



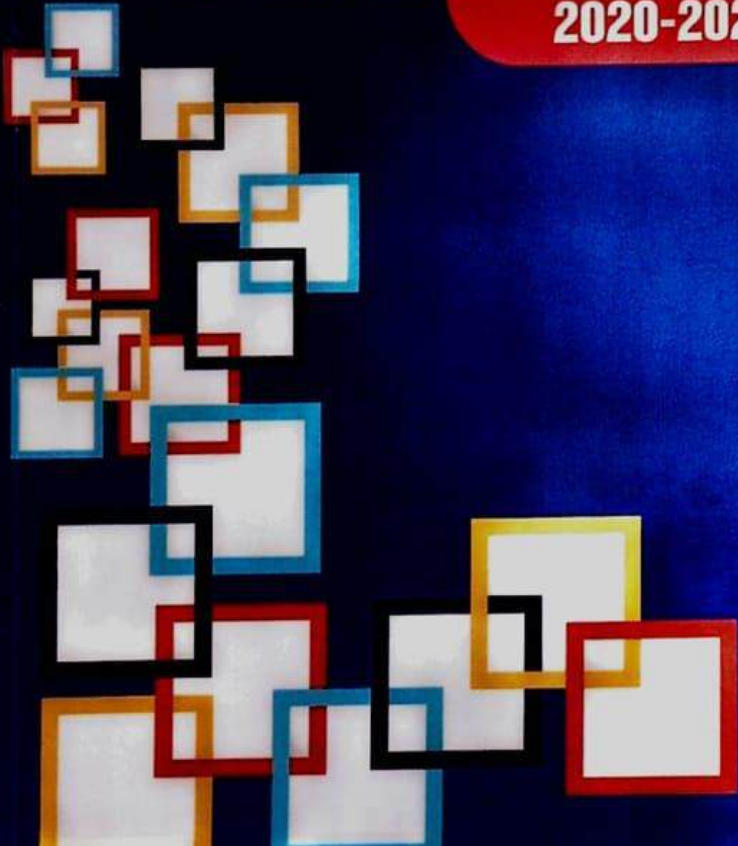
Crescent B.Ed. College Madayipara

Affiliated to Kannur University, Recognised by NCTE and Govt. of Kerala

Madayipara, Payangadi R.S., Kannur D., Kerala, Tel: 04972 877010

www.crescenteducation.org, e-mail: crescentbedcollege05@gmail.com

2020-2022



CRESCENT B.Ed. COLLEGE

[Affiliated to Kannur University, Recognised by NCTE and Govt. of Kerala]

MADAYIPARA, PAYANGADI R.S.
KANNUR DISTRICT, KERALA
PHONE: 04972 877010, Fax : 0497 2877010
www.crescenteducation.org

E-mail: crescentbedcollege05@gmail.com



NAME :

ADMISSION NO:.....

OPTIONAL SUBJECT :

ROLL NO:.....

North Malabar Development Society is a Registered Society under the Societies Act established In the year 1990. The first and foremost aim of the Society is Socio-Economic and Educational upliftment of the poor and the needy. The founders of the Society realised to impart academic and professional education is the right way to achieve the motto envisaged.

THE SOCIETY IS HEADED BY THE FOLLOWING DIGNITARIES

- Director : Mr. E. K. ABDUL HAMEED HAJI
- Vice Chairman : Mr.T. P. HAMEED HAJI
- Vice Chairman : Mr. S. A. P. HAMEED HAJI
- Treasurer : Mr. E. K. SIDDIQUE

To achieve the main objectives of imparting education to the needy, the society has established the following institutions in the Crescent campus.

CRESCENT GROUP OF INSTITUTIONS

1. Crescent B.Ed College.
2. Crescent College of Pharmaceutical Sciences
3. Crescent College of Nursing
4. Crescent English Medium School (L.P, U.P)
5. Crescent Higher Secondary School
6. Ansar-UI- Islam Orphanage

ELIGIBILITY FOR B.Ed ADMISSION

As given in the Prospectus For admission to B.Ed Course (2015 onwards 2year 4 semester wise programme) from Kannur University website.

