



BACHELOR OF EDUCATION (B. Ed.) DEGREE PROGRAMME

UNDER CREDIT AND SEMESTER SYSTEM WITH GRADING

**Modified Curriculum
(w.e.f.2011 admission)**

**Board of Studies (U G) in Education
MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM**

CONTENTS

	Page. No
Regulations for B. Ed programme	3
Scheme of the programme	5
Consolidated structure of the programme	7
Course summary	9
Scheme of evaluation	15
Pattern of Questions	18
Grading	19
Grievance redressal mechanism	20
Grade card	20
Syllabus- Semester 1	29
a. Common Courses	
b. Core courses	
c. Complementary Electives	
Syllabus- Semester 1I	133
a. Common Courses	
b. Core courses	
c. Complementary Electives	

B.Ed. Degree Programme

Mahatma Gandhi University

INTRODUCTION

The **B.Ed.** Degree Programme is modified by implementing Credit and Semester system with Grading. It shall be introduced with effect from the Academic year 2011-2012.

Regulations for B.Ed. Programme

Programme in the Credit & Semester System with Grading.

1. Preliminaries

The four major aspects of the newly implemented B.Ed. degree programme are

- Semesterisation
- Credit System
- Continuous Assessment
- Grading

It shall be introduced by the Mahatma Gandhi University w.e.f. 2011-2012 admission onwards.

2. Definitions

Programme means a one year course of study and examinations spread over two semesters, the successful completion of which would lead to the award of a degree in education.

Course means a segment of subject matter to be covered in a semester

Common course means a course that comes under the category of courses which are compulsory – as specified for all students undergoing the B.Ed. Programme.

Core course means a course in the subject of specialization in the B.Ed. degree programme.

Complementary Elective course means a course which would enrich the B.Ed. programme.

Semester System means, the B.Ed. Degree will have two semesters, with a semester break of at least one month in between two semesters. There shall be 550 hours distributed over 100 working days in each semester. In the Second Semester there shall be minimum of 40 days for Teaching Practice. The time table may be set according to the day order system to provide optimal distribution of contact hours for all courses.

Credit is a unit of academic input measured in terms of the weekly contact hours assigned to a course in a semester

Grade means a letter symbol (e.g. A.B.C. etc) which indicates the broad level of performance of a student in an answer/course/semester/programme.

Weightage is a numerical measure quantifying the comparative range of an answer or the comparative importance assigned to different components like theory and practical, internal and external examinations, Common, Core and Complementary, Elective etc.

Grade point (G) is an integer indicating the numerical equivalent of the letter grade

Credit point (C.) is the assigned credit of the course

Weighted Credit point (P) is the value obtained by multiplying the grade point (G) by the credit (C.) ie. $P = G \times C$

Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits. CGPA indicates the broad level of academic performance of a student in a programme and is the index for ranking students. An overall letter grade 9 Cumulative Grade for the entire programme shall be awarded to a student depending on her/his CGPA. The CGPA shall be rounded off to two decimal places.

Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of the weighted credit points (p) obtained by a student in various courses taken in a semester by the total number of credits taken by him/her in that semester. The grade point shall be rounded off to two decimal places.

Grade Point Average (GPA) is the value obtained by dividing the sum of the weighted grade points obtained by a student in an examination of a course in a semester by the total weightages taken in that examination. The grade point average shall be rounded off to two decimal places.

Weighted Grade Point is the sum of grade point multiplied by weightage.

Academic Week is a unit of five working days in which distribution of work is organized from day one to day five, with 5.5 contact hours on each day.

College Co-ordinator is a teacher nominated by the college staff council to co – ordinate the continuous evaluation undertaken by various subjects within the college.

3. Eligibility for admission and reservation of seats.

Eligibility for admission, norms for admission, reservation of seats for B.Ed Degree Programme shall be according to the rules framed by the university from time to time.

4. Duration

The duration of B.Ed. programme shall be 2 semesters.

The duration of each semester shall be 100 days. **First semester** is from **November to March** and **Second semester** is from **May to September**.

The Teaching practice which is a compulsory part of B. Ed. programme is scheduled in the second semester, for six weeks in a secondary/higher secondary schools following Kerala state/ CBSE/ICSE/ISC. Only those students having post graduate degree in the concerned optional subject are permitted to undergo teaching practice at higher secondary level.

A student may be permitted to complete the programme, on valid reasons, within a period of 6 semesters from the date of commencement of the first semester of the programme.

Medium of Instruction and Examination: The medium of instruction and examination of the course shall be English. However, candidates who desire to write the examination in Malayalam may be permitted to do so.

5. Scheme of the Programme

The B.Ed. programme shall include

- (a) Common course
- (b) Core Course,
- (c) Complementary Elective Course
- (d) Teaching Competence

- (e) Co-curricular Activities
- (f) Extension Activities and
- (g) Study Tours

Structure of the B.Ed. Programme

Programme Duration	2 Semesters
Minimum credits required for successful completion of the programme	48
Minimum credits required for common courses	22
Minimum credits required for core courses including teaching practices	22
Minimum credits required for complementary elective course	4
Minimum attendance required	75%

Programme Structure

- I Common courses
- II. Core courses
- III Complementary Elective Course

CONSOLIDATED STRUCTURE OF B.Ed. PROGRAMME

SEMESTER I				SEMESTER II			
Code	Course Name	Credits	Hours	Code	Course Name	Credits	Hours
Common Course				Common Course			
EDU 701	Philosophical and Sociological Bases of Education	4	90	EDU 801	Development and Management of Education in India	4	84
EDU 702	Psychological Bases of Education	4	90	EDU 802	Personality Dynamics in Education	4	84
EDU 703	Modern Educational Practices	4	90	EDU 803	Common Practical Work Basic Skills SUPW and Art Edu, Child Study, Health and Physical Education	2	48
Core Course				Core Course			
EDU 704	Theoretical Bases of Education	4	90	EDU 804	Pedagogic Analysis	4	84
EDU 705	Approaches and Practices in Teaching	4	90	EDU 805	Preparatory Course in Teaching Practical	2	60
Complementary Elective Course				EDU 806	Teaching Competence – Practical	8	180
EDU 706	Complementary Elective	4	90				
	Cocurricular Activities	0	10	Cocurricular Activities		0	10
	Total	24	550	Total		24	550

Common Courses

- EDU 701 Philosophical and Sociological Bases of Education
EDU 702 Psychological Bases of Education
EDU 703 Modern Educational Practices
EDU 801 Development and Management of Education in India
EDU 802 Personality Dynamics in Education
EDU 803 **Common Practical Work** – Basic Skills in Child Study SUPW and Art Education, Health and Physical Education

Core Courses

- EDU 704 Theoretical Bases of Education (Core Subjects)
EDU 705 Approaches and Practices in Teaching (Core Subjects)
EDU 804 Pedagogic Analysis (Core subjects)
EDU 805 Preparatory Course in Teaching Competence (Core Subjects) - **Practical**
EDU 806 Teaching Competence (Core Subjects) - **Practical**

Core Subjects

1. English Education
2. Malayalam Education
3. Hindi Education
4. Sanskrit Education
5. Arabic Education
6. Mathematics Education
7. Physical Science Education
8. Natural Science Education
9. Social Science Education
10. Commerce Education
11. Information Technology Education

Complementary Elective Courses

1. Environmental Education
2. Special Education
3. Health and Physical Education
4. Elementary Education
5. Guidance and Counseling

Course Summary of the B.Ed. programme.

Semester I

	Common Courses		Credit	Hours
EDU 701	Philosophical and Sociological Bases of Education		4	90
EDU 702	Psychological Bases of Education		4	90
EDU 703	Modern Educational Practices		4	90
Core Courses				
EDU 704	EDU 704.11	Theoretical Bases of English Education	4	90
	EDU 704.12	Theoretical Bases of Malayalam Education	4	90
	EDU 704.13	Theoretical Bases of Hindi Education	4	90
	EDU 704.14	Theoretical Bases of Sanskrit Education	4	90
	EDU 704.15	Theoretical Bases of Arabic Education	4	90
	EDU 704.16	Theoretical Bases of Mathematics Education	4	90
	EDU 704.17	Theoretical Bases of Physical Science Education	4	90
	EDU 704.18	Theoretical Bases of Natural Science Education	4	90
	EDU 704.19	Theoretical Bases of Social Science Education	4	90
	EDU 704.20	Theoretical Bases of Commerce Education	4	90
	EDU 704.21	Theoretical Bases of Information Technology and Computer Science Education	4	90

	EDU 705.11	Approaches and Practices in Teaching English	4	90
	EDU 705.12	Approaches and Practices in Teaching Malayalam	4	90
	EDU 705.13	Approaches and Practices in Teaching Hindi	4	90
	EDU 705.14	Approaches and Practices in Teaching Sanskrit	4	90
	EDU 705.15	Approaches and Practices in Teaching Arabic	4	90
	EDU 705.16	Approaches and Practices in Teaching Mathematics	4	90
	EDU 705.17	Approaches and Practices in Teaching Physical Science	4	90
	EDU 705.18	Approaches and Practices in Teaching Natural Science	4	90
	EDU 705.19	Approaches and Practices in Teaching Social Science	4	90
	EDU 705.20	Approaches and Practices in Commerce	4	90
	EDU 705.21	Approaches and Practices in Teaching Information Technology and Computer Science	4	90

Complementary Elective Course

EDU 706.11	Environmental Education	4	90
EDU 706.12	Special Education	4	90
EDU 706.13	Health and Physical Education	4	90
EDU 706.14	Elementary Education	4	90
EDU 706.15	Guidance and Counselling	4	90

Semester II

	Common Courses	Credits	Hours
EDU 801	Development and Management of Education in India	4	84
EDU 802	Personality Dynamics in Education	4	84
EDU 803	Common Practical Work – Basic Skills in Child Study SUPW, Art Education Health and Physical Education	2	48

Core Courses

EDU 804	EDU 804.11	Pedagogic Analysis of English	4	84
	EDU 804.12	Pedagogic Analysis of Malayalam	4	84
	EDU 804.13	Pedagogic Analysis of Hindi	4	84
	EDU 804.14	Pedagogic Analysis of Sanskrit	4	84
	EDU 804.15	Pedagogic Analysis of Arabic	4	84
	EDU 804.16	Pedagogic Analysis of Mathematics	4	84
	EDU 804.17	Pedagogic Analysis of Physical Science	4	84
	EDU 804.18	Pedagogic Analysis of Natural Science	4	84
	EDU 804.19	Pedagogic Analysis of Social Science	4	84
	EDU 804.20	Pedagogic Analysis of Commerce	4	84
	EDU 804.21	Pedagogic Analysis of Information Technology and Computer Science	4	84
EDU 805	Preparatory Courses in Teaching - Practical	2	60	
EDU 806	Teaching Competence – Practical	8	180	

Break -up of credits in Practical courses

EDU 803 Common Practical Work – Basic Skills

Practical Course	Weight	Credit
Child Study	1	2
SUPW and Art Education	1	
Physical Education	1	
Health Education	1	

EDU 805 Preparatory course in Teaching Competence

Practical Course	Weight	Credit
Records of 5 discussion lessons	1	2
5 Demonstration lessons	1	
10 Criticism lessons	1	
3 Micro teaching lessons	1	

EDU 806 Teaching competency

Practical Course	Weight	Credit
Practice Teaching in optional subject	4	6
30 lesson plans of practice teaching	1	
Unit Plan, Achievement Test and statistical analysis of data	3	
Preparation of teaching aid and power point		
Project	1	

Viva Voce	Credit - 2
------------------	-------------------

Details of Common Practical Work – Basic Skills

Child Study : Prepare a report of a study about a child preferably belonging to anyone category of exceptional children – during teaching practice.

SUPW

Each candidate shall take one activity each from group I (Service), and Group II (Product).

Suggested areas for SUPW :

- 1. Service :** Survey (a topic of social importance) Literacy classes, Awareness programme camps, campus cleaning and beautification, cleaning public places and institutions, etc..
- 2. Product :** Gardening/Medicinal plants, organic farming, craft/art works. Book binding, soap making/ stitching and embroidery, candle making, tie & dye, glass painting, jewels making etc.

Art Education : Need and importance of art education. A brief description of different form of Arts.

Health Care and Physical Education

The handbook should contain the following:

i) Health Care and First Aid Significance of health education,

Factors of good health, health care programmes in the school,

Health hazards and Maintenance of good health in pupils.

Meaning and significance of First Aid, Basic procedure of first aid for wounds, sprain and fracture., dislocation, sprain, Cramp, burns, drowning, fainting, electric shock, snake bite

ii) Physical Education - **Aims and objectives of physical education.**

Rules and regulations of any one major game and one event of athletics with diagrams.

Types of tournaments and fixtures.

Activities

Conduct a minimum of three physical education classes

(during practice teaching)

Participate in sports and games in the college.

Details of preparatory course in teaching competence

- | | | |
|------------------------------------|---|--|
| 1. Discussion Lessons (record) | : | 5 Lessons |
| 2. Demonstration Lessons (record) | : | 5 Lessons |
| 3. Criticism Lessons (record) | : | 10 Lessons |
| 4. Micro teaching Lessons (record) | : | 3 Micro teaching lessons on 3 different skills |

It is desirable to present lessons for observation and reflection by student- teachers.

TEACHING COMPETENCE

1. Practice Teaching – 40 days teaching practice having 30 working days with a minimum of 30 lessons and related practical works.
2. Preparation of teaching aids – 2 charts, 2 models, and 1 PowerPoint presentation with a minimum of 5 frames.
3. Unit plan, achievement test, statistical analysis of data and a school based project.
4. Viva – voce on teaching competence and common practical work.

6. Scheme of Evaluation

The academic growth of the student is evaluated through continuous internal assessment and end semester examination. 25% Weight is given for continuous internal assessment and 75% Weight for the end semester examination. In case of theory courses the continuous internal assessment will be done by the faculty.

Except for Viva voce in the case of practical courses, the internal and external ratio is 1 : 1 (50% : 50%) The practical examination will be done by the Board of practical examination constituted by the university. All students should appear before the Board of Practical Examination for external evaluation.

Internal Examination

Components of the Internal Evaluation and their weight are shown below.

A) (i) Theory

Components	Weight
Attendance	1
Assignment/Seminar/Project/Survey/Psychological Tests	2
Test Paper	2

a) Attendance

- i) Those students who have a minimum of 75% average attendance for all the courses can register for the examination. Condonation of attendance to a maximum of 10 days or 55 hours in a semester. It can be availed only once during the whole period of the programme may be granted by the university on valid grounds. This condonation shall not be counted for internal assessment. Student who is not eligible for condonation of attendance shall repeat the course along with the next batch.

Benefit of attendance may be granted to students attending University/College union activities, participation in co-curricular activities by treating them as present for the days of absence, by the Head of the institution. This is limited to a maximum of 10 days and this benefit shall be considered for internal assessment also.

Percentage of Attendance	Grade
>90	A
Between 85 and 90	B
Between 80 and 85	C
Between 75 and 80	D
<75	E

ii). Assignment/Seminar/Project/ Psychological Tests : The student has to take a minimum of one Assignment/Seminar/Project/ Survey/ Psychological Test per course.

iii). Class test. A minimum of 1 class test is to be attended per semester.

The evaluation of all components are to be published and to be acknowledged by the candidate. All documents of internal assessments are to be kept in the college for 2 years and shall be made available for verification by the university. The responsibility of evaluating the internal assessment is vested on the teachers who teach the course.

B. Practical

All students are to do 40 days of teaching practice with 30 lessons in their concerned core subjects. The concerned faculty shall evaluate the teaching competence of those student-teachers who has successfully completed the 40 days teaching practice with 30 lessons and other required practical work.

External examination

a. Theory

The external examination of all semesters shall be conducted by the university at the close of each semester.

b. Practical

Practical examination shall be conducted by an external examination board constituted by the university. The members of the board shall be permanent and full time teachers of affiliated colleges. The external board shall observe and evaluate the teaching competency of all candidates. The Physical Education teachers in the board shall observe and evaluate Physical Education Classes. The practical board shall conduct viva voce for each candidate and award grades on the basis of the performance of the candidates and the quality of practical works on the basis of the following components and weight.

Components	Weight
i) Teaching competence	1
ii) Quality of practical works	1
iii) Subject competency	1
iv) Communication ability	1

There will be no supplementary exams. For appearance/improvement, students can appear along with the next batch.

Student who register his/her name for the external exam for a semester will be eligible for promotion to the next semester.

All programmes and courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this no. is to be attached with the codes of the courses for which he/she can perform examination duty.

A B.Ed. degree holder who desires to study a new optional subject may do so (one optional at a time) if he/she fulfils the conditions prescribed by the university. To appear in a new optional subject, the candidate has an attendance of 8 academic weeks in the first semester and 12 academic weeks in the second semester and shall complete all the practical works including practice teaching for the concerned subject. He/she shall appear for the practical and theory examination for the concerned core courses.

7. Pattern of questions

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The questions setter shall ensure that questions covering all skills are set. He/She shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of objective type, short answer type, short essay type/problem solving type and long essay type questions.

Different types of questions shall be given different weight to quantify their range as follows.

	Type of questions	Weight	Number of questions to be answered
1	A bunch of 4 objective type questions	1	4 bunches (no choice)
2	Short answer type questions	1	5 out of 8
3	Short essay/problem solving type questions	2	4 out of 6
4	Essay type questions	4	2 out of 3

8. Grading

The Internal and External examinations shall be evaluated using Direct Grading system based on 5-point scale as given below.

Letter Grade	Performance	Grade Point (G)	Grade Range
A	Excellent	4	3.5 to 4.0
B	Very Good	3	2.5 to 3.49
C	Good	2	1.5 to 2.49
D	Average	1	0.5 to 1.49
E	Poor	0	0.00 to 0.49

The overall grade for a programme for certification shall be based on CGPA with a 7-point scale given below

CGPA	Grade
3.80 to 4.00	A+
3.50 to 3.79	A
3.00 to 3.49	B+
2.50 to 2.99	B
2.00 to 2.49	C+
1.50 to 1.99	C
1.00 to 1.49	D

A separate minimum of D grade for internal and external are required for a pass for a course. For a pass in a programme a separate minimum of Grade D is required for all the courses, and must score a minimum CGPA of 2.00 or an overall grade of C+ and above.

Overall grade (calculation)=Sum of weighted grade points / Sum of the weightage

9 Grievance Redressal Mechanism

The internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the grade. In order to address the grievance of students, a four level Grievance Redressal mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed by the lower level.

Level I Teacher Level. The teacher concerned

Level 2 College level committee with the principal as Chairman, Co-ordinator, a teacher nominated by the College council as member .

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

The college council shall nominate a teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester.

10 Grade Card The university under its seal shall issue to the students a grade card on completion of each semester, which shall contain the following information.

- a) Name of the University
- b) Name of the College
- c) Title of Under-Graduate Programme
- d) Name of Semester
- e) Name and Register number of student
- f) Code number, Title and Credits of each course opted in the semester.
- g) Internal, external and Total Grade, Grade point (G), Letter grade and Credit point (P) in each course opted in the semester.

- h) Institutional average of the Internal exam and University average of the external exam in each course.
- i) The total credits, total credit points and SGPA in the semester.

The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree.

In the final grade card, the details of the courses taken over and above the minimum prescribed credits, which shall not be counted for computing CGPA, shall be shown separately along with the grade points and letter grades obtained.

11. The Board of Studies

Board of studies (pass) in education has designed the scheme, syllabus and model question paper for the B.Ed. degree programme according to the regulations.

Annexure I

The following gives an illustration of evaluation with grading

A. Consolidation of Grade for Internal Evaluation

If B, C, B and A grades are scored by a student for attendance, assignment, seminar and test paper respectively for a particular course, then her/his CE grade for that course shall be consolidated as follows.

Component	Weight (W)	Grade	Grade Point	Weighted Grade Points
Attendance	1	B	3	3
Assignment	1	C	2	2
Seminar	1	B	3	3
Test paper	2	A	4	8
Total	5	0		16
GPA	Total Weighted Grade Points by Total weight = $16/5=3.20$ = Grade B			

B. Consolidation of Grades for External Evaluation

The grade of an answer paper shall be consolidated by similar procedure discussed above by assigning weights for the various components. The Board of studies shall define the components and their weights and include them in the scheme and syllabus of each course.

B. Consolidation of the grade of a course: The grade for a course is consolidated by combining the External and Internal grades taking care of their weights. For a particular course, if the grades scored by a student is C and B respectively for the External and Internal Evaluation, as shown in the above examples, then, the grade for the course shall be consolidated as follows.

Consolidation for a course

Exam	Weight(W)	Grade awarded	Grade Points (G)	Weighted grade Points (WxG)	
External	3	B	2.54	7.62	
Internal	1	B	3.20	3.20	
Total	4		5.74	10.82	
GPA	Total weighted grade points / Total Weight = 10.82/4 = 2.70 Grade B				
Type of Questions	Qn . Nos.	Grade awarded	Grade Points	Weightage	Weighted grade points
Objective type Wt. 1	1 - 4	B	3	1	3
	5 - 8	A	4	1	4
	9 - 12	A	4	1	4
	13 - 16	C	2	1	2
Short answers Wt. 1 (Any 5)	17	C	2	1	2
	18				
	19	B	3	1	3
	20	A	4	1	4
	21				
	22	D	1	1	1
	23				
Short Essay Wt. 2 (Any 4)	24	A	4	1	4
	25	B	3	2	6
	26	E	0	2	0
	27				
	28	A	4	2	8
	29	B	3	2	6
Essay Wt. 4 (Any 2)	30				
	31	B	3	4	12
	32				
	33	D	1	4	4
			Total	25	63
Calculation: Overall grade of an answer paper is Sum of weighted grade points / Sum of the weightage = 63/25=2.54 = Grade B					

Separate minimum of D grade is required for Internal and External for passing a course.

Consolidation of SGPA

SGPA is obtained by dividing the sum of credit points (P) obtained in a semester by the sum of credits (c) taken in that semester. Semester Grade point Average (SGPA) of a student in that semester shall be calculated using the formula given. Suppose the student has obtained 4 credits for two courses and two credits for other two courses in a particular semester after consolidating the Grade for each course as demonstrated above, SGPA has to be consolidated as shown below.

Course Code	Title of Course	Credits ©	Grade awarded	Grade points Avg. (G)	Credit points (CxG)
01		4	A	4	16
02		4	C	2	8
03		4	B	3	12
04		4	C	2	8
05		4	B	3	12
06		4	B	3	12
Total		24			68
SGPA	Total Credits points /Total Credits =68/24 = 2.83 Grade B				

Consolidation of CGPA

CGPA is calculated by computing the average of SGPA of two semesters because the total credits for each semester is 24

Sem I SGPA = 2.83

Sem II SGPA = 3.25

CGPA = $(2.83 + 3.254) / 2 = 3.04 = B$

Annexure II

MODEL GRADE CARD – SEMESTER I MAHATMA GANDHI UNIVERSITY

SEMESTER I

Name of Candidate

Register Number

Name of the Institution

Name of Examination:(Semester) Degree Examination

Branch : Programme

Course Code	Title of course and Type	Credit	Instituti onal Avg.	Univer sity Avg.	Letter Grade Awarded			GPA	Credit points
					Interna l (Wt. 1)	Externa l (Wt. 3)	Combined		
EDU 701		4			A	A	A	3.95	15.8
EDU 702		4			A	B	B	3.1	12.4
EDU 703		4			B	B	B	3.2	12.8
EDU 704		4			B	C	C	2.1	8.4
EDU 705		4			B	A	A	4	16.0
EDU 706		4			B	B	B	3.3	13.2
Total		24							73.6

SGPA: 3.07 (Grade: B)

Prepared by:

Compared by:

Section Officer:

Assistant Registrar:

Controller of Examinations

Annexure II
MODEL GRADE CARD – SEMESTER I
MAHATMA GANDHI UNIVERSITY

SEMESTER II

Name of Candidate

Register Number

Name of the Institution

Name of Examination:(Semester) Degree Examination

Branch : Programme

Theory Course

Course Code	Title of course and Type	Credit	Institutional Avg.	University Avg.	Letter Grade Awarded			GPA	Credit points
					Internal (Wt. 1)	External (Wt. 3)	Combined		
EDU 801		4			A	A	A	3.9	15.6
EDU 802		4			A	A	A	4.0	16
EDU 804		4			A	B	B	3.1	12.4
Total		12						11	44

SGPA = 44/12=3.67 (Grade A)

Practical Course

Course Code	Title of course and Type	Credit	Institutional Avg.	University Avg.	Letter Grade Awarded			GPA	Credit points
					Internal (Wt. 1)	External (Wt.1)	Combined		
EDU 803		2			A	A	A	3.9	7.8
EDU 805		2			B	B	B	3.1	6.2
EDU 806		6			B	C	B	3.2	19.2
Viva		2				B		2.9	5.8
Total		12							39

SGPA: 3.25 (Grade: B)

Prepared by:

Compared by:

Section Officer:

Assistant Registrar:

Controller of Examinations

SEMESTER I

SEMESTER 1

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

COMMON COURSE : **EDU 701**

No. OF CREDITS : **4**

CONTACT HOURS : **90**

Course Objectives

To enable the student teachers to

- i. understand the meaning, nature, characteristics and types of education
- ii. realize the scope of educational philosophy and how it determines the entire system of education.
- iii. identify the various philosophies implied in our educational system.
- iv. apply, during curriculum transactions, the major philosophical systems and the educational ideas of great thinkers in the world.
- v. understand the sociological bases of education.
- vi. imbibe the desirable values in personal, social and professional life.
- vii. understand the role of teachers and their organizations in the creation of a new social order in the country
- viii. develop the ability to present papers, organize seminars, discussions and debates on issues of educational and social relevance.

Mode of Transaction

Lecture cum discussion, demonstration, problem-solving sessions, seminars, debates, assignments, brain storming sessions, panel discussions, peer learning, community visits, survey and dialogue mode.

COURSE OUTLINE

UNIT 1 – Education (15 hrs)

- 1.1 Meaning – aims and functions of Education - Human Resource Development
- 1.2 Formal education and alternative system of education (non-formal education) – distance education, extension education, adult education, literacy programmes and continuing education.
- 1.3 Informal education – role of family, peer group and community.

UNIT 2 – Philosophies and their impact on Education (20 hrs)

- 2.1 Philosophy – meaning – relationship between philosophy and education – significance of studying philosophy in understanding educational practices.
- 2.2 Idealism, Naturalism, Pragmatism and Existentialism with reference to aims, curriculum, methods of teaching, role of teacher and discipline – Importance of Eclectic approach.

UNIT 3 – Educational Thinkers (A brief account of their contributions) (15 hrs)

- 3.1 Western thinkers – Froebel, Montessori, Rousseau, John Dewey and Paulo Freire.
- 3.2 Indian thinkers - Mahatma Gandhi, Rabindranath Tagore, Sri Sankaracharya, Sri Aurobindo, Swami Vivekananda, Dr. S. Radhakrishnan and Dr. A.P.J. Abdul Kalam.

UNIT 4 – Sociology and Education (10 hrs)

- 4.1 Sociology – meaning and scope – Relationship between sociology and education.
- 4.2 Education and culture
- 4.3 Education and socialization
- 4.4 Education and modernization
- 4.5 Education and Social Change

UNIT 5 - Education and Values (10 hrs)

- 5.1 Values and value education - meaning and significance
- 5.2 Traditional values of India – concept of purusharthas, truth, non-violence, tolerance, simplicity, spirituality and self-realization.
- 5.3 Constitutional values of India – democracy, secularism, socialism and equality.

UNIT 6 – Teacher Education (20 hrs)

- 6.1 Teacher education – meaning – aims and objectives
- 6.2 Pre-service and in-service education–need and significance.
- 6.3 Role of teachers in the emerging Indian society.
- 6.4 Professional Organizations - Accountability of teachers – Code of ethics for teachers
- 6.5 Role of SCERT, NCERT, NCTE, UGC and NAAC in promoting the quality of teacher education.

