

2022-24



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

crescentbedcollege05@gmail.com

CRESCENT B. Ed. COLLEGE

**MADAYIPARA P. O., PAYANGADI R S, KANNUR (DIST)
PIN 670 358, KERALA**

(Approved by Gov. of Kerala, Recognised by NCTE, and Affiliated to Kannur University)

E mail : crescentbedcollege05@gmail.com, www.crescenteducation.org



DIARY

YEAR.....

Name.....

Adm. Number.....

Optional.....

Roll No.....

MANAGEMENT

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 realized to impart economic 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

Chairman : Mr. T.P. HAMEED

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 institution in the Crescent campus.

CRESCENT GROUP OF INSTITUTIONS

1. Crescent B.Ed College
2. Crescent College of Pharmaceutical Science
3. Crescent College of Nursing
4. Crescent English Medium School
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 two year programme consist of four semesters) 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% mark in core and complementary subjects in degree/PG as minimum mark for admission.

COLLEGE & COURSE

Crescent B.Ed college has marked its present 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 pioneering efforts of the North Malabar Development Society. The college has started its functioning on 20 July 2005 with a view to fulfill 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”**

-Taittiriyaupanishad

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, Pazhayangadi.

The present strength of the college is 100 (Two units) and the college offers institution 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 enables 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), MSc, MEd, MA (Socio) PGDHE, CIG, DAFE, UGC-JRF in Education, SET Botany
Phone: 9446441548**

1. Smt.Uma PV, MSc, MEd, M.Phil, NET in Education, SET in Chemistry

(Asst. Prof. of Physical Science)

Phone: 9446385010

2. Smt.Lisha T, MA, MEd, PGDCA, NET in Economics & Education, SET in Economics

(Asst. Prof of General Education)

Phone: 9446836891

3. Sri.Santhosh Kumar KV, MA Economics & Philosophy, MEd, SET in Economics

(Asst. Prof of General Education)

Phone: 9446884100

4. **Sri. Jayesh Thadathil, MA, MEd, SET in English**
(Asst.Prof of English)
Phone: 9447721911
5. **Smt.Shynimol D Kochithara,MA,MEd, NET in Education, SET in History**
(Asst.Prof of Social Science)
Phone: 8848722788
6. **Sri. Shimoj M V, MSc, MEd, NET in Education, SET in Physics**
(Asst.Prof of Physical Science)
Phone: 7907027543
7. **Smt.Sapna K,MA,MEd,SET in History**
(Asst.Prof of Social Science)
Phone: 9447343306
8. **Sri.Farhan Maloof N, MSc, MEd,NET in Education**
(Asst.Prof of Natural Science)
Phone:9447754538
9. **Smt.Indu P, MSc.MEd, NET in Education, SET in Mathematics**
(Asst.Prof of Mathematics)
Phone: 9446770707
10. **Smt.Lisha K , MSc.MEd, NET in Education, SET in Mathematics**
(Asst.Prof of Mathematics)
Phone: 7907319983
11. **Smt.Jyothi A, MA.MEd, NET in Education , SET in English**
(Asst.Prof of English)
Phone: 9747096551
12. **Smt. Aparna Raveendran, MSc, MEd, JRF/NET in Education, SET in Zoology**
(Asst.Prof of Natural Science)
Phone: 9656442547

13 **Sri.Sreejith P, M.P.E, Bachelor in Physical Education,
M.Phil.in Physical Education,NET in Physical Education.**
(Asst.Prof.of Physical Education)
Phone: 9895603970

14. **Smt.Leeja T V, MA Bharathanatyam, Diploma in
Mohiniyatam**
(Asst. Prof of Fine Arts)
Phone: 9526403367

15. **Smt.Uthara KM, BSc physics, B.Ed, MA Music**
(Asst.Prof.of Perfoming Arts)
Phone: 8281240801

16. **Smt.Sruthi Kottaken , MCA**
(Guest Faculty of ICT)
Phone: 7012500313

NON- TEACHING STAFF

1. Sri. Krishnan P
(Office Superintendent)
Phone Number: 9447867155
2. Smt.Remya M (MLISC)
(Librarian)
Phone Number: 8606538120
3. Smt.Mani Pavithran
(Office Assistant)
Phone Number: 9847957007
4. Smt.Nisha MV
(Last Grade Employee)
Phone Number: 9656436772
5. Smt.Reena PP
(Last Grade Employee)
Phone Number: 9526953554

“Education is not filling a bucket but lighting a fire”

-William B. Yeats

Office Bearers - 2022-2023

Staff Meeting held at Principal’s office has decided to assigned the following duties and responsibilities for the staff members during the academic year 2022-2023 . Principal will be the chairman of all committees.

Principal	Dr. Josph Kacharayil
Academic Coordinator	Smt. Uma P.V (Asst. Pof. in Physical Science)
IQAC Coordinator	Smt. Lisha T (Asst.Prof. of General Education)
Staff Secretary	Sri. Shimoj M V (Asst. Prof. of Physical Science)
Staff Advisor	Sri. Santhosh Kumar K. V. (Asst. Prof. of General Education)
Staff Editor	Sri. Jayesh Thadathil (Asst. Prof. of English)
PTA Ecretary	Sri. Santhosh Kumar K V (Asst. Prof of General Education 2021 - 23 Batch)
Acclimatization & Teaching Practice	Sri. Santhosh Kumar KV (Asst. Prof. of General Education)
	Sri. Jayesh Thadathil (Asst. Prof. of English)
	Uma P.V (Asst. Prof. of Physical Science)

Assembly and Attendance	<p>1. Sri. Sreejith K (Asst. Prof. of Physical Education)</p> <p>2. Smt. Indu P (Ass. Prof. of Mathematics)</p>
Discipline Committee	<p>1. Smt. Uma P.V (Convener)</p> <p>2. Sri. Jayesh Thadathil (Member)</p>
Women Cell	<p>1. Lisha K (Asst. Prof. in Mathematics)</p> <p>2. Sapna K (Asst. Prof. in Social Science)</p>
Covid Cell	<p>1. Sri. Sreejith K (Asst. Prof. of Physical Education)</p> <p>2. Sri. Shimoj M.V. (Asst. Prof. of Physical Science)</p>
Internal Examination Cell	<p>1. Smt. Lisha T (Asst. Prof. of General Education)-Convener</p> <p>2. Jayesh Thadathil (Asst. Prof. of English)- Member</p>
Jagratha Samithi (Vigilance) cell	<p>Dr. Joseph Kacharayil (Principal - Cairman)</p> <p>Sri KV Balakrishnan (PTA Vice President)- Vice Chairman</p> <p>Smt. Indu. P (Faculty Co-ordinator)</p> <p>Smt. Aparna Raveendran (Asst. Prof. of Natural Science)</p> <p>Smt. Sapna. K (Asst. Prof. of Social Science)</p> <p>Smt. Jyothi. A (Asst. Prof. of English)</p>

	Athish M. V. (College union chairman)- Student Representative
Ethics Committe	<p>Dr. Joseph Kacharayil Principal Chairman</p> <p>Sri K V Balakrishnan P T A Vice President- Vice Chairman</p> <p>Sri. Shimoj M.V (Asst. Prof. of Physical Science) Staff Scretary - Convenor</p> <p>Sri. Athish M V (Chairman, College Union)- Joint Convenor</p> <p>Sri T.V. Gangadharan (A O), Management Representative</p> <p>Smt. Puspa T (Ward Member, Madayi GramaPanchayat)</p>
Anti -Ragging Committee/ Squad	<p>Dr. Joseph Kacharayil Principal Chairman</p> <p>Smt. Uma P.V (Asst. Prof. in Physical Science)</p> <p>Smt. Indu (Asst. Prof. in Mathematics)</p> <p>Sri Farhan Maloof (Asst. Prof. in Natural Science)</p> <p>Smt. Sapna. K (Asst. Prof. in Social Science)</p> <p>Sri. Krishnan P (Office Superintendent)</p> <p>Athish M.V. (Chairman, College union- Ex officio member)</p> <p>Sri K.V. Balakrishnan (Representative from PTA)</p>

RULES OF CONDUCT

- * Classes are held from 9:20 am to 4.10 pm. Students should reach the college at least 5 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 work spot 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 action 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 idealness, disobedience and disrespect towards members of staff 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 use properly. All variety books and optional subject reference books magazines and other periodicals and newspapers are also subscribed computerized browsing system is also provided.

LIBRARY RULES

- 1) All students of the college are members of the library.
- 2) The library functions 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 student for more than 7 days. But can be renewable with the permission of the librarian.
- 6) Students should examine and satisfy for themselves that the book lost to them are in good condition at the time of selection itself and the compliance thereafter if any, may not be considered genuine.
- 7) Books shall be issued and return 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 2 years only.
4. The students should surrender the identity card when he/she leaves the institution.

TESTS/EXAMINATION

There will be terminal examinations and a model examination before each semester in every 6 months. November and March respectively by Kannur University examinations notification. In addition to above, weekly and monthly tests will be conducted in all subjects.

Tests/examinations and practical examinations will not be differed 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 or test will be seriously dealt with.

CO-CURRICULAR ACTIVITIES

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

STUDY TOUR/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 Kabir

Leave & Attendance Rules

- ❖ Students are not permitted to be 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 certificates 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 principle 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 calendar.
- ❖ 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 headmasters/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 semester

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:

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

TWO YEAR BEd PROGRAMME CURRICULUM

The Two Year B.Ed programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters – (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies, and (iii) Engagement with the Field. There are six courses under *Perspectives in Education* and five courses under *Curriculum and Pedagogic Studies* and four courses for *Enhancement of Professional Capacities* (EPC) under Engagement with the field. The student teachers shall be required to study 4 courses each during the first, second and fourth semesters, and one course during the third semester apart from physical education practical and EPC courses. Each theory course has the component of internal and external assessment. The external assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally. The weightage in terms of marks for different courses (theory internal) is given below.

COURSES AND SCHEME OF EXAMINATION

B.Ed SEMESTER - I

Course Code	Course	Marks		
		External	Internal	Total
B.Ed C 101	Psychology of Childhood and Growing Up	80	20	100
B.Ed C 102	Contemporary India and Education	80	20	100
BEd C 103	Language Across the Curriculam	50	10	60
BEd P 101. (1-11)	Understanding the Discipline and Subject (Eng, Maths, NSc, PSc, SS)	50	10	60
EPC 01	Reading and Reflecting on Text	--	50	50
Total for theory		260	110	370
BEd C 104	Physical Education Practical	----	30	30
Total		260	140	400

Duration of the Semester : 100 Days

B.Ed SEMESTER - II

Course Code	Course	Marks		
		External	Internal	Total
B.Ed C 201	Psychology of learning and Teaching	80	20	100
B.Ed C 202	Knowledge and Curriculam - Part I	50	10	60
BEd P 201 (1-11)	Pedagogy of School subject - Part I (Eng, Maths, N Sc P Sc, SS)	50	10	60
BEd P 202 (1-11)	Assessment for Learning (Eng, Maths, N Sc, P Sc, SS)	80	20	100
EPC 02	Drama and Art in Education	--	50	50
BEd C 203	Physical Education Practical	----	30	30
Total		260	140	400

Duration of the Semester : 100 Days

B.Ed SEMESTER - III

Course Code	Course	Marks		
		External	Internal	Total
B.Ed P 301 (1-11)	Pedagogy of School Subject - Part II (Eng, Maths, N Sc P Sc, SS)	50	10	60
B.Ed C 302	School Internship (15 weeks)	---	200	200
BEEd C 303 (1-11)	Practicum during Internship		90*	90
	Total	50	300	350

Break up of 90 * Marks	
Record of Practice	10 Marks
Record of Demonstration / Criticism	10 Marks
Handling of Health & Phy. Edn. Class	20 Marks
Learning Aids	10 Marks
Observation Record of a Regular Classroom of a teacher	10 Marks
Case Study/ Action Research	10 Marks
Blue Print and Question Papers	10 Marks
Working with School Programme Arts Festival / Red Cross / Sports & Games, etc	10 Marks
Total	90 Marks
Duration of the Semester : 100 Days	

B.Ed SEMESTER - IV

Course Code	Course	Marks		
		External	Internal	Total
B.Ed C 401	Gender, School and Society	50	10	60
B.Ed C 402	Knowledge and Curriculum - Part II	50	10	60
BEd C 403	Creating an Inclusive School	50	10	60
BEd E 401.1-4/ BEd E 401.5 (1-11)	Elective course/ Additional Pedagogy (.....)	50	10	60
EPC 03	Critical Understanding of ICT	---	50	50
EPC 04	Understanding the self	---	50	50
BEd C 404	*Physical education Practical	---	50	50

(401.1 Guidance and Counseling, 401.2 Health and Physical Education, 401.3 Peace Education, 401.4 Environmental Education)

CRITERIA FOR INTERNAL ASSESSMENT & DISTRIBUTING MARKS FOR ATTENDANCE

Attendance	4	4	Attendance	Marks
Test	2	6	Above 90%	4
Assignment	2	4	85-90%	3
Task	2	6	80-85%	2
Total	10	20		

ENGAGEMENT WITH THE FIELD— ORGANIZATION AND ASSESSMENT

Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. This curricular area has the following components:

(i) TASKS AND ASSIGNMENTS

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

(ii) School Acclimatization Programme

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

(iii) School Internship

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

Objectives of Internship

- Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.
- Develop required skills to teach in an inclusive classroom.
- Use different activity based and stage specific learning methods and strategies in the class rooms.
- Incorporate the components of ICT in classroom transaction.
- Learn about school activities, scheme and programmes and their impact on children.
- Utilize the community resources for meaningful partnership between school and community.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. However, internship period should not be reduced for the ‘delivery’ of a certain number of lesson plans, but should aim at meaningful and holistic engagement with learners and the school.

School Internship should be designed for interns to teach for 5 days per week for a minimum period of 16 weeks, including an initial phase of observing a regular classroom. The internship 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	10 marks

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

***Case Study/Action Research**

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

***Learning Resources**

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

EPC 01: READING AND REFLECTING ON TEXTS:

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

Criteria for awarding Marks:

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

EPC 02: DRAMA AND ART IN EDUCATION

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

Criteria for awarding Marks

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

EPC 03: CRITICAL UNDERSTANDING OF ICT:

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

Criteria for awarding Marks

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

EPC 04: UNDERSTANDING THE SELF:

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

Criteria for awarding Marks

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

ASSESSMENT OF EPC COURSES

All the EPC courses shall be internally assessed as per the criteria given above. An institution shall form an Internal Examination Cell under the chairmanship of the Principal to regulate the internal assessment of EPC courses. All the faculty members and trained resource persons of the respective workshops shall be the members of the Cell. Participation of every student teacher is mandatory in all EPC courses. Individual record files be maintained as a record of activities by student teachers duly signed by teacher educators. The following direction shall strictly be followed to prevent inflation of marks in ECP 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 beyond their control and is NOT recommended. The purpose of physical education practical component is to create an understanding of fitness concepts and what the tests measures. The programme should make student teachers aware of choices that impact their health. Students who understand and value good nutrition and physical fitness will be more likely to make better choices and develop lifelong habits that maximize health.

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

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

Mode of Transaction

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

Test Components

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

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

General consideration on fitness testing & follow up:

- Student participation in conditioning activities.
- Instruction on test items.
- Assessment of fitness levels.
- Planning individualized fitness programs and setting goals.

Semester II

Physical Education Practicals (30 Marks Internal)

Among the 30 marks allotted to the component, 25 marks are allotted for involvement and participation of the student teachers in intramural and extramural competitions; and 5 marks is awarded towards participating in sports and games in intercollegiate competition.