Candidates are responsible for to ensure the eligibility of minimum required mark percentage to B.Ed course before admission to this institution after verifying the Kannur University B.Ed admission notification. 50% marks in core and complimentary subjects in Degree/PG as minimum marks for admission.

COLLEGE & COURSE

Crescent B.Ed. College has marked its presence on a big note from the academic year (2005-2006) with affiliation to Kannur University and recognised by National Council for Teacher Education (NCTE) and approved by Govt.of Kerala . It is established as an unaided institution and owes its existence to the pioneering efforts of the North Malabar Development Society. The college has started its functioning

on 20th July 2005 with a view to fulfil the need for a college of Education in the northern part of Kannur District. The college is open to students of all castes and creeds, providing amenities for the creation of healthy cosmopolitan atmosphere in the campus.

"Speak the truth. Practice virtue. Study the holy books. Honour the parents, teacher and the guests"

-Taittiriyaupanisad

This institution is situated at Madayipara in Kannur District. The College Campus is spread over 7 acres of pollution free and peaceful area in Madayi Grama Panchayath, Payangadi.

The present Strength of the College is 100 (Two units) and the College offers instruction in five optionals for the B.Ed Course

- 1.English
2. Mathematics
3. Physical Science
4. Natural Science
5. Social Science

The duration of the course is Two Years July to November (First Semester), December - April (Second Semester) July to November (Third Semester) and December to April (Fourth Semester.)

" Acquire knowledge. It enable its possessor to distinguish right from wrong; it lights the way to Heaven; it is our friend in the desert; our society in solitude, our companion when friendless; it is an ornament among friends, and an armour against enemies".

Prophet Mohamed

TEACHING FACULTY

Principal: Dr. Joseph Kacharayil

**PhD (Education), M.Sc., M.Ed., MA (Socio) PGDHE, CIG,
DAFE, UGC-JRF in Education, SET Botany**

Phone: 9446441548

- 1. Smt. Uma. P.V, M.Sc., M.Ed., M.Phil, NET in Education**
(Asst. Prof. of Physical Science)
Phone: 9446385010
- 2. Smt. Lisha. T, MA, M.Ed., NET in Economics, NET in Education**
(Asst. Prof. of General Education)
Phone: 9446836891
- 3. Sri. Santhosh Kumar K.V., MA, M.Ed., SET, MA Philosophy**
(Asst. Prof. of General Education)
Phone: 9446884100
- 4. Sri. Jayesh Thadathil, MA, M.Ed.**
(Asst. Prof. of English)
Phone: 9947721911
- 5. Smt. Subha A, MA, M.Ed., SET in English**
(Asst. Prof. of English)
Phone: 9495458744
- 6. Sri. Balakrishnan P, M.Sc. Mathematics, M.Ed., M.Phil, M.Sc. Psychology, SET, MA Sociology, MA Political Science, MA Philosophy, MA Police Administration, Diploma in Counseling and Psychotherapy**
(Asst. Prof. of Mathematics)
Phone: 9447684670
- 7. Smt. Prameela P V, M.Sc., M.Ed., NET**
(Asst. Prof. of Mathematics)
Phone: 9495015454
- 8. Smt. Sreena P T, M.Sc., M.Ed., NET**
(Asst. Prof. of Natural Science)
Phone: 9847251887
- 9. Sri. Ajithkumar AK, M.Sc., M.Ed., NET**
(Asst. Prof. of Natural Science)
Phone:
- 10. Sri. Shimoj. M.V, M.Sc., M.Ed., NET in Education, SET in Physics**
(Asst. Prof of Physical Science)
Phone: 7907027543
- 11. Smt. Shynimol D Kochithara, MA, M.Ed., NET in Education, SET in History**
(Asst. Prof. of Social Science)
Phone: 8848722788
- 12. Smt. Sapna K., MA, M.Ed., SET in History**
(Asst. Prof of Social Science)
Phone: 9656501810