References

1. Aggarwal J. C. (1998). Theory and principles of education, Philosophical and Sociological bases of education, New Delhi: Vikas Publishing House.
2. Bhatia S., Savin A. (2004) Philosophical Foundations of Education in India, Jaipur; ABD Publishers.
3. Brown, Francis J. (1947). Educational Sociology. New York: Prentice Hall.
4. Brubacher John S. (1962) Modern philosophies of Education. New Delhi : Tata McGraw-Hill publishing Co. Pvt. Ltd.
5. Butler, J. Donald (1968). Four Philosophies and their practice in Education and Religion. New York: Harper & Row.
6. Chaube. S. P. (1988). Indian and Western Educational Philosophies, Agra: Vinod Pustak Mandir.
7. Christian O. Weber (1966). Basic philosophies of education, London: Holt, Rinehart and Winston.
8. Dewey John (1900). The School and Society. Chicago: The university of Chicago Press.
9. Dewey John (1902). The Child and Curriculum. Chicago: The university of Chicago Press.
10. Dewey John (1916) Democracy and Education. New York: Macmillan.
11. Dewey John (1938) Experience and Education. New York: Macmillan
12. Freire, P. (1972) Pedagogy of the Oppressed, Harmondsworth: Penguin.
13. Humayun Kabir (1959). Education in new India, London: George Allen & Unwin Ltd.
14. Jacob Mani (2002). Resource Book for Value Education. New Delhi: Institute of Value Education.

15. Jagannath Mohanty (1995). Adult and non-formal education, New Delhi: Deep and Deep Publications.
16. James S. Ross. (1952). Ground works of educational theory - George G. Harrap & Co. Ltd.
17. John. S. Brubacher (1969). Modern Philosophies of education New Delhi: Tata Mc. Graw, Hill Publishing Co.
18. Joseph C. Mukalel (1997). Gandhian education New Delhi: Discovery Publishing House.
19. Kalam Abdul, A.P.J. (1998). India 2020 – A Vision for the New Millennium, Penguin Books India Ltd.
20. Nath Prem (1979). The Bases of Education. A Philosophical and Sociological Approach. New Delhi: S. Chand & Company Ltd.
21. NCTE (1998). Gandhi on Education, New Delhi:
22. NCTE (2000) Human Rights and Indian Values, New Delhi.
23. NCTE, (1999) Sri Aurobindo on Education, New Delhi.
24. Ozmon Howard A & Craver Samuel M. (1986). Philosophical foundations of Education. Columbus: Merrill publishing Company.
25. Passi, B. K. & Singh (1988) Value Education. Agra: National Psychological Corporation.
26. Payne, E. George (1928). Principles of Educational Sociology An Outline. New York: NY New York U.P.
27. Peters, R. S. (1967). The Concept of Education. New York: Humanities Press.
28. Peters, R. S. (Ed.) (1973). The Philosophy of Education. London: Oxford University Press.
29. Peters, R. S. and Hirst P. H. (1971).The Logic of Education. New York: Humanities Press.
30. Robert. B. Wagner (1989). Accountability in education. London: Routledge.
31. Ruhela, S. P. (1968). Human Values and Education. New Delhi: Sterling Publishers.
32. Satya Priya Gupta (1979). The in-service educational needs of Secondary teacher educators, New Delhi: NCERT.
33. Sharma R. A. (1993). Teacher education, Theory, Practice and Research. Meerut : International Publishing house.
34. Singh L. C. (1990). Teacher education in India. N.C.E.R.T.

35. Sivadasan Pillai K., (1998). Vidyabhyasam, Trivandrum, Kalanikethan.
36. Thankachan T.C., (2006) Philosophical and Sociological Bases of Education, V. Publishers
37. Taneja, V. R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.
38. Taylor, P. (1993) The Texts of Paulo Freire, Buckingham: Open University Press.
39. Yati, Nitya Chaithanya (2002) Parivarthanonmugha Vidhyabhyasam, Kottayam;Current Books.

Periodicals

1. Indian Educational Review, N.C.E.R.T publication.
2. Journal of Indian education, N.C.E.R.T.
3. Journal of Value Education, NCERT.
4. Indian Educational Abstracts, NCERT.
5. University News, Association of Indian Universities, New Delhi.
6. Edu Tracks, Published by Suresh Chandra Sharma, Neelkamal Publications Pvt. Ltd. Hyderabad.
7. New Frontiers in Education, International Journal of education, Lokbodhan kendra. New Delhi.
8. Human rights and values, Justice. M. Rama Jois, N.C.T.E Publication, New Delhi.
9. Anweshika; Journal of Teacher Education, NCTE, New Delhi
10. Documentation on Women, Children and Human Rights, All India Association for Christian higher education. New Delhi.
11. Journal of Educational Planning and Administration, NIEPA, New Delhi.

SEMESTER 1

PSYCHOLOGICAL BASES OF EDUCATION

COMMON COURSE : **EDU 702**

No. OF CREDITS : **4**

CONTACT HOURS : **90**

Course Objectives:

On completion of the course, the teacher trainees will be able to

1. understand the basic concepts, principles and methods of Educational psychology
2. understand the characteristics of human growth and development in childhood and adolescence.
3. help adolescents for better adjustment and development.
4. understand the process of learning and the different approaches to the teaching learning process.
5. apply psychological principles in the teaching learning process effectively.
6. understand constructivist views and methods of learning.
7. understand the techniques of motivation and apply in classroom situations.
8. understand the types of transfer of learning and to apply the principles to foster maximum positive transfer.

Mode of Transaction:

Lecture –cum- demonstrations, Seminars, Assignments, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Scenario-based learning strategies and Survey method.

Course Outline

Unit I

Psychology and Education (10hrs)

- 1.1 Psychology – Meaning, Nature and Functions
- 1.2 Schools of Psychology – Structuralism, Functionalism, Behaviorism, Psychoanalysis, Gestalt School of Psychology.
- 1.3 Educational psychology – Meaning and Scope- Significance of Educational psychology in teaching and learning.

Unit II

Powers of Mind (10hrs)

- 2.1 Sensation, Perception and Concept Formation
- 2.2 Types of Thinking – Concrete Vs Abstract thinking, Convergent Vs Divergent thinking, Critical thinking, Creative thinking and developing creative thinking in pupils.
- 2.3 Problem solving – developing problem solving ability in the learner.

Unit III

Development of the Learner (22 hrs)

- 3.1 Concepts of Maturation, Growth and Development - Principles of Growth and Development.
- 3.2 The stages of Development : Infancy, Early Childhood, Later Childhood and Adolescence with reference to physical, mental, emotional and social development.
- 3.3 Problems of Indian Adolescents
- 3.4 Developmental tasks of childhood and adolescence – helping adolescents for better adjustment – Stress management.
- 3.5 Psychological needs of children and adolescents
- 3.6 Erickson’s view of psycho-social development

Unit IV

Information Processing (8 hrs)

- 4.1 Memory and Forgetting (Concept only)
- 4.2 Information Processing – Atkinson-Shriffrin Model of Information Processing
- 4.3 Techniques for Effective Memorization- Association, Mnemonics etc
- 4.4 Metacognition-concept.

Unit V

Motivation in Learning and Teaching (7hrs)

- 5.1 Motivation –nature and significance –Types of Motivation- Achievement Motivation (Atkinson).
- 5.2 Strategies for developing motivation in the learner
- 5.3 Maslow’s hierarchy of needs.

Unit VI

Learning Process (33hrs)

- 6.1 Learning – Process of Learning –Factors affecting learning: Subject variable, Method variable, Task variable.
- 6.2 Learning Curves and Learning Plateaus
- 6.3 Behavioural Views of Learning (Thorndike, Pavlov, and Skinner), Social Cognitive learning (Bandura), Perceptual organization/Insight Learning (Gestalt School).
- 6.4 Constructivist view of learning : Social Constructivism (Vygotsky), Cognitive Constructivism –Piaget (4stages), Bruner (3 stages). Constructivist methods – Cooperative learning, Discovery learning, Brainstorming, Concept mapping, Reciprocal Teaching.
- 6.5 Ausubel’s view of learning: Meaningful Verbal Learning .
- 6.6 Gagne’s hierarchy of learning – Eight types of learning-Significance in teaching.
- 6.7 Transfer of learning – meaning, types of transfer - Teaching for positive transfer.

References

1. Alison, Clarke- Stewart, Susan, Friedman, & Joanne Koch. (1985). Child development - A tropical approach. New York: John Wiley & Sons, Inc.
2. Anita Woolfolk - (2004) Educational Psychology - The Ohio State University - Pearson Education
3. Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). Educational psychology: A cognitive view. Holt, Rinehart and Winston Inc
4. Bichler, R.F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston: Houghton Mifflin Co.
5. Bruner, J. S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harvard University Press.
6. Cronbach, L.J. (1969). Essentials of psychological testing (3rd ed.). New York: Harper and Row.
7. Dandapani, S. (2000). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
8. Dandekar, W.N. & Sanyogtala, Makhiya. (2002). Psychological foundations of education (3rd ed.). Mc. Millan India Ltd.
9. Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
10. Gagne, R.M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.
11. Gagne, R.M. (1985). The cognitive psychology of school learning. Boston: Little
12. George, A (2008). Learning Strategies. New Delhi: Common Wealth
13. Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill INC.
14. Hal, R. Arkes, & John, P. Garske. (1977). Psychological theories of motivation. California: Wordsworth Publishing Company Ltd.
15. Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
16. Hilgard, E.R., & Bower, G.H. (1977). Theories of learning. New Delhi: Prentice Hall of India Pvt. Ltd.
17. Hurlock, Elizabeth, B. (1990). Developmental Psychology- A life Span approach. New York: Mc Grow Hill Inc.
18. Illich, I. (1970). De schooling Society. New York: Harper and Row.
19. Joyce, Bruce, & Weil, Marsha (1997). Models of teaching (5th ed.). New Delhi: Prentice Hall of India. Ltd.
20. Kolesnik, Walter, B. (1970). Educational psychology (2nd, ed.) New York: Mc. Graw Hill Book Co.

21. Laura, Berk, E. (2001). *Child Development* (3rd ed.). New Delhi: Prentice Hall Co.
22. Morgan, Clifford. T. (1986). *Introduction to Psychology*. New York: MC. Graw-Hill Books Co.
23. Shaffer, David, R. (1996). *Developmental psychology- childhood and adolescence* (4th ed.) USA. Brooks/Cole Publishing Co.‘
24. Sibichen K.K (2010). *An Introduction to Psychological bases of Education*, Mannanam, Kottayam, St.Joseph’s Training College.
25. Sousa A David (2009). *How the Brain influences Behaviour*. California, Corwin Press.
26. Sousa, A David (2001). *How the Brain Learns*. California, Corwin Press, INC.
27. Sylvester, Robert (2007). *The Adolescent Brain*. California, Corwin Press
28. Thomas, Good, L., & Jene, Brophy, E. *Looking in classrooms* (5th ed.) Harper Collins Publishers.
29. Tiwari, Deepak (2008). *Methods of Teaching Psychology*. New Delhi, Crescent Publishing Company.
30. Vaidya, N. (1991). *Jean Piaget with love and understanding*. New Delhi: Oxford and IBW Publishing Ltd.
31. Vygotsky, L. S. (1986). *Mind in society: The development of higher psychological processes*. Cambridge, Mass: Harvard University Press.

JOURNALS:

1. Indian Educational Abstracts, NCERT, New Delhi
2. New Frontiers in Education, International Journal of Education, New Delhi.
3. Perspectives in Education, Journal of the society for Education Research and Development.
4. Indian Educational Review, NCERT.
5. University News, Association of Indian Universities, New Delhi.

SEMESTER 1
MODERN EDUCATIONAL PRACTICES

COMMON COURSE : **EDU 703**
No. OF CREDITS : **4**
CONTACT HOURS : **90**

Course Objectives

On completion of the course the student teachers are expected to

- i) understand the meaning and significance of evaluation in education
- ii) understand the different types of tools and techniques of evaluation.
- iii) understand the role of research in education
- iv) understand the essentials of statistics in education
- v) construct Achievement and Diagnostic tests and undertake classroom research
- vi) understand the concept of educational technology
- vii) select and use appropriate media for classroom instruction
- viii) acquire general awareness about the application of information technology in teaching
- ix) prepare technology assisted learning materials for classroom teaching

Mode of Transaction

Lecture, Lecture cum demonstration, Problem Solving sessions, Individual and Group Work, Group discussion, Projects and assignments, Seminars, Debates etc.

A. Educational Evaluation and Research

Contact Hours: 45

Course Outline

Unit 1 – Evaluation in Education (20 hrs)

- 1.1 Meaning – significance and functions of evaluation. Measurement and Evaluation – continuous and comprehensive – scholastic & co-scholastic – criterion-referenced and norm-referenced – objective & competency based – formative & summative.

- 1.2 Recent Trends in Evaluation – Evaluation of projects, seminars, assignments - grading.
- 1.3 Achievement Test: Teacher made tests Vs. Standardized tests. Characteristics of an evaluation tool – Objectivity, Validity, Reliability and Practicability – Standardization of tests.
- 1.4 Educational Diagnosis – Diagnostic Test - Remedial instruction.

UNIT 2 – Statistics in Education (15 hrs)

- 2.1 Classification and tabulation of data. Graphical representation of data: Bar diagrams, Line diagrams, Histogram, Pie diagram, Frequency polygon, Frequency curve, ogives.
- 2.2 Statistical methods of analysis – Measures of central tendency: Mean, Median & Mode. Measures of variability: Range, Mean deviation, Standard deviation and Quartile deviation. Measures of relationship - Coefficient of Correlation - Spearman’s Rank Order Correlation.
- 2.3 Interpretation of statistical data — Concept of Normal probability curve – Norms – Standard score.
- 2.4 Uses of test data - placement, promotion, grouping, diagnosis and remediation.

UNIT 3 – Research in Education. (10 hrs)

- 3.1 Meaning of research – Types of research: Fundamental Vs Applied - Quantitative Vs Qualitative. Methods of Research: Survey and experimental
- 3.2 Teacher as researcher – Action research in education – Significance – Steps in Action Research

**B. EDUCATIONAL TECHNOLOGY AND
INFORMATION AND COMMUNICATION TECHNOLOGY**

Contact Hours: 45

Course Outline

Unit 1 – Media in Education (10 hrs)

- 1.1 Concept of Educational Technology – principles and significance.
- 1.2 Classification of Audio-Visual aids – Dale’s Cone of Experience. Educational significance of hardware such as OHP, LCD Projector, ETV and Audio-visual recording instruments, CD/DVD.
- 1.3 Mass media in education: TV, Radio, News papers, Films, Video, Audio cassettes

Unit 2 – Individualized Instructional Strategies (5 hrs)

- 2.1 Programmed Instruction – Fundamental Principles - Techniques of programming.

2.2 Personalized System of Instruction (PSI) – Instructional Module – Language Laboratories

Unit 3 – Information Technology (10 hrs)

- 3.1 Computer fundamentals: Hardware, Software, Functional units, Storage devices, Types of software - Application software, Free software
- 3.2 Education through Computer and Internet: Computer Assisted Instruction (CAI) and Interactive Learning, Multimedia, E-learning, Web based learning, Virtual reality, Virtual classrooms, Virtual laboratory, Teleconference, Learning Packages
- 3.3 Software for instructional purpose –
MS Power point – Creation, Custom animation and presentation – concept only
- 3.5 Information Technology – IT in India: NIC, C-Dit, IT @ school Project, Akshaya Project, e-governance project.

Unit 4 – Communication and classroom Interaction (20 hrs)

- 4.1 Concept of communication - Communication cycle – factors affecting communication.
- 4.2 Classroom interaction – Flander’s Interaction Analysis Category System (FIACS).
- 4.3 Micro teaching – Teaching skills – Micro teaching cycle – Link practice – Simulation
- 4.4 Team teaching
- 4.5 Models of teaching – Meaning, basic elements of a model

References

1. Best, J. W. & Kahn, J.V. (1992). Research in Education, New Delhi: Prentice Hall of India.
2. Ebel, Robert et al (1991). Essentials of educational measurement. New Delhi, Prentice Hall of India. Pvt. Ltd.
3. Edwin A, Harper Junior, Erika, S. Harper (1992). Preparing objective Examination. A handbook for Teachers, Students, Examiners, Prentice Hall of India Pvt. Ltd., New Delhi.
4. Elliot, J (1991). Action Research for Educational Change, Milton Keynes : Open University press.
5. Garrette, H. E. (1981). Statistics in Psychology and Education. Bombay : Vakils, Feffers and Simons (Pvt.) Ltd.
6. Gregory , R. (1988). Action Research in the Secondary School, London : Routledge, Champan and Hall.
7. Hopkins, D. (1988). A teachers Guide to Classroom Research.

8. Srivastava, A. B. L and Sharma K.K. (1989). Elementary statistics in Psychology and Education, New Delhi : Sterling Publications.
9. Thorndike, R L and Elizabeth (1977). Measurement and Evaluation in Psychology and Education, New York: John Wiley.
- 10 Gupta S.P (1995) Elementary Statistical Methods, Sultan Chand & Sons, Delhi.
- 11 Koul, Lokesh (1999) Methodology of Educational Research, vikas Publishing house, Sultan Chand & Sons, New Delhi

Information and Communication Technology

1. Aggarwal, J. C. (1997). Essentials of Educational Technology. New Delhi : Vikas Publishers' House Pvt. Ltd.
2. Andal, N. (1998). Communication Theories and Models. Mumbai : Himalaya Publishing House.
3. Aoki, K (1994). Virtual communication in Japan: Pacific Telecommunications.
4. Allen, D. W. (1992). School for a new country, New York.
5. Bhatia R. L. and Ahuja B. N. (1994). Principles of Educational Technology and their approach. New Delhi : Surject Publications.
6. Dale, EA (1969). Audio-visual Methods in Teaching New York: Holb, Reinchart and Winston.
7. Das, R. C. (1993). Educational Technology, A Basic Text. New Delhi Sterling Publishers Pvt. Ltd.
8. Flanders, NA () Analysing Classroom Behaviour, Addison Wesley.
9. John T and Lalitha R (1995)In search of virtual class : Education in an information society. London : Routledge.
10. Kumar K. J. (1981). Mass Communication in India. Delhi : Jaico Publishing House.
11. Kumar K. L. (1997) Educational Technology : New Delhi : New Age International Publishers.
12. Leon A & Leon M (2000). Information Technology. Channai : Vikas Publishing House Pvt. Ltd.
13. Mohanty, Jagannath (1997). Educational Technology. New Delhi : Deep and Deep Publications.
14. Mukopadhyay, M (1990) Educational Technology Challenging Issues New Delhi : Sterling Publishers Pvt. Ltd.
15. Progrow S (1983). Education in the Computer Age. Sage Publications. Beverly Hills, CA.
16. Srinivasan, T. M. (2002) Use of Computer and Multimedia in Education, Jaipur : Pointer Publishers.

SEMESTER 1

THEORETICAL BASES OF ENGLISH EDUCATION

CORE COURSE : **EDU 704.11**
No. OF CREDITS : **4**
CONTACT HOURS : **90**

Course Objectives:

On completion of the course the teacher learner will be able to:

- understand the status and functions of English in India.
- understand the principles underlying the learning of English language.
- develop an insight into the language learners and the learning process
- critically evaluate the new school English curriculum.
- understand the importance of various instructional aids.
- analyse and fourfold language skills and their interrelationship.
- become familiar with the different types of vocabulary and structural items.

Mode of Transaction

Lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, projects and power point presentations.

Course outline

Unit 1: Conceptual Background of English (10 hrs)

- 1.1 Historical development (Pre-independence period, East-West controversy, Macaulay's Minutes).
- 1.2 Status of English (Associate official language, Three language formula)
- 1.3 Functions of English (link language, international language, library language, window to the world, language of trade, science and technology)

Unit 2 :Curriculum Development in English (15 hrs)

- 2.1 Curriculum development – General principles (psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.)
- 2.2 Different approaches to curriculum organization (Spiral, topical and concentric approach .)

Unit 3 : Psychological Bases of English Teaching. (15 hrs)

- 3.1 Linguistic Principles , Psycho-linguistic principles
- 3.2 Constructivist approach, fundamentals of social and cognitive constructivism,
- 3.3 Individual differences in learning of English - identifying and catering the needs of gifted ,slow learners, low achievers and under achievers.
- 3.4 Chomskyan theory of language learning-(LAD and universal grammar)
- 3.5 Motivational techniques in teaching of English
- 3.6 Learner factors in language acquisition (age, sex, intelligence, aptitude, personality disposition, cognitive style and attitude)

Unit 4: Teacher and Professional growth (10 hrs)

- 4.1 English language teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth-Ways and means of developing professional competency-in-service training-Roles of SCERT and NCERT.

Unit 5 : Instructional support (15 hrs)

- 5.1 Resource materials in teaching English– Syllabus, Textbooks – criteria of selection, Resource unit, Work Book, Teachers’ handbook, Journals, Magazines, periodicals, Supplementary readers, Learning aids : audio- visual aids - OHP, Computer, LCD Projector, C. D. ROM such as Encarta, Video lessons & Improvised aids
- 5.2 Language Laboratory & its organization-English language club.
- 5.3 Class library and its organization
- 5.4 Organization of field trips and study tours – their importance

Unit 6 : Language skills (15 hrs)

- 6.1 Listening – sub skills – activities for developing sub skills. Types of listening skill (extensive, intensive, focused, selective and casual)
- 6.2 Speaking – sub skills – activities for developing sub skills – Evaluating speaking skill – scoring procedures (analytic and global impression marking scheme).
- 6.3 Reading – sub skills-mechanics of reading, reading problems, kinds of reading (choral and individual, loud and silent, extensive and intensive, literal, interpretive, creative and critical). Teaching elementary reading (analytic and synthetic methods)
- 6.4 Writing – subskills, mechanics of writing, characteristics of good handwriting, punctuation. Composition – types (free and guided), correction rules.

Unit 7: Vocabulary and Grammar (10 hrs)

7.1 Vocabulary – selection and gradation

7.1.1 Vocabulary: Types (active, passive, content and structural)

7.1.2 Techniques of presenting vocabulary

7.1.3 Vocabulary expansion techniques

7.1.4 Spelling – regularities and irregularities, spelling rules.

7.2 Grammar: types (prescriptive, descriptive, formal and functional)

7.2.1 Methods (Inductive and deductive)

7.2.2 Selection and gradation of structures

References

1. Agnihotri, R. K. and Khanna, A. L. (1994). / *Second language acquisition: Sociocultural and linguistic aspects of English in India.*/ New Delhi : Sage Publications.
2. Allen and Cambell (Ed.). (1969). / *Teaching English as a second language.*/ New Delhi : Tata McGraw Hill. Book Co.
3. Allen, H. B.(1965)./ *Teaching English as a second language : Book of readings* / Bombay: McGraw Hill.
4. Broughton, Geoffery et al. (1978)./ *Teaching English as a second language.*/ London : Routledge and Kegan Paul.
5. Carrel, P. L., Devine , J. & Eskey, D. E. (1988)./ *Interactive approaches to second language reading.*/ Cambridge : Cambridge University Press.
6. Chaturvedi, M. G. & Mohale, B. V. (1976)./ *Positions of language in School Curriculum in India.*/ New Delhi : NCERT.
7. Chaudron, Craig, (1988)./ *Second language classrooms.*/ Cambridge: Cambridge University Press.
8. Cook, Vivian. (1991)./ *Second language learning and language teaching.*/ New York: Chapman and Hall Inc.
9. Crystal, David. (Ed.). (1997)./ *Cambridge encyclopedia of second language education.*/ United Kingdom: Cambridge University Press.
10. Cummins, J. (1984)./ *Bilingualism and special education : Issues in assessment and pedagogy.*/ Claredon. UK: Multilingual matters.
11. Di Pierto, R.J. (1987)./ *Strategic interaction : Learning language through scenarios.*/ Cambridge: Cambridge University Press. Vv
12. Dubin, F. and Olshtain, E. (1986)./ *Course design- developing programs and materials for language learning.*/Cambridge, Cambridge University Press.
13. Ebel, R. L. and Frisbie. D. A. (1991)./ *Essentials of educational measurement.*/ New Delhi: Prentice Hall of India Pvt. Ltd.
14. Eggen, P. D. and Kauchak, D. P. (1990). *Strategies for teachers: Teaching content and thinking skills.*/ New Jersey: Prentice Hall.
15. Ellis, Rod. (1987)./ *Understanding second language acquisition.*/ Oxford: Oxford University Press.
16. Underhill, Nic. (1987)./ *Testing spoken language. A handbook of oral testing techniques.* Cambridge : Cambridge University Press

SEMESTER 1
THEORETICAL BASES OF MALAYALAM EDUCATION

Common course : EDU 704.12

No .of credits : 4

Contact hours : 90

Course objectives

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

- develop a thorough understanding of the conceptual background of Malayalam
- understand the characteristics of Malayalam language and literature and its role in modern society
- gain competence in using modern psychological theories to device teaching learning process
- understand the qualities of Malayalam teacher and the need for recurrent training
- critically evaluate the existing school curriculum at the secondary level
- improve the understanding of the principles of curriculum construction and the organization in Malayalam
- understand the nature and functions of various instructional supports
- analyze four - fold language skills and their inter relationship
- become familiarize with linguistics, grammar and composition.

Mode of Transaction

Lecture cum demonstration, problem solving, brainstorming session, group discussion, case-study, projects and power point presentations.

Course outline

Unit – 1 Conceptual background of Teaching Malayalam (10 hrs)

- 1.1- Historical development of Malayalam
- 1.2- Status of Malayalam
- 1.3- Brief history of transacting Malayalam
- 1.4- Characteristics of Malayalam language and literature
- 1.5- Role of language in modern society

Unit-2 Curriculum Development in Malayalam (15 hrs)

- 2.1- Curriculum development-General principles-psychological, sociological, philosophical, needs and interests of learner, nature of subject matter and philosophy of nation
- 2.2 - Different approaches to curriculum organization -Spiral, topical and concentric approach.
- 2.3 - New school Malayalam curriculum and its critical appraisal.

Unit- 3 Psychological Bases of Malayalam teaching . (15 hrs)

- 3.1 - Implications of theories of Piaget, Bruner ,Gardner, and Vygotsky in teaching Malayalam
- 3.2 - Individual differences in learning of Malayalam, identifying and catering the needs of gifted ,slow learners, low achievers and under achievers.
- 3.3 - Linguistic principles , psycho - linguistic principles.
- 3.4 – Chomskyan theory of language learning, LAD and universal grammar, importance of language learning devices.
- 3.5 Motivational techniques in teaching of Malayalam
- 3.6 Learner factors in second language acquisition (age, sex, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)

Unit 4 Teacher and professional growth (10 hrs)

- 4.1 - Teacher – essential qualities, duties and responsibilities
- 4.2 - Professional growth – Ways and means of developing professional competency – in-service training – Roles of SCERT and NCERT

Unit 5 Instructional support (15 hrs)

- 5.1 – Resource materials in teaching Malayalam- Syllabus, Text books – criteria of selection, Resource unit, Work Book, Teachers’ handbook, Reference books, journals, Magazines, periodicals, Supplementary readers, Learning aids: audio visuals, aids(OHP), Computer, LCD Projector, CD ROM such as Encarta, Video, lessons and Improvised aids
- 5.2 - Library and its organization, setting up a class library
- 5.3 - Organization of field trips and study tours – their importance

Unit 6 Language skills (15 hrs)

- 6.1 Listening- sub skills – activities for developing sub skills. Types of listening skill (extensive, intensive, focused, selective and casual)
- 6.2 Speaking – sub skills – activities for developing sub skills – Evaluating speaking skill – scoring procedures(analytic and global impression marking scheme)
- 6.3 Reading – sub skills –mechanics of reading, reading problems, kinds of reading (choral and individual, loud and silent, extensive and intensive, literal, interpretive, creative and critical) Teaching elementary reading (analytic and synthetic methods)
- 6.4 Writing – sub skills, mechanics of writing, characteristics of good hand writing , punctuation Composition – types(free and guided), correction rules.
- 6.5 Writing – characteristics of good handwriting, punctuation

Unit 7 Linguistics poetics,vocabulary, grammar and composition (10 hrs)

- 7.1 The place of linguistics in language study
- 7.2 Importance of poetics in language study
- 7.3 Aims of teaching grammar at different levels- introduction of new approaches in teaching grammar.