Participation in any two intramural games	: 10 marks
Involvement in coordinating intramural games	: 15 marks
Participation in extramural games /athletic events	: 5 marks

Semester III (School Internship)

Health & Physical Education Classes (20 Marks)

Programme Objectives:

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

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 Practicals (10 marks Internal)

The student teacher has to either

- (i) Undergo a project on physical education relevant to topics on health, fitness, life style, nutrition, common injuries, etc and prepare a report of the same.

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 essential. No separate minimum for internal examination (theory). The classification of results will be as follows.

(a) A candidate who qualifies for the B.Ed. degree, passing all the required courses of the four semesters, in 2 academic years and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class with Distinction.

(b) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class.

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

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

(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

Pattern of Question Paper:

1) For 80 Marks Papers

Time: 3 hours. Maximum Mark. 80

Part I Answer all questions. Each question carries 2 Marks (10 X 2=20)

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

(Choice 8 out of 10)

Part III Answer any two questions. Each question carries 10 Marks(2X10=20) .(Choice 2 out of 3)

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

2) For 50 marks

Time: 2 hours. Maximum Mark. 50

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

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

Part –III Answer any six questions. Each question carries 4 marks (6 X 4= 24)
(Choice 6 out of 8)

Part –IV Answer any one question. Each question carries 10 marks

1 X 10 = 10 marks)(Choice 1 out of 2)

Part	Type of Question	Number of Questions	Marks
Part I	Very Short Answer Type	6	6
Part II	Short Answer Type	5	10
Part III	Short Essay/ Problem solving Type	6/8	24
Part IV	Essay type	1/2	10
	Total	21	50

SYLLABUS

SEMESTER-I

BED C 101: PSYCHOLOGY OF CHILDHOOD AND GROWING UP

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Rationale:

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

Objectives

- To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood and adolescence.

- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts; family, schools, neighborhoods and community.
- To analyze the major theories of intelligence as applied to a variety of educational settings.
- To develop an understanding of different theories of personality and to know the impact/influence of socio-cultural context in shaping personality, especially with respect to the Indian context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

Mode of Transaction

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

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

- 1.1 Concept and introduction to perspectives on development (Brief introduction) - Behaviouristic, Psychoanalytic, Cognitive, Humanistic, Neuro- Biological and Eco psychology.
- 1.2 Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span; socio-cultural contexts influencing development.

1.3 Principles of Growth and Development; Stages of Development (Infancy, Childhood, Adolescence).

1.4 Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods.

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

1.1. Physical Development- Gross and fine motor development skills. Role of parents and teachers in providing opportunities for physical- motor development; developmental tasks.

1.2. Psycho-social Development (Erikson); influence of early childhood experiences on later personality. Moral Development – perspective of Kohlberg; cultural variations in moral reasoning.

1.3. Cognitive Development – (Piaget & Bruner); Language Development- Stages— Chomsky and Vygotsky.

2.4 Childhood and adolescence in the context of poverty, globalization and adult culture; Commonalities and diversities within the notion of childhood and adolescence and how multiple childhoods and adolescence are constructed with particular reference to the Indian context. Adolescence: Aspirations challenges and problems.

UNIT III: INDIVIDUAL DIFFERENCES AMONG LEARNERS (12 hours)

3.1. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.

3.2. Differences in learners based on predominant ‘learning styles’.

3.3. Differences in learners based on socio-cultural contexts: Impact of home languages of learners’ and language of instruction, impact of differential ‘cultural capital’ of learners.

3.4. Implications for catering to individual variations in view of ‘difference’ rather than ‘deficit’ perspective.

Unit IV: Intelligence (20 hours)

4.1. Intelligence – Meaning and Definition

- 4.2. Theories of Intelligence: Spearman, Thurston and Guilford. Gardner's theory of Multiple Intelligence; how Multiple Intelligences theory defines and describes intelligence; the ways in which Multiple Intelligences theory can support teaching and learning practices.
- 4.3. Concept of Emotional Intelligence and Sensory attractive natural eco- intelligence.
- 4.4. Measurement of Intelligence- kinds of Intelligence tests.
- 4.1 Exceptional Child; Educational Planning for the Individual learners; Learning Disabilities- Types, Planning and Remedial Measures.

Unit- V: Personality (20 hours)

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

Suggested Tasks/Assignments

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

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

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

References:

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education.
4. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
6. Aggarwal, J.C (1995) Essential Educational Psychology, New Delhi : Vikas Publishing House Pvt. Ltd.
- 7..Baron, Robert A (1999) Social Psychology, New Delhi : Prentice Hall of India
- 8 Berne, Eric (1964) Games People Play, USA : Penguin Books.
9. Berne Eric (19072) What do you say after you say Hello California : Corgi Books.
10. Bhatia, H.R (1977) Textbook of Educational Psychology, New Delhi: The McMillan company of India Ltd.
11. Chauhan, S.S (1988) Advanced Educational Psychology, New Delhi, Vikas Publication.
12. Dandapani S. (2001) A Textbook of Educational Psychology, New Delhi: Anmol Publication.

Online Resources

www.allpsychology.com
www.apa.org
www.psychology.org
www.psychcentral.com
www.psympress.com/developmentalpsychology
www.socialpsychology.org
www.study.com
www.teachpsychology.org

SEMESTER I

BED C 102: CONTEMPORARY INDIA AND EDUCATION

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Objectives of the course:

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

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

MODE OF TRANSACTION

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

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

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

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

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

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

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

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

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

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

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

Suggested Tasks/Assignments

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

References:

- Apple, M.W., Au, W., & Gandin, L.A. (2011). *The Routledge international handbook of critical education*. Taylor & Francis.
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.
- 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.213-230)*. Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge,
pedagogy and consciousness*.
Aakar Books.

The PROBE Team. (1999). *Public report on basic
education in India*. Delhi: Oxford University Press.

UNESCO;1989 UN convention on the rights of the child.

UNESCO 2006; UN convention on the rights of person with the
disabilities.

UNESCO 2009; Policy guidelines on inclusion in Education.

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

SEMESTER- I

BED C 103: LANGUAGE ACROSS THE CURRICULUM

Hours of Instructions: 50 Hours Maximum Marks 60 (50 External+10 Internal)

Rationale and Aim

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

Objectives:

To help the students to:

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

Mode of Transaction

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

Units of Study

Unit 1: Language Across the Curriculum:

A Conceptual Discussion 8 hrs

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

Unit 2: Language and Teacher

15 hrs

2.1. Importance of teacher language- criteria of good teacher language- elements contributing to good teacher language (speed, vocabulary, structure, content, flexibility)

2.2. General Class room language of teacher- praising students, saying a student is

wrong, encouraging students after they have given answers, encouraging students to speak, beginning and ending of lessons, marking stages of a lesson, class room organization, eliciting answers/ explanations , clueing, giving instructions for pair/group work, instructions for home assignments, checking understanding, instruction for tests and examinations, etc.

Unit 3: Language and Children

05 hrs

3.1. Language acquisition and language learning- Myth and reality

- 3.2 Home language and school language; the power dynamics of the 'standard' language as the school language vs. home language or 'dialects.
- 3.3. Listening-strategies to help students in listening; subject related listening activities
- 3.4. Speaking-Strategies to help students in speaking; discussion as a tool for learning;
- 3.5. Deficit Theory (Eller , 1989), Discontinuity theory
- 3.6. Importance of giving students a list of class room expressions-asking for repetition, asking for clarification, making requests, asking for feedback, asking for permission, apologizing, group work/pair work, etc.

Unit 4: Language Development and Reading 12 hrs

4. 1 Reading as a Source for Language Development-Different Levels of Reading-Literal- Interpretive-Critical-Creative

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

4.3. Strategies for improving reading- *Making use of typographic clues* (italics, bold faced print)—*Making use of patterns of knowledge* (description, sequence, comparison and contrast, cause and effect, definition, classification, hypotheses, exemplification and evaluation)

Making use of graphics—tables, bar graphs, line graphs, pie charts, flow charts, pictographs, maps, photographs, cartoons, time lines, etc—*Making use of information transfer activities*
 SQR3-Survey, Question, Read, Recite and Review: Use of SQR3 in different subjects.

Unit 5: Language and Writing 10 hrs

5.1. Difference between Spoken Language and Written Language

5.2. Types of Writing: Expository, Descriptive, Persuasive, Narrative-Fictional and Nonfictional- Freelance Writing and its Areas

5.3. Analyzing children's writings to understand their conceptions;

5.4. Projects for developing writing: Teacher's involvement- sources of information- forms of presenting information, Techniques for designing a questionnaire, techniques for conducting interview- guidelines, report writing- techniques; oral presentation techniques.

5.5. Useful websites for all subjects

Suggested Tasks/Assignments

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

Reference

1. Agnihotri, R.K. (1995). *Multilingualism as a Classroom Resource*.
2. Anderson, R.C. (1984). *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. 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. & Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
8. Nancy Martin, "Language across the Curriculum: A Paradox and Its Potential for Change," *Educational Review*, Vol 28, No. 3 (June 1976), pp. 206-219.
9. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.

Online Resources

1. www.clacconsortium.org/
2. www.languagesacrossthecurriculum.com/
3. www.onestopenglish.com
4. www.slideshare.net
5. www.thefacultyounge.org

SEMESTER I

BED P 101.3: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ENGLISH

Hours of Instructions: 50 hours Maximum Marks 60 (50
External+10 Internal)

Objectives:

After completion of course the student teacher will be able to

* *acquaint with the meaning, nature and characteristics of language education*

* *familiarize with the nature, roles, and scope English Language and its status in the Present day world.*

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

MODE OF TRANSACTION

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

UNIT 1: GENERAL INTRODUCTION TO ENGLISH LANGUAGE EDUCATION

Language: Nature, meaning & definitions, characteristics and functions

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

Basic Concepts: Morphology, Phonology, Syntax, semantics.

First Language, Second Language & Foreign language

English as a Second language & foreign Language

Nature and Scope of English Language

Need & Significance of English Language teaching and learning
Problems of learning English as a second language
English Language in Kerala

Difference between Oral and Written language

UNIT 2: AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE

Aims and Objectives of Teaching and learning Languages

Socio- cultural & utilitarian aims

Principles of Language Learning

Objective Based Instruction

Bloom's Taxonomy of Educational Objectives (original & revised)

Objectives and Specifications

Process Oriented Teaching and learning

Outcome based Learning (OBL)

Developing communicative competencies

Addressing learner sensibilities and abilities

Aims and Objectives of Teaching and learning English Language

UNIT 3: CURRICULUM DESIGNING IN ENGLISH LANGUAGE EDUCATION

Curriculum: Meaning, Definition and principles

Approaches to curriculum construction

Curriculum and syllabus, Types of Curriculum, language curriculum

Criteria for selecting curriculum content

Modern Trends in Curriculum Construction:

Life Centered- Learner centered, - Activity centered,

Issue Based, problem posing, Process oriented

NCF (2005), KCF (2007)

A Critical review of English Curriculum of state schools of Kerala

UNIT 4: LANGUAGE ACQUISITION

Acquisition v/s Learning Language Skills: LSRW

Receptive skills & Productive skills Listening skill;

Significance of listening

Speaking skill: Importance of speaking, Pronunciation

Reading skill: Importance of reading skill

Loud Reading, Silent Reading

Intensive reading, Extensive reading

Skimming and scanning

Writing Skill: Importance of writing skill

Types of writing, Characteristics of good handwriting

Creative writing

Reference & Study Skills: Dictionaries & encyclopedias, online references

UNIT 5: THEORETICAL BASES OF TEACHING ENGLISH LANGUAGE:

Application of Psychological Theories & Principles:

Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept :(LAD & Universal Grammar),

Krashen's Hypothesis

Models of Teaching: Basic Concepts, families and Properties:

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

Designs based on different Models of Teaching

Synetic Model

Approaches, Methods, strategies and techniques of teaching

Traditional and Modern Methods

Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach,

Communicative Approach, Eclectic Approach, Play way Method,

Project Method Role play, Dramatization, Narrative strategies

Discourse based language learning, learning by doing, Activity Based Teaching and Learning

Approaches Methods of teaching Language elements:

Inductive and deductive methods

Approaches, Methods & techniques and of teaching Language skills:

Listening Skill, Speaking skill Developing speaking & Listening Skill,

Causes of bad pronunciation, Techniques for teaching good pronunciation Methods and techniques of teaching Reading skill,

Techniques of teaching reading Methods and techniques of teaching Writing skill,

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

Modern Strategies in language teaching & learning

Collaborative Learning & Co-operative Learning

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

SUGGESTED TASKS/ASSIGNMENTS

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

READING & REFERENCE LIST (common)

English:

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

Bruce Joyce & Marsha wail, Models of Teaching:

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

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

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

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

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

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

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

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

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

Online resources:

Activities for developing skills

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

Current trends in Teaching Listening and Speaking by Jack. C. Richards
www.oup.com/elt

http://www.asian-efl-journal.com/Sept_06_ro.php *BBC World Service: Learning English*

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml> *FRET (Free Resources for English Teaching)* <http://www.english-teaching.co.uk/>

Learning Brain-based way <http://languagelab.com.sg/faq.php> *The Essentials of Language Teaching*
<http://www.ncrlc.org/essentials/index.htm> <http://www.languageinindia.com/april2002/tesolbook.html> *Task-Based Language Teaching and Learning: An Overview*

SEMESTER I

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

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

1. Understand and appreciate the characteristics and development of mathematics and its role in the development of modern society.

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

Mode of Transaction

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

Course Outline:

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

- 1.1 Mathematics- meaning and definition
- 1.2 Nature and scope of Mathematics: Pure and applied Mathematics, Role of axioms and postulates, Mathematics as a Science, Mathematics as a game, Mathematics as a language, History of mathematics with special emphasis on teaching of mathematics.
- 1.3 Contributions of the following Mathematicians to Mathematics:

(a) Pythagoras (b) Euclid (c) Rene Descartes (d) 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-II: Values and Objectives of Teaching Mathematics (05 Hours)

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

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

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

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

4.1 Maxims of Teaching.
4.2 Approaches: Teacher centred, Learner centred and activity based Behaviourist approach and constructivist approach
4.3 Methods for productive Learning- Teaching of mathematics

4.3.1 Teaching mathematical Concepts -Lecture Discussion method and Heuristic Method

4.3.2 Teaching mathematical Generalisation-Inductive- Deductive strategies

4.3.3 Teaching proof of theorems - Analytic- Synthetic proofs

4.3.4 Teaching problem solving-Problem-solving method and Project method

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

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

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

Unit V: Mathematics Curriculum (10 Hrs)

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

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

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

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

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

Suggested Tasks/Assignments:

* Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire, content analysis etc)

* Prepare a picture album of famous mathematicians (including western and Indian) with descriptions of their biography and contributions. (Atleast 10 mathematicians)

References

1. Lglewicz, Boris and Stoye, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
2. Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.
3. Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi : Sterling Publications Pvt. Ltd.
4. Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana :R.P.Fadon Prakash brothers.
5. Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.
6. Soman, K (1988_ . Ganitha Sasthra Bodhanam, Trivandrum : State Institute of Language (Kerala).
7. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
8. State text books in Mathematics of Kerala, class VII to XII.
9. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library
10. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
11. Aiyankar, Kuppuswami. The Teaching of Mathematics.
12. Felix, Lucien. Modern Mathematics and the Teacher.
13. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
14. Bellard, P.B/ Teaching the Essentials of Arithmetic
15. Rai, B.C Methods of Teaching Mathematics.
16. Sharma. R.A. Teaching Learning Strategies and Mathematical Creativity.
17. Sundarajan.S. Theory and Practice of Teaching School Mathematics.
18. Summer, W.L. The Teaching of Arithmetic & Elementary Mathematics.