13. **Sri. Ranjit K, M.PEd, M.Phil, PGDSM, M.Sc. Yoga**
(Asso. Prof. of Phy Education)
Phone: 9447343306
14. **Smt. Sarika K, MA Music**
(Asst. Prof. of Music Part-time)
Phone:
15. **Smt Leeja.TV, MA Bharathanatyam, Diploma in Mohiniyattam**
(Asst. Prof. of Fine Arts)
Phone: 7736723367
16. **Smt. Akshitha. MCA**
(Guest Lecture in ICT)
Phone: 7559866976

NON-TEACHING STAFF

1. Sri. Krishnan P (Office Superintendent)
Phone: 9447867155
2. Smt. Remya M, MLISc (Librarian)
Phone: 8606538120
3. Smt. Mani Pavithran (Office Asst.)
Phone: 9847957007
4. Smt. Nisha M.V. (Last Grade Employee)
Phone: 9656436772
5. Smt. Reena P.P. (Last Grade Employee)
Phone: 952695355

"Education is not filling a bucket but lighting a fire"
-William B. Yeats

RULES OF CONDUCT

- * Classes are held from 9.20 am to 4.10 pm. Students should reach the college atleast five minutes before time.
- * The students must be on time for the prayer and also for the general gathering and maintain strict silence.
- * All students must be in their respective classroom or workspot within the scheduled time.
- * The college expects prospective Teachers to maintain a high standard of general behaviour.
- * They should be "polite, friendly and well behaved in and outside the college.
- * Personal neatness and cleanliness are essential. Prospective teachers should keep the college premises neat and tidy.
- * No student can go out of the college without permission from the Principal. If he/she does so, serious actions will be taken.
- * No meeting or entertainment shall be organised without the permission of the Principal. Negligence in studies, failure in doing assignment, absence in examination, irregular attendance, habitual idleness, disobedience and disrespect towards members of staff are serious offence leading to expulsion from the college.
- * Attendance on official functions is compulsory.

LIBRARY

The college endeavours to maintain a well-equipped library. Library books are to be taken care of and used properly. All variety books and optional subject reference books Magazines and other periodicals and news papers are also subscribed computerised browsing system is also provided.

LIBRARY RULES

- 1) All students of the college are members of the library.
- 2) The library function from 9.00 a.m. to 4.00 p.m.
- 3) Strict silence is expected to be observed in the library and the librarian is empowered to maintain discipline in the library.
- 4) Students are not permitted to make any make-up on any book or journal belonging to the library.
- 5) Only two books will be issued to one student at a time and it may not be retained by any students for more than seven days. But can be renewed with the permission of the librarian.
- 6) Students should Examine and satisfy for themselves that the books lost to them are in good condition at the time of selection itself and the complaints thereafter if any, may not be considered genuine.
- 7) Books shall be issued and returned to the library from time to time.

IDENTITY CARD

- 1 All students of the college shall keep with them the identity cards with their recent passport size photograph attested by the Principal.
2. All payments, issues of certificates, scholarships etc., will be made only on the production of the Identity Card.
3. Identity Card is valid for two years only,
4. The students should surrender the Identity Card when he/she leaves the institution.

TESTS / EXAMINATIONS

There will be terminal examinations and a model examination before each semester examinations in every six month . November and March respectively by Kannur University examinations notification. In addition to the above, weekly and monthly tests will also be conducted in all subjects.

Tests/examinations and Practical Exminations will not be deferred or anticipated to suit individual convenience. No re-examination/re-test will be conducted in any subject. Perfect order and discipline should be maintained during tests and examinations. Any malpractice, even if discovered later, will be seriously dealt with. Absence from model and periodical examination /tests will be seriously dealt with.

CO-CURRICULAR ACTIVITIES

The college offers different kinds of co-curricular activities aimed at harmonious development of the students. They are exhorted to participate on these activities wholeheartedly.

STUDY TOURS/FIELD TRIPS

Study tours and excursions are part of the teacher education programme and hence all are expected to join them, It will encourage and strengthen friendliness and love for each other. It is also a source of relaxation and help to develop knowledge, good relations and curiosity . Two trips are compulsory.(Within Kerala and outside Kerala) Study tours and excursions shall be arranged with prior approval of the Principal, College authorities, and management. Institution shall not be held responsible for any accident of mishap during study tours or excursion.