- 7.4 Aims of writing composition-General principles-composition for fostering creativity.
- 7.5 Vocabulary – selection and gradation, Types (active, passive, content and structural)
- 7.6 Techniques of presenting vocabulary
- 7.7 Vocabulary expansion techniques
- 7.8 Spelling – Reasons causing spelling mistakes

References

- 1) Prof.Erumeli Parameswarn Pillai(2005) Malayala Sahithyam –
Kalakhatangaliloote / Prathibha books, Mavelikara-6
- 2) Prof Erumeli Parameswaran Pillai,(2001) Malayala bhashadhyapanam / Prathibha
books,Mavelikara-6
- 3) Dr.C.K.Chandrasekharan Nair,(2002)
Malayalabodhanam/The State Institute of languages, Thiruvanthapuram.
- 4) Prof T.K.Thomas;(1993) Thribhashavyakaran man V publishers, Kottayam
- 5) Irinchaya Ravi(2002) Ezhuthinte vazhi/The State Institute of
Languages. Kerala, Thiruvananthapuram-3
- 6) Dr.C.M.Bindu(2007) Mathrubhashabodanam Pravanathakalum
Reethikalum/scorpio publishers and Distributors, calicut university, Kerala, India.
- 7) Dr.Sivarajan.K, Sreemanunni.P(2006) Malayalam
Bhashadhyapanam/Calicut University Press,Calicut.
- 8) Chaudron.Craig,(1988) Second language
classrooms/cambridge:Cambridge university press.
- 9) Cook,Vivian(1991)Second language learning and language
teaching/New york:Chapman and Hall Inc.
- 10) Crystal David(Ed).(1997)Cambridge encyclopedia of second

SEMESTER I
THEORETICAL BASES OF HINDI EDUCATION

CORE COURSE: EDU 704.13

NO. OF CREDITS: 4

CONTACT HOURS: 90

Course Objectives:

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

Understand the status and importance of Hindi.

Understand the principles of curriculum construction and organization in Hindi.

Understand the linguistic, psychological and psycho-linguistic principles of teaching Hindi.

Critically analyze the competencies that a Hindi teacher should possess.

Familiarize with various resource materials and audiovisual aids available for Hindi teaching.

Understand the importance of grammar in language learning

Mode of Transaction

Lecture-cum-demonstration, problem solving, brain storming, group discussion, seminar and projects.

Course Outline

Unit: 1 Conceptual Background of Hindi (10 hrs)

1.1 Historical development of Hindi

1.2 Status of Hindi

1.3 Importance of learning Hindi

1.4 The three language formula

1.5 Place of Hindi in Kerala

Unit 2 Curriculum Development in Hindi (15 hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, -needs and interests of the learner and nature of subject matter. National Curriculum Frame Work (NCF).
- 2.2 Different approaches to curriculum organization
- 2.3 Critical appraisal of revised Hindi curriculum implemented in secondary schools of Kerala.

Unit 3 Psychological Bases of Hindi teaching. (15 hrs)

- 3.1 Implications of theories of Piaget, Bruner, Gardner and Vygotsky in teaching Hindi
- 3.2 Individual differences in learning of Hindi-identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Linguistic Principles, Psycho-linguistic principles (Behaviourism, Cognitivism)
- 3.4 Motivational techniques in teaching of Hindi
- 3.5 Learner factors in second language acquisition (age, sex, intelligence, aptitude, personality disposition, cognitive style and attitude)

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Hindi teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency - in-service training-roles of SCERT and NCERT.

Unit 5 Instructional support (15 hrs)

- 5.1 Resource materials in teaching Hindi– syllabus, textbooks – criteria of selection, resource unit, work book, teachers’ handbook, reference books, journals, magazines, periodicals, supplementary readers, learning aids :audio- visual aids(OHP), Computer, LCD Projector), C. D. ROM, video lessons and improvised aids
- 5.2 Library and its organization
- 5.3 Organization of field trips and study tours – their importance

Unit 6 Language skills (15 hrs)

- 6.1 Listening – activities for developing listening skills. Types of listening skill (extensive, intensive and focused)
- 6.2 Speaking– activities for developing speaking skills – Evaluating speaking skill

6.3 Reading – sub skills-mechanics of reading, reading problems – remedial measures, kinds of reading (choral and individual, loud and silent, extensive and intensive) Teaching elementary reading (analytic and synthetic methods) - setting up a class library.

6.4 Writing – sub skills-mechanics of writing, characteristics of good handwriting – dictation, composition – types (free and guided), and correction rules, punctuation

Unit: 7 Vocabulary and Grammar (10 hrs)

7.1 Vocabulary – selection and gradation

7.2 Vocabulary: Types (active, passive, content and structural)

7.3 Techniques of presenting vocabulary

7.4 Vocabulary expansion techniques

7.5 Spelling – Reasons causing spelling mistakes

7.6 Grammar: types (formal and functional)

7.7 Methods of teaching grammar.

References

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco: W.H.Freeman and Company.
3. Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
4. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
5. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
6. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
7. Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.
8. Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
9. Heck, S.E; and Williams, C.R. (1984). The Complex Roles of the Teacher. New York: Teachers College, Columbia University.
10. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
11. Jeeth, Yogendra, B. (1986). Siksha Mem Adhunik Pravritiyam. Agra: Vinod Pustak Mahal.
12. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: Vinod Pustak Mandir.
13. Kumar, Vijendra Varisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.

14. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
15. Mathur, S.S. (2005). Sikshan Kala. Agra: Vinod Pustak Mandir.
16. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam. Ludhiyana: Prakash Brothers Publishing.
17. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. Tiwari Bholanadh. (2006). Rajbhasha Hindi. NewDelhi: Prabhat Publication.
20. Valls, B.L. (2007). Hindi Shikshan. Agra: Vinod Pustak Mandir.

SEMESTER 1

THEORETICAL BASES OF SANSKRIT EDUCATION

Core Course : EDU 704.14
No. of credits : 4
Contact hours : 90

Course Objectives:

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

- acquire knowledge of significance of learning Sanskrit
- develop essential skills of language learning.
- get knowledge of the importance of including Sanskrit as a language in the curriculum
- understand the various aspects involved in the instruction of Sanskrit.
- understand the techniques of curriculum construction and evaluation in Sanskrit education.
- improve power of expression oral and written in Sanskrit.
- get through bas in Sanskrit language and literature.

Mode of Transaction

Lecture-cum-demonstration, Project work, seminar, Assignment, Brain storming, Discussion, Group work, Power point presentation.

Course outline

Unit 1 Conceptual Background of Sanskrit (10 hrs)

- 1.1 Historical development of Sanskrit
- 1.2 Status of Sanskrit
- 1.3 The place and functions of Sanskrit in the new set-up
- 1.4 Characteristics of Sanskrit language and literature
- 1.5 Its influence on other language and literatures of India

Unit 2 Curriculum Development in Sanskrit (15 hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, -needs and interests of the learner and nature of subject matter.
- 2.2 Different approaches to curriculum organization
- 2.3 Critical appraisal of revised Sanskrit curriculum implemented in secondary schools of Kerala.

Unit 3 Psychological Bases of Sanskrit teaching. (15 hrs)

- 3.1 Psychology of language learning – Learning theories with reference to language – child development and language learning – Interest, impression, expression and motivation – Correlation with the teaching of other languages – Correlation with life, with other subjects and with different areas of subject – vocabulary control and grading – its importance
- 3.2 Individual differences in learning of Sanskrit -identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Linguistic Principles , Psycho-linguistic principles (Behaviourism, Cognitivism)
- 3.4 Motivational techniques in teaching of Sanskrit
- 3.5 Learner factors in second language acquisition (age, sex, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Academic and professional qualification – qualities required for a good Sanskrit teacher – duties and responsibilities, teacher – Competencies
- 4.2 Professional growth –Ways and means of developing professional competency - in-service training-roles of SCERT and NCERT

Unit 5 Instructional support (15 hrs)

- 5.1 Resource materials in teaching Sanskrit – syllabus, textbooks – criteria of selection, resource unit, work book, teachers' handbook, reference books, journals, magazines, periodicals, supplementary readers, learning aids :audio- visual aids(OHP), Computer, LCD Projector), C. D. ROM, video lessons and improvised aids
- 5.2 Library and its organization
- 5.3 Organization of field trips and study tours – their importance
- 5.4 Question banks – preparation and use

Unit 6 - Language Skills (15 hrs)

6.1 Pronunciation

Importance of pronunciation – Sounds in Sanskrit – Organs of speech – training correct pronunciation – use of lingua phone, tape recorder, mirror etc., - comparison of Sanskrit sounds with mother tongue, English and Hindi – Individual and group drill – causes of defective pronunciation and faulty speech – remedial measures – exercises in pronouncing letters.

6.2 Reading

Developing comprehension skill – techniques and materials for developing listening and reading skills – techniques of reading - reading for comprehension - different methods of teaching to read. Alphabetical look and say, word method, sentence method, phrase method and story, story telling method – use of picture, flash cards etc. Different kinds of reading – aloud and silent training in each – introducing the pupils independent silent reading

6.3 Writing

Techniques of developing speaking and writing skills – peculiarities of Sanskrit scripts – Characteristics of good hand writing – legibility, beauty, spacing and speed – training in acquiring these – graphic devices in writing transcription and dictation – correct - structure in writing spelling – causes of bad spelling – training in correcting spelling mistakes – use of charts, black board etc.

Unit: 7 Vocabulary and Grammar (10hrs)

7.1 Vocabulary – selection and gradation

7.2 Vocabulary: Types (active, passive, content and structural)

7.3 Techniques of presenting vocabulary

7.4 Vocabulary expansion techniques

7.5 Spelling – Reasons causing spelling mistakes

7.6 Grammar: types (formal and functional)

7.7 Methods of teaching grammar.

7.8 The use of Amarakosa Sidharupa and Bala prabodha

References

1. Language in Education : Michael West Palmer
2. Principles of Language Teaching : Michael West Palmer
3. Samskritha Adhyapanam : Viswanatha Sarma
4. Samskritha Siksha : Ramasukla Pandya
5. The teaching of Sanskrit : D.G. Apte
6. The problems of Sanskrit teaching : Hupanikar
7. Samskritha Sikshanavidhi : Reghunatha Saphaya
8. Samskritha Bhashadhyapanam : Prof. Sahadevan
9. The History of Sanskrit Teaching : Macdonell
10. Language in Education : Omkar N. Koul
11. History of Ancient Sanskrit Literature : Maxmuller
12. Sanskrit Beginner : V. Surendran Idakkidath

SEMESTER 1
THEORETICAL BASES OF ARABIC EDUCATION

Core Course : EDU 704.15
No. of credits : 4
Contact hours : 90

Course Objectives:

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

- comprehend the nature and purpose of language teaching
- understand the problems of learning Arabic as a foreign language
- Develop an insight into the language learning process.
- Understand the status of Arabic language in the modern world.
- Acquire the knowledge of basic language skills.

Course outline

Unit: 1 Conceptual Background of Arabic (10 hrs)

- 1.1 Historical development of Arabic - Modern literature :- Thaha Hussain, Abul Hussan Nadi, Thoufeeq al Hakeem – Khaleel Jibran, Khaleel Muthran, George Zaidan, Ahammad Ameen, Ahamad Hassan Zayyath, Ahamad Shouqi, Hafis Ibrahim, Najeeb Mahfuz Elia Abu Mali, Manfaloothi, Abbas al Aqad, Mikhael Nuarima, Zainuddin Al Maqdoom
- 1.2 Status of Arabic in the modern world
- 1.3 The place and functions of Arabic in the new set-up
- 1.4 Characteristics of Arabic language and literature
- 1.5 Role of Arabic language in modern society

Unit: 2 Curriculum Development in Arabic (15 hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical -needs and interests of the learner and nature of subject matter.
- 2.2 Different approaches to curriculum organization
- 2.3 Critical appraisal of revised Arabic curriculum implemented in secondary schools of Kerala.

Unit 3 Psychological Bases of Arabic teaching. (15 hrs)

- 3.1 Stages of language development, Principles of language learning, Nature of language learning, contribution of linguistics and psychology
- 3.2 Individual differences in learning of Arabic -identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Natural order of learning language: - concrete before abstract, sound before symbol, conversation before reading, reading before writing, group work before individual work.
- 3.4 Motivational techniques in teaching of Arabic
- 3.5 Learner factors in second language acquisition (age, sex, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Academic and professional qualification – qualities required for a good Arabic teacher – duties and responsibilities, teacher – Competencies
- 4.2 Professional growth –Ways and means of developing professional competency - in-service training-roles of SCERT and NCERT

Unit 5 Instructional Support (15 hrs)

- 5.1 Resource materials in teaching Arabic – syllabus, textbooks – criteria of selection, resource unit, characteristics of a good non-detailed text book, work book, teachers’ handbook, reference books, journals, magazines, periodicals, supplementary readers, learning aids :audio- visual aids(OHP), Computer, LCD Projector), C. D. ROM, video lessons and improvised aids
- 5.2 Question banks – preparation and use
- 5.3 Library and its organization

Unit: 6 Language Skills: (15 hrs)

- 6.1 Listening skill development in Arabic, Mastery of listening skills – four levels:
 - Identification – discrimination –retention and comprehension
- 6.2 Speaking Skill - Importance of oral teaching in language teaching, Different stages of oral work, types of oral practice at the early stage: - use of actual objects, model, pictures etc, dramatization of nursery rhymes, simple poems and songs, story telling etc.

- 6.3 Reading Skill - Methods of teaching reading - alphabetic method, Word method, Sentence method, Story method, Look and say method, Common errors found in reading – remedial measures, importance of reading aloud and silent reading, Silent reading – its advantages, intensive and extensive reading.
- 6.4 Writing Skill - Rational order of learning writing at the early stages: Air drawing, writing with the help of seeds – sand writing – writing on black board, slate and then on paper with pencil and ink, teaching writing:- Arabic letters – Khath Nuskhie (printed) and Khath Ruqai (cursive) training in each, graded copy books – Transcription – model of work writing – starting – entering – ending, Characteristics of good hand writing: legibility, beauty, speed and proportion.
- 6.5 Pronunciation – Importance of correct pronunciation, drilling in pronunciation (Makhaarij al Huroof), sounds not similar to those of mother tongue – contrasts, Spelling- mistakes, Causes, ways to correct spelling, spelling games, practice spelling by using charts, sounds which are often spelt wrongly in Arabic should be marked out, Dictation -importance of dictation – types of dictation

Unit: 7 Vocabulary and Grammar (10 hrs)

- 7.1 Vocabulary – selection and gradation
- 7.2 Vocabulary: Types (active, passive, content and structural)
- 7.3 Techniques of presenting vocabulary
- 7.4 Vocabulary expansion techniques
- 7.5 Spelling – Reasons causing spelling mistakes
- 7.6 Grammar: types (formal and functional)
- 7.7 Methods of teaching grammar.

References

1. Psychology of teaching Foreign language – Belya Yav
2. The techniques of language teaching – Billours
3. Language in Education – Dakin and others
4. Learning to read a foreign language – West. M

SEMESTER I

THEORETICAL BASES OF MATHEMATICS EDUCATION

COMMON COURSE	:	EDU 704.16
No. OF CREDITS	:	4
CONTACT HOURS	:	90

Course Objectives:

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

- (i) understand the characteristics of mathematics and its role in the development of modern society.
- (ii) understand the mathematical implications of various theories of learning
- (iii) Gain competence in using modern psychological theories to device teaching learning process.
- (iv) Understand the nature and functions of various instructional supports.
- (v) Improve the understanding of the principles of curriculum construction and organization in Mathematics
- (vi) understand the essential qualities of a mathematics teacher.

Modes of Transaction

Lecture cum discussion, Individual assignments, guided small group discussion, project work, seminars, Activity methods.

Course Outline:

Unit. I Conceptual Background of Mathematics (20 hrs)

- 1.1 Meaning of Mathematics: Nature of Mathematics, human needs as bases of growth of mathematics, pure and applied mathematics, role of induction, intuition and logic in mathematical thinking, language of mathematics.
- 1.2 Transfer value of learning mathematics: Practical utility of mathematics, its basis for the study of other subjects; application in real life- Disciplinary values: competencies like precision and systematic ways of dealings such as accuracy, concentration, simplicity, logical thinking and problem solving abilities, cultural values.
- 1.3 Development of mathematics: Development of mathematics from empirical to rational, brief history of developments of mathematics – contributions of Euclid, Pythagoras, Rene-Descarte, Bertrand Russell and Indian mathematician with special reference to Aryabhata, Bhaskaracharya, Brahmagupta and Ramanujan.
- 1.4 Aims and objectives of teaching mathematics at various stages of education.

Unit 2 Curriculum Development in Mathematics (15 hrs)

- 2.1 Curriculum – meaning and definition 2.2 Modern trends in curriculum construction- objective based, child centered, activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- 2.2 Principles of curriculum organization- logical & psychological consideration
- 2.3 Different approaches to curriculum organization – Spiral, topical and concentric approach

Unit 3 Psychological Bases of Mathematics teaching. (15 hrs)

- 3.1 Implications of theories of Piaget, Bruner, Gagne, Gardner and Vygotsky in teaching mathematics.
- 3.2 Individual differences in learning of mathematics, identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Motivational techniques in teaching of mathematics

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency in mathematics teaching, in service training program.

Unit 5 Instructional support (15 hrs)

- 5.1 Resource materials in teaching Mathematics –
 - 5.1.1 Textbooks – criteria of selection,
 - 5.1.2 Work Book
 - 5.1.3 Teacher’s Diary
 - 5.1.4 Teachers’ handbook
 - 5.1.5 Journals, Magazines, periodicals,
 - 5.1.6 Learning aids: Improvised aids
- 5.2 Mathematics Laboratory & its organization
- 5.3 Mathematics Library and its organization

Unit 6 Issues in Teaching of Mathematics (15 hrs)

- 6.1 Concretization of abstract ideas
- 6.2 Gradation of Subject matter
- 6.3 Correlation of the Subject- incidental & systematic Correlation

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, Boston: Houghton Mifflin
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. Iglewicz, Boris and Stoyle, 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, Kuppaswami. The Teaching of Mathematics.
14. Felix, Lucien. Modern Mathematics and the Teacher.
15. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
16. Bellard, P.B. Teaching the Essentials of Arithmetic
17. Rai, B.C. Methods of Teaching Mathematics.
18. Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.
19. Sundarajan. S. Theory and Practice of Teaching School Mathematics.
20. Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics.

22. Schultze, A. The Teaching of Arithmetics in Secondary School.
23. Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.
24. Butler, C.H., The Teaching of Secondary Mathematics
25. Dharamvir. The Teaching of Mathematics in India. Manuel G.J. Pedagogic of Mathematics.
26. Shah, G. B., New Dimensions in the Teaching of Mathematics.
27. Wilson, G.M. Teaching of New Arithmetic.
28. Marks, J.I., Teaching Arithmetic for Understanding.
29. Bloom, B.S. (1956) Taxonomy of Educational Objectives.
30. Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.
31. NCERT. Improving Instruction in Mathematics
32. Joyce, Bruce; Weil, Mursha (2003). Models of Teaching,
33. New Jersey: Prentice-Hall of India Pvt.Ltd.
34. Sharma,S. (2003). Advanced Educational Psychology, New delhi: Anmol Publications.
35. Koshy.S.J., Ramchandani,S cl.at (2007). Encyclopaedia of Educational Learning and Teaching Technology, New Delhi: Dominant Publishers and Distributors.
36. Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.
37. Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.
38. Tiwari.D.(2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent Publishing Corporation.
39. Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers and Distributors.
40. Malhotra,V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.
41. Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.
42. Tatima.S.K. and Rao,D.B.(2008). Reasoning Ability of Adolescent students, New Delhi: Discovery publishing House Pvt.Ltd.

SEMESTER 1

THEORETICAL BASES OF PHYSICAL SCIENCE EDUCATION

CORE COURSE : EDU 704. 17

No. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

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

- i. understand the conceptual background of Physical Science and its correlation with other subjects in the curriculum as well as life and environment.
- ii. understand the principles of Physical Science curriculum development and organization.
- iii. understand the psychological bases of Physical Science education.
- iv. become familiar with Constructivism and Critical Pedagogy .
- v. understand the specific qualities of a good physical science teacher.
- vi. become familiar with various resource materials and audio-visual aids and to devise suitable learning aids.
- vii. understand how to organize and maintain physical science library and laboratory.
- viii. become familiar with the organization of co-curricular activities such as science clubs, field trips, study tours and science fairs .

Mode of transaction:

Lecture, demonstration, group discussion, project work, problem-solving sessions, brain-storming, seminars, assignments and other relevant techniques.

Unit I - Conceptual Background of Physical Science (10 hrs)

1.1 Science, its meaning, definitions, nature of science, Science as a product and process. Interdependency of product and process.

1.2 Concept of correlation- incidental and systematic correlation of physical science,

within the subject and with other subjects in the curriculum such as Mathematics, Biology, Languages, Geography, History, Earth Science, Drawing, Music and Craft.
Correlation with life and environment.

Unit 2 -Curriculum Development in Physical Science (20 hrs)

2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.

2.2 Approaches in curriculum organization :

Movement down along a road

Swing of a pendulum

Concentric plan

Type study

Historical approach.

Core curriculum

Separate Subject curriculum.

2.3 Aspects of science curriculum in NCF (2005) and KCF (2007).

Unit 3 - Psychological bases of Physical Science Education (15 hrs)

3.1 Implications of theories of Piaget, Bruner, Gagne, Gardner and Vygotsky in teaching Physical Science

3.2 Individual differences in learning of Physical science, identifying, catering the needs of gifted, slow learners, low achievers and under achievers.

3.3 Motivational techniques in teaching of Physical science.

3.4 Learning as a generative process

Children's science

Learner as a scientist

Pre – conceptions and misconceptions of learner

Influence of pre- and misconceptions in teaching and learning processes

Unit 4 -Teacher and Professional growth (10 hrs)

4.1 Teacher – essential qualities, duties and responsibilities.

4.2 Professional growth – in-service training.

Role of SCERT and NCERT

Unit 5 -Instructional Support – Resource Materials, Laboratory and Library (20 hrs)

5.1 Resource materials in teaching Physical Science

Syllabus

Textbook – criteria of selection

Resource unit

Teachers' handbook

Reference books

Supplementary readers

Learning aids : audio- visual aids(OHP, Computer, LCD Projector and C.D. ROM) .

Improvised aids.

5.2 Laboratory and its organization

Purchase and maintenance of chemicals, apparatus and equipments.

Laboratory rules . Accidents in the laboratory, Precautions and First Aid.

5.3 Science library and its organization.

Unit 6 -Co - Curricular Activities (15 hrs)

6.1 Co – curricular activities – organization of field trips and study tours – their importance.

6.2 Science Club – its pattern, organization and activities such as science fairs.

References

1. Ackerman, E. (1996). Perspective – taking and object Construction: Two keys to ‘ learning. In Y. Kafai & M. Resnick (Eds.). *Constructivism in practice: Designing, thinking and learning in digital world*. New Jersey: Lawrence Erlbaum.
2. Aggarwal, J. C. (2001). *Principles, methods and techniques of teaching*. New Delhi : Vikas Publishing House Pvt. Ltd.
3. Anderson, J.B. (1980). *Cognitive psychology and its Implications*. San Francisco; W.H. Freeman and Company.
4. Armstrong, T.(2001).*Multiple intelligence in the classroom*.(2nd ed.), Washington D.C.: Association for Supervision and Curriculum Development.
5. Ausubel, D. P. (1966). Meaningful reception learning and the acquisition of concepts. In H. J. Klausmier & C. W. Harris (Eds.). *Analysis of concept of learning*. New York: Academic Press.
6. Doolittle, P. E. (1997). Vygotsky’s zone of proximal development as a theoretical foundation for cooperative learning. *Journal of Excellence in College Teaching*,8(1), 83 – 103.
7. Fosnot, C. T.(Ed.).(1996). *Constructivism: Theory, perspective and practice*. New York: Teachers College Press.
8. Gagne, R. M., Briggs, L. J. & Wagner, W. W. (1986).*Principles of instructional design*(3rd ed.). Chicago: Holt, Rinehart and Winston, Inc.
10. Gentner, D. & Stevens, A. L. (Eds.).(1983). *Mental models*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Publishers.
11. Hopps(1985). Cited in apples 4 the teacher articles. *Science misconceptions research and some applications for the teaching of science to elementary school students*. Hull, D. L.(1988). *Science as a Process*. Chicago: The University of Chicago Press
12. Jaramillo, J. A. (1996).Vygotsky’s socio-cultural theory and contributions to the development of constructivist curricula. *Education*, 117, 133 – 141.

13. Joseph, T. T.(1982). Modern trends in science education(2nd ed.), Kottayam, Kerala: Author.
14. Mathew, T. K. & Mollykutty, T. M. (2010). Science education: Theoretical bases of teaching and pedagogic analysis(2nd ed.) Chengannur: Rainbow Book Publishers.
15. NCERT(2006).National Curriculum Framework for school education, 2005, New Delhi.
16. NCERT(1993).National curriculum for elementary and secondary ... education.(rev.ed.).New Delhi: NCERT.
17. Rajan, K. M., Sindhu, B. S., Josen George., Siby G. Netto & Sajan, R. K. (2010). Teaching of physical science: theory, perspectives & practice (2nd rev. ed.) . Kottayam: St. Joseph's Training College, Mannanam.
18. Saxena, A. B.(1997). Alternative frameworks and science education. Indian Educational Review, 32(1), 108 – 123.
19. SCERT(2008), Kerala Curriculum Framework, Thiruvananthapuram.
20. Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat...Rai & Sons.
21. Vygotsky, L.S. (1978). Mind and society. The development of higher mental processes. Cambridge, NA: Harvard University Press.
22. Wertsch, J. V.(1997). Vygotsky and social formation of the mind. Cambridge: Harvard.

SEMESTER 1

THEORETICAL BASES OF NATURAL SCIENCE EDUCATION

CORE COURSE : EDU 704 .18

NO. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

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

- i. understand the nature, significance and scope of teaching natural science.
- ii. understand science as both process and product.
- iii. understand the modern practices in ensuring self sufficiency in food.
- iv. understand the role of science in raising the standard of living.
- v. understand the curricular accessories and support materials in teaching natural science.
- vi. understand the various principles of curriculum and syllabus construction
- vii. understand the competencies expected of a good biology teacher
- viii. understand the psychological bases of natural science education

Mode of Transaction

Course outline

Lecture cum demonstration, group discussions, case study, projects, brain storming, seminars,

Unit 1 Conceptual Background of teaching Natural Science (10 hrs.)

- 1.1 Science, its meaning, definitions, nature & scope
- 1.2 Science as a product and process. Interdependency of product and process.
- 1.3 Importance of Science in relation to self and community.
- 1.4 Scientific method; developing scientific attitude.

Unit 2 Curriculum Development in Natural Science (20 hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- 2.2 Various approaches in organizing the Content.
Topic approach, Historical approach, concentric approach, Interdisciplinary approach, Type study.
- 2.3 An appraisal of BSCS all versions.
- 2.4 Nuffield foundation
- 2.5 NCERT, SCERT, National Science Talent Search Scheme.
- 2.6 Science Education in National Curriculum Frame Work (2005)

. Unit 3 Psychological bases of Natural Science Teaching (15hrs.)

