Generalisation
 - Inductive- Deductive strategies
 - 4.3.3 Teaching proof of theorems
 - Analytic- Synthetic proofs

4.3.4 Teaching problem solving

-Problem-solving method and Project method

4.4 Techniques of individualizing instruction-Homogeneous grouping, supervised study and self study.

4.5 Oral work, Drill work, written work,
Homework, Review, Assignments

4.6 Small group techniques: Brainstorming, collaborative learning, co-operative learning

Unit V: Mathematics Curriculum (10 Hrs)

5.1 Curriculum- Meaning, new trends in curriculum construction their application in developing mathematics curriculum.

5.2 Principles of content selection- Objectives based, child centred, correlated, cater to individual differences fulfilling requirements of higher education, flexible and practicable.

5.3 Principles of content organization- organizing the syllabus both logically and psychologically, topical, spiral and concentric approaches.

5.4 Reforms in Mathematics curriculum- National and state level reforms- NCERT Mathematics curriculum.

5.5 Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield

Suggested Tasks/Assignments:

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

References

1. Lglewicz, Boris and Stoye, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
2. Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.
3. Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi : Sterling Publications Pvt. Ltd.
4. Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana : R.P.Fadon Prakash brothers.
5. Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.

6. Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum : State Institute of Language (Kerala).
7. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
8. State text books in Mathematics of Kerala, class VII to XII.
9. Korner, S. The philosophy of Mathematics, New York; Harper Torch Books, the science Library
10. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
11. Aiyankar, Kuppuswami. The Teaching of Mathematics.
12. Felix, Lucien. Modern Mathematics and the Teacher.
13. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
14. Bellard, P.B/ Teaching the Essentials of Arithmetic
15. Rai, B.C Methods of Teaching Mathematics.
16. Sharma. R.A. Teaching Learning Strategies and Mathematical Creativity.
17. Sundarajan.S. Theory and Practice of Teaching School Mathematics.
18. Summer, W.L. The Teaching of Arithmetic & Elementary Mathematics.

SEMESTER I

BED P 101.8: UNDERSTANDING THE DISCIPLINE AND SUBJECT-NATURAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

- To acquaint with the nature of Science.
- To develop understanding of the place of science in National School Curriculum.
- To familiarize the evolution of Teaching of Science.
- To update the present practices of learning and instruction prevailing in the state schools of Kerala.
- To understand Approaches, Methods & Techniques of Teaching Science.
- To understand the principles of organizing curriculum.
- To provide familiarization with resources for teaching/learning Science
- To be a Professional Science Teacher

UNIT I:

Nature and Scope of Natural Science/Biological Science

(7 Hours)

Science-its meaning, definitions and nature of Science as a product and process- Science as an on-going process of enquiry, scientific method. Importance of science as a school subject. Values of teaching science with special reference to Biology. Scientific Attitude, Scientific sensitivity, scientific creativity. Historical background of science Education- A brief sketch.

UNIT II

Science Curriculum and Resources in Teaching Biological Science Education (12 Hours)

Curriculum -A conceptual analysis, Curriculum and syllabus, Principles of curriculum construction. Approaches to curriculum organization, Disciplinary and Inter disciplinary approach. Concept of correlation-systematic and incidental correlation. Curriculum reforms abroad (BSCS),Curriculum reforms in Kerala, Curriculum reforms as envisaged is NCF,KCF

UNIT III (15 Hours)

Approaches, and strategies of learning Biological Science

Teaching, Maxims of teaching. Inductive, Deductive, Discovery approaches of Teaching. Methods of Instruction – Lecture, Lecture cum demonstration method, Project method, Problem solving method. Questioning Technique, Brain storming, & Role Playing, seminar and debate. Discussion method, programmed learning.

UNIT IV (8 Hours)

Learning Resources in Biological Science

Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, digital images, 3D Animations, micrographs, specimens, video, PowerPoint presentation. WEB RESOURCES

UNIT V (8 Hours)

Professionalising Science teacher

Definition of profession, Teaching as a profession. Teacher Competencies listed by NCTE. Soft Skills Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like PUBMED, ERIC,INFLIBNET etc.

Task : Environment related Project

REFERENCES

1. Anderson, J.B. (1980). Cognitive Psychology and its Implications.SanFrancisco: W. H. Freeman and Company.

2. 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.
 3. Alsop, S. & Hicks, K. (2003) *Teaching science*. New Delhi: Kogan page India Private Ltd.
 4. Arons, A.B. (1983). *Achieving Wider Scientific Literacy*. *Daedalus Spring* 91—122.
 5. Aggarwal, D.D. (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series. Sarup & Sons, New Delhi.
 6. Bhaskara Rao, D. (2000): *Teaching of Biology*. Nagarjuna Publishers, Guntur.
 7. Bhatt, B. D., & Sharma, S.R. (1996). *Methods of Teaching Science*. Delhi: Kanishka Publishing House.
 8. Bloom, B.S. (Ed.). (1956). *Taxonomy of Educational Objectives* : New York : David McKay Company.
 9. Bloom, B.S. (Ed.) (1956). *Taxonomy of Educational Objectives, Handbook 1— Cognitive Domain*, Harcourt Brace & World Inc., New York.
 10. Chikara, M. S. and S. Sarma (1985): *Teaching of Biology*, Prakash Brothers, Ludhiana.
 11. Dale, E. (1967): *Audiovisual Methods in Teaching*. (2nd ed.). New York: The Dryden Press, Inc.
 12. Das, R.C. (1985). *Science Teaching in Schools*. New Delhi: Sterling Publishers.
 13. Elkind, D. (1977). Piaget and Science Education. In. N. Vaidya & J.S. Rajput (Eds.), *Reshaping our School Science Education*. New Delhi: Oxford & I.B.H. Publishing Company.
- Freire, P. (1970). *Pedagogy of the Oppressed*. Harmondsworth: Penguin.
14. Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). *Principles of Instructional Design* (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
 15. Gentn, D. & Stevens, A.L. (Eds.). (1983). *Mental Models*. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
 16. Gupta, S.K. (1985). *Teaching of Physical Science in Secondary Schools*. New Delhi : Sterling Publications (Pvt.) Limited.
 17. Hull, D. L., (1988). *Science as a process*. Chicago: The University of Chicago Press.
 18. Harlen, W & Elstgeest (1992) *UNESCO Source Book for Science in the Primary School* New Delhi : National Book Trust
 19. Joyce, B. & Weil, M. (1986). *Models of Teaching* (3rd ed.) New Jersey: Prentice Hall Inc.
 20. Kohli, V.K. (1986). *How to teach Science*. Ambala City, Haryana : Vivek Publishers.

21. Lowman, J. (1995). *Mastering the Technique of Teaching*. Second Edition, San Francisco.
- 22..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.
- Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg,R.J.,(2006)*Cognitive Psychology*, Thomson Wadsworth
23. Mohan R (2011) *Teacher Education*, New Delhi Prentice Hall India Ltd
- NarendraVaidya: *Science Teaching in Schools for the 21st century*, Deep and Deep Publications Pvt.Ltd.,1999.
24. N.C.E.R.T. (1989). *Instructional objectives of school subjects*. New Delhi: N.C.E.R.T.
25. N.C.E.R.T. (1993). *National curriculum for elementary and secondary education (rev. ed.)*. New Delhi: N. C. E. R.T.
26. NCERT. (2005)*National Curriculum Frame Work* New Delhi: NCERT
27. SCERT. (2007) *Kerala Curriculum Frame Work* Thiruvananthapuram: SCERT
28. S.Venkataih(Ed)..*Science Education*.Anmol publications Pvt Ltd.,2000
29. S.K.Kochhar..*Methods and Techniques of Teaching*, Sterling Publishers pvt ltd 2003
- Sivarajan, K &Faziluddin, A. (2005) *Science Education*. Calicut University : Central Co-operative stores.
30. SharmaJagdish, *Model of Science Teaching*,Raj Publishing House, Jaipur.(2006)
- 31.Siddiqui,N.H.andSiddiqui.M.N., *Teaching of Science Today and Tomorrow*.Delhi:Doaba House.1983.
32. Sharma, R.C. (1985). *Modern Science Teaching*. New Delhi: DhanpatRai& Sons. UNESCO,New
33. UNESCO *Source Book for Science*, France UNESCO.
34. WashtonNathan,S, *Teaching Science..In Elementary &Middle School*.David ,Mc Kenny Co.,N.York(1974).
35. Yadav.M.S *Teaching of Science*, Mangaldeep Publication, N.Delhi 1992.
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- 38.Mohan, R (2007). *Innovative science teaching for physical science*. New Delhi: Prentice Hall

39. Mathew, T.K. & Mollykutty (2012) Science Education – Theoretical Bases of Teaching & Pedagogic Analysis, Chengannur: Rainbow Publications

40. Joseph T. T., (1991) Modern Trends in Science Education, Kottayam: St Joseph Training College

41. Rajan K. M. , (1999), Perspectives in Physical Science Teaching, Kottayam: Vidyarthimithram

42. Popper, (2002) The Logic of Scientific Discovery, Routledge Publishers

Web sites

3 <http://docs.moodle.org>

<http://www.scientificliteracy.org>

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

<http://nlist.inflibnet.ac.in>

<http://www.librariananurudh.com>

<http://www.youtube.com/watch?v=T7xLD4XfqA> w <http://teachingcenter.wustl.edu/>

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

<http://www.ncbi.nlm.nih.gov/pmc/>

<http://www.ncbi.nlm.nih.gov/pubmed>

SEMESTER I

BED P 101.9: UNDERSTANDING THE DISCIPLINE AND SUBJECT-PHYSICAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

- Understand the nature significance and scope of physical science.
- Understand science as both process and product.
- Facilitate development of scientific attitude and scientific aptitude in learners.
- Aware of the various instructional strategies and curricular approaches in teaching physical science.
- Understand scientific method of enquiry.
- Achieve mastery over the methods techniques contents of physical science for transacting.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.

Unit – I Nature of Physical Science

- 1.1. Science – as a domain of enquiry- as a dynamic and expanding body of knowledge- as a process of constructing knowledge-as interdisciplinary area of learning. Process skills in science at secondary stage.
- 1.2. Facts, concepts, principles, theories and laws – their characteristics in context of physical science.
- 1.3. Physical science for environment, health, peace, equity.
- 1.4. Contribution of eminent scientists.
- 1.5. Scientific Attitude, Scientific Aptitude, Scientific Creativity, Scientific sensitivity.

Unit – II. Curriculum in Physical Science.

- 2.1. Curriculum – principles of construction, factors affecting.
- 2.2. Approaches to curriculum organization – concentric plan, type study integrated, disciplinary and inter disciplinary approaches.
- 2.3. Science curricular projects- Chemstudy, Nuffield project, PSSC.

2.4. Science education as envisaged by NCF and KCF

Unit – III. Approaches and Strategies of Learning Physical Science.

- 3.1. Scientific Method-steps involved.
- 3.2. Science a Process Approach (SAPA)
- 3.3. Behaviorist approach Vs Constructivist approach; Critical Pedagogy.
- 3.4. Inductive and Deductive approach of teaching – Mill’s canons of induction
- 3.5. Communication in Science, Lecture cum demonstration, Problem solving, Project method, Heuristic method, Historical method, Brain storming, Group discussion, Seminar.
- 3.6. Graphic Organizers, Concept mapping, Collaborative learning and experiential learning.
- 3.7. Facilitating Learners for self-study
- 3.8. Models of Teaching- Concept Attainment Model and Inquiry Training Model.

Unit IV- Exploring Learners

- 4.1. Learning as a generative process- Learner as Little Scientist.
- 4.2. Encouraging learners to raise questions; appreciating dialogue amongst peer group; Ensuring equal partnership of learners with special needs.
- 4.3. Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in science.
- 4.4. Stimulating creativity and inventiveness in science; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT 5: Professional Development of Science Teachers

- 5.1. Professional development programmes for science teachers;
- 5.2. Participation in seminar, conferences, online sharing, membership of professional organizations.
- 5.3. Teachers as a community of learners, collaboration of schools with universities.
- 5.4. Role of reflective practices in professional development of teachers.
- 5.5. Teacher as a researcher: Learning to understand how children learn science—action research in physical science

Tasks:

- ❖ Lesson plan based on concept attainment model and inquiry training model.

References:

- ❖ Integrated Science curriculum for Middle schools an introduction, NCERT, New Delhi, 1982.
- ❖ Understanding why curriculum innovations succeed or fail, school science and mathematics James R.K; 81 (6): 487, 1981.
- ❖ Teaching Strategies : A Guide to better instruction – Orlich, D.C. et.al, Hearsh & Co., Lexington, Mass, 1980.
- ❖ Science Teaching for the 21st century: Narendra Vaidya. Deep and Deep Publications F-159, Rajouri arden, New Delhi – 110027.
- ❖ Innovative Science Teaching for physical science teachers – Radha Mohan, Prentice Hall, New Delhi.
- ❖ Science Teaching in schools – Das R. C., Sterling Publishers, New Delhi.
- ❖ Modern Science Teaching – Sharma, R.C., Dharapat Rai and Sons, New Delhi.
- ❖ Models of Teaching, 4th d. – Joyce B., and Weel, M; Prentice Hall Inc., Englewood Cliffs, NJ, 1985.
- ❖ From Behaviourist to constructivist teaching: - Scheurman, Geoffrey, Social Education, 62 (1), 69, Jan. 1998.
- ❖ The practice of constructivism in Science Education – Tobin Kenneth, Lawrence Erlbaum Associates Inc. Publishers, NJ, 1993.
- ❖ Teacher’s Professional Responsibilities - Spackman, Francis, David Fulton Publishers, London, 1991.

SEMESTER I

BED P 101.10: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SANSKRIT

Hours of Instructions: 50 Hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:**After completion of course the student teacher will be able to**

- understand the historical development of Sanskrit
- develop teaching learning skills
- understand the methods for teaching Sanskrit
- understand about the various co-curricular activities related to Sanskrit teaching

MODE OF TRANSACTION/ACTIVITIES

Lecture, Group learning, Seminar, Discussions, Debate, Practice & observation, Workshop, Practical sessions, CAI.

MODULE 1- GENERAL INTRODUCTION TO SANSKRIT LANGUAGE EDUCATION 10 Hrs

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

MODULE-2 SKILLS OF LANGUAGE 10 Hrs

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

Skills of reception, expression appreciation, micro teaching skills

MODULE -3 METHODES OF TEACHING SANSKRIT 15 Hrs

Ancient- Gurukula. Direct

Medieval- bhandarkar- text book

Modern- behaviorist, constructivist social constructivist, critical pedagogy

Models of teaching- Concept attainment, Advance organizer- inductive deductive

MODULE -4 COCURRICULAR ACTIVITIES IN SANSKRIT

15 Hrs

Samskrutholsava- day celebrations- manuscript magazines- assembly

SUGGESTED TASKS/ASSIGNMENTS

1- Prepare a seminar paper and present it in the classroom based on any topic in the history of Sanskrit language or education

2. Compare any two methods of teaching Sanskrit. Report be in ten pages

REFERENCE

1-TEACHING SANSKRIT- G. SAHADEVAN

2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA

3, KERALEEYA SAMSKRITHADHYAPANAM- DR.K.R.HARINARAYANAN

4, PRACTICAL SANSKRIT GRAMMER- P.R.D. SARMA

5, FIRST BOOK OF SANSKRIT . R.G. BHANDARKAR

6, SECOND BOOK OF SANSKRIT. R.G.BHANDAERKAR

7, MODELS OF TEACHING- BRUCEJOYCE -MERSHA WEIN

8, REFFLECTION S OF LANGUAGE. NOM CHOMSKY

9, THE TEACHING OF SANSKRIT. D.G.APTE

10. SAMSKRUTHA SHIKSHANA – RAMSAKAL PANDEY

11, REPORT OF FIRST SANSKRIT COMMISSION – GOVT OF INDIA

12, KRISHNAWARRIER COMMISSION REPORT- GOVT OF KERALA

13,SECOND SANSKRIT COMMISSIN REPORT – GOVT OF INDIA

AUDIO VIDEO MATIRIELS

1. A WORK BOOK FOR SANSKRIT LEARNER D.PI. KERALA.
2. ABHYASAMANJARI- D.P.I.KERALA
3. C.D OF RASTRIYA SANSKRIT SANSTHAN
4. PRAYOGA PARICHAYA C.D. BY D.P.I.
5. C.D. OF R.S.VIDYAPEETHA THIRUPATHI

Websites

www.navavani.org.in

www.nic.Sanskrit.in

SEMESTER I

BED P 101.11: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SOCIAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- To develop a thorough understanding of the Nature, scope and values of social science teaching.
- To develop understanding about the aims and objectives of teaching social science at secondary level.
- To get acquainted with the relationship of social science with other subjects.
- To identify relevant psychological theories and its application in the learning of social science.
- To achieve mastery over instructional strategies, method and skills for teaching social science.
- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum.
- To develop an appreciation of the role and significance of social science in achieving national integration and fostering international understanding.
- To acquaint with the various issues and challenges in the society.
- To get familiarity with the importance of instructional materials for social science teaching.

Mode of Transaction:

Discussion, Project work, seminar, assignments, brain storming, group work, lecture cum demonstration etc.

Unit I: Social Science as a core discipline**(4 Hrs)**

1.1 Structure of social science

- Meaning, nature and scope of social science
- Difference between Social Science and Social Studies
- Values of teaching Social Science

- Social Science as a core subject

1.2 Aims of Teaching Social Science

- Need and importance of social Science in the present scenario
- General objectives of teaching Social Science

1.3 Relationship of Social Sciences and with other subjects.

- Fusion, integration and correlation within Social Sciences and with other subjects.

Unit 2: Social Science Curriculum

(5 Hrs)

2.1 Meaning and definition of curriculum

2.2 Principles of curriculum construction

2.3 Organizing Social Science Curriculum – different approaches – relative merits and demerits

Unit 3: Learning Theories and the Teaching of Social Science

(6 Hrs)

3.1. New perspective of Social Science teaching - approaches and Strategies based on NCF and KCF

3.2. Piaget, Burner, Vygotsky, Ausubel, Gardner – their theories and its influence in curriculum and learning process.

3.3. Role of teacher, learner, evaluation in Behaviourist and constructivist approaches.

U nit 4 Approaches, Techniques and Methods of Social Science Teaching (20 Hrs)

4.1 Approaches to Teaching Social Sciences

Didactic – Lecture and expository methods – teacher initiated

Socratic – Question answer – interactive method Facilitative – Learner initiated –

Co-operative learning.

4.2 Methods / Techniques of teaching

Lecture – Discussion – Problem Solving – Project method – Source method – Socialized Recitation method – supervised study - Role Play and simulation -Dramatization- co-operative and collaborative learning- Questioning – guided discovery

4.3 Techniques for Higher learning

Brain Storming – Brain Trust- buzz session- Symposium –workshop etc.

Unit 5: Reference Materials for Social Science (10 Hrs)

- 5.1 Social Science Library
- 5.2 Social Science Text Book
- 5.3 Workbook, hand book, supplementary reading material etc.
- 5.4 Educational websites- Eric, endure, funderstanding,Edubundu etc.
- 5.5 Uses of Inlibnet, linux, ubuntu.
- 5.6 Blog creation

Unit 6 Social Science and Changing Society (5 Hours)

- 6.1 Current affairs in Social Science
- 6.2 Teaching controversial issues
- 6.3 Utilizing Community resources
- 6.4 National Integration
- 6.5 International Understanding.

Suggested Tasks/Assignments

1. Assignment Submission (Soft and Hard Copy)
2. Project Preparation
3. Preparation of E-Learning Material.
4. Seminar Presentation and Documentation
5. Conduct Debate, Symposium etc.
6. Organize social awareness programmes for community empowerment.
7. Prepare E-Portfolios

Reference Books :-

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai : Vikas Publishing House
2. Kochaar, S.K.(2002).*The Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
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26. Yajnik, K.S. (1966). *Teaching of Social Studies In India*. Bombay: Orient Longman.
27. Bining, A.C. and Bining, D.H. (1952) *Teaching of Social Studies in Secondary Schools*. New York : McGraw Hill.
28. Joyce And Weil (2003). *Models of Teaching* (5th Edition) New Delhi: Prentice Hall.
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31. www.ncte.org.in
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33. SCERT (2007) Kerala Curriculum Framework. Trivandrum: SCERT
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SEMESTER 1

Course EPC 01: READING AND REFLECTING ON TEXT

Total Marks: 50

Contact Hours

Internal assessment: 50

2 hours per week

Rationale and Aim

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

UNIT 1: ENGAGING WITH NARRATIVE WRITING

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

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

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

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

read by different pairs of student-teachers. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)

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

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

- Working out in journalistic writing-Assign to collect particular journalistic items- letter to the Editor, General Article, thematic article, feature article, Students corner etc.
- Find out the attributes of each item (Group work)
- Skill acquisition in report writing- seeing all the details in an event- disseminating them- judging them-relating them-and realizing their significance.
- Publish a journal of their own with all the properties and varieties like-Unexpected events, like fires, accidents, or crimes; Expected events, like meetings, plans, movements, or legislation; Expressions of opinion by prominent men or women, as given in speeches or interviews.-ingenious Reports on flood, draught, accident, strikes etc.
- Each member of the group has to work to get published in any of the periodical
- Prepare a collection of the printed items.

UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

- Selecting the topic for research and articulating some guiding questions
- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organizing information under various subheadings

- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 5: ENGAGING WITH EDUCATIONAL WRITING

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

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

Reference

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2. Bransford, J.D., Brown, A.L., and Cocking, A.R. (editors), 2000, *How People Learn: Brain, Mind, Experience, and School*: National Research Council, National Academy Press, Washington D.C., 346 p.
3. Gourgey, A.F., 1999, *Teaching reading from a Metacognitive perspective: Theory and classroom experiences*: *Journal of College Reading and Learning*, v. 30, p. 85-93.
4. Zimmerman, B., 2002, *Becoming a self-regulated learner: An Overview: Theory into Practice*, v. 41, no. 2, p. 64-70.

SEMESTER II

BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING

Hours of Instruction: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives:

- * To understand the process of learning and the concept, nature and various factors influencing learning.
- *To develop an understanding of the cognitive process involved in different approaches to the teaching learning process
- *To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories
- *To become aware of different contexts of learning and explore the possibilities of learning
- *To familiarize different teaching learning strategies suitable to individual differences.
- *To understand constructivist views and neo constructivist methods of learning
- *To acquire different techniques of motivation for the effective class room transactions
- *To understand the concept of mental health and mental hygiene.
- *To acquaint the learner with the concept, process and importance of Group Dynamics.
- *To apply the principles of group dynamics for effective class management.

Mode of Transaction:-

Lecture –cum- demonstrations, Seminars, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Project reviews, Use of video-clips and transcripts of classroom teaching, innovations and inquiry , Observation in schools and other field sites, Recording of observations and experiences, Interviews with school personnel, Individual projects, Journal writing, Using library and ICT resources, analysis of a variety of records of learning and teaching, Constructivist Learning Strategies - Cooperative and Collaborative Learning, Concept mapping - Brain based learning – Cognitive apprenticeship - Engaged learning.

Unit: 1 Understanding the learner and learning process – (10 hours)

- 1.1 Implicit knowledge and beliefs about learning
- 1.2 Characteristics of learning – Role of learner in various situations
- 1.3 Variables affecting learning process – different psychological perspectives of learning
- 1.4 Learners motivation- types of motivation and Achievement motivation (Mc Clelland)
- 1.5 Powerful learning and learner’s motivation. Learning curves: positive, negative and combination type
- 1.6 Plateau’s in learning curves: causes and elimination of plateau’s

Unit II: Understanding learning: socio-cultural and cognitive processes- (30 hours)

- 2.1 Behaviorist Approach (In Brief)
 - Ivan Petrovich Pavlov’s classical conditioning
 - Edward Lee Thorndike’s trial and error learning
 - Burrhus Frederik Skinner’s operant conditioning
- 2.2 Cognitive learning theories
 - Gestalt theory of learning
 - Kurt Lewin’s Field theory
- 2.3 Eclectic approach
 - Robert M Gagne
- 2.4 Cognitive developmental approaches (In Detail)
 - Genetic Epistemology- Jean Piaget
 - Discovery learning- Gerome Seymour Bruner
 - Reception learning- David Paul Ausubel
- 2.5 Social learning approaches
 - Socio-cultural learning- Lev Vygotsky
 - Vicarious learning theory- Albert Bandura
- 2.6 Beyond constructivism: “navigationism in the knowledge era”
- 2.7 Cognitive neuroscience- Brain scan to lesson plan: the role of cognition

2.7 Transfer of learning/training – Types, theories and importance of transfer

2.8 Learning in and out of school

2.9 Concepts of synergy, scaffolding, psycho-osmosis

Unit III: Cognitive Functions in learning - (15 hours)

3.1 Sensation and Perception

3.2 Errors in perception- Illusions and Hallucinations – (physical illusions and perceptual illusions. Visual, auditory, taste, smell and cutaneous hallucinations)

3.3 Concept formation –abstraction and generalization

3.4 Cognitive functions -Thinking, Reasoning, decision making and problem solving

3.5 Gestalt laws of perceptual organization

3.6 Memory- Concept and types of memory

3.7 Forgetting- causes and theories of forgetting

3.8 Techniques for Effective Memorization- Association, Mnemonics, chunking etc

3.9 Pre cognition and Meta cognition

Unit IV: Mental Health and Mental Hygiene- (10 hours)

4.1 Mental Health and Mental hygiene- meaning and nature

4.2 Foundation of mental health – Heredity, Physical factors, Social factors such as the home, the school, the community, and the peer and satisfaction of basic needs.

4.3 Characteristics of mental health

4.3 Promotion of mental health in the learner and in teacher

4.4 Objectives of mental hygiene

4.5 Importance of mental hygiene in school -Values, personal relationships between teacher and Learners.

4.6 Relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners

4.7 Eco-psychology – ‘Realizing the connection between humans and nature is healing for both’

Unit V: Learning in Groups -

(15 hours)

5.1 Meaning and Characteristics of Psychological group

5.2 Factors facilitating group formation – for security, self-esteem, mutual interest, physical proximity, social needs, social identity, overcome stress

5.3 Types of Groups – primary and secondary groups, formal and informal groups, inclusive and exclusive groups, voluntary and involuntary groups, small and large groups.

5.4 Group Dynamics - Group behavior, process and its importance in learning

5.5 Concepts and importance of group morale, group conscience and group cohesiveness

5.6 Sociometry: - Use and importance

5.7 Styles of Leadership- qualities and aims

Suggested Tasks

- Conduct any two experiments in psychology and prepare a report.

References:

Alex, K. (2003). Vygotsky's Educational Theory in Cultural Context, Cambridge University Press.

Asch, M. (2002). A Text Book of Cognitive Psychology, New Delhi:IV Y Publishing House.

Baron ,R. A. (2001). Psychology, 5th Edition, New Delhi: Prentice-Hall of India Private Ltd.

Chauhan, S.S. (1996). Advanced Educational Psychology, Vikas Publishing House Pvt.Ltd.

Coon, D. (2000). Essentials of Psychology- Exploration and Application, 8th Edition, USA: Wadsworth.

Dandapani, S. (2001). A Text Book of Educational Psychology, New Delhi: Anmol Publication.

Feldman, R.S.(2000). Understanding Psychology, New Delhi: Tata McGraw- Hill Publication.

Lefrangois, G. R. (2000). Theories of Human Learning- What the Old Man Said, USA:Wadsworth.

Mangal, S.K.(2000). Advanced Educational Psychology, New Delhi:Prentice-Hall of India, Pvt.Ltd.

Morgan, C.T., King.R.A., & Weisz's. J.R.(1993). Introduction to Psychology, New Delhi: Tata McGraw- Hill Publication.

Sreejith.E., & Arun Kumar. P.(2013). Vidyabhyasa Manasasthram, DC Press (P) Ltd, Kottayam, Kerala

SEMESTER- II

BED C 202: KNOWLEDGE AND CURRICULUM PART-1

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Rationale:

The purpose of this course is to make the student-teacher familiar with the different dimensions of Knowledge and Knowing. The course makes a comprehensive analysis of the epistemological doctrines of knowledge and Knowing, different levels and ways of knowing, variety of sources of knowledge etc. It proposes towards the student- teacher community the importance of realizing the sources of knowledge and how students can be trained to make use of such sources for independent study.

Objectives:

- To make the teacher-student realize concepts and misconceptions on Education and make her a true practitioner of education.
- To make student teachers competent in different strategies of knowledge creation and a good facilitator of construction of knowledge.
- To develop among the student teachers a culture of learning and become an active participant in learning communities.
- To give insight to the student teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and re-shaping educational system.
- To develop the competence of curriculum development and evaluation among student teachers.