SEMESTER I

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

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

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

UNIT I:

Nature and Scope of Natural Science/Biological Science (7 Hours)

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

UNIT II

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

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

UNIT III (15 Hours)
Approaches, and strategies of learning Biological Science

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

UNIT IV (8 Hours)
Learning Resources in Biological Science

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

UNIT V (8 Hours)
Professionalising Science teacher

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

Task : Environment related Project

REFERENCES

1. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Francisco: W. H. Freeman and Company.
2. Anderson, C. and K. Roth. (1992). Teaching for Meaningful and Self Regulated Learning of Science. Advances in Research of Teaching, Vol. 1, J. Brophy, ed. Greenwich, Conn : JAI.
3. Alsop, S. & Hicks, K. (2003) Teaching science. New Delhi: Kogan page India Private Ltd.

4. Arons, A.B. (1983). Achieving Wider Scientific Literacy. *Daedalus* Spring 91—122.
 5. Aggarwal, D.D. (2001): Modern Methods of Teaching Biology. Sarup Teaching Series. Sarup & Sons, New Delhi.
 6. Bhaskara Rao, D. (2000): Teaching of Biology. Nagarjuna Publishers, Guntur.
 7. Bhatt, B. D., & Sharma, S.R. (1996). Methods of Teaching Science. Delhi: Kanishka Publishing House.
 8. Bloom, B.S. (Ed). (1956). Taxonomy of Educational Objectives : New York : David McKay Company.
 9. Bloom, B.S. (Ed.) (1956). Taxonomy of Educational Objectives, Handbook 1— Cognitive Domain, Harcourt Brace & World Inc., New York.
 10. Chikara, M. S. and S. Sarma (1985): Teaching of Biology, Prakash Brothers, Ludhiana.
 11. Dale, E. (1967): Audiovisual Methods in Teaching. (2nd ed.). New York: The Dryden Press, Inc.
 12. Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
 13. Elkind, D. (1977). Piaget and Science Education. In. N. Vaidya & J.S. Rajput (Eds.), Reshaping our School Science Education. New Delhi: Oxford & I.B.H. Publishing Company.
- Freire, P. (1970). Pedagogy of the Oppressed. Harmondsworth: Penguin.
14. Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). Principles of Instructional Design (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
 15. Gentn, D. & Stevens, A.L. (Eds.). (1983). Mental Models. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
 16. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi : Sterling Publications (Pvt.) Limited.

17. Hull, D. L., (1988). Science as a process. Chicago: The University of Chicago Press.
18. Harlen, W & Elstgeest (1992) UNESCO Source Book for Science in the Primary School New Delhi : National Book Trust
19. Joyce, B. & Weil, M. (1986). Models of Teaching (3rd ed.) New Jersey: Prentice Hall Inc.
20. Kohli, V.K. (1986). How to teach Science. Ambala City, Haryana : Vivek Publishers.
21. Lowman, J. (1995). Mastering the Technique of Teaching. Second Edition, San Francisco.
22. Mangal, S.K., Teaching of Science, New Delhi: Arya Book Depot. 1997. Mohan, R (1995). Innovative science teaching for physical science. New Delhi: Prentice Hall.
Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg, R.J., (2006) Cognitive Psychology, Thomson Wadsworth
23. Mohan R (2011) Teacher Education, New Delhi Prentice Hall India Ltd.
Narendra Vaidya: Science Teaching in Schools for the 21st century, Deep and Deep Publications Pvt.Ltd., 1999.
24. N.C.E.R.T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.
25. N.C.E.R.T. (1993). National curriculum for elementary and secondary education (rev. ed.). New Delhi: N. C. E. R.T.
26. NCERT. (2005) National Curriculum Frame Work New Delhi: NCERT
27. SCERT. (2007) Kerala Curriculum Frame Work Thiruvananthapuram: SCERT

28. S.Venkataih(Ed)..Science Education.Anmol publications Pvt Ltd.,2000
29. S.K.Kochhar..Methods and Techniques of Teaching, Sterling Publishers pvt ltd 2003
- Sivarajan, K &Faziluddin, A. (2005) Science Education. Calicut University : Central Co-operative stores.
30. SharmaJagdish, Model of Science Teaching,Raj Publishing House, Jaipur.(2006)
31. Siddiqui,N.H.andSiddiqui.M.N., Teaching of Science Today and Tomorrow.Delhi:Doaba House.1983.
32. Sharma, R.C. (1985). Modern Science Teaching. New Delhi: DhanpatRai& Sons. UNESCO,New
33. UNESCO Source Book for Science, France UNESCO.
34. WashtonNathan,S, Teaching Science.. In Elementary &Middle School.David, Mc Kenny Co.,N.York(1974).
35. Yadav.M.S Teaching of Science, Mangaldeep Publication, N.Delhi 1992.
36. SCERT,Kerala (2009). Teachers' Hand Book, Standard VIII, Education Department, Government of Kerala.Harlen, W &Elstgeest (1992) UNESCO Source Book for Sciencein the Primary School New Delhi : National Book Trust
37. Passi,B.K (1976). Becoming better teacher: A micro teaching approach, Ahamadabad, SahithyaMundranalya.
38. Mohan, R (2007). Innovative science teaching for physical science. New Delhi: Prentice Hall
39. Mathew, T.K. &Mollykutty (2012) Science Education – Theoretical Bases ofTeaching& Pedagogic Analysis, Chengannur: Rainbow Publications

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

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

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

Web sites

3<http://docs.moodle.org> <http://www.scientificliteracy.org>
<http://www.curriculumsupport.education.nsw.gov.au/investigate/index.htm>

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

<http://www.librariananurudh.com>

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

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

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

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

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

Hours of Instructions: 50 hours Maximum Marks 60 (50
External+10 Internal)

Course Objectives:

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

- * Understand the nature significance and scope of physical science.
- * Understand science as both process and product.
- * Facilitate development of scientific attitude and scientific aptitude in learners.

- * Aware of the various instructional strategies and curricular approaches in teaching physical science.
- * Understand scientific method of enquiry.
- * Achieve mastery over the methods techniques contents of physical science for transacting.
- * Appreciate the fact that every child possesses curiosity about his/her natural surroundings.

Unit – I Nature of Physical Science

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

Unit – II. Curriculum in Physical Science.

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

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

- 3.1. Scientific Method-steps involved.
- 3.2. Science a Process Approach (SAPA)
- 3.3. Behaviorist approach Vs Constructivist approach; Critical Pedagogy.
- 3.4. Inductive and Deductive approach of teaching – Mill's canons of induction

- 3.5. Communication in Science, Lecture cum demonstration, Problem solving, Project method, Heuristic method, Historical method, Brain storming, Group discussion, Seminar.
- 3.6. Graphic Organizers, Concept mapping, Collaborative learning and experiential learning.
- 3.7. Facilitating Learners for self-study
- 3.8. Models of Teaching- Concept Attainment Model and Inquiry Training Model.

Unit IV- Exploring Learners

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

UNIT 5: Professional Development of Science Teachers

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

Tasks:

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

References:

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

SEMESTER I

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

Hours of Instructions: 50 hours Maximum Marks 60 (50 External+10
Internal)

Objectives:

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

Mode of Transaction:

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

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

1.1 Structure of social science

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

- * Social Science as a core subject
- 1.2 Aims of Teaching Social Science
- * Need and importance of social Science in the present scenario
- * General objectives of teaching Social Science
- 1.3 Relationship of Social Sciences and with other subjects.
- * Fusion, integration and correlation within Social Sciences and with other subjects.

Unit 2: Social Science Curriculum (5 Hrs)

- 2.1 Meaning and definition of curriculum
- 2.2 Principles of curriculum construction
- 2.3 Organizing Social Science Curriculum – different approaches – relative merits and demerits

Unit 3: Learning Theories and the Teaching of Social Science (6 Hrs)

- 3.1. New perspective of Social Science teaching - approaches and Strategies based on NCF and KCF
- 3.2. Piaget, Burner, Vygotsky, Ausubel, Gardner – their theories and its influence in curriculum and learning process.
- 3.3. Role of teacher, learner, evaluation in Behaviourist and constructivist approaches.

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

4.1 Techniques for Higher learning
Brain Storming – Brain Trust- buzz session- Symposium
–workshop etc.

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

5.1 Social Science Library

5.2 Social Science Text Book

5.3 Workbook, hand book, supplementary reading
material etc.

5.4 Educational websites- Eric, endure,
funderstanding,Edubundu etc.

5.5 Uses of Infflibnet, linux, ubuntu.

5.6 Blog creation

Unit 6 Social Science and Changing Society (5 Hours)

6.1 Current affairs in Social Science

6.1 Teaching controversial issues

6.3 Utilizing Community resources

6.4 National Integration

6.5 International Understanding.

Suggested Tasks/Assignments

1. Assignment Submission (Soft and Hard Copy)

2. Project Preparation

3. Preparation of E-Learning Material.

4. Seminar Presentation and Documentation

5. Conduct Debate, Symposium etc.

6. Organize social awareness programmes for community
empowerment.

7. Prepare E-Portfolios

Reference Books :-

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai : Vikas Publishing House
2. Kochaar, S.K.(2002). *The Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
4. Nagaraja Rao and Sanjeeva Rao(1995). *A Textbook of Social Science*. Vikas Publishing House Pvt Ltd.
5. Vashist, S.R.(2007). *Practice of Social Studies*. Anmol Publications Pvt Ltd.
6. Alex M. George, and Amman Madan.(2009). *Teaching of Social Science in Schools*. SAGE Publications India Pvt Ltd
7. Vashist, S.R.(2006). *Social Studies In Secondary Schools*. Anmol Publications Pvt Ltd.
8. Mangal S.K., and Uma Mangal (2013). *Teaching of Social Studies*. PHI Learning Pvt Ltd.
9. Murthy Radakrishnan, and Jecintha Mary.(2013). *Methods of Teaching Social Studies*.
Neelkamal Publications Pvt Ltd.
10. Kumar, S.P.K. and Noushad, P.P.(2009). *Social Studies in the Classroom: Trends and Methods*. Calicut University Scorpio Publishers.
11. Sharma, M. (2013). *Teaching Social Studies: Concepts and Applications*. Kanishka Publishers, New Delhi.
12. Ediger M and Bhaskara Rao.(2005). *Teaching Social Studies Successfully*. Discovery Publishing House New Delhi.
13. Vashist, S.R.(2007). *Social Studies and General Education*. Anmol Publications Pvt Ltd.
14. Shamsi, Nayyar .((2004). *Modern Teaching Social Studies*. Anmol Publications Pvt Ltd.
15. Ruhela, S.P.(2014). *Teaching Social Sciences*. Neelkamal Publications Pvt Ltd.

16. www.eric.ed.gov/
17. www.funderstanding.com/
18. www.eduref.org
19. www.inflibnet.ac.in/
20. www.edubundu.org/
21. Michaelis, J.U. (1976). *Social Studies for children in a Democracy: Recent Trends and Development* (5th Edition) New Jersey: Prentice Hall.
22. <http://camp.ihmc.us/>
23. www.learningobjects.com/
24. www.cec-ugc.org/
25. Zais, R.M. (1977). *Carriculum*. New York: John Wiley.
26. Yajnik, K.S. (1966). *Teaching of Social Studies In India*. Bombay: Orient Longman.
27. Bining, A.C. and Bining, D.H. (1952) *Teaching of Social Studies in Secondary Schools*. New York : McGraw Hill.
28. Joyce And Weil (2003). *Models of Teaching* (5th Edition) New Delhi: Prentice Hall.
29. Clark, L. H. (1973) *Teaching of Social Studies in Secondary Schools* (2nd Edition). New York : McMillan.
30. Mangal, S.K. (1997). *Advanced Educational Psychology*. New Delhi: Prentice Hall.
31. www.ncte.org.in

32. NCERT(2005)NationalCurriculum Framework. New Delhi: NCERT
33. SCERT(2007) Kerala Curriculum Framework. Trivandrum:SCERT
34. Sills,D.L. (1972) .*International Encyclopedia of Social Sciences*. New York :McMillan.

SEMESTER 1

Course EPC 01: READING AND REFLECTING ON TEXT

Total Marks: 50

Contact Hours

Internal assessment: 50

2 hours per week

Rationale and Aim

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

UNIT 1: ENGAGING WITH NARRATIVE WRITING

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

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

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, commerce, literature/ language pieces). For this Unit, the student- teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)

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

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

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

UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

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

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

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

UNIT 5: ENGAGING WITH EDUCATIONAL WRITING

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

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

Reference

1. Baker, L., and Brown, A.L., 1984, *Metacognitive skills and reading*: in Pearson, P.D., Barr, R., Kamil, J.L., and Rosenthal, P. (editors), *Handbook of Reading Research*, Longman Press, NY.
2. Bransford, J.D., Brown, A.L., and Cocking, A.R. (editors), 2000, *How People Learn: Brain, Mind, Experience, and School*: National Research Council, National Academy Press, Washington D.C., 346 p.
3. Gourgey, A.F., 1999, *Teaching reading from a Metacognitive perspective: Theory and classroom experiences*: *Journal of College Reading and Learning*, v. 30, p. 85-93.
4. Zimmerman, B., 2002, *Becoming a self-regulated learner: An Overview: Theory into Practice*, v. 41, no. 2, p. 64-70.

SEMESTER II

BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING

Hours of Instruction: 80 hours Maximum Marks 100 (80
External+20 Internal)

Objectives:

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

Mode of Transaction:-

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

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

1.1 Implicit knowledge and beliefs about learning

1.2 Characteristics of learning – Role of learner in various situations

1.3 Variables affecting learning process – different psychological perspectives of learning

1.4 Learners motivation- types of motivation and Achievement motivation (Mc Clelland)

1.5 Powerful learning and learner's motivation. Learning curves: positive, negative and combination type

1.6 Plateau's in learning curves: causes and elimination of plateau's

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

2.1 Behaviorist Approach (In Brief)

- Ivan Petrovich Pavlov's classical conditioning
- Edward Lee Thorndike's trial and error learning
- Burrhus Frederik Skinner's operant conditioning

2.2 Cognitive learning theories

- Gestalt theory of learning
- Kurt Lewin's Field theory

2.3 Eclectic approach -Robert M Gagne

2.4 Cognitive developmental approaches (In Detail)

- Genetic Epistemology- Jean Piaget
- Discovery learning- Gerome Seymour Bruner
- Reception learning- David Paul Ausubel

2.5 Social learning approaches

- Socio-cultural learning- Lev Vygotsky
- Vicarious learning theory- Albert Bandura

2.6 Beyond constructivism: "navigationism in the knowledge era"

2.7 Cognitive neuroscience- Brain scan to lesson plan: the role of cognition

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

2.8 Learning in and out of school

2.9 Concepts of synergy, scaffolding, psycho-osmosis

Unit III: Cognitive Functions in learning (15 hours)

3.1 Sensation and Perception

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

3.3 Concept formation –abstraction and generalization

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

3.5 Gestalt laws of perceptual organization

3.6 Memory- Concept and types of memory

3.7 Forgetting- causes and theories of forgetting

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

3.9 Pre cognition and Meta cognition

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

4.1 Mental Health and Mental hygiene- meaning and nature

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

4.3 Characteristics of mental health

4.3 Promotion of mental health in the learner and in teacher

4.4 Objectives of mental hygiene

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

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

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

Unit V: Learning in Groups - (15 hours)

5.1 Meaning and Characteristics of Psychological group

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

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

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

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

5.6 Sociometry: - Use and importance

5.7 Styles of Leadership- qualities and aims

Suggested Tasks

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

References:

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

Asch, M. (2002). A Text Book of Cognitive Psychology, New Delhi: IV Y Publishing House. Baron, R. A. (2001). Psychology, 5th Edition, New Delhi: Prentice-Hall of India Private Ltd. Chauhan, S.S. (1996). Advanced Educational Psychology, Vikas Publishing House Pvt.Ltd.

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

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

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

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

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

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

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

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

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

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

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

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

SEMESTER- II

BED C 202: KNOWLEDGE AND CURRICULUM PART-1

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Rationale:

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

Objectives:

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

Mode of Transaction

- Lecture
- Dialogue
- Classroom Discussion
- Debate
- Dramatization

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

(i) Education: Concept, meaning, definitions and approaches

(ii) Aims of Education – traditional and Modern

(ii) Factors Determining Educational System: Philosophical, Political, Socio-Cultural, Economic, Geographical, technological etc.

(iv) Education as a System, as a Process and as a product.

(v) Purpose and Roles of education

Unit- II: Knowledge and Knowing (15 Hours)

(i) Knowledge- Theories of knowledge, classification of knowledge and different approaches to knowledge.

(ii) Difference between information, knowledge, skill- belief, truth and reason – teaching and training - learning and acquisition.

(III) Knowledge and Schooling

(IV) Major Sources of Knowledge

(V) Different Ways of Knowing

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

(i) A detailed study of the epistemologies of the different Schools of Philosophy with special reference to the concept of Knowledge and Knowing, Organization of Educational System, and Transaction of Knowledge : (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Humanism, (v)

Existentialism, (vi) Futurism

(ii) Bases of Modern Child Centred Education- Activity, discovery and dialogue as exemplified in the educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire

Unit- IV *Curriculum:* (10 hours)

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

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

Innovations in Curriculum Construction

Curriculum framework, syllabus, text books and hand books.

Assignments

1. Evaluation of a Textbook

2. Preparation of a unit for a Textbook

3. Development of Hand book for teachers (One unit)

References :

American Psychological Association. (1992). *Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform*. Washington, D.C.: American Psychological Association.

Entwistle, N.J. (1987). *Understanding Classroom Learning*.

London: Hodder and Straughton. Erickson, H. L. (2007) *Concept-based curriculum and instruction for the thinking classroom*.

Thousand Oaks, Corwin Press.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.

Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.

Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. New York: Cambridge University Press

Meno: Reason, persuasion and virtue. Pearson.

NCERT(2005). *National Curriculum Frame Work*. New Delhi: NCERT

Plato. (2009). Reason and persuasion: Three dialogues (Chapter 6).

In J. Holbo (Ed.), Sabyasachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi and Tagore*. National Book Trust.

Shulman, L.S. (1986). *Those who understand: Knowledge growth in teaching*.

SEMESTER II

BED P 201.3: 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 the ability and acquires the teaching skills by practicing complex skills of classroom teaching*

** develop the ability to design lesson templates incorporating the relevant objectives and activities*

** develop knowledge of the importance of planning in teaching*

** familiarize with ways of employing teaching skills for effective teaching*

** acquire the ability to plan lessons and use in classroom teaching*

** acquire the ability to apply suitable Teaching and learning resources in classroom teaching*

MODE OF TRANSACTION

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

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

Pedagogic Science; Teacher as a pedagogue Principles of pedagogic Analysis

Content Knowledge and Pedagogic Knowledge, Pedagogic Content Knowledge Pedagogic Content Knowledge analysis: scope, Principles and objectives

Steps involved in pedagogic content knowledge analysis Pedagogic Analysis of English Language Discourses:
Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement,
Profile, biography, essay, story, narration etc.

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

Pedagogic Analysis of English Text Books prescribed for the State Schools of Kerala From 6th Std to 12th Std

UNIT 2: ESSENTIAL REQUIREMENTS FOR TEACHING ENGLISH LANGUAGE

(15 Hrs)

Perspectives in Language Learning & Teaching

Teaching and Learning of language: its nature and significance

Teaching and Learning of English language

Teaching is an art and science; Learner and Teacher

Inter dependence of Teaching & Learning., Maxims of Teaching English Language Teacher

Changing concept of Teaching, learning, classroom environment; CWW (classroom without walls), VLE (Virtual Learning Environment.)

Competency Based Language Teaching (CBLT) Language teacher competencies

Teaching Skills: Pre teaching skills and post teaching skills

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

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

Board Practicing teaching skills:

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

Planning in Teaching: Importance of planning in teaching

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

Planning and designing of lesson templates

Steps involved in preparing lesson template

Designing lesson templates for different language discourses & language elements

UNIT 3: RESOURCES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE

(10 Hrs)

Teaching Learning Materials: Psychological Bases Teaching aids: its design and development

Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids, Animated and digital aids, Language Lab, Multi media aids

Library: importance of library, types of library

Teaching learning resources: TB & HB, its characteristics and qualities

Other resources: Supplementary Readers, Local Text, live Text, static text etc. Resource Mapping

E- Learning and e teaching: Digital text books, Digital library & other online resources Designing of Digital text books, e-books and its application,

Adopting down loaded resources for teaching English

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

UNIT 4: ASSESSMENT IN ENGLISH LANGUAGE EDUCATION

(10 Hrs)

Assessment for learning & teaching Assessment for learner achievements

Objectives of assessment, Tools & Types; formative and summative

Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation Construction and administration of achievement tests

Diagnostic tests and Remedial teaching Marking and Grading, Grading indicators Assessment using ICT

Development of online tests

Preparation and use online tests and its application Student evaluation: Self evaluation, Peer evaluation Preparation of scoring indicators for CE and CCE Assessment Rubrics

UNIT 5. GLOBAL TRENDS IN ENGLISH LANGUAGE EDUCATION

(5 Hrs)

Position of English Language in the present day world English as a foreign Language

English language education in India & Kerala

Pedagogic practices of English Language teaching & learning Critical evaluation of teaching and learning English in Kerala SUGGESTED ASSIGNMENTS/PRACTICAL/ PROJECT

Preparing lesson templates and observation schedule Assignment on preparing/collecting online tests in English. *READING & REFERENCE LIST:*

English:

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

Bruce Joyce & Marsha wail, Models of Teaching:

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

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

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

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

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

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

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

Seeley, John (2003) the Oxford Guide to Writing and Speaking. Oxford University Press. Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.

Online resources:

Activities for developing skills

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

Current trends in Teaching Listening and Speaking by Jack. C. Richards www.oup.com/elt

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

BBC World Service: Learning English

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

FRET (Free Resources for English Teaching)

<http://www.english-teaching.co.uk/> *Learning Brain-based way*

<http://languagelab.com.sg/faq.php> *The Essentials of Language Teaching*

<http://www.nclrc.org/essentials/index.htm> <http://www.languageinindia.com/april2002/tesolbook.html>

Task-Based Language Teaching and Learning: An Overview.

SEMESTER II

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

Hours of Instructions: 50 hours Maximum Marks 60 (50
External+10 Internal)

Course Objectives:

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

1. To develop understanding about the major skills for effective teaching of Mathematics
2. To understand the pedagogic analysis of Mathematics and develop competency in analysing various topics in mathematics pedagogically.

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

Modes of Transaction

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

Course Content:

Unit I: Pedagogical Analysis of Mathematics (10 Hrs)

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

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

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

Unit III: Teaching Skills in Mathematics (10 Hrs)

- 3.1 Micro teaching- meaning, steps, cycle
- 3.2 Certain important components of teaching skills
- Skill of introduction-Skill of stimulus variation- Skill of explaining,
- illustrating with examples - Skill of using black board,

-skill or fluency in 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.
4. Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana : R.P.Fadon Prakash brothers.
5. Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.
6. Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum : State Institute of Language (Kerala).
7. Lglewicz, Boris and Stoye, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
8. Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.
9. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
10. State text books in Mathematics of Kerala, class VII to XII.
11. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library
12. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
13. Aiyankar, Kuppuswami. The Teaching of Mathematics.
14. Felix, Lucien. Modern Mathematics and the Teacher.
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, 9th and 11th Biology.
- To acquaint with the co-curricular activities in Science.
- To have a hands-on approach in organizing and maintaining library and laboratory in science.
- To familiarize the I.T related professional inputs of teaching

Unit I (15Hours)

Planning for Teaching Learning of Biological Science

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

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

Unit II (15Hours)

Micro Teaching and Models of teaching

Micro teaching-Teaching skills for class room instruction, Essential skills for Science teaching, Micro teaching - a skill based practice. Models of teaching-Common features of models, key concepts for describing models, some typical models, viz CAM, Inquiry training model, Advance organizer model.

Unit III (12Hours)

Co-curricular Activities in Biological Science

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

UNIT IV (8 Hours)

Science and Technology

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

Task: Field trip and report

REFERENCES (Common)

1. Anderson, J.B. (1980). *Cognitive Psychology and its Implications*. San Francisco: W. H. Freeman and Company.
2. Anderson, C. and K. Roth. (1992). *Teaching for Meaningful and Self Regulated Learning of Science*. *Advances in Research of Teaching*, Vol. 1, J. Brophy, ed. Greenwich, Conn : JAI.
3. Alsop, S. & Hicks, K. (2003) *Teaching science*. New Delhi: Kogan page India Private Ltd.
4. Arons, A.B. (1983). *Achieving Wider Scientific Literacy*. *Daedalus* Spring 91—122.
5. Aggarwal, D.D. (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series. Sarup & Sons, New Delhi.
6. Bhaskara Rao, D. (2000): *Teaching of Biology*. Nagarjuna Publishers, Guntur.
7. Bhatt, B. D., & Sharma, S.R. (1996). *Methods of Teaching Science*. Delhi: Kanishka Publishing House.
8. Bloom, B.S. (Ed). (1956). *Taxonomy of Educational Objectives* : New York :David McKay Company.
9. Bloom, B.S. (Ed.) (1956). *Taxonomy of Educational Objectives, Handbook 1—Cognitive Domain*, Harcourt Brace & World Inc., New York.

10. Chikara, M. S. and S. Sarma (1985): Teaching of Biology, Prakash Brothers, Ludhiana.
11. Dale, E. (1967): Audiovisual Methods in Teaching.(2nd ed.). New York: The Drygen Press, Inc.
12. Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
13. Elkind, D. (1977). Piaget and Science Education. In. N. Vaidya & J.S. Rajput (Eds.), Reshaping our School Science Education. New Delhi: Oxford & I.B.H. Publishing Company.
- Freire, P. (1970). Pedagogy of the Oppressed. Harmondsworth: Penguin.
14. Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). Principles of Instructional Design (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
15. Gentn, D. & Stevens, A.L.(Eds.)(1983). Mental Models. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
16. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi : Sterling Publications (Pvt.) Limited.
17. Hull, D. L., (1988). Science as a process. Chicago: The University of Chicago Press.
18. Harlen, W & Elstgeest (1992) UNESCO Source Book for Science in the Primary School New Delhi : National Book Trust
19. Joyce, B. & Weil, M. (1986). Models of Teaching (3rd ed.) New Jersey: Prentice Hall Inc.
20. Kohli, V.K. (1986). How to teach Science. Ambala City, Haryana : Vivek Publishers.
21. Lowman, J. (1995). Mastering the Technique of Teaching. Second Edition, San Francisco.

- 22..Mangal,S.K.,Teaching of Science, New Delhi:Arya Book Depot.1997. Mohan, R (1995). Innovative science teaching for physical science. New Delhi: Prentice Hall.
Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg,R.J.,(2006)Cognitive Psychology, Thomson Wadsworth
- 23.Mohan R (2011) Teacher Education, New Delhi Prentice Hall India Ltd Narendra Vaidya: Science Teaching in Schools for the 21st century, Deep and Deep Publications Pvt.Ltd.,1999.
- 24.N.C.E.R.T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.
25. N.C.E.R.T. (1993). National curriculum for elementary and secondary education (rev. ed.). New Delhi: N. C. E. R. T.
26. NCERT. (2005)National Curriculum Frame Work New Delhi: NCERT
- 27.SCERT. (2007) Kerala Curriculum Frame Work Thiruvananthapuram: SCERT
28. S.Venkataih(Ed)..Science Education.Anmol publications Pvt Ltd.,2000
29. S.K.Kochhar..Methods and Techniques of Teaching, Sterling Publishers pvt ltd 2003
- Sivarajan, K &Faziluddin, A. (2005) Science Education. Calicut University : Central Co-operative stores.
30. SharmaJagdish, Model of Science Teaching,Raj Publishing House, Jaipur.(2006)
31. Siddiqui,N.H.andSiddiqui.M.N., Teaching of Science Today and Tomorrow.Delhi:Doaba House.1983.
32. Sharma, R.C. (1985). Modern Science Teaching. New Delhi: DhanpatRai& Sons. UNESCO, New
33. UNESCO Source Book for Science, France UNESCO.

34. WashtonNathan,S, Teaching Science..In Elementary &Middle School.David ,Mc Kenny Co.,N.York(1974).

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

36. SCERT,Kerala (2009). Teachers' Hand Book, Standard VIII, Education Department, Government of Kerala.Harlen, W &Elstgeest (1992) UNESCO Source Book for Sciencein the Primary School New Delhi : National Book Trust

37. Passi,B.K (1976). Becoming better teacher: A micro teaching approach, Ahamadabad, SahithyaMundranalya.

38. Mohan, R (2007). Innovative science teaching for physical science. New Delhi: Prentice Hall

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

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

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

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

Web sites

<http://docs.moodle.org>

<http://www.scientificliteracy.org>

[http://](http://www.curriculumsupport.education.nsw.gov.au/investigate/index.htm)

[www.curriculumsupport.education.nsw.gov.au/](http://www.curriculumsupport.education.nsw.gov.au/investigate/index.htm)

investigate/index.htm

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

<http://www.librariananurudh.com>

<http://www.youtube.com/watch?v=T7xLD4XfQAw>

<http://teachingcenter.wustl.edu/>

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

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

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

SEMESTER II

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

Hours of Instructions: 50 hours Maximum Marks 60
(50 External+10 Internal)

Course Objectives:

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

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

Unit – I Pedagogic Content Knowledge Analysis

1.1. Meaning and steps of Pedagogic Analysis.

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

Unit-II Planning for Teaching –Learning of Physical Science

2.1. Planning of instruction - year plan, unit plan, and resource unit.

2.2. Lesson plan – significance - Herbartian steps – Constructivist format- Outcome Based Format.

Unit – III Development of Teaching Skills

3.1. Core Teaching skills, Essential skills for science teaching Micro Teaching: Phases – cycle – link practice.

3.2. Development of teaching skills: Set Induction, explaining, questioning, Stimulus variation, demonstration.

Tasks:

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

1. 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.

* Microteaching – Allen, D.W. and Ryan, K.A., Addison Wesley, Reading, Mass; 1969.

* Microteaching in India – Singh, L.C. and Joshi A. N., Microteaching in India, NCERT, 1990.

* 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.

SEMESTER II

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

Hours of Instructions: 50 hours Maximum Marks 60
(50 External+10 Internal)

Objectives:

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

Mode of Transaction:

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

Unit 1 (8 Hrs)

Teaching Skills and Micro Teaching

1.7 Maxims of Teaching

1.8 Core Teaching Skills

1.9 Micro Teaching Procedure

Unit 2 (12 Hrs)

Pedagogic Analysis

2.1 Content analysis- Statement of objectives- deciding pre requisites- determining inputs- assignment- activities and evaluation procedures.

2.2 Analysis of relevant content of social science text book of secondary and higher secondary classes.

Unit 3 (12 Hrs)

Planning of Instruction

3.1 Need and importance of Planning

3.2 Level of Planning- Year Plan, Unit Plan and Lesson Plan

Unit 4 (6 Hrs)

Shift from Behaviorism to constructivism

4.1 Towards social construction of knowledge

- Cognitive revolution
- Social Constructivism

4.2 Constructionist Learning Design

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

4.3 Objective Based Instruction

First Paradigm- Interrelationship of objectives, learning experiences and evaluation

Unit 5 (12 Hours)

IT inputs in social science teaching

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

Task and assignments

1. Assignment Submission (Soft and Hard Copy)
2. Content Analysis of Social Science Text Book at secondary Level.
3. Preparation of Instructional Plans at different levels
4. Conduct Debate, Symposium etc..
5. Module Preparation for E-Content
6. Prepare E-Portfolios

References

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai : Vikas Publishing House
2. Kochaar, S.K.(2002). *The Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
4. Nagaraja Rao and Sanjeeva Rao(1995). *A Textbook of Social Science*. Vikas Publishing House Pvt Ltd.
5. Vashist, S.R.(2007). *Practice of Social Studies*. Anmol Publications Pvt Ltd.
6. Alex M. George, and Amman Madan.(2009). *Teaching of Social Science in Schools*. SAGE Publications India Pvt Ltd
7. Vashist, S.R.(2006). *Social Studies In Secondary Schools*. Anmol Publications Pvt Ltd.
8. Mangal S.K., and Uma Mangal (2013). *Teaching of Social Studies*. PHI Learning Pvt Ltd.

9. Murthy Radakrishnan, and Jecinta Mary.(2013).*Methods of Teaching Social Studies*. Neelkamal Publications Pvt Ltd.

10. Kumar, S.P.K. and Noushad, P.P.(2009).*Social Studies in the Classroom: Trends and Methods*. Calicut University Scorpio Publishers.

11. Sharma, M. (2013).*Teaching Social Studies: Concepts and Applications*. Kanishka Publishers, New Delhi.

12. Ediger M and Bhaskara Rao.(2005). *Teaching Social Studies Successfully*. Discovery Publishing House New Delhi.

13. Vashist, S.R.(2007). *Social Studies and General Education*. Anmol Publications Pvt Ltd.

14. Shamsi, Nayyar .(2004). *Modern Teaching Social Studies*. Anmol Publications Pvt Ltd.

15. Ruhela, S.P.(2014). *Teaching Social Sciences*. Neelkamal Publications Pvt Ltd.

16. www.eric.ed.gov/

17. www.funderstanding.com/

18. www.eduref.org

19. www.inflibnet.ac.in/

20. www.edubundu.org/

21. Michaeis, J.U. (1976).*Social Studies for children in a Democracy: Recent Trends and Development*(5th Edition)New Jersey:Prentice Hall.

22. <http://camp.ihmc.us/>

23. www.learningobjects.com/
24. www.cec-ugc.org/
25. Zais, R.M.(1977). *Carriculum*. NewYork:John Wiley.
26. Yajnik,K.S.(1966).*Teaching of Social Studies In India*. Bombay:Orient Longman.
27. Bining,A.C.and Bining,D.H.(1952) *Teaching of Social Studies in Secondary Schools*.NewYork :McGraw Hill.
28. Joyce And Weil (2003).*Models of Teaching*(5th Edition) NewDelhi:Prentice Hall.
29. Clark, L. H. (1973) *Teaching of Social Studies in Secondary Schools*(2nd Edition).NewYork :McMillan.
30. Mangal, S.K. (1997).*Advanced Educational Psychology*. NewDelhi:Prentice Hall.
- 31.www.ncte.org.in
- 32.NCERT(2005) National Curriculum Framework.NewDelhi:NCERT
- 33.SCERT(2007) Kerala Curriculum Framework.Trivandrum:SCERT
- 34.Sills,D.L. (1972) *International Encyclopedia of Social Sciences*. NewYork :McMillan.

SEMESTER- II

BED P 202.3: ASSESSMENT FOR LEARNING-ENGLISH

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

Course Objectives:

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

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

COURSE OUTLINE

Unit 1: CONCEPTUAL BACKGROUND OF ASSESSMENT

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

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

Unit - 2: Perspectives of Assessment and Evaluation

2.1.Perspective on assessment and evaluation of learning in a constructivist paradigm

2.2.Distinction between ‘Assessment of Learning’ and ‘Assessment for Learning’

2.3.Purposes of assessment in a ‘constructivist’ paradigm

2.4.Critical review of current evaluation practices and their assumptions about learning and development

2.5.Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit- 3. Overview of Assessment and Evaluation

3.1.Clarifying the terms

Assessment, evaluation, test, examination, measurement Internal and external evaluation

Formative and summative evaluation

Criterion referenced and norm referenced evaluation Continuous and comprehensive assessment

Grading.

3.2.Kinds of tasks: projects, assignments, performances

3.3.Kinds of tests and their constructions

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

3.5.Quantitative and qualitative aspects of assessment.

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

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

4.2. Assessment of assignment and seminars in English

4.3. Assessment of project work in English

4.4.Assessment of participation in collaborative learning

4.5.Assessment of experimental work in English

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

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

Unit-5. Technology in assessment

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

Unit 6: Data Analysis, Feedback and Reporting

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

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

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

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.
- 3). Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card .National center for education statistics Washington, D.C. GPO.
- 4). Best John W and Khan James V, Research in education prentice Hall India Pvt .ltd, New Delhi 1992.
- 5). Block ,J.H.C(1983). Learning rates and mastery learning
- 6). Bloom, B.S.(1984) stability and change in human characteristics .New York : John Wiley and sons.

- 7). Bloom, B.S, Hastings, J.T and Madaus, G.(1971).Hand book on formative and summative evaluations of student learning .New York :McGraw-Hill.
- 8) Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook ,cognitive domain .New York : D.Mckay
- 9) Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.
- 10). Cronbach ,L.J.(1990) Essentials of psychological testing (5thed). New York: Harper and Row.
- 11). Ebel,R.L.Frisbie ,D.A.(1991) essentials of educational measurement (5thed) Englewood cliffs, NJ : Prentice hall.
- 12). Gardner John (2006) Assessment and learning sage publications India Pvt ltd.
- 13). Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David McKay Company
- 14). Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15). Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
- 16). Kerlinger, F.N (1995). foundation of the behavioral Research ,Bangalore : Prism Book private limited
- 17). Kubiszyn, T and Borich (2003) Educational Testing and measurement (7th Ed).John Wiley and sons, inc.760 third avenue, New York, NY10158-0012,(212)850-6011.
- 18). Linn R.L and Miller .M.D(2005)Measurement and assessment in teaching (9th Ed).Dorling Kindersley (India) Pvt .Ltd.-
- 19). Linn R.L and Gronlound, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.
- 20). Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21). MHRD (1986) National policy on education department of education .New Delhi: NCERT.
- 22). MHRD (2009) right to education act department of school education literacy.
- 23). Mangal, S.K (1992), statistics in psychology and education (2nd Ed). Tata Megraw Hill publishing Company Limited, New Delhi.
- 24). NCERT (2005). National Curriculum Framework 2007,SECRT ,Thiruvanathurparam

- 25) NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.
- 26) Popham, W.J (1999). Classroom assessment what teachers need to know?, Boston : Allyn and Bacon
- 27) Reynolds, C.R, Livingston, R.B and Wilson, V (2009).Measurement and assessment (2nd Ed).PHI Learning Pvt.Ltd.India.
- 28) SCERT (2007).Kerala curriculum framework, 2007, SCERT,Thiruvananthapuram.
- 29) Thorondilce, R.M.Christ, T.T (2010) Measurement and evaluation in psychology and education (8th Ed) PHI Learning Pvt.Ltd.India.
- 30) Thorondilce, R.M. (1996).measurement and evaluation in psychology and education (6th Ed). New York: Macmillan.

SEMESTER- II
BED P 202.7: ASSESSMENT FOR LEARNING-
MATHEMATICS

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+ 20 Internal)

Course objectives

The course will enable student teachers to:

- * Gain awareness about recommendations made by various education commissions regarding educational evaluation.
- * Understand concept of evaluation based on learning theories.
- * gain critical awareness of issues in assessment and evaluation
- * becomes proficient in evaluation , assessment , measurement and tests
- *become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning
- * become proficient in developing assessment tools and techniques for classroom assessment

- * become proficient in administrating, scoring and interpreting professionally developed and teachers made assessment procedures.
- * become proficient in grading procedures , preparing report card and communicating assessment results
- * gain awareness in the assessment of students with disabilities.
- * become proficient in computerized adaptive testing

MODE OF TRANSACTION

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

COURSE OUTLINE

Unit 1: Examination Reform Efforts (2Hours)

1.Examination reform efforts in India based on:

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

1.1.Kothari commission(1964-66)

1.2.National Policy Education (1986) and programme of action in (1992)

1.3.National curriculum frame work(2005)

1.4.National Focus Group position paper on examination reforms.

1.5.The right of children to free and compulsory education act RTE act(2009)

1.6.Kerala curriculum frame work (2007)

(Discussion should focus only on recommendations about educational evaluation)

Unit 2: Theoretical foundations of learning and assessment (4Hours)

2.1 Behaviorist theories of learning.

2.2 Cognitive constructivist theories of learning.

2.3 Socio-cultural constructivist theories of learning.

2.4 Multiple intelligence theory.

2.5 Theories related to motivation.

2.6 Taxonomy of educational objectives and assessing learning outcomes

2.7 Concept of Evaluation.

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

Unit 3: Educational Evaluation (4Hours)

3.1 Meaning, definition, purpose, functions and principles of evaluation

3.2 steps involved in evaluation

3.3 Meaning, definition of assessment.

3.4 Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning

3.5 Assumptions of educational assessment.

3.6 Meaning definition and scales of measurement

3.7 Distinction between Evaluation, Assessment and Measurement.

Unit 4: Continuous and comprehensive evaluation (5Hours)

4.1 Meaning and definition of continuous and comprehensive evaluation.

4.2 Features of continuous and comprehensive evaluation

4.3 Functions of continuous and comprehensive evaluation.

4.4 The objectives of the continuous and comprehensive evaluation.

4.5 characteristics of school based evaluation, its merits and demerits.

4.6 short comings of traditional external examination

4.7 Importance of continuous and comprehensive evaluation.

- 4.8 Meaning, Definition, Purpose and use of Formative and Summative evaluation
- 4.9 Importance of feedback, diagnosis, remediation and styles of learning

Unit 5 : Criterion of good test (8Hours)

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

Unit 6 : Tools and techniques for evaluation (8Hours)

- 6.1 Interview: structured, unstructured, guidelines to develop good interviewing techniques
- 6.2 self reporting
- 6.3 questionnaires: closed form, open form, guidelines to develop questionnaire.
- 6.4 schedule: meaning, definition, development of a schedule.
- 6.5 Observation: meaning and definition, types of observation, guidelines to develop good observations.

6.6 Open-ended group discussions, Focus group discussions

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

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

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

6.10 Sociometric techniques – definition, development and use of sociogram

Unit 7 Types of tests (8hours)

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

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

7.3 Development and use of teacher made and standardized tests

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

Unit 8 Performance Assessments (8hours)

8.1 Definition of performance assessment.

8.2 Process and product assessment of non-cognitive behaviors.

8.3 Types of performance assessment.

8.4 Guidelines for developing effective performance assessments.

8.4.1 Selecting appropriate performance tasks.

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

8.4.3 Developing procedures for evaluating responses.

8.5 Reliability issues in performances assessments

8.6 Strengths and weaknesses of performance assessment

Unit 9 Portfolios (3Hours)

9.1 Definition and purpose of portfolios

9.2 Guidelines for developing portfolio assessment

9.3 Strength and weaknesses of portfolio assessments.

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

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

Unit 10 Assigning Grades on the basis of classroom assessments and reporting. (5Hours)

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

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

10.3 Record keeping and grading software.

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

10.5 Development and use of report cards.

10.6 Parent conferences and reporting results to parents.

Unit 11: New trends in evaluation (4Hours)

11.1 Open Book Examination system.

11.2 Question Banks.

11.3 Choice based credit system and semester system.

11.4 Computerized adaptive testing (CAT) and others technological advance (discussion should focus on theory and practice)

Unit 12: Trends in the assessment of students with disabilities.
(5Hours)

12.1 Typical response tests to assess construct such as personality attitudes and interest.

12.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation

12.3 Case study- definition, development and interpretation.

12.4 observations.

12.5 Teachers role in assessing students with disabilities

Unit 13: Data analysis (16Hours)

13.1 Statistics: meaning, definition, need and importance.

13.2 Graphical representation of data.

13.3 Measures of central tendency

13.4 measures of variability

13.5 Correlation: Types of Correlation coefficients

13.6 Interpreting test scores and Norm s

13.7 Profiles

13.8 Cautions in interpreting test scores.

TASKS AND ASSIGNMENTS

* Write a project report on current formative assessment practices at the secondary school level.

* Develop a module based on a lesson of your choice by incorporating multiple tasks and strategies based on continuous and comprehensive evaluation.

* Develop techniques and tools for assessing co-scholastic aspects of pupil's in your class.

* Prepare a check list and rating scale for self assessment and peer assessment of individual and group work in your mathematics class.

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.
- 3). Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card National center for education statistics Washington, D.C. GPO.
- 4). Best John W and Khan James V, Research in education prentice Hall India Pvt .ltd, New Delhi 1992.
- 5). Block ,J.H.C(1983).Learning rates and mastery learning
- 6). Bloom, B.S.(1984) stability and change in human characteristics New York : John Wiley and sons.
- 7). Bloom, B.S, Hastings, J.T and Madaus, G.(1971).Hand book on formative and summative evaluations of student learning .New York :McGraw-Hill.
- 8). Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook, cognitive domain .New York : D.Mckay
- 9). Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.
- 10). Cronbach ,L.J.(1990) Essentials of psychological testing (5thed). New York: Harper and Row.
- 11). Ebel,R.L.Frisbie ,D.A.(1991) essentials of educational measurement (5thed) Englewood cliffs, NJ : Prentice hall.
- 12). Gardner John (2006) Assessment and learning sage publications India Pvt ltd.
- 13). Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David Mekay Company
- 14). Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15). Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
- 16). Kerlinger, F.N (1995). foundation of the behavioral Research ,Bangalore : Prism Book private limited

- 17). Kubiszyn, T and Borich (2003) Educational Testing and measurement (7th Ed).John Wiley and sons, inc.760 third avenue, New York, NY10158-0012,(212)850-6011.
- 18) Linn R.L and Miller .M.D(2005)Measurement and assessment in teaching (9th Ed).Dorling Kindersley (India) Pvt .Ltd.-
- 19).Linn R.L and Gronlund, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.
- 20). Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21). MHRD (1986) National policy on education department of education .New Delhi: NCERT.
- 22). MHRD (2009) right to education act department of school education literacy.
- 23). Mangal, S.K (1992), statistics in psychology and education (2nd Ed). Tata Megraw Hill publishing Company Limited, New Delhi.
- 24).NCERT (2005). National Curriculum Framework 2007,SECRT ,Thiruvananthapuram
- 25). NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.
- 26). Popham, W.J (1999). Classroom assessment what teachers need to know?, Boston : Allyn and Bacon
- 27). Reynolds, C.R, Livingston, R.B and Wilson, V (2009).Measurement and assessment (2nd Ed).PHI Learning Pvt.Ltd.India.
- 28). SCERT (2007).Kerala curriculum framework, 2007, SCERT,Thiruvananthapuram.
- 29). Thorondilce, R.M.Christ, T.T (2010) Measurement and evaluation in psychology and education (8th Ed) PHI Learning Pvt.Ltd.India.
- 30). Thorondilce, R.M. (1996).measurement and evaluation in psychology and education (6th Ed). New York: Macmillan.