*" Teachers are the arbitrators of nation's destiny
and they shape the destiny of future citizens"*

Prof. Humayoon Kabeer

STAFF COORDINATORS/IN CHARGE

Staff Secretary	Smt. Shynimol D Kochithara
Staff Advisor	Smt. Sapna K
Staff Editor	Sri. Shimoj M V

LIST OF FESTIVALS

1. Onam
2. Bakrid
3. Christmas
4. Eid-al-Fitr

OTHER CELEBRATIONS/IMPORTANT DAYS

1. Independence Day
2. Gandhi Jayanthi
3. Republic Day
4. Teachers' Day
5. National Youth Day
6. World Environment Day
7. Population Day
8. International Literacy Day
9. World Food Day
10. Kerala Piravi
11. Children's Day
12. Human Rights Day

"We want that education by which character is formed, strength of mind is increased, the intellect is expanded; and by which one can stand on one's own feet"

Swami Vivekananda

LEAVE AND ATTENDANCE RULES

- * Students are not permitted to absent themselves without leave. Application for leave in the prescribed form should be submitted sufficiently earlier.
- * Absence without leave for part of a day and a full day is regarded as absence for one day.
- * Absence for 5 consecutive working days without information will be considered a sufficient reason for removal of one's name from the roll.
- * Leave may be granted for not more than 5 days at a stretch including holidays In the case of unavoidable reasons additional leave may be granted on production of certificate from a Registered Medical Practitioner.
- * The Annual Certificate of Attendance required by the University for admission to the University Examination will not be granted unless the Principal is satisfied that the student's conduct and progress have been satisfactory and the students have attended three fourth of the working days in the academic year.
- * Students are not permitted to take leave during Practice Teaching. If the matter is very serious they have to submit their leave application to the respective Head masters/Principals and the matter should be intimated to the concerned lecturer and the days should be compensated before leaving the school.
- * 100 working days are compulsory for each semestor

FORMAT OF APPLICATION FOR LEAVE

Name of the student :

Roll No :

Optional and semester :

Period of leave required with date :

Reason for leave :

No. of leave [s] already availed :

Signature of the Applicant :

Recommendation of the optional Lecturer

Orders of the Principal

Place:

Date:

"You cannot teach a man anything, you can only help him to find it within himself"

Galileo Galilie

FORM OF APPLICATION FOR TRANSFER CERTIFICATE

Name :

Roll No. :

Date of Birth :

Date of Admission :

Date of Last Attendance :

Last Date of B.Ed. Degree Examination :

Register No. :

Optional Subject :

Whether all dues to the college have been paid :

Whether the student is in receipt of merit scholarship loan or any other concession :

Signature of the student with date :

Order of the Principal :

Place:

Date :

FOR OFFICE USE

Date of issue of the T.C, and No.:

Initial of Section Clerk

"Education means bringing out of the idea of universal validity which are latent in the mind of every an"
Socrates

KEY NOTE

- If you have any difficulty please consult your teacher who will be glad to guide and help you.
- Keep in touch with the day-to-day activities of the college, Participate actively in all the programme of your union and club activities.
- Make good use of all the facilities provided at the college in the form of library, laboratories, playground etc.
- As prospective teachers cultivate a high standard of conduct and behaviour and maintain and uphold the dignity and fair name of your college everywhere.
- 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.

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 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.

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 (Arts Festival/Red Cross/Sports & Games, etc.)	10 marks

*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.

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.

EPC01: 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 | : 10Marks |
| 2. Tasks on Narrative Writing | : 10Marks |
| 3. Tasks on Expository Writing | : 10Marks |

4. Tasks on Journalistic Writing : 5Marks
5. Tasks on Educational Writing : 5Marks
6. Tasks on Subject-related Reference Books : 10Marks

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 coordinated by faculty members

Criteria for awarding Marks

1. Workshop involvement : 10Marks
2. Skill in Dramatization/Role Play : 10Marks
3. Individual performance in arts(two items) : 10Marks
4. Group performance in arts(two items) : 10Marks
5. Documentation : 10Marks

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

EPC04: 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 : 05Marks

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

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.