- 3.1 Implications of theories of Piaget, Bruner, Ausubel, Vygotsky and Gardner in Teaching Natural Science
- 3.2 Individual differences in learning of Natural science
- 3.3 Characteristics and programmes for gifted, slow learners, low achievers and under achievers
- 3.4 Motivational techniques of teaching Natural Science

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency - in- service training-Roles of SCERT and NCERT.

Unit 5 Instructional Support (15hrs.)

- 5.1 Resource materials in teaching Natural Science – Syllabus, Textbooks – criteria of selection, Resource unit, Work Book, Teachers’ handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids : audio- visual aids(OHP, Computer, LCD Projector), CD.ROM such as Encarta, Video lessons & Improvised aids
- 5.2 Laboratory & its organization
- 5.3 Natural Science library

Unit 6 Impact of teaching Natural Science in promoting national goals of education.(20hrs.)

- 6.1 National Goals of education and role of Natural Science teaching
- 6.2 Self sufficiency in food
- 6.3 Modern agricultural practices; crops and management; preparing the field; selection of seed; control of weeds and pests; manuring; use of bio fertilizers, making of vermi-compost; modern techniques of cultivation; Hybridisation, Budding, Layering, Grafting, tissue culture and cloning.
- 6.4 Role of Science in effecting social changes (promoting health and hygiene; population control, eradication of diseases; removal of superstitions)
- 6.5 Role of science in raising the standard of living; bringing science to home and community (longevity of life, decreasing infant mortality rate; health index; better living conditions; role and functioning of community health centers).
- 6.6 Scientific Literacy
- 6.7 Environmental awareness (Interdependence of organism and environment; pollution).
- 6.8 Management of natural resources eco-friendly approach (land, water, air, forest-wild life sanctuaries)
- 6.9 Concept of sustainable existence (Ecological balance optimum utilization of resources)

References

1. Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. *Advances in Research of Teaching*, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.
2. Arons, A. B. (1983). Achieving wider scientific literacy. *Daedalus* Spring 91-122.
3. Das, R. C. (1985). *Science Teaching in Schools*, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.
4. Lowman, J (1995). *Mastering the Technique of Teaching*. Second Edition, San Fransico.
5. *Teaching of Biology*. S. Choudhary (2004). APH Publishing Corporation.
6. Jayasree and Digumarti Bhaskara Rao (2004) Discovery Publishing House.
7. Uttam Kumar Singh and A. K. Nayak Science Education Common Wealth Publishers.
8. Veena Pani Pandey (2004). *Teaching of Biology*, Summit Enterprises.
9. Sood, J. K. (1985). *Teaching Life Sciences*, Kohli Publications, Delhi.
10. Sharma, R.C. : *Modern Science Teaching* Dhanpat Rai and Sons, Delhi.
11. NCERT (1996). *Science for classes IX and X*, New Delhi.

12. Innovative Science Teaching Radha Mohan.
13. Teaching of Life Science L. M. Sharma
14. Teaching of Science R. C. Sharma
15. Watson, S. B. and J. E. Marshall 1995. Effects of cooperative incentives and heterogeneous arrangement on achievement and interaction of cooperative learning groups in a college life course.
16. Gopakumar P. S. and Antony V. T. A Text book of Zoology Class 17. Valsala Kumar E. (2001) Biology
18. BSCS Biology An Inquiry into Life vol.1&2
- 19 BSCS High school Biology Green Version .Rand McNally & co.
- 20 Biology Teachers Handbook BSCS
- 21 Rangarajan C (2000)Teaching Science Today and Tomorrow

SEMESTER 1

THEORETICAL BASES OF SOCIAL SCIENCE EDUCATION

CORE COURSE	:	EDU 704 .19
No. OF CREDITS	:	4
CONTACT HOURS	:	90

Course Objectives:

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

1. develop a thorough understanding of the conceptual background of Social Science.
2. identify and inculcate skills and values of teaching Social Science.
3. understand the qualities of a Social Science Teacher and need for recurrent training.
4. analyse the principles of Social Science curriculum in relation to the various approaches of organizing Social Science curriculum.
5. identify the different teaching-learning materials available for Social Science teaching.
6. develop awareness about the various resources that can be utilized for enriching Social Science instruction.
7. develop the ability to organize co-curricular activities and community resources for promoting Social Science learning.
8. develop an understanding about the special concern of Social Science such as National Integration, International understanding and development of democratic citizenship.
9. develop the ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.

Mode of Transaction

Lecture-cum-demonstration, Project work, Seminar, Assignment, Brain storming,
Discussion, Group work.

Course Outline

Unit 1 Conceptual Background of Social Science (10 hrs)

- 1.1 Definition and Meaning - Social Science and Social Studies
- 1.2 Similarities and Differences between Social Science and Social Studies
- 1.3 Nature and Scope of Social Science
- 1.4 Aims and Objectives of teaching Social Science

Unit 2 Curriculum Development in Social Science (15)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- 2.2 Characteristics of a Progressive Curriculum for Social Science Education
- 2.3 Approaches in curriculum organization – Unit Approach, Topical Approach Concentric Approach, Chronological Approach.

Unit 3 Psychological bases of Social Science Teaching (15 hrs.)

- 3.1 Implications of theories of Gardner and Vygotsky in teaching social science
Critical pedagogy
- 3.2 Individual differences in learning of social science, identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Motivational techniques in teaching of social science

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Essential Qualities of a Social Science Teacher
- 4.2 Ways and Means of developing professional growth among Social Science Teachers

Unit 5 Instructional Support – (20 hrs)

- 5.1 Text Book – Need and Importance- Criteria of a good Social Science Text Book-
- 5.2 Work Book
- 5.3 Teachers' handbook
- 5.4 Collateral Reading Materials - Types and Significance
- 5.5 Question Bank

- 5.6 Bulletin Board
- 5.7 Social Science laboratory and its organization
- 5.8 Field trip-Steps and Advantages.
- 5.9 Community Resources - Types and Advantages

Unit 6 Special Issues in the Teaching of Social Science (20 hrs)

- 6.1 Dealing with Controversial Issues in Social Science.
- 6.2 Social Science Education for Democracy
- 6.3 Social Science Education for National Integration –Activities for students.
- 6.4 Social Science Education for International Understanding–Activities for students.
- 6.5 Current Affairs in Social Science
- 6.6 Consumer Education in Social Science.

References

1. Berk, E.L. (2003). Child Development. New Delhi: Pearson Education.
2. Bining, Arthur and Bining, H.D (1952). Teaching the Social Studies in Secondary Schools. New York: McGraw Hill Book Co. Inc.
3. Ediger, M. (2004).The importance of Social Studies .Experiments in Education.
4. Fenton, E. (1966). Teaching Social Studies in Secondary Schools. London: Holt, Rinehart & Winston, Inc.
5. Kaltsounis, Theodore (1979). Teaching Social Studies in the Elementary School – The Basics for Citizenship. New Jersey: Printice Hall, Inc.
6. Kochhar, S. K. (2001). The Teaching of Social Studies. N. Delhi: Sterling.
7. Kumar, Sudheesh, P.K. & Noushad, P.P.(2006). Social Studies in the Class Room: Trends and Methods. Calicut University: Scorpio Publishers & Distributors.
8. Mangal, S. K. & Mangal, Uma (2008). Teaching of Social Studies. New Delhi: PHI Learning. Private Limited.
9. Parker, W.C. (2001). Social Studies in Elementary Education. Columbus Ohio: Merrill, Prentice Hall.

10. Philips, C.R. (1974) .Teaching for Thinking in High School Studies. USA: Addison & Wesley Publishing Company, Inc.
11. Sharma, J.P. (2000).National Curriculum Frame work for School Education: A discussion document. New Delhi: NCERT.
12. Vashist, S.R. (2004) Theory of Social Studies .New Delhi: Anmol Pub. Pvt. Ltd.
13. Veenakumari, B. and Rao Digumarti, Baskara. (2006). Methods of Teaching Social Studies. N. Delhi: Discovery Pub. House.
14. Wesley, Edgar, Bruce (1952). Teaching Social Studies in Elementary Schools. Boston: D.C. Health and Company.

SEMESTER 1

THEORETICAL BASES OF COMMERCE EDUCATION

COMMON COURSE	:	EDU 704.20
No. OF CREDITS	:	4
CONTACT HOURS	:	90

Course Objectives:

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

- (i) Understand the characteristics of Commerce and its role in the development of modern society.
- (ii) Understand the Commercial implications of various theories of learning
- (iii) Gain competence in using modern psychological theories to device teaching learning process.
- (iv) Understand the nature and functions of various instructional supports.
- (v) Improve the understanding of the principles of curriculum construction and organization in Commerce
- (vi) Understand the essential qualities of a Commerce teacher.
- (vii) Identify the role of IT in Commerce Education.

Modes of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline:

Unit. 1 Conceptual Background of Commerce (15 hrs)

- 1.1 Introduction to Commerce: Meaning, Definitions, Scope and Nature of Commerce as a discipline- Significance of Commerce in the global scenario-Modern trends in Commerce: Banking, Insurance, Trade- Correlation of Commerce with other subjects: Economics, Geography, Mathematics, Statistics, International relations ,Management information system.
- 1.2 Nature and Significance of Commerce Education: Meaning, Definitions, Goals, Aims and Objectives of studying Commerce Education- History of Commerce Education - Development of Commerce Education in India- Need and importance of learning Commerce at Higher secondary level- Formulation of Objectives in Commerce at National and State level(NCF).
- 1.3 Transfer value of learning Commerce: Practical utility of Commerce, Social, disciplinary and cultural values- Strategies adopted for inculcating values among commerce students.

Unit – 2 Curriculum Development in Commerce. (20 hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.

- 2.2 Modern trends in curriculum construction- objective based, child centered, activity based, correlated, overcoming individual difference, fulfilling the requirements of higher education, flexible and feasible.
- 2.3 Different approaches to curriculum organization – Spiral, topical and concentric approach
- 2.4 Analysis of Present Higher secondary school Commerce curriculum

Unit – 3 Psychological Bases of Commerce Teaching. (15hrs)

- 3.1 Implications of theories of constructivism, Multiple intelligence and Emotional intelligence in teaching Commerce.
- 3.2 Individual differences in learning of Commerce, Identifying and Catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Motivational techniques in teaching of Commerce.

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency in service training-Roles of SCERT and NCERT.

Unit 5 Instructional support (20 hrs)

- 5.1 Resource materials in teaching Commerce– Syllabus, Textbooks – criteria of selection, Resource unit, Source Book, Teachers’ handbook, Reference books, Journals, Magazines, periodicals, Supplementary readers, Learning aids :audio- visual aids (OHP), Computer, LCD Projector), CD. ROM, Interactive White Board
- 5.2 Commerce Library –Need & Importance
- 5.4 Organization of field trips and study tours – their importance
- 5.5 Commerce Club–Need & Significance
- 5.6 Community Resources and its utilization

Unit 6 IT and Commerce Education (10 hrs)

- 6.1 Role of IT in the development of Commerce education
- 6.2 CAI, CMI, CML, IT Enabled education
- 6.3 e-learning: Meaning, features, e- learning and commerce education

References

1. Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Allen, D & Rayan, K (1969) Micro-teaching. London; Addison & Wesley
3. Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
4. Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York : Mc Graw-Hill Book Company.
5. Gardiner, Howard (1993) Frames of mind – The theory of multiple intelligence. New York ; Basic Books
6. George, A (2008) Learning strategies. New Delhi ; Commonwealth.
7. Goleman , D (1995) Emotional intelligence. New York; Bentam books.
8. Gupta, S. P. (1996). Elementary Statistical Methods, New Delhi : Sultan Chand & Sons.
9. Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt. Ltd.
10. Moore, Kenneth D. (1994). Secondary Instructional Methods. Madison : WCB Brown & Bench Mark Publishers.
11. Rao, Seema (1995). Teaching of Commerce. New Delhi : Anmol Publications Pvt. Ltd.
12. Sivarajan, K. And Lal, E.K. (2002). Commerce Education : Methodology of Teaching and Pedagogic Analysis, Calicut University.
13. Vygotsky , L S (1978) Mind in society ; The development of Higher Psychological process. Cambridge; Harvard University press.

SEMESTER I

THEORETICAL BASES OF INFORMATION TECHNOLOGY AND COMPUTER SCIENCE EDUCATION

Core course 704.21

No. of Credits : 4

Contact hours : 90

Course Objectives:

On completion of the course the teacher learner will be able to:

- understand the developments of computer technology and its applications to instruction.
- analyse the advantages and limitations of computers as a tool of instruction.
- create positive attitudes and values associated with IT instruction.
- develop the skill for planning and integrating IT with Education.
- develop mastery of utilization of effective techniques and tools for monitoring and evaluating

Mode of transaction

Lecture com demonstration- problem solving-brain-storming session, group discussion, case study, projects and power point presentations.

Course Outline

Unit I Conceptual Background of IT and Computer Science in Education (10 Hrs)

- 1.1 Meaning and definitions of IT
- 1.3 Scope and functions of IT in education
- 1.4 Developmental trends in the discipline
- 1.5 Advantages and limitations of computers in education
- 1.6 Future of IT Education-Computer Literacy and awareness programme.

Unit 2 Curriculum Development in I T and Computer Science in Education (20 Hrs)

- 2.1 Curriculum development – General principles – psychological, sociological, philosophical, needs and interests of the learner, nature of subject matter and philosophy of nation.
- 2.2 Modern trends in curriculum construction
- 2.4 Different approaches to curriculum organization

Unit 3 Psychological Bases of IT and Computer Science Teaching . (15 hrs)

- 3.1 Implications of theories of Gardner and Vygotsky in teaching IT and Computer Science Teaching .
- 3.2 Individual differences in learning of IT and Computer Science Teaching ,identifying, catering the needs of gifted, slow learners, low achievers and under achievers.
- 3.3 Motivational techniques in teaching of IT and Computer Science Teaching .

Unit 4 Teacher and Professional growth (10 hrs)

- 4.1 Teacher – essential qualities, duties and responsibilities.
- 4.2 Professional growth –Ways and means of developing professional competency in IT and Computer Science Teaching , in-service training program.

Unit 5 Instructional support (15 hrs)

- 5.1 Resource materials in IT and Computer Science Teaching .
- 5.2 Setting up a computer lab-essential infrastructure
- 5.3 Lab management lab routine for pupils-arranging for pupils practicals, maintenance of record.
- 5.4 LAN Topologies Advantages and limitations of LAN
- 5.5 Software and hardware requirements
- 5.6 Learning aids: Improvised aids
- 5.7 IT and Computer Science Library and its organization

Unit 6 Issues in Teaching of IT and Computer Science Teaching (20hrs)

- 6.1 Scientific and technological developments
- 6.2 Practical application in day-to-day life and in various occupations
- 6.3 Research-Communication facilities
- 6.4 Recreation activities
- 6.5 Distance and continuing education
- 6.6 Economic development

References

1. Roblyer M.D., Jack Edwards and Mary Anne Havriluke (1997). Integrating Educational Technology into Teaching. New Jersey: Merrill an imprint of Prentice Hall.
2. Bentley Trevor (1992). Training to meet the Technology Challenge. London: Mc Graw Hill Book Company.
3. Roger Crawford (1997). Managing Information Technology in Secondary Schools. London: Routledge.
4. Robert Heinich, Michael Molerinda and James D. Russell (Ed). (1990). Instructional Media and the New Technologies of Instruction. New York: Mac Millan Pub Company: Cady Glee Harrah and Pat Mc Gregor (Ed) (1996) Mastering the Internet. New Delhi: BPB Publications
5. Ryan Kevin, Cooper James M (1995) Those who can Teach, Boston (Houghton Mifflin Company).
6. Ratho, T.N. and Ravi Prakash, Emerging Trends in Teaching of Computer Science.
7. Karl U Smith and Margaret Eoltz Smith, Cybernetic Principles of Learning and Educational Design.
8. Brunner, J.S. (1986). Actual minds, possible worlds. Cambridge. Mass: Harward University Press.
9. Chauhan, S.S. (1990). Education of exceptional children. New Delhi: Indus Publishing Co.
10. Sanjay, Saxena. (2002). Introduction to computers and M S Office, New Delhi, Vikas Publishing House.
11. Rajesh, Easwarakumar and Balasubramaniam. (2002), Computer Network New Delhi, Vikas Publishing House.
12. Sanjay, Saxena. (2002). First Course in Computer, New Delhi, Vikas Publishing House.
13. Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
14. Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York: Mc Graw-Hill Book Company.
15. Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt.Ltd.
16. Moore, Kenneth. D. (1994), Secondary Instructional Methods. Madison: WCB Brown & Bench Mark Publishers

SEMESTER 1
APPROACHES AND PRACTICES IN TEACHING ENGLISH

CORE COURSE : EDU 705.11

No. OF CREDITS : 4

CONTACT HOURS: 90

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

- understand the aims and objectives of teaching English
- familiarize themselves with the relevant approaches and methods in English language teaching.
- acquaint themselves with the models of teaching
- understand the importance of various instructional techniques.
- understand the various study skills
- effectively teach different genres of literature

Mode of Transaction.

Lecture cum demonstration, problem solving, brain- storming sessions, group discussion, case- study, projects and power point presentations.

Course Outline

Unit 1 Taxonomy of educational objectives (20 hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2: Methods and Strategies for Productive Learning (25 hrs)

A brief review of

- 2.1. Grammar Translation method
- 2.2. Direct method
- 2.3. Bilingual method
- 2.4. Structural-Oral-situational approach
- 2.5. Natural approach
- 2.6. Suggestopedia
- 2.7. Communicative Approach.

Unit3. Models of Teaching (10 hrs)

3.1 Models of Teaching – Meaning and definition

3.2 Basic elements of a model

Unit 4: Techniques of teaching (15 hrs)

4.1 Questioning, Co-operative learning-Collaborative learning-Brain storming- Peer tutoring- Role play-Computer assisted instruction, Workshop, symposia, mastery learning, Buzz session, Debates, method of Individualized assignments, Language games, reflective teaching

Unit 5: Developing study skills (15 hrs)

5.1. Locating Information (Dictionary, Thesaurus- Reference skills)

5.2. Gathering Information – Skimming, scanning, intensive and extensive reading – SQ4R

5.3. Storing Information (Note making, note taking, summarizing and information transfer)

5.4. Retrieving Information (using technology and computers)

Unit 6: Challenges in teaching and learning English (5 hrs)

6.1 Problems in teaching English and the solutions

6.2 Influence and interference of mother tongue (Transfer of learning)

Reference

1. Allen and Campell (Ed.)/ Teaching English as a second language./ New Delhi : Tata McGraw Hill Co.
2. Joyce and Marsha M Weil. (2003).Models of Teaching. New Delhi: Prentice Hall.
3. Krashen and Terrel (1983).The Natural Approach.Oxford: Pergamon.
4. Kyriacou.Chris.(1998).Essential teaching Skills.UK:Neison Thornes.
5. Larsen, D.F.(2000).Techniques and Principles of Language Teaching(2nded)>Oxford: Oxford University Press.
6. Lyons. (2002). Language and Linguistics: An Introduction.Cambridge: CambridgeUniversity Press.
7. Naiman, N., Frohlich, M., Stern, H.H., and Todesco, A. (1978). / The good language learner. / Toronto: Ontario institute for studies in Education.
8. Nunan,D. (1989).Syllabus design: Language Teaching.Oxford:Oxford University Press.
9. Nuttall,C.(1982).Teaching Reading skills in a Foreign language.Oxford:Heinmann International.

10. NCERT. (1992). / Fifth all India educational survey. / New Delhi: NCERT.
11. NCERT: (1997). / Fifth survey of educational research. / New Delhi: NCERT.
12. Piaget, J. (1973). /To understand is to invent. / New York: Grossman. 11. Richards, J. C., and Rogers, T. S. (1986). / Approaches and methods in English Language Teaching. / Cambridge: Cambridge University Press.
13. Richards, J. C., and Theodore.S.R.(1995).Approaches and Methods in Language Teaching.(10thed.).Cambridge: Cambridge University Press.
14. Rivers, W. M. (Ed.)(1987)./ Interactive language teaching./ Cambridge : Cambridge University Press.
15. Strichart, S. S., & Mangraum II, C. T. (1993). / Teaching study strategies to students with Learning disabilities./ Boston : Allyn and Bacon
16. Thomas, Ann. Malamah. (1987). / Classroom interaction. / Oxford: Oxford University Press.
17. Tomlinson, Brian. (Ed.) (1988). / Materials development in language teaching./ United Kingdom : Cambridge University Press.
18. Venkateswaram, S. (1995). / Principles of teaching English. / New Delhi: Vikas Publishing House.
19. Wallace, M.J. (1998).Study Skills in English. Cambridge: Cambridge University Press.
20. Wenden, A. (1987). / Learners strategies in language learning. / Englewood Cliffs: N. J.: Prentice Hall.
21. Wilkins,D.A.(1976).Notional Syllabuses.Oxford:Oxford University press

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING MALAYALAM

COMMON COURSE : EDU 705.12

No. OF CREDITS : 4

CONTACT HOURS : 90

Course objectives:

On completion of the course the teacher trainees will be able to:

- Understand the aims and objectives of language learning
- Understand the importance of various instructional strategies
- Apply principles for selecting instructional strategies
- Acquaint themselves with the models of teaching
- Familiarize themselves with the relevant techniques, approaches and methods in Malayalam language teaching
- Develop insight into the principles and theories of language learning
- Teach the poems and prose lessons and practice the four-fold skills
- Understand the aims of literature

Mode of Transaction

Lecture cum demonstration, problem solving, brain-storming session, group discussion, case study. Projects and power point presentations

Course Outline

Unit 1 Taxonomy of educational objectives (25 hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2 Methods and Strategies for Productive learning (20 hrs)

- 2.1 New trends and developments in teaching Malayalam
- 2.2 Direct method – Play way method-Dalton plan-Project method-Dramatization Inductive method
Alphabetic, word sentence method, lecture method, story telling method, Text book method

Unit 3. Models of Teaching (10 hrs)

3.1 Models of Teaching – Meaning and definition

3.1 Basic elements of a model

Unit 4: Techniques of teaching (15hrs)

4.1 Questioning, Co-operative learning-Collaborative learning-Brain storming- Peer tutoring-Role play-Computer assisted instruction, Workshop, symposia, mastery learning, Buzz session, Debates, method of Individualized assignments, Language games, reflective teaching

Unit 5: Developing study skills (15hrs)

5.1. Locating Information (Dictionary, Thesaurus- Reference skills)

5.2. Gathering Information – Skimming, scanning, intensive and extensive reading – SQ3R

5.3. Storing Information (Note making, note taking, summarizing and information transfer)

5.4. Retrieving Information (using technology and computers)

Unit 6 Teaching literature (5 Hrs.)

6.1 Aims of teaching literature

6.2 Teaching different genres of literature (Prose, Poetry, Short story, Drama etc)

Reference :

- 1) Prof.Erumeli Parameswarn Pillai(2005) Malayala Sahithyam –
Kalakhatangaliloote/Prathibha books,Mavelikara-6
- 2) Prof Erumeli Parameswaran Pillai,(2001)
Malayala bhashadhyapanam/Prathibha books, Mavelikara-6
- 3) Dr.C.K.Chandrasekharan Nair,(2002)
Malayalabodhanam/The State Institute of languages, Thiruvanthapuram.
- 4) Prof T.K.Thomas;(1993) Thribhashavyakaran man V publishers, Kottayam
- 5) Irinchaya Ravi(2002) Ezhuthintevazhi/The State Institute of
Languages. Kerala, Thiruvananthapuram-3
- 6) Dr.C.M.Bindu(2007) Mathrubhashabodanam Pravanathakalum
Reethikalum/scorpio publishers and Distributors, calicut university, Kerala, India.
- 7) Dr.Sivarajan.K, Sreemanunni.P(2006) Malayalam
Bhashadhyapanam/Calicut University Press,Calicut.
- 8) Chaudron.Craig,(1988) Second language classrooms/cambridge:Cambridge university press.
- 9) Cook,Vivian(1991)Second language learning and language
teaching/New york: Chapman and Hall Inc.
- 10) Crystal David(Ed).(!997)Cambridge encyclopedia of second

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING HINDI

CORE COURSE : EDU 705.13

NO. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

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

- Understand the aims and objectives of learning Hindi.
- Critically analyze the various teaching approaches, methods and strategies in teaching Hindi.
- Acquaint with the models of teaching.
- Acquire sufficient knowledge of the new techniques of teaching Hindi.
- Understand modern principles of language teaching.
- Effectively teach prose, poetry, short story and drama.
- Understand the various study skills.

Mode of Transaction

Lecture cum demonstration, problem solving, brain storming, group discussion, seminar, projects and assignments

Course Outline

Unit 1 Taxonomy of educational objectives (25 hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2 Methods and Strategies for productive learning in Hindi (20 Hrs.)

2.1 Grammar Translation method, Direct method, Bilingual method,

Structural and Oral approaches, Dalton plan, Project method, Play way method

Unit3. Models of Teaching (10 hrs)

3.1 Models of Teaching – Meaning and definition

3.2 Basic elements of a model

Unit 4 Techniques of teaching Hindi (20 hrs.)

4.1 Questioning, Co-operative learning-Collaborative learning-Brain storming- Peer tutoring-Role play-Computer assisted instruction, Workshop, symposia, mastery learning, Buzz session, Debates, method of Individualized assignments.

Unit 5 Teaching literature (5 hrs.)

5.1 Aims of teaching literature

5.2 Teaching different genres of literature (Prose, Poetry, Short story, Drama etc)

Unit 6 Developing study skills (10 hrs.)

6.1 Locating information-Dictionary, books, internet

6.2 Collecting information-Intensive and extensive reading

6.3 Storing information-Note making, note taking and summarizing and information transfer

References

1. Borich, Gray, D. (1996). Effective Teaching Methods. New Jersey: Prentice Hall. Inc.
2. Bruner, J.S. (1986). Actual Minds, Possible Worlds. Cambridge. Mass: Harward University Press.
3. Chandrasekhar, A. (2004). A New Approach to Language Learning. Delhi: Linguistic Circle.
4. Cook, Vivian. (1991). Second Language Learning and Language Teaching. New York: Chapman and Hall Fix.
5. Eggen, P.D and Kauchak, D.P. (1990). Strategies for Teachers: Teaching Content and Thinking Skills. New Jersey: Prentice Hall.
6. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: Vinod Pustak Mandir.
7. Joyce, Bruce and Weil, Marsha. (1997). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

8. Kinchloe, J. (2008). *Critical Pedagogy*. New York: Peter Lang.
9. Kumar, Nirajan. (2004). *Hindi Bhasha Shikshan*. Allahabad: Ram Narayan Veni Prasad Co.
10. Padhak, S.P; Thyagi, P.D. (2005). *Saphal Shikshan Kala*. Agra: Vinod Pustak Mandir.
11. Pandey, S.K and Sharma, R.S. (2008). *Encyclopedia of Modern Techniques of Teaching*. New Delhi: Common Wealth Publishers.
12. Raman, Biharilal. (1995)). *Hindi Shikshan*. Meerut: Rastogi and Sons.
13. Rivers, W.M. (Ed.). (1987). *Interactive Language Teaching*. Cambridge:
14. Saksena, Udayaveer. (2005). *Hindi Shikshan*. Agra: Vinod Pustak Mandir.
15. Tiwari, D. (2007). *Encyclopaedia of Modern Methods of Teaching*. New Delhi: Crescent Publishing Corporation.
16. Vygotsky, L.S. (1978). *Mind in Society: The development of Higher Psychological Process*. Cambridge: Harward University Press.
17. Yadav, Ramprasad. (1998). *Hindi Shikshan*. Agra: Sreeram Mehra Publications.

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING SANSKRIT

Core Course: EDU 705.14

No. of Contact hours: 90

No. of credits: 4

Course Objectives:

- Understand the psychological theories and develop ability to apply them in the teaching of Sanskrit.
- To get acquainted with modern trends and methods of teaching prose, poetry, drama, translation and composition
- Understand the different methods of teaching Sanskrit and class room techniques.
- Practice micro-teaching lessons for developing competencies.

Mode of Transaction

Lecture-cum-demonstration, Project work, seminar, Assignment, Brain storming, Discussion, Group work, Power point presentation.

Course outline

Unit 1 Taxonomy of educational objectives (25 Hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2 – Methods and Strategies for productive learning in Sanskrit (20 Hrs.)

- 2.1 Grammar Translation method, Direct method, Bilingual method,
Structural and Oral approaches, Dalton plan, Project method, Play way method
- 2.3 Conventional methods, oral approach, direct method, structural method, play way method,
Translation method Traditional method, Textbook method, Grammar Translation method or
Bhandarkar method, Psychological method, Dramatization, Eclectic method, Lecture method

Unit3. Models of Teaching (10 hrs)

3.1 Models of Teaching – Meaning and definition

3.3 Basic elements of a model

Unit 4: Techniques of teaching (15hrs)

4.1 Questioning, Co-operative learning-Collaborative learning-Brain storming- Peer tutoring-Role play-Computer assisted instruction, Workshop, symposia, mastery learning, Buzz session, Debates, method of Individualized assignments, reflective teaching

Unit 5 Teaching literature (5 hrs.)

5.1 Aims of teaching literature

5.2 Teaching different genres of literature (Prose, Poetry, Short story, Drama etc)

Unit 6 Developing study skills (15 hrs.)

6.1 Locating information-Dictionary, books, internet

6.2 Collecting information-Intensive and extensive reading

6.3 Storing information-Note making, note taking and summarizing

References

- | | | | |
|-----|------------------------------|---|--------------------|
| 1. | On teaching poetry | - | Haddon |
| 2. | Samskritha Adhipana | - | Viswanatha Sarma |
| 3. | Samskritha Siksha | - | Ramasukla pandya |
| 4. | The teaching of Sanskrit | - | D.G. Apte |
| 5. | Samskritha Sikshana Vidi | - | Raghunatha Saphaya |
| 6. | Samskritha Bhashadhyapanam | - | Prof. Sahadevan |
| 7. | Methods of Teaching Sanskrit | - | Prof. Ramavarma |
| 8. | History of Sanskrit teaching | - | Macdonell |
| 9. | Teaching techniques | - | Das R.C. |
| 10. | Language in Education | - | Omkar N. Koul |
| 11. | Sanskrit and Science | - | S.S. Janaki Kupu |

SEMESTER 1
APPROACHES AND PRACTICES IN TEACHING ARABIC

Core Course : EDU 705.15
No. of contact hours: 90
No. of credits: 4

Course Objectives

- Analysis of various basic theories of learning a language
- Apply appropriate instructional strategies in teaching
- Develop the skills for choosing the right method suitable to different topics
- Aware of the modern instructional strategies and techniques
- Develop the skills to improvise and use
- Audio visual aids and device learning strategies

Course Outline

Unit 1 Taxonomy of educational objectives (25 Hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.

Unit 2 Methods and Strategies for productive learning Arabic language (20 hrs)

Traditional method

Translation method

Direct method

Structural approach

Lecture method

Play way method

Communication approach

Project method

Dalton plan

Problem solving

Unit3. Models of Teaching (10 hrs)

3.1 Models of Teaching – Meaning and definition

3.2 Basic elements of a model

Unit 4: Techniques of teaching (15hrs)

4.1 Questioning, Co-operative learning-Collaborative learning-Brain storming- Peer tutoring-Role play-Computer assisted instruction, Workshop, symposia, mastery learning, Buzz session, Debates, method of Individualized assignments, Language games, reflective teaching

Unit 5: Developing study skills (15hrs)

5.1. Locating Information (Dictionary, Thesaurus- Reference skills)

5.2. Gathering Information – Skimming, scanning, intensive and extensive reading – SQ3R

5.3. Storing Information (Note making, note taking, summarizing and information transfer)

5.4. Retrieving Information (using technology and computers)

Unit 6 Teaching literature (5hrs.)

6.1 Aims of teaching literature

6.2 Teaching different genres of literature (Prose, Poetry)

References

1. Ways to Teaching Arabic – Dr. Jawdath al Rikabi
2. Simple audio-visual aids to foreign language teaching – Oxford university press
3. Audio visual education – Language institute, Kerala

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING MATHEMATICS

COMMON COURSE : EDU 705 .16
No. OF CREDITS : 4
CONTACT HOURS : 90

Course Objectives:

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

1. acquire knowledge about aims and objectives of teaching secondary school mathematics
2. gain understanding about the recent trends in the transaction of mathematics curriculum
3. understand the various approaches and techniques of teaching mathematical topics
4. develop the ability to teach different kinds of mathematical topics like concepts, generalization and problem solving
5. understand the concept of Models Of teaching and its basic elements
6. identify the different kinds of mathematical skills

Mode of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline

Unit 1. Taxonomy of educational objectives (25 hrs)

- 1.1 Aims and objectives - meaning and distinction
- 1.2 Blooms Taxonomy of educational objectives:
- 1.3 Objective based instruction, competency based instruction.
- 1.4 Learning as pupil activity

Unit 2. Methods and Strategies for productive Learning of Mathematics (25 hrs)

- 2.1 Teaching Mathematical Concepts
 - Lecture Method and Heuristic Method
- 2.2. Teaching Mathematical Generalisation
 - Inductive-deductive Strategies
- 2.3 Teaching Proof of theorems Assignments, homework
 - Analytic and Synthetic proofs.
- 2.4 Teaching problem solving
 - Definition of Problem- Types of problems- steps of problem solving
 - Solution of Problem solving by problem solving method
 - Analytic Synthetic method
 - Project method

Unit3. Models of Teaching (10 hrs)

- 3.1 Models of Teaching – Meaning and definition
- 3.2 Basic elements of a model

Unit 4. Techniques of Teaching (20 hrs)

- 4.1 Individualized techniques-homogeneous grouping -Supervised study, Dalton plan, - Assignments- Home Assignments, Class Assignments
- 4.2 Questioning- Purpose, Characteristics& art of Questioning
- 4.3 Team Teaching
- 4.4 Small Group Techniques- Brain storming, Collaborative learning-Co-operative learning
- 4.5 Project, Seminars-Implementation and evaluation,

Unit 5. Development of Mathematical Skills. (10 hrs)

- 5.1 Computational skills-Importance and techniques of developing accuracy and speed, role of drill lessons and use of mental calculations.
- 5.2 Geometrical skills – use of mathematical instruments, freehand drawing of geometrical shapes, drawing of patterns etc.
- 5.3 Drawing and interpreting graphs and charts.

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, Boston: Houghton Mifflin.
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. Iglewicz, Boris and Stoyle, 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, Kuppaswami. The Teaching of Mathematics.
14. Felix, Lucien. Modern Mathematics and the Teacher.
15. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
16. Bellard, P.B. Teaching the Essentials of Arithmetic

17. Rai, B.C. Methods of Teaching Mathematics.
18. Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.
19. Sundarajan. S. Theory and Practice of Teaching School Mathematics.
20. Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics.
21. Schultze, A. The Teaching of Arithematics in Secondary School.
22. Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.
23. Butler, C.H., The Teaching of Secondary Mathematics
24. Dharamvir. The Teaching of Mathematics in India. Manuel G.J. Pedagogic of Mathematics.
25. Shah, G. B., New Dimensions in the Teaching of Mathematics.
26. Wilson, G.M. Teaching of New Arithmetic.
27. Marks, J.I., Teaching Arithmetic for Understanding.
28. Bloom, B.S. (1956) Taxonomy of Educational Objectives.
29. Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.
NCERT. Improving Instruction in Mathematics
30. Joyce, Bruce; Weil, Mursha (2003). Models of Teaching,
New Jersey: Prentice-Hall of India Pvt.Ltd.
31. Sharma,S. (2003). Advanced Educational Psychologoly, New delhi: Anmol Publications.
32. Koshy.S.J., Ramchandani,S cl.at (2007). Encyclopaedia of Educational Learning and Teaching
Technology, New Delhi: Dominant Publishers and Distributors.
33. Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi:
Crescent Publishing Corporation.
34. Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New
Delhi: Commonwealth Publishers.
35. Tiwari.D.(2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent
Publishing Corporation.
36. Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers
and Distributors.
37. Malhotra,V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing
Corporation.
38. Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi:
Commonwealth Publishers.
39. Tatima.S.K. and Rao,D.B.(2008). Reasoning Ability of Adolescent students, New Delhi:
Discovery publishing House Pvt.Ltd.

SEMESTER I

APPROACHES AND PRACTICES IN TEACHING PHYSICAL SCIENCE

CORE COURSE : EDU 705 .17
No. OF CREDITS : 4
CONTACT HOURS : 90

Course Objectives

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

1. understand the objectives of teaching of physical science at secondary and higher secondary school levels.
2. become familiar with the various strategies and techniques that can be employed in the teaching of physical science.
3. develop an awareness about National Talent Search Examination.
4. acquaint himself/herself with Concept Attainment and Inquiry Training Models of Teaching and prepare lesson plans based on it.
5. develop awareness about the theoretical and practical aspects of scientific method by understanding the meaning, significance, steps and elements of scientific method.

Mode of transaction:

Lecture, demonstration, group discussion, project work, problem – solving sessions, brain storming, seminars, assignments and other relevant techniques.

Course Outline

Unit 1. Taxonomy of educational objectives (25 hrs)

- 1.1 General aims and objectives of teaching physical science. Importance of science as a school subject. Practical, disciplinary and recreational functions of physics and chemistry.
- 1.2 Blooms Taxonomy of educational objectives

- 1.3 Objectives of physical science teaching as suggested by NCERT.
- 1.4 Modern approach to taxonomy of educational objectives proposed by McCormack and Yager (1989).

Unit 2 -Methods and Strategies for Productive Learning (20 hrs)

2.1 Instructional strategies:

Lecture:

Lecture – cum demonstration method

Heuristic method

Project method

Problem solving method

Role play

Unit3. Models of Teaching (10 hrs)

- 3.1 Models of Teaching – Meaning and definition
- 3.2 Basic elements of a model

Unit 4. Techniques of Teaching (20 hrs)

- 4.1 Individualized techniques-homogeneous grouping - Individual laboratory method, Supervised study, Dalton plan, -Assignments- Home Assignments, Class Assignments
- 4.2 Questioning- Purpose, Characteristics& art of Questioning, Differential teaching
- 4.3 Team Teaching
- 4.4 Small Group Techniques- Buzz session, Brain storming, Collaborative learning-Co-operative learning
- 4.5 Project, Seminars-Implementation and evaluation,
- 4.6 Enriching the gifted –
National Talent Search Examination – its procedure, scope and function.

Unit 5 - Scientific Method (15 hrs)

- 5.1 Meaning and Significance of scientific method - Five steps involved in Scientific Method.

5.2 Elements of scientific method : Logical and Technical aspects.

5.2.1 Logical aspects of Scientific method:

Induction – Mills five canons of Induction

Deduction

Analogy

Analysis

Synthesis

5.2.2. Hypotheses- Types and characteristics, importance of hypotheses

Drawing of inference and generalization'

5.3 Technical aspects of Scientific method:

Collection of data

Observation and experimentation

Recording and reporting of data.

References

1. Bhatt, B. D., 7 Sharma S.R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.
2. Bloom, B. S. (Ed.) (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1 : Cognitive Domain. New York: David McKay Company.
3. Champell, J. A. (1984). The changing face of chemistry. In D. J.Waddington (Ed.) Teaching of school chemistry. New Delhi: Sterling / UNESCO.
4. Cronbach, L. J. & Snow, R. E. (1977). Aptitude and instructional methods. New York: Irvington Publishers.
5. Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers.
6. Davis, J. (2001). Conceptual change. In M. Orey (Ed.), Emerging perspectives on learning, teaching and technology.

7. Gupta, S. K. (1983). Teaching of physical science in secondary schools.
New Delhi: Sterling Publications (Pvt.) Limited.
8. Heck, S. E., & William, C. R. (1984). The complex roles of the teacher. New York:
Teachers College, Columbia University.
9. Johnson, S. M. (1990). Teacher at work. New York: Basic Books Inc. Publishers.
10. Joseph, T. T. (1982). Modern trends in science education. (2nd ed.) Kottayam,
Kerala : Author.
11. Joyce, B. & Weil, M. (1986). Models of teaching (3rd ed.) New Jersey : Prentice – Hall
Inc.
12. Kohli, V. K. (1986). How to teach science. Ambala City, Haryana: Vivek Publishers.
13. Kosslyn, S. M. (1980). Image and mind. Cambridge, Massachussetts. Harvard
University Press.
14. Llewellyn, D. (2007). “Inquire within – implementing Inquiry based Science standards
in Grades 3 -8, Corwin Press, CA: Thousand Oaks.
15. Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.
16. Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning
science. A guide for elementary education, Washington, DC: United States,
Dept. of education.
17. Mathew , T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of
teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.
18. Mill, J.S (1949). A system of logic (8th ed.), London, Longmans, Green and Co.
19. Mohan, R.(1995). Innovative science teaching for physical Science. New Delhi:
Prentice Hall.
20. N.C.E.R T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.
21. Passi, B. K. (Ed.). (1976). Becoming a better teacher: Micro teaching approach.
Ahmedabad: Sahitya Midranalaya.

22. Rajan, K. M., Sindhu, B.S., Josen George, Siby G. Netto & Sajan , R.K. (2010).
Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.).
Kottayam: St. Joseph's Training College, Mannanam.
23. Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: Vidyarthi
Mithram.
24. Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons.
25. Singh. L. C., & Sharma , R. D. (1987).Microteaching: Theory and Practice (2nd Ed.).
Agra: National Psychological Corporation.
26. Slavin, R.E.(1995). Cooperative Learning: Theory, Research and Practice.(2 nd ed).
Michigan: Allyn & Bacon.
27. Smith and Anderson (1984). Cited in apples 4 the teacher.com articles, Science
Misconceptions Research and Some Implications for the Teaching of Science to
Elementary School Students.
28. Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6th
ed.). Englewood Cliffs. NJ: Prentice – Hall Inc.
29. Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary
school. New Delhi; Prentice Hall Of India Limited.

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING NATURAL SCIENCE

CORE COURSE : EDU 705 .18
NO. OF CREDITS : 4
CONTACT HOURS : 90

Course Objectives:

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

- understand the taxonomy of educational objectives
- understand the various learning strategies and approaches in teaching natural science
- understand the various techniques of teaching natural science
- understand the concept of models of teaching
- understand the various facilities for teaching natural science

Mode of transaction:

Lecture, demonstration, group discussion, project work, problem –solving sessions, case study, seminars, assignments and other relevant techniques.

Course Outline

Unit 1 Taxonomy of educational objectives (25Hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2 – Methods and Strategies for productive learning (20 hrs)

2.1 Instructional strategies: Lecture , Lecture – cum demonstration method, Heuristic method, Project method, Problem solving method, Role play, Co-operative learning – Elements of Co – operative learning.

Unit 3 Models of teaching (10 hrs)

- 3.1 Models of Teaching - Introduction
- 3.2 Basic elements of a model

Unit 4 Techniques of teaching (20 hrs)

- 4.1 Individualized techniques such as: Individual laboratory method, Supervised study, Dalton Plan Differential teaching ,Interdisciplinary Approach. Inductive, and Deductive Approach.
- 4.2 Small group techniques –Buzz session, Brainstorming
- 4.3 Seminar/symposium

.Unit 5 - Facilities for teaching Natural Science (15hrs.)

- 5.1 Science laboratory. Science library. Science club. Science fairs, Field trip, study tours, nature rambling. Nature club. Aquarium, vivarium, terrarium. Museum. Garden, Nature calendar.

Reference

1. Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. Advances in Research of Teaching, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.
2. Arons, A. B. (1983). Achieving wider scientific literacy. Daedalus Spring 91-122.
3. Das, R. C. (1985). Science Teaching in Schools, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.
4. Lowman, J (1995). Mastering the Technique of Teaching. Second Edition, San Fransico.
5. Teaching of Biology. S. Choudhary (2004). APH Publishing Corporation.
6. Jayasree and Digumarti Bhaskara Rao (2004) Discovery Publishing House.
7. Uttam Kumar Singh and A. K. Nayak Science Education Common Wealth Publishers.
8. Teaching of Biology Veena Pani Pandey (2004). Summit Enterprises.
9. Sood, J. K. (1985). Teaching Life Sciences, Kohli Publications, Delhi.
10. Sharma, R.C. : Modern Science Teaching Dhanpat Rai and Sons, Delhi.
11. NCERT (1996). Science for classes IX and X, New Delhi.
12. National Curriculum Framework 2005
13. National Curriculum Framework2005

14. Innovative Science Teaching Radha Mohan.
15. Teaching of Life Science L. M. Sharma
16. Teaching of Science R. C. Sharma
17. Watson, S. B. and J. E. Marshall 1995. Effects of cooperative incentives and heterogeneous arrangement on achievement and interaction of cooperative learning groups in a college life Science course.
18. Gopakumar P. S. and Antony V. T. A Text book of Zoology Class XI.
19. Valsala Kumar E. (2001) Biology
20. Louis Cohen, Lawrence Manion & Keith Morrison (2004) A guide to teaching practice, Routledge London
21. Taylor D.J. 2004 and others Biological Science Cambridge university press London
22. Lakshmi Gadde Bhuvaneshwara 2003 Methods of Teaching Life Sciences Discovery publishers Delhi.

SEMESTER 1

APPROACHES AND PRACTICES IN TEACHING SOCIAL SCIENCE

CORE COURSE : EDU 705 .19
No. OF CREDITS : 4
CONTACT HOURS : 90

Course Objectives:

On completion of the course the Student-Teacher will be able to:

- acquaint with relevant approaches and methods of teaching Social Science.
- develop classroom skills needed for the teaching of Social Science, using modern methodology.
- acquaint with self learning methods like CAI, Modular and Programmed Learning.
- acquaint with the traditional and modern techniques and strategies in Social Science teaching.
- understand the concept of models of teaching and its basic elements.
- become a good Social science teacher by practicing the required skills.
- acquire knowledge about the Blooms Taxonomy of educational objectives and specifications.
- develop awareness on the Multiple Intelligence, Constructivism and Critical Pedagogy.
- identify and utilize various instructional media in Social Science classroom.

Mode of Transaction

Lecture-cum-demonstration, Project work, Seminar, Assignment, Brain storming, Discussion, Group work, etc.

Course Outline

Unit 1 Taxonomy of educational objectives (25 hrs.)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity

Unit 2 - Methods and Strategies for Productive Learning (25 hrs.)

- 2.1 Traditional Approaches and Methods - Meaning and Importance, Merits and Demerits of the following.
 - 2.1.1 Story Telling Method
 - 2.1.2 Lecture Method
 - 2.1.3 Text Book Method
- 2.2 Investigative Approaches and Methods - Meaning and Importance, Merits and Demerits of the following.
 - 2.2.1 Heuristic Method
 - 2.2.2 Problem Solving Method
 - 2.2.3 Source Method
- 2.3 Self-directed Learning Approaches - Meaning and Importance, Merits and Demerits of the following.
 - 2.3.1 Programmed Learning
 - 2.3.2 Modular Learning
 - 2.3.3 Computer Assisted Instruction

Unit 3 - Models of teaching (10 hrs.)

- 3.1 Models of Teaching: Introduction
- 3.2 Basic elements of a Model

Unit 4 - Techniques of Teaching (20 hrs.)

Meaning and Importance, Merits and Demerits of the following.

- 4.1 Dramatization
- 4.2 Team Teaching – Types
- 4.3 Buzz Session
- 4.4 Brain Storming
- 4.5 Assignment
- 4.6 Supervised Study

Unit 5 - Instructional Media (10 hrs.)

5.1 Devices for developing Time Sense – Chronology Charts, Time lines: Progressive, Regressive, Pictorial, Comparative.

5.2 Devices for developing Space Sense – Globe, Maps, Atlas

References

1. Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.
2. Dash, B. N.(1998). Content cum Methods of Teaching Social Studies. Ludhiana: Kalyani Publishers.
3. Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub. House.
4. Ehman & Patrick (1974). Towards Effective Instruction in Social Studies. USA: Houghton Mifflin.
5. Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.
6. Freire, Paulo. (1998). Pedagogy of the Oppressed. USA: Continuum Pub. Co.
7. Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
8. Goleman, D. (1995). Emotional Intelligence. New York: McGraw Hill.
9. Joyce, B & Weil, M (2003). Models of Teaching. New Delhi: Prentice Hall.
10. Kilpatrick, W. H. (1969). The Project Method. New York: Teachers' College Press.
11. Kincheloe, J. (2008). Critical Pedagogy (2nd Edn.) New York: Peter Lang.
12. NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.
13. Passi, B. K. (Ed) (1976).Becoming Better Teacher: A Micro Teaching Approach. Ahamadabad: Sahithya Mudranalaya.
14. SCERT (2008). Kerala Curriculum Framework. Thiruvananthapuram
15. Skinner, B. F. (1968).The Technology of Teaching. New Jersey: Prentice Hall.

SEMESTER I

APPROACHES AND PRACTICES IN TEACHING COMMERCE

COMMON COURSE : EDU 705 .20

No. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

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

1. acquire knowledge about aims and objectives of teaching commerce at higher secondary level.
2. gain understanding about the recent trends in the transaction of commerce curriculum.
3. understand the various approaches and techniques of teaching commercial topics.
4. apply the techniques of commerce education in actual classroom situations.
5. gain expertise in adopting various Models of teaching.
6. identify the different kinds of skills necessary for teaching commerce.

Modes of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline

Unit 1. Taxonomy of educational objectives (25 hrs)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity.

Unit – 2 Methods and Strategies for productive Learning of Commerce. (25 hrs)

- 2.1 Teaching major and minor Concepts in Commerce.
-Lecture Method and Socialised Methods
- 2.2. Teaching Generalisation of Commerce.
- Inductive-deductive Strategies
- 2.3 Teaching problem solving
- Analytic Synthetic method
- Project method
- 2.4 - Case study, Current affairs ,Source method, Surveys and Market studies.

2.5 Collaborative learning ,Problem based learning & Contract learning

Unit 3 Models of Teaching (10 hrs)

- , 3.1 Models of teaching – meaning and definition
- 3.2 Basic elements of a model

Unit 4 Techniques of Teaching Commerce(20 hrs)

- 4.1 Individualised techniques- -Supervised study, Assignments and Project
- 4.2 Questioning- Purpose, Characteristics& art of Questioning
- 4.3 Small Group Techniques- Drill, Review, Exposition, Quiz, Buzz session, Brain storming, Role play, Simulation

Unit 5 Approaches of Teaching Accountancy (10 hrs)

- 5.1 Journal approach, Ledger approach, Balancesheet approach, Equation approach, Spiral Development approach, Complete cycle approach.

References

1. Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Allen, D & Rayan, K (1969) Micro-teaching. London; Addison & Wesley
3. Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
4. Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York : Mc Graw-Hill Book Company.
5. Gardiner, Howard (1993) Frames of mind – The theory of multiple intelligence. New York ; Basic Books
6. George, A (2008) Learning strategies. New Delhi ; Commonwealth.
7. Goleman , D (1995) Emotional intelligence. New York; Bentam books.
8. Gupta, S. P. (1996). Elementary Statistical Methods, New Delhi : Sultan Chand & Sons.
9. Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt. Ltd.
10. Moore, Kenneth D. (1994). Secondary Instructional Methods. Madison : WCB Brown & Bench Mark Publishers.
11. Rao, Seema (1995). Teaching of Commerce. New Delhi : Anmol Publications Pvt. Ltd.
12. Sivarajan, K. And Lal, E.K. (2002). Commerce Education : Methodology of Teaching and Pedagogic Analysis, Calicut University.
13. Vygotsky , L S (1978) Mind in society ; The development of Higher Psychological process. Cambridge; Harvard University press.

SEMESTER I

APPROACHES AND PRACTICES IN TEACHING INFORMATION TECHNOLOGY AND COMPUTER SCIENCE EDUCATION

Core Course :705.21

No. of Credits : 4

Contact hours : 90

COURSE OBJECTIVES :

On completion of the course the teacher learner will be able to:

- explain how computers can assist in developing instructional design and instructional materials (strategies and methods).
- have mastery in the different functional components of computers.
- develop mastery in different skills and to prepare micro-teaching lesson plans.
- understand about different innovative approaches.
- develop the skill for Production and use of programme and other instructional materials for computer instruction.

Mode of transaction

Lecture com demonstration- problem solving-brain-storming session, group discussion, case study, projects and power point presentations.

Course Outline

Unit 1. Taxonomy of educational objectives (25 hrs)

- 1.1) Aims and objectives - meaning and distinction
- 1.2) Blooms Taxonomy of educational objectives:
- 1.3) Objective based instruction, competency based instruction.
- 1.4) Learning as pupil activity.

Unit – 2 Methods and Strategies for productive Learning of IT and Computer Science (25 hrs)

- 2.1 Instructional Software - animated lessons-drill and practice, tutorial activities, discovery learning, stimulation activities, instructional games, Socialised methods-seminar-discussions
- 2.2 Co-operative and collaborative learning
- 2.3 Project method-Problem solving method

- 2.4 Inductive and Deductive
- 2.5 Analytical and Synthetic
- 2.6 Source Method
- 2.7 Supervised Study
- 2.8 Use of Internet and teleconference technology, interactive videos-Integrated Learning Systems(ILS)
- 2.9 Diagnostic Remedial Teaching Programmes.

Unit 3 Models of Teaching (10 hrs)

- 3.1 Models of teaching – meaning and definition
- 3.2 Basic elements of a model

Unit 4 - Role of IT and Computers in education and training (15 hrs)

- 4.1 Programmed Instruction
- 4.2 Computer Assisted Learning (CAL)
- 4.3 Computer Assisted Instruction (CAI)
- 4.4 Computer Managed Instruction (CMI)
- 4.5 Computer Mediated Instruction (CMI)
- 4.6 Computer Mediated Communication (CMC)
- 4.7 Computer Based Testing-importance, scope and limitations, multimedia packages, computer and languages, internet, location in Cyber space.

Unit 6 - Hands-on-training (5 hrs)

- 6.1 Meaning and importance
- 6.2 Organisation hands-on-training for pupils.
- 6.3 Programme entry-editing-debugging and execution-various types of debugging.

6.4 Source level-machine level-organizing practical and evaluation of practical question bank preparation.

Unit 7 - Production and use of programme and other instructional materials for computer instruction. (10 hrs)

- a) Product-oriented and process-oriented programmes -nature, scope, preparation and use.
- b) Programmes for providing training in higher order thinking, creativity, discovery learning and exploration, algorithmic reasoning, etc. Their nature, preparation and use.
- c) Instructional materials procedures and strategies for giving training in higher order thinking creativity etc.
 - (i) Application of heuristics
 - (ii) Simulation programme ie; problem solving simulation programmes, content simulation programme, artificial environment simulation etc.
 - (iii) Application of the techniques related to programmed instructors.