SEMESTER- II

BED P 202.8: ASSESSMENT FOR LEARNING-NATURAL SCIENCE

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+ 20 Internal)

Objectives:-

- * To understand the Aims and objectives of Teaching Science
- * To develop a critical understanding about assessment and evaluation
- * To exposed to different kinds and forms of assessment tools.
- * To develop skill in construction and administration of achievement and diagnostic tests.
- * To develop skills in using different statistical treatment for data analysis.

Unit – I: (8 hrs): Aims and objectives of Teaching Biological/Natural Sciences

General aims of teaching Natural Science. Broad National Goals. Taxonomy of educational objectives –Revised Bloom’s Taxonomy, Mc Cormack & Yager Taxonomy. Process skills in Science at secondary stage, developing process skills in students.

Unit- II : (25 hrs): Overview of Assessment and Evaluation

- * Need and significance of evaluation.
 - * Distinction between ‘Assessment of Learning’ and ‘Assessment for learning’.
 - * alifying the terms.
- a. Assessment, evaluation, test, examination, measurement
 - b. Formative and summative evaluation
 - c. NRT & CRT
 - d. CCE
 - e. Grading

Unit – III- (12 hrs): Assessment of subject based learning

- * Enlarging notions of ‘Subject based learning in a constructivist perspective.
- * Assessment tools
- * Kinds of task: project, assignments, seminars, performances

Unit – IV (15 hrs): Kinds of tests and their constructions

* Construction and standardisation of Achievement test, Diagnostic test and its significance.

* Quantitative and qualitative aspects of assessment Appropriate tools for each.

* Suitable criteria for evaluation

Unit V – (20 hrs) : Data analysis using different statistical treatment

* Statistical tools – Percentage, graphical presentation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation, and their interpretation. EXCEL

Task : Project report on current formative assessment practices in biological science at the secondary school level.

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.
- 3) Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card
.National center for education statistics Washington, D.C. GPO.
- 4) Best John W and Khan James V, Research in education prentice Hall India Pvt .ltd, New Delhi 1992.
- 5) Block ,J.H.C(1983).Learning rates and mastery learning
- 6) Bloom, B.S.(1984) stability and change in human characteristics
.New York : John Wiley and sons.
- 7) Bloom, B.S, Hastings, J.T and Madaus, G.(1971).Hand book on formative and summative evaluations of student learning .New York :McGraw-Hill.
- 8) Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook ,cognitive domain .New York : D.Mckay
- 9) Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.

- 10).Cronbach ,L.J.(1990) Essentials of psychological testing (5thed). New York: Harper and Row.
- 11). Ebel,R.L.Frisbie ,D.A.(1991) essentials of educational measurement (5thed) Englewood cliffs, NJ : Prentice hall.
- 12).Gardner John (2006) Assessment and learning sage publications India Pvt ltd.
- 13). Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David Mekay Company
- 14). Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15).Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
- 16).Kerlinger, F.N (1995). foundation of the behavioral Research ,Bangalore : Prism Book private limited
- 17). Kubiszyn, T and Borich (2003) Educational Testing and measurement (7th Ed).John Wiley and sons, inc.760 third avenue, New York, NY10158-0012,(212)850-6011.
- 18).Linn R.L and Miller .M.D(2005)Measurement and assessment in teaching (9th Ed).Dorling Kindersley (India) Pvt .Ltd.-
- 19). Linn R.L and Gronlund, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.
- 20). Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21). MHRD (1986) National policy on education department of education .New Delhi: NCERT.
- 22). MHRD (2009) right to education act department of school education literacy.
- 23). Mangal, S.K (1992), statistics in psychology and education (2nd Ed). Tata Megraw Hill publishing Company Limited, New Delhi.
- 24). NCERT (2005). National Curriculum Framework 2007,SECRT ,Thiruvanathurparam
- 25). NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.

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

SEMESTER- II

BED 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.

* assessment tools, and learn to select and construct these appropriately and

*Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.

Unit – I Aims and objectives of Teaching Physical Science.

1.1 Aims and objectives of teaching physical science. Definition, role and function of objectives- specific objectives. Objectives – learning experience – evaluation, objective based instruction, objective based evaluation.

1.2 Taxonomy of educational objectives – Bloom’s Taxonomy- Revised Bloom’s Taxonomy, Objectives of physical science suggested by NCERT, Taxonomy of Science teaching (Mc Cormack & Yager). Overview of different taxonomies of science education.

Unit - 2: Perspectives of Assessment and Evaluation

2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm

2.2. Distinction between ‘Assessment of Learning’ and ‘Assessment for Learning’

2.3. Purposes of assessment in a ‘constructivist’ paradigm

2.4. Critical review of current evaluation practices and their assumptions about learning and development

2.5. Evaluation as ongoing teaching-learning process and through overall performance of child.

Unit- 3. Overview of Assessment and Evaluation

3.1. Clarifying the terms

- * assessment, evaluation, test, examination, measurement
- * internal and external evaluation
- * formative and summative evaluation
- * criterion referenced and norm referenced evaluation
- * continuous and comprehensive assessment
- * grading.

3.2. Kinds of tasks: projects, assignments, performances

3.3. Kinds of tests and their constructions

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

3.5. Quantitative and qualitative aspects of assessment.

Unit- 4: Tools and Techniques of Assessment for Learning Physical Science

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

4.2. Assessment of assignment and seminars in physical science

4.3. Assessment of project work in physical science

4.4. Assessment of participation in collaborative learning

4.5. Assessment of experimental work in Physical science

4.6. Construction of test items in Physical Science and administration of tests: Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print(Mc Comark& Yager Taxonomy Using Learning outcomes and/or process).Qualities of a good test

4.7. Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels. Evaluation of non-cognitive areas like creativity, skill, attitude in science learning contexts

Unit-5. Technology in assessment

5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio- downloading online tools and rubrics for e-materials and activities.

Unit 6: Data Analysis, Feedback and Reporting

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

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

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

Tasks

1. Construction of achievement test

2. Construction of diagnostic test comprising minimum ten test items

References:

6. Constructing Scientific knowledge in the classroom” – Driver, R., Asoko, H., Leach, J., Mortimer, t. and Scott, P., Educational Researches, 23(7): 5-12, October, 1994.
7. “The constructivist Learning Mode: Towards Real reform in Science Education” – Yager, Roberto. The Science Teacher, 58 (6), 53-57, 1991.
 - * From Behaviourist to constructivist teaching: - Scheurman, Geoffrey, Social Education, 62 (1), 69, Jan. 1998.
8. Information Technology Revolution – Forster, T. [Ed], Blackwell, Oxford, 1985.
9. Innovative Science Teaching for Physical Science Teachers – Radha Mohan; Practice Hall, New Delhi, 2002.
 - * Integrated Science curriculum for Middle schools an introduction, NCERT, New Delhi, 1982.
 - * Modern Science Teaching – Sharma, R.C., Dharapat Rai and Sons, New Delhi.
 - * National Policy on Education- 1986, Ministry of Human Resource Development, Government of India, New Delhi, 1986.
 - * New UNESCO Source book for Science Teaching, Universities Press (India) Ltd., Hyderabad, 1999.
10. Science as a process – Hall, D.L., University of Chicago Press Chicago.
 - * Science Instruction in the Middle and Secondary School – Collette, Alfred T. and Chiappetta, Eugeneh; Times Micror/Mosby College Publishing, 1984.
11. Science Teaching for the 21st Century – Narendra Vaidya, Deep and Deep Publications F – 159, Rajouri arden, New Delhi.
 - * Science Teaching in schools – Das R. C., Sterling Publishers, New Delhi.
 - * Taxonomy of Educational objectives Handbook 1: cognitive Demain – Bloom, Benjamin S. et al; David McKay Company Inc;, Neco Yark, 1956.
12. Teaching science by inquiry in secondary school – send, R.B. and Trawbridge LW, Charles and Merrill, Ohico
13. Teaching Strategies: A Guide to Better Instruction – Otrlich, D.C. et.al; Health & Co., Lerington, Mass; 1980.
 - * The curriculum for the Ten year school: A frame work, NCERT, New Delhi, 1975.
 - * The practice of constructivism in Science Education – Tobin Kenneth, Lawrence Erlbaum Associates Inc. Publishers, NJ, 1993.
 - * The Science Teacher’s Hand book – Byers, Andy, Childs Ann and Chris Lane, Heinemana Educational Publishers, Oxford, 1994.
 - * Understanding why curriculum innovations succeed or fail, school science and mathematics James R.K; 81 (6): 487, 1981.
 - * UNESCO hand book for science teachers, UNESCO, Paris, 1980.

- * understand concept of evaluation based on learning theories.
- * gain critical awareness of issues in assessment and evaluation
- * becomes proficient in evaluation , assessment , measurement and tests
- * become exposed to different kinds of tasks ,tools and techniques and forms of assessment that aid student learning
- become proficient in developing assessment tools and techniques for classroom assessment

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 Instructional objectives
- 1.3: Classification of Educational objectives – Bloom's Taxonomy
 - * Cognitive Objectives
 - * Affective Objectives
 - * Psychomotor Objectives
- 1.4 : Usefulness of the Taxonomical Classification
- 1.5: Principles for the statements of Instructional Objectives.
- 1.6: Revised Bloom's Taxonomy
- 1.7 : General Learning outcome, specific learning outcome and process skills
- 1.8: Input – Output model of Instruction

Unit 2: Examination Reform Efforts

1. Examination reform efforts in India based on:
 - 2.1 Radhakrishnan commission (1948-49)
 - 2.2 Secondary education commission(1952-53)
 - 2.3 Kothari 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

Unit 5:Performance Assessments

- 5.1 Definition of performance assessment.
- 5.2 Process and product assessment of non-cognitive behaviors.
- 5.3 Types of performance assessment.
 - 5.3.1 Guidelines for developing effective performance assessments.
 - 5.3.2 Selecting appropriate performance tasks.
 - 5.3.3 Developing instructions
- 5.4. Developing procedures for evaluating responses.
- 5.5 Reliability issues in performances assessments
- 5.6 Strengths of performance assessments.
- 5.7 Weaknesses of performance assessments.

Unit 6: Portfolios

- 6.1 Definition and purpose of portfolios
- 6.2 Guidelines for developing portfolio assessment

6.3 Strength of portfolio assessments.

6.4 Weaknesses of portfolio assessments.

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

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

Unit 7: New trends in evaluation

7.1 Open Book Examination system.

7.2 Question Banks.

7.3 Choice based credit system and semester system.

7.4 Evaluation of non-scholastic aspects of pupil's growth.

7.5 Computerized adaptive testing (CAT) and others technological advance (discussion should focus on theory and practice)

Unit 8: Trends in the assessment of students with disabilities.

8.1 Typical response tests to assess construct such as personality attitudes and interest.

8.2 Projective techniques- Definition, types of projection and different types of tests- their use and interpretation

8.3 Case study- definition, development and interpretation.

8.4 Observations.

8.5 Teachers role in assessing students with disabilities

Unit 9: Tools and Techniques of Evaluation

9.1: Process evaluation and product evaluation

9.2: Evaluation Tools

9.3 : Evaluation Techniques

9.4 : Qualities of evaluation tools

9.5: Construction of Achievement Test

9.6: Types of Test items

9.7: Construction of Diagnostic Test

9.8: Remedial Instruction

9.9: Development and use of Teacher made and Standardised Tests

9.10: Development and use of Norm-Referenced and Criterion-Referenced Test

Unit 10: Data analysis

10.1 Statistics: meaning, definition, need and importance.

10.2 Graphical representation of data.

10.3 Measures of central tendency

10.4 Measures of variability.

10.5 Correlation: Types of Correlation coefficients.

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.

3) Applebee, A.N., Langer.J and Mullis, I.V.S. (1994). NAEP 1992 Writing report card .National center for education statistics Washington, D.C. GPO.

4) Best John W and Khan James V, Research in education prentice Hall India Pvt .ltd, New Delhi 1992.

5) Block ,J.H.C(1983).Learning rates and mastery learning

6) Bloom, B.S.(1984) stability and change in human characteristics .New York : John Wiley and sons.

7) Bloom, B.S, Hastings, J.T and Madaus, G.(1971).Hand book on formative and summative evaluations of student learning .New York :McGraw-Hill.

8) Bloom , B.S,etal .(Eds)(1956) Taxonomy of educational objectives : Handbook,cognitive domain .New York : D.Mckay

- 9) Bloom, B.S, etal. (Eds)(1956) Taxonomy of educational objectives: Handbook 2, Affective domain .New York: D.Mckay.
- 10) Cronbach ,L.J.(1990) Essentials of psychological testing (5thed). New York: Harper and Row.
- 11) Ebel,R.L.Frisbie ,D.A.(1991) essentials of educational measurement (5thed) Englewood cliffs, NJ : Prentice hall.
- 12) Gardner John (2006) Assessment and learning sage publications India Pvt ltd.
- 13) Garret ,H.E and woodworm , R.S.(1966) statistics in psychology and education (11TH Ed)New York : David Mckay Company
- 14) Grounlund .N.E (2003) Assessment of student achievement (7TH Ed) Boston: Allyn and Bacon.
- 15) Kaul Lokseh, Methodology of educational Research, Vikas publishing House Pvt.Ltd.1984.
- 16) Kerlinger, F.N (1995). foundation of the behavioral Research, Bangalore : Prism Book private limited
- 17) Kubiszyn, T and Borich (2003) Educational Testing and measurement (7th Ed).John Wiley and sons, inc.760 third avenue, New York, NY10158-0012,(212)850-6011.
- 18) Linn R.L and Miller .M.D(2005)Measurement and assessment in teaching (9th Ed).Dorling Kindersley (India) Pvt .Ltd.-
- 19) Linn R.L and Gronlund, N.E (2000).Measurement and assessment in teaching (8th Ed) upper saddle River, NY: Prentice Hall.
- 20) Macmillan, J.H (2004) Classroom assessment: Principles and practice for effective instruction (3rd Ed).
- 21) MHRD (1986) National policy on education department of education .New Delhi: NCERT.
- 22) MHRD (2009) right to education act department of school education literacy.
- 23) Mangal, S.K (1992), statistics in psychology and education (2nd Ed). Tata Megraw Hill publishing Company Limited, New Delhi.
- 24) NCERT (2005). National Curriculum Framework 2007,SECRT, Thiruvananthurparam

25) NCERT (2006) Position Paper on examination reforms, New Delhi: NCERT.

26) Popham, W.J (1999). Classroom assessment what teachers need to know?, Boston : Allyn and Bacon

27) Reynolds, C.R, Livingston, R.B and Wilson, V (2009). Measurement and assessment (2nd Ed). PHI Learning Pvt.Ltd.India.

28) SCERT (2007). Kerala curriculum framework, 2007, SCERT, Thiruvananthapuram.

29) Thorndilce, R.M. Christ, T.T (2010) Measurement and evaluation in psychology and education (8th Ed) PHI Learning Pvt.Ltd.India.

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

SEMESTER II

EPC 02: DRAMA AND ART IN EDUCATION

Total Marks: 50

Hours of instruction

Internal assessment: 50

5 Days (Workshop based)

Rationale and Aim

This course includes two critical areas of focus: drama and art in education. Drama draws our physical, emotional, intellectual and other faculties together in a moment to create worthwhile, far reaching, holistic learning. Art education aims to help connect with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating

opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world. The aim is to train, enhance some theatre and art skills that will later help prospective teachers be creative and enlightened teachers.

Objectives

- * To Identify and develop one's own creative potential.
- * To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- * To explore the role of the teacher as creative guide in learning that is drama driven
- * To recognize the role of "drama as education" in the secondary school.
- * To learn the use of art in teaching learning process.
- * To develop an appreciation for diverse art forms and the role of art in human culture.
- * To evolve collective art projects incorporating different art media – into a public festival/ event.
- * To develop deep understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Mode of Transaction

This course needs to be conducted in the mode of workshops (minimum five days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members.

Workshop Session Focus Areas

1. Drama:

Session I- INTRODUCTION TO ACTING

Performance skills (basic), physical preparation, etc.

- * Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students.
- * Participative learning using role play, hot seating, building stories/songs, making and analyzing a “character’s” diary, personal belongings (objects) of characters.

Session II-MOVEMENTS\$ IMPROVISATION

- * Students learn how to use their body, and imagination and tapping emotional resources - They learn how to be aware of the body and concentrate on its rhythm, enter space and loosen their limbs-
- * Students acquire acting skills through understanding of the Self. Improvisation, silent and word-oriented, students learn to see, hear, believe, react, observe and concentrate.

- * Help build a set of skills so the class can organize role plays as well as larger school play that are built on student’s creativity rather than following a given script.

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

- * Presentation of local arts forms

- * Making short plays that can be performed by student-teachers with aim to study school Student’s responses during school contact programmes.

- * Evaluating one’s own and group’s progress in class.

2.Arts

Session 1. Introduction to Art, Art appreciation and Art education: orientation to the basic concepts of art and appreciation

Session 2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

Session 3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms.

Voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new form: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. Design and run sessions on music with children

Session 4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, its 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 Delhi

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

TPOCK- 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 HB& Text Books-Course Book/Practice Book/Work Book/Supplementary Reader/Literature Reader for VIII to X std of the state schools

UNIT 2: E-RESOURCES IN TEACHING & LEARNING OF ENGLISH LANGUAGE

E- Learning and e teaching:

Digital text books, Digital library & other online resources Designing of Digital text books, e-books and its application Adopting down loaded resources for teaching English
M-learning: smart phones as learning devices and its scope

UNIT3: COMMUNITY BASED TEACHING & LEARNING

Teaching and learning resources: Formal & Informal learning contexts Role of Language Institutes /Universities in English language learning Society as Language Lab
Role of films and Theatres,
Mass Medias- News papers, magazines& electronic Medias etc.
Literary Clubs and Language forums, Interview & Talks by Experts,
Exposure to events of National Importance; Celebration of Language specific days.

UNIT 4. TEACHER AS A REFLECTIVE PRACTITIONER

Teacher; Teaching Profession
Professional Traits and competencies
Professional Ethics
English Language Teacher: his Varying Roles
Qualities and qualifications
Humanistic TEACHER attributes:

Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection

Knowledge worker, Facilitator, Mentor, Social Engineer, Helper, guide

Reflective Practitioner

Teacher Development, Professional Development

Continuing professional Development (CPD)

Teacher Accountability

Rubrics for self assessment

UNIT 5: RESEARCH INPUTS IN ENGLISH LANGUAGE LEARNING

Continuing Professional Competencies

Researches in English Language Education and Second Language Pedagogy

Identifying and locating significant concerns related to English language learning

Action Research – Investigating learner issues

Review of Recent Research Studies in English Language Education

Place of English language as a source of knowledge

Networking in professional & Personal growth

Professional communities: E-twinning for institutional & professional growth Forming forum of online learning and teaching

Use of E-mails, blogs, teacher tube etc. For promoting teaching and learning of English

ASSIGNMENTS/PRACTICAL/PROJECT etc.

Down loading & preparing e- learning materials for English Language classes, preparing tools for self assessment

Critical study of English Textbooks & Handbooks for secondary & Higher Secondary schools.

SEMESTER III

BED P 301.7: PEDAGOGY OF SCHOOL SUBJECT-PART II: MATHEMATICS

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

- 1.To develop competency in analysing and teaching various topics in mathematics pedagogically.
- 2.To develop understanding about planning of instruction
- 3.To be proficient in planning lessons based on the select models of teaching.
- 4.To develop competency in the preparation of programmed learning materials.
- 5.To practice various recreational techniques of teaching mathematics.
- 6.Sensitize the needs and requirements of slow and gifted learners in mathematics.
- 7.Develop competency in teaching exceptional children and in the preparation of suitable teaching materials for them.
- 8.Acquire basic skills needed for effective teaching through ICT
- 9.Acquire mastery in cooperative learning techniques.
- 10.Apply multiple intelligence theory in practical situations.

Modes of Transaction

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

UNIT I: Planning For Teaching-Learning Mathematics

1.1 Selecting the content for instruction;

1.2 Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.)

1.3 Organization of concepts for teaching-learning of mathematics.

1.4 Stating instructional objectives

1.5 Identifying learning experiences

1.6 Selecting appropriate strategies

1.7 Teaching aids (Using low-cost materials – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cylinder etc.)

1.8 Analysis of current VIII, IX, X, XI and XII standard state syllabus text books and comparison of secondary school syllabi under different streams.

UNIT II: Strategies for Instruction

2.1 Models of teaching- concept attainment model, advance organizer model and guided discovery model.

2.2 Programmed Learning - Meaning and characteristics Linear-Branching- Mathematics

UNIT III Mathematics for All

3.1 Identifying learners' strength and weaknesses;

3.2 Activities enriching mathematics learning

3.3 Recreational activities in mathematics learning

-use puzzles to maintain interest and to create positive attitude in the classroom -games, riddles, quiz, puzzles, Sudoku etc

3.4 Cooperative Learning ensuring equal partnership of learners with special needs.

3.5 Mathematics Clubs— Importance, organization, functioning and execution of various activities

3.6 Mathematics Fairs / Exhibition; Mathematics Olympiad

3.7 Mathematics talent search examination

UNIT IV Exceptional Children in Mathematics

4.1 Exceptional children in mathematics- Mathematically gifted , slow learners, under achiever-their characteristics; special programmes for each

4.2 Learning difficulty in mathematics (dyscalculia)- Symptoms, Identification and Strategies to overcome dyscalculia

4.3 Mathematical creativity- characteristics, stimulating creativity and inventiveness in mathematics.

4.4 Concept of Multiple Intelligence

4.5 Governmental and non-governmental initiatives in improving mathematics learning; Fields medal, Mathematics Olympiad, NUMATS, NTSE, MTSE, etc

UNIT V ICT in Improving Teaching Performance

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

5.2 Familiarizing program for teaching mathematics in Edubuntu (Practical oriented)

5.3 E-content development- concepts, formats, steps for preparation, module preparation for e-content

5.4 Using internet for accessing information, Websites for authoritative information like ERIC, INFLIBNET etc

5.5 Technology for teaching individual, small group and large group (Computerized instruction, personalized instruction, educational television, closed circuit television, Video-Tape Interaction, Radio/ Tape lessons etc)

5.6 Audio- visual aids, Improvised aids- Meaning and importance

Task and assignment: (select any two)

* Critical study of the mathematics textbook of standard VIII, IX, X, XI or XII.

* Preparation of lesson plans based on different models of teaching.

* Preparation of enriched material of a unit for gifted pupils

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. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.

4. State text books in Mathematics of Kerala, class VII to XII.

5. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library

6. Nanda, N.N and Gill, P.S. Teaching of Mathematics.

7. Aiyankar, Kuppuswami. The Teaching of Mathematics.

8. Felix, Lucien. Modern Mathematics and the Teacher.

9. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.

10. Bellard, P.B/ Teaching the Essentials of Arithmetic

SEMESTER III

BED P 301.8: PEDAGOGY OF SCHOOL SUBJECT-PART II: NATURAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Objectives

- To understand and apply skills in Pedagogic transaction.
- To understand and find inter relationship of different areas of TPACK.
- To develop skill in technological pedagogical analysis of content knowledge (TPACK).
- To understand the scope of networking in science teaching.
- To develop skill in networking through different ways.
- To understand the use of video conferencing and smart class rooms.
- To understand various strategies to address the learners with special needs.

UNIT I (18Hours)

Pedagogic Analysis

Pedagogic Analysis – A conceptual overview, steps, Pedagogic Analysis of the Biology content portions of 8th and 9th and 11th standard textbooks of Kerala state. Stating general instructional objectives and specific instructional objectives in terms of behavioral outcomes and curricular objectives.

UNIT II (12Hours)

Techno Pedagogic Analysis of Content Knowledge (TPACK)

Technological Pedagogical Analysis of content Knowledge (TPACK). Technological Pedagogical content Knowledge

Analysis of any one topic of sec. school Biology. Relevance of Online Publishing using blogs, forums, wikis, online journals etc.

UNIT III (10Hours)

Learning through Networking

Networking its meaning and scope in science learning, how social networking sites can be used for educational purpose. Hands on experience of using smart classes for teaching natural science.

UNIT IV(10Hours)

Biological Science – Life long Learning

Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Nurturing creative talent at local level and exploring linkage with district/state/central agencies. Enrichment and Remedial programmes National Talent search scheme.

Task: Resource unit with soft & hard copy (with PPT)

SEMESTER III

BED P 301.9: PEDAGOGY OF SCHOOL SUBJECT-PART II: PHYSICAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Course Objectives:

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

- * Acquaint with the digital and non digital learning resources
- * Develop awareness in designing science laboratory and precautions and first aid.
- * Develop skills in organizing science library and its classroom utilization.
- * Explore various co-curricular activities in science and their significance in developing skills and attitude.
- * Apply techno pedagogic skills in teaching –learning process in science.

Unit – I Learning Resources in Physical Science

1.1 Resource materials.

Text book, workbook, supplementary reader, hand book, reference book

1.2. Digital resources – CD ROM such as Encyclopaedia – Britannica, Microsoft Encarta, Edubuntu of it@ school, Kerala DVD, Websites, open sources – e-books and e-journals.

Unit – II Library and Laboratory as resources

2.1 Science library – organization and its utilization. ERIC, INFLIBNET, DELNET, Digital Library, Library Networks.

2.2 Co-curricular Activities – Science club – pattern, organization and activities. science fairs, science exhibitions, science dramas, poster making, observance of days of scientific importance. Field trip, Science park, Museums.

2.1 Science Laboratory – Designing, Selection and purchase and maintenance of chemicals, apparatus and equipments. Accidents in the lab. Precaution and first aid.

Improvised aids.

Unit – III Techno Pedagogic Content Analysis

TPCKA- Science Teacher as techno pedagogue- techno pedagogic skills and competencies- pedagogical designs using ICT in physical science- Digital Lesson Plans- use of interactive white boards- relevance of online publishing-using blog, forum, wikis- online journals.

Tasks:

* Prepare a report on field trip that is organized and executed.

* TPCKA of any topic at secondary level

References:

1. Teaching science by inquiry in secondary school – send, R.B. and Trawbridge LW, Charles and Merrill, 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. Merrill Publishing Co, Clumbia 1989.
7. The constructivist Learning Mode: Towards Real reform in Science Education” – Yager, Roberto. The Science Teacher, 58 (6), 53-57, 1991.
8. Constructing Scientific knowledge in the classroom” – Driver, R., Asoko, H., Leach, J., Mortimer, t. and Scott, P., Educational Researches, 23(7): 5-12, October, 1994.
9. Science as a process – Hall, D.L., University of Chicago Press Chicago.
10. Modern Science Teaching – Sharma R. C., Dhanapat Rai and Sons, New Delhi.

SEMESTER III

BED P 301.11: 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 Jurisprudential Enquiry
- o Inquiry Training model

1.5 Jigsaw technique for learning

1.1 MI based leaning

Unit 2 Fostering Giftedness and creativity in Social Sciences

2.1 Higher order thinking skills

* Critical thinking

* Problem Solving

* Logical thinking etc.

2.2 Characteristics of gifted and creative children

2.3 Strategies to foster creativity and giftedness.

Unit 3 Resources for teaching Social Sciences

3.1 Software and hardware

3.2 Social Science Laboratory

3.3 Social Science museum

3.4 Maps and Globes

3.5 Timelines

3.6 Social Media

Unit 4 Becoming a professional Social Science Teacher

4.1 Teaching as a Profession

4.2 Professional Ethics

4.3 Personal and Professional qualities of a Social Science teacher

4.4 Ways and Means of improving professionalism.

Unit 5 Co-Curricular Activities in Social Science

5.1 Club Activities

5.2 Exhibitions

5.3 Field Trips

5.4 Quiz Competition

Suggested Tasks and assignments

1. Prepare Computer Based Learning Package.

2. Prepare Lesson transcripts for each Models of Teaching

3. Field Trip Report.

4. Prepare Picture Album, Map Album etc.

5. Prepare Models

6. Prepare E-Portfolios.

SEMESTER- IV
BED C 401: GENDER, SCHOOL AND SOCIETY

Hours of Instructions: 50 hours
Maximum Marks 60 (50 External+10 Internal)

Objectives of the course

1. Developing a critical aware of the processes of socialization at home and school and their roles in shaping the identity
2. Reflects critically on the roles of teacher and Pedagogy on instilling the concepts of gender, shaping gender identity.
3. Develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.
4. Develop critical insight on the transformations around the world with respect to gender and gender roles.
5. Perceive and realize the roles pedagogy and teachers in developing a gender faire society

Mode of Transaction:

Discussion, Debates, Seminars, Case studies and Field visit.

UNIT 1: ISSUES AND CONCEPTS OF GENDER

Gender and gender identity, sex, patriarchy - masculinity and feminine - Gender bias, gender stereotyping, trans gender and empowerment, Gender Roles – Influence of institutions such as the family, caste, religion, culture, the media and popular culture - Equity and equality in relation with caste, class, religion, ethnicity.

UNIT 2: GENDER EQUALITY AND EMPOWERMENT

Historical backdrop – Power and authority structure in Indian Society- Significance of gender- just education- Role of social reform movements on women's education and empowerment.

Shift from women studies to gender studies - impact of policies, programme and scheme for promotion of gender equality and opportunity for education Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programme and plans.

UNIT 3: THEORIES OF GENDER AND EDUCATION

Understanding the different theories and their application in the Indian Context Theories on Gender and Education: Socialization theory-• Gender difference - Structural theory- Deconstructive theory

Gender Identities and Socialization Practices in Family, Schools, and Other formal and informal organizations
Schooling of Girls- Inequalities and resistances - issues of access, retention and exclusion-

UNIT 4: GENDER ISSUES AND CURRICULUM

Role of schools, peers, teachers, curriculum, Pedagogy and textbooks in challenging gender inequalities or reinforcing gender parity – Gender biases in the distribution of roles and responsibilities in schools and classrooms, rituals and school routines- processes of disciplining distinctly as for girls and boys- gender and classroom interaction -

Curriculum and gender - hidden curriculum - Gender in text and context- Teacher as an agent of change – Significance of life skill education- Gender fair pedagogy.

UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

Gender and Oppression- Sexual Harassment and Child Sexual Abuse - Linkages and differences between reproductive rights and sexual rights

Development of sexuality and its influences in the lives of children (such as gender, body image, role models)

Sites of conflict- Social and emotional - addressing sexual harassment in family, neighbourhood and other formal and informal institutions - Agencies perpetuating violence: Family, school, work place and medi.

Institutions for redressing sexual harassment and abuse – Policies and enactments.

Suggested Tasks/Assignments

1. Preparation of project on key concepts and relating it with the social context of the pupil teacher
2. Organizing debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.
3. Discussion on theories of gender and education with its application in the Indian context
4. Project on analyzing the institution of the family
 - (i) Marriage, reproduction
 - (ii) Sexual division of labour and resources.

5. Debates and discussions on violation of rights of girls and women
6. Analysis of video clipping on portrayal of women
7. Collection of folklores reflecting socialisation processes. Discussion on theories of gender and education with its application in the Indian context.
8. Preparation of indicators on participation of boys and girls in heterogeneous schools
9. Field visits to schools, to observe the schooling processes from a gender perspective
10. Preparing analytical report on portrayal of women in print and electronic media.

References

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2. Bhatnagar, Asha & Gulat Sushma (1998) Career Development of Creative Girls
3. Bhatt, B.D. & Sharma, S.R. (1992): Women's education and social Development. Delhi: Kanishka.
4. Bradley, Harriet (1994) Gendered Jobs and Social Inequality In *The Polity Reader in*
5. Bullock, Susan (1994) Women and Work, London: Zed Books.
6. Caplow, Theodore (1954) The Sociology of Work, New York: McGraw Hill.
7. *Gender Studies*, Cambridge: Polity Press.
8. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
9. Mechanism. Case study: India, Bangkok. UNESCO.
10. Mehrotra, S.C [2006] Child Malnutrition and Gender Discrimination of Women Education.
11. Mishra, A [2007] Everyday life in a slum in Delhi . In D.K .Behra [EDUCATION], childhood in South Asia .New Delhi: Pearson education India
12. Nambissan, G.B [2009]. Exclusion and discrimination in schools :Experiences of Dalit children. Indian Institute of Dalit studies and UNICEF.

13. NCERT [2006].National Focus group Report on Education of SCs and STs, New Delhi.
14. NCERT [2006a]Position paper National focus group on Gender issues in the Curriculum[NCF2005], NCERT.
15. NCERT[2006a]Position paper-national focus group on education with special needs {NCF 2005} .New Delhi .NCERT.
16. Ramachandran. V.[1998] GIRLS AND WOMEN Education: POLICIES and IMPLIMENTATION
17. Rangari.A.D : Indian Caste system and Education
18. Sharma Usha and Sharma.B.M[1995]Girl education.
19. Sharma.M .C and Sharma.A .K[2003]:Discrimination based on sex ,caste ,religion and disability :addressing through educational interventions :a hand book for sensitizing teachers and teacher educators. NCTE and NHRC.
20. Singh.U.K and Nayak.A.K [1977]Women education.
21. Subramanyan.R[2003]:Gender equality in education: Definitions an measurements,International Journal of Educational Development. July.
22. Vishwanathan Maithi[1994]development orientation of women education.
23. Webster Alee and Ellwood John :The hearing impaired child in ordinary school – {red- black line }

SEMESTER- 1V

BED C 402: KNOWLEDGE AND CURRICULUM PART-II

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

Rationale:

The purpose of this course is to make the student-teacher familiar with the social bases of education. The paper would help the student-teachers to realize the influence of socio cultural factors on educational system. It would assist the student-teachers to analyze the changes occurred in the field of knowledge and knowing on account of different historical movements. It also covers some advanced level discussion on curriculum construction.

Objectives:

- * To give insight to the student teacher on role of different social institutions in the process of education.
- * To make the student teacher understand the role of education in social development.
- * To familiarize the teacher students with the concept of culture and the relationship between culture and education.
- * To sensitize the student teachers on importance of value education in the present social scenario.

Mode of Transaction

- Lecture
- Dialogue
- Classroom Discussion
- Debate
- Dramatization

Unit I Social Context of education

Society, culture, modernity and education- their inter relationship

Social Institutions and education- Family, school, and media- their role in knowledge creation and knowing- Role of Social Groups like Local Peer Group, Campus Peer Group, Local Community, Social Media Community and Professional Linked Online Groups in the individual, Social and Scholastic Development of an Individual

Unit II: Education and Social Movements

(i) Changes in the nature, structure and purpose of education with reference to: Industrialization, democracy, individual autonomy and reason, Globalization and privatization.

(ii) The process of education in different social structure and culture

(iii) Perception on education in different socio economic contexts—
The marginalized, the disadvantaged and the neo liberal societies.

UNIT III: *Education and Social Development* (15 hours)

(i) Education as an Instrument for social Development - Social Mobility, Social Reforms and social transformation

(ii) Education and Economic Development - Education as an Investment – Education for nation Building

(iii) Education as an agent of social change and development

Unit IV: Education as a Social Tool

(i) Education as an Instrument for developing Value- Nationalism, universalism and secularism- their interrelationship with education- the ideology of Tagore and Krishnamurthy on value education.

(ii) Education as a cultural Process-

Interaction between Culture and education – Different roles of Culture and education - Their role in meaning making, freedom and development.

(iii) Education and Different Cultural Issues: Pluralism, critical multiculturalism, Cultural Lag, Cultural Conflict etc.

Suggested Tasks/Assignments

* Assignment on a topic from the syllabus

References :

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. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model. Routledge.

Dewey, J. (2004). Democracy and education. Courier Dover Publications.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield..

Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation

Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory

Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.

Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays, New Delhi: Rupa & co.

Valerian Rodrigues. (2002). Democracy. In The essential writings of B. R. Ambedkar . New Delhi: Oxford University Press.

SEMESTER IV
BED C 403: CREATING AN INCLUSIVE SCHOOL
Hours of Instructions: 50 hours
Maximum Marks 60 (50 External+10 Internal)

Objectives of the course

The teacher student will be able to:

- * Understand the concept, meaning and significance of inclusive education.
- * Analyze special education, integrated education, mainstream and inclusive education practices.
- * Develop critical understanding of the recommendations of various commission and committees towards teacher preparation for inclusive education.
- * Understand the nature of difficulties encountered by children with disability.
- * Identify need based programme for all children with varied abilities.
- * Understand the policy perspective status related to inclusive education.
- * Reformulate attitudes towards children with special needs
- * Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers

Unit I EDUCATION AND CHILDREN WITH SPECIAL NEEDS

Definition, concept and importance of inclusive education.
Difference between special education, integrated education and inclusive education. Psychosocial construct of disability and identity
Barriers to learning and participation – Social- psychological, economic and Physical Concept of neighborhood school.
Inclusive education in the context of ‘education for all’ and ‘right to education’.
Approaches of viewing disabilities: The Charity Model, the Bio-Centric Model, the Functional Model and the Human Right Model.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations : Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;-

Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. Recommendations of the Indian Education Commission (1964-66).

Scheme of Integrated Education for Disabled Children

National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); DPEP, SSA.

Education in the National Policy on Disability, 2006.

Programme and Schemes of Education of Children with Disabilities:

Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities–Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Unit 3-Curriculum adaptations and evaluation for children with diverse needs

Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, locomotor, neuromuscular Disorders, Mental- 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 SC/ ST, Educationally backward minorities, girls children from rural and slums.

Inclusion of all children with diverse needs in existing schools. Early identifications and placement in inclusion,

Development of plus curriculum- Coordination and utility of resources. Role of culture, family, peer group, teachers, administrators and policymakers in inclusive education, .Multicultural education and multi -grade teaching in rural context.

Unit V. Classroom for All and support network

Making schools inclusive - Make the students aware about the self- Technological awareness and its application for the different disabilities- Classroom management and organization- strategies for inclusion. Additional support from special teachers- speech therapy , psycho therapy, occupational therapy etc- learner friendly evaluation. Parents as partners for developing positive relationships between school and home.- Use of community resources as a support to teachers.

Practicum: The students may undertake the following activities:

- 1.Preparation of status report on education (elementary/secondary) of disabled groups in a district/state region.
- 2.Evaluation of text books designed for special children
- 3.Critical analysis of NCF, 2005 (Focus group report).
- 5.Project report on the topic in the area of education of socially disadvantage sections.

6.Documentation/preparation of report on institutions/school practicing innovations.

7.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 R T 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
17. Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
18. Sharma Usha & Sharma B M (1995) Girls Education
19. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
20. Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
21. Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red- black line)
22. Yadav S K (1986): Educational Schemes for Scheduled Castes 107

SEMESTER IV

BEDE 401.1: GUIDANCE AND COUNSELING

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

Objectives

To enable the student teacher to:

- * Understand the nature, purpose and need for guidance and counseling.
- * Understand the various areas, tools and techniques in guidance
- * Understanding the principles and approaches of counseling.
- * Understand the responsibilities, qualities and role and of a counselor
- * Understand the concept, importance and theories of career development.
- * Understand the tools and techniques in counseling.

*Realize the need of counseling for children with special needs.

Mode of Transaction & Suggested tasks

The curriculum transition is conducted by lectures, utilizing face to face interactions with the faculty; project work, assignments, supervised practical activities in real life situations, visits to counseling centers as well as under simulated conditions using available electronic media and other field study, including educational tours.

Unit-I: Understanding Guidance (10 hours)

* Guidance: Concept, aims, objectives, functions and principles.

* Need & Procedure for (Educational, Psychological and Social) guidance

* Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools.

Unit-II: Tools and Techniques of Guidance
(10 hours)

* Tools for guidance:- Blanks / Records of students

* Cumulative Records, Rating Scale, Psychological tests, Questionnaires and inventories.

*Techniques in Guidance: Observation, Interview and Sociometry.

Unit – III: Understanding Counseling
(10 hours)

*Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling.

* Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action)

* Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counselor

* Role of teacher as a Counselor, Professional Ethics and Code of Conduct

Unit – IV: Tools and Techniques in Counseling (10 hours)

* Individual counseling and Group counseling

* Lectures , discussions and Dramatics as techniques in

* Importance of follow-up in counseling

- * Counseling for the children with special needs
- * Counseling for parents

Unit-V: Occupational Information and Guiding Students with Special Needs
(10 hours)

- * Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning
- * Behavior problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.

PRACTICAL WORK (ANY ONE)

- * Interview of a school counselor.
- * Visit to a guidance or counseling centre and write a report.
- * 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.
- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Chauhan S S: Principles and Techniques of Guidance
- Joneja G K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities

- Nambiyar K: Strategies Guidance Based Education
- Nanda S.K.; Chadha P.C.: Educational and vocational guidance
- Nayak A.K. (2004); Guidance and Counseling
- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Patterson L E; Welfel E R. The counseling Process
- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
- Sharma R A Fundamentals of Guidance and Counseling
- Sharma, R. N. (2004); Guidance and Counseling
- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
- Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

SEMESTER IV

BED E 401.2: HEALTH AND PHYSICAL EDUCATION

Objectives:

Hours of instructions: 50 hours

Maximum Marks 60 (External: 50: Internal 10)

1. To introduce the student teacher with the concept of holistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To create awareness regarding the areas and concerns for health and hygiene

5. To enable them to understand the need & importance of Physical Education.
6. To introduce them to the benefits of practice of Yoga.
7. To enable the students to be equipped with the knowledge and practice of first aid and emergency care
8. To motivate them to resort to physical activity for the fitness development.

Unit-I: Health and Hygiene (10 hours)

- * Health: Concept, definition, dimensions and determinants.
- * Health Education: Definition, aims and objectives.
- * School Health Program: Health Services, Health Supervisions and Health Instructions.
- * Hygiene Education: Definition, aims and objectives.
- * Role of teacher in development of health and good hygienic habits.

Unit-II: Areas of Concern for Health and Hygiene (12 hours)

- * Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- * Nutrition: Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- * Modern lifestyle and hypo kinetic diseases: prevention and management
- * Postures: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

Unit III: Physical Education

(10 hours)

- * Physical Education: concept and understanding.
- * Need, scope and Importance of Physical Education
- * Principles of training, Benefits of physical activity, Aerobic and anaerobic activities
- * Concept of Yoga and its practice. Benefits of yoga, meditation and relaxation.

Unit-IV: Physical Fitness (10 hours)

- * Components of Physical Fitness, Factors affecting physical fitness.
- * Type of Fitness - Health Related Physical Fitness; Performance Related Physical Fitness
- * Activities for developing Physical fitness,
- * Energy systems and Physiological Effects of exercise.

Unit – V: First aid and Emergency care

(8 hours)

- * Meaning , Importance, Aims and Principles of first aid
- * Health and safety in daily life
- * Types of injuries, First aid for common injuries and their management, administration of CPR

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirmaljit 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
BEDE 401.3: PEACE EDUCATION
SEMESTER IV
BEDE 401.4: ENVIRONMENTAL EDUCATION

Objectives

Hours of instructions: 50 hours Maximum Marks 60 (External: 50; Internal 10)

- * To understand the concept of environment and ecology
- * To understand environmental education and its importance
- * To understand the causes for environmental hazards and pollution
- * To understand the causes for environmental degradation
- * To understand the need for remedial ways to protect the environment in daily life and its application
- * To acquire knowledge of environmental issues and policies in India
- * To acquire knowledge about the international efforts for environmental protection
- * To understand the status of environmental education in school curriculum To understand the curriculum and methods in environmental education
- * To acquire knowledge about the different methods of teaching in environmental education
- * To acquire knowledge of the tools and techniques for the evaluation of environmental education

UNIT I. Introduction to Environmental Education

Meaning, definition and characteristics of environmental education – content. Importance, objectives, scope and guiding principles of environmental education.

Factors of degradation of environment – adverse socio – economic impacts of degradation of environment

Environmental hazards and pollution – Types of environmental hazards and disaster –Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion.

UNIT II. Environmental Management and Protection

Need for environmental management – function and characteristics of environmental management – dimensions of environmental management.

Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna- causes for forest fire- measures of prevention

UNIT III. India and Environmental Issues Policies and Movements

Major environmental problems in India – Environmental protection and policies in

India – Need and objectives of conservation – Environmental conservation measures taken in India – Constitutional amendments made and Environmental laws

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa – Conditions for achieving the goals of sustainable development – Strategies for sustainable development in India.

UNIT IV Environmental Education in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level –

Major constraints for its implementation at these level - Teacher's role – national resource center for environmental education.

Impact of Science and technology on environment – degradation of resources –

Role of individual in conservation of natural resources- Role of information technology in environmental and human health.

UNIT V Methods of Teaching in Environmental Education

Characteristics of good teaching method.

Seminar, Workshop, Problem – solving, Field trips and Surveys, Projects, Exhibition and other methods.

Relative efficiency of teaching methods.

Suggested Task/Assignment

Environment related project

Reference

Agarwal, S.P. and Aggarwal, J.C. (1996) Environmental Protection, Education and Development. New Delhi: New Concepts.

Bondurant, J. V. (1996). Teaching tolerance: Raising open minded Emphatic Children. New York: Doubleday.

Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.

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. Sharma, R. G. (1986). Environmental Education. New Delhi : Metropolitan Book Co., Pvt. Ltd., Sharma, R. A.

(2008). Environmental Education. Meerut: R.Lall Books Depot.

Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.

Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation. Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.

Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication. Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications. Kelu, P. (2000).

Environmental education: A conceptual analysis. Calicut, Calicut University.

“ Im not a Teacher but an Awakener”

Robert Frost

Teachers have three loves: love of learning, love of learners, and the love of bringing the first two loves together.

Scott Hayden