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. Accomplishment capacity 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: Out of 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 tests from 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 of 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

Semester II (Physical Education)

Allocation of internal marks for Physical Education Practicals (BED C203) during the second semester is out of 30 marks, 25 marks to be allotted for

involvement and participation of the student teachers in sports and game and 5 marks participating in sports and games in intercollegiate competition. The marks to be awarded for blind/physically challenged/pregnant candidates shall be based on their involvement in sports activities and also considering the overall average obtained in other sections of the programme.

Participating in any two intramural games/Athletic events	10 marks
Involvement in coordinating intramural games/Athletics	15marks
Participating in extramural games/Athletic events	5 marks

SEMESTER 3

SCHOOL INTERNSHIP

HEALTH & PHYSICAL EDUCATION CLASSES: 20MARKS

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: Out of 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.

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 es-

sential. 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: 3hours.

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 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 50marks

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 = 24marks)
(Choice 5 out of 8)

Part–IV

Answer any one question. Each question carries ten marks (1X10=10marks)
(Choice 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	½	10
	Total	2	

SEMESTER-1 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. 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.³⁷ 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: 1:- 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-11: 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.39

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- 29.41*

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 acquires 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. Harini, P.P. (2001). *Valuing the immeasurable. In Starting strong: A different look at children, schools, and standards (pp. 165-181)*. New York: Teachers College Press. Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge. Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture (Vol. I, II & III)*. John Wiley & Sons.

Dewey, J. (2004). *Democracy and education*. Courier Dover Publications. Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.

Freire, P. (2000). *Pedagogy of the oppressed*. 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)*. GOI. (2009). *The right of children to free and compulsory education act, 2009*. 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. Naik, J.P. (1982). *The education commission and after*. APH Publishing. 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.2 73-230)*. 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-1

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 teaming 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.05 hrs

Unit 3: Language and Children

- 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 graphicstables, 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. Hillsdale, NJ: Lawrence 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. & Rinvolutri, M. (1983). Once upon a time: Using stories in the 59

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 of familiarizes with Taxonomy of Educational Objectives re develop an insight into the symbiotic relationship between curriculum, syllabus and text books. of 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 education 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 pausing, 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 Synthetic 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.

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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-1: Mathematics as a discipline and conceptual Background of Mathematics (10 Hours)75

- 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) Aryabhata (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-11: 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 Hours)

- 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, MSG, NCERT, NCF. KCF, NuffieW

Suggested Tasks/Assignments:

- > Critically analyse the implications of SMP/MSG/NuffieW 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.77
6. Soman, K (1988). *Ganitha Sasthra Bodhanam*, Trivandrum State Institute of Language (Kerala).
7. XCERT. *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: Herper Torch Books, the science Library
10. Nanda. N.N and Gill, P.S. *Teaching of Mathematics*.
11. Aiyankar, Kuppaswami. *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*.78

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 Keraia.
- 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:

(7 Hours)

Nature and Scope of Natural Science/Biological Science

Science-its meaning, definitions and nature of Science as a product and process- Science as an ongoing 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)

Science Curriculum and Resources in Teaching Biological Science Education

Curriculum -A conceptual analysis, Curriculum and syllabus, Principles of curriculum construction. Approaches to curriculum organization, Disciplinary and Inter disciplinary approach. Concept of correlation-SYSte~3: : and incidental correlation. Curriculum reforms-efomsinKe is NCF.KCF.

UNIT III

(15 hours)

Approaches and strategies of learning Biological Science

Teaching, Maxims of teaching, Inductive, Deductive, Discovery approaches of Teaching tanxon Lecture. Lecture cum demonstration method. Project method, ipethod- Questioning Technique, Brain storming, & Role Playing, seminar and debate. Discussion method, programmed learning.(8 Hours)

UNIT IV

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

(8 Hours)

UNIT V

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, JFLIBNET etc.

Task : Environment relate Project

REFERENCES

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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 V: 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. 4.3 Techniques for Higher learning Brain Storming - Brain Trust- buzz session- Symposium -workshop etc.

Reference

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- * From behaviourist to constructivist teaching Scheurman , Geoferry , Social education 62 (1), 69, jan 1998
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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 value 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. (4 Mrs)

Unit 1: 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.