References

- 1 Roblyer M.D., Jack Edwards and Mary Anne Havriluke (1997). Integrating Educational Technology into Teaching. New Jersey: Merrill an imprint of Prentice Hall.
- 2 Bentley Trevor (1992). Training to meet the Technology Challenge. London: Mc Graw Hill Book Company.
- 3 Roger Crawford (1997). Managing Information Technology in Secondary Schools. London: Routledge.
- 4 Robert Heinich, Michael Molerinda and James D. Russell (Ed). (1990). Instructional Media and the New Technologies of Instruction. New York: Mac Millan Pub Company: Cady Glee Harrah and Pat Mc Gregor (Ed) (1996) Mastering the Internet. New Delhi: BPB Publications
- 5 Ryan Kevin, Cooper James M (1995) Those who can Teach, Boston (Houghton Mifflin Company).
- 6 Ratho, T.N. and Ravi Prakash, Emerging Trends in Teaching of Computer Science.
- 7 Karl U Smith and Margaret Eoltz Smith, Cybernetic Principles of Learning and Educational Design.
- 8 Brunner, J.S. (1986). Actual minds, possible worlds. Cambridge. Mass: Harward University Press.
- 9 Chauhan, S.S. (1990). Education of exceptional children. New Delhi: Indus Publishing Co.
- 10 Sanjay, Saxena. (2002). Introduction to computers and M S Office, New Delhi, Vikas Publishing House.
- 11 Rajesh, Easwarakumar and Balasubramaniam. (2002), Computer Network New Delhi, Vikas Publishing House.
- 12 Sanjay, Saxena. (2002). First Course in Computer, New Delhi, Vikas Publishing House.
- 13 Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
- 14 Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York: Mc Graw-Hill Book Company.
- 15 Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt.Ltd.
- 16 Moore, Kenneth. D. (1994), Secondary Instructional Methods. Madison: WCB Brown & Bench Mark Publishers

SEMESTER 1

ELEMENTARY EDUCATION

COMPLEMENTARY ELECTIVE : EDU 706 .14

NO. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

On completion of the course, student-teachers are expected to

- understand the nature and significance of elementary education.
- understand the development of elementary education in India
- understand the recent changes in curriculum structuring and the mode of curriculum transaction at elementary level.
- develop appropriate teacher competency to deal with children at elementary level.
- understand the emerging trends and practices in elementary education.
- understand the evaluation strategies used at elementary level.

Mode of Transaction

Lecture cum demonstration, discussion, group work, case study, problem-solving sessions, seminars, debates, assignments, brain storming sessions, panel discussions, peer learning, community visits, survey and dialogue mode.

Course Outline

Unit I Elementary Education (5 hrs)

- 1.1 Meaning – significance – goals of elementary education in India.
- 1.2 Philosophical perspectives of elementary education (Rousseau, Froebel, Pestalozzi, Montessori, Mahatma Gandhi).

Unit 2. Development of Elementary Education in India (15 hrs)

- 2.1 Elementary education in pre-independence period.
- 2.2 Elementary education in post independence period - Views of education commissions on elementary education – Kothari Commission, NPE 1986, Revised NPE 1992, Ramamurthy commission, National Curriculum Framework 2005.
- 2.3 Recent trends in elementary education - DPEP & SSA –functions & programmes.
- 2.4 Constitutional provisions for primary education in India. – 86th Constitutional Amendment – Right to Education.

Unit 3: Challenges of Elementary Education in India (10 hrs)

- 3.1 Universalisation of elementary education; access, enrolment & retention – problems and prospects.
- 3.2 Wastage & stagnation – causes & remedies.
- 3.3 Individual difference – children with special needs – socially and culturally deprived children and their educational needs.
- 3.4 School readiness – need for Early Childhood Care and Education (ECCE)

Unit 4: Curriculum and Curriculum Transaction at Elementary Level (20 hrs)

- 4.1 Curriculum for elementary education – meaning, principles & relevance – Integrated curriculum.
- 4.2 Analysis of the existing curriculum for elementary education in the state.
- 4.3 Nature of curriculum: experience centred, Activity based and learner centred – principles and features.
- 4.4 Competency based education – meaning and principles. Minimum levels of learning (MLL) and Mastery learning.
- 4.5 Multiple modes of learning – teacher guided learning. Group learning, activity based joyful learning, learning to learn, play-way.

Unit 5: Support System in Elementary Education (10 hrs)

- 5.1 PTA, Mother PTA (MPTA), Class PTA (CPTA), School Resource Group (SRG) School Supporting Group (SSG), Village Education Committee (VEC) – role & significance.
- 5.2 Role of local Self governments in the management of elementary schools in Kerala
- 5.3 Technological support – no cost, low cost, instructional materials – information and communication technology in education (ICT).

Unit 6: Elementary Teacher Education (10 hrs)

- 6.1 Elementary teacher – special qualities and skills required – competency to work with parents and community – teacher’s commitment
- 6.2 Pre-service and in-service teacher education – need for orientation and refresher courses
- 6.3 Role of DIET, resource centres, SCERT, NCERT and NCTE in quality improvement of elementary teacher education.

Unit 7: Learning Strategies and Evaluation in Elementary Teacher Education (20 hrs)

- 7.1 Learning strategies – seminars, symposium, debates, group discussion, panel discussion, brain storming, interview, counselling.
- 7.2 Continuous and comprehensive evaluation through grading: merits of grading system, difference between marks and grades – Three stages of recording grade points.
- 7.3 Areas of continuous evaluation: (i) discussions (ii) research activities (iii) school experiences (iv) assignments (v) social interaction strategies - Items under each area – Five point indicators of evaluation.
- 7.4 Recording and reporting pupils progress.

Reference

- 1 Aroma G L (1988) Curriculum and Quality in Education, NCERT, New Delhi.
- 2 Burke J W (Ed) (1989) Competency-based Education and Training : London: Flamer Press
- 3 Dewey J (1899) School and Society, Chicago, University of Chicago Press
- 4 Dewey J (1952) Experience in Education, Collier Macmillan
- 5 Dewey J (1966) Democracy & Education, New York: Macmillan Co.
- 6 Goal B R (1990) Handbook for Teachers on Multigrade teaching, NCERT, New Delhi.
- 7 Kelley A V (1978) Mixed Ability Grouping, Theory and Practice, London : Harper
- 8 Kurrien, J (1983), Elementary Education in India : Myth, Reality, Alternative, New Delhi : Vikas Publishing House Pvt. Ltd.
- 9 Lockheed, M E & Verspoor A M (1991) Improving Primary Education in Developing Countries, Oxford/Washington Oxford University Press/World Bank
- 10 Naik J P (1965), Elementary Education in India : The Unfinished Business ‘Dadabhai Naroji Memorial Lecture (1963) Bombay, Asia Publishing House
- 11 NCERT (2005), National Curriculum Framework for School Education, New Delhi; NCERT
- 11 Naik J P (1975) Equality Quality and Quantity : The Elusive Triangle in Indian Education, Bombay : Allied Publishers.

SEMESTER 1

ENVIRONMENTAL EDUCATION

COMPLEMENTARY ELECTIVE: EDU 706 .11

No. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

Oncc completion of the course the student teachers are expected to:

1. understand the significance of environment.
2. understand the interdependence of life and environment and the need for maintaining healthy environment
3. understand environmental problems and their causes and remedies
4. understand the role of education in developing desirable attitudes in pupils to live in harmony with environment
5. develop a sense of responsibility and favourable attitude towards conservation of environment, biodiversity and sustainable development
6. understand the different strategies for environmental education and apply them effectively

Mode of transaction

Lecture cum demonstration, discussion, survey, field trip, debate, project work, panel discussion, dramatization, exhibition, film show, video show, etc.

Course outline

Unit 1 – Environmental Education (8 Hrs)

- 1.1 Meaning, nature, significance and scope of environmental education
- 1.2 Role of national and international organizations like UNESCO in the promotion of environmental education
- 1.3 Role of voluntary organizations in the protection of environment.
- 1.4 Environmental ethics and environmental accountability

Unit 2 Our Environment (22 Hrs)

- 2.1 Concept of an eco system
- 2.2 Structure and function of an eco system
- 2.3 Producers, consumers and decomposers

- 2.4 Energy flow in the eco system
- 2.5 Ecological succession
- 2.6 Food Chains, Food Webs and Ecological Pyramids, Bio-geo chemical cycles, carrying capacity
- 2.7 Introduction, Types, Characteristic features, structure and function of the following eco system.
 - a. Forest ecosystem
 - b. Grassland ecosystem
 - c. Desert ecosystem
 - d. Aquatic ecosystems (Ponds, streams, lakes, rivers, ocean, estuaries).
- 2.8 Ecological balances.

Unit 3 Conservation of Natural Resources (20 Hrs)

- 3.1 Conservation of renewable and non renewable resources
- 3.2 Natural resources and associated problems
 - (a) Forest resources: use and over exploitation and deforestation
 - (b) Water resources: use and over utilization of surface and ground water, floods, drought, conflicts over water, dams – benefits and problems. Water conservation, rain water harvesting, water shed management.
 - (c) Mineral Resources: use and exploitation, environmental effects of extracting and using mineral resources
 - (d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer- pesticide problems, water logging and salinity.
 - (e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.
 - (f) Land resources: Land as a resource, Land degradation, man induced land slides, soil erosion and desertification.
- 3.3 Bio-diversity and its conservation: (a) definition, genetic, species and ecosystem diversity. (b) Threats to biodiversity: habitat loss, poaching of wild life, man-wild life conflicts (c) conservation of biodiversity: In-sito and ex-sito conservation of biodiversity; wildlife and biosphere reserves in India.
- 3.4 Role of an individual in conservation of natural resources
- 3.5 Equitable use of resources for sustainable lifestyles. Genetic resource and their importance. waste disposal – effect on health and environment

Unit 4 Challenges of Environment (25 hrs)

- 4.1 Population explosion – problems and prospects
- 4.2 Urbanization and environmental degradation
- 4.3 Waste disposal and management - effect on health and environment, zero waste management.
- 4.4 Environmental Pollution
Causes, effects and remedial measures of
 - (a) Air Pollution
 - (b) Water Pollution
 - (c) Soil Pollution
 - (d) Thermal Pollution
 - (e) Radio Active Pollution
 - (f) Noise Pollution
 - (g) E waste pollution
- 4.5 Causes, effects and remedial measures of Deforestation, soil erosion, climate changes, green house effect, global warming, ozone depletion, acid rain, bio-magnification, eutrophication
- 4.6 Disasters: Their impact on the environment, prevention. Control and mitigation (a)Natural – Epidemics, forest fire, floods, earth quakes, droughts, cyclones, landslides, tsunami – precautions and measures to be adopted to check natural disasters.
 - (b) Man made - technological and industrial

Unit 5 Environment and Behaviour (5 hrs)

- 5.1 Environmental stress -emotional reaction when the environment does not suit to the needs and coping ability of the individual.
- 5.2 Stressors: natural disasters, noise, heat, air pollution, water pollution and overcrowding
- 5.3 Effect of stressors on health and behaviour – Morbidity, respiratory problems, skin problems, nervous system diseases, hypertension, aggression, performance impairment etc.

Unit 6 Strategies for Environmental Education (10 hrs)

- 6.1 Legislative measures for environmental protection at the state, national and international level.
- 6.2 Environmental awareness through education – developing pro-environmental behaviour in children.
- 6.3 Activities – Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment day. Action and awareness programmes.
- 6.4 Use of prompts (cues that convey a message, for eg ‘Keep your city clean’), brochures, pamphlets and booklets
- 6.5 Practical measures - saving energy, hygiene and sanitation programmes, eco-friendly behaviour, organic farming, ‘clean and green campus’ programme

References

1. Carson, Sean Mc B (1978) Environmental Education – Principles and Practices, London, Edward, Arnold Publishers.
2. NCERT (1981) Environmental Education at the School level, New Delhi.
3. Sharma, R.C. (1981) Environmental Education, New Delhi.
4. UNESCO, Environmental Education – Principles of Teaching and Learning, Paris.
5. Saxena, AB (1986) Environmental Education, Agra: NPC.
6. Chatterjee, B (2003) Environmental laws: Implementation, problems and prospects , Deep and Deep Publications
7. Dhaliwal, G.S. (2000) Fundamentals of environmental science, N.D. Kaly Publishers.
8. Kumar, Vijandra (2000) Modern methods of teaching environmental education, Sarup and Sons.

Unit II - Learning Disabled Children.

2.1 Meaning of 'Learning Disability' - General Characteristics:-

Ability Level – Average /normal

Activity Level – Hyper active/hypoactive.

2.2 Types of Learning disability

Oral Language Disabilities - Dyslexia

Writing Disabilities. - Dysgraphia

Spelling Problems

Arithmetic Disabilities. - Dyscalculia

2.3 Identification of learning disabled children.

Teachers' observation of students' performance in side and out side classrooms.

Informal testing and evaluation.

Formal testing and evaluation.

2.4 Education of Learning disabled - Proper remedial measures at the appropriate time – Empathetic approach – Adapting teaching strategies – Enrichment programmes

Unit III - Mentally Challenged / Mentally Deficient Children

3.1 Meaning of mental deficiency – classification of mental deficiency.

Concept of I.Q – Distribution of I.Q

3.2 Factors of Mental Deficiency

Heredity and Environment

Biogenic factors - Prenatal factors : X ray radiation, attempted abortion and birth complications like asphyxia, defective medication etc.

Postnatal factors – Meningitis, Encephalitis, Cerebral Palsy etc.

Social factors – emotional /social/cultural deprivation.

3.3 **Mental deficiency – Perspectives**

Social aspects - Attitudes of parents and the society, misconceptions, exploitation, child abuse, delinquency, child labour.

3.4 Identification of Mental Deficiency -Early detection by parents/ experts

Teachers' observation of pupil behaviour

Developmental screening Test (DST) with children. Eg: a) Bhatia b) RPM

3.5 Education of Mentally Deficient Children

Role of parents – Teachers – Special Educators - Education for independent living – adapting teaching strategies. Need for family interaction - guidance and counselling - community awareness programmes etc.

3.6 Assessment and Evaluation

Psychological, Educational, Behavioural and clinical assessment at various levels Continuous and periodic- Formative and Summative

Unit IV - Visual , Auditory and Speech Impaired children

4.1 Visual impairment – functional limitations, special educational needs.

4.2 Auditory impairment –functional limitations, special educational needs

4.3 Speech Impairment – Factors influencing - a) Hearing loss b) mental deficiency c) Damage to the nervous system d) defects in speech organs e) emotional problems.

Unit V - Maladjusted Children

5.1 Types of Maladjustment – emotionally disturbed – Delinquent - truant

5.2 Causes – Psychological, social, family, economic , behavioural

5.3 Helping maladjusted children - Guidance and Counselling.

Unit VI – Accommodation of Children with Special Needs in Regular Classroom

6.1 Social integration of children with special needs.

6.2 Building school climate : child – child relation , child – teacher relation and parent –teacher relation

6.3 Classroom management and adaptation for children with special needs

6.4 Curriculum adaptation, IEP (Individualised Educational plan) preparation.

6.5 Use of local resources

6.6 Concessions and benefits for children with special needs in the state, central and ICSE schools of India.

References

1. Larry A. Fais (1976), Learning Disabilities, A Competency Based Approach. Houghton Mifflin Co Boston.
2. Kirk S.A. (1962), Educating Exceptional Children. Houghton Mifflin Co. Boston.
3. Johnson D.J. and H.R. Mykleloust (1967), 'Learning Disabilities' Educational Principles and practice. Grune and Stralton, N. Y.
4. Puri, M and Sen A.K. (1989) Mentally Retarded Children in India. New Delhi: Mittal Publications
5. Subba Rao, T.A. (1992) Manual on Developing Communication Skills in Mentally Retarded persons. NIMH, Secundarabad.
6. Berdine, W and Blackhurst (1985). An Introduction to Special Education. Little Brown , Boston.
7. Ainscow, M (1990) Special Needs in the Classroom: A Teacher Education Resource Pack , UNESCO.
8. Thomas C. Lovitt (1989) Introduction to Learning Disabilities, Allyn & Bacon.
9. Sen A, (1988) Psycho-integration of the handicapped: Challenge to the society; New Delhi Mittal Publication.
10. Montgomery, D. (1990) Special Need in Ordinary Schools: Children with Learning Difficulties, Cassel Educational Limited, London.

SEMESTER I

HEALTH AND PHYSICAL EDUCATION

COMPLIMENTARY ELECTIVE: EDU 706.13

No. of Credits : 4

CONTACT HOURS : 90

Course Objectives:

On the completion of the course, student teachers are expected to:-

- ❖ Develop an understanding of the structure of human body and its function.
- ❖ Develop right attitude and habits for a healthy living in personal, family and community life.

- ❖ Develop interest in sports and games.
- ❖ Develop the ability to organize and assist in the conduct of sports and games.
- ❖ Develop ability to provide first aid.
- ❖ Develop awareness about physical fitness.
- ❖ Develop awareness about various diseases and their prevention.

Mode of Transaction

Lecture cum discussion, demonstration, use of audio- video, field trips, and practical.

Course Outline

Unit 1 INTRODUCTION (12 hrs.)

- 1.1 Health- meaning- significance
- 1.2 Dimensions of good health – physical, mental, social and spiritual
- 1.3 Factors affecting Health
- 1.4 Health education- significance- scope- aims and objectives.
- 1.5 Health hazards: Smoking and Alcoholism
- 1.6 Physical Education: significance- scope- aims and objectives

Unit 2 TOURNAMENTS AND MAJOR GAMES (15 hrs.)

- 2.1 Types of Tournaments- Knock out- League and Combination
- 2.2 Methods of drawing fixtures under each type- byes- seeding and its importance.

- 2.3 Intramural and Extramural competitions- meaning and advantages.
- 2.4 Major rules and regulations of Volleyball and Shuttle Badminton with diagrams.

Unit 3 DISEASES (15 hrs.)

- 3.1 Diseases- types
- 3.2 Common communicable diseases- symptoms- causes and prevention.
- 3.3 Preventing diseases like- AIDS- Leptospirosis- Dengue fever- Hepatitis.

Unit 4 FOOD AND NUTRITION (12 hrs.)

- 4.1 Fundamental factors in diet-Carbohydrate, Protein, Fats, vitamins and Minerals- functions- sources- deficiency diseases.
- 4.2 Balanced diet- Malnutrition.

Unit 5 FIRST AID (16 hrs.)

- 5.1 Meaning, definition, Aims- Principles.
- 5.2 First Aid for: Fracture- Dislocation-Wounds- Sprain- Strain- Cramp- Fainting- Burns.
- 5.3 Artificial respiration- Cardio Pulmonary Resuscitation (CPR)

Unit 6 PHYSICAL FITNESS AND PHYSIOLOGICAL BASES OF HEALTH (20 hrs.)

Physical fitness- meaning- significance

- 6.1 Components of health related physical fitness
- 6.2 Wellness- meaning- significance.
- 6.3 General Structure and functioning of Circulatory and Respiratory systems and effect of exercise on above mentioned systems.

References

- 1. Anderson, C. R. (1967). Your Guide to Health. Poona: Oriental Watchman Publishing House.
- 2. Balan, K. (2000). Health for all by 2000 A.D. – New Delhi: Ashish Publishing House .
- 3. Bihari, Saroj Kanta and Choudhury, Prasanna Kumar. (1996). Text book on Health and Physical Education. Ludhiana: Kalyani Publishers.
- 4. Butcher Charles A. (1968) Foundations of Physical Education. (5th Edition), St. Louis: The C. V. Mosby & Co. Ltd.
- 5. Butcher, C. A. and Evenly M (1971) Read Physical Education and Health in the elementary school. (2nd Edition), New York: Macmillan Publishing Co.

6. Carl, W. Willgoose (1977) Health Teaching in Secondary Schools. Philadelphia : W. B. Saunders company.
7. Dheer. S. (1991) Introduction to health education, Delhi: Friends Publications.
8. Gupta, Sushma; Garg, Neeru and Aggarwal, Amitha. (1999) Text book of Food and Nutrition, Child care and Psychology. Ludhiana: Kayani Publishers.
9. Haag, Jessic H. (1986) School Health Programme, Calcutta: Oxford and IBH Co.
10. Kirtani, Reema; A. Z. (2002) Handbook of Diet and Exercise. New Delhi: Khel Sahitya Kendra,
11. Kirtani, Reema, (1998) Physical Fitness. New Delhi: Khel Sahitya Kendra, 1998.
12. Muller, J. P. (2000). Health Exercise and Fitness. New Delhi: Khel Sahitya Kendran.
13. Prakash, Agam. (2000). Health Education. New Delhi: Khel Sahiyta Kendra.
14. Sebastian, Santha J; Prema, A. K. and Euphvasia, C. J. (1998). Biochemistry, Physiology and Developmental Biology. Kottayam: Zoological Society of Kerala . C. M. S. College, Kottayam,
15. Selvan, V. (2000). Anatomy and Physiology for physical education; Bodinayakkanur, Radhakrishnan Publishers.
16. Sharma, O. P. (1998). Athletic Injuries. New Delhi: Khel Sahitya Kendra,.
17. Singh, Ajmar and Singh, Jagtar (2001). Modern text book or Physical Education, Health and Sports Part-I Ludhiana : Kalyani Publishers.
18. Sukhla, S. P. (2001). Educational administration, Organization and Health Education. Agra: Vinod Pustak Mandir, .
19. Thiruvvarayanan C. (1982). Method in Physical education. Karaikudi, Alayappa College of physical education.
20. Tirunarayanan, C & Hari Hara Sharma, S (1959). Methods in Physical Education. Karaikudi, South India Press.
21. Varma, A. P.(1993). Pradhamasushrusha (Mal). Kottayam: Chandrika Varma.
22. Webb, Michael; Scott, Roy and Beale, Peter. (1997). First Aid Manual. London: Dorling Kindersley.
23. Williams J. F. (1964) The Principles of Physical Education Philadelphia and London: Delhi: Region Office for Southeast Asia,.

SEMESTER 1
GUIDANCE AND COUNSELLING

COMPLEMENTARY ELECTIVE: EDU 706 .15

No. OF CREDITS : 4

CONTACT HOURS : 90

Course Objectives:

On completion of the course, the student-teachers are expected to

- i. understand the need for guidance and counseling in the school
- ii. understand the role of guidance personnel in the school
- iii. develop ability to organize guidance programme in the school
- iv. understand the problems of children and adolescents
- v. understand the counseling process
- vi. develop the ability to provide guidance and counseling to children and adolescents
- vii. Understand the need for family and marriage counseling.

Transaction Mode

Lecture cum demonstration, discussion, group work, practice sessions, case study.

Course Outline

Unit I - Guidance in the school

- 1.1. Meaning , need significance and objectives of guidance in schools
- 1.2. Types of guidance - Educational, Vocational and Personal guidance
- 1.3. Individual and group guidance – techniques of group guidance
- 1.4. Objectives of Career Guidance - Career awareness - career information - career decision making
- 1.5. Career Information, Meaning, Components, Sources, Methods of Collection – Classification and filing – Evaluation of the information.
- 1.6. Organisation of Career Guidance – Career talk, Career conference, Interview, Cumulative Records.

Unit 2 Counselling

- 2.1 Meaning , need, aims and objectives of counselling. Types of counseling, Directive, Non-directive (client centered) and Eclectic.

- 2.2 Models of Counselling. Meaning – Categories of models (brief description only); (i) Model emphasizing action (Behaviourist school) (ii) Model emphasizing exploration and understanding (Freud, Rogers, Gestalt Therapy)
- 2.3 Transactional analysis (Eric, Berne) meaning – background – Egostates – Types of transaction – Games – Scripts – Psychological positions.
- 2.4 Qualities of a counsellor

Unit 3 Aspects of Counselling

- 3.1 Stages in counselling : (1) Beginning (Establishing rapport, gaining trust, defining needs, deciding roles & limits) (ii) Counseling (attending, integrative understanding, facilitating action) (iii) End (terminating counseling relationship)
- 3.2 Counselling skills: Attending skills (attending physically, observing, listening) – Responding skills (probing, reflecting etc) - Skill of personalizing (go beyond what the client has) – Initiating skills (facilitating development)
- 3.3 Counselling process; identifying causes – helping process, Crisis counseling (helping students to cope with crisis situations)

Preventive counseling (Preparing students for future events) Facilitative counseling (helping students to correct mistakes, solve problems and plan for the future)

Unit 4 Communication in Counselling

- 4.1 Communication: Meaning, nature and significance.
- 4.2 Essential communication skills; non-verbal communication, active listening, selective perception, asking effective questions, identifying and reflecting feelings.

Unit 5 Counselling Children and Adolescents

- 5.1 Common behavior problems of children and adolescents- aggression and hostility, attention getting, home sickness, lying, stealing sex problems, shyness, withdrawal, exam anxiety and delinquency.
- 5.2 Individual and group counselling – Family and Marriage counselling

References

- 1 Anand, SP (1998). ABCs of Guidance in Education; (III rd Edition), Bhuvanewar: Unique Publication
- 2 Asha, Bhatnagar (1999). Guidance and Counselling : Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House.
- 3 Ball, Bem (1984). Career Counselling Practice, London: Palmer Press.
- 4 Bernard, H.W. and Fullyness, D.F. (1977). Principles of Guidance, New York.
- 5 Chauhan , S.S. (1982). Principles of Guidance, New Delhi: Vikas Publishing House.
- 6 Cornes, L.S. and Hacheery, H. (1987). The Professional Counsellor, New Jersey: Prentice Hall Cliffs Englewood.
- 7 Crawe, L.D and Craw A. (1966). Introduction to Guidance , New York: American Book Company.
- 8 Crowell, Binet , ME (1963). Guidance and Counselling in Group, New York: Mac Graw Hills.
- 9 Clyde Nrramore, M. (1981) Counselling Youth, Michegan, Grand Rapids.
- 10 Currie Joe (1981) The Barefoot Counsellor, Bangalore, Asian Trading Coporation.
- 11 Prasantham, B. J. (1978) Indian Case Studies in Therapeutic Counselling, Vellore, Counselling Centre.
- 12 Baker, B. Stanley (1992) School Counselling for the Twenty First Century, New York, Macmillan Publishing Company.
- 13 Krumboltz, John D, Thoresen, Carl E. (1976) Counselling Methods, New York, Holt, Rinehart and Winston.
- 14 S. Narayana Rao (2002) Counselling and Guidance Second Edition – Tata Mc Graw Hill Publishing Company.
- 15 A.K. Nayak (2004), Guidance and Counselling, APH publishing corporation, New Delhi.
- 16 Sitaram Sharma (2005) Guidance and Counselling. An Introduction, Shri Sai pringing graphers, New Delhi.
- 17 Ramesh Chaturvedi (2007) Guidance and Counselling Techniques – Crescent Publishing corporation, New Delhi
- 18 John S. Koshy (2004) Guidance and Counselling Dominant publishers and Distributors, New Delhi

SEMESTER II

SEMESTER II

DEVELOPMENT AND MANAGEMENT OF EDUCATION IN INDIA

COMMON COURSE : EDU 801
No. OF CREDITS : 4
CONTACT HOURS : 84

Course Objectives:

To enable the student teachers to

- understand the evolution of the system of education in India
- understand the various problems of education in India and their remedial measures.
- understand the constitutional provisions for education in India.
- realize the challenges of education in India, understand and apply various means and measures towards the promotion of National Integration and protection of human rights.
- understand the role of a teacher in the creation of a new social order in the country.
- understand the problems and new trends in elementary education.
- understand the basic concepts and principles of school management
- understand the development and management of material and human resources of the school
- understand the measures of quality control and their operation through school activities.
- develop the ability to organize seminars, discussions and debates on issues of educational and social relevance.

Mode of Transaction

Lecture cum discussion, demonstration, problem-solving sessions, seminars, debates, assignments, brain storming sessions, panel discussions, community visits, survey and dialogue mode.

Course Outline

UNIT 1 – Development of Education in India (15 hrs)

- 1.1 Educational heritage of India with reference to Vedic, Buddhist and Medieval periods.
- 1.2 Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch.

- 1.3 A brief history of Educational development in Kerala since 1600 AD – Elementary, Secondary and Higher education

UNIT 2 – Committees and Commissions on Education (20 hrs)

- 2.1 Secondary Education Commission (1952 – 53) Indian Education Commission (1964-66)
- 2.2 National Policy of Education 1986 and Revised National Policy 1992.
- 2.3 Yespal Committee Report 1993 (Learning without burden) and Veerappa Moily Report 1993 (Decentralized management of education)
- 2.4 National Curriculum Framework (NCF)-2005 (NCERT)

UNIT 3 – Education and the Indian Constitution (10 hrs)

- 3.1 Indian Constitution – Preamble - Fundamental rights and Duties
- 3.2 Articles related to education- Article 14, 15, 21A, 45, 46 and 51A(k)
- 3.3 Human Rights Education

UNIT 4– Challenges of Education in India (19 hrs)

- 4.1 Elementary Education – Importance - Recent trends – MLL, DPEP and SSA.
- 4.2 Education For All (EFA) - Universalization of Elementary and Secondary Education – Problems and prospects.
- 4.3 Wastage and stagnation – Causes and remedies.
- 4.4 Equality of educational opportunities – education of the socially and economically disadvantaged.
- 4.5 Women empowerment through education, population education and Family life education.
- 4.6 Education for national integration and international understanding – role of UNESCO.
- 4.7 Globalization – impact on Indian society and education.