Mode of Transaction

- Lecture
- Dialogue
- Classroom Discussion
- Debate
- Dramatization

Unit- I : Epistemological Basis of Education (10 Hours)

- (i) Education: Concept, meaning, definitions and approaches
- (ii) Aims of Education – traditional and Modern
- (ii) Factors Determining Educational System: Philosophical, Political, Socio-Cultural, Economic, Geographical, technological etc.
- (iv) Education as a System, as a Process and as a product.
- (v) Purpose and Roles of education

Unit- II: Knowledge and Knowing (15 Hours)

- (i) Knowledge- Theories of knowledge, classification of knowledge and different approaches to knowledge.
- (ii) Difference between information, knowledge, skill- belief, truth and reason – teaching and training - learning and acquisition.
- (III) Knowledge and Schooling
- (IV) Major Sources of Knowledge
- (V) Different Ways of Knowing

UNIT III: *Different Perspectives on Knowledge and Knowing* (15 hours)

- (i) A detailed study of the epistemologies of the different Schools of Philosophy with special reference to the concept of Knowledge and Knowing, Organization of Educational System, and Transaction of Knowledge : (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Humanism, (v) Existentialism, (vi) Futurism
- (ii) Bases of Modern Child Centred Education- Activity, discovery and dialogue as exemplified in the educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire

Unit- IV Curriculum: (10 hours)

Curriculum- various dimensions of curriculum and their relationship with the aims of education- Curriculum as enacted, curriculum as process and practice - curriculum development - The relationship between power, ideology and the curriculum- Role of the state in curriculum- Role of various social groups in curriculum making.

Different Types of Curriculum: Core Curriculum, Activity Oriented Curriculum, Content Oriented Curriculum, Hidden Curriculum, Issue based Curriculum etc.

Innovations in Curriculum Construction

Curriculum framework, syllabus, text books and hand books.

Assignments

1. Evaluation of a Textbook
2. Preparation of a unit for a Textbook
3. Development of Hand book for teachers (One unit)

References :

- American Psychological Association. (1992). *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*. Washington, D.C.: American Psychological Association.
- Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: Hodder and Straughton.
- Erickson, H. L. (2007) *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, Corwin Press.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.
- Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. New York: Cambridge University Press
- Meno: Reason, persuasion and virtue*. Pearson.
- NCERT(2005). *National Curriculum Frame Work*. New Delhi: NCERT
- Plato. (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.),
- Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. National Book Trust.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching.

SEMESTER II

BED P 201.1: PEDAGOGY OF SCHOOL SUBJECT-PART 1: ARABIC

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- *Familiarizes with the nature of text book and analyses pedagogically*
- *Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.*
- *Develops an understanding of pedagogy and its principles*
- *Develops the ability and acquires the teaching skills by practicing complex skills of classroom teaching*
- *Develops the ability to design lesson templates incorporating the relevant objectives and activities*
- *Develops knowledge of the importance of planning in teaching*
- *Familiarizes with ways of employing teaching skills for effective teaching*
- *Acquire the ability to plan lessons and use in classroom teaching*
- *Acquire the ability to apply suitable Teaching and learning resources in classroom teaching*

Mode of Transaction

- Lecture, Group Learning, Seminar, Discussions, Debate, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: INTRODUCTION TO PEDAGOGIC ANALYSIS – ARABIC**: (10 Hrs)**

- Pedagogic Science; Teacher as a pedagogue
- Principles of pedagogic Analysis
- 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 Arabic Language Discourses :
Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement,
Profile, biography, essay, story, Quran and Hadith and narration etc.
- Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.
- Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala
From 6th std to 12th std.

UNIT 2: ESSENTIAL REQUIREMENTS FOR TEACHING ARABIC LANGUAGE (12Hrs)

- Perspectives in Language Learning & Teaching
- Teaching and Learning of language : its nature and significance
- Teaching and Learning of Arabic language
- Teaching is an art and science; Learner and Teacher
- Inter dependence of Teaching & Learning., Maxims of Teaching
- Arabic Language Teacher
- Changing concept of Teaching, learning , classroom environment; CWW (classroom without walls), VLE (Virtual Learning Environment.)
- Competency Based Language Teaching (CBLT) Language teacher competencies
Teaching Skills: Pre teaching skills and post teaching skills
- Core skills in teaching : stimulus variation, introducing ,explaining, questioning, response management,
Application of ICT skills, Black Board, White Board, & Interactive Board
- Practicing teaching skills :
- **Micro Teaching:** Principles and definitions ,Micro teaching cycles, Link practice
- Preparing of Micro Teaching Lesson Plans
- **Planning in Teaching** :Importance of planning in teaching
Objectives of Planning ,Different levels of Planning :
Year plan, Unit plan, lesson plan
- **Planning and designing of lesson templates**
Steps involved in preparing lesson template
- **Designing lesson templates** for different language discourses& language elements

UNIT 3: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE (8Hrs)

- 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 nuskhiyya, idaathul arabliyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer Wassahafa, al mushaira, al siyaha al dirasiyya, zawayathul 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

UNIT4: ASSESSMENT IN ARABIC LANGUAGE EDUCATION

(12Hrs)

- Assessment for learning &teaching
- Assessment for learner achievements
 - 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

UNIT 5. GLOBAL TRENDS IN ARABIC LANGUAGE EDUCATION

(8hrs)

- Position of Arabic Language in the present day world
- Arabic as a foreign Language
- Arabic language education in India & Kerala
- Pedagogic practices of Arabic Language teaching & learning
- Critical evaluation of teaching and learning Arabic in Kerala

ASSIGNMENTS/PRACTICAL/ PROJECT etc.

- Practicing Micro Teaching and preparation of Micro Teaching LP& observation schedule
- Assignment on preparing/collecting online tests in Arabic.

READING & REFERENCE LIST:

Arabic :

52. Abdullah al Amiri, Dr. Al Muallim al Najih:, Dar Usama li -nashir wa thouzeea'
53. Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
54. Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya

55. Mushkilathu thaaleemu lughal Arbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar
56. Thareeqathu Thadreesi Wa stratejjiyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
57. Al Mawajjah Al Fanni LiMudarrisee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
58. Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
59. Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
60. Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
61. Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaalum: Dr. Muhammed Assam Tharbay , Dar Hammurabi llnashri wa thouzeea
62. Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashri wa thouzeea
63. Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
64. The systematic Design for Instruction: Dick,W& L(1990)
65. Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibaa
66. Wasaail al lthisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
67. Al thadrees wa ladad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr al Duwali
68. Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
69. Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
70. Madkhal Ila Tharbiya al muthamayyizeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
71. Thaqniyyath al thaaleem(Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaalum: Badar Salih
72. Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilibuhuzu thabaviyya wathadreeb
73. Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
74. Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
75. Al Muwajjah al Amali li Mudarrisee al Lughal Al Arabiyya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot

English :

76. Bruce Joyce & Marsha weil, Models of Teaching:
77. Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
78. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.

79. Hedge, Tricia. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
80. Jack C. Richards, and Theodore S. Rodgers.(1986) *Approaches and Methods in Language Teaching*. Cambridge University Press.
81. Jack C. Richards, and Anne Burns. (2009) *The Cambridge Guide to Second Language Teacher Education*. Cambridge University Press.
82. Norton, Donna E (et al.) (1999). *Language Arts Activities for Children*. Prentice Hall, New Jersey.
83. Reyes, Sharon Adelman. (et al.) *Constructivist Strategies for Teaching English Language Learners*. Corwin Press.
84. Seeley, John (2003) *the Oxford Guide to Writing and Speaking*. Oxford University Press.
85. Wallace, Michael J. (2006) *Study Skills in English*. Cambridge University Press.

Journals:

86. *Current Perspectives in Teaching the Four Skills* by ELI HINKEL Seattle University Seattle, Washington,
87. *United States TESOL QUARTERLY* P 110-131
88. *Majalla : Al waiyul Islami*
89. *Majalla : Al Baas al Islami*

Online resources:

90. *Activities for developing skills*
91. <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
92. *Current trends in Teaching Listening and Speaking* by Jack. C. Richards
93. www.oup.com/elt
94. http://www.asian-efl-journal.com/Sept_06_ro.php
95. *BBC World Service: Learning English*
<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
96. *FRET (Free Resources for English Teaching)*
<http://www.english-teaching.co.uk/>
97. *Learning Brain-based way*
98. <http://languagelab.com.sg/faq.php>
99. *The Essentials of Language Teaching*
100. <http://www.nclrc.org/essentials/index.htm>
101. <http://www.languageinindia.com/april2002/tesolbook.html>
102. *Task-Based Language Teaching and Learning: An Overview*

SEMESTER II

BED P 201.2: PEDAGOGY OF SCHOOL SUBJECT-PART 1: COMMERCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Mode of Instruction:

Participative discussion, Seminar, Assignment, Brain Storming, Buzz Session , Projects and Related reading, Lecture cum Demonstration.

INSTRUCTIONAL OBJECTIVE	CONTENT	SUGGESTED TASKS
To develop teaching skills and Competencies .	<p>Teaching Skills and Micro Teaching</p> <p>1.1 Maxims of Teaching 1.2 Core Teaching Skills 1.3 Micro Teaching Procedure 1.4 Teacher Competence 1.5 Teacher as a Facilitator 1.6 Code of Professional Ethics</p> <p>(10 Hrs)</p>	<p>Discussion on the use and applicability of skills to relevant topics .</p> <p>Practice of micro skills.(at least three)</p>
To become expert in pedagogic analysis of commerce	<p>Pedagogic Analysis</p> <p>2.1. Pedagogic Content Knowledge – Nature, Scope and Importance- PCK in Business subjects</p> <p>2.2 Content analysis-</p> <ul style="list-style-type: none"> • Terms, Facts, Concepts, Process, Principles • Statement of objectives- • Pre requisites • Ways of introducing topics. • Selection of appropriate learning aids, experiences and tasks, and evaluation procedure. <p>(5 Hrs)</p>	<p>Identification of terms, facts, concepts, process and principles to topics in business studies and accountancy.</p> <p>Discussion on the applicability and advantages of various learning tasks and evaluation procedure.</p>

<p>To acquaint with the preparation of different types of instructional plan</p>	<p>Planning of Instruction</p> <p>3.1 Need and importance of Planning 3.2 Level of Planning- Year Plan, Unit Plan and Lesson Plan (5 Hrs)</p>	<p>Preparation of year plan and unit plan .</p>
<p>To gain an insight into the theoretical aspects of teaching and learning.</p> <p>To master the preparation of lesson plan/ teaching manual in constructivist learning design.</p>	<p>Shift in the Bases of Commerce Education</p> <p>4.1 Objective Based Instruction/ Behaviourist approach</p> <ul style="list-style-type: none"> ○ Interrelationship of objectives, learning experiences and evaluation ○ Blooms taxonomy ○ Revised taxonomy. <p>4.2 Towards social construction of knowledge Social Constructivism</p> <p>4.3 Constructivist Learning Design</p> <ul style="list-style-type: none"> ● Co-operative Learning ● Meta cognitive Strategies ● Reflective practices. <p>(25 Hrs)</p>	<p>Preparation of lesson plans .</p>
<p>To gain practical experience in handling software and hardware materials for teaching of commerce.</p>	<ul style="list-style-type: none"> ● 5.1 IT inputs in commerce teaching <ul style="list-style-type: none"> ○ Computer Assisted Instruction ○ Use of Presentation software like POWERPOINT, MS ACCESS ○ Module preparation for e-content ○ Educational CDs ○ Online resources, e journals. 	<p>Preparation of modules , presentations etc</p>

	(5 Hrs)	
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References:

(common)

Gronlund, N.E. (1985). *Stating Objectives for Classroom Instruction* (3rd ed.). New York: Macmillan.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged). New York: Longman.

Block, H. James. (1971). *Mastery Learning: Theory and Practice*. New York: Holt, Rinehart and Winston, Inc.

Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: Longman.

Boynton, Lewiv, D. (1970). *Methods of Teaching Book Keeping and Accounting*. Ohio: South Western Publishing Company.

Carey, M. Lou. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon, Inc.

Ebel,L& Frisbie, A. (1991) *Essentials of Educational Measurement*. New Jersey: Prentice Hall.

Hall, G.E & Jones, H.L. (1976). *Competency Based Education: A Process for the Improvement of Education*. New Jersey: Prentice Hall.

Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain*. N.Y: David McKay Company, Inc.

Joyce, Bruce & Weil, Marsha. (1999). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.

Khan, M. S. (1982). *Commerce Education*. New Delhi: Sterling Publishers Private Limited.

- Krathwohl, D.R., Bloom, B.S. and Masia, B.B. (1964). *Taxonomy of Educational Objectives: Handbook II. The Affective Domain*. N.Y.: David McKay Company, Inc.
- Lowman, J. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.
- Satlow, I.D. (1964). *Teaching of Business Subjects Effectively*, New York: Prentice- Hall Inc.
- Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). *Methods of Teaching Business Subjects*, New York: McGraw-Hill book Company
- UGC. (1998). *Report of the Curriculum Development Centre in Commerce*. New Delhi: UGC.
- Verman, M. M. (1979). *Method of Teaching Accountancy*. New York: McGraw Hill.
- Boynlon. L.O. (1995). *Methods of Teaching Book-Keeping*, Cincinnati : South Western Pub. Company.
- Green. H.L. *Activities Hand Book for Business Teachers*. Mc.Grow Hill Book Co.
- Khan. M.S. *The teaching of Commerce*. New Delhi: Sterling Publishers.
- Lynn Erikson. H. (1998). *Concept based curriculum instruction*. India: Sage Publications.
- Nodan & Haydon. *Principles and Problems of Business Education*. Cincinnati: South Western Pub.
- Sinj. M.N. & Maheswari. S.B. (1975). *Methods and Techniques of Teaching Commerce Subjects*. Delhi:Young men & Co.,
- Tonne. HA (1960). *Principles of Business Education*. New York: Me. Graw Hill Book Col. Gregg Division Company.

SEMESTER II

BED P 201.3: PEDAGOGY OF SCHOOL SUBJECT-PART 1: ENGLISH

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

After completion of Course the student-teacher will be able to

- *familiarize with the nature of text book and analyses pedagogically*
- *understand the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.*
- *develop an understanding of pedagogy and its principles*
- *develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching*
- *develop the ability to design lesson templates incorporating the relevant objectives and activities*
- *develop knowledge of the importance of planning in teaching*
- *familiarize with ways of employing teaching skills for effective teaching*
- *acquire the ability to plan lessons and use in classroom teaching*
- *acquire the ability to apply suitable Teaching and learning resources in classroom teaching*

MODE OF TRANSACTION

Lecture, Group Learning, Seminar, Discussions, Debate, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: INTRODUCTION TO PEDAGOGIC ANALYSIS - ENGLISH :**(10 Hrs)**

Pedagogic Science; Teacher as a pedagogue

Principles of pedagogic Analysis

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 English Language Discourses:

Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement,

Profile, biography, essay, story, narration etc.

Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.

Pedagogic Analysis of English Text Books prescribed for the State Schools of Kerala

From 6th Std to 12th Std

UNIT 2: ESSENTIAL REQUIREMENTS FOR TEACHING ENGLISH LANGUAGE (15 Hrs)

Perspectives in Language Learning & Teaching

Teaching and Learning of language: its nature and significance

Teaching and Learning of English language

Teaching is an art and science; Learner and Teacher

Inter dependence of Teaching & Learning., Maxims of Teaching

English Language Teacher

Changing concept of Teaching, learning, classroom environment;

CWW (classroom without walls), VLE (Virtual Learning Environment.)

Competency Based Language Teaching (CBLT) Language teacher competencies

Teaching Skills: Pre teaching skills and post teaching skills

Core skills in teaching: stimulus variation, introducing, explaining, questioning, response management,

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

Practicing teaching skills:

Micro Teaching: Principles and definitions, Micro teaching cycles, Link practice

Planning in Teaching: Importance of planning in teaching

Objectives of Planning, Different levels of Planning: Year plan, Unit plan, lesson plan

Planning and designing of lesson templates

Steps involved in preparing lesson template

Designing lesson templates for different language discourses & language elements

UNIT 3: RESOURCES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE (10 Hrs)

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

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 English

M-learning: smart phones as learning devices and its scope

UNIT 4: ASSESSMENT IN ENGLISH LANGUAGE EDUCATION (10 Hrs)

Assessment for learning & teaching

Assessment for learner achievements

Objectives of assessment, Tools & Types; formative and summative

Continuous Evaluation, comprehensive 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

UNIT 5. GLOBAL TRENDS IN ENGLISH LANGUAGE EDUCATION

(5 Hrs)

Position of English Language in the present day world

English as a foreign Language

English language education in India & Kerala

Pedagogic practices of English Language teaching & learning

Critical evaluation of teaching and learning English in Kerala

SUGGESTED ASSIGNMENTS/PRACTICAL/ PROJECT

Preparing lesson templates and observation schedule

Assignment on preparing/collecting online tests in English.

READING & REFERENCE LIST:

English:

Anandan K N. (2006). Tuition to Intuition – The Constructivist Perspective on Second Language Pedagogy , TRANSCEND: Malappuram, Kerala

Bruce Joyce & Marsha wail, Models of Teaching:

Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.

Doff, Adrian. (2008) Teach English: A Training Course for Teachers. Cambridge University Press.

Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.

Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.

Jack C. Richards and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.

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

Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.

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

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

Online resources:

Activities for developing skills

<http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>

Current trends in Teaching Listening and Speaking by Jack. C. Richards

www.oup.com/elt

http://www.asian-efl-journal.com/Sept_06_ro.php

[BBC World Service: Learning English](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

[FRET \(Free Resources for English Teaching\)](http://www.english-teaching.co.uk/)

<http://www.english-teaching.co.uk/>

Learning Brain-based way

<http://languagelab.com.sg/faq.php>

The Essentials of Language Teaching

<http://www.nclrc.org/essentials/index.htm>

<http://www.languageinindia.com/april2002/tesolbook.html>

Task-Based Language Teaching and Learning: An Overview

SEMESTER II

BED P 201.4: PEDAGOGY OF SCHOOL SUBJECT-PART 1: HINDI

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Aims of the Course

After completion of Course the student-teacher will be able to:

- Understand the aims and objectives of teaching Hindi
- Understand the practical knowledge of micro teaching concepts and different teaching skills.
- Understand about the teaching of poetry, prose and drama.
- Understand how children in diverse social contexts construct knowledge of specific subject concept areas.
- Understanding the pedagogical approaches and strategies for acquiring language skills and different discourses of school curriculum.

Unit – I : MICRO TEACHING – Principles – Steps – Uses – Skills – Introducing a Lesson – Explanation – Questioning – Using the black board – Reinforcement – Stimulus Variation – Link Lesson

Unit II : AIMS AND OBJECTIVES OF TEACHING HINDI LANGUAGE

- Aims and Objectives of teaching and learning Hindi language - Socio-cultural utilitarian aims - Principles of Language learning - Aims and Objectives of teaching and learning Hindi language: Objective Based Instruction, Taxonomy of Educational Objectives (Original & revised) , Objectives and Specifications - Process Oriented Teaching and learning - Outcome Based Learning (OBL) - Life Oriented Teaching & Learning
- Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader - Teaching of Poetry- Method-Teaching of composition – strategies, Oral and written – Difference between teaching prose and poetry – Teaching of Grammar- Method-Theoretical and practical grammar .

Unit – III TRANSACTIONAL STRATEGIES: Lesson planning – concept, construction and administration, year plan, unit plan, lesson plan based on different approaches.

Unit – IV: LANGUAGE MASTERY THROUGH SKILL ACQUISITION: Listening, speaking, reading and writing.

Listening and Speaking: Sub skills of listening and speaking skills - Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources - Reading: Sub skills of reading: Study skills, including using thesauruses, dictionary, encyclopedia. etc. - Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, reports, dialogue, speech, advertisement, etc. Reference skills; Study skills; Higher order skills.

UNIT – V: TEACHING TECHNIQUE – Observation – Demonstration- Discussion, Assignment, Supervised Study- interview, Role playing, Team teaching, programmed learning. Questioning, Narration, Dramatization, Explanation etc. 4. Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus.

ACTIVITIES

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & observation, Workshop, Practical sessions, CAI.

ASSIGNMENTS/ PROJECT/ PRACTICAL

Preparation of Micro teaching lesson plans& observation schedule, Practice micro-teaching

REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
3. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
4. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
5. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
6. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.

7. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
8. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
9. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
10. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
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13. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
14. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.
15. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam.Ludhiyana: Prakash Brothers Publishing.
16. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
17. Passi, B. K. (1976). Becoming a Better Teacher : Micro teaching approach. Ahmadabad: Sahitya Mudranalaya.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. TiwariBholanadh.(2006). RajbhashaHindi.NewDelhi: Prabhat Publication.
20. Ur, Penny. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
21. Ur, Penny. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press.
22. Widdowson HG(1982) ; Teaching language as communication. OUP, London
23. Wright, A. (1977). Visual Material for the Language Tteacher. London: Longman.
24. Acharya Sithram Chaturvedi. Bhasha Ki Siksha.
25. Dr. Sreedharanantha Mukherji. Rashtra Bhasha Ki Siksha.
26. P.G. Kamath, Anya Bhasha Sikshan Eak Bhasha Vajanik Drishty.

27. K.M. Siva Ram Sharma. Hindi Sikshan Kala.
28. Bhai Yogendra Jit. Hindi Bhasha Sikshan.
29. Shri Satyanarayan Thripadi. Hindi Bhasha Aur Lipi Ka Aithihasic Vikas.
30. Dr. Ramakant Padak and Dr. Bnhagugadh Deekshi, Adhunik Hindi Vyakaraan Aur Reehana.
31. Nanda Bulare Baj Peyi, Sahitya Sushama.

SEMESTER II

BED P 201.5: PEDAGOGY OF SCHOOL SUBJECT-PART 1: KANNADA

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES

- Acquire knowledge and ability to develop language skills in students.
- Use audio-visual software to promote learning.
- Develop the ability to select appropriate methods in teaching.
- Studying in utility of E-learning in Kannada teaching.

Unit 1: Language Skills

1.1 Listening; Nature and kinds of listening; conditions for effective listening-Listening activities and suggested programmes, developing listening skills.

1.2 Speaking; Importance of oral work- phonetics of Kannada difficulties of pronunciation and remedial measures, special training through various activity, formal informal conversation, story telling, dialogue, dramatics, narration, discussion and debates.

1.3 Reading; Meaning, significance, importance of reading- aloud and silent reading. Methods of teaching reading, suggested programmes to developing reading skill.

1.4 Writing; Hand writing and spelling- Its importance, special feature of Kannada alphabets, different methods in improving hand writing and spelling.

Unit 2: Skills for Effective Teaching

2.1 Concept of micro teaching; Micro teaching cycle, types and lesson plans

2.2 Lesson planning; Needs for planning- stages of planning, year plan, unit plan, lesson plan-meaning, steps, significance and preparation.

2.3 Resource unit; meaning, steps, significance and preparation.

Unit 3: Teaching and Learning Resources

3.1 Importance and utility of audio visual materials in developing language skills. Kinds of materials

3.2 E-learning; Importance and application of E- learning for effective communication in Kannada teaching.

3.3 Text books; Importance and principles of Kannada text books. Characteristics of a good text book, critical study of the present text books.

3.4 Language laboratory and work book- meaning, nature and importance

Unit 4: Improving skills of a teacher

4.1 Teacher as a facilitator in developing the language ability in children

4.2 Essential qualities of a Kannada teacher

4.3 Academic and professional quality- pre-service and in-service courses

PRACTICAL ACTIVITIES:

1. Collect two language games each to practice vocabulary and grammar.
2. Preparation of various lesson plans.
3. Critical study of Kannada text book of standard VIII IX, X.
4. Preparation of work book.
5. Preparation any two improvised aids.
6. Preparation of year plan and unit plan.

REFERENCES:

1. Matrubhashe, Kannada bhodana marga,- AnassooyaVParagy
2. Bharatada bhasha samasye- HSK
3. Kannada kaipidy- Kuvempu
4. Kannada bhodane, Kannada adyana samasye,- Kongawada S
5. Kannada vyakarana darshana- Krishnayya and venkobarao M
6. Bhashe mattu bhasha vijyana- Kempegaua
7. Praudashala Kannada kaipidy- Gopala krishnayya
8. Nadu nudi- Pateela puttappa
9. Manukulada matugara- Chamsya nom
10. Bhasha vijnyanada moola tatvagalu- Chidananda moorty M
11. Kannada sahytya charytre- R M Mugali
12. Praudashalegallally Kannada bhasha bhodane- Mahabaleshwara rao
13. Kuvempu avara shikshana tatwa vichara- D Javare gaowda
14. Dviteeya bhasha bhodane- Veerabadrappa B a
15. Kavyarta Chintana- G S Shivarudrappa
16. Hosagannadada sahytya- SL Sheshagiry Rao
17. Shikshanada bhashe mattu buddivantike- Shreenatha shastry and others
18. Kannada chintane- D Javaregauda

SEMESTER II

BED P 201.6: PEDAGOGY OF SCHOOL SUBJECT-PART 1: MALAYALAM

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

- To understand the status, role and the nature of Malayalam language
- To analyze the nature of Malayalam language in the school curriculum including its relation to other disciplines and its social and cultural history as a subject in the school curriculum.
- To appreciate the importance of teaching Malayalam at various levels and the aims and objectives of teaching it.
- To understand and execute the teaching skills.
- To develop an understanding of the aims and pedagogical approaches for teaching Malayalam at different stages of school
- To acquire the theoretical knowledge of different methods and approaches of teaching Malayalam and apply them in classroom teaching
- To know the different methods of teaching different types of lesson in Malayalam teaching.
- To develop a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject concept areas.
- To acquire the knowledge of the kinds of Curriculum and syllabus.
- To understand planning and organization of teaching Malayalam.
- To acquire the knowledge of the different resources for teaching Malayalam
- To appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in class room teaching effectively.

TRANSACTIONAL STRATEGIES:

Group learning, Seminar, Discussion, Lecture

CONTENT:

UNIT I: 1. Introduction to language – Nature, Need, aims and Objectives of Teaching Malayalam- Meaning, definition, functions.

2. The status of Malayalam - need and importance of Mother tongue - official language- Three Language formula.

3. Objectives of teaching Malayalam at Primary, Secondary and Higher Secondary level- Cultural background . Problems of Multi Lingualism and mother tongue as medium of instruction

4. Teaching language as a skill rather than a knowledge subject. Teaching the communication skills - Listening - Speaking – Reading – Writing.

UNIT II: 1.General Principles and Maxim of language teaching 2. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives- process skills, issue based approach, critical pedagogy- curricular statements. 3. Micro teaching, various teaching skills 4. Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader -Teaching of Poetry - Method - Differences between teaching Prose and Poetry- Teaching of Grammar - Method – theoretical and practical grammar- Teaching of various discourses.

UNIT III: 1. Methods of Teaching Malayalam- merits and limitations- direct, indirect method- structural method - project method-play way method, constructivist method-cooperative learning-collaborative learning- Lecture method, inductive, Deductive methods - Merits and Demerits- Integration of content and methods.

- Communicative approach. Eclectic approach. Constructivism (NCF 2005)- synetic model of teaching- Recent trends in the teaching of Malayalam 3. Technique – Observation – Demonstration- Discussion, Assignment, Supervised Study- interview, Role playing, Team teaching, programmed learning. Questioning, Narration, Dramatization, Explanation, Brain storming, simulation, peer tutoring, reflective learning, experiential learning strategies, etc. 4.

Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus

UNIT IV- 1. Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature and discourses. 2. Curriculum and Syllabus – Meaning and definition- Principles of curriculum construction- different approaches of organizing curriculum- Modern trends in curriculum. Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus- local text. 3. Planning for Instruction - Designing year plan, unit plans and lesson plans- an overview.

UNIT V: Resources in Teaching Malayalam and cocurricular Activities. 1. Linked in teaching, Need, Importance, types- Audio, Visual and Audio Visual Aids. 2. Teacher made aids - Flash cards, Pictures, Charts, Models. 3. Mechanical aids - recorder, Radio, Television. 4. Programmed learning- Language laboratory. 5. Computer assisted language learning - Power point presentation 6. Multi-media and Internet- e learning, social media, blogs - identifying websites. 6. Different cocurricular activities which promote learning language.

SUGGESTED ASSIGNMENTS/ PROJECT :

Survey on the status of implementing three language formula in schools

Listing out different types of literary items included in secondary school text book

Identifying suitable approaches, methods and strategies for transacting secondary school text book

Conducting a study on various curricular reformation movements.

Preparation of suitable learning aids for transacting curriculum

Preparation of self learning material

Preparing CAI material for transacting secondary school curriculum

References

(common)

1. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
2. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
3. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
4. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
5. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
6. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
7. Longman. Dakin, J. (1973). The Language Laboratory and Language Learning. London: Longman.
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13. Widdowson HG(1982) ; Teaching language as communication. OUP, London
14. Wright, A. (1977). Visual Material for the Language Teacher. London: Longman.
15. Padhana Projectukalkku oru Kaippustakam, Prof. MK Prasad, Kerala Shaasthrasaahitya Parishad
16. Divaswapna, Gijubhai Bhadeka, National Book Trust
17. Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam
18. Gadyarachana, Dr.CK Chandrasekharan Nair, Kerala Bhasha Institute

19. Gadyashilpam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
20. Kerala Panineeyam, AR Rajaraja Varma , DC Books, Kottayam
21. Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam
22. Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
23. Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books
24. Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
25. Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy
26. Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam
27. Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam
28. Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
29. Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam
30. Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute
31. Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam, Varkala
32. Prayogika Vyakaranam, Irinjayam Ravi
33. Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala Shaasthrasaahitya Parishad
34. Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam
35. Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam
36. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
37. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
38. Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute
39. Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode
40. Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode
41. Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad
42. Vyakarana Mitham, Sheshgiri Prabhu
43. Malayala Bhashadyapanam, Dr.K Sivarajan, Calicut University
44. Micro teaching, Allen,D & Ryan, K, Adison Wesley, London

45. Mathrubhashabhodhanam Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio, Calicut
46. Bhasha padanavum bodhanashastravum author : Dr:Sreevrinda nair N
47. Bhasha padanavum sidhanthangalum author : Dr:Sreevrinda nair N DC reference.

Online Resources

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2. <https://www.facebook.com/groups/144983732246185>
3. <https://www.facebook.com/groups/paribhasha>
4. <http://www.keralasahityaakademi.org/>
5. <http://malayalambloghelp.blogspot.com/>
6. <http://www.topsite.com/best/malayalam>
7. <http://malayalam.kerala.gov.in/index.php>

SEMESTER II

BED P 201.7: PEDAGOGY OF SCHOOL SUBJECT-PART 1: MATHEMATICS

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

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

Modes of Transaction

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, activity methods, Brain storming and individual tasks.

Course Content:

Unit I: Pedagogical Analysis of Mathematics**(10 Hrs)**

- 1.1 Pedagogical Analysis- A conceptual overview
- 1.2 Objectives of Pedagogic Analysis
- 1.3 Scope of Pedagogic Analysis
- 1.4 Steps in Pedagogical Analysis

Unit II: Planning for Instruction in Mathematics (10 Hrs)

- 2.1 Need and Importance of Planning
- 2.2 Year planning
- 2.3 Unit planning
- 2.4 Lesson Planning

Unit III: Teaching Skills in Mathematics (10 Hrs)

- 3.1 Micro teaching- meaning, steps, cycle
- 3.2 Certain important components of teaching skills
 - Skill of introduction-Skill of stimulus variation- Skill of explaining,
 - illustrating with examples - Skill of using black board,
 - skill or fluency in questioning, skill of probing questions
 - skill for reinforcement.
- 3.3 Link Practice (Integration of Teaching Skills) in Micro teaching
- 3.4 Simulation- meaning, steps and characteristics

Unit-IV: Resources for Strengthening Mathematics Education (10 Hrs)

- 4.1 Textbooks- Nature, functions and characteristics of textbooks -critical analysis of the existing mathematics textbooks in the secondary schools of Kerala.
- 4.2 Teachers handbook - Importance and characteristics
- 4.3 Workbook - use and characteristics
- 4.4 Mathematics Library - Importance and use
- 4.5 Mathematics Laboratory - Importance and use for the development of student's thinking and general knowledge'
- 4.6 Reference books, Periodicals, Journals, Resource CD's, e-materials, Supplementary readers- Need and importance of each

Unit – V : Formal and Informal Ways of Evaluation in Mathematics (10 Hrs)

- 5.1 Concept of Test, Examination, Measurement, Assessment and Evaluation
- 5.2 Evaluation – Meaning, Process, Types and Tools
- 5.3 Qualities of a good test and Types of Tests
- 5.4 Preparation of Scholastic Achievement Test (SAT) with weightage tables and Blue Print
- 5.5 Analysis and Interpretation of Test scores
- 5.6 Continuous and Comprehensive Evaluation in mathematics learning.

Task and assignments:

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

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9. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
10. State text books in Mathematics of Kerala, class VII to XII.
11. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library
12. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
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14. Felix, Lucien. Modern Mathematics and the Teacher.
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SEMESTER II

BED P 201.8: PEDAGOGY OF SCHOOL SUBJECT-PART 1: NATURAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

- To understand the significance of planning and different types of planning in Teaching Learning Process.
- To develop skills for effective teaching to understand the meaning, scope and importance of models of teaching.
- To understand and practice the pedagogic analysis of 8th, 9th and 11th Biology.
- To acquaint with the co-curricular activities in Science.
- To have a hands-on approach in organizing and maintaining library and laboratory in science.
- To familiarize the I.T related professional inputs of teaching

Unit I (15Hours)**Planning for Teaching Learning of Biological Science**

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

Planning of Instruction-Year Plan, Unit Plan, Resource Unit. Lesson Plan (Herbartian steps, Behaviourist (Outcome based) format, Constructivist format).

Unit II (15Hours)**Micro Teaching and Models of teaching**

Micro teaching-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching - a skill based practice. Models of teaching-Common features of models, key

concepts for describing models, some typical models, viz CAM, Inquiry training model, Advance organizer model.

Unit III (12Hours)

Co-curricular Activities in Biological Science

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

UNIT IV (8 Hours)

Science and Technology

Complementarities between Science and Technology - use of ICT in science education Computer Assisted Instruction, Digital imaging system associated with Microscope, Course ware, Free Software in Science. Learning Management Systems, MOODLE, EDUBUNTU.

Task: Field trip and report

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Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg,R.J.,(2006)Cognitive Psychology, Thomson Wadsworth

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42. Popper, (2002) The Logic of Scientific Discovery, Routledge Publishers

Web sites

3 <http://docs.moodle.org>

<http://www.scientificliteracy.org>

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

<http://nlist.inflibnet.ac.in>

<http://www.librariananurudh.com>

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

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

<http://www.ncbi.nlm.nih.gov/pmc/>

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SEMESTER II

BED P 201.9: PEDAGOGY OF SCHOOL SUBJECT-PART 1: PHYSICAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

- Analyse the text book prescribed for secondary level classes.
- Analyse the context of physical science as a pedagogue.
- Acquaint with the planning of instruction according to the objectives.
- Develop unit plan and innovative lesson plans.
- Develop Micro Lesson in core teaching skills.

Unit – I Pedagogic Content Knowledge Analysis

- 1.1. Meaning and steps of Pedagogic Analysis.
- 1.2. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State-curricular objectives- terms, facts, concepts - process skills-learning outcomes - classroom learning activities and supplementary aids- resources-evaluation activities.

Unit-II Planning for Teaching –Learning of Physical Science

- 2.1. Planning of instruction - year plan, unit plan, and resource unit.
- 2.2. Lesson plan – significance - Herbartian steps – Constructivist format- Outcome Based Format.

Unit – III Development of Teaching Skills

- 3.1. Core Teaching skills, Essential skills for science teaching
Micro Teaching: Phases – cycle – link practice.
- 3.2. Development of teaching skills: Set Induction, explaining, questioning, Stimulus variation, demonstration

Tasks:

1. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State
2. Preparation of year, Unit and Lesson plan

3. Develop Micro – Lesson plans in at least three skills and practice.

References:

- ❖ Taxonomy of Educational objectives Handbook 1: cognitive Domain – Bloom, Benjamin S. et al; David McKay Company Inc,, Neco Yark, 1956.
- ❖ National Policy on Education - 1986, Ministry of Human Resource Development, Government of India, New Delhi, 1986.
- ❖ The curriculum for the Ten year school: A frame work, NCERT, New Delhi, 1975.
- ❖ UNESCO hand book for science teachers, UNESCO, Paris, 1980.
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- ❖ Science Club and Science Club Activities Manud – Mathur, Lalit Mohan, International Education Research Center, Delhi 1990.
- ❖ The Interactive Learning Revolution – Basker J. and Tucker R.N., Page, London, 1990.

SEMESTER II

BED P 201.10: PEDAGOGY OF SCHOOL SUBJECT-PART 1: SANSKRIT

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES

- To understand about the pedagogic and content analysis
- to understand about the different teaching learning processes in Sanskrit
- to understand about preparing various types of lesson plans
- to understand about the recourses in Sanskrit

Mode of Transaction

lecture, text book analysis, assignment/seminar)

Unit 1. 10 hrs

Pedagogic analysis- scope, principles , objectives, definition of content analysis

Unit- 2 10 hrs

Bloom's taxonomy,-(old &revised)objective based learning, issue based learning,

Activity based learning , process oriented learning, outcome oriented learning

Unit-3 15hrs

Planning- year plan, unit plan, modular plan various types of lesson transcripts

Unit -4 15 hrs

Resources of sanskrit- kavya, katha, drama, subhashitha etc

Suggested Task

Prepare a report about any resources of a high school unit

REFERENCE

Common for all papers

- 1-TEACHING SANSKRIT- G. SAHADEVAN
- 2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA
- 3, KERALEEYA SAMSKRITHADHYAPANAM- DR.K.R.HARINARAYANAN
- 4, PRACTICAL SANSKRIT GRAMMER- P.R.D. SARMA
- 5, FIRST BOOK OF SANSKRIT . R.G. BHANDARKAR
- 6, SECOND BOOK OF SANSKRIT. R.G.BHANDAERKAR
- 7, MODELS OF TEACHING- BRUCEJOYCE -MERSHA WEIN
- 8, REFFLECTION S OF LANGUAGE. NOM CHOMSKY
- 9, THE TEACHING OF SANSKRIT. D.G.APTE
10. SAMSKRUTHA SHIKSHANA – RAMSAKAL PANDEY
- 11, REPORT OF FIRST SANSKRIT COMMISSION – GOVT OF INDIA
- 12, KRISHNAWARRIER COMMISSION REPORT- GOVT OF KERALA
- 13,SECOND SANSKRIT COMMISSIN REPORT – GOVT OF INDIA

AUDIO VIDEO MATIRIELS

- 1, A WORK BOOK FOR SANSKRIT LEARNER D.PI. KERALA.
- 2, ABHYASAMANJARI- D.P.I.KERALA
- 3, C.D OF RASTRIYA SANSKRIT SANSTHAN
- 4, PRAYOGA PARICHAYA C.D. BY D.P.I.
- 5, C.D. OF R.S.VIDYAPEETHA THIRUPATHI

websites

navavani . org .in

nic.sanskrit.in

SEMESTER II

BED P 201.11: PEDAGOGY OF SCHOOL SUBJECT-PART 1: SOCIAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- To acquaint with the core teaching skills and to practice micro teaching class for mastering teaching skills.
- To apply the principles of teaching in preparing different types of instructional plan.
- To undertake pedagogic analysis of social Sciences text book for secondary and Higher secondary classes
- To develop ability to apply constructivist learning design in the modern classroom.
- To gain practical experience in handling software and hardware materials related to the teaching of social science.

Mode of Transaction:

Lecture cum discussion, project work, seminars, assignments, group work, demonstration etc.

Unit 1 (8 Hrs)**Teaching Skills and Micro Teaching**

- 1.7 Maxims of Teaching
- 1.8 Core Teaching Skills
- 1.9 Micro Teaching Procedure

Unit 2 (12 Hrs)**Pedagogic Analysis**

- 2.1 Content analysis- Statement of objectives- deciding pre requisites- determining inputs- assignment- activities and e valuation procedures.
- 2.2 Analysis of relevant content of social science text book of secondary and higher secondary classes.

Unit 3 (12 Hrs)**Planning of Instruction**

- 3.1 Need and importance of Planning
- 3.2 Level of Planning- Year Plan, Unit Plan and Lesson Plan

Unit 4 (6 Hrs)**Shift from Behaviorism to constructivism**

- 4.1 Towards social construction of knowledge
 - Cognitive revolution
 - Social Constructivism

4.2 Constructionist Learning Design

- Co-operative Learning
- Meta cognitive Strategies
- Concept Mapping

4.3 Objective Based Instruction

First Paradigm- Interrelationship of objectives, learning experiences and evaluation

Unit 5 (12 Hours)**IT inputs in social science teaching**

- 5.1 Computer aided teaching
- 5.2 Using Presentation software's
- 5.3 Module preparation for e- content
- 5.4 Video conferencing
- 5.5 Free software's

Task and assignments

1. Assignment Submission (Soft and Hard Copy)
2. Content Analysis of Social Science Text Book at secondary Level.

3. Preparation of Instructional Plans at different levels
4. Conduct Debate, Symposium etc..
5. Module Preparation for E-Content
6. Prepare E-Portfolios

References

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SEMESTER- II

BED P 202.1: ASSESSMENT FOR LEARNING-ARABIC

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

The student teacher will be able to:

- *Understand aims and objectives of Assessment for teaching & learning*
- *Familiarize with trends & issues in assessment and evaluation (from a constructivist paradigm)*
- *Comprehend key concepts, such as formative and summative assessment, evaluation and measurement, test, examination and assessment rubrics*
- *Exposed to new trends, different kinds and forms of assessment for student learning.*
- *Application of basic statistics in Arabic Language education.*

Unit – 1: Assessment & Evaluation in Arabic Language Education

- 1.1 Concept, Nature and Types of Evaluation& measurement
- 1.2 Types of Evaluation : CE, CCE, Formative, Summative ,Diagnostic
- 1.3 Tools of Evaluation ; Characteristics of good tool
- 1.4 Taxonomy of Educational Objectives : Blooms taxonomy
- 1.5 Evaluating/Assessing Educational Objectives, Definition, role and function of objectives-specific objectives. General Objectives – learning experience – evaluation, objective based instruction & evaluation, and outcome based Evaluation.

Unit - 2: Perspectives of Assessment and Evaluation

- 2.1. Perspective of assessment and evaluation of learning in a constructivist paradigm
- 2.2. 'Assessment of Learning' and 'Assessment for Learning'
- 2.3. Purposes of assessment in a 'constructivist' approach

2.4. Critical review of current assessment & evaluation practices and their impact in learning and development

2.5. CE, CCE for evaluation of ongoing teaching-learning process and through overall performance of child.

Unit- 3. Trends & Developments in Evaluation

3.1. Qualitative & Quantitative Assessment and Evaluation: types & techniques

- assessment, evaluation: Written/oral test& examination
- internal and external evaluation and Assessment
- formative and summative evaluation
- criterion referenced and norm referenced evaluation
- continuous and comprehensive evaluation/ assessment
- Grading in assessment

3.2. Projects, assignments, performances in assessment

3.3. Tests and their constructions for assessment

3.4. Observation for evaluation of learning processes ,

Self Evaluation, Peer Evaluation, Teacher Evaluation,

Self-assessment, peer assessment; constructing portfolios

3.5. Open book examination, Question Banks

3.6 Choice based credit and semester system

Unit- 4: Techniques & tools of Assessment for Learning Arabic Language

4.1. Performance-based assessment, developing indicators for performance based assessment in Arabic language, observation of learners' records, Notes & diaries, Oral presentation of learner's works, Portfolios.

4.2. Internal Assessment- Assessment of assignments and seminars in Arabic

4.3. Assessment of project works in Arabic

- 4.4. Assessment of participation in collaboration
- 4.5. Assessment of experimental and Innovative works in Arabic Language learning
- 4.6. Construction of test items in Arabic language and its administration: Different types of tests

Achievement tests, Diagnostic tests, Blue Print

Evaluation of non- scholastic aspects like creativity, skills, attitude in Arabic learning contexts

Unit-5: ICT in assessment

- 5.1. Technology in Assessment:

Computer Assisted Assessment, online assessment, e-portfolio-

Downloading online tools and rubrics for e-materials and activities.

Unit 6: Statistics in Educational Evaluation

- 6.1. Need and importance statistics in Education & evaluation

Statistical tools, frequency distribution, Tabulation of data, graphical representation, Measures of central tendency, Measures of variability, (meaning, calculation and application)

- 6.2. Statistical interpretation: interpreting test scores and norms, methods: Grade, percentile rank, standard scores, And profiles: Reporting- Scores, grades and qualitative descriptions-Developing maintaining a comprehensive learner profile- Purposes of reporting- Reporting a consolidated learner profile.

PRACTICAL Activities:

1. Developing Achievement / Diagnostic Test
2. Analysis of Data / Reporting
3. Preparing learner profile

Reference List:

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2. Essentials of Educational Measurement ; Robert L , Ebel & David A
3. Educational Evaluation; Srinivastava HS

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- 5 Taxonomy of Educational objectives Handbook 1: cognitive Demain – Bloom, Benjamin S. et al; David McKay Company Inc;, Neco Yark, 1956.
- 6 Teaching Strategies: A Guide to Better Instruction – Otrlich, D.C. et.al; Health & Co., Lerington, Mass; 1980.
- 7 The practice of constructivism in Science Education – Tobin Kenneth, Lawrence Erlbaum Associates Inc. Publishers, NJ, 1993.
- 8 Measurement & Evaluation ; Dr. K Soman
- 9 Measurement & Evaluation ; Dr A Sukumaran Nair
- 10 Understanding why curriculum innovations succeed or fail, school science and mathematics James R.K; 81 (6): 487, 1981.

SEMESTER- II

BED P 202.2: ASSESSMENT FOR LEARNING-COMMERCE

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Instructional objectives:

1. To acquaint with the concepts of evaluation.
2. To familiarize the theoretical and procedural aspects underpinning evaluation.
3. To master the use of various assessment tools and techniques in the constructivist paradigm.
4. To equip with the procedure of construction of Achievement test and Diagnostic test and its statistical interpretation.

Mode of Instruction:

Lecture cum demonstration, Assignment, Seminar, Suggested readings.

Units of Study:**Unit 1 Preliminary considerations (10 Hrs)**

- 1.1 Basic concepts- Measurement, Evaluation, Assessment
- 1.2 Aims/ Purpose of evaluation
- 1.3 Characteristics of a good evaluation tool- validity, reliability, objectivity, discriminating power, comparability, utility, adequacy
- 1.4 Types of evaluation- Formative and Summative
- 1.5 Tools of evaluation
- 1.6 Techniques of evaluation
- 1.7 Types of tests- (i) Achievement, Diagnostic and Prognostic
(ii) Norm referenced and Criterion referenced
(iii) Standardised test- characteristics and steps
- 1.8. Performance Based Evaluation

Unit 2 Taxonomy of educational objectives (15 Hrs)

- 2.1 Objective based Evaluation
- 2.2 Instructional objectives and Specifications of Behavioral Outcomes
- 2.3 Bloom's Taxonomy of Educational objectives

2.4 Revised Bloom's Taxonomy

Unit 3 Construction of Achievement Test (20 Hrs)

- 3.1 Basic concepts- Blue print, Item writing, Marking scheme, Question wise analysis
- 3.2 Types of test items- objective, short , essay
- 3.3 Steps involved in the construction of Achievement Test
- 3.4 Construction of Diagnostic test

Unit 4 Statistical Analysis of test results (25 Hrs)

- 4.1 Classification of test scores
- 4.2 Graphical representation – Histogram, Frequency polygon, Ogive, Pie graph
- 4.3 Measures of Central Tendency- Mean, Median, Mode- Uses, Merits and Demerits
- 4.4 Measures of Dispersion- Range, Quartile deviation, Mean deviation, Standard deviation
- 4.5 Correlation- Types, Uses

Unit 5 Trends in Evaluation (10 Hrs)

- 5.1 Continuous and Comprehensive Evaluation (CCE)- Nature and scope
- 5.2. Assessment of Co-scholastic Aspects and other Aspects- tools and techniques
- 5.3 Components of CCE- Terminal evaluation, Continuous evaluation, Practical evaluation
- 5.4 Grading system- types of grading, advantages over marking system
- 5.5. Portfolio Assessment – Reporting Procedure
- 5.6. Rubrics for Assessment

REFERENCES

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- 2) Anastasi .A (1988). Psychological testing (6th Ed). New York: Macmillan.
- 3) Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card .National center for education statistics Washington, D.C. GPO.
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- 7) Bloom, B.S, Hastings, J.T and Madaus, G.(1971).Hand book on formative and summative evaluations of student learning .New York :McGraw-Hill.
- 8) Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook ,cognitive domain .New York : D.Mckay
- 9) Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.
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- 13) Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David McKay Company
- 14) Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15) Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
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- 17) Kubiszyn, T and Borich (2003) Educational Testing and measurement (7th Ed).John Wiley and sons, inc.760 third avenue, New York, NY10158-0012,(212)850-6011.
- 18) Linn R.L and Miller .M.D(2005)Measurement and assessment in teaching (9th Ed).Dorling Kindersley (India) Pvt .Ltd.-
- 19) Linn R.L and Gronlound, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.
- 20) Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21) MHRD (1986) National policy on education department of education .New Delhi: NCERT.
- 22) MHRD (2009) right to education act department of school education literacy.
- 23) Mangal, S.K (1992), statistics in psychology and education (2nd Ed). Tata Megraw Hill publishing Company Limited, New Delhi.
- 24) NCERT (2005). National Curriculum Framework 2007,SECRT ,Thiruvanathurparam
- 25) NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.

- 26) Popham, W.J (1999). Classroom assessment what teachers need to know?, Boston : Allyn and Bacon
- 27) Reynolds, C.R, Livingston, R.B and Wilson, V (2009). Measurement and assessment (2nd Ed). PHI Learning Pvt.Ltd.India.
- 28) SCERT (2007).Kerala curriculum framework, 2007, SCERT,Thiruvananthpuram.
- 29) Thorondilce, R.M.Christ, T.T (2010) Measurement and evaluation in psychology and education (8th Ed) PHI Learning Pvt.Ltd.India.
- 30) Thorondilce, R.M. (1996).measurement and evaluation in psychology and education (6th Ed). New York: Macmillan.

SEMESTER- II

BED P 202.3: ASSESSMENT FOR LEARNING-ENGLISH

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

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

- ❖ Acquire conceptual understanding about assessment
- ❖ Get introduced different measures of assessment
- ❖ Gain a critical understanding of issues in assessment and evaluation
- ❖ Grasp basics of assessment, such as formative and summative assessment, evaluation and measurement, test, examination
- ❖ becomes proficient in evaluation , assessment , measurement and tests
- ❖ become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning
- ❖ Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- ❖ Understand the assessment of students with disabilities.
- ❖ Get trained in IT- based modes of assessment

COURSE OUTLINE**Unit 1: CONCEPTUAL BACKGROUND OF ASSESSMENT**

1. Definition and rationale of assessment-older methods of assessment- short comings of traditional external examination.-attempts of reforms with special reference to Radhakrishnan commission (1948-49),Secondary education commission(1952-53),Kothari commission(1964-66),National Policy Education (1986) and programme of action in (1992), National curriculum frame work(2005), National Focus Group position

paper on examination reforms, The right of children to free and compulsory education act RTE act(2009),Kerala curriculum frame work (2007)

Unit - 2: Perspectives of Assessment and Evaluation

- 2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm
- 2.2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- 2.3. Purposes of assessment in a 'constructivist' paradigm
- 2.4. Critical review of current evaluation practices and their assumptions about learning and development
- 2.5. Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit- 3. Overview of Assessment and Evaluation

3.1. Clarifying the terms

]

Assessment, evaluation, test, examination, measurement

Internal and external evaluation

Formative and summative evaluation

Criterion referenced and norm referenced evaluation

Continuous and comprehensive assessment

Grading.

3.2. Kinds of tasks: projects, assignments, performances

3.3. Kinds of tests and their constructions

3.4. Observation of learning processes by self, by peers, by teacher; Self-assessment and peer –assessment; constructing portfolios

3.5. Quantitative and qualitative aspects of assessment.

Unit- 4: Tools and Techniques of Assessment for Learning English

4.1. Performance-based assessment, developing indicators for performance based assessment in English, learners' records of observations, field diary; Oral presentation of learners work, Portfolio.

4.2. Assessment of assignment and seminars in English

4.3. Assessment of project work in English

4.4. Assessment of participation in collaborative learning

4.5. Assessment of experimental work in English

4.6. Construction of test items in English and administration of tests:

Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print. Assessment of learners' creative talents.

Unit-5. Technology in assessment

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio-downloading online tools and rubrics for e-materials and activities – online language tests- grammar online assessment –web based creativity tests.

Unit 6: Data Analysis, Feedback and Reporting

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

6.2. Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback

6.3. Reporting- Place of marks, grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile- Purposes of reporting-Reporting a consolidated learner profile.

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- 2) Anastasi .A (1988). Psychological testing (6th Ed). New York: Macmillan.
- 3) Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card .National center for education statistics Washington, D.C. GPO.
- 4) Best John W and Khan James V, Research in education prentice Hall India Pvt .Ltd, New Delhi 1992.
- 5) Block ,J.H.C(1983).Learning rates and mastery learning
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- 8) Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook ,cognitive domain .New York : D.Mckay
- 9) Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.
- 10) Cronbach ,L.J.(1990) Essentials of psychological testing (5thed). New York: Harper and Row.
- 11) Ebel,R.L.Frisbie ,D.A.(1991) essentials of educational measurement (5thed) Englewood cliffs, NJ : Prentice hall.
- 12) Gardner John (2006) Assessment and learning sage publications India Pvt Ltd.
- 13) Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David Mekay Company
- 14) Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15) Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
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- 20) Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
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- 24) NCERT (2005). National Curriculum Framework 2007,SECRT ,Thiruvanathurparam

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- 30) Thorndilce, R.M. (1996).measurement and evaluation in psychology and education (6th Ed). New York: Macmillan.

SEMESTER- II

BED P 202.4: ASSESSMENT FOR LEARNING-HINDI

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

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

- ❖ Acquire conceptual understanding about assessment in Language Education
- ❖ Get introduced different measures of assessment
- ❖ Gain a critical understanding of issues in assessment and evaluation in Hindi language
- ❖ Grasp basics of assessment, such as formative and summative assessment, evaluation and measurement, test, examination
- ❖ become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning especially in Hindi language
- ❖ Become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- ❖ Understand the assessment of students with disabilities.
- ❖ Get trained in IT- based modes of assessment

COURSE OUTLINE**Unit 1: ONCEPTUAL BACKGROUND OF ASSESSMENT**

1. Definition and rationale of assessment-older methods of assessment- short comings of traditional external examination.-attempts of reforms with special reference to Radhakrishnan commission (1948-49),Secondary education commission(1952-53),Kothari commission(1964-66),National Policy Education (1986) and programme of action in (1992), National curriculum frame work(2005), National Focus Group position paper on examination reforms, The

right of children to free and compulsory education act RTE act(2009),Kerala curriculum frame work (2007)

Unit - 2: Perspectives of Assessment and Evaluation in Hindi Language

- 2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm
- 2.2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- 2.3. Purposes of assessment in a 'constructivist' paradigm
- 2.4. Critical review of current evaluation practices and their assumptions about learning and development
- 2.5. Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit- 3. Overview of Assessment and Evaluation

3.1. Clarifying the terms

Assessment, evaluation, test, examination, measurement

Internal and external evaluation in Hindi

Formative and summative evaluation in Hindi

Criterion referenced and norm referenced evaluation

Continuous and comprehensive assessment

Grading.

3.2. Kinds of tasks: projects, assignments, performances in Hindi language testing

3.3. Kinds of tests and their constructions

3.4. Observation of learning processes by self, by peers, by teacher; Self-assessment and peer –assessment; constructing portfolios

3.5. Quantitative and qualitative aspects of assessment in language Hindi

Unit- 4: Tools and Techniques of Assessment for Learning Hindi

4.1. Performance-based assessment, developing indicators for performance based assessment in Hindi , learners' records of observations, field diary; Oral presentation of learners work, Portfolio.

4.2. Assessment of assignment and seminars in Hindi

4.3. Assessment of project work in Hindi

4.4. Assessment of participation in collaborative learning

4.5. Construction of test items in Hindi and administration of tests:

Different types of test items(oral and written)-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print.

Assessment of learners' creative talents.

Unit-5. Technology in assessment

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio-downloading online tools and rubrics for e-materials and activities – online language tests- grammar online assessment –web based creativity tests.

Unit 6: Data Analysis, Feedback and Reporting

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

6.2. Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback

6.3. Reporting- Place of marks, grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile- Purposes of reporting-Reporting a consolidated learner profile.

Rererence

- 1 Anastasi Anne and Urbina Susan: Psychological Test. Perason Education
- 2 Robert L Ebel and David A Frisbie: Essentials of Educational Measurement.
Prentice Hall : New Delhi
- 3 Srivastava H.S : Educational Evaluation.Neelkamal Hyderabad
- 4 Garret E Henry and Woodworth : Statistics in Psychology and Education
- 5 Mangal S K :Statistics in Psychology and Education.Prentice Hall New Delhi

SEMESTER- II

BED P 202.5: ASSESSMENT FOR LEARNING-KANNADA

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Interna)

OBJECTIVES:

- The concept, nature and types of measurement and evaluation.
- Taxonomy of educational objectives.
- The preparation and construction of a test.
- New trends of evaluation in education.
- Application of basic statistics in education.

Unit 1: Concept, nature and types of evaluation

- 1.1 Concept and meaning of measurement, assessment and evaluation in education.
- 1.2 Types of evaluation; Continuous and comprehensive.
- 1.3 Formative, summative and diagnostic evaluation; grading system.
- 1.4 Tools of evaluation; Objectivity, reliability, validity and flexibility.

Unit 2: Taxonomy of educational objectives

- 2.1 Blooms taxonomy of educational objectives
- 2.2 Different types of tests; achievement test, aptitude test and diagnostics test.
- 2.3 Types of achievement test; oral test, written test, teacher made test and standardize test.
- 2.4 Preparation of blue print; scoring scheme, marking scheme.
- 2.5 Planning and preparation teacher made test.

Unit 3: New trends of evaluation in education

- 3.1 Quantitative evaluation; Types and techniques (written and oral).
- 3.2 Qualitative evaluation; Types and techniques (Observation, check list and rating scale).
- 3.3 Internal assessment; Cumulative records and grading system.
- 3.4 Open Book Examination system.
- 3.5 Question Banks.
- 3.6 Choice based credit system and semester system.
- 3.7 Evaluation of non-scholastic aspects of pupil's growth.
- 3.8 Computerized adaptive testing (CAT) and others technological advance

Unit 4: Trends in the assessment of students with disabilities. (2Hours)

- 4.1 Typical response tests to assess construct such as personality attitudes and interest.
- 4.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation
- 4.3 Case study- definition, development and interpretation.
- 4.4 observations.
- 4.5 Teachers role in assessing students with disabilities

Unit 5: Statistics in education

- 4.1 Meaning need and application of statistics.
- 4.2 Frequency distribution: Meaning grouping and tabulation of data.
- 4.3 Graphical representation; Frequency polygon, Histogram bar diagram.
- 4.4 Measures of central tendency; mean median mode (meaning and its calculation)
- 4.5 Measures of variability; Range deviation, standard deviation and quarter Deviation (meaning, calculation and its application).

Unit VI: Interpreting Test Scores and Norms. (2Hours)

- 6.1 Methods of interpreting scores.
- 6.2 Grade norms.
- 6.3 Percentile rank
- 6.4 Standard scores
- 6.5 Profiles
- 6.6 Cautions in interpreting test scores.

PRACTICAL ACTIVITIES:

- 1 Development of achievement test.
- 2 Statistical analyses of data.
- 3 Graphical representations of data.

REFERENCES:

1. Essential of Educational Measurement- Robert L, Ebel and David A
2. Educational Evaluation- Srinivastava H S
3. Statistics in Psychology and Education- Garret E Henry and Woodworth
4. Measurement and Evaluation- Dr. A Sukumaran naiar
5. Measurement and Evaluation- Dr K Soman
6. Statistics in Psychology and Education- S K Mangal

SEMESTER- II

BED P 202.6: ASSESSMENT FOR LEARNING-MALAYALAM

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+ 20 Internal)

OBJECTIVES:

- ❖ To enable the learners understand the concept, nature and types of measurement and evaluation.
- ❖ To develop a critical understanding of issues in assessment and evaluation
- ❖ To understand Taxonomy of educational objectives.
- ❖ To explore realistic, comprehensive and dynamic assessment processes for use in the classroom.
- ❖ To enable the learners to construct an achievement test
- ❖ To understand new trends of evaluation in education
- ❖ To critically look at the prevalent practices of assessment and evaluation
- ❖ To develop diagnostic test and suggest remedial measures
- ❖ To enable the learners to apply basic statistics in education

CONTENT:

UNIT I: Concept of Measurement, Assessment and Evaluation in Education. 1. Meaning of measurement, assessment and evaluation. 2. Nature of measurement, assessment and evaluation. 3. Types of evaluation, continuous and comprehensive evaluation – Formative, Summative and Diagnostic evaluation, Grading pattern. 4. Tools of Evaluation. 5. Characteristics of a good test - Objectivity - Reliability - Validity - Feasibility.

UNIT II: 1. Taxonomy of Educational Objectives- Revised edition of Bloom's Taxonomy of educational objectives 2. Test construction – its steps, types and criteria of a good test. 3. Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests. 4. Types of achievement tests - oral test - written test - teacher made test - standardized test. 5. Objective tests - One word answer - Fill in the blanks - Matching - Multiple choices - Error recognition. 6. Written test- Short answer type - Paragraph type - Essay type. 6. Construction of a good test - Preparation of blue print - Scoring key - Marking scheme. Item analysis - Item difficulty - Discriminative index. 7. Planning and preparation of teacher made test

UNIT III: New Trends in Evaluation. 1. Quantitative Evaluation- Types and techniques (written and oral). 2. Qualitative Evaluation – Types and techniques (Observation, Check list, Rating scale and Anecdotal records). 3. Internal Assessment – Cumulative records, anecdotal, portfolio etc. 4. Credit system and Grading system. 5. Continuous Comprehensive Evaluation – concept, tools and techniques

UNIT IV: Diagnostic test and Remedial Teaching. 1. Concept, meaning and nature. 2. Preparation of diagnostic test, diagnostic chart, item analysis. 3. Remedial teaching- reason for under scoring and suggesting remedies

UNIT V: Statistics in Education 1. Statistics-meaning, need, and application 2. Frequency distribution-meaning, grouping and tabulation of data 3. Graphical representation-Frequency polygon, - Cumulative frequency curve – OGIVE, Histogram and Bar diagram, Pie- diagram. 4. Measures of Central tendency, Variation and Correlation 5. Mean, Median and Mode – their meaning, calculation & application 6. Measures of variability – Range, Average Deviation , Standard Deviation & Quartile Deviation – their meaning, calculation & application 7. Correlation – meaning

TRANSACTIONAL STRATEGIES:

Lecture, Discussion, Group learning

TASKS/ASSIGNMENTS:

Development and standardization of an achievement test

Project on language

Prepare a report of seminar/symposium/ discussion/ debate

Statistical analysis of data

Graphical representation of data

REFERENCES:

- (1) Anastasi Anne & Urbina Susana : Psychological Testing, Pearson Education
- (2) Robert L. Ebel & David A. Frisbie : Essentials of Educational Measurement, Prentice Hall of India, New Delhi
- (3) Srivastava, H.S. : Educational Evaluation , Neelkamal Publications, Hyderabad
- (4) Garret E Henry & Woodworth : Statistics in Psychology and Education,
- (5) Saha, Kaberi : Statistics in Education and Psychology , Asian Books Pvt. Ltd. New Delhi - 110002
- (6) Mangal, S.K. : Statistics in Psychology and Education, Prentice Hall of India, New Delhi

SEMESTER- II

BED P 202.7: ASSESSMENT FOR LEARNING-MATHEMATICS

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+ 20 Internal)

Course objectives

The course will enable student teachers to:

- Gain awareness about recommendations made by various education commissions regarding educational evaluation.
- Understand concept of evaluation based on learning theories.
- gain critical awareness of issues in assessment and evaluation
- becomes proficient in evaluation , assessment , measurement and tests
- become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning
- become proficient in developing assessment tools and techniques for classroom assessment
- become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- become proficient in grading procedures , preparing report card and communicating assessment results
- gain awareness in the assessment of students with disabilities.
- become proficient in computerized adaptive testing

MODE OF TRANSACTION

Lecture cum discussion, individual and group assignment, projects, seminars and practical works.

COURSE OUTLINE**Unit 1: Examination Reform Efforts****(2Hours)**

1.Examination reform efforts in India based on:

- 1.1. Radhakrishnan commission (1948-49)
- 1.2. Secondary education commission(1952-53)

- 1.3. Kothari commission(1964-66)
- 1.4. National Policy Education (1986) and programme of action in (1992)
- 1.5. National curriculum frame work(2005)
- 1.6. National Focus Group position paper on examination reforms.
- 1.7. The right of children to free and compulsory education act RTE act(2009)
- 1.8. Kerala curriculum frame work (2007)

(Discussion should focus only on recommendations about educational evaluation)

Unit 2: Theoretical foundations of learning and assessment

(4Hours)

- 2.1 Behaviorist theories of learning.
- 2.2 Cognitive constructivist theories of learning.
- 2.3 Socio-cultural constructivist theories of learning.
- 2.4 Multiple intelligence theory.
- 2.5 Theories related to motivation.
- 2.6 Taxonomy of educational objectives and assessing learning outcomes
- 2.7 Concept of Evaluation.

(Discussion should focus on process and product assessment and styles of learning)

Unit 3: Educational Evaluation

(4Hours)

- 3.1 Meaning, definition, purpose, functions and principles of evaluation
- 3.2 steps involved in evaluation
- 3.3 Meaning, definition of assessment.
- 3.4 Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning
- 3.5 Assumptions of educational assessment.
- 3.6 Meaning definition and scales of measurement
- 3.7 Distinction between Evaluation, Assessment and Measurement.

Unit 4: Continuous and comprehensive evaluation**(5Hours)**

- 4.1 Meaning and definition of continuous and comprehensive evaluation.
- 4.2 Features of continuous and comprehensive evaluation
- 4.3 Functions of continuous and comprehensive evaluation.
- 4.4 The objectives of the continuous and comprehensive evaluation.
- 4.5 characteristics of school based evaluation, its merits and demerits.
- 4.6 short comings of traditional external examination.
- 4.7 Importance of continuous and comprehensive evaluation.
- 4.8 Meaning ,Definition ,Purpose and use of Formative and Summative evaluation
- 4.9 Importance of feedback, diagnosis, remediation and styles of learning

Unit 5 : Criterion of good test**(8Hours)**

- 5.1 Objectivity – meaning, purpose –how to maintain objectivity.
- 5.2 Validity – meaning and definition
 - 5.21–types of validity – content validity, predictive validity, con-current validity, construct validity and face validity.
- 5.3 Reliability: meaning and definition.
 - 5.31 Methods of Estimating Reliability
- 5.4 Practicability – meaning and definition
- 5.5 objective basedness – meaning and definition
- 5.6 Discrimination – Meaning and definition.
- 5.7 Comprehensiveness – Meaning and definition.
- 5.8 How to maintain objective basedness , discrimination and comprehensiveness of a test.

Unit 6 : Tools and techniques for evaluation

(8Hours)

6.1 Interview: structured, unstructured, guidelines to develop good interviewing techniques

6.2 self reporting

6.3 questionnaires: closed form, open form, guidelines to develop questionnaire.

6.4 schedule: meaning, definition, development of a schedule.

6.5 Observation: meaning and definition, types of observation, guidelines to develop good observations.

6.6 Open-ended group discussions, Focus group discussions

6.7 Check lists- Definition, the development and use of check lists.

6.8 Rating scale –Definition , types of rating scales , development and use of rating scales.

6.9 Anecdotal records – definition , development and use of anecdotal records.

6.10 Sociometric techniques – definition, development and use of sociogram

Unit7 Types of tests**(8hours)**

7.1 Development and use of selected- response items: true – false items, multiple-choice items and match the following types

7.2 development and use of constructed – response items: Completion type items , short – answer type and essay type.

7.3 Development and use of teacher made and standardized tests

7.4 Development and use of norm – referenced test and criterion – referenced test.

Unit 8 Performance Assessments**(8hours)**

8.1 Definition of performance assessment.

8.2 Process and product assessment of non-cognitive behaviors.

8.3 Types of performance assessment.

8.4 Guidelines for developing effective performance assessments.

8.4.1 Selecting appropriate performance tasks.

8.4.2 Developing instructions and criteria for assessing non scholastic aspects of pupils growth

8.4.3 Developing procedures for evaluating responses.

8.5 Reliability issues in performances assessments

8.6 Strengths and weaknesses of performance assessment

Unit 9 Portfolios

(3Hours)

9.1 Definition and purpose of portfolios

9.2 Guidelines for developing portfolio assessment

9.3 Strength and weaknesses of portfolio assessments.

9.4 Guidelines and students role in selection of portfolio entries and self evaluation.

9.5 Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.

Unit 10 Assigning Grades on the basis of classroom assessments and reporting.

(5Hours)

10.1 Grading: Meaning and definition, letter grades, numerical grades, verbal descriptors, pass-fail grades.

10.2 Frame of reference: Norm – referenced grading ,criterion – referenced grading, combining grades into a composite.

10.3 Record keeping and grading software.

10.4 Informing students of the grading system and grades received through report cards

10.5 Development and use of report cards.

10.6 Parent conferences and reporting results to parents.

Unit 11: New trends in evaluation**(4Hours)**

11.1 Open Book Examination system.

11.2 Question Banks.

11.3 Choice based credit system and semester system.

11.4 Computerized adaptive testing (CAT) and others technological advance

(discussion should focus on theory and practice)

Unit 12: Trends in the assessment of students with disabilities.**(5Hours)**

12.1 Typical response tests to assess construct such as personality attitudes and interest.

12.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation

12.3 Case study- definition, development and interpretation.

12.4 observations.

12.5 Teachers role in assessing students with disabilities

Unit 13: Data analysis**(16Hours)**

13.1 Statistics: meaning, definition, need and importance.

13.2 Graphical representation of data.

13.3 Measures of central tendency

13.4 measures of variability

13.5 Correlation: Types of Correlation coefficients

13.6 Interpreting test scores and Norm s

13.7 Profiles

13.8 Cautions in interpreting test scores.

TASKS AND ASSIGNMENTS

- Write a project report on current formative assessment practices at the secondary school level.
- Develop a module based on a lesson of your choice by incorporating multiple tasks and strategies based on continuous and comprehensive evaluation.
- Develop techniques and tools for assessing co-scholastic aspects of pupil's in your class.
- Prepare a check list and rating scale for self assessment and peer assessment of individual and group work in your mathematics class.

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SEMESTER- II

BED P 202.8: ASSESSMENT FOR LEARNING-NATURAL SCIENCE

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+ 20 Internal)

Objectives:-

- ❖ To understand the Aims and objectives of Teaching Science
- ❖ To develop a critical understanding about assessment and evaluation
- ❖ To exposed to different kinds and forms of assessment tools.
- ❖ To develop skill in construction and administration of achievement and diagnostic tests.
- ❖ To develop skills in using different statistical treatment for data analysis.

Unit – I: (8 hrs): Aims and objectives of Teaching Biological/Natural Sciences

General aims of teaching Natural Science. Broad National Goals. Taxonomy of educational objectives –Revised Bloom's Taxonomy, Mc Cormack & Yager Taxonomy. Process skills in Science at secondary stage, developing process skills in students.

Unit- II : (25 hrs): Overview of Assessment and Evaluation

- ❖ Need and significance of evaluation.
- ❖ Distinction between 'Assessment of Learning' and 'Assessment for learning'.
- ❖ Calcifying the terms.
 - a. Assessment, evaluation, test, examination, measurement
 - b. Formative and summative evaluation
 - c. NRT & CRT
 - d. CCE
 - e. Grading

Unit – III- (12 hrs): Assessment of subject based learning

- ❖ Enlarging notions of 'Subject based learning in a constructivist perspective.
- ❖ Assessment tools
- ❖ Kinds of task: project, assignments, seminars, performances

Unit – IV (15 hrs): Kinds of tests and their constructions

- ❖ Construction and standardisation of Achievement test, Diagnostic test and its significance.
- ❖ Quantitative and qualitative aspects of assessment Appropriate tools for each.
- ❖ Suitable criteria for evaluation

Unit V – (20 hrs) : Data analysis using different statistical treatment

- ❖ Statistical tools – Percentage, graphical presentation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation, and their interpretation. EXCEL

Task : Project report on current formative assessment practices in biological science at the secondary school level.

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SEMESTER- II

BED 202.9: ASSESSMENT FOR LEARNING-PHYSICAL SCIENCE

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

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

- Understand aims and objectives of teaching physical science in Secondary Schools.
- Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- Be exposed to different kinds and forms of assessment that aid student learning.
- Become the user of a wide range of assessment tools, and learn to select and construct these appropriately and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Unit – I Aims and objectives of Teaching Physical Science.

- 1.1 Aims and objectives of teaching physical science. Definition, role and function of objectives- specific objectives. Objectives – learning experience – evaluation, objective based instruction, objective based evaluation.
- 1.2 Taxonomy of educational objectives – Bloom’s Taxonomy- Revised Bloom’s Taxonomy, Objectives of physical science suggested by NCERT, Taxonomy of Science teaching (Mc Cormack & Yager). Overview of different taxonomies of science education.

Unit - 2: Perspectives of Assessment and Evaluation

- 2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm
- 2.2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- 2.3. Purposes of assessment in a 'constructivist' paradigm
- 2.4. Critical review of current evaluation practices and their assumptions about learning and development
- 2.5. Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit- 3. Overview of Assessment and Evaluation

- 3.1. Clarifying the terms
 - assessment, evaluation, test, examination, measurement
 - internal and external evaluation
 - formative and summative evaluation
 - criterion referenced and norm referenced evaluation

- continuous and comprehensive assessment
- grading.

3.2. Kinds of tasks: projects, assignments, performances

3.3. Kinds of tests and their constructions

3.4. Observation of learning processes by self, by peers, by teacher; Self-assessment and peer – assessment; constructing portfolios

3.5. Quantitative and qualitative aspects of assessment.

Unit- 4: Tools and Techniques of Assessment for Learning Physical Science

4.1. Performance-based assessment, developing indicators for performance based assessment in physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio.

4.2. Assessment of assignment and seminars in physical science

4.3. Assessment of project work in physical science

4.4. Assessment of participation in collaborative learning

4.5. Assessment of experimental work in Physical science

4.6. Construction of test items in Physical Science and administration of tests: Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print(Mc Comark& Yager Taxonomy Using Learning outcomes and/or process).Qualities of a good test

4.7. Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels. Evaluation of non-cognitive areas like creativity, skill, attitude in science learning contexts

Unit-5. Technology in assessment

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio- downloading online tools and rubrics for e-materials and activities.

Unit 6: Data Analysis, Feedback and Reporting

6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation

6.2. Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback

6.3. Reporting- Place of marks, grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile- Purposes of reporting-Reporting a consolidated learner profile.

Tasks

1. Construction of achievement test
2. Construction of diagnostic test comprising minimum ten test items

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SEMESTER- II

BED P 202.10: ASSESSMENT FOR LEARNING-SANSKRIT

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course objectives

The course will enable student teachers to:

- gain awareness about recommendations made by various education commissions regarding educational evaluation.
- understand concept of evaluation based on learning theories.
- gain critical awareness of issues in assessment and evaluation
- becomes proficient in evaluation , assessment , measurement and tests
- become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning
- become proficient in developing assessment tools and techniques for classroom assessment
- become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- become proficient in grading procedures , preparing report card and communicating assessment results
- gain awareness in the assessment of students with disabilities.
- become proficient in computerized adaptive testing

MODE OF TRANSACTION

Lecture cum discussion, individual and group assignment, projects, seminars and practical works.

COURSE OUTLINE**Unit 1: Educational Evaluation**

1.1 Meaning, definition, purpose, functions and principles of evaluation

1.2 steps involved in evaluation

1.3 Meaning, definition of assessment.

1.4 Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning

1.5 Assumptions of educational assessment.

1.6 Meaning definition and scales of measurement

1.7 Distinction between Evaluation, Assessment and Measurement.

Unit 2: Continuous and comprehensive evaluation

2.1 Meaning and definition of continuous and comprehensive evaluation.

2.2 Features of continuous and comprehensive evaluation

2.3 Functions of continuous and comprehensive evaluation.

2.4 The objectives of the continuous and comprehensive evaluation.

2.5 characteristics of school based evaluation, its merits and demerits.

2.6 short comings of traditional external examination.

2.7 Importance of continuous and comprehensive evaluation.

2.8 Meaning ,Definition ,Purpose and use of Formative and Summative evaluation

2.9 Importance of feedback, diagnosis, remediation and styles of learning

Unit 3: Criterion of good test

3.1 Objectivity – meaning, purpose –how to maintain objectivity.

3.2 Validity – meaning and definition.

3.3 Reliability: meaning and definition.

3.4 Practicability – meaning and definition

3.5 Objective basedness – meaning and definition

3.6 Discrimination – Meaning and definition.

3.7 Comprehensiveness – Meaning and definition.

Unit 4: Tools and techniques for evaluation

4.1 Interview: structured, unstructured, guidelines to develop good interviewing techniques

4.2 self reporting

4.3 questionnaires: closed form, open form, guidelines to develop questionnaire.

4.4 schedule: meaning, definition, development of a schedule.

4.5 Observation: meaning and definition, types of observation, guidelines to develop good observations.

4.6 Open-ended group discussions, Focus group discussions

4.7 Check lists- Definition, the development and use of check lists.

4.8 Rating scale –Definition , types of rating scales , development and use of rating scales.

4.9 Anecdotal records – definition , development and use of anecdotal records.

4.10 Sociometry techniques – definition, development and use of sociogram

Unit 5: Types of tests

5.1 Development and use of selected- response items: true – false items, multiple-choice items and match the following types

5.2 development and use of constructed – response items: Completion type items , short – answer type and essay type.

5.3 Development and use of teacher made and standardized tests

5.4 Development and use of norm – referenced test and criterion – referenced test.

Unit 6: Performance Assessments

6.1 Definition of performance assessment.

6.2 Process and product assessment of non-cognitive behaviors.

6.3 Types of performance assessment.

6.4 Guidelines for developing effective performance assessments.

6.4.1 Selecting appropriate performance tasks.

6.4.2 Developing instructions and criteria for assessing non scholastic aspects of pupils growth

6.4.3 Developing procedures for evaluating responses.

6.4 Reliability issues in performances assessments

6.6 Strengths and weaknesses of performance assessment

Unit 7: Portfolios

7.1 Definition and purpose of portfolios

7.2 Guidelines for developing portfolio assessment

7.3 Strength and weaknesses of portfolio assessments.

7.4 Guidelines and students role in selection of portfolio entries and self evaluation.

7.5 Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.

Unit 8: Assigning Grades on the basis of classroom assessments and reporting.

8.1 Grading: Meaning and definition, letter grades, numerical grades, verbal descriptors, pass-fail grades.

8.2 Record keeping and grading software.

8.3 Informing students of the grading system and grades received through report cards

8.4 Development and use of report cards.

8.5 Parent conferences and reporting results to parents.

Unit 9: New trends in evaluation

9.1 Open Book Examination system.

9.2 Question Banks.

9.3 Choice based credit system and semester system.

9.4 Computerized adaptive testing (CAT) and others technological advance

Unit 10: Trends in the assessment of students with disabilities.

10.1 Typical response tests to assess construct such as personality attitudes and interest.

10.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation

10.3 Case study- definition, development and interpretation.

10.4 Observations.

10.4 Teachers role in assessing students with disabilities

Unit 11: Data analysis

11.1 Statistics: meaning, definition, need and importance.

11.2 Graphical representation of data.

11.3 Measures of central tendency

11.4 measures of variability

11.5 Interpreting test scores and Norms

11.6 Profiles

11.7 Cautions in interpreting test scores.

TASKS AND ASSIGNMENTS

- Develop techniques and tools for assessing co-scholastic aspects of pupil's in your class.
- Prepare a check list and rating scale for self assessment and peer assessment of individual and group work in your Sanskrit class.

REFERENCES

- 1) Aggarwal. J .C(2004) , Essentials of examination system , New Delhi : Vikas publishing house pvt.Ltd
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SEMESTER- II

BED P 202.11: ASSESSMENT FOR LEARNING-SOCIAL SCIENCE

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives

- To develop ability to design evaluation procedures and tools for measuring attainment of objectives of teaching
- To develop skills to undertake the evaluation procedure objectively as well as effectively
- To develop understanding about the importance of evaluation in the teaching learning process.
- To develop the ability to apply different approaches of evaluation in the teaching learning process.
- To develop ability to use instructional objectives in framing question for evaluating Students.
- To State the importance of guidance to overcome the educational and adjustment problems of the learner.
- To develop ability to interpret the test scores graphically.
- To develop the ability to apply the statistical techniques to interpret the data.
- To gain awareness in the assessment of students with disabilities.
- To develop proficiency in computerized adaptive testing and statistical analysis by using SPSS and R Modes of transaction

Mode of Transaction

Lecture cum demonstration, assignments, group work, etc.

COURSE OUTLINE**Unit 1: Instructional Objectives**

- 1.1 : Educational Objectives
- 1.2 : Evaluation and I instructional objectives
- 1.3 : Classification of Educational objectives – Bloom's Taxonomy
- * Cognitive Objectives
 - * Affective Objectives
 - * Psychomotor Objectives
- 1.4: Usefulness of the Taxonomical Classification

1.5: Principles for the statements of Instructional Objectives.

1.6: Revised Bloom's Taxonomy

1.7: General Learning outcome, specific learning outcome and process skills

1.8: Input – Output model of Instruction

Unit 2: Examination Reform Efforts

- 1.Examination reform efforts in India based on:
 - 2.1 Radhakrishnan commission (1948-49)
 - 2.2 Secondary education commission(1952-53)
 - 2.3Kothari commission(1964-66)
 - 2.4National Policy Education (1986) and programme of action in (1992)
 - 2.5National curriculum frame work(2005)
 - 2.6 National Focus Group position paper on examination reforms.
 - 2.7 The right of children to free and compulsory education act RTE act(2009)
 - 2.8 Kerala curriculum frame work (2007)

Unit 3: Educational evaluation

- 3.1 concept of evaluation.
- 3.2 Meaning, definition, purpose, functions and principles of evaluation
- 3.3 steps involved in evaluation
- 3.4 Meaning, definition of assessment.
- 3.5 Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning
- 3.6Assumptions of educational assessment.
- 3.7 Meaning definition and scales of measurement
- 3.8 Distinction between Evaluation, Assessment and Measurement

Unit4: Continuous and comprehensive evaluation

- 4.1 Meaning and definition of continuous and comprehensive evaluation.
- 4.2 Features of continuous and comprehensive evaluation
- 4.3 Functions of continuous and comprehensive evaluation.
- 4.4 The objectives of the continuous and comprehensive evaluation.
- 4.5 characteristics of school based evaluation, its merits and demerits.
- 4.6 short comings of traditional external examination.

4.7 Importance of continuous and comprehensive evaluation.

4.8 Meaning, Definition ,Purpose and use of Formative and Summative evaluation

4.9 Importance of feedback, diagnosis,feedback ,remediation and styles of learning

Unit 5: Performance Assessments

5.1 Definition of performance assessment.

5.2 Process and product assessment of non-cognitive behaviors.

5.3 Types of performance assessment.

5.3.1 Guidelines for developing effective performance assessments.

5.3.2 Selecting appropriate performance tasks.

5.3.3 Developing instructions

5.4.Developing procedures for evaluating responses.

5.5 Reliability issues in performances assessments

5.6 Strengths of performance assessments.

5.7 Weaknesses of performance assessments.

Unit 6: Portfolios

6.1 Definition and purpose of portfolios

6.2 Guidelines for developing portfolio assessment

6.3 Strength of portfolio assessments.

6.4 Weaknesses of portfolio assessments.

6.5 Guidelines and students role in selection of portfolio entries and self evaluation.

6.6 Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.

Unit 7: New trends in evaluation

7.1 Open Book Examination system.

7.2 Question Banks.

7.3 Choice based credit system and semester system.

7.4 Evaluation of non-scholastic aspects of pupil's growth.

7.5 Computerized adaptive testing (CAT) and others technological advance

(discussion should focus on theory and practice)

Unit 8: Trends in the assessment of students with disabilities.

8.1 Typical response tests to assess construct such as personality attitudes and interest.

8.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation

8.3 Case study- definition, development and interpretation.

8.4 Observations.

8.5 Teachers role in assessing students with disabilities

Unit 9: Tools and Techniques of Evaluation

9.1: Process evaluation and product evaluation

9.2: Evaluation Tools

9.3: Evaluation Techniques

9.4: Qualities of evaluation tools

9.5: Construction of Achievement Test

9.6: Types of Test items

9.7: Construction of Diagnostic Test

9.8: Remedial Instruction

9.9: Development and use of Teacher made and Standardised Tests

9.9: Development and use of Norm-Referenced and Criterion-Referenced Test

Unit 10: Data analysis

10.1 Statistics: meaning, definition, need and importance.

10.2 Graphical representation of data.

10.3 Measures of central tendency

10.4 Measures of variability.

10.5 Correlation: Types of Correlation coefficients.

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- 19) Linn R.L and Gronlund, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.

- 20) Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21) MHRD (1986) National policy on education department of education .New Delhi: NCERT.
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- 25) NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.
- 26) Popham, W.J (1999). Classroom assessment what teachers need to know?, Boston : Allyn and Bacon
- 27) Reynolds, C.R, Livingston, R.B and Wilson, V (2009). Measurement and assessment (2nd Ed). PHI Learning Pvt.Ltd.India.
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SEMESTER II

EPC 02: DRAMA AND ART IN EDUCATION

Total Marks: 50

Hours of instruction

Internal assessment: 50

5 Days (Workshop based)

Rationale and Aim

This course includes two critical areas of focus: drama and art in education. Drama draws our physical, emotional, intellectual and other faculties together in a moment to create worthwhile, far reaching, holistic learning. Art education aims to help connect with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world. The aim is to train, enhance some theatre and art skills that will later help prospective teachers be creative and enlightened teachers.

Objectives

- To Identify and develop one's own creative potential.
- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- To explore the role of the teacher as creative guide in learning that is drama driven
- To recognize the role of "drama as education" in the secondary school.
- To learn the use of art in teaching learning process.
- To develop an appreciation for diverse art forms and the role of art in human culture.
- To evolve collective art projects incorporating different art media – into a public festival/ event.
- To develop deep understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Mode of Transaction

This course needs to be conducted in the mode of workshops (minimum five days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members.

Workshop Session Focus Areas**1. Drama:**

Session I- INTRODUCTION TO ACTING

Performance skills (basic), physical preparation, etc.

- Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students.
- Participative learning using role play, hot seating, building stories/songs, making and analyzing a “character’s” diary, personal belongings (objects) of characters.

Session II-MOVEMENT& IMPROVISATION

- Students learn how to use their body, and imagination and tapping emotional resources - They learn how to be aware of the body and concentrate on its rhythm, enter space and loosen their limbs-
- Students acquire acting skills through understanding of the Self. Improvisation, silent and word-oriented, students learn to see, hear, believe, react, observe and concentrate.
 - Help build a set of skills so the class can organize role plays as well as larger school play that are built on student’s creativity rather than following a given script.
 - Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside.
 - Presentation of local arts forms
 - Making short plays that can be performed by student-teachers with aim to study school Student’s responses during school contact programmes.
 - Evaluating one’s own and group’s progress in class.

2. Arts

Session 1. Introduction to Art, Art appreciation and Art education: orientation to the basic concepts of art and appreciation

Session 2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

Session 3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms.

Voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new form: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. Design and run sessions on music with children

Session 4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic

media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence and sex; age appropriate viewing and selection of films.

Session 5. Literary Arts: Appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.

Assessment

- Continuous assessment of Individual and group performance.
- Individual and group products at the end of each workshop and documentation.

Essential Readings/Reference

1. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinemann. .
2. McCaslin, Nellie (1987). *Creative Drama in Intermediate Grades, Vol II*, New York/London: Longman.
3. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
4. Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Del

SEMESTER III

BED P 301.1: PEDAGOGY OF SCHOOL SUBJECT-PART II: ARABIC

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the Course:**After completion of Course the student-teacher will be able to:**

- *Understand the concept and importance of techno pedagogical analysis.*
- *Develop an insight of teacher as a Techno pedagogue.*
- *Familiarizing with the basics of teaching and teaching profession*
- *Familiarize with the ways of professionalizing language education in a technological scenario*
- *Familiarizes with the ways of integrating ICT resources in teaching and evaluation*
- *Acquaints with professional traits and competencies*
- *Enables to promote student effort in learning*
- *Equips to manage diverse learner needs in language classes*
- *Develops interest in innovative practices in the field of Arabic Language Teaching and learning*
- *Develops the ability to apply the ICT based resources for enhancing teacher effectiveness*
- *Develops the professional competencies and personal qualities*

UNIT 1: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS (15 Hrs)

- TPCK- Inter relationship of Content Knowledge, Pedagogical Knowledge, Technological Knowledge
- Scope and challenges of TPCK in Arabic language Teaching
- Teacher as a techno pedagogue

- Knowledge generation/ production
- Knowledge generation
- Use of web based resources of TPCK
- TPCK based content Analysis of selected units of TB of Secondary schools
- Programmed instruction and self instructional modules
- Critical Analysis of Arabic H B& TB for VIIIth to Xth std of the state schools

UNIT 2: E-RESOURCES IN TEACHING & LEARNING OF ARABIC LANGUAGE

(10 Hrs)

- E- learning and e-teaching :
- Digital text books, Digital library & other online resources
- Designing of Digital text books , e-books and its application
- Adopting down loaded resources for teaching Arabic
- M-learning: smart phones as learning devices and its scope

UNIT3: COMMUNITY BASED TEACHING & LEARNING (08 Hrs)

- Teaching and learning resources: Formal & Informal learning contexts
- Role of University Departments, Arabic Colleges, Dars system, Deeni Madaris on Arabic language learning
- Society as Language Lab
- Role of films and Theatres,
- Mass Medias- News papers, magazines& electronic Medias etc.
- Language forums, Interview & Talks by Experts,
- Exposure to events of National Importance; Celebration of International Arabic Day

UNIT 4.TEACHER AS A REFLECTIVE PRACTITIONER (07Hrs)

- 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
Know ledge worker, Facilitator, Mentor, Social Engineer, Helper, guide
- Reflective Practitioner
- Teacher Development, Professional Development
- Continuing professional Development(CPD)
- Teacher Accountability
- Rubrics for self assessment

UNIT 5: RESEARCH INPUTS IN ARABIC LANGUAGE LEARNING (10 Hrs)

- Continuing Professional Competencies
- 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
- Networking in professional & Personal growth
- Professional communities : E-twinning for institutional & professional growth

Forming forum of online learning and teaching

- Use of E-mails, blogs, teacher tube etc. for promoting teaching and learning of Arabic

ACTIVITIES/MODE OF TRANSACTION

- Lecture, Group Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

ASSIGNMENTS/PRACTICAL/ PROJECT etc.

- Down loading & Preparing e- learning materials for Arabic Language classes
- Critical study of Arabic TB& HB for secondary& HS. Schools.

SEMESTER III

BED P 301.2: PEDAGOGY OF SCHOOL SUBJECT-PART II: COMMERCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

INSTRUCTIONAL OBJECTIVE	CONTENT	SUGGESTED TASKS
<p>To acquaint with the innovative practices in commerce teaching.</p> <p>To develop ability to apply innovative practices in the modern classroom.</p> <p>To prepare lesson</p>	<p>1.2 Innovative Practices in Teaching of Business Subjects (10 Hrs)</p> <ul style="list-style-type: none"> • Multi methodology Approach • ICT enabled learning • Competency based instruction • Blended Learning • Problem based learning • Experiential Learning • Modular Approach • Contract Learning • Team Teaching <p>1.2 Models of Teaching (Joyce & Weil)</p> <p>(20 Hrs)</p> <ul style="list-style-type: none"> • General introduction-Families, Instructional 	<p>Discussion on the use of innovative practices and identifies the relevant topics/areas for which each innovative practice can be applied.</p>

<p>plan on models of teaching.</p>	<p>and Nurturant Effects</p> <ul style="list-style-type: none"> • Concept Attainment Model • Advance Organizer Model • Jurisprudential Model • Inquiry Training Model 	<p>Preparation of lesson plan.</p>
<p>To develop different strategies to cater individual differences in learning.</p>	<p>Catering to Diverse Needs (9 Hrs)</p> <p>2.1 Fostering Giftedness and creativity</p> <ul style="list-style-type: none"> • Critical thinking • Problem solving • Logical thinking <p>2.2 Dealing Children with Special Needs (CWSN)</p> <ul style="list-style-type: none"> • Inclusive Education of Children with Disabilities(IECD) 	<p>Discuss various strategies to foster creativity.</p> <p>Identify various learning experiences to gifted children and slow learners.</p> <p>Read evaluation guidelines for CWSN(ssa.nic.in/inclusive_education/guidelines/...pdf) and</p> <p>Inclusive education for CWSN RMSA (www.rmsaindia.org/images/IEDSS_Guidelines.pdf)</p>

<p>To familiarize co-curricular activities for higher secondary classes.</p>	<p>Co- Curricular Activities in Commerce (5 Hrs)</p> <p>3.1 Importance</p> <p>3.2 Co-curricular activities</p> <ul style="list-style-type: none"> • Commerce club • Field Trips/ Industry visits • Bulletin board • Interaction with ex-students, or people in the industry • Commerce magazine 	<p>Discuss the role of teacher in organizing and implementing co-curricular activities.</p>
<p>To acquaint with ways and means of improving professionalism in commerce teaching.</p>	<p>Professionalizing Commerce Education (6 Hrs)</p> <p>4.1 Qualities of a Commerce teacher</p> <ul style="list-style-type: none"> • Personal qualities • Professional qualities <p>4.2 Duties and Responsibilities</p> <p>4.3 Pre service and in-service training</p>	<p>Discussion on professional ethics recommended by NCTE.</p>

Suggested Mode of Instruction: Participative Discussion, Seminar, Assignment, Brain Storming, Buzz Session, Projects and Related reading, Lecture cum Demonstration

References (common):

Gronlund, N.E. (1985). *Stating Objectives for Classroom Instruction* (3rd ed.). New York: Macmillan.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged). New York: Longman.

Block, H. James. (1971). *Mastery Learning: Theory and Practice*. New York: Holt, Rinehart and Winston, Inc.

Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: Longman.

Boynton, Lewiv, D. (1970). *Methods of Teaching Book Keeping and Accounting*. Ohio: South Western Publishing Company.

Carey, M. Lou. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon, Inc.

Ebel, L& Frisbie, A. (1991) *Essentials of Educational Measurement*. New Jersey: Prentice Hall.

Hall, G.E & Jones, H.L. (1976). *Competency Based Education: A Process for the Improvement of Education*. New Jersey: Prentice Hall.

Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain*. N.Y: David McKay Company, Inc.

Joyce, Bruce & Weil, Marsha. (1999). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.

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Lowman, J. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.

Satlow, I.D. (1964). *Teaching of Business Subjects Effectively*, New York: Prentice- Hall Inc.

Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). *Methods of Teaching Business Subjects*, New York: McGraw-Hill book Company

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- Khan. M.S. *The teaching of Commerce*. New Delhi: Sterling Publishers.
- Lynn Erikson. H. (1998). *Concept based curriculum instruction*. India: Sage Publications.
- Nodan & Haydon. *Principles and Problems of Business Education*. Cincinnati: South Western Pub.
- Sinj. M.N. & Maheswari. S.B. (1975). *Methods and Techniques of Teaching Commerce Subjects*. Delhi:Young men & Co.,
- Tonne. HA (1960). *Principles of Business Education*. New York: Me. Graw Hill Book Col. Gregg Division Company.

SEMESTER III

BED P 301.3: PEDAGOGY OF SCHOOL SUBJECT-PART II: ENGLISH

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the Course:

After completion of Course the student-teacher will be able to

- *understand the concept and importance of techno pedagogical analysis.*
- *develop an insight of teacher as a Techno pedagogue.*
- *familiarize with the basics of teaching and teaching profession*
- *familiarize with the ways of professionalizing language education in a technological scenario*
- *familiarizes with the ways of integrating ICT resources in teaching and evaluation*
- *acquaints with professional traits and competencies*
- *promote student effort in learning*
- *equip to manage diverse learner needs in language classes*
- *develop interest in innovative practices in the field of English Language Teaching and learning*
- *develop the ability to apply the ICT based resources for enhancing teacher effectiveness*
- *develop the professional competencies and personal qualities*

MODE OF TRANSACTION

Lecture, Group Learning, Seminar, Discussions, Demonstration- Practice & Observation, Workshop, Practical sessions, CAI.

UNIT 1: TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS

TPCK- Inter relationship of Content Knowledge, Pedagogical Knowledge ,Technological Knowledge

Scope and challenges of TPCK in English language Teaching

Teacher as a techno pedagogue

Knowledge generation/ production

Use of web based resources of TPCK

TPCK based content Analysis of selected units of TB of Secondary schools

Programmed instruction and self instructional modules

Critical Analysis of English H B& Text Books-Course Book/Practice Book/Work Book/Supplementary Reader/Literature Reader for VIII to X std of the state schools

UNIT 2: E-RESOURCES IN TEACHING & LEARNING OF ENGLISH 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 English

M-learning: smart phones as learning devices and its scope

UNIT3: COMMUNITY BASED TEACHING & LEARNING

Teaching and learning resources: Formal & Informal learning contexts

Role of Language Institutes /Universities in English language learning

Society as Language Lab

Role of films and Theatres,

Mass Medias- News papers, magazines& electronic Medias etc.

Literary Clubs and Language forums, Interview & Talks by Experts,

Exposure to events of National Importance; Celebration of Language specific days.

UNIT 4. TEACHER AS A REFLECTIVE PRACTITIONER

Teacher; Teaching Profession

Professional Traits and competencies

Professional Ethics

English Language Teacher: his Varying Roles

Qualities and qualifications

Humanistic TEACHER attributes:

Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection

Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide

Reflective Practitioner

Teacher Development, Professional Development

Continuing professional Development (CPD)

Teacher Accountability

Rubrics for self assessment

UNIT 5: RESEARCH INPUTS IN ENGLISH LANGUAGE LEARNING

Continuing Professional Competencies

Researches in English Language Education and Second Language Pedagogy

Identifying and locating significant concerns related to English language learning

Action Research –Investigating learner issues

Review of Recent Research Studies in English Language Education

Place of English language as a source of knowledge

Networking in professional & Personal growth

Professional communities: E-twinning for institutional & professional growth

Forming forum of online learning and teaching

Use of E-mails, blogs, teacher tube etc. For promoting teaching and learning of English

ASSIGNMENTS/PRACTICAL/ PROJECT etc.

Down loading & preparing e- learning materials for English Language classes, preparing tools for self assessment

Critical study of English Textbooks& Handbooks for secondary& Higher Secondary schools

SEMESTER III

BED P 301.4: PEDAGOGY OF SCHOOL SUBJECT-PART II: HINDI

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Aims of the Course

After completion of Course the student-teacher will be able to:

- Understand the concept and importance of pedagogical analysis.
- Understand the concept of models of teaching and its application
- Understand e-resources for teaching Hindi and co-curricular activities.

Unit – I PEDAGOGIC ANALYSIS– Scope - Principles and objectives, Steps in pedagogic analysis, content analysis, language learning experiences, evaluation, diagnostic test – achievement test.

- Qualities of a good Hindi text book, work book, hand book
- Critical Analysis of Hindi text book – V to X Kerala Syllabus

UNIT II : Models of Teaching : Dimension of a model, syntax, social system, Principles of reaction, Support system, Instructional and Nurturant effect. Any two models relevant for language acquisition.

Unit – III : RESOURCES IN TEACHING HINDI AND CO-CURRICULAR ACTIVITIES

Teaching Learning Materials (TLM) : Psychological Bases of its application – Teaching and learning aids – Audio, video, audio-video, Graphic and improvised aids – Projected and non projected aids, Animated and digital aids - Working models, Language Lab, Reading corner, Multi Media Aids – Classroom Activities – Computer assisted language learning – power point presentation – identifying websites – Multi-media and Internet.

- Different co-curricular activities which promote learning language.

MODE OF TRANSACTION

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & observation, Workshop, Practical sessions, CAI.

ASSIGNMENTS/ PROJECT/ PRACTICAL

Conducting a radio lesson, Preparation of material for teaching picture composition, Development of VAI/ CAI programme for a teaching item, Planning and execution of language games, PPT in teaching structure and vocabulary, prepare any two models relevant for language acquisition.

SEMESTER III

BED P 301.5: PEDAGOGY OF SCHOOL SUBJECT-PART II: KANNADA

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

OBJECTIVES:

1. Developing the Kannada teaching by studying basic skills.
2. Understand nature and purpose of language teaching.
3. Enjoy learning and teaching Kannada by conducting different activities.

Unit1: Aims and objectives in Kannada teaching

- 1.1 Prose teaching- meaning, aims, nature, steps, types and methods.
- 1.2 Poetry teaching- meaning, aims, nature, steps types and methods.
- 1.3 Grammar teaching- meaning, aims, nature and methods (inductive, deductive and complete methods).
- 1.4 Composition teaching- aims, oral and written composition, guided and free compositions and creative writings.
- 1.5 Drama teaching- meaning, aims, nature, steps and methods.

Unit 2: Activities related to Kannada teaching

- 2.1 General activities- Tour, seminar, debate quiz and other competitions.
- 2.2 Approaching Kannada poets- interview and discussion.
- 2.3 Students activates- literacy association (Kannada sahythya sabhe), school magazine and wall papers.

Practical activities:

1. Participation in literacy activity.
2. Making report of conducted activities.

3. Documentation language and literature events.
4. Conducting Kannada club activities.
5. Preparation of picture album of persons and places.
6. Preparation of class magazines.

SEMESTER III

BED P 301.6: PEDAGOGY OF SCHOOL SUBJECT-PART II: MALAYALAM*Hours of Instructions: 50 hours**Maximum Marks 60 (50 External+10 Internal)***OBJECTIVES:**

- To analyze curriculum, syllabus, text book and content of the subject of Malayalam.
- To acquaint with professional teacher preparation programmes.
- To understand reference and study skills and using it for lesson transaction
- To understand the need and importance of discourses in language teaching
- To acquire reference skills and study skills and using it for lesson transaction
- To practice evaluation tools and techniques in learning process.
- To acquire the knowledge of remedial instruction

CONTENT:

UNIT I- 1. Syllabus 2.Text Book - Critical study & analysis of Malayalam text book for secondary school in Kerala. 3:- Content analysis. The syllabus for VIII- XII of Malayalam text books prescribed by the Text book committee of the Government of Kerala- time to time. 4. Malayalam Language Curriculum Transaction- Scope& Limitations in the existing school Malayalam language curriculum- Qualities of a good Malayalam language text book

UNIT II : Professional Competencies of a Malayalam teacher - pre Service, in service training- Programmes for quality improvement- Seminars, Workshops, Panel discussions, Field trips, Projects etc and Techno pedagogy.

UNIT III: Reference and Study Skills : 1. Study skills – note – taking, note – making, summarizing and paraphrasing.

2. Reference skills – library – dictionaries-internet – thesaurus – encyclopedia – bibliography- annotated Bibliography.

UNIT IV: 1. Various discourses- 2. Reflecting texts- Summarizing – Abstracting – Translation – Comprehension. 3. Editing and publishing.

UNIT V: Transactional Strategies. 1. Lesson planning: - Concept, construction and administration. 2. Unit plan & Unit test – construction & administration. 3. Resource Materials.

UNIT VI- Evaluation 1. Aims& objectives of Evaluation. 2. Importance of Evaluation in Malayalam, concept, nature of evaluation. 3. Tools of evaluation- Quantitative, Qualitative, Various types of Questions. 4. Diagnostic Test – pupil’s linguistic ability. 5. Remedial Teaching- identifying the reason for under achieving- suitable remedial measures for different types of problems.

TRANSACTIONAL STRATEGIES

Group learning, Discussion, Debate, Seminar, Workshops, Panel discussion, Field trip, etc.

ASSIGNMENTS/PROJECT/ PRACTICAL:

Analyzing existing secondary school Malayalam text book

Making notes on different literary items

Preparing classroom dictionary

Writing composition on various school subjects

Preparing year plan, unit plan and lesson plan.

Construction of model unit.

Preparing formal/ informal letters

Developing standardized achievement test.

Developing diagnostic test and conducting remedial teaching.

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16. Divaswapna, Gijubhai Bhadeka, National Book Trust
17. Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam
18. Gadyarachana, Dr.CK Chandrasekharan Nair, Kerala Bhasha Institute
19. Gadyashilpam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
20. Kerala Panineeyam, AR Rajaraja Varma , DC Books, Kottayam
21. Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam

22. Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
23. Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books
24. Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
25. Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy
26. Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam
27. Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam
28. Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
29. Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam
30. Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute
31. Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam, Varkala
32. Prayogika Vyakaranam, Irinjayam Ravi
33. Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala Shaasthrasaahitya Parishad
34. Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam
35. Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam
36. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
37. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
38. Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute
39. Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode
40. Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode
41. Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad
42. Vyakarana Mitham, Sheshgiri Prabhu
43. Malayala Bhashadyapanam, Dr.K Sivarajan, Calicut University

44. Micro teaching, Allen,D & Ryan, K, Adison Wesley, London
45. Mathrubhashabhodhanam Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio, Calicut
46. Bhasha padanavum bodhanashastravum author : Dr:Sreevrinda nair N
47. Bhasha padanavum sidhanthangalum author : Dr:Sreevrinda nair N DC reference.

Online Resources

1. <http://ml.wikipedia.org>
2. <https://www.facebook.com/groups/144983732246185>
3. <https://www.facebook.com/groups/paribhasha>
4. <http://www.keralasahityaakademi.org/>
5. <http://malayalambloghelp.blogspot.com/>
6. <http://www.topsite.com/best/malayalam>
7. <http://malayalam.kerala.gov.in/index.php>

SEMESTER III

BED P 301.7: PEDAGOGY OF SCHOOL SUBJECT-PART II: MATHEMATICS*Hours of Instructions: 50 hours**Maximum Marks 60 (50 External+10 Internal)***Course Objectives:**

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

1. To develop competency in analysing and teaching various topics in mathematics pedagogically.
2. To develop understanding about planning of instruction
3. To be proficient in planning lessons based on the select models of teaching.
4. To develop competency in the preparation of programmed learning materials.
5. To practice various recreational techniques of teaching mathematics.
6. Sensitize the needs and requirements of slow and gifted learners in mathematics.
7. Develop competency in teaching exceptional children and in the preparation of suitable teaching materials for them.
8. Acquire basic skills needed for effective teaching through ICT
9. Acquire mastery in cooperative learning techniques.
10. Apply multiple intelligence theory in practical situations.

Modes of Transaction

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, activity methods, Brain storming and individual tasks.

UNIT I: Planning For Teaching-Learning Mathematics

1.1 Selecting the content for instruction;

1.2 Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.);

1.3 Organization of concepts for teaching-learning of mathematics.

1.4 Stating instructional objectives

1.5 Identifying learning experiences

1.6 Selecting appropriate strategies

1.7 Teaching aids (Using low-cost materials – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cylinder etc.)

1.8 Analysis of current VIII, IX, X, XI and XII standard state syllabus text books and comparison of secondary school syllabi under different streams.

UNIT II: Strategies for Instruction

2.1 Models of teaching- concept attainment model, advance organizer model and guided discovery model.

2.2 Programmed Learning - Meaning and characteristics Linear- Branching- Mathematics

UNIT III Mathematics for All

3.1 Identifying learners' strength and weaknesses;

3.2 Activities enriching mathematics learning

3.3 Recreational activities in mathematics learning

-use puzzles to maintain interest and to create positive attitude in the classroom

-games, riddles, quiz, puzzles, Sudoku etc

3.4 Cooperative Learning ensuring equal partnership of learners with special needs.

3.5 Mathematics Clubs-- Importance, organization, functioning and execution of various activities

3.6 Mathematics Fairs / Exhibition; Mathematics Olympiad

3.7 Mathematics talent search examination

UNIT IV Exceptional Children in Mathematics

- 4.1 Exceptional children in mathematics- Mathematically gifted , slow learners, under achiever-their characteristics; special programmes for each
- 4.2 Learning difficulty in mathematics (dyscalculia)- Symptoms, Identification and Strategies to overcome dyscalculia
- 4.3 Mathematical creativity- characteristics, stimulating creativity and inventiveness in mathematics.
- 4.4 Concept of Multiple Intelligence
- 4.5 Governmental and non-governmental initiatives in improving mathematics learning; Fields medal, Mathematics Olympiad, NUMATS, NTSE, MTSE, etc

UNIT V ICT in Improving Teaching Performance

- 5.1 Technology integration strategies for Mathematics education –web based lessons- webquest, cyber guides, multimedia presentation, tele-computing projects etc.
- 5.2 Familiarizing program for teaching mathematics in Edubuntu (Practical oriented)
- 5.3 E-content development- concepts, formats, steps for preparation, module preparation for e-content
- 5.4 Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET etc
- 5.5 Technology for teaching individual, small group and large group (Computerized instruction, personalized instruction, educational television, closed circuit television, Video-Tape Interaction, Radio/Tape lessons etc)
- 5.6 Audio- visual aids, Improvised aids- Meaning and importance

Task and assignment: (select any two)

- Critical study of the mathematics textbook of standard VIII, IX, X,XI or XII.
- Preparation of lesson plans based on different models of teaching.
- Preparation of programmed learning materials.
- Preparation of enriched material of a unit for gifted pupils

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2. Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.
3. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
4. State text books in Mathematics of Kerala, class VII to XII.
5. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library
6. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
7. Aiyankar, Kuppuswami. The Teaching of Mathematics.
8. Felix, Lucien. Modern Mathematics and the Teacher.
9. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
10. Bellard, P.B/ Teaching the Essentials of Arithmetic

SEMESTER III

BED P 301.8: PEDAGOGY OF SCHOOL SUBJECT-PART II: NATURAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

- To understand and apply skills in Pedagogic transaction.
- To understand and find inter relationship of different areas of TPACK.
- To develop skill in technological pedagogical analysis of content knowledge (TPACK).
- To understand the scope of networking in science teaching.
- To develop skill in networking through different ways.
- To understand the use of video conferencing and smart class rooms.
- To understand various strategies to address the learners with special needs.

UNIT I (18Hours)**Pedagogic Analysis**

Pedagogic Analysis – A conceptual overview, steps, Pedagogic Analysis of the Biology content portions of 8th and 9th and 11th standard textbooks of Kerala state. Stating general instructional objectives and specific instructional objectives in terms of behavioral outcomes and curricular objectives.

UNIT II (12Hours)**Techno Pedagogic Analysis of Content Knowledge (TPACK)**

Technological Pedagogical Analysis of content Knowledge (TPACK). Technological Pedagogical content Knowledge

Analysis of any one topic of sec. school Biology. Relevance of Online Publishing using blogs, forums, wikis, online journals etc.

UNIT III (10Hours)**Learning through Networking**

Networking its meaning and scope in science learning, how social networking sites can be used for educational purpose. Hands on experience of using smart classes for teaching natural science.

UNIT IV(10Hours)**Biological Science – Life long Learning**

Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Nurturing creative talent at local level and exploring linkage with district/state/central agencies. Enrichment and Remedial programmes National Talent search scheme.

Task: Resource unit with soft & hard copy (with PPT)

SEMESTER III

BED P 301.9: PEDAGOGY OF SCHOOL SUBJECT-PART II: PHYSICAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

- Acquaint with the digital and non digital learning resources
- Develop awareness in designing science laboratory and precautions and first aid.
- Develop skills in organizing science library and its classroom utilization.
- Explore various co-curricular activities in science and their significance in developing skills and attitude.
- Apply techno pedagogic skills in teaching –learning process in science.

Unit –I Learning Resources in Physical Science

1.1 Resource materials.

Text book, workbook, supplementary reader, hand book, reference book

1.2. Digital resources – CD ROM such as Encyclopaedia – Britannica, Microsoft Encarta, Edubuntu of it@ school, Kerala

DVD, Websites, open sources – e-books and e-journals.

Unit – II Library and Laboratory as resources

2.1 Science library – organization and its utilization. ERIC, INFLIBNET, DELNET, Digital Library, Library Networks.

2.2 Co-curricular Activities – Science club – pattern, organization and activities. science fairs, science exhibitions, science dramas, poster making, observance of days of scientific importance. Field trip, Science park, Museums.

2.3 Science Laboratory – Designing, Selection and purchase and maintenance of chemicals, apparatus and equipments. Accidents in the lab. Precaution and first aid.

Improvised aids.

Unit – III Techno Pedagogic Content Analysis

TPCKA- Science Teacher as techno pedagogue- techno pedagogic skills and competencies- pedagogical designs using ICT in physical science- Digital Lesson Plans- use of interactive white boards- relevance of online publishing-using blog, forum, wikis-online journals.

Tasks:

- Prepare a report on field trip that is organized and executed.
- TPCKA of any topic at secondary level

References:

1. Teaching science by inquiry in secondary school – send, R.B. and Trawbridge LW, Charles and Merrill, Ohio
2. Science Teaching for the 21st Century – Narendra Vaidya, Deep and Deep Publications F – 159, Rajouri arden, New Delhi.
3. Innovative Science Teaching for Physical Science Teachers – Radha Mohan; Practice Hall, New Delhi, 2002.
4. Information Technology Revolution – Forster, T. [Ed], Blackwell, Oxford, 1985.
5. Teaching Strategies: A Guide to Better Instruction – Otrlich, D.C. et.al; Health & Co., Lerington, Mass; 1980.
6. Methods for Science Teaching : A skills Appraoach, 3rd ed. Jacobson, David A., Charles t. Merrill Publishing Co, Clumbia 1989.

7. "The constructivist Learning Mode: Towards Real reform in Science Education" – Yager, Roberto. *The Science Teacher*, 58 (6), 53-57, 1991.
8. "Constructing Scientific knowledge in the classroom" – Driver, R., Asoko, H., Leach, J., Mortimer, t. and Scott, P., *Educational Researches*, 23(7): 5-12, October, 1994.
9. *Science as a process* – Hall, D.L., University of Chicago Press Chicago.
10. *Modern Science Teaching* – Sharma R. C., Dhanapat Rai and Sons, New Delhi.

SEMESTER III

BED P 301.10: PEDAGOGY OF SCHOOL SUBJECT-PART II: SANSKRIT

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

- to understand the principles of curriculum construction
- to familiarize and experience with curriculum design
- to understand about the content of Sanskrit text books in Kerala

Mode of Transaction

Lecture, practical work, assignment

Unit-1- 25 hrs

Principles of curriculum construction and organization, types of curriculum

General principles of curriculum construction

Unit-2. 25 hrs.

Text book analysis of Sanskrit text books from eight to twelve

Tasks

1. Prepare note about curriculum construction
2. Write an analysis of any school text

REFERENCE

(Common)

1-TEACHING SANSKRIT- G. SAHADEVAN

2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA

3, KERALEEYA SAMSKRITHADHYAPANAM- DR.K.R.HARINARAYANAN

4, PRACTICAL SANSKRIT GRAMMER- P.R.D. SARMA

- 5, FIRST BOOK OF SANSKRIT . R.G. BHANDARKAR
6. SECOND BOOK OF SANSKRIT. R.G.BHANDAERKAR
- 7, MODELS OF TEACHING- BRUCEJOYCE -MERSHA WEIN
8. REFFLECTION S OF LANGUAGE. NOM CHOMSKY
9. THE TEACHING OF SANSKRIT. D.G.APTE
10. SAMSKRUTHA SHIKSHANA – RAMSAKAL PANDEY
11. REPORT OF FIRST SANSKRIT COMMISSION – GOVT OF INDIA
12. KRISHNAWARRIER COMMISSION REPORT- GOVT OF KERALA
13. SECOND SANSKRIT COMMISSIN REPORT – GOVT OF INDIA

AUDIO VIDEO MATERIALS

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

SEMESTER III

BED P 301.11: PEDAGOGY OF SCHOOL SUBJECT-PART II: SOCIAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives:

- To acquaint with the innovative practices in Social Science teaching and to develop the ability to apply such practices in the modern classroom.
- To develop different strategies to cater individual differences in learning
- To acquire knowledge and understanding in the preparation and management of teaching aids and equipment for teaching Social Science.
- To develop ability to becoming a professional Social Science teacher
- To get familiarity with the importance of instructional materials for Social Science teaching .

Mode of transaction:

Group project, role play, discussion, seminar workshop, assignments etc.

Course content**Unit I Innovative Practices in Social Science Teaching**

1.1 Critical pedagogy and Social Sciences – Problem posing education

1.2 Issue Based learning

1.3 ICT Enabled learning

1.4 Models of Teaching

- Concept Attainment
- Juris prudential Enquiry
- Inquiry Training model

1.5 Jigsaw technique for learning

1.6 MI based leaning

Unit 2 Fostering Giftedness and creativity in Social Sciences

2.1 Higher order thinking skills

- Critical thinking
- Problem Solving
- Logical thinking etc.

2.2 Characteristics of gifted and creative children

2.3 Strategies to foster creativity and giftedness.

Unit 3 Resources for teaching Social Sciences

3.1 Software and hardware

3.2 Social Science Laboratory

3.3 Social Science museum

3.4 Maps and Globes

3.5 Timelines

3.6 Social Media

Unit 4 Becoming a professional Social Science Teacher

4.1 Teaching as a Profession

4.2 Professional Ethics

4.3 Personal and Professional qualities of a Social Science teacher

4.4 Ways and Means of improving professionalism.

Unit 5 Co-Curricular Activities in Social Science

5.1 Club Activities

5.2 Exhibitions

5.3 Field Trips

5.4 Quiz Competition

Suggested Tasks and assignments

1. Prepare Computer Based Learning Package.
2. Prepare Lesson transcripts for each Models of Teaching
3. Field Trip Report.
4. Prepare Picture Album, Map Album etc.
5. Prepare Models
6. Prepare E-Portfolios.

SEMESTER- IV

BED C 401: GENDER, SCHOOL AND SOCIETY

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the course

1. Developing a critical aware of the processes of socialization at home and school and their roles in shaping the identity
2. Reflects critically on the roles of teacher and Pedagogy on instilling the concepts of gender, shaping gender identity.
3. Develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.
4. Develop critical insight on the transformations around the world with respect to gender and gender roles.
5. Perceive and realize the roles pedagogy and teachers in developing a gender faire society

Mode of Transaction:

Discussion, Debates, Seminars, Case studies and Field visit.

UNIT 1: ISSUES AND CONCEPTS OF GENDER

Gender and gender identity, sex, patriarchy - masculinity and feminine - Gender bias, gender stereotyping, trans gender and empowerment, Gender Roles – Influence of institutions such as the family, caste, religion, culture, the media and popular culture - Equity and equality in relation with caste, class, religion, ethnicity.

UNIT 2: GENDER EQUALITY AND EMPOWERMENT

Historical backdrop – Power and authority structure in Indian Society- Significance of gender-just education- Role of social reform movements on women's education and empowerment. Shift from women studies to gender studies - impact of policies, programme and scheme for promotion of gender equality and opportunity for education Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programme and plans.

UNIT 3: THEORIES OF GENDER AND EDUCATION

Understanding the different theories and their application in the Indian Context Theories on Gender and Education: Socialization theory-• Gender difference - Structural theory-Deconstructive theory

Gender Identities and Socialization Practices in Family, Schools, and Other formal and informal organizations

Schooling of Girls- Inequalities and resistances - issues of access, retention and exclusion-

UNIT 4: GENDER ISSUES AND CURRICULUM

Role of schools, peers, teachers, curriculum, Pedagogy and textbooks in challenging gender inequalities or reinforcing gender parity – Gender biases in the distribution of roles and responsibilities in schools and classrooms, rituals and school routines- processes of disciplining distinctly as for girls and boys- gender and classroom interaction - Curriculum and gender - hidden curriculum - Gender in text and context- Teacher as an agent of change – Significance of life skill education- Gender fair pedagogy.

UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

Gender and Oppression- Sexual Harassment and Child Sexual Abuse -

Linkages and differences between reproductive rights and sexual rights

Development of sexuality and its influences in the lives of children (such as gender, body image, role models)

Sites of conflict- Social and emotional - addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies perpetuating violence: Family, school, work place and medi.

Institutions for redressing sexual harassment and abuse – Policies and enactments.

Suggested Tasks/Assignments

1. Preparation of project on key concepts and relating it with the social context of the pupil teacher
2. Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
3. Discussion on theories of gender and education with its application in the Indian context
4. Project on analyzing the institution of the family
 - (i) Marriage, reproduction
 - (ii) Sexual division of labour and resources.
5. Debates and discussions on violation of rights of girls and women
6. Analysis of video clipping on portrayal of women
7. Collection of folklores reflecting socialisation processes. Discussion on theories of gender and education with its application in the Indian context.
8. Preparation of indicators on participation of boys and girls in heterogeneous schools
9. Field visits to schools, to observe the schooling processes from a gender perspective
10. Preparing analytical report on portrayal of women in print and electronic media.

References

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2. Bhatnagar, Asha & Gulat Sushma (1998) Career Development of Creative Girls
3. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.
4. Bradley, Harriet (1994) Gendered Jobs and Social Inequality In *The Polity Reader in*
5. Bullock, Susan (1994) Women and Work, London: Zed Books.

6. Caplow, Theodore (1954) *The Sociology of Work*, New York: McGraw Hill.
7. *Gender Studies*, Cambridge: Polity Press.
8. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. *Economics and Political Weekly*.
9. Mechanism. Case study: India, Bangkok. UNESCO.
10. Mehrotra.S.C [2006] Child Malnutrition and Gender Discrimination of Women Education.
11. Mishra.A [2007]Everyday life in a slum in Delhi . In D.K .Behra [EDUCATION], childhood in South Asia .New Delhi: Pearson education India
12. Nambissan.G.B [2009].Exclusion and discrimination in schools :Experiences of Dalit children. Indian Institute of Dalit studies and UNICEF.
13. NCERT [2006].National Focus group Report on Education of SCs and STs, New Delhi.
14. NCERT [2006a]Position paper National focus group on Gender issues in the Curriculum[NCF2005], NCERT.
15. NCERT[2006a]Position paper-national focus group on education with special needs{NCF 2005}.New Delhi .NCERT.
16. Ramachandran.V.[1998] GIRLS AND WOMEN Education: POLICIES and IMPLEMENTATION
17. Rangari.A.D : Indian Caste system and Education
18. Sharma Usha and Sharma.B.M[1995]Girl education.
19. Sharma.M .C and Sharma.A .K[2003]:Discrimination based on sex ,caste ,religion and disability :addressing through educational interventions :a hand book for sensitizing teachers and teacher educators. NCTE and NHRC.
20. Singh.U.K and Nayak.A.K [1977]Women education.
21. Subramanyan.R[2003]:Gender equality in education: Definitions an measurements ,International Journal of Educational Development. July.
22. Vishwanathan Maithi[1994]development orientation of women education.
23. Webster Alee and Ellwood John :The hearing impaired child in ordinary school –{red-black line}

SEMESTER- 1V

BED C 402: KNOWLEDGE AND CURRICULUM PART-II

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Rationale:

The purpose of this course is to make the student-teacher familiar with the social bases of education. The paper would help the student-teachers to realize the influence of socio cultural factors on educational system. It would assist the student-teachers to analyze the changes occurred in the field of knowledge and knowing on account of different historical movements. It also covers some advanced level discussion on curriculum construction.

Objectives:

- To give insight to the student teacher on role of different social institutions in the process of education.
- To make the student teacher understand the role of education in social development.
- To familiarize the teacher students with the concept of culture and the relationship between culture and education.
- To sensitize the student teachers on importance of value education in the present social scenario.

Mode of Transaction

- Lecture
- Dialogue
- Classroom Discussion
- Debate
- Dramatization

Unit I Social Context of education

Society, culture, modernity and education- their inter relationship

Social Institutions and education- Family, school, and media- their role in knowledge creation and knowing- Role of Social Groups like Local Peer Group, Campus Peer Group, Local Community, Social

Media Community and Professional Linked Online Groups in the individual, Social and Scholastic Development of an Individual

Unit II: Education and Social Movements

- (i) Changes in the nature, structure and purpose of education with reference to: Industrialization, democracy, individual autonomy and reason, Globalization and privatization.
- (ii) The process of education in different social structure and culture
- (iii) Perception on education in different socio economic contexts— The marginalized, the disadvantaged and the neo liberal societies.

UNIT III: Education and Social Development (15 hours)

- (i) Education as an Instrument for social Development - Social Mobility, Social Reforms and social transformation
- (ii) Education and Economic Development - Education as an Investment – Education for nation Building
- (iii) Education as an agent of social change and development

Unit IV: Education as a Social Tool

- (i) Education as an Instrument for developing Value- Nationalism, universalism and secularism- their interrelationship with education- the ideology of Tagore and Krishnamurthy on value education.
- (ii) Education as a cultural Process- Interaction between Culture and education – Different roles of Culture and education - Their role in meaning making, freedom and development.
- (iii) Education and Different Cultural Issues: Pluralism, critical multiculturalism, Cultural Lag, Cultural Conflict etc.

Suggested Tasks/Assignments

- ❖ Assignment on a topic from the syllabus

References :

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Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II & III). John Wiley & Sons

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Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model*. Routledge.
Dewey, J. (2004). *Democracy and education*. Courier Dover Publications.

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Parekh, B.C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Tagore, R. (2003). Civilization and progress. In *Crisis in civilization and other essays*, New Delhi: Rupa & co.

Valerian Rodrigues. (2002). Democracy. In *The essential writings of B. R. Ambedkar*. New Delhi: Oxford University Press.

SEMESTER IV

BED C 403: CREATING AN INCLUSIVE SCHOOL

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives of the course

The teacher student will be able to:

- Understand the concept, meaning and significance of inclusive education.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Develop critical understanding of the recommendations of various commission and committees towards teacher preparation for inclusive education.
- Understand the nature of difficulties encountered by children with disability.
- Identify need based programme for all children with varied abilities.
- Understand the policy perspective status related to inclusive education.
- Reformulate attitudes towards children with special needs
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers

Unit I EDUCATION AND CHILDREN WITH SPECIAL NEEDS

Definition, concept and importance of inclusive education.

Difference between special education, integrated education and inclusive education.

Psychosocial construct of disability and identity

Barriers to learning and participation – Social- psychological, economic and Physical

Concept of neighborhood school.

Inclusive education in the context of 'education for all' and 'right to education'.

Approaches of viewing disabilities: The Charity Model, the Bio-Centric Model, the Functional Model and the Human Right Model.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations :

Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994;

Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;-

Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy,

Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. Recommendations of the Indian Education Commission (1964-66).

Scheme of Integrated Education for Disabled Children

National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); DPEP, SSA.

Education in the National Policy on Disability, 2006.

Programme and Schemes of Education of Children with Disabilities:

Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities–Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit 3-Curriculum adaptations and evaluation for children with diverse needs

Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, locomotor, neuromuscular Disorders, Mental- retradation, leprosy cured persons mental illness learning disabilities ,multiple disorders), social and emotional problems , scholastic backwardness, underachievement , slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal group: Trans-genders and HIV affected people. Adoption for special need in the curriculum to meet different differential abilities and their learning styles.

Concept of an inclusive school- infra structure accessibility, human- resources, attitudes to disability, whole school approach and Community based education

UNIT 4: Current Issues in Inclusive Education.

Meaning of differentially abled and Marginalized sections in India- Issues of SC/ ST, Educationally backward minorities, girls children from rural and slums.

Inclusion of all children with diverse needs in existing schools.

Early identifications and placement in inclusion,

Development of plus curriculum- Coordination and utility of resources.

Role of culture , family, peer group, teachers, administrators and policymakers in inclusive education, .Multicultural education and multi -grade teaching in rural context.

Unit V. Classroom for All and support network

Making schools inclusive - Make the students aware about the self-Technological awareness and its application for the different disabilities- Classroom management and organization- strategies for inclusion. Additional support from special teachers- speech therapy , psycho therapy, occupational therapy etc- learner friendly evaluation. Parents as partners for developing positive relationships between school and home.- Use of community resources as a support to teachers.

Practicum: The students may undertake the following activities:

1. Preparation of status report on education (elementary/secondary) of disabled groups in a district/state region.
2. Evaluation of text books designed for special children
3. Critical analysis of NCF, 2005 (Focus group report).
5. Project report on the topic in the area of education of socially disadvantage sections.
6. Documentation/preparation of report on institutions/school practicing innovations.
8. Evaluation/Analysis of school textbooks from inclusive perspective.

References

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- 2.Bristol: Center for Studies in Inclusive Education Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, I
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- 5.Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
- 6.Edwards John R: Language and Disadvantage
- 7.Government of India (1986). National Policy on Education, Department of Education, New Delhi.
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- 14.NCERT [2006c] Position paper national focus group on problems of SC –ST children [NCF2005 New Delhi,NCERT].
- 15.Raina ,V[2010]FAQs on the right to free and compulsory education act 2009,Bharat Gyan Vigyan Samiti UNICEF
- 16.Rangari A D :Indian Caste System and Education

- 17.Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- 18.Sharma Usha & Sharma B M (1995) Girls Education
- 19.Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
- 20.Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- 21.Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)
- 22.Yadav S K (1986): Educational Schemes for Scheduled Castes107

SEMESTER IV

BED E 401.1: GUIDANCE AND COUNSELING

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives

To enable the student teacher to:

- Understand the nature, purpose and need for guidance and counseling.
- Understand the various areas, tools and techniques in guidance
- Understanding the principles and approaches of counseling.
- Understand the responsibilities, qualities and role and of a counselor
- Understand the concept, importance and theories of career development.
- Understand the tools and techniques in counseling.
- Realize the need of counseling for children with special needs.

Mode of Transaction & Suggested tasks

The curriculum transition is conducted by lectures, utilizing face to face interactions with the faculty; project work, assignments, supervised practical activities in real life situations, visits to counseling centers as well as under simulated conditions using available electronic media and other field study, including educational tours.

Unit-I: Understanding Guidance

(10 hours)

- Guidance: Concept, aims, objectives, functions and principles.
- Need & Procedure for (Educational, Psychological and Social) guidance
- Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools.

Unit-II: Tools and Techniques of Guidance

(10 hours)

- Tools for guidance:- Blanks / Records of students
- Cumulative Records, Rating Scale, Psychological tests, Questionnaires and inventories.
- Techniques in Guidance: Observation, Interview and Sociometry

Unit – III: Understanding Counseling (10 hours)

- Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling.
- Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action)
- Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counselor
- Role of teacher as a Counselor, Professional Ethics and Code of Conduct

Unit – IV: Tools and Techniques in Counseling (10 hours)

- Individual counseling and Group counseling
- Lectures , discussions and Dramatics as techniques in
- Importance of follow-up in counseling
- Counseling for the children with special needs
- Counseling for parents

Unit-V: Occupational Information and Guiding Students with Special Needs (10 hours)

- Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning
- Behavior problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.

PRACTICAL WORK (ANY ONE)

- Interview of a school counselor.
- Visit to a guidance or counseling centre and write a report.
- Administration of an individual test and preparing a report
- Conduct a mock counseling and prepare a report
- Identify children with special needs in a school and prepare a report.

References

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- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
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- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nambiyar K: Strategies Guidance Based Education
- Nanda S.K.; Chadha P.C.: Educational and vocational guidance
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SEMESTER IV
BED E 401.2: HEALTH AND PHYSICAL EDUCATION

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

Objectives:

1. To introduce the student teacher with the concept of holistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To create awareness regarding the areas and concerns for health and hygiene
5. To enable them to understand the need & importance of Physical Education.
6. To introduce them to the benefits of practice of Yoga.
7. To enable the students to be equipped with the knowledge and practice of first aid and emergency care
8. To motivate them to resort to physical activity for the fitness development.

Unit-I: Health and Hygiene

(10 hours)

- Health: Concept, definition, dimensions and determinants.
- Health Education: Definition, aims and objectives.
- School Health Program: Health Services, Health Supervisions and Health Instructions.
- Hygiene Education: Definition, aims and objectives.
- Role of teacher in development of health and good hygienic habits.

Unit-II: Areas of Concern for Health and Hygiene

(12 hours)

- Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- Modern lifestyle and hypo kinetic diseases: prevention and management
- Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

Unit III: Physical Education

(10 hours)

- Physical Education: concept and understanding.
- Need, scope and Importance of Physical Education
- Principles of training, Benefits of physical activity, Aerobic and anaerobic activities
- Concept of Yoga and its practice. Benefits of yoga, meditation and relaxation.

Unit-IV: Physical Fitness

(10 hours)

- Components of Physical Fitness, Factors affecting physical fitness.
- Type of Fitness - Health Related Physical Fitness; Performance Related Physical Fitness
- Activities for developing Physical fitness,
- Energy systems and Physiological Effects of exercise.

Unit – V: First aid and Emergency care

(8 hours)

- Meaning , Importance, Aims and Principles of first aid

- Health and safety in daily life
- Types of injuries, First aid for common injuries and their management, administration of CPR

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
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- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.

SEMESTER IV
BED E 401.3: PEACE EDUCATION

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

Objectives of the course

- i. To broaden insight of student teachers about peace and peace education.*
- ii. To make student teachers aware of the scale and variety of conflicts affecting contemporary life;*
- iii. To give insight to the student teachers into the complex role that institutionalized education plays in the context of different types of conflicts;*
- iv. To enable the student teachers to develop personal initiative and resources for the pursuit and promotion of peace.*
- v. To aware the student teachers about the dynamics of transformation of violence into peace.*
- vi. To enable the student teachers to develop attitudes and skills for resolving conflicts in creative manner in schools and society.*

Course Outline

UNIT 1: UNDERSTANDING PEACE AS A SOCIAL REALITY

Meaning , Nature concept and Definition of peace education. Aim and objective of peace education

Peace education –assumption , Process and imperatives.

Relevance of Peace education in the present Indian Context- Challenges of Peace education— stress , conflict ,terrorism ,violence and war - Negative Peace—How to affect individual and society

Peace and constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society

Foundations of Peace --- Pre requisite to Peace- , compassion, ethical decision making , inter cultural and cultural harmony. Responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences- Cultural, socio economic, linguistic and gender.

Developing life style for sustainable development.

Approach to Peace education—High lights of various philosophy of peace— Gandhiji, Vivekananda, Tagore, Aurobindo, Krishna Moorthi, Dalailama ,Narayana Guru.

Initiatives at National and International levels- Role of National and International Organisations- UN, UNICEF, Red cross, etc

UNIT II: Conflicts, Mediation and Transformation.

Nature of conflict: inter personal and intra personal, Organizational, Interstate and International.

Antecedents of Conflicts- limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.

Type of conflict—Positive and negative aspect of conflict

Nature of violence- Organised Violence and crime- Challenges and sufferings raised by conflict and violence to the humanity.

Study of successful struggle and Movements for peace and ongoing conflicts in the political, economic socio cultural and ecological sphere.

Conflict Management and conflict resolution- Developing capabilities for mediation and conflict transformation

(i) Skills and strategies needed for conflict resolution

(ii) Listening to the conflicting parties

(iii) Awareness of own identity, cultural underpinning, and communication skills

(iv) Awareness of context of the conflict

(v) Commitment to mediate

(vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.

Role of peace education in resolving and reducing conflict among students.

UNIT III: EMPOWERMENT OF SELF

Role of the family, school and neighbourhood in developing healthy discipline.- Role of peer group and effective parenting in developing self and self esteem.

Role of negative experience - generate stress, anger, and aggression.

Stress Coping Strategies- Yoga, meditation, stress management techniques, Counseling and Psychotherapies- Critical Self Reflection- building multicultural orientation – Ethics. Significance of shared understanding, open communication, non-judgmental attitude for peaceful living.

UNIT IV: Education for Peace

Education as an instrument for peace- opportunities inherent in curriculum for inculcating peace- Healthy discipline practices in and outside school.

Experiences of different cultural identities, issues and challenges.

Critical pedagogy of peace education— Problem Pausing Education- Traditional method of learning to constructivist approach in learning. Understanding social justice in local context and its implication for beliefs, attitudes, and values and school/social practices and conflict resolution at different levels

Pedagogical skills and strategies for removing tension, fear, corporal punishment, violence and conflicts- knowledge, attitudes, values and skills for a good peace teacher

Development of listening skill for dialogue- Critical listening, Skills of questioning, paraphrasing and providing feedback.

Pedagogic Skill for Peace Orientation- Awareness of epistemic connection of subject content with peace values:

UNIT V: Humanistic Approach to Evaluation

Adopt broad-based assessment taking in multiple talents, emphasise success rather than failure, enable every pupil to experience success in some areas.

Strategies for making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals.

- Developing commitment and willingness for receiving feedback, and review of strategies
- Significance of developing individual level indicator for evaluation- includes behavior, expressing inner peace and positive relationship,

Suggested Tasks/Assignments

1. Experiential learning sessions on yoga, meditation, communication Skills, Art etc.
2. Undergoing/ Organizing Counseling and Psychotherapy Session for Empowerment and Development/ Conflict Resolution
3. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality
- 4 Case study of conflict and conflict resolution
5. Critical analysis of any Art work, Literary work , films etc which are based on conflict/ conflict resolution/ peace
6. Critical analysis of the functioning of regional or national and International agencies for peace

Mode of Transaction: Discussion, case studies, Debates, Field visits, Experiential Learning sessions, Seminars, symposia,

References

- Bondurant, J. 1958: *Conquest of Violence: The Gandhian Philosophy of Conflict*. : Princeton University Press.
- Burton, J. 1984: *Global Conflict: The Domestic Sources of International Crisis*. Wheatsheaf.
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- Burton, John. (ed.) 1990: *Conflict: Human Needs Theory* (vol. 2 of the Conflict Series). Macmillan.
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- Kumar, G. 1996: *Non violence contemporary issues and challenges*, New Delhi ,Gandhi Peace Foundation.
- Mitchell, Christopher. 1981: *The Structure of International Conflict*. London: Macmillan.
- Raimo Vayrynen , (ed.) *New Directions in Conflict Theory: Conflict Resolution and Conflict Transformation*. Sage.
- UNESCO. *Learning the way of peace: teacher's guide*.
- Wehr, Paul. 1979: *Conflict Regulation*. Westview Press.

SEMESTER IV

BED E 401.4: ENVIRONMENTAL EDUCATION

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives

- To understand the concept of environment and ecology
- To understand environmental education and its importance
- To understand the causes for environmental hazards and pollution
- To understand the causes for environmental degradation
- To understand the need for remedial ways to protect the environment in daily life and its application
- To acquire knowledge of environmental issues and policies in India
- To acquire knowledge about the international efforts for environmental protection
- To understand the status of environmental education in school curriculum To understand the curriculum and methods in environmental education
- To acquire knowledge about the different methods of teaching in environmental education
- To acquire knowledge of the tools and techniques for the evaluation of environmental education

UNIT I. Introduction to Environmental Education

Meaning, definition and characteristics of environmental education – content.

Importance, objectives, scope and guiding principles of environmental education.

Factors of degradation of environment – adverse socio – economic impacts of degradation of environment

Environmental hazards and pollution – Types of environmental hazards and disaster –

Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion.

UNIT II. Environmental Management and Protection

Need for environmental management – function and characteristics of environmental management – dimensions of environmental management.

Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna- causes for forest fire- measures of prevention

UNIT III. India and Environmental Issues Policies and Movements

Major environmental problems in India – Environmental protection and policies in India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws
 Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa – Conditions for achieving the goals of sustainable development – Strategies for sustainable development in India.

UNIT IV Environmental Education in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level – Major constraints for its implementation at these level - Teacher's role – national resource center for environmental education.
 Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

UNIT V Methods of Teaching in Environmental Education

Characteristics of good teaching method.
 Seminar, Workshop, Problem – solving, Field trips and Surveys, Projects, Exhibition and other methods.
 Relative efficiency of teaching methods.

Suggested Task/Assignment

Environment related project

Reference

- Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
 Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.
 Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
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- Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut, Calicut University.

SEMESTER IV

BED E 401.5.1: ADDITIONAL PEDAGOGY-ARABIC

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives:

The student teacher will be able to:

- * Understand the nature of Arabic Language and its cultural background.
- * Understand the role and importance of Arabic language learning.
- * Understand the objectives of teaching and Learning Arabic in schools
- * Develop and understanding and executing the skills in Arabic language teaching.
- * Acquaint with the knowledge of the different resources to teach and learn Arabic language.
- * Familiarize with the principles of organizing curriculum and syllabus.
- * Acquire the skill of planning for classroom teaching & Learning
- * Apply the tools & techniques of assessment & evaluation in the process of Arabic language teaching learning

UNIT 1: INTRODUCTION TO ARABIC LANGUAGE TEACHING & LEARNING:

- * Definition of Language & function - importance - language and culture- Language in Education-
- * Nature and Scope of Language learning- significance of language learning-
- * Language and other subjects-
- * Acquisition of mother tongue, Second Language – Foreign language.
- * Arabic as a foreign language –
- * Position of Arabic Language in the present day world,
Problems of Arabic Language Learning & Teaching
- * Global Trends in Arabic Language Education

UNIT 2: ACQUISITION OF LANGUAGE SKILLS:

- * Language skills: LSRW:
- * Listening skill; Significance of listening
- Speaking skill :Importance of speaking& Pronunciation
- Receptive skills & Productive skills
- Reading skill: Importance of reading skill
- Writing Skill: Importance of writing skill
- Reference & Study Skills: Dictionaries & Encyclopedias, Online references

- **Methods & techniques and of teaching Language skills in Arabic :**
- Methods of Teaching Arabic Language: Approach, Method, Technique of teaching.
- Traditional & 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
- Developing speaking & Listening Skill in Arabic : Need & Importance

UNIT 3: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE

- Aims and Objectives of Teaching and learning Languages
Objective Based Instruction
- Bloom's Taxonomy of Educational Objectives (original & revised)
- Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives
- Process Oriented Teaching and learning- Outcome based Learning (OBL)
- Aims and Objectives of Teaching and learning Arabic Language
- * Objectives of teaching & learning Arabic at schools.

UNIT 4: REQUIREMENTS FOR TEACHING ARABIC LANGUAGE

- Teaching and Learning of language : its nature and significance
- Teaching and Learning of Arabic language
- Inter dependence of Teaching & Learning., Maxims of Teaching
- Arabic Language Teacher
- Competency Based Language Teaching (CBLT) Language teacher competencies
Teaching Skills: Pre teaching skills and post teaching skills -Core skills in teaching :
Application of ICT skills, Black Board, White Board, & Interactive Board
Practicing teaching skills:
- Micro Teaching: Principles and definitions ,Micro teaching cycles, Link practice
- 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 for teaching ; Steps involved in preparing lesson templates
- Designing lesson templates for different language discourses & language elements

UNIT 5: RESOURCES IN TEACHING & LEARNING ARABIC LANGUAGE:

- Teaching Learning Materials : Psychological Bases
Teaching & learning Aids: AV Aids- Teacher made learning aids– aids: its design and development, Audio, video, audio-video, Graphic, and improvised aids, Projected and non projected aids, Animated and digital aids, Mass Medias in Teaching & Learning Language Lab, Multi media aids Activity Aids.
Library: importance of library, types of library
- * Techno pedagogy: Need and Importance of technology in teaching & Learning Arabic –
- * Programmed learning- Language laboratory- CAI - PPT presentation-
- * Multi-media and Internet-
- * E learning & e-teaching - e-resources. Language related Websites-
- * Virtual Learning – V Classrooms- E-Library- E-Resources for different kinds of discourses.

UNIT 6. ASSESSMENT IN ARABIC LANGUAGE EDUCATION

- * Assessment for learning & teaching
- Assessment for learner achievements in Arabic
Objectives of assessment, Tools& Types; formative and summative
New trends in evaluation
Continuous Evaluation, comprehensive evaluation, Continuous and comprehensive evaluation, Construction and administration of achievement tests
Diagnostic tests and Remedial teaching
Marking and Grading, Grading indicators
Criteria for evaluating various discourses& language elements
- 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 in Arabic.

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2. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
3. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
4. Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
5. Mushkilathu thaaleemu llughal Arbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar
6. Thareeqathu Thadreesi Wa strateejiiyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE

7. Al Mawajjah Al Fanni LiMudarrisee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
8. Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
9. Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
10. Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
11. Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaalum: Dr. Muhammed Assam Tharbay , Dar Hammurabi llnashri wa thouzeea
12. Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashri wa thouzeea
13. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
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22. Wright, A. (1977). Visual Material for the Language Teacher. London: Longman.
23. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
24. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
25. Micro teaching, Allen, D & Ryan, K, Adison Wesley, London
26. Providing teachers effective strategies for using technology tech trends: Brown B& Henscheid
27. The systematic Design for Instruction: Dick, W & L(1990)
28. Istheeratheejiyyath wa Maharah al Tharees : Kamal al Jundi; Dar al Jumhooriya liltibaa
29. Wasaail al lthisal wa thaknologia fithaaleem : Dr Abd al hafiz muhammed salama , Dar al Fjkar
30. Al thadrees wa ladad al Muallim: Dr. S Abdulrahman qindeel Dar al Nashr al Duwali
31. Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira

32. Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira
33. Madkhal Ila Tharbiya al muthamayyizeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
34. Thaqniyyath al thaaleem(Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
35. Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuhuzu thabaviyya wathadreeb
36. Al tharbiya wa thuruqu thadrees: Salih Abdul Azeed& Abdul Azeed Abdul Majeed; Dar al Maarif, Al Qahira
37. Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
38. Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiyya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot
39. Bruce Joyce & Marsha weil, Models of Teaching:
40. Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
41. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.
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47. Seeley, John (2003) the Oxford Guide to Writing and Speaking. Oxford University Press.
48. Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.

Journals:

49. Current Perspectives in Teaching the Four Skills by ELI HINKEL Seattle University Seattle, Washington,
50. United States TESOL QUARTERLY P 110-131
51. Majalla : Al waiyul Islami
52. Majalla : Al Baas al Islami

Online resources:

53. <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
54. *Current trends in Teaching Listening and Speaking by Jack. C. Richards*

55. www.oup.com/elt
56. http://www.asian-efl-journal.com/Sept_06_ro.php
57. BBC World Service: Learning English
<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
58. FRET (Free Resources for English Teaching)
<http://www.english-teaching.co.uk/>
59. *Learning Brain-based way*
60. <http://languagelab.com.sg/faq.php>
61. *The Essentials of Language Teaching*
62. <http://www.nclrc.org/essentials/index.htm>
63. <http://www.languageinindia.com/april2002/tesolbook.html>
64. *Task-Based Language Teaching and Learning: An Overview*
65. <http://ml.wikipedia.org>
66. <https://www.facebook.com/groups/144983732246185>
67. <http://www.keralasahityaakademi.org/>
68. <http://malayalambloghelp.blogspot.com/>
69. <http://malayalam.kerala.gov.in/index.php>

SEMESTER IV
BED E 401.5.2: ADDITIONAL PEDAGOGY-COMMERCE

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

INSTRUCTIONAL OBJECTIVE	CONTENT	SUGGESTED TASKS
<p>To develop a thorough understanding of the nature, scope and values of commerce.</p> <p>To develop understanding about the aims and objectives of teaching commerce at higher secondary level</p> <p>To get acquainted with the relationship of commerce with other subjects.</p> <p>.</p>	<p>1.3 Commerce as Core Discipline</p> <ul style="list-style-type: none"> • Meaning, nature and scope of commerce • Areas of commerce • Values of teaching commerce <p>1.2 Aims of Teaching commerce</p> <ul style="list-style-type: none"> • General aims and objectives of teaching commerce at higher secondary level. • Scope of commerce education <p>1.4 Commerce and other subjects</p> <p>Interrelationship of commerce with other subjects .</p> <p>(8 Hrs)</p>	<p>Discussion to provide basic understanding of the various principles, procedures and practices related to business and how the background knowledge of commerce affects the life of the community.</p> <p>Identify and list examples for correlation of commerce with other subjects.</p>
<p>To achieve mastery over instructional strategies, methods and techniques for teaching commerce .</p> <p>.</p>	<p>Approaches, Techniques and Methods of Commerce Teaching</p> <p>2.1 Approaches</p> <ul style="list-style-type: none"> • Didactic – teacher initiated - Lecture , Descriptive, Demonstration and expository methods • Socratic – interactive method- Question answer 	

	<ul style="list-style-type: none"> • Facilitative – Learner initiated – Co operative & collaborative learning • Investigative- experience based- Guided discovery, Survey, Heuristic <p>2.2 Techniques</p> <ul style="list-style-type: none"> • Role play • Dramatisation • Brainstorming • Buzz Session • Jigsaw • Simulation • Business Quiz • Drill <p>2.3 Methods</p> <ul style="list-style-type: none"> • Lecture • Discussion • Case study/ Case Method • Project • Problem Solving • Inductive- Deductive • Socialised- Panel discussion, Symposium, Workshop, Forum <p>2.4 Strategies specific to commerce teaching</p> <ul style="list-style-type: none"> • Oral – debate, extempore speech • Written- articles, poster • Analysis and Interpretation of graphs, reports, business news • Assignment • Independent work- observation, small projects • Business games- puzzles, Quiz, crosswords. • Seminar <p>(15 Hrs)</p>	<p>Discussion and presentation of detailed report of the Principles, merits and demerits of each approach/ technique/ method.</p>
To familiarize with the instructional materials for	<p>Resources for teaching/ learning commerce</p> <p>3.1 Reference Materials –</p>	<p>Discussion on ways of utilizing various resources and their advantages to learning.</p>

commerce teaching	<p>Business magazines, Newspapers, Reports, Articles, Periodicals</p> <p>3.2 Text book and Hand book</p> <p>3.3 Open education resource- use of internet, infolibnet .</p> <p>3.4 Commerce Laboratory</p> <p>3.5 Commerce library</p> <p>3.6 Item bank/Question bank</p> <p>3.7 Educational CDs</p> <p>3.8 Commerce club/association</p> <p>3.9 Community Resources – Banks, insurance companies, cooperative stores , industry/firm.</p> <p>(10 Hrs)</p>	
<p>To acquaint with the innovative practices in commerce teaching.</p> <p>To develop ability to apply innovative practices in the modern classroom.</p>	<p>Innovative Practices in Commerce Teaching</p> <ul style="list-style-type: none"> • Multi methodology Approach • ICT enabled learning • Competency based instruction • Blended Learning • Problem based learning • Experiential Learning • Modular Approach • Contract Learning • Team Teaching <p>(10 Hrs)</p>	Discussion on the merits of use of innovative practices.
To familiarize co-curricular activities for higher secondary classes	<p>Co- Curricular Activities in Commerce</p> <p>5.1 Importance</p> <p>5.2 Co-curricular activities</p> <ul style="list-style-type: none"> • Commerce club • Field Trips/ Industry visits • Bulletin board • Interaction with ex-students, or people in the industry • Commerce magazine <p>(7 Hrs)</p>	Discuss the role of teacher in organizing and implementing co-curricular activities.

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Suggested Mode of Instruction: Participative Discussion, Seminar, Assignment, Brain Storming, Buzz Session, Projects and Related reading, Lecture cum Demonstration.

References:

(common)

Gronlund, N.E. (1985). *Stating Objectives for Classroom Instruction* (3rd ed.). New York: Macmillan.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged). New York: Longman.

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Carey, M. Lou. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon, Inc.

Ebel, L& Frisbie, A. (1991) *Essentials of Educational Measurement*. New Jersey: Prentice Hall.

Hall, G.E & Jones, H.L. (1976). *Competency Based Education: A Process for the Improvement of Education*. New Jersey: Prentice Hall.

Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain*. N.Y: David McKay Company, Inc.

Joyce, Bruce & Weil, Marsha. (1999). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.

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Krathwohl, D.R., Bloom, B.S. and Masia, B.B. (1964). *Taxonomy of Educational Objectives: Handbook II. The Affective Domain*. N.Y.: David McKay Company, Inc.

Lowman, J. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.

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- Green. H.L. *Activities Hand Book for Business Teachers*. Mc.Grow Hill Book Co.
- Khan. M.S. *The teaching of Commerce*. New Delhi: Sterling Publishers.
- Lynn Erikson. H. (1998). *Concept based curriculum instruction*. India: Sage Publications.
- Nodan & Haydon. *Principles and Problems of Business Education*. Cincinnati: South Western Pub.
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- Tonne. HA (1960). *Principles of Business Education*. New York: Me. Graw Hill Book Col. Gregg Division Company.

SEMESTER IV

BED E 401.5.3: ADDITIONAL PEDAGOGY-ENGLISH

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives

- Acquire an overview of English language pedagogy
- Understand the nature of English Language
- Understand the aims and objectives of teaching English
- Get introduced to different methods and techniques of teaching English
- Identify the importance of English language at modern times
- Understand about the teaching of poetry, prose and drama.
- Acquire an overview of pedagogical analysis of English course books

UNIT-I**NATURE AND IMPORTANCE OF ENGLISH LANGUAGE**

What is language-Definitions of language- Characteristics of language-Language families- History of English language -English as a global language- lingua franca-privileges of English language

BASICS OF ENGLISH LANGUAGE: Language and Grammar- Types of English Grammar – Evolution and revolution in English Grammar- phonology –morphology-semantics – linguistics –aesthetics- Language and Gender-Language and power –IT in English Language Teaching.

CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: Position of Languages in India; Articles 343 – 351 , 350 A; Kothari Commission (1964 -66); NPE – 1986; POA – 1992 ; National Curriculum Framework – 2005) language education)

ROLE OF ENGLISH IN INDIAN CONTEXT : Before Independence and After Independence, English as a mother tough second language, National Language, official language , Position

of English in Kerala – Three Language Formula. Challenges of teaching and learning English.

UNIT II – AN OVERVIEW OF LANGUAGE TEACHING

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT &SL):

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning: principles and maxims, inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen

AN OVERVIEW OF LANGUAGE TEACHING METHODOLOGIES: Grammar translation method, Direct method, Structural – situational method, Audio – lingual method, Natural method; Reciprocal teaching, project method-play way method, co-operative learning – collaborative learning, Dr. West’s new method, Merits and demerits.

MODELS OF TEACHING,: Dimension of a model, syntax, social system, Principles of reaction, Support system, Instructional and Nurturant effect. Concept attainment Model, advance organizer model –Synetics model

Unit –III PEDAGOGIC ANALYSIS– Scope - Principles and objectives, Steps in pedagogic analysis, content analysis, language learning experiences, evaluation, diagnostic test – achievement test.

- Qualities of a good English text book, work book, hand book
- Critical Analysis of English text book – V to X Kerala Syllabus

Unit IV : AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE

- Aims and Objectives of teaching and learning English language - Socio-cultural utilitarian aims - Principles of Language learning - Aims and Objectives of teaching and learning English language: Objective Based Instruction, Taxonomy of Educational Objectives (Original & revised) , Objectives and Specifications - Process Oriented Teaching and learning - Outcome Based Learning (OBL) - Life Oriented Teaching & Learning
- Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader - Teaching of Poetry- Method-Teaching of composition – strategies, Oral and written – Difference between teaching prose and poetry – Teaching of Grammar- Method-Theoretical and practical grammar .

Unit – V. PLANNING TRANSACTIONAL PLANS

Lesson planning – concept, Construction and administration, year plan, unit plan, lesson plan based on different approaches.

LANGUAGE MASTERY THROUGH SKILL ACQUISITION: Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking skills - Storytelling, dialogues, situational conversations, role plays. Simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources - Reading: Sub skills of reading: Study skills, including using thesauruses, dictionary, and encyclopedia. etc. - Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, reports, dialogue, speech, advertisement, etc. Reference skills; Study skills; higher order skills.

ENHANCING LINGUISTIC CREATIVITY

Story writing, story twisting, poem writing, narration of events, describing scenarios- introducing figures of speech- description of essential literary terms- introducing journalistic language

READING & REFERENCE LIST (common)

English:

Anandan K L. (2006). Tuition to Intuition – The Constructivist Perspective on Second Language Pedagogy , TRANSCEND: Malappuram, Kerala

Bruce Joyce & Marsha wail, Models of Teaching:

Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.

Doff, Adrian. (2008) Teach English: A Training Course for Teachers. Cambridge University Press.

Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.

Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.

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

Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.

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

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

Online resources:

Activities for developing skills

<http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>

Current trends in Teaching Listening and Speaking by Jack. C. Richards

www.oup.com/elt

http://www.asian-efl-journal.com/Sept_06_ro.php

[BBC World Service: Learning English](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

[FRET \(Free Resources for English Teaching\)](http://www.english-teaching.co.uk/)

<http://www.english-teaching.co.uk/>

Learning Brain-based way

<http://languagelab.com.sg/faq.php>

The Essentials of Language Teaching

<http://www.nclrc.org/essentials/index.htm>

<http://www.languageinindia.com/april2002/tesolbook.html>

Task-Based Language Teaching and Learning: An Overview

SEMESTER IV
BED E 401.5.4: ADDITIONAL PEDAGOGY-HINDI

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

Aims and Objectives

- Understand the aims and objectives of teaching Hindi
- Understand how children in diverse social contexts construct knowledge of specific subject concept areas.
- Understand about the teaching of poetry, prose and drama.
- Understand the concept and importance of pedagogical analysis.

UNIT-I

LANGUAGE AND SOCIETY: Language and Gender; Language and Identity; Language and power; Language and Class (Society).

LANGUAGE IN SCHOOL: Home language and school language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school – Subject and language as a means of learning and communication; Critical review of Medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.

CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION: Position of Languages in India; Articles 343 – 351 , 350 A; Kothari Commission (1964 -66); NPE – 1986; POA – 1992 ; National Curriculum Framework – 2005) language education)

ROLE OF HINDI IN INDIAN CONTEXT : Before Independence and After Independence, Hindi as a mother tongue second language, National Language, official language , Hindi as a Link Language, Position of Hindi in Kerala – Three Language Formula. Challenges of teaching and learning Hindi.

UNIT II – AN OVERVIEW OF LANGUAGE TEACHING

DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT &SL): Philosophical, social and psychological bases of approaches to Language acquisition and Language learning: principles and maxims, inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner,

J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)

A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

Grammar translation method, Direct method, Structural – situational method, Audio – lingual method, Natural method; Reciprocal teaching, project method-play way method, co-operative learning – collaborative learning, Dr. West’s new method, Merits and demerits.

Models of Teaching, Dimension of a model, syntax, social system, Principles of reaction, Support system, Instructional and Nurturant effect. Any two models relevant for language acquisition.

Unit –III PEDAGOGIC ANALYSIS– Scope - Principles and objectives, Steps in pedagogic analysis, content analysis, language learning experiences, evaluation, diagnostic test – achievement test.

- Qualities of a good Hindi text book, work book, hand book
- Critical Analysis of Hindi text book – V to X Kerala Syllabus

Unit IV : AIMS AND OBJECTIVES OF TEACHING HINDI LANGUAGE

- Aims and Objectives of teaching and learning Hindi language - Socio-cultural utilitarian aims - Principles of Language learning - Aims and Objectives of teaching and learning Hindi language: Objective Based Instruction, Taxonomy of Educational Objectives (Original & revised) , Objectives and Specifications - Process Oriented Teaching and learning - Outcome Based Learning (OBL) - Life Oriented Teaching & Learning
- Teaching of Prose - Aims and procedure of teaching intensive reader and extensive Reader - Teaching of Poetry- Method-Teaching of composition – strategies, Oral and written – Difference between teaching prose and poetry – Teaching of Grammar-Method-Theoretical and practical grammar .

Unit – V

TRANSACTIONAL STRATEGIES: Lesson planning – concept,

construction and administration, year plan, unit plan, lesson plan based on different approaches.

LANGUAGE MASTERY THROUGH SKILL ACQUISITION: Listening, speaking, reading and writing. Listening and Speaking: Sub skills of listening and speaking skills - Storytelling, dialogues, situational conversations, role plays. simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources - Reading: Sub skills of reading: Study skills, including using thesauruses, dictionary, encyclopedia. etc. - Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story,

letter, diary, notices, reports, dialogue, speech, advertisement, etc. Reference skills; Study skills; Higher order skills.

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2. Billows F L(1961): *The techniques of language teaching*. London: Longman group Limited
3. Chomsky, N. (1957). *Syntactic Structure*. The Hague: Mouton and Co.
4. Dale, E. (1967). *Audiovisual Methods in Teaching*. New York: The Drygen Press.
5. Dash, B.N. (2005). *Psychology of Teaching Learning Process*. New Delhi: Dominant Publishers and Distributors.
6. Hooper, R. (Ed.). (1971). *The Curriculum: Context, Design and Development*. Edinburg: The Open University.
7. Jeeth, Yogendra, B. (1986). *SikshaMemAdhunikPravrithiyam*. Agra: VinodPustakMahal.
8. Jeeth, Yogendra, B. (2005). *Hindi Sikshan*. Agra: VinodPustakMandir.
9. Kumar, VijendraVarisht. (2004). *Shiksha Mano Vigyan*. New Delhi: Arjun Publishing House.
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12. Macmillian. Mangal, S. k., & Mangal, S. (2005). *Essentials of Educational Technology and Management*. Meerut: loyal book depot.
13. Mangal, Uma. (1991). *Hindi Shikshan*. New Delhi: Arya Book Depot.
14. Mathur, S.S. (2005). *Sikshan Kala*. Agra: VinodPustakMandir.
15. Narang, Bhatia. (1995). *Adhunik Shikshan Vidhiyam*. Ludhiyana: Prakash Brothers Publishing.
16. Pandey, S.K and Sharma, R.S. (2008). *Encyclopaedia of Modern Techniques of Teaching*. New Delhi: Common Wealth Publishers.
17. Passi, B. K. (1976). *Becoming a Better Teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.

18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. TiwariBholanadh.(2006). RajbhashaHindi.NewDelhi: Prabhat Publication.
20. Ur, Penny. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
21. Ur, Penny. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press.
22. Widdowson HG(1982) ; Teaching language as communication. OUP, London
23. Wright, A. (1977). Visual Material for the Language Tteacher. London: Longman.
24. Acharya Sithram Chaturvedi. Bhasha Ki Siksha.
25. Dr. Sreedharanantha Mukherji. Rashtra Bhasha Ki Siksha.
26. P.G. Kamath, Anya Bhasha Sikshan Eak Bhasha Vajanik Drishty.
27. K.M. Siva Ram Sharma. Hindi Sikshan Kala.
28. Bhai Yogendra Jit. Hindi Bhasha Sikshan.
29. Shri Satyanarayan Thripadi. Hindi Bhasha Aur Lipi Ka Aithihasic Vikas.
30. Dr. Ramakant Padak and Dr. Bnhagugadh Deekshi, Adhunik Hindi Vyakaraan Aur Reehana.
31. Nanda Bulare Baj Peyi, Sahitya Sushama.

SEMESTER IV

BED E 401.5.5: ADDITIONAL PEDAGOGY-KANNADA

Hours of instruction: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

OBJECTIVES:

1. To understand the origin of Kannada language.
2. Relationship between Kannada and other language.
3. Role of language in art.

Unit 1: Nature and scope of Kannada language

- 1.1 Origin of language- mother tongue as medium of thought.
- 1.2 Correlation of the study- Sanskrit, Urdu, Maraty English and Hindi.
- 1.3 Classification of Kannada language- Rachanica, vaamshika and Dravidian languages.

Unit 2: Kannada literature and art

- 2.1: Dasa sahythya- meaning, importance and significance.
- 2.2 Vachana sahythya- meaning, importance and significance.
- 2.3 Kannada language and nruthya shilpa.
- 2.4 Teachers as a facilitator in developing the language abilities in children-Academic and professional qualities required.

Unit 3: Communication skill development

- 3.1 Importance of communication skills in Kannada.
- 3.2 Methods/routes to improve communication skills.
- 3.3 Witting skills, reading skills (report reading), conversation skills and speaking skills.
- 3.4 Creativity skills- drama, skit, story writing, dialogue writing and versification.

Unit 4 Methods & techniques of teaching Language skills in Kannada :

- 4.1. Methods of Teaching Kannada Language: Approach, Method, Technique of teaching.
- 4.2 Traditional & Modern Methods: Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach,
- 4.3. Communicative Approach, Eclectic Approach, Play way Method, Project Method
- 4.4 Role play, Dramatization, Narrative strategies
- 4.5. Discourse based language learning, Learning by doing, Activity Based Teaching and Learning
- 4.6. Approaches and Methods of teaching Language elements: Inductive and deductive methods,

Functional and formal grammar

Unit V: Planning for Instruction in Kannada

- 5.1 Need and Importance of Planning
- 5.2 Year planning
- 5.3 Unit planning
- 5.4 Lesson Planning

Practical activities:

- 1 Preparation of lesson plans
- 2 Translations of languages.
- 3 Activity related to creativity skills like performing drama, skit and others.

REFERENCES:

1. Kannada sahythya charytre; Dr. T Shamaraya
2. Kannada sahythya charyte: R. Shree Mugali
3. Kannada bhasha shastra: R A Davadkar
4. Sahytha shakthi- D V G
5. Sanksiptha Kannada sahythya charitre- M Mariappa Bhat

SEMESTER IV

BED E 401.5.6: ADDITIONAL PEDAGOGY-MALAYALAM

Hours of instructions: 50 hours
Maximum Marks 60 (External: 50: Internal 10)

Objectives:

- To develop an understanding of the nature of language and its cultural background.
- To develop an understanding of the role and importance of language learning.
- To develop an understanding of the objectives of teaching Malayalam at different levels
- To understand and execute the skills in language teaching.
- To acquire knowledge of the different resources to learn languages.
- To understand the principles of organizing curriculum and syllabus.
- To acquire the skill of planning for classroom teaching
- To practice the evaluation tools and techniques in language learning process.

UNIT I: Language- importance of language - language and culture. Language and Education- Nature and Scope of Language learning- significance of language learning- Language and other subjects- Official language, mother tongue, Regional language and official language.

UNIT II: Language skills- listening, speaking, reading, writing- Objectives of teaching Malayalam at primary, secondary and higher secondary level. Bloom's Taxonomy of Educational Objectives - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives and curricular statements.

UNIT III: Micro teaching - Principles - Steps - Uses - Teaching skills and various discourses- process skills- Introducing a Lesson - Explanation - Questioning - use of blackboard -

Reinforcement - Stimulus Variation - Link practice. Methods of teaching – merits and demerits- constructivist approach- new trends- reflective learning, self regulatory learning, critical pedagogy and issue based learning

UNIT IV: Techno pedagogy- Linked in teaching, Need and Importance- Audio, Visual and Audio Visual Aids- Teacher made learning aids - Mechanical aids - Tape recorder, Radio, Television- .Programmed learning- Language laboratory- Computer assisted language learning - Power point presentation- Multi-media and Internet-Identification of e-resources. E-Learning- Language related Websites- virtual Classrooms- E-Library- E-Resources for different kinds of discourses.

UNIT V: Curriculum, syllabus, local texts, community resources- Principles of Curriculum construction and organization-NCF2005,2009, KCF- critical pedagogy, issue based –curriculum- social constructivism-Outcome based curriculum-Need based curriculum and Syllabus - Curriculum-Types -Importance of Curriculum-Present position of language curriculum in school- Curriculum time allotted to various stages -General principles of curriculum construction- approaches-Psychological and logical approaches-Modern trends in Curriculum. Critical study of language syllabus.

UNIT VI: Year plan, unit plan and lesson plan- Concept, construction and administration.

UNIT VII: Evaluation- new aims and objectives of Evaluation- Importance of Evaluation in language learning- concept and nature of evaluation- Tools of evaluation- Quantitative, Qualitative, Various types of Questions- current trends in evaluation-continuous and comprehensive evaluation- grading systems. Criteria for evaluating various discourses.

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3. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
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5. Hooper, R. (Ed.). (1971). *The Curriculum: Context, Design and Development*. Edinburg: The Open University.
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10. Sharma, S. (2005). *Advanced Educational Psychology*. New Delhi: Anmol Publications.
11. Ur, Penny. (1984). *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.
12. Ur, Penny. (1999). *A Course in Language Teaching*. Cambridge: Cambridge University Press.
13. Widdowson HG(1982) ; *Teaching language as communication*. OUP, London
14. Wright, A. (1977). *Visual Material for the Language Teacher*. London: Longman.
15. Padhana Projectukalkku oru Kaippustakam, Prof. MK Prasad, Kerala Shaasthrasaahitya Parishad
16. Divaswapna, Gijubhai Bhadeka, National Book Trust
17. Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam
18. Gadyarachana, Dr.CK Chandrasekharan Nair, Kerala Bhasha Institute
19. Gadyashilpam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
20. Kerala Panineeyam, AR Rajaraja Varma , DC Books, Kottayam
21. Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam
22. Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
23. Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books
24. Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
25. Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy

26. Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam
27. Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekode, DC Books, Kottayam
28. Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
29. Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam
30. Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute
31. Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam, Varkala
32. Prayogika Vyakaranam, Irinjayam Ravi
33. Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala Shaasthrasaahitya Parishad
34. Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam
35. Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam
36. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
37. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
38. Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute
39. Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode
40. Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode
41. Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad
42. Vyakarana Mitham, Sheshgiri Prabhu
43. Malayala Bhashadyapanam, Dr.K Sivarajan, Calicut University
44. Micro teaching, Allen,D & Ryan, K, Adison Wesley, London
45. Mathrubhashabhodhanam Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio, Calicut
46. Bhasha padanavum bodhanashasthravum author : Dr:Sreevrinda nair N
47. Bhasha padanavum sidhanthangalum author : Dr:Sreevrinda nair N DC reference.

Online Resources

1. <http://ml.wikipedia.org>
2. <https://www.facebook.com/groups/144983732246185>
3. <https://www.facebook.com/groups/paribhasha>
4. <http://www.keralasahityaakademi.org/>
5. <http://malayalambloghelp.blogspot.com/>
6. <http://www.topsite.com/best/malayalam>
7. <http://malayalam.kerala.gov.in/index.php>

SEMESTER IV

BED E 401.5.7: ADDITIONAL PEDAGOGY-MATHEMATICS

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Course Objectives:

1. Understand and appreciate the characteristics and development of mathematics and its role in the development of modern Mathematics.
2. Understand aims and objectives of teaching Mathematics
3. Compare and contrast the nature and functions of various instructional approaches, methods and techniques of teaching Mathematics
4. To understand the pedagogic analysis of Mathematics and develop competency in analyzing various topics in mathematics pedagogically.
5. To develop understanding about planning of instruction

Modes of Transaction

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, Activity methods, Brain storming and individual tasks.

Unit-I: Mathematics as a discipline and conceptual Background of Mathematics (5 Hours)

- 1.1 Mathematics- meaning and definition
- 1.2 Nature and scope of Mathematics: Pure and applied Mathematics, Role of axioms and postulates, Mathematics as a Science, Mathematics as a game, Mathematics as a language, History of mathematics with special emphasis on teaching of mathematics:

Unit-II: Aims and Objectives of Teaching Mathematics (5 Hours)

- 2.1 Aims and Objectives of teaching Mathematics
- 2.2 Values of teaching mathematics- utilitarian, cultural, disciplinary, aesthetic and recreational.

- 2.3 Bloom's Taxonomy of Educational objectives: Cognitive, Affective and Psychomotor Domains
- 2.4 Relationship between, aims, objectives and specifications
- 2.5 Objective based instruction-Need and importance in Mathematics, Competency based instruction

Unit III: Instructional and Learning Strategies (10 Hours)

- 3.1 Maxims of Teaching.
- 3.2 Approaches: Teacher centred, Learner centred and activity based
Behaviourist approach and constructivist approach
- 3.3 Methods for productive Learning- Teaching of mathematics
 - 3.3.1 Teaching mathematical Concepts
 - Lecture Discussion method and Heuristic Method
 - 3.3.2 Teaching mathematical Generalisation
 - Inductive- Deductive strategies
 - 3.3.3 Teaching proof of theorems
 - Analytic- Synthetic proofs
 - 3.3.4 Teaching problem solving
 - Problem-solving method and Project method

Unit IV: Techniques of teaching mathematics (5 Hours)

- 4.1 Techniques of individualizing instruction-Homogeneous grouping, supervised study and self study.
- 4.2 Oral work, Drill work, written work, Homework, Review, Assignments
- 4.3 Questioning: Purpose, characteristics and art of questioning
- 4.4 Small group techniques: Brainstorming, collaborative learning, co- operative learning
- 4.5 Team teaching

Unit V: Pedagogical Analysis of Mathematics (15 Hrs)

- 5.1 Pedagogical Analysis- A conceptual overview
- 5.2 Objectives of Pedagogic Analysis
- 5.3 Scope of Pedagogic Analysis
- 5.4 Steps in Pedagogical Analysis
- 5.5 Analysis of current state syllabus text books of VIII, IX, X, XI AND XII standards.