Unit 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

Unit 5: Reference Materials for Social Science

(10 Mrs)

- 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 Infilbnet, 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

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 (McClelland)
- 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 (30 hours)

Unit II: Understanding learning: socio-cultural and cognitive processes-

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

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 ski/ls 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 115 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.

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 Mrs)

- 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 Mrs)

- 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 Mrs)

S.I 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 questing, 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
References
1. Butler and Wren (1965). The teaching of Secondary School Mathematics, London.
2. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics,
3. Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi : Sterling Publications Pvt. Ltd.
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15. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.

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 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 REFERENCES (Common)

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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 -1 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-11 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
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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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* The Science Teacher's Hand book - Byers, Andy, Childs Ann and Chris Lane, Heinemana Educational Publishers, Oxford, 1994.
* New UNESCO Source book for Science Teaching, Universities Press (India) Ltd., Hyderabad, 1999.
* Science Instruction in the Middle and Secondary School - Collette, Alfred T. and Chiappetta, Eugeneh; Times Micror/Mosby College Publishing, 1984.
* 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.
3. Preparation of Instructional Plans at different levels
4. Conduct Debate, Symposium etc..
5. Module Preparation for E-Content
6. Prepare E-Portfolios **References**

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai Vikas Publishing House
2. Kochaar, S.K.(2002). *Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
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14. Shamsi ,Nayyar .((2004). *Modern Teaching Social Studies*. Anmol Publications Pvt Ltd.

SEMESTER

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 Mrs)

Teaching Skills and Micro Teaching

- 1.7 Maxims of Teaching
- 1.8 Core Teaching Skills
- 1.9 Micro Teaching Procedure Unit2(12Hrs)

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.

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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.

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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 156 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.

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 regarding educational evaluation.

Understand concept of evaluation and learn to

gain critical awareness of issues in becoming proficient in evaluation ,

become exposed to different kinds of Lajkj ,loulj and

assessment that aid student learning

become proficient in developing assessment toolj

assessment

become proficient in administering, adopting and improving and teachers

made assessment procedures, become proficient in grading procedures ,

prujui'ii'igTepp^CTfth assessment results

gain awareness in the assessment of students uuil'i diJuuliLi

become proficient in computerized

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 (SHours)

- 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

Unit5: Criterion of good test (SHours)

- 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.
- 5.3Reliability: 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 (5Hours)

- 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 (Shours)

- 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 (Shours)

- 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. (SHours)

- 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 (AHours)

- 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. (SHours)

- 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 (IGHours)

- 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
S.SCorrelation: 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.

REFERENCES

- 1) Aggarwal. J .C(2005), Essentials of examination system , New Delhi: Vikas publishing house pvt.Ltd

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- 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
- 6) Bloom, B.S.(1984) stability and change in human characteristics .New York : John Wiley and sons.
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- 13) Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TM Ed)New York : David Mekay Company
- 14) Grounlund .N.E (2003) Assessment of student achievement (7TM Ed) Boston: Allyn and Bacon.

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 -1: (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, Me 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 179

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.

REFERENCES

- 1) Aggarwal. J .C(2005), Essentials of examination system , New Delhi : Vikas publishing house pvt.Ltd
- 2) Anastasi .A (1988). Psychological testing (6th Ed). New York: Macmillan.
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- 5) Block ,J.H.C(1983).Learning rates and mastery learning
- 6) Bloom, B.S.(1984) stability and change in human characteristics .New York : John Wiley and sons.
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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 -1 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 (Me 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

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

I. 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)

2.4 National Policy Education (1986) and programme of action in (1992) 2.5 National 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

3.6 Assumptions 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

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. 5.1 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.
- 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)
- 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
- 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.

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.
 - y 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.
 - y 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.

V 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-MOVEMENTS IMPROVISATION

Students learn how to use their body, and imagination and taping 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.

V Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside.

- > Presentation of local arts forms
 - y 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 301.3: 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

UNIT 3: 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

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 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 301.7: 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, INFLIBNETetc
- 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

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 TRACK.
- To develop skill in technological pedagogical analysis of content knowledge (TRACK).
- 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 (ISHours) 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.

UNITIII(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 unit blogs, forums, wikis, online journals etc.