UNIT 5 - School Management (20 hrs)

- 5.1 Concepts of management – Effective school management.
- 5.2 Administrative set up of schools in Kerala
- 5.3 School time table – need and importance – Importance of School Assembly.

- 5.4 Headmaster – qualities and responsibilities. The staff council – need and significance. School Parliament – Role and functions. Organisation of Grievance redressal cells.
- 5.5 Importance of Co-curricular Activities - Utilization of community resources - Role and significance of PTA's in the school.
- 5.7 School records – Kinds of school records and registers

Reference

1. Aggarwal J. C. (1984). Implementation of the major recommendations of the education commission 1964 -66 and the new pattern of education.
2. Aggarwal J. C. (1998). Theory and principles of education, Philosophical and Sociological bases of education, New Delhi: Vikas Publishing House.
3. Aggarwal J.C. (1997). School Organization and Administration Management, New Delhi : Doaba House, Book Sellers and Publishers.
4. Alka Kalra (1977). Efficient School Management and Role of Principles, APH Publishing Corporation, New Delhi.
5. Anand C. L. & et al. (1983). The teacher and education in the emerging Indian Society, New Delhi: N.C.E.R.T.
6. Bhakshi P.M., (1998). The Constitution of India, Universal Law Publishing Company, New Delhi.
7. Bhatnagar, RP and Agarwal, V (1986). Educational Administration and Management, Loyal Book Depot, Meerut.
8. Buch, M. B., Institutional Planning for Educational Improvement and Development, NCERT, New Delhi.
9. Chandola, R. P. (2003) The Real Problems of Indian Education. Jaipur : Book Enclave.
10. Chaube. S. P. (1988). Indian and Western Educational Philosophies, Agra: Vinod Pustak Mandir.
11. Dash B.N. (2002). Teacher and education in the emerging Indian society (2 vols). Hyderabad: Neelkamal Publications.
12. Dewey John (1900). The School and Society. Chicago: The university of Chicago Press.
13. George Z. F. Bereday (1964). Comparative method in education. New Delhi: Oxford & IBH Publishing Co.
14. Gore M.S. (1994). Indian Education – Structure and Process, New Delhi; Rawat publishers.

15. Humayun Kabir (1959). Education in new India London: George Allen & Unwin Ltd.
16. Jagnannath Mohanty (1998). Modern trends in Indian education. New Delhi: Deep and Deep Publications.
17. James S. Ross. (1952). Ground works of educational theory - George G. Harrap & Co. Ltd.
18. Kohli.V.K. (1987). Indian Education and its problems. Haryana: Vivek Publishers.
19. Naik J. P. (1998). The Education Commission and after, New Delhi: Publishing Corporation.
20. National curriculum framework for school education (2000 & 2005). N.C.E.R.T.
21. NCTE (2000) Human Rights and Indian Values, New Delhi.
22. New Trends in Secondary education. (1961). N.C.E.R.T. New Delhi.
23. Peters, R. S. (1967). The Concept of Education. New York: Humanities Press.
24. Peters, R. S. and Hirst P. H. (1971).The Logic of Education. New York: Humanities Press.
25. Purkait B. R. (2000). Principles and practices of education India: New Central Book Agency.
26. Rai B.C. (2001). History of Indian Education. Lucknow: Prakashan Kendra.
27. Report of secondary Education Commission. Kothari, D. S. (1965). New Delhi : Ministry of Education.
28. Report of the Education Commission 1986.
29. Robert. B. Wagner (1989). Accountability in education. London: Routledge.
30. Safaya, R and Shaida, BD (1977). Administration and Organization, Dhanpat Rai and Sons, Delhi.
31. Satya Priya Gupta (1979). The in-service educational needs of Secondary teacher educators, New Delhi: NCERT.
32. Sharma R. A. (1993). Teacher education, Theory, Practice and Research. Meerut : International Publishing house.
33. Singh L. C. (1990). Teacher education in India. N.C.E.R.T.
34. Sivadasan Pillai K., (1998). Vidyabhyasam, Trivandrum., Kalanikethan.
35. Sivarajan K. (2001). Trends and developments in modern educational practice Kerala: Calicut University.
36. Suresh Bhatnagar (1984). Kothari Commission Recommendations and Evaluation with a text on N. P. E. Meerut: Loyal Book Depot.

37. Sushi T et al (1980). Approaches to School Management, London: Harper & Row.
38. Taneja, V. R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.
39. Thankachan T. C (2010) Development and Management of Education in India. Changanacherry: Prakash Publishers.
39. Venkataih, N (1993). Curriculum Innovations for 2000, New Delhi: Ashish Publishing House.
40. Yati, Nitya Chaithanya (2002) Parivarthanonmugha Vidhyabhyasam, Kottayam; Current Books.

Periodicals

1. Documentation on Women, Children and Human Rights, All India Association for Christian higher education. New Delhi.
2. Journal of Educational Planning and Administration, NIEPA, New Delhi.
3. International Encyclopedia of Higher Education, Crest Publishing House, New Delhi.
4. International Educator, Dr. K. Sivadasan Pillai, Dr. Bernd Pflerg, Kalanikethan, Trivandrum.
5. Edu Tracks, Published by Suresh Chandra Sharma, Neelkamal Publications Pvt. Ltd. Hyderabad.
6. New Frontiers in Education, International Journal of education, Lokbodhan kendra. New Delhi.
7. Human rights and values, Justice. M. Rama Jois, N.C.T.E Publication, New Delhi.
8. Anweshika; Journal of Teacher Education, NCTE, New Delhi
9. Indian Educational Abstracts, NCERT.
10. Indian Educational Review, N.C.E.R.T publication.
11. Journal of Indian education, N.C.E.R.T.
12. Journal of Value Education, NCERT.
13. University News, Association of Indian Universities, New Delhi.

SEMESTER II

PERSONALITY DYNAMICS IN EDUCATION

COMMON COURSE : EDU 802
No. OF CREDITS : 4
CONTACT HOURS : 84

Course Objectives:

1. understand the differences among learners and the needs and problems of different categories of learners.
2. adopt teaching learning strategies suitable to different categories of learners
3. understand the characteristics of mature personality and the different approaches to personality
4. help learners develop proper mental health and hygiene
5. understand the different types of psychological tests
6. administer psychological tests for measuring human behaviour
7. understand the concepts of IQ, EQ, and SQ
8. understand various adjustment mechanisms and help learners for better adjustment and development
9. understand the influence of the group on the individual
10. apply the principles of group dynamics for effective management of the class
11. understand the basic principles and techniques of guidance and counseling
12. provide guidance and counseling service to adolescents.

Mode of Transaction:

Lecture –cum- demonstrations, Seminars, Assignments, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Scenario-based learning strategies and Survey method.

Course Outline

Unit I

Differences among learners (16 hrs)

- 1.1 Individual Differences: Areas of Individual Difference
- 1.2 Factors causing Individual differences
Heredity and Environmental factors
General provisions for individual differences in the classroom
- 1.3 Exceptional learners – meaning- Brief description of the characteristics of different categories.
Gifted, creative, academically backward/slow learners, under achievers, learning disabled, mentally challenged.
Catering to the needs of exceptional learners.

Unit II

Intelligence (12hrs)

- 2.1 Intelligence – Meaning - Emotional Intelligence, Spiritual Intelligence,
Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ.
- 2.2 Brief description of Two Factor Theory (Spearman), Primary Mental abilities (PMA) (Thurstone), Structure of Intellect (Guilford) and Multiple Intelligence (Gardner)
Categories of Intelligence Tests.
- 2.3 Uses and limitations of intelligence testing
- 2.4 Meaning, nature and differences between Attitude, Aptitude and Interest.
GATB and DATB.

Unit III

Development of Personality (30hrs)

- 3.1 Personality – meaning – nature, Mature personality.
- 3.2 Introversion and Extroversion – C. G. Jung

- 3.3 Psycho analytic theory of Freud
- 3.4 Lewin's view of personality
- 3.5 Humanistic Approach to personality – Carl Rogers
- 3.6 Assessment of Personality - Methods: Introspection, Observation, Interview, Sociometry, Rating Scale, Inventories, Case Study, Situational Tests, and Projective Techniques – Rorschach's Ink Blot Test and Thematic Apperception Test (TAT).

Unit IV

Adjustment (8hrs)

- 4.1 Mental Health and Mental hygiene. Factors affecting mental health of the Learner-Promotion of mental health in the learner
- 4.2 Adjustment and Maladjustment: Meaning, Causes of Maladjustment, Common behaviour problems in schools
- 4.3 Adjustment Mechanisms
- 4.4 Ecopsychology – Concept and meaning.

Unit V

Group Dynamics (10hrs)

- 5.1 Meaning and Characteristics of Psychological group
- 5.2 Social relationship in the classroom
- 5.3 Group Dynamics – meaning, Group behaviour
- 5.4 Styles of leadership and Classroom management

Unit VI

Guidance and Counselling (8 hrs)

- 6.1 Meaning of Guidance and Counselling
- 6.2 Types of Guidance –Educational, Vocational and Personal
- 6.3 Types of Counselling - Directive, Non-directive, and Eclectic
- 6.4 Counselling Skills – Qualities of a Counsellor.

References

- 1 Allport, Gordon W. (1961). *Pattern and growth in personality*. New York: Holt Rinehart and Winston.
- 2 Anita Woolfolk (2004) *Education Psychology*. The Ohio State University, Pearson Education.
- 3 Armstrong, Thomas. *Multiple intelligence in the classroom* (2nd ed.). Virginia: Association for Supervision and Curriculum Development.
- 4 Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston Inc.
- 5 Bernard, P.H. (1970). *Mental health in the classroom*. New York: Mc Graw Hills.
- 6 Bichler, R.F., & Snowman, J. (1993). *Psychology Applied to Teaching* (7th ed.) Boston: Houghton Mifflin Co.
- 7 Bruner, J. S. (1986). *Actual minds, possible worlds*. Cambridge, Mass: Harvard University Press.
- 8 Chauhan, S.S. (1990). *Education of exceptional children*. New Delhi: Indus Publishing Co.
- 9 Cronbach, L.J. (1969). *Essentials of psychological testing* (3rd ed.). New York: Harper and Row.
- 10 Dandapani, S. (2000). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). *Strategies for teachers, information processing model in the classroom*. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). *Multiple Intelligence: the theory in practice*. New York: Basic Books.
- 13 Gardner, Howard. (1993). *Frames of Mind-The Theory of Multiple Intelligence* (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). *The nature of human intelligence*. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). *Creating learning Environments: The Behavioural approach to education*. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) *Psychology: Concepts and Theories*.

- 18 Laura, Berk, E. (2001). *Child Development* (3rd ed.). New Delhi: Prentice Hall Co.
- 19 Nunnally, Jun C. (1970). *Introduction to psychological measurement*. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). *Advanced educational psychology* (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- 21 Parameswaran, E.G. & Beena (2002). *An invitation to psychology*. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldeman (2004) *Understanding Psychology*. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sibichen K.K (2010). *An Introduction to Personality Dynamics* Mannanam, Kottayam, St.Joseph's Training College.
- 23 Sternberg, R.J. (1985). *Beyond I.Q.* Cambridge: Cambridge University Press.
- 24 Srivastava, Ashok and Misra, Girishwar (2007). *Rethinking Intelligence*, New Delhi, Concept Publishing Company
- 25 Thomas, Good, L., & Jene, Brophy, E. *Looking in classrooms* (5th ed.) Harper Collins Publishers
- 26 Ramasami, T. (2004). *Education and Personality Development*. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). *Intelligence tests*. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). *Rainbows of Intelligence*. California, corwin Press INC.

JOURNALS:

1. Indian Educational Abstracts, NCERT, New Delhi
2. New Frontiers in Education, International Journal of Education, New Delhi.
3. Perspectives in Education, Journal of the society for Education Research and Development.
4. Indian Educational Review, NCERT
5. University News, Association of Indian Universities, New Delhi.

- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). Multiple Intelligence: the theory in practice. New York: Basic Books.
- 13 Garedner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). The nature of human intelligence. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) Psychology: Concepts and Theories.
- 18 Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.
- 19 Nunnally, Jun C. (1970). Introduction to psychological measurement. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). Advanced educational psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- 21 Parameswaran, E.G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldeman (2004) Understanding Pshychology. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sternberg, R.J. (1985). Beyond I.Q. Cambridge: Cambridge University Press.
- 24 Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper Collins Publishers
- 25 Srivastava, Ashok and Misra, Girishwar (2007). Rethinking Intelligence, New Delhi, Concept Publishing Company.
- 26 Ramasami, T. (2004). Education and Personality Development. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). Intelligence tests. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). Rainbows of Intelligence. California, corwin Press INC.

SEMESTER II

PEDAGOGIC ANALYSIS OF ENGLISH

CORE COURSE: EDU 804.11

NO.OF CREDITS: 4

CONTACT HOURS: 84

Course objectives:

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

effectively prepare teaching manuals.??

construct achievement tests and diagnostic tests.??

understand the concept of microteaching.??

enhance their proficiency by learning the?? phonological,morphological,semantic and syntactic structure of English language.

? analyse the structural items in the prescribed school course books.

? understand the nature of language as a dynamic entity.

Mode of Transaction

Lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, projects and power point presentations

Course Outline

Unit: I – Planning of Instruction in English (20 hrs)

1.1 Meaning,importance and purpose of planning

1.2. Year plan, unit plan and lesson plan

1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in English (10 hrs)

2.1) Objective based Evaluation, competency based evaluation

2.2) construction of achievement test –design, blue print, writing of test items.

2.3) different types of test items – merits and demerits

2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning,Reinforcement

3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 – Phonological and morphological structure of English (17 hrs)

4.1. Brief description of the organs of speech

4.2. Syllables, minimal pairs

4.3. Stress, intonation, strong and weak forms, pitch, juncture.

4.4. Vowels, consonants, diphthongs, linking ‘r’, cardinal vowels, phonetic symbols, consonant clusters.

4.5. Received pronunciation

4.6 Brief description of prefixes, suffixes.

4.7. Compound words, portmanteau words, acronyms, conversion, clipping.

Unit 5 – Semantic and Graphic structure of English (6 hrs)

5.1. Brief description of homophones, synonyms, antonyms, polysemy, hyponymy, IC Analysis, conceptual meaning, contextual meaning.

5.2. Brief description of graphic substance and grapheme.

Unit 6– Syntactic structure of English (17 hrs)

Analysis of the structural items in the readers which are in use from Std. V to XI:

6.1 Parts of speech

6.2 Auxiliaries, prepositions, conjunctions

6.3 Tenses

6.4 Degrees of comparison

6.5 Reported speech

6.6 Active and passive voice

6.7 Question tags, gerunds, participles

6.8 Conditional clauses

6.9 Absolute construction

6.10 Transformation of sentences (simple, compound and complex)

References

- 1 Allport, Gordon W. (1961). *Pattern and growth in personality*. New York: Holt Rinehart and Winston.
- 2 Anita Woolfolk (2004) *Education Psychology*. The Ohio State University, Pearson Education.
- 3 Armstrong, Thomas. *Multiple intelligence in the classroom* (2nd ed.). Virginia: Association for Supervision and Curriculum Development.
- 4 Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston Inc.
- 5 Bernard, P.H. (1970). *Mental health in the classroom*. New York: Mc Graw Hills.
- 6 Bichler, R.F., & Snowman, J. (1993). *Psychology Applied to Teaching* (7th ed.) Boston: Houghton Mifflin Co.
- 7 Bruner, J. S. (1986). *Actual minds, possible worlds*. Cambridge, Mass: Harvard University Press.
- 8 Chauhan, S.S. (1990). *Education of exceptional children*. New Delhi: Indus Publishing Co.
- 9 Cronbach, L.J. (1969). *Essentials of psychological testing* (3rd ed.). New York: Harper and Row.
- 10 Dandapani, S. (2000). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt. Ltd.
- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). *Strategies for teachers, information processing model in the classroom*. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). *Multiple Intelligence: the theory in practice*. New York: Basic Books.
- 13 Gardner, Howard. (1993). *Frames of Mind-The Theory of Multiple Intelligence* (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). *The nature of human intelligence*. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). *Creating learning Environments: The Behavioural approach to education*. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) *Psychology: Concepts and Theories*.
- 18 Laura, Berk, E. (2001). *Child Development* (3rd ed.). New Delhi: Prentice Hall Co.
- 19 Nunnally, Jun C. (1970). *Introduction to psychological measurement*. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). *Advanced educational psychology* (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.

- 21 Parameswaran, E.G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldman (2004) Understanding Psychology. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sternberg, R.J. (1985). Beyond I.Q. Cambridge: Cambridge University Press.
- 24 Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper Collins Publishers
- 25 Srivastava, Ashok and Misra, Girishwar (2007). Rethinking Intelligence, New Delhi, Concept Publishing Company.
- 26 Ramasami, T. (2004). Education and Personality Development. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). Intelligence tests. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). Rainbows of Intelligence. California, corwin Press INC.

JOURNALS:

1. Indian Educational Abstracts, NCERT, New Delhi
2. New Frontiers in Education, International Journal of Education, New Delhi.
3. Perspectives in Education, Journal of the society for Education Research and Development.
4. Indian Educational Review, NCERT
5. University News, Association of Indian Universities, New Delhi.
- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). Multiple Intelligence: the theory in practice. New York: Basic Books.
- 13 Garedner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). The nature of human intelligence. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) Psychology: Concepts and Theories.
- 18 Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.

- 19 Nunnally, Jun C. (1970). Introduction to psychological measurement. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). Advanced educational psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- 21 Parameswaran, E.G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldeman (2004) Understanding Psychology. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sternberg, R.J. (1985). Beyond I.Q. Cambridge: Cambridge University Press.
- 24 Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper Collins Publishers
- 25 Srivastava, Ashok and Misra, Girishwar (2007). Rethinking Intelligence, New Delhi, Concept Publishing Company.
- 26 Ramasami, T. (2004). Education and Personality Development. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). Intelligence tests. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). Rainbows of Intelligence. California, corwin Press INC.

SEMESTER II

PEDAGOGIC ANALYSIS OF MALAYALAM

Course EDU : 804.12
No. of Credits : 4
Contact hours : 84

Course Objectives:

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

- Prepare teaching manual
- Construct achievement test and diagnostic test
- Understand the concept of micro teaching
- Develop a thorough understanding of the content area of Malayalam included in the high school syllabus.
- Develop discourses prescribed for secondary level.
- Enhance their proficiency in Malayalam by giving them a perspective on the structure of language, various elements of language and its organization.
- Analyze the structural items in the prescribed readers.
- Understand the nature of language as a dynamic entity.
- Identify the basic requirements for learning.

Mode of transaction:

Lecture cum demonstration, problem solving, brain storming session, group discussion, case study, projects and power point presentation.

Course Outline.

Unit: I – Planning of Instruction in Malayalam (20 Hrs)

1.1 Meaning, importance and purpose of planning

1.2. Year plan, unit plan and lesson plan

1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Malayalam (10 Hrs)

2.1) Objective based Evaluation, competency based evaluation

2.2) construction of achievement test –design, blue print, writing of test items.

2.3) different types of test items – merits and demerits

2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14 hrs)

3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement

3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 Content analysis of select topics (15 hrs)

- Analysis of the contents of Malayalam text books (standard VIII to standard XII)
- Linguistic content-Ideational content
- Linguistic content-vocabulary-synonyms-antonyms-gender-singular and plural words-idioms and phrases
- Ideational content

Grammar (15 hrs)

- Parts of speech
- Tense
- Gender
- Number
- Case
- Sentence structures

Discourse oriented pedagogy (10 hrs)

- Developing discourses (notices, paragraphs, invitations, essays, letter writing etc.) prescribed for secondary and higher secondary level.
- Principles of writing curricular objectives
- Selection of instructional strategies, selection of instructional materials,
- Introducing a topic
- Student motivation technique

References

1. Sabdasodhini - A.R. Rajaraja Varma
2. Keralapanineeyam - A.R. Rajaraja Varma
3. Bhashabhooshanam - A.R. Rajaraja Varma

- | | | | |
|-----|---|---|--------------------------|
| 4. | Vrithamanjari | - | A.R. Rajaraja Varma |
| 5. | Malayalasaili | - | A.R. Rajaraja Varma |
| 6. | Vrithashilpam | - | Kuttikrishna Marar |
| 7. | Keralabhashavijnaneyam | - | Dr. Godha Varma |
| 8. | Vrithavicharam | - | K.K.Vadhiar |
| 9. | Malayalabhashadyapanam | - | Kainikkara Kumara Pillai |
| 10. | Kairaliyude Katha | - | N. Krishna Pillai |
| 11. | Malayalasaahityacharithram | - | P. K. Parameswaran Nair |
| 12. | The Language | - | Arts in Elementary |
| 13. | Schools | - | Walter T. Petty |
| 14. | The art of teaching as a living language
(English Language Book Society) | - | Moris |
| 15. | On the teaching of poetry | - | Haddow |
| 16. | Sahityacharithram Prasthanamgaliloode | - | N. B. S. |

SEMESTER II

PEDAGOGIC ANALYSIS OF HINDI

CORE COURSE : EDU 804.13
NO. OF CREDITS : 4
CONTACT HOURS : 84

Course Objectives:

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

- ? Identify the need and importance of instructional planning
- ? Prepare teaching manuals
- ? Prepare unit plan, design unit and achievement tests
- ? Acquire deeper insight in to the concept of evaluation.
- ? Develop competencies in various micro teaching skills.
- ? Understand the meaning, scope and importance of content analysis.
- ? Analyze the Hindi text books prescribed for standard VIII to XII
- ? Enhance their proficiency in Hindi by giving them a perspective on the structure of the language, the various elements of language and its organization.
- ? Develop discourses prescribed for secondary and higher secondary level.

Mode of Transaction

Lecture cum demonstration, problem solving, brain-storming, group discussion, seminar and projects.

Course Outline

Unit: I – Planning of Instruction in Hindi (20 hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Hindi (10 hrs)

- 2.1) Objective based Evaluation, competency based evaluation

2.2) construction of achievement test –design, blue print, writing of test items.

2.3) different types of test items – merits and demerits

2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement

3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 Content analysis of select topics (20 hrs)

- Analysis of the contents of Hindi text books (standard VIII to standard XII)
- Linguistic content-Ideational content
- Linguistic content-vocabulary-synonyms-antonyms-gender-singular and plural words-idioms and phrases
- Ideational content

Grammar (10 hrs)

- Parts of speech
- Tense
- Gender
- Number
- Case
- Sentence structures
- Comparative study between Hindi and Malayalam sentence structures

Discourse oriented pedagogy (10 hrs)

- Developing discourses (notices, paragraphs, invitations, essays, letter writing etc.) prescribed for secondary and higher secondary level.

References

- 1 Allport, Gordon W. (1961). Pattern and growth in personality. New York: Holt Rinehart and Winston.
- 2 Anita Woolfolk (2004) Education Psychology. The Ohio State University, Pearson Education.
- 3 Armstrong, Thomas. Multiple intelligence in the classroom (2nd ed.). Virginia: Association for Supervision and Curriculum Development.

- 4 Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). Educational psychology: A cognitive view. Holt, Rinchart and Winston Inc.
- 5 Bernard, P.H. (1970). Mental health in the classroom. New York: Mc Graw Hills.
- 6 Bichler, R.F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston: Houghton Mifflin Co.
- 7 Brunner, J. S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward University Press.
- 8 Chauhan, S.S. (1990). Education of exceptional children. New Delhi: Indus Publishing Co.
- 9 Cronbach, L.J. (1969). Essentials of psychological testing (3rd ed.). New York: Harper and Row.
- 10 Dandapani, S. (2000). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). Multiple Intelligence: the theory in practice. New York: Basic Books.
- 13 Garedner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). The nature of human intelligence. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) Psychology: Concepts and Theories.
- 18 Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.
- 19 Nunnally, Jun C. (1970). Introduction to psychological measurement. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). Advanced educational psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- 21 Parameswaran, E.G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldeman (2004) Understanding Pshychology. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sternberg, R.J. (1985). Beyond I.Q. Cambridge: Cambridge University Press.
- 24 Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper Collins Publishers

- 25 Srivastava, Ashok and Misra, Girishwar (2007). Rethinking Intelligence, New Delhi, Concept Publishing Company.
- 26 Ramasami, T. (2004). Education and Personality Development. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). Intelligence tests. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). Rainbows of Intelligence. California, corwin Press INC.

JOURNALS:

1. Indian Educational Abstracts, NCERT, New Delhi
2. New Frontiers in Education, International Journal of Education, New Delhi.
3. Perspectives in Education, Journal of the society for Education Research and Development.
4. Indian Educational Review, NCERT
5. University News, Association of Indian Universities, New Delhi.
- 11 Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
- 12 Gardner, H. (1993). Multiple Intelligence: the theory in practice. New York: Basic Books.
- 13 Garedner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence (10th ed). New York: Basic Books
- 14 Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Book Company.
- 15 Guilford, J.P. (1967). The nature of human intelligence. New York: Mc. Graw-Hill Book Company.
- 16 Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
17. Jose P. Mattom and Thankachan T.C. (2008) Psychology: Concepts and Theories.
- 18 Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.
- 19 Nunnally, Jun C. (1970). Introduction to psychological measurement. New York: Mc Grow Hill Book Company.
- 20 Pande, K.P. (1988). Advanced educational psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- 21 Parameswaran, E.G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- 22 Robert S. Feldeman (2004) Understanding Pshychology. Tata McGraw-Hill Publishing Company Limited, New Delhi.
- 23 Sternberg, R.J. (1985). Beyond I.Q. Cambridge: Cambridge University Press.

- 24 Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper Collins Publishers
- 25 Srivastava, Ashok and Misra, Girishwar (2007). Rethinking Intelligence, New Delhi, Concept Publishing Company.
- 26 Ramasami, T. (2004). Education and Personality Development. New Delhi, Ashish Publishing House.
- 27 Rai, Ajay (1985). Intelligence tests. New Delhi, Sterling Publishers Pvt Ltd.
- 28 Teele, Sue (2000). Rainbows of Intelligence. California, corwin Press INC.

SEMESTER II
PEDAGOGIC ANALYSIS OF SANSKRIT

Course: EDU 804.14
No. of Credits: 4
Contact hours: 84

Course objectives:

- On completion of this course the student teacher will be able to:
- understand the facts concepts, principles and theories included in a given context area.
- plan instructional objectives
- plan learning experiences on specific concepts.
- prepare lesson plans
- develop improvised aids and prepare evaluation tools.
- understand the content of the syllabus in Sanskrit thoroughly and equip with higher knowledge.
- analyses feed back based on evaluation.

Mode of Transaction

Lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, projects and power point presentations

Course Outline

Unit: I – Planning of Instruction in Sanskrit (20 hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Sanskrit (10 hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.
- 2.3) different types of test items – merits and demerits
- 2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement

3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 Content analysis of select topics (20 hrs)

- Analysis of the contents of Sanskrit text books (standard VIII to standard XII)
- Linguistic content-Ideational content
- Linguistic content-vocabulary-synonyms-antonyms-gender-singular and plural words-idioms and phrases
- Ideational content

Grammar (10 hrs)

- Parts of speech
- Tense
- Gender
- Number
- Case
- Sentence structures
- Comparative study between Hindi and Malayalam sentence structures

Discourse oriented pedagogy (10 hrs)

- Developing discourses (notices, paragraphs, invitations, essays, letter writing etc.) prescribed for secondary and higher secondary level.

References

1. Samskritha Adhyapana : Viswanatha Sarma
2. Samskritha Siksha : Ramasuklapandya
3. The teaching of Sanskrit : D. G. Apte
4. The problems of Sanskrit teaching : Hupanikar
5. Samskrita Sikshanavidhi : Raghunatha Saphaya
6. Samskritha Bhashadhyapanam : Prof. Sahadeven

- | | | | |
|-----|---|---|--------------------------|
| 7. | Methods of Teaching Sanskrit | : | Prof. Ramavarma |
| 8. | The History of Sanskrit Teaching | : | Macdonell |
| 9. | Teaching techniques | : | Das. R. C. |
| 10. | Language in Education | : | Omkar N. Koul |
| 11. | Sanskrita Sahitya Vimarsanam | : | Dr.N.V.P.Unithiri |
| 12. | Upanishads in education | : | V. Surendran n Edkkidath |
| 13. | Practical Sanskrit Grammar | - | PRD Sarma |
| 14 | First Book of Sanskrit and Second
Book of Sanskrit | - | Bhandarkar |
| 15 | A Sanskrit Grammar for students | - | A Macdovel |
| 16 | Kuvalayanadam | - | Appaya Dikshidar |
| 17 | Sidhanta Kaumudi | - | Bhattoji Dikshidar |
| 18 | Laghusidhanta kaumudi | - | Varadaraja Panditan |
| 19 | Sidharupa | | |
| 20 | Rasa and Dhvani | - | Dr. A. Sankaran |
| 21 | Kavyaprakasa | - | Mammatan |
| 22 | History of Sanskrit Literature | - | Keith |
| 23 | Sahityadarpana | - | Viswanadha |
| 24 | Vritaratnakara | - | Kedarabhattacha |
| 25 | Sabdhasodhini | - | A. R. Rajaraja Varma |
| 26 | Vritamanjari | - | Pingala muni |

SEMESTER II
PEDAGOGIC ANALYSIS OF ARABIC

COURSE: EDU 804.15
NO. OF CREDITS: 4
CONTACT HOURS: 84

Course objectives

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

- develop an insight in to the theoretical bases of pedagogic analysis
- enhance the proficiency in teaching Arabic language
- prepare lesson plan, unit plan and year plans
- acquaint with the curriculum prescribed for the learners of Arabic
- understand and practice modern evaluation techniques
- develop the ability to communicate in Arabic

Mode of Transaction

Lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, projects and power point presentations

Course Outline

Unit: I – Planning of Instruction in Arabic (20 hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Arabic (10 hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.
- 2.3) different types of test items – merits and demerits
- 2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

- 3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement
- 3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 Content analysis of select topics (20 hrs)

- Analysis of the contents of Arabic text books (standard VIII to standard XII)
- Linguistic content-Ideational content
- Linguistic content-vocabulary-synonyms-antonyms-gender-singular and plural words-idioms and phrases
- Ideational content

Grammar (10 hrs)

- Nahwal Walih Part I – Vol: I, II III

Rhetorics

- Al – Balagathul Waliha Part I,II,III

Prosody

- 16Mtrs in Arabic

Discourse oriented pedagogy (10 hrs)

- Developing discourses (notices, paragraphs, invitations, essays, letter writing etc.) prescribed for secondary and higher secondary level.

References

1. Evaluation in language Education – CIIL, Mysore
2. Grammar test in Arabic published by S.I.F. Kerala
3. Micro teaching programme of Teaching skills – Brown A. G.

SEMESTER II

PEDAGOGIC ANALYSIS OF MATHEMATICS

CORE COURSE	:	EDU 804.16
No. OF CREDITS	:	4
CONTACT HOURS	:	84

Course Objectives:

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

- 1) gain competence in instructional planning
- 2) analyse the text book prescribed for Secondary level
- 3) analyse the topics from algebra up to secondary level
- 4) analyse the topic from trigonometry up to secondary level
- 5) analyse the topics from geometry up to Secondary level
- 6) analyse the topics from statistics up to secondary level
- 7) analyse the topics from Calculus at higher secondary level
- 8) develop competence in various microteaching skills
- 9) evaluate teaching manuals with specific criteria
- 10) gain competence in achievement test construction
- 11) Diagnose the difficulties and plan for remedial instruction

Modes of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline:

Unit: I – Planning of Instruction in Mathematics (20 hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Mathematics (10 hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.

2.3) different types of test items – merits and demerits

2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement

3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4: Content Analysis of Select Topics

i Algebra (10 hrs)

Commercial Mathematics, indices, ratio and proportion, interest, identities, equations, Polynomials, Progressions.

ii Trigonometry (5hrs)

Trigonometric ratios, trigonometric identities, heights and distances

iii Geometry (10 hrs)

Mathematical principles, mensuration of solids, Circles, Polygons, Similarity and Congruency, analytic and coordinate geometry.

iv Statistics (10 hrs)

Classification and Tabulation of data, graphical and diagrammatic representation of data, measures of central tendency, measures of dispersion, correlation.

v) Calculus (5hrs)

Introduction to Differentiation & Integration

References

1. Sidhu, K.S. (1984). *The Teaching of Mathematics*, New Delhi: Sterling Publications Pvt. Ltd.
2. Sharma, S. (2005). *Advanced Educational Psychology*, New Delhi: Anmol Publications.
3. Koshy, S.J., Ramchandani, S. et al. (2007). *Encyclopaedia of Educational Learning and Teaching Technology*, New Delhi: Dominant Publishers and Distributors.
4. Malhotra, V. (2007). *Encyclopaedia of Modern Methods of Teaching Science*. New Delhi: Crescent Publishing Corporation.
5. Pandey, S.K and Sharma, R.S (2008). *Encyclopaedia of Modern Techniques of Teaching*, New Delhi: Commonwealth Publishers.
6. Tiwari, D. (2007). *Encyclopaedia of Modern methods of Teaching* , New Delhi: Crescent Publishing Corporation.
7. Dash, B.N. (2005). *Psychology of Teaching Learning Process*, New Delhi: Dominant Publishers and Distributors.
8. Malhotra, V. (2006). *Methods of Teaching Mathematics*, New Delhi: Crescent Publishing Corporation.
9. Walton, J.A. (2005). *Educational Objectives and Achievement Testing*, New Delhi: Commonwealth Publishers.
10. Tatima, S.K. and Rao, D.B. (2008). *Reasoning Ability of Adolescent students*, New Delhi: Discovery publishing House Pvt.Ltd.
11. Gaudner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
12. Goleman, D. (1995). *Emotional Intelligence*. New York McGraw Hill
13. Kincheloe, J. (2008). *Critical Pedagogy (2nd Edn)*. New York: Peter Lang.
14. NCERT (2006). *National Curriculum Framework for School Education 2005*. New Delhi.

SEMESTER II

PEDAGOGIC ANALYSIS OF PHYSICAL SCIENCE

CORE COURSE : EDU 804. 17

No. OF CREDITS : 4

CONTACT HOURS : 84

Course Objectives:

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

1. understand the planning of instruction according to the objectives of teaching physical science.
2. acquire skills related to planning and instruction.
3. understand evaluation techniques and prepare objective based test items to assess the achievement and progress of the pupils.
4. understand how diagnostic tests can be used to identify difficulties in student learning .
5. understand teacher evaluation
6. acquire training in teaching skills through microteaching.
7. develop an understanding of the pedagogical areas included for teaching physics and chemistry at the high school level and selected areas at the higher secondary level.
8. analyze the pedagogical areas into terms, symbols, facts, formulae, equation, concepts, definitions, laws, theories, principles and processes.
9. develop ability to devise learning experiences to teach different content areas.

Mode of transaction:

Lecture, demonstration, group discussion, project work, problem – solving sessions, brain storming, case study, seminars, assignments and other relevant techniques.

Course Outline

Unit: I – Planning of Instruction in Physical Science (20 Hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Physical Science (10 Hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.
- 2.3) different types of test items – merits and demerits
- 2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14hrs)

- 3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement
- 3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit 4 -Content Analysis (40 hrs)

- 2.1 Content Analysis of the existing Physics and Chemistry topics included in Standard VIII, IX and X textbooks of Kerala State Board syllabus.
- 2.2 Content Analysis of selected Physics and Chemistry Syllabus topics included in the Kerala Higher Secondary School Syllabus as listed below.

PHYSICS

- I. Concept of Vectors
Basic vector operations (dot product and cross product).
- II. Basic concepts of rotational motion
Concept of moment of inertia
Center of mass
Torque and angular momentum
- III. Basic concepts of heat and thermodynamics
Statement of Joule's law
Laws of thermodynamics
- IV. Universe – basic ideas of astrophysics.

CHEMISTRY

- I. Atomic structure
Hund's rule
Pauli's exclusion principle
Aufbau principle
- II. Mole concept – an advanced view.
- III. States of matter – classification
Gaseous state
Gas laws – graphical representation

- IV. Solutions – methods of expressing concentration
 - Molarity
 - Molality
 - Normality
 - Mole fraction
- V. Bonding and molecular structure
 - Hybridization – sp, sp², sp³.
- VI. Nuclear chemistry
 - Types of radiations
 - Group displacement law
 - Radioactive disintegration series
 - Radiocarbon dating
 - Fission and fusion

References

1. Bawa, S. R. (1995). Concept and measurement of interest. New Delhi: Deep and Deep Publications.
2. Bhatt, B.D. & Sharma, S. R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.
3. Campbell, J. A. (1984). The changing face of chemistry. In D. J. Waddington (Ed.). Teaching of school chemistry. New Delhi: Sterling / UNESCO.
4. Cronbach, L. J. (1969). Essentials of psychological testing. (3rd ed.). New York: Harper and Row.
5. Das, R. C. (1985). Science teaching in schools. New Delhi: Sterling Publishers.
6. Gagne, R. M., Briggs, L.J. & Wagner, W.W. (1986). Principles of instructional design (3rd ed.) Chicago; Holt, Rinehart and Winston. Inc.
7. Gupta, S. K. (1985). Teaching of physical science in secondary schools. New Delhi: Sterling Publications(Pvt.) Limited.
8. Heck, S. E., & William, C. R. (1984). The complex roles of the Teacher. New York: Teachers College. Columbia University.
9. Johnson, S. M. (1990). Teachers at work. New York: Basic books Inc. Publishers.
10. Joseph, T. T. (1982). Modern trends in science education (2nd ed.) Kottayam ,

Kerala: Author.

11. Kohli, V.K.(1986). How to teach science. Ambala City. Haryana ; Vivek Publishers.
12. Llewellyn, D. (2007). "Inquire within – implementing Inquiry Based Science Standards in Grades 3 – 8, Corwin Press, CA: Thousand oaks.
13. Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.
14. Mathew, T. K., & Mollykutty, T. M. (2011). Science Education: Theoretical Bases of Teaching and Pedagogic Analysis. Chengannur: Rainbow Book Publishers.
15. Mohan, R. (1995). Innovative science teaching for physical Science. New Delhi: Prentice Hall.
16. N. C. E. R. T. (1989). Instructional objectives of school Subjects. New Delhi: N. C. E. R. T.
17. Passi, B.K. (Ed.). (1976). Becoming a better teacher; Micro teaching approach. Ahmedabad: Sahitya Mudranalaya.
18. Rajan, K.M., Sindhu, B.S., Josen George, Sibin Netto & Sajan, R. K., (2010). Teaching of Physical Science: Theory, Perspectives & Practice (2nd rev. ed) . Kottayam: St. Joseph's Training College, Mannanam.
20. Rajan, K. M. (1999). Perspectives in physical science. Kottayam: Vidyarthi Mithram.
21. Saxena, A. B. (1997). Alternative frameworks and science education. Indian Educational Review, 32(1), 108 – 123.
22. Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons.
23. Singh, L.C., & Sharma, R. D. (1987). Microteaching: Theory and practice (2nd Ed.). Agra: National Psychological Corporation.
24. Trowbridge, L. W., & Bybee, R. W. (1996). Teaching secondary school science. (6th ed.). Englewood Cliffs. NJ: Prentice – Hall Inc.

SEMESTER II

PEDAGOGIC ANALYSIS OF NATURAL SCIENCE

CORE COURSE : **EDU 805.18**
No. OF CREDITS : **4**
CONTACT HOURS : **84**

Course Objectives:

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

- ? understand the importance of planning in teaching natural science
- ? understand the achievement test construction
- ? understand the facts, concepts, principles, theories and processes included in a given content area
- ? prepare teaching manuals
- ? develop skill in improvising teaching aids

Course Outline

Unit: I – Planning of Instruction in Natural Science (20 hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2 Year plan, unit plan and lesson plan
- 1.3 Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Natural Science (10 hrs)

- 2.1 Objective based Evaluation, competency based evaluation
- 2.2 Construction of achievement test –design, blue print, writing of test items.
- 2.3 Different types of test items – merits and demerits
- 2.4 Continuous and comprehensive evaluation – grading system

Unit 3 Training in teaching skills (14 hrs)

3.1 Micro teaching - practice in 3 teaching skills

3.2 Teacher evaluation – Criteria for evaluating teaching manuals and teaching competencies

Unit 4 Content Analysis Select Topics up to Higher Secondary Level (40hrs.)

i Ecology

Biosphere and ecosystems

Biodiversity

Conservation of nature and natural resources

Pollution and sustainable development

Population

ii. Agriculture:

Ancient and Modern agriculture practices

Agriculture and sustainable development

Agro industries and environmental impact

iii Cytology, Genetics and Evolution:

Prokaryotes and eukaryotes

Cell theories

Cell Structure and function

Cell divisions 3.16

Mendel's laws and theories

Chromosomes, genes and genetic way

Protein synthesis and phenotypic characters

Genetic engineering

iv Physiology

Organization in the living world and continuity of life

Basic life processes of the living world-Photosynthesis, Nutrition, Respiration, Transport of materials, Excretion, control and co-ordination, Movements and growth and reproduction.

Organ systems in animals, their structure, functions and malfunctions.

Health and hygiene

References

1. Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. Advances in Research of Teaching, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.
2. Arons, A. B. (1983). Achieving wider scientific literacy. Daedalus Spring 91-122.
3. Das, R. C. (1985). Science Teaching in Schools, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.
4. Lowman, J (1995). Mastering the Technique of Teaching. Second Edition, San Fransico.
5. Teaching of Biology. S. Choudhary (2004). APH Publishing Corporation.
6. Jayasree and Digumarti Bhaskara Rao (2004) Discovery Publishing House.
7. Uttam Kumar Singh and A. K. Nayak Science Education Common Wealth Publishers.
8. Teaching of Biology Veena Pani Pandey (2004). Summit Enterprises.
9. Sood, J. K. (1985). Teaching Life Sciences, Kohli Publications, Delhi.
10. Sharma, R.C. : Modern Science Teaching Dhanpat Rai and Sons, Delhi.
11. NCERT (1996). Science for classes IX and X, New Delhi.

- 12 National Curriculum Framework 2000
- 13 National Curriculum Framework 2005
14. Innovative Science Teaching Radha Mohan.
15. Teaching of Life Science L. M. Sharma
- 16 Teaching of Science R. C. Sharma
- 17 Watson, S. B. and J. E. Marshall 1995. Effects of cooperative incentives and heterogeneous arrangement on achievement and interaction of cooperative learning groups in a college life course.
18. Gopakumar P. S. and Antony V. T. A Text book of Zoology Class XI.
19. Valsala Kumar E. (2001) Biology Class XII.
- 20 Indge Bill 2003 Complete A-Z Biology Handbook Hodder Stoughton Com. . London

SEMESTER II

PEDAGOGIC ANALYSIS OF SOCIAL SCIENCE

CORE COURSE	:	EDU 804.19
No. OF CREDITS	:	4
CONTACT HOURS	:	84

Course Objectives:

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

- ? develop an understanding of the meaning, scope and importance of pedagogic analysis
- ? identify the need and importance of planning instruction in Social Science and compare and contrast various levels of planning instruction in Social science
- ? analyse the content in to terms, facts concepts etc. of the prescribed content areas.
- ? prepare lesson plans based on constructivist learning design and critical pedagogy
- ? develop an understanding about diagnostic test and remedial teaching
- ? prepare Unit Plan and Achievement Test
- ? prepare and practice micro-teaching lesson for developing competencies needed for teaching at secondary level
- ? develop an understanding about the statistical techniques suitable for analysing the scores obtained through achievement test
- ? prepare suitable instructional aides for teaching at secondary level
- ? conduct projects related to Social Science.

Mode of Transaction

Lecture-cum-demonstration, Project work, Seminar, Assignment, Brain storming, Discussion, Group work, etc.

Course Outline

Unit: I – Planning of Instruction in Social Science (20 Hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in Social Science (10 Hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.
- 2.3) different types of test items – merits and demerits
- 2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14 hrs)

- 3.1) Micro Teaching Practice in three skills- Stimulus Variation, Questioning, Reinforcement
- 3.2) Teacher Evaluation – Criteria for evaluating Teaching Competence

Unit - 4 Content Analysis of Select Topics

i. History (18 hrs.)

- Paleolithic Age, Neolithic Age
- Harappan Culture, Egyptian Civilization
- First World War
- Second World War
- United Nations Organization
- Feudalism
- Renaissance
- Vedic age.
- Ashoka the Great
- Administration of Akbar
- India's Freedom Struggle (1857-1947)
- Malabar Rebellion
- Vaikom Sathyagraha, Guruvayoor Sathyagraha

- Temple entry proclamation.
- Sree Narayana Guru
- Ayyankali

ii. Geography (12 hrs.)

- Map Projection
- The Structure of the Earth
- Rotation and Revolution.
- The Solar System
- Solar and Lunar Eclipse
- Lithosphere – Volcanoes, Major Land forms.
- Atmosphere - Layers of atmosphere, Ozone green house effect, Types of Rain fall
- Hydrosphere - Neap Tide and Spring Tide
- Biosphere – Food chain – Environmental Pollution

iii Economics (5 hrs.)

- Functions of Money
- Factors of Production
- RBI and its functions
- Functions of Commercial Banks, Modern Trends in Banking
- Economic Systems-Capitalism, Socialism, Mixed-Economy

Iv Political Science (5 hrs.)

- Elements of State
- Organs of government and its functions – Executive, Legislature and Judiciary.
- Supreme Court
- Salient features of Indian Constitution
- Rights and duties of an Indian Citizen

References

1. Agarwal, R. P. & Mitra, D. S. (1991). Paleographic Reconstruction of Bengal Delta during Quaternary Period. In Geol. Survey of India.
2. Ahmed, E. (1972). Coastal Geomorphology of India. New Delhi: Orient Longman.
3. Bharucha, F. R. (1983). A Textbook of the plant Geography of India. Mumbai: Oxford University Press.
4. Bloom, B. S. (1956). Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay Co.
5. Chapman, F. N. (1967). Forest Types of India. Dehra Dun: Indian Forest Records.
6. Cornwell, R. D. (1985). World History in the Twentieth Century. England: Longman.
7. Das, P. K. (1968). The Monsoons. New Delhi: National Book Trust of India.
8. Gansser, Augusto (1964). Geology of the Himalayas. London: Inter Science Pub. of John Wiley.
9. Gautam, N. C. & Narayanan, L. R. A. (1988). Waste Lands in India. Mathura: Pink Pub. House.
10. Joshi, P. S., Gholkar S.V. (1983). History of Modern India. N. Delhi: S.Chand & Company Ltd.
11. Kaur, Dhian & Chandana, R. C. (ed.) (2006). The Earth: Ludhiana: Kalyani Publishers.
12. Majumdar, R. C., Raychaudhuri, H.C. & Datta, Kalikinkar (1967). An Advanced History of India. New York. Macmillan.
13. Piaget, J. (1960). The Child's Conception of the World. New Jersey: Humanities Press.
14. Pillai, Kunjan, Elamkulam (1970). Studies in Kerala History. Kottayam: National Book Stall.
15. Rajput, J. S. (ed.) (2002). Experiences in School Education. New Delhi: NCERT.
16. Sharma, J.P (2000). National Curriculum Framework for School Education: A Discussion Document. New Delhi: NCERT.
17. Singh R. L., Singh, Rana, P. B. (2002). Elements of Practical Geography. N. Delhi: Kalyan Publishers.
18. UNESCO (1965) Source Book for Geography Teaching. London: Longman's Green and Co.
19. Varma, O. P. & Vedanayagam, E. G. (1993). Geography Teaching. N. Delhi: Sterling.

SEMESTER II

PEDAGOGIC ANALYSIS OF COMMERCE

CORE COURSE : EDU 804.20
No. OF CREDITS : 4
CONTACT HOURS : 84

Course Objectives:

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

- 1) gain competence in instructional planning
- 2) analyse the text book prescribed for Higher Secondary level
- 3) analyse the topics from business studies up to Higher Secondary level
- 4) analyse the topic from Accountancy up to Higher Secondary level
- 5) develop competence in various micro-teaching skills
- 6) evaluate teaching manuals with specific criteria
- 7) gain competence in achievement test construction
- 8) Diagnose the difficulties and plan for remedial instruction

Modes of Transaction:

Lecture cum discussion, Individual assignments, Guided small group discussion, project work, seminars, Activity methods.

Course Outline:

Unit: I – Planning of Instruction in Commerce (20 Hrs)

- 1.1 Meaning, importance and purpose of planning
- 1.2. Year plan, unit plan and lesson plan
- 1.3) Approaches in lesson planning – Herbartian, constructivist approach RCEM approach

Unit: 2 – Evaluation in Commerce (10 Hrs)

- 2.1) Objective based Evaluation, competency based evaluation
- 2.2) construction of achievement test –design, blue print, writing of test items.
- 2.3) different types of test items – merits and demerits
- 2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14 hrs)

- 3.1 Micro Teaching Practice in Teaching Skills-Skill of Introduction, Questioning and blackboard work
- 3.2 Teacher Evaluation – Criteria for evaluating Teaching Manuals,
Criteria for evaluating Teaching Competence

Unit 4 : Content Analysis of Selected Topics

i. Business Studies(+1) (10 hrs)

Nature and purpose of business , , Social responsibility of Business, Structor of business,Forms of Business organisations, Service sector undertakings, Sect oral organisations, Sources of Business finance Formation of Company, internal trade and External Trade.

ii. Business Studies(+2) (10hrs)

Business Environment,Nature and Significance of Management, Principles Function of Management, Financial Management, Marketing Management, Consumer Protection and Capital Market.

Iii Accountancy(+1) (10 hrs)

Accounting- Meaning, objective, Key concept, Theory bases of accounting, Trial balance, Rectification of errors, Financial statements ,Depreciation, reserves and provisions, Bills of exchange, Non profit organizations, Date base design for accounting ,Accounting for incomplete records .

iv. Accountancy(+2) (10hrs)

Partnership-Admission, Retirement and Dissolution
Company accounts- Accounting for share capital, Computerized accounting , Financial Analysis .

References

1. Aggarwal, J. C. (1996). Teaching of Commerce : A Practical Approach, New Delhi : Vikas Publishing House Pvt. Ltd.
2. Allen, D & Rayan, K (1969) Micro-teaching. London; Addison & Wesley
3. Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
4. Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York : Mc Graw-Hill Book Company.
5. Gardiner, Howard (1993) Frames of mind – The theory of multiple intelligence. New York ; Basic Books
6. George, A (2008) Learning strategies. New Delhi ; Commonwealth.
7. Goleman , D (1995) Emotional intelligence. New York; Bentam books.
8. Gupta, S. P. (1996). Elementary Statistical Methods, New Delhi : Sultan Chand & Sons.
9. Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt. Ltd.
10. Moore, Kenneth D. (1994). Secondary Instructional Methods. Madison : WCB Brown & Bench Mark Publishers.
11. Rao, Seema (1995). Teaching of Commerce. New Delhi : Anmol Publications Pvt. Ltd.
12. Sivarajan, K. And Lal, E.K. (2002). Commerce Education : Methodology of Teaching and Pedagogic Analysis, Calicut University.
13. . Vygotsky , L S (1978) Mind in society ; The development of Higher Psychological process. Cambridge; Harvard University press

SEMESTER II

PEDAGOGIC ANALYSIS OF INFORMATION TECHNOLOGY AND COMPUTER SCIENCE

Core Course : 804.21

No. of Credits : 4

Contact hours : 84

Course Objectives:

On completion of the course the teacher learner will be able to:

- understand the facts, concepts, principles and theories included in a given content area.
- plan Curricular Objectives.
- plan learning experiences on specific concepts.
- prepare lesson plan
- develop improvised aids
- prepare evaluation tools
- analyse feed back based on evaluation
- supplementary remedial instruction to close the gaps.
- redefining the procedures to overcome the identified weakness.

Mode of transaction

Lecture com demonstration- problem solving-brain-storming session, group discussion, case study, projects and power point presentations.

Course Outline

Unit: I – Planning of Instruction in IT and Computer Science (20 hrs)

1.1 Meaning, importance and purpose of planning

1.2. Year plan, unit plan and lesson plan

1.3) Approaches in lesson planning – Herbartian, constructivist approach

Unit: 2 – Evaluation in IT and Computer Science (10 hrs)

2.1) Objective based Evaluation, competency based evaluation

2.2) construction of achievement test –design, blue print, writing of test items.

2.3) different types of test items – merits and demerits

2.4) Continuous and comprehensive evaluation – grading system

Unit – 3 Training in Teaching Skills (14 hrs)

3.1 Micro Teaching Practice in Teaching Skills-Skill of Introduction, Questioning and blackboard work

3.2 Teacher Evaluation – Criteria for evaluating Teaching Manuals, Criteria for evaluating Teaching Competence

Unit 4 - Content Analysis of Select Topics (40 hrs)

4.1 Selection of content area, meaning and principles of content analysis-conceptual analysis

4.2 Application of instructional strategies and materials in related content area.

4.3 DBMS

4.4 The syllabi prescribed for computer science & IT at secondary and Higher Secondary level.

References

- 1 Roblyer M.D., Jack Edwards and Mary Anne Havriluke (1997). Integrating Educational Technology into Teaching. New Jersey: Merrill an imprint of Prentice Hall.
- 2 Bentley Trevor (1992). Training to meet the Technology Challenge. London: Mc Graw Hill Book Company.
- 3 Roger Crawford (1997). Managing Information Technology in Secondary Schools. London: Routledge.
- 4 Robert Heinich, Michael Molerinda and James D. Russell (Ed). (1990). Instructional Media and the New Technologies of Instruction. New York: Mac Millan Pub Company: Cady Glee Harrah and Pat Mc Gregor (Ed) (1996) Mastering the Internet. New Delhi: BPB Publications
- 5 Ryan Kevin, Cooper James M (1995) Those who can Teach, Boston (Houghton Mifflin Company).
- 6 Ratho, T.N. and Ravi Prakash, Emerging Trends in Teaching of Computer Science.
- 7 Karl U Smith and Margaret Eoltz Smith, Cybernetic Principles of Learning and Educational Design.
- 8 Brunner, J.S. (1986). Actual minds, possible worlds. Cambridge. Mass: Harward University Press.
- 9 Chauhan, S.S. (1990). Education of exceptional children. New Delhi: Indus Publishing Co.

- 10 Sanjay, Saxena. (2002). Introduction to computers and M S Office, New Delhi, Vikas Publishing House.
- 11 Rajesh, Easwarakumar and Balasubramaniam. (2002), Computer Network New Delhi, Vikas Publishing House.
- 12 Sanjay, Saxena. (2002). First Course in Computer, New Delhi, Vikas Publishing House.
- 13 Borich, Gray D. (1996). Effective teaching methods. New Jersey, Prentice-Hall. Inc.
- 14 Brown, James W and Lewins, Richard B (1985). Instruction Technology, Media and Methods. New York: Mc Graw-Hill Book Company.
- 15 Joyce, Bruce and Weil, Marsha (1997). Models of Teaching, New Delhi, Prentice-Hall of India Pvt.Ltd.
- 16 Moore, Kenneth. D. (1994), Secondary Instructional Methods. Madison: WCB Brown & Bench Mark Publishers Korth, Henry F., Introduction to DBMS. Mc Graw Hill Publishers.