Unit VI: Planning for Instruction in Mathematics (10 Hrs)

- 6.1 Need and Importance of Planning
- 6.2 Year planning
- 6.3 Unit planning
- 6.4 Lesson Planning

SUGGESTED TASKS AND ASSIGNMENTS

- Prepare a Year plan and Unit plan for teaching Mathematics based on VIII, IX or X standard.
- Pedagogically analyze the text books of X, XI, and XII.

References

Lglewicz, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.

Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.

Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi : Sterling Publications Pvt. Ltd.

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana : R.P.Fadon Prakash brothers.

Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.

Soman, K (1988_). Ganitha Sasthra Bodhanam, Trivandrum : State Institute of Language (Kerala).

NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.

State text books in Mathematics of Kerala, class VII to XII.

Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library

Nanda, N.N and Gill, P.S. Teaching of Mathematics.

Aiyankar, Kuppaswami. The Teaching of Mathematics.

Felix, Lucien. Modern Mathematics and the Teacher.

Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.

Bellard, P.B/ Teaching the Essentials of Arithmetic

Rai, B.C Methods of Teaching Mathematics.

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

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

Summer, W.L. The Teaching of Arithmetic & Elementary Mathematics.

SEMESTER IV
BED 401.5.8: ADDITIONAL PEDAGOGY-NATURAL SCIENCE

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

Objectives

- ❖ To acquaint with the nature of Science.
- ❖ To familiarize the evolution of Teaching of Science.
- ❖ To update the present practices of learning and instruction prevailing in the state schools of Kerala.
- ❖ To understand Approaches, Methods & Techniques of Teaching Science.
- ❖ To provide familiarization with resources for teaching/learning Science.
- ❖ To understand and apply skills in Pedagogic transaction.

UNIT I (10 Hours)

Nature and Scope of Biological/Natural Science

Science-its meaning, definitions and nature of Science as a product and process- Science as an on-going process of enquiry, scientific method. Importance of science as a school subject. Values of teaching science with special reference to Biology. Scientific Attitude, Scientific sensitivity, scientific creativity. Historical background of science Education- A brief sketch.

UNIT II (12 Hours)

Approaches, and strategies of learning Biological Science

Teaching, Maxims of teaching. Inductive, Deductive, Discovery approaches of Teaching. Methods of Instruction – Lecture, Lecture cum demonstration method, Project method, Problem solving method. Questioning Technique, Brain storming, & Role Playing, seminar and debate. Discussion method, programmed learning.

Unit III (12Hours)

Planning for Teaching Learning of Biological Science

Outcome based format

-interdependence of objectives, learning experience, and evaluation

Planning of Instruction-Year Plan, Unit Plan, Resource Unit . Lesson Plan (Herbartian steps, Behaviourist format (Outcome based format), Constructivist format).

Pedagogic Analysis-Meaning, Significance, Scope and Objectives Of Pedagogical Analysis

Scheme and procedure of pedagogic analysis

UNIT IV (8 Hours)

Learning Resources in Biological Science

Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, digital images, 3 D Animations, micrographs, specimens, video, PowerPoint presentation. WEB RESOURCES

UNIT V (8Hours)

Biological Science – Lifelong Learning

Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Nurturing creative talent at local level and exploring linkage with district/state/central agencies. Enrichment and Remedial programmes National Talent search scheme.

Reference (common)

1. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Francisco: W. H. Freeman and Company.
2. 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.
3. Alsop, S. & Hicks, K. (2003) Teaching science. New Delhi: Kogan page India Private Ltd.
4. Arons, A.B. (1983). Achieving Wider Scientific Literacy. Daedalus Spring 91—122.
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6. BhaskaraRao, D. (2000): Teaching of Biology. Nagarjuna Publishers, Guntur.
7. Bhatt, B. D., & Sharma, S.R. (1996). Methods of Teaching Science. Delhi: Kanishka Publishing House.
8. Bloom, B.S. (Ed). (1956). Taxonomy of Educational Objectives : New York :David McKay Company.
9. Bloom, B.S. (Ed.) (1956). Taxonomy of Educational Objectives, Handbook 1— Cognitive Domain, Harcourt Brace & World Inc., New York.
10. Chikara, M. S. and S. Sarma (1985): Teaching of Biology, Prakash Brothers, Ludhiana.
11. Dale, E. (1967): Audiovisual Methods in Teaching.(2nd ed.). New York: The Drygen Press, Inc.
12. Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
13. Elkind, D. (1977). Piaget and Science Education. In. N. Vaidya& J.S. Rajput (Eds.), Reshaping our School Science Education. New Delhi: Oxford & I.B.H. Publishing Company.
- Freire, P. (1970). Pedagogy of the Oppressed.Harmondsworth: Penguin.
14. Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). Principles of Instructional Design (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
15. Gentn, D. & Stevens, A.L.(Eds.).(1983). Mental Models. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
- 16.Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi : Sterling Publications (Pvt.) Limited.
17. Hull, D. L., (1988). Science as a process. Chicago: The University of Chicago Press.
- 18.Harlen, W &Elstgeest (1992) UNESCO Source Book for Sciencein the Primary School New Delhi : National Book Trust
19. Joyce, B. & Weil, M. (1986). Models of Teaching (3rd ed.) New Jersey: Prentice Hall Inc.
20. Kohli, V.K. (1986). How to teach Science.Ambala City, Haryana :Vivek Publishers.
21. Lowman, J. (1995). Mastering the Technique of Teaching. Second Edition, San Francisco.

22..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.

Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg,R.J.,(2006)Cognitive Psychology, Thomson Wadsworth

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

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

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

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

26. NCERT. (2005)National Curriculum Frame Work New Delhi: NCERT

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

28. S.Venkataih(Ed)..Science Education.Anmol publications Pvt Ltd.,2000

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

Sivarajan, K &Faziluddin, A. (2005) Science Education. Calicut University : Central Co-operative stores.

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

32. Sharma, R.C. (1985). Modern Science Teaching. New Delhi: DhanpatRai& Sons. UNESCO,New

33. UNESCO Source Book for Science, France UNESCO.

34. WashtonNathan,S, Teaching Science..In Elementary &Middle School.David ,Mc Kenny Co.,N.York(1974).

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

36. SCERT, Kerala (2009). Teachers' Hand Book, Standard VIII, Education Department, Government of Kerala. Harlen, W & Elstgeest (1992) UNESCO Source Book for Science in the Primary School New Delhi : National Book Trust
37. Passi, B.K (1976). Becoming better teacher: A micro teaching approach, Ahamadabad, SahithyaMundranalya.
38. Mohan, R (2007). Innovative science teaching for physical science. New Delhi: Prentice Hall
39. Mathew, T.K. & Mollykutty (2012) Science Education – Theoretical Bases of Teaching & Pedagogic Analysis, Chengannur: Rainbow Publications
40. Joseph T. T., (1991) Modern Trends in Science Education, Kottayam: St Joseph Training College
41. Rajan K. M. , (1999), Perspectives in Physical Science Teaching, Kottayam: Vidyarthimithram
42. Popper, (2002) The Logic of Scientific Discovery, Routledge Publishers

Web sites

3 <http://docs.moodle.org>

<http://www.scientificliteracy.org>

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

<http://nlist.inflibnet.ac.in>

<http://www.librariananurudh.com>

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

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

<http://www.ncbi.nlm.nih.gov/pmc/>

<http://www.ncbi.nlm.nih.gov/pubmed>

SEMESTER IV

BED 401.5.9: ADDITIONAL PEDAGOGY-PHYSICAL SCIENCE

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Course Objectives:

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

- Understand the nature significance and scope of physical science.
- Understand science as both process and product.
- Facilitate development of scientific attitude and scientific aptitude in learners.
- Aware of the various instructional strategies and curricular approaches in teaching physical science.
- Understand scientific method of enquiry.
- Acquaint with the planning of instruction according to the objectives.
- Develop unit plan and innovative lesson plans.
- Acquaint with the digital and non digital learning resources
- Develop awareness in designing science laboratory and precautions and first aid.
- Develop skills in organizing science library and its classroom utilization.
- Explore various co-curricular activities in science and their significance in developing skills and attitude.

Unit – I Nature of Physical Science

- 1.1. Science – as a domain of enquiry- as a dynamic and expanding body of knowledge- as a process of constructing knowledge-as interdisciplinary area of learning. Process skills in science at secondary stage.
- 1.2. Facts, concepts, principles, theories and laws – their characteristics in context of physical science.
- 1.3. Physical science for environment, health, peace, equity.
- 1.4. Contribution of eminent scientists.
- 1.5. Scientific Attitude, Scientific Aptitude, Scientific Creativity, Scientific sensitivity.

Unit – II. Approaches and Strategies of Learning Physical Science.

- 2.1. Scientific Method-steps involved.
- 2.2. Science a Process Approach (SAPA)

2.3. Communication in Science, Problem solving, Project method, Heuristic method, Historical method,

2.4. Learner as Little Scientist.

Unit-III Planning for Teaching –Learning of Physical Science

3.1. Aims and objectives of teaching physical science.

3.2. Taxonomy of Science teaching (Mc Cormack & Yager).

3.3. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State-curricular objectives- terms, facts, concepts

3.4. Planning of instruction - year plan, unit plan, lesson plan and resource unit.

Unit – IV Learning Resources in Physical Science

4.1. Digital and non digital resources in science learning

4.2 Science library – organization and its utilization.

4.3 Science club – pattern, organization and activities.

4.4. Field Trip, Science fairs, Science park, Museums.

4.5. Science Laboratory – Designing, Selection and purchase and maintenance of chemicals, apparatus and equipments. Accidents in the lab. Precaution and first aid.

References:

- ❖ Integrated Science curriculum for Middle schools an introduction, NCERT, New Delhi, 1982.
- ❖ Teaching Strategies : A Guide to better instruction – Orlich, D.C. et.al, Hearsh & Co., Lexington, Mass, 1980.
- ❖ Science Teaching for the 21st century: Narendra Vaidya. Deep and Deep Publications F-159, Rajouriarden, New Delhi – 110027.
- ❖ Innovative Science Teaching for physical science teachers – Radha Mohan, Prentice Hall, New Delhi.
- ❖ Science Teaching in schools – Das R. C., Sterling Publishers, New Delhi.
- ❖ Modern Science Teaching – Sharma, R.C., Dharapat Rai and Sons, New Delhi.

SEMESTER IV

BED 401.5.10: ADDITIONAL PEDAGOGY-SANSKRIT

Hours of instructions: 50 hours
Maximum marks 60 (External: 50: Internal 10)

OBJECTIVES

- To understand about an additional language
- To understand about the skills in Sanskrit language teaching
- To acquire knowledge about the different resources of Sanskrit

UNIT 1: INTRODUCTION TO SANSKRIT LANGUAGE TEACHING & LEARNING:

- * Definition of Language & function - importance - language and culture- Language in Education-
- * Nature and Scope of Language learning- significance of language learning-
- * Language and other subjects-
- * Acquisition of mother tongue, Second Language – Foreign language.
- * Sanskrit as a foreign language –
- * Position of Sanskrit Language in the present day world,
- * Problems of Sanskrit Language Learning & Teaching
- * Global Trends in Sanskrit Language Education

UNIT 2: ACQUISITION OF LANGUAGE SKILLS:

- * Language skills: LSRW:
- * Listening skill; Significance of listening
- Speaking skill :Importance of speaking& Pronunciation
- Receptive skills & Productive skills
- Reading skill: Importance of reading skill
- Writing Skill: Importance of writing skill
- Reference & Study Skills: Dictionaries & Encyclopedias, Online references

Methods& techniques and of teaching Language skills in Sanskrit:

- Methods of Teaching Sanskrit Language: Approach, Method, Technique of teaching.
- Traditional & 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
- Developing speaking & Listening Skill in Sanskrit : Need & Importance

UNIT 3: AIMS AND OBJECTIVES OF TEACHING SANSKRIT LANGUAGE

- Aims and Objectives of Teaching and learning Languages
Objective Based Instruction
 - Bloom's Taxonomy of Educational Objectives (original & revised)
 - Cognitive - Affective - Psychomotor domains - General and Specific Instructional Objectives
 - Process Oriented Teaching and learning- Outcome based Learning (OBL)
 - Aims and Objectives of Teaching and learning Sanskrit Language
- * Objectives of teaching & learning Sanskrit at schools.

UNIT 4: REQUIREMENTS FOR TEACHING SANSKRIT LANGUAGE

- Teaching and Learning of language : its nature and significance
- Teaching and Learning of Sanskrit language
- Inter dependence of Teaching & Learning., Maxims of Teaching
- Sanskrit Language Teacher
- Competency Based Language Teaching (CBLT) Language teacher competencies
Teaching Skills: Pre teaching skills and post teaching skills -Core skills in teaching :
Application of ICT skills, Black Board, White Board, & Interactive Board
Practicing teaching skills:
- Micro Teaching: Principles and definitions ,Micro teaching cycles, Link practice
- 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 for teaching ; Steps involved in preparing lesson templates
- Designing lesson templates for different language discourses& language elements

UNIT 5: RESOURCES IN TEACHING & LEARNING SANSKRIT LANGUAGE:

- Teaching Learning Materials : Psychological Bases
Teaching & learning Aids: AV Aids- Teacher made learning aids– aids: its design and development, Audio, video, audio-video, Graphic, and improvised aids, Projected and non projected aids, Animated and digital aids, Mass Medias in Teaching & Learning
Language Lab, Multi media aids Activity Aids.
Library: importance of library, types of library

- * Techno pedagogy: Need and Importance of technology in teaching & Learning Sanskrit –
- * Programmed learning- Language laboratory- CAI - PPT presentation-
- * Multi-media and Internet-
- * E learning & e-teaching - e-resources. Language related Websites-
- * Virtual Learning – V Classrooms- E-Library- E-Resources for different kinds of discourses.

UNIT 6. ASSESSMENT IN SANSKRIT LANGUAGE EDUCATION

* Assessment for learning & teaching

- Assessment for learner achievements in Sanskrit
 - Objectives of assessment, Tools& Types; formative and summative
 - New trends in evaluation
 - Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation, Construction and administration of achievement tests
 - Diagnostic tests and Remedial teaching
 - Marking and Grading, Grading indicators
 - Criteria for evaluating various discourses& language elements
- 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 in Sanskrit.

REFERENCE

- 1- Teaching Sanskrit- g. sahaddevan
- 2, Teaching Sanskrit with new technique- dr. c.h.l.n. sarma
- 3, Keraleeya samskrithadhyapanam- dr.k.r.harinarayanan
- 4, Practical Sanskrit grammer- p.r.d. sarma
- 5, First book of Sanskrit . r.g. bhandarkar
- 6, Second book of Sanskrit. r.g.bhandaerker
- 7, Models of teaching- brucejoyce -mersha wein
- 8, Refflection s of language. nom chomsky
- 9, The teaching of Sanskrit. d.g.apte
10. Samskrutha shikshana – ramsakal pandey

- 11, Report of first Sanskrit commission – govt of india
- 12, Krishnawarrier commission report- govt of kerala
13. Second Sanskrit commission report – Govt. of India

AUDIO VIDEO MATIRIALS

1. Work book for Sanskrit learner d.pi. kerala.
2. Abhyasamanjari- d.p.i.kerala
3. C.D of ratriya 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

SEMESTER IV
BED 401.5.11: ADDITIONAL PEDAGOGY SOCIAL SCIENCE

Hours of instructions: 50 hours
 Maximum Marks 60 (External: 50: Internal 10)

Objectives:

- To develop a thorough understanding of the Nature, scope and values of social science teaching.
- To develop understanding about the aims and objectives of teaching social science at secondary level.
- To get acquainted with the relationship of social science with other subjects.
- To understand and conceptualize the strategy of Paulo Fiere. .
- To achieve mastery over instructional strategies, method and skills for teaching social science.
- To get familiarity with the importance of instructional materials for Social Science teaching .

Mode of transaction:

Discussion, Project work, seminar, assignments, brain storming, group work, lecture cum demonstration etc..

Unit I (4 Hrs) : Social Science as a core discipline

1.1. Structure of social science

- Meaning, nature and scope of social science
- Difference between Social Science and Social Studies
- Values of teaching Social Science
- Social Science as a core subject

1.2 Aims of Teaching Social Science

- Need and importance of social Science in the present scenario
- General objectives of teaching Social Science

1.3. Relationship of Social Sciences and with other subjects.

- Fusion, integration and correlation within Social Sciences and with other subjects.

Unit 2 (10 Hrs): Pedagogic Analysis

2.1 Content analysis- Statement of objectives- deciding pre requisites- determining inputs- assignment- activities and evaluation procedures.

2.2 Analysis of relevant content of social science text book of secondary and higher secondary classes.

2.3 New perspective of Social Science teaching - Paulo Fiere Model

Unit 3 (6 Hrs) : Resources for teaching Social Sciences

3.1 Software and hardware New perspective of Social Science teaching - Paulo Fiere Model

3.2 Social Science Laboratory

3.3 Social Science museum

3.4 Maps and Globes

3.5 Timelines

3.6 Social Media

Unit 4 (20 Hrs): Approaches, Techniques and Methods of Social Science Teaching

4.1 Approaches to Teaching Social Sciences

Didactic – Lecture and expository methods – teacher initiated

Socratic – Question answer – interactive method Facilitative – Learner initiated – Co-operative learning .

4.2 Methods / Techniques of teaching

Lecture – Discussion – Problem Solving – Project method – Source method – Socialized Recitation method – supervised study - Role Play and simulation -Dramatization- co-operative and collaborative learning- Questioning – guided discovery

4.3 Techniques for Higher learning

Brain Storming – Brain Trust- buzz session- Symposium –workshop etc.

Unit 5 (10 Hrs): Reference Materials for Social Science

- 5.1 Social Science Library
- 5.2 Social Science Text Book
- 5.3 Workbook, hand book, supplementary reading material etc.
- 5.4 Educational websites- Eric, endure, funderstanding, Edubundu etc.
- 5.5 Uses of Inplibnet, linux, ubuntu.
- 5.6 Blog creation .

Task and assignments

1. Assignment Submission (Soft and Hard Copy)
2. Project Preparation
3. Preparation of E-Learning Material.
4. Seminar Presentation and Documentation
5. Conduct Debate, Symposium etc..

Reference Books :-

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai : Vikas Publishing House
2. Kochaar, S.K.(2002).*The Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
4. Nagaraja Rao and Sanjeeva Rao(1995). *A Textbook of Social Science*. Vikas Publishing House Pvt Ltd.
5. Vashist,S.R.(2007). *Practice of Social Studies*. Anmol Publications Pvt Ltd.

6. Alex M. George, and Amman Madan.(2009). *Teaching of Social Science in Schools*.SAGE Publications India Pvt Ltd
7. Vashist,S.R.(2006). *Social Studies In Secondary Schools*. Anmol Publications Pvt Ltd.
8. Mangal S.K.,and Uma Mangal (2013). *Teaching of Social Studies*.PHI Learning Pvt Ltd.
9. Murthy Radakrishnan, and Jecintha Mary.(2013).*Methods of Teaching Social Studies*. Neelkamal Publications Pvt Ltd.
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12. Ediger M and Bhaskara Rao.(2005). *Teaching Social Studies Successfully* .Discovery Publishing House New Delhi.
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23. www.learningobjects.com/
24. www.cec-ugc.org/
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26. Yajnik, K.S. (1966). *Teaching of Social Studies In India*. Bombay: Orient Longman.
27. Bining, A.C. and Bining, D.H. (1952) *Teaching of Social Studies in Secondary Schools*. New York : McGraw Hill.
28. Joyce And Weil (2003). *Models of Teaching* (5th Edition) New Delhi: Prentice Hall.
29. Clark, L. H. (1973) *Teaching of Social Studies in Secondary Schools* (2nd Edition). New York : McMillan.
30. Mangal, S.K. (1997). *Advanced Educational Psychology*. New Delhi: Prentice Hall.
31. www.ncte.org.in
32. NCERT (2005) National Curriculum Framework. New Delhi: NCERT
33. SCERT (2007) Kerala Curriculum Framework. Trivandrum: SCERT
34. Sills, D.L. (1972) . *International Encyclopedia of Social Sciences*. New York : McMillan.

SEMESTER IV

Course EPC 03: CRITICAL UNDERSTANDING OF ICT

Total Marks: 50

Contact Hours

Internal assessment: 50

2 hours per week

Rationale and Aim

The use of information and communication technology (ICT) such as Internet applications, CD-ROMs, video technology and various computer attachments and software programs is an integral part of education. But majority of the teachers use ICT to support existing 'traditional' pedagogical practices (teacher-centric, lecture-based, rote learning). It must be used as well as to enable more learner-centric, 'constructivist' learning models. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning, or by adding a dimension to learning that was not previously available. ICT can also be a significant motivational factor in students' learning, and can support students' engagement with collaborative learning. - This course is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool

UNIT 1: Perspectives on ICT.

- 1.1. The Comprehensive Nature of the Term ICT
- 1.2. Difference between ICT Learning and ICT in Learning
- 1.3. ICT and Teacher: Misconceptions and the Reality
- 1.4. Significance of ICT in Schooling with Reference to New Generation Routines
- 1.5. Factors to be considered when Using ICT in School

UNIT 2: ICT in Classroom (Practical Sessions only)

- 2.1. Major Software to be Made Use of in Daily Classroom Teaching and Related Guidelines
- 2.2. PPT Presentations: Creation of Standard and Attractive PPT Presentations- Image, Audio & Video Inserting in PPT
- 2.3. You Tube Videos: Downloading, Editing and Effective Using of You Tube Videos.
- 2.4. E- Collage Preparation : Training in Collage Preparation by Making Use of Latest Softwares, Available
- 2.5. Projector Handling: Training in LCD Projector Handling- Possible Technical Failures- Cell Phone Projectors and other Devices that can overcome power failures.
- 2.6. Image Downloading, Editing and Simple Designing for Classroom Use
- 2.7. Handling of CDs, DVDs and USBs: CD and DVD Writing, and Possible Errors- Storing in and Using

USB Drives

2.8. Familiarizing Animation Software: Providing Information on Animation Software like Flash by Showing Animated Videos and encouraging them Attend Courses on Such Softwares (Optional)

2.9. Assessment, Using ICT : E-Quiz Programmes-Development of online tests-Preparation and use online tests and its application- Students Self evaluation, Peer evaluation-Preparation of scoring indicators for CE and CCE

2.10. Interactive Discussion Outdoor- 7 X 24 Hours Contact with Students through e-mailing, SMSing, FB Posting, Personal blogs and websites.

UNIT 3: ICT for Self Development and Updating (Purely Practical Sessions)

3.1. Online Searching: Effective Keyword Using- Downloading Word and PDF Documents, Editing and Saving Necessary Parts- Note Making-Summarizing-Rewriting

3.2. Inlibnet Searching: Searching for Synopsis and Full Research Papers

3.3. Online Purchasing of Books and Learning Materials:

3.4. Publishing PPT Presentations on Slideshare

3.5. Online Chatting with Educational Experts- Downloading and Using Skype and Such Video Chatting Soft wares

3.6. Attending Webinars and Presenting Papers (Optional)

3.7. Information on Online Courses provided by Sites like Lynda.com

3.8. Information on LinkedIn.com and Such Career Development Sites

UNIT 4: Ethics in using ICT

4.1. Concept of Plagiarism and its Bad Effects

4.2. Dangers of Pornography, Immoral Online Chatting etc

4.3. Consequences of Excessive Use of ICT- Mental Dryness, Autism, Indifference, Degeneration of Teaching Skills etc.

Suggested Tasks

1. Creation of Power point Narratives
2. Collection of You Tube Videos and Editing
3. Handling of Classes by using ICT(minimum one)
4. Indulging in Chatting with at least one Educational Expert and Submitting its E-Report
5. Publishing at least One PPT Presentation on Slideshare

Reference

Campbell, Katy (2004). *Effective Writing for E-Learning Environments*. U.S.A.: Information Science Publishing (an imprint of Idea Group Inc.).

Holmes, Bryn and Gardener, John (2006). *E-Learning Concepts and Practices*. London: SAGE Publications Ltd. Pawlowski,

Jan Martin (2006). *Handbook on Quality and Standardization in E-Learning*. New York: Springer Heidelberg.

Glister, R : *PC Hardware A Beginners* , Tata McGraw Hills

Mohanty, Laxman & Vohra Niharika : *ICT Strategies for Schools*, SAGE

Rajasekar, S : *Computer Education and Educational Computing* , Neelkamal Publications, Hyderabad

Sudhaka, V , Varanasi & Mrunalini : *Computer Education*, Neelkamal Publications, Hyderabad

Kumar, Gaurav (2014) *ICT Skill Development*, Patiala: 21st Century Publication.

Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Guruser Sadhar: GBD

SEMESTER IV

Course EPC 04: UNDERSTANDING THE SELF

Total Marks: 50

Contact Hours

Internal assessment: 50

2 hours per week

Rationale and Aim

The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

Objectives

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Mode of Transaction

- The professional experts are expected to engage with the students with specially designed activities.
- The facilitator's personal integration and unique individual and group characteristics are rooted within the context of student's lives and contemporary realities.
- The students are to explore and articulate their own sense of life

and its issues.

- The students are 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 include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials.
- The list of resource materials should be contextualised and updated periodically.

Units of Study

Unit 1: Exploring the Aim of Life & Discovering Ones True Potential (10 hours)

Objectives

- To enable students to develop a vision and conscious direction of their life and to take responsibility for their actions.
- To facilitate the personal growth of the students by helping them to identify their own potential
- To develop the power of positive attitude and to encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
- Understanding one's strengths and weaknesses through self observation exercises.
- Developing positivity, self esteem and emotional integration.
- Developing skills of inner self organization and self reflection
- Writing a self-reflective journal

Unit 2: Developing Sensitivity (8 hours)***Objectives***

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 3: Peace, Progress and Harmony (10 hours)***Objectives***

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation

- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 4: Integrating the self: Connectivity of mind- body and spirit (10 hours)

Objectives

- To understand the holistic integration of mind-body and spirit
- To develop essential knowledge, awareness and practices to maintain a healthy body-mind connection
- To learn methods and strategies to release stress and learn practices to help you live a mindful and satisfying life.
- To nurture practices that support happiness, harmony, and love for yourself and others
- To acquire knowledge, skills and understanding for daily living skills, personal-social and occupational skills

Workshop Themes

- Understanding mind-body connection – understanding the value of body fitness and appreciating the philosophy of yoga for well-being
- Basic Stress management Techniques – Exercise, Relaxation and Meditation
- Understanding Concept of Wellbeing, happiness, mindfulness and positivism in life.
- Understanding and Practice of Process and methods of Enhancing Life Skills.

Unit 5: Facilitating Personal Growth: Applications in teaching (12 hours)

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own

attitudes and communication pattern while teaching.

- Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Suggested Audio-Visual Resources

1. **Aim of Life** by Kireet Joshi (DVD) for DVD/facilitation
contact mothersinstitute@hotmail.com
2. **Full of Life:** A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
3. **Personality Development** (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
4. **The House on Gulmohar Avenue** by Samina Mishra (www.cultureunplugged.com)

References

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2. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: Harper Collins Publications.
3. Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
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5. Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
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10. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
11. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen.

12. Haldar, B. (2006). *A Life Less Ordinary*. New Delhi: Penguin Books. Translated by
13. Hall, E. and Hall, C. (1988). *Human Relations in Education*. London, UK: Routledge. International Centre for Indic Research.
14. Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja
15. Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.
16. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. *Contemporary Education Dialogue*. 3(2), 1175-195.
17. Josselson, R. (1990). *Finding Herself: Pathways to Identity Development in Women*.
18. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
19. Maslow, A. (1971). *The Farther Reaches of Human Nature*. New York, USA: The Viking Press. Millennium. New York: Harper Collins.
20. NCERT, (2006). *Education for Peace*, Position Paper. New Delhi: NCERT.
21. Sri Aurobindo and The Mother, (1956). The Science of Living. In „On Education’,
22. *Walk with Me: A Guide for Inspiring Citizenship Action*. (2006). New Delhi: Pravah Pub.
23. *Yuva School Lifeskills Programme*, (2008) Handbook for Teachers, Department of Education and SCERT, Govt. of NCT of Delhi. Draft Vols. 1, 2, 3 & 4.

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