Unit III: 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.

Unit IV 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

i 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, I IMF LIB NET, 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 Merill, Ohico
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. Merill Publishing Co, Clumbia 1989.

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

o Concept Attainment o Juris prudential Enquiry o 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
1C.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:

Kjmshka

- * Sradtey, Harriet (1994) Gendered Jobs and Social Inequality In *The Polity Reader in* . Susan (1994) Women and Work, London: Zed Books.

SEMESTER- IV BED C 402: KNOWLEDGE AND CURRICULUM PART-11

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 :

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*.

Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II & III). John Wiley & Sons

Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K.

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 :

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*.

Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II & III). John Wiley & Sons

Deng, Z.(2013). School subjects and academic disciplines. In A.Luke, A Woods, & K.

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 (BMP, 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,

243

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

San-it Sliikslia Abliivan (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- retardation, 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 *SCI* 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

1. Ainscow. M. Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools
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
3. Booth,T,Anisow M Black - Hawkins K ,Vaughan.M and Shaw.L.{200}Index for inclusion developing learning and participation in schools -Center for studies on inclusive education.
4. Chaterjee S K (2000): Educational Development of Scheduled Castes
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.
8. Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
9. Hegarty and Alur Mithu (2002): Education and Children with Special Needs
10. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R. I E. Mysore
11. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E RT Publication.
12. Sharma,P.L (1988)Teacher Handbook -Helping children with special needs, Unicef assisted publication, N.C.E.R.T New Delhi.
13. NCERT (2006). National Focus Group Report on Education of SCs and STs, New Delhi.
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

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.

(10 hours)

Unit-1: Understanding Guidance

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.

(10 hours)

Unit-11: Tools and Techniques of Guidance

- Tools for guidance:- Blanks / Records of students
- Cumulative Records, Rating Scale, Psychological tests, Questionnaires and inventories.
- Techniques in Guidance: Observation, Interview and Sociometry

(10 hours)

Unit - III: Understanding Counseling

- 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

Aggarwal, J. C, (2000). Educational & Vocational Guidance and Counseling, Jalandhar :

Doaba House.

Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.

Barki B.G Mukhopadhyay (2000); Guidance and counseling - A manual

Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod

Publications.

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-1: 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-11: 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.
- Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirnaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani Publishers.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.

- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- 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

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 1. 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 polices 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.

Board of Education Fountain. (1999). Peace Education UNICEF. NY: UNICEF.

Eisler, J. (1994). Comprehensive conflict result program (1993-94). New York: N.

Y. City. Joy, P., & Neal, P. (1994). The handbook of environmental education: London, New Fetter Lane.

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 languit

Understand the nature of English Lan

Understand the aims and-objextivas af loathing, Ei

Get introduced to different mtthoela and Lud'n'ilqual Identify the importance of-
Engfah language, ut l'i'iudun LiiTT

Understand about the teaching ofi

UNIT-1

Acquire an overview of pettegegial analyjjij uf Ei

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; PDA - 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.

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-1: 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 mathematic:

Unit-11: 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

References

- Lglewicz, Boris and Stoye, 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

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 (12 Hours) 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 (8 Hours)

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—
5. Aggarwal, D.D. (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series. Sarup & Sons, New Delhi.

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 (Me 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, Hearth & 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 401.5.11: 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 Mrs) : 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 Mrs) : 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 Mrs): 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 Infilbnet, 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. Kochar, 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.

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

UNIT1: 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

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(5)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

1. Antoine de Saint-Exupery. (1977). *The Little Prince*. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Bach, R. (1994). *Jonathan Livingston Seagull*, London, UK: Harper Collins Publications.
3. Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
4. Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third*
5. Dalai, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
6. Dalai, A.S. (2001). *A Greater Psychology*. Pondicherry, India: Sri Aurobindo Ashram Trust.
7. Dalai, A.S. (2001). *Our Many Selves*. Pondicherry, India: Sri Aurobindo Ashram.
8. Erikson, E. (1964). *Insight and Responsibility*, New York, USA: Norton.
9. Frankl, V. (1946). *Man's Search for Meaning*. New York: Pocket Books.
10. Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.
11. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen.