SEMESTER – I
Instructional hours per Subject : 90 (Theoretical Discourses – 60 & CE – 30 hours)

Perspectives in Education/Core Subjects:

EDU-01 : Knowledge and Curriculum: Philosophical and Sociological Perspectives.
EDU-02 : Developmental Perspectives of the Learner.
EDU-03 : Technology and Communication in Education.

Curriculum and Pedagogic Courses/Optional subjects:

EDU-05. 1-13 : Pedagogic Content Knowledge Analysis : ....
EDU - 01: KNOWLEDGE AND CURRICULUM: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES.
Hours to transaction:60 (Theoretical discourses)&CE - 30 hrs (Activities/Process)

Objectives:
- To recognise broad functions of education and role of teacher as a leader
- To develop personal philosophy of teaching
- To synthesise eclectic tendencies in teaching
- To understand the sociological functions of education
- To synthesise the role of teacher as a change agent and nation builder
- To synthesise the role education in promoting national integration and peaceful coexistence

Contents:

UNIT I : TEACHER AND EDUCATION (15hrs)
UNIT II : PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)
UNIT III : SOCIOLOGICAL PERSPECTIVES OF EDUCATION (25 hrs)
UNIT IV : EDUCATION AND SOCIAL CHANGE (20 hrs)

UNIT I : TEACHER AND EDUCATION (15 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop the broad concept of education</td>
<td>• Meaning and concept of Education</td>
<td>Meaningful verbal expression</td>
<td>• Role Performance Analysis in group Discussion</td>
</tr>
<tr>
<td>2. To understand Meaning, definitions and Aims of education</td>
<td>• General Aims of education</td>
<td>Lecture-discussion</td>
<td>• Involvement in Debates</td>
</tr>
<tr>
<td>3. To develop awareness on types and agencies of education</td>
<td>• Definitions of Education</td>
<td>ICT</td>
<td>• Seminar Presentations</td>
</tr>
<tr>
<td>4. To realise qualities and competencies and professional Ethics of teachers</td>
<td>• Formal, informal, and non-formal education</td>
<td>Group Discussion</td>
<td>• Assignments</td>
</tr>
<tr>
<td></td>
<td>• Child centered and life centered education</td>
<td></td>
<td>• Class test</td>
</tr>
<tr>
<td></td>
<td>• Teacher- Qualities and Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teaching- An Art and Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional Ethics of Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES:
- http://www.ncert.nic.in/
- http://teaching.about.com

UNIT II: PHILOSOPHICAL PERSPECTIVES OF EDUCATION (30 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop personal philosophy of teaching | • Relationship between Philosophy and Education  
• Thoughts on Education - Idealism – Naturalism-Pragmatism -Realism - Humanism- features and educational implications  
• Contributions of thinkers towards curriculum -Methods of teaching by Froebel and Montessori  
-Stage wise curriculum suggested by Plato  
-Aristotle-concept of realism-taxonomy of living organisms  
-Project method and experimental school suggested by Dewey  
• Indian Thinkers-Vivekananda-S.Radhakrishnan, Gandhiji – Tagore, Aurobindo  
• Eclectic tendencies in education | Meaningful verbal expression  
Lecture-discussion  
ICT  
Seminar  
Debate | • Participation and Performance in Quiz Competition  
• Seminar Presentations  
• Class test  
• practicum |
UNIT III: SOCIOLOGICAL PERSPECTIVES OF EDUCATION ( 30 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To identify the interactive role of education and society | • Interactive role of education and society  
• Functions of education with regard to Culture –Preservation, Transformation and Transmission  
• Acculturation and Enculturation, Cultural lag, cultural inertia, Cultural diffusion  
• Role of education to inculcate values connected with Democracy and Secularism  
• National Integration  
• International Understanding | ICT enabled group discussion  
Field trip  
Lecture-discussion | • Document Analysis  
• Field visit reports  
• Class test  
• Role Performance  
• Analysis in group Discussion  
• Seminar Presentations |
| 2. To develop an understanding about the role of education with regard to culture | | | |
| 3. To synthesis role of curriculum to inculcate national integration and international understanding | | | |
REFERENCES:

- Arora G.L & Pranati Panda. Fifty Years of Teacher Education in India (Post Independence Developments): NCERT
- http://www.mu.ac.in/
- http://www.yazour.com/

UNIT IV: EDUCATION AND SOCIAL CHANGE (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze and synthesize the sociological functions of education | • Characteristics of Indian Society – class, religion, ethnicity, language.  
• Social Change – Factors influencing social changes - Role of Education  
• Major changes occurred in Indian society  
• Conscientisation - Areas where conscientisation is needed  
• Role of education to curb Social evils like Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism etc.  
• Teacher as a Change agent and Nation builder | Lecture  
Cooperative Learning  
Discussion  
Social Constructivism | • Initiation and performance in dramatization  
• Field visit reports  
• Role Performance Analysis in group Discussion  
• Involvement in Debates  
• Seminar Presentations  
• Class test  
• Practicum |

REFERENCES:

• Saraswathi, B(1998). The cultural dimension of education. New delhi, indira Gandhi national center for the arts
• http://en.wikipedia.org/wiki/Terrorism_in_India
• http://library.thinkquest.org/
• http://en.wikipedia.org/
• http://en.wikipedia.org/
EDU - 02: DEVELOPMENTAL PERSPECTIVES OF THE LEARNER

Objectives: To enable the student teacher:
1. To conceptualise the nature, scope and methods of Educational psychology.
2. To familiarise the approaches for the study of Educational Psychology.
3. To develop an understanding of the concept, principles and theories of Growth and development.
4. To familiarise the developmental tasks and developmental hazards.
5. To understand the developmental characteristics of Childhood and Adolescence.
6. To develop an understanding of the concept, nature and various theories of intelligence.
7. To understand the meaning, nature, process of creativity development and the strategies for fostering creativity.
8. To develop an understanding of the concept and theories and development of Personality.
9. To understand the concept of Adjustment, Maladjustment and the causes of mal-adjustment.
10. To equip student teachers to apply the theories in facilitating overall development of the learner.

Contents:

UNIT I : FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY
UNIT II : DEVELOPMENT OF THE LEARNER
UNIT III : LEARNER DIFFERENCES IN INTELLIGENCE AND CREATIVITY
UNIT IV : PERSONALITY OF THE LEARNER

UNIT I FOUNDATIONS OF EDUCATIONAL PSYCHOLOGY (15 hours ( 10 T+ 5 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an awareness about the need for educational psychology for a teacher</td>
<td>1. Educational Psychology- Meaning, Scope, Limitations and relevance in classrooms 2. Schools of Psychology- Structuralism, Functionalism, Behaviourism, Cognitive, Humanistic and Gestalt Schools 3. Scientific method of studying behavior,</td>
<td>Lectures, Group discussion on Critical analysis of application of psychology</td>
<td>Reflective practices, Assignments, Seminar presentation, Test paper, Performance in discussions</td>
</tr>
</tbody>
</table>

48
UNIT II  DEVELOPMENT OF THE LEARNER (30 hours (20 T +10 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop an understanding of the concept, principles and theories of Growth and development. | • Growth and Development: Concept and Principles, Developmental tasks and Developmental hazards  
• Theories of development- Piaget’s theory of Intellectual development, Erickson’s theory of Psycho social development and Kohlberg’s theory of Moral development  
• Developmental characteristics with special reference to childhood and adolescence  
  ■ Physical and motor development  
  ■ Cognitive development  
  ■ Language development(Noam Chomsky, Vygotsky) | Group discussion to compare the characteristics of childhood and adolescence  
Seminars on the highlights of various theories  
Lecturing  
Child study | • Reflective practices  
• Performance in group discussions  
• Assignments  
• Seminar presentation  
• Test paper  
• Child study reports  
• Communicative skills  
• Self study reports |
of development
5. To conceptualise the role of teacher in facilitating development of the learner

<table>
<thead>
<tr>
<th>Emotional development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral &amp; social development-</td>
</tr>
<tr>
<td>• Role of teacher in fostering development of the learner.</td>
</tr>
</tbody>
</table>

Application of different methods for understanding adolescent problems
Analysis of theory and its application in different contexts

Reference

- Hurlock, B. Elizabeth(2003), Developmental Psychology NewDelhi: Mcgraw-Hill

Unit III: Learner Differences in Intelligence and Creativity (25 Hours( 17 T+ 8 P))

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conceptualise the individual difference among the learners on the basis of intelligence and creativity</td>
<td>• Meaning and nature of intelligence</td>
<td>Lectures</td>
<td>• Practical work</td>
</tr>
<tr>
<td>2. To develop an understanding of the concept, nature and various theories of intelligence</td>
<td>• Theories of Intelligence – two factor, group factor, multi factor, Guilford’s structure of intellect model - Multiple intelligence etc.</td>
<td>Group discussion</td>
<td>• Assignments</td>
</tr>
<tr>
<td>3. To understand the meaning, nature, process of creativity development and the strategies for fostering</td>
<td>• Measurement of Intelligence – verbal, nonverbal and performance tests</td>
<td>Administer any one intelligence test and familiarize the procedure.</td>
<td>• Seminar presentation</td>
</tr>
<tr>
<td></td>
<td>• Emotional intelligence, Social Intelligence, Spiritual Intelligence- Meaning and Scope</td>
<td>Prepare activities based on the multiple intelligence test</td>
<td>• Test paper</td>
</tr>
<tr>
<td></td>
<td>• Creativity- meaning and nature -</td>
<td></td>
<td>• Performance based assessment</td>
</tr>
<tr>
<td>Creativity.</td>
<td>Identification of Creative Learner - Process of Creativity, measurement of creativity, Teacher’s role in fostering Creativity.</td>
<td>Intelligence theory</td>
<td>Prepare sample items for verbal creativity tests (minimum 4 items) Develop an activity to foster creativity in the classroom Design of Strategies for promoting emotional, social and spiritual intelligence among students</td>
</tr>
</tbody>
</table>

**Reference**

- Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.

**Unit IV  Personality Of The Learner (20 Hours (13t+ 7 P))**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conceptualise the individual difference among the learners on the basis of Personality</td>
<td>• Concept of Personality- role of heredity and environment, • Approaches to study personality - Psycho</td>
<td>Lectures Case study of unique</td>
<td>• Reflective practices • Assignments • Seminar presentation</td>
</tr>
</tbody>
</table>
2. To develop an understanding of the concept of adjustment
3. To understand the factors causing maladjustment
4. To familiarise the personality tests
5. To conceptualise mental health and mental hygiene

| analytic theory (Freud), - Type theory, Trait Theory (Allport) | personalities
| Characteristics of mature personality. | Group discussion to identify the characteristics of mature personality
| Assessment of personality- techniques and methods- projective techniques | Administer any one personality test and familiarize the procedure
| Adjustment and Maladjustment, Adjustment mechanisms. | Conduct a discussion on teacher’s role in identifying and managing maladjusted learner

| Test paper |
| Practical works |

7. Action research on adjustment patterns

Reference
• Nisha, Maimun (2006); Milestones of Child Development; New Delhi: Kalpaz Publications
• Umadevi, M.R.,(2009) Educational Psychology: Theories and Strategies for Learning and Instruction, Bangalore, Sathkruthi Publications

Websites
• http://www.libraries.psu.edu/ 
• http://teamwork.sg/teamwork/schoolportal.aspx
EDU - 03 : TECHNOLOGY & COMMUNICATION IN EDUCATION

(Theory 60 hours+ Practical 30 hours)

Objectives

- To develop an understanding of the concepts in educational technology and communication.
- To empower prospective teachers through the blending of technological aspects with pedagogical principles.
- To acquaint the prospective teachers with the application and use of e-resources, free and open source software.
- To explore the creative avenues in technological advancements for improving the teaching learning process.
- To familiarize with the concept of teacher as a Technopedia.
- To create an awareness regarding teacher as a content creator.
- To explore creative avenues for enriching classroom teaching learning process.
- To create a zinc with man, machine and material with regard to technological resources.

Contents :

Unit I : Introduction to Educational Technology (Theory 20 hours & Practical 2 hours)
Unit II : Communication Technology (Theory 10 hours)
Unit III : ICT in Education (Theory 20 hours & Practical 25 hours)
Unit IV : Students Safety on the net (Theory 10 hours & Practical 3 hours)

UNIT I : INTRODUCTION TO EDUCATIONAL TECHNOLOGY (THEORY 20 HOURS & PRACTICAL 2 HOURS)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Educational Technology</td>
<td>• Educational technology-concept, objectives and scope.</td>
<td>Narrative session</td>
<td>• Evaluation based on documentation</td>
</tr>
<tr>
<td>1. To provide a smooth entry into the field of educational technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To differentiate between teaching and instructional technology</td>
<td>• Difference between technology in education (Instructional technology) and technology of education (teaching technology)</td>
<td>Direct instruction Verbal interaction</td>
<td>• Participant observation</td>
</tr>
</tbody>
</table>
3. To set a perspective on different approaches of technology
- Approaches of educational technology – Hardware
  Software and Systems approach
- Interactive session
  Meaningful verbal expression
- Evaluating the level of participation

4. To familiarize with various agencies and services in the field of educational technology
- Resource centres and services in educational technology
  CIET (NCERT)
  SIET
  EMMRC
  UGC-CEC
  C-DIT
  EDUSAT
  NME-ICT
  NPTEL
  IT@SCHOOL
  VICTERS CHANNEL
  AKSHAYA PROJECT
  GYAN DARSAN
  INFLIBNET
- Viewing programmes
  Class discussion
  Class seminar
  Assignment
- Assessing students report
- Participation in the seminar
- Evaluating the assignments

B. Media in Education

1. Creating awareness provision for effective use of aids in teaching and learning
- Print media-
  Newspapers
  Books
  Journals
  Magazines
- Group discussion
  Small group session
- Participation in group discussion
- Role performance analysis

2. To realize the relevance of mass media in education
- Non print media-
  mass media (radio, T.V., Films in education)
- Group discussion
  General discussion
  Seminar
- Participation in group discussion
- Presentation skill

3. Develops the ability to choose the most suitable learning aid while preparing the teaching lesson
- A-V aids: definition, types audio aids visual aids A-V aids.
- Group discussion
  Narrative expression
  Seminar
- On task behaviour in class
- Participation in group
- Presentation skill
4. To differentiate between multimedia and multisensory approach
   • Meaning & concept of Multimedia and Multi sensory approach
   • Meaningful verbal expression
   • Participatory behaviour

5. To familiarize with the classification of A-V aids
   • Dales cone of experience
   • Meaningful verbal expression
   • Participation in class activity

6. To familiarize with teleconferencing and its application in classroom
   • Teleconferencing:
     • Audio
     • Video
   • Techno-lab activity
   • Demonstration
   • Meaningful verbal expression
   • Participation in the learning process
   • Involvement in class activity

7. To familiarize with the latest educational technology equipment
8. Develop skill in using interactive white boards
   • Interactive white board- uses & advantages over normal chalk board
   • Demonstration
   • Hands on experience
   • Participation
   • Skill assessment

9. To familiarize with the strategy for digital education in classrooms
   • Smart Classrooms
   • Class discussion
   • Participation in the class activity

Unit II. Communication Technology (Theory 10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce the concept of communication</td>
<td>Communication-: concept, scope types – verbal, non verbal. Style purpose- face to face, formal and informal, one way- two way.</td>
<td>Group discussion</td>
<td>Role performance analysis in group discussion</td>
</tr>
<tr>
<td>2. To familiarize with the various types of communication</td>
<td></td>
<td>Group discussion</td>
<td>Evaluation of documentation</td>
</tr>
<tr>
<td>3. To identify different components of classroom communication</td>
<td>Communication cycle- components of classroom communication</td>
<td>Group discussion</td>
<td>Role performance assessment in group discussion</td>
</tr>
<tr>
<td>4. To develop the ability to become an effective classroom communicator.</td>
<td>Classroom as a communication system: components of effective classroom communication</td>
<td>Meaningful verbal expression</td>
<td>Role performance analysis</td>
</tr>
<tr>
<td>5. To plan an effective communication process during the</td>
<td>Group discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. Acquaint with the FIACS
7. Develops skill in matrix construction.
8. To develop the ability to interpret the matrix and to explain the nature of the classroom interaction

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Introduction to ICT in education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To familiarize with the role of ICT in education</td>
<td>• Concept and importance of ICT in education</td>
<td>Verbal expression General discussion Assignment</td>
<td>Evaluation based on documentation</td>
</tr>
<tr>
<td>2. To explore applications of ICT in various field of education</td>
<td>• Scope of ICT in Education • Teaching- Learning process • Publication • Evaluation • Research</td>
<td>Group discussion</td>
<td>Role performance analysis</td>
</tr>
<tr>
<td>3. To familiarize with advancements in world wide web</td>
<td>• Trends and advancements in www: Web 1.0 Web 2.0 Web 3.0</td>
<td>Collaborative interaction</td>
<td>Level of participation in group activity</td>
</tr>
<tr>
<td>4. To understand the role to teacher in a digital era</td>
<td>• Teacher in a digital era: Changing roles and competencies</td>
<td>Meaningful verbal expression Active learning activities Brain storming</td>
<td>Assimilating the materials Monitoring participation and performance</td>
</tr>
</tbody>
</table>
### B. Enriching classroom practices through web technologies

| 1. Acquaint with various concepts in ICT and its applications in the classroom teaching learning process | - Concept, meaning and merits of:
  - Computer Assisted Instruction (CAI)
  - Computer Managed Instruction (CMI)
  - Computer Mediated Communication (CMC) in Education
  - Computer simulation
  - Blended learning
  - Educational podcast
  - m-learning
  - Web-based learning
  - Cloud computing. | Meaningful verbal expression | Participation in class activity
| | Practical sessions | - Observation
| | Demonstrations | - Observation
| | Techno lab activities | - On task behaviour
| | Online resources | Multimedia modes
| | Hands on experience | |
| | Techno lab activities | |
| | Hands on experience | |
| | Participation in activities | |
| | On task behaviour | |

| 2. To familiarize with the web resources | - Web services:
  - e-mail
  - chat
  - online forums
  - blog
  - wiki
  - e-library | Demonstration | Participation in activities
| | Online resources | - Skill development
| | Hands on experience | - On task behaviour
| | Techno lab activities | |
| | Performance assessment in techno lab activities | |

| 3. To develop the ability to use the web resources | - Academic web resources:
  - e-journals
  - online dictionary | Online resources | |
| | | Demonstration | |

| 4. To familiarize with various free software’s applicable in classroom | - Familiarizing free educational software:
  - Tellurium
  - Kalzium
  - Tupic 2 D Magic
  - G-Compris
  - Geogebra. | Demonstration | Performance assessment in techno lab activities
| | Techno lab activities | - On task behaviour
| | Hands on experience | |
| | Peer group instruction | |

| 5. To develop skill in using software’s for enriching classroom activity | - e-learning –concept, types –synchronous and asynchronous- merits and demerits:
  - Learning Management Systems. | Meaningful verbal expression | Participation in the classroom activity
| | Discussion | |

| 6. To explore creative avenues of ICT in education | | | |
### Unit IV. Students Safety on the net (Theory 10hours & Practical 3 hours)

<table>
<thead>
<tr>
<th><strong>Learning Outcome</strong></th>
<th><strong>Major concepts</strong></th>
<th><strong>Strategies &amp; Approaches</strong></th>
<th><strong>Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. To familiarize with computer safety on the net</strong></td>
<td>Computer virus- (malwares, spywares, trojan)- preventive measures- (Firewall, antivirus software)</td>
<td>Introductory lecture Techno lab activities Peer tutoring</td>
<td>Performance in techno lab activities</td>
</tr>
<tr>
<td><strong>2. To create an awareness about personal safety on the net</strong></td>
<td>Cyber privacy and password protection</td>
<td>Demonstration Hands on experience Techno lab activities Peer tutoring</td>
<td>Participant observation Skill assessment Performance assessment</td>
</tr>
<tr>
<td><strong>3. To familiarize with the legal and ethical issues</strong></td>
<td>Legal and ethical issues- Copyright, Plagiarism, Hacking, Netiquette, Phishing, Software privacy</td>
<td>e-resource demonstration Group discussion</td>
<td>Participant observation Performance in classroom discussion</td>
</tr>
<tr>
<td><strong>4. To develop a sense of intellectual property right</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Reflective sessions Online resources Role performance analysis
- Narrative sessions Reflective practices Participation in class activity
- On task behaviour Participation in activity
- Demonstration Discussion Participation in activity
- Techno lab activity
<table>
<thead>
<tr>
<th>5. To know about cyber laws</th>
<th>• Cyber law- IT Act 2000, IT Act 2008.</th>
<th>Class discussion Printed media such as newspapers and magazines Home assignment</th>
<th>• Participation in class discussion • Locating resources related to content • Evaluating the assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. To practice wise use of web resources</td>
<td>• Role of teacher in conscientizing about • Child abuse over the net • Misuse of internet (morphing, pornography) • Health hazards of using computer</td>
<td>Internet based activities Techno lab activities Peer tutoring Individual assignment</td>
<td>• Skill development assessment • Participation in lab activities • Evaluating assignments</td>
</tr>
</tbody>
</table>

**Suggested Readings**

Web Resources

- www.slideshare.net/pria87/audio-visual-aids
- www.tecweb.org/eddevel/edtech/teleconf.html
- www.slideshare.net/diputr/fiacs-flanders-interaction
- https://moodle.org/
- www.ehow.com/list_7640133_legal-ethical-issues-technology.html
- www.rogerdarlington.co.uk/Internetethics.html
- www.thefreedictionary.com/computer+simulation
- www.e-learningconsulting.com/consulting/what/e-learning.html
- www.cemca.org/e-learning_guidebook.pdf
EDU- 04.1 : THEORETICAL BASE OF MALAYALAM EDUCATION.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:

- To get familiarized with the functional plane of teaching and learning and the divergent roles expected to be played as a teacher
- To understand the importance, nature and functions of Mother tongue
- To get accustomed with the evolution of Malayalam language
- To understand the relation between Malayalam and other language.
- To find out the relation between language and culture.
- To get familiarized with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.
- To understand the Methods, approaches, strategies, modern educational theories and concepts of teaching Malayalam language and literature

Contents:

Unit – 1 : Introduction to teaching and Learning -
Unit – 2 : Nature and Development of Malayalam –
Unit – 3 : Aims and Objectives of Teaching Malayalam -
Unit – 4 : Methods and Strategies in Malayalam Teaching; Traditional and Modern –
Unit – 5 : New Educational Theories and Concepts –

UNIT 1: INTRODUCTION TO TEACHING AND LEARNING

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To get familiarized with the functional plane of teaching and learning and the divergent roles expected to be played as a teacher</td>
<td>• Inter dependence of teaching and learning- class room, teacher, learner, teaching learning process, • Learning Environment, Learning activities, Learning Styles, Learning aids</td>
<td>Group discussion</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<td>-------------------------------------</td>
</tr>
<tr>
<td>To understand the importance, nature and functions of Mother tongue</td>
<td>Functions of Language</td>
<td>Assignments</td>
<td>Assignment Paper, Seminar presentation</td>
</tr>
<tr>
<td>To get familiarized with the evolution of Malayalam language</td>
<td>Impact of language on social, intellectual, cultural, educational development</td>
<td>Debates</td>
<td>Seminar presentation</td>
</tr>
<tr>
<td>To understand the relation between Malayalam and other language.</td>
<td>Importance of Mother tongue - Mahatma Gandhi’s vision on the importance of Mother tongue,</td>
<td>Seminar/Symposium</td>
<td>Test</td>
</tr>
<tr>
<td>To find out the relation between language and culture.</td>
<td>Mother tongue and medium of instruction</td>
<td></td>
<td>Participation in Debate &amp; Symposium</td>
</tr>
<tr>
<td></td>
<td>Malayalam as an official language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mother tongue as a tool for preservation, transmission and transformation of culture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### UNIT 3 AIMS AND OBJECTIVES OF TEACHING MALAYALAM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To get familiarized with the aims and objectives of teaching Malayalam, Taxonomy of educational objectives etc.</td>
<td>- Aims and Objectives of teaching Malayalam at different levels of schooling with special emphasis to secondary and Higher secondary levels&lt;br&gt;- Curricular objectives of Secondary and Higher Secondary classes&lt;br&gt;- Taxonomy of Educational objectives – Benjamin Bloom</td>
<td>- Debate on recent changes practiced in the state schools&lt;br&gt;- Discussion on the relevance of Blooms Taxonomy</td>
<td>- The extent of participation in debate/discussion etc.</td>
</tr>
</tbody>
</table>

### UNIT 4 METHODS AND STRATEGIES IN MALAYALAM TEACHING; TRADITIONAL AND MODERN

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the Methods, approaches, strategies, modern educational theories and concepts of teaching Malayalam language and literature</td>
<td>- Lecture method&lt;br&gt;- Project method&lt;br&gt;- Play way method&lt;br&gt;- Dramatisation&lt;br&gt;- Dalton Plan&lt;br&gt;- Inductive and deductive methods&lt;br&gt;- Role play and simulation&lt;br&gt;- Problem solving method&lt;br&gt;- New Educational Theories and Concepts&lt;br&gt;  - Cognitive Constructivism – Piaget and Bruner&lt;br&gt;  - Social Constructivism – Vygotsky</td>
<td>- Project&lt;br&gt;- Short essay&lt;br&gt;- Open discussion&lt;br&gt;- Comparative note&lt;br&gt;- Action research&lt;br&gt;- Seminar on the significance of new educational theories&lt;br&gt;- Assignment&lt;br&gt;- Preparation of</td>
<td>- Project paper&lt;br&gt;- Essay&lt;br&gt;- Participation in discussion&lt;br&gt;- Action research findings&lt;br&gt;- Seminar paper and performance&lt;br&gt;- Assignment paper&lt;br&gt;- Prepared notes</td>
</tr>
</tbody>
</table>
## EDU – 05. 1 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : MALAYALAM.

(Theoretical Discourses – 60 hours & CE – 30 hours)

### Objectives :

- To get familiarized with the theory and practice of different language discourses
- To get acquainted with the integration of new theories and concepts
- To understand, practice and master basic language skills communication skills etc.
- To understand the importance of resource materials for teaching and learning like text book, work book, hand book, dictionary etc.

### Contents :

| Unit – 1 | Introduction to Pedagogic Content Knowledge analysis - |
| Unit – 2 | Discourse Oriented Pedagogy |
| Unit – 3 | Essential Requirements of Teaching Malayalam, |
| Unit – 4 | Acquisition Language Skills and Micro teaching |
| Unit – 5 | Resources in Teaching and Learning of Malayalam |

| • Multiple Intelligence Theory |
| • Emotional Intelligence Theory |
| • Critical Pedagogy - Paulo Freire |
| • Meta Cognition |
| • Integration of new theories and concepts in teaching Malayalam |

Comparative notes on new theories with the help of reference books
### Unit 1: Introduction to Pedagogic Content Knowledge analysis

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the meaning and practice pedagogic content knowledge analysis | • Meaning, features, and principles of pedagogic content knowledge analysis  
• Pedagogic content knowledge analysis of Secondary and Higher Secondary level text books  
• **Discourse Oriented Pedagogy**  
• Importance of discourse in language learning and teaching  
• The salient features of Discourse Oriented Pedagogy  
• Functions of: Debate, Drama Seminars, Discussions, Conversations, Diary, Posters, Narratives, Screen Play, Editorials, and Travelogues etc.  
• Process of constructing discourses | Preparation of a comparative description on pedagogic content knowledge analysis of secondary/higher secondary level text books | • Student’s works  
• Prepared activities  
• Active Participation in discussion  
• Written documents |
| 2. To get familiarized with the theory and practice of different language discourses | | Preparation of discourse oriented activities for high school classes | |
| | | Discussion on the suitability and adaptability of discourse oriented pedagogy | |
| | | Preparation of discourse like narratives/ travelogues/ editorials/ posters etc. | |
### UNIT 2: PLANNING AND DESIGNING OF LESSON TEMPLATES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To understand the need and significance of instructional planning</td>
<td>Preparation of year plan/unit plan etc.</td>
<td>• Innovations in planning year plan/unit plan etc.</td>
</tr>
<tr>
<td>2.</td>
<td>To get acquainted with the integration of new theories and concepts</td>
<td>Workshop on developing entrepreneurship in HS/HSS students through teaching Malayalam</td>
<td>• Originality of ideas/practices</td>
</tr>
<tr>
<td></td>
<td>• Need and significance</td>
<td></td>
<td>• In the workshop</td>
</tr>
<tr>
<td></td>
<td>• Year Plan, Unit Plan, Lesson Plan</td>
<td></td>
<td>• Practical sessions in the classrooms</td>
</tr>
<tr>
<td></td>
<td>• Incorporation of new theories (MI theory, Constructivism, Critical pedagogy,</td>
<td></td>
<td>• Appreciation sessions</td>
</tr>
<tr>
<td></td>
<td>Emotional Intelligence etc.) in the preparation of Year Plan/Unit Plan/ Lesson Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Absorption of the concept ‘Entrepreneurship’ in instructional planning</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Teaching of Prose, Poetry, Grammar and Composition – scope, goals, selection,</td>
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</tr>
<tr>
<td></td>
<td>methods, approaches, different forms/types</td>
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</tbody>
</table>

### UNIT 3: ESSENTIAL REQUIREMENTS OF TEACHING MALAYALAM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To understand, practice and master basic language skills, Communication skills etc.</td>
<td>Preparation of a test for HS/HSS students to find out the common errors in reading and writing Malayalam</td>
<td>• Appropriateness of Practicum</td>
</tr>
<tr>
<td>2.</td>
<td>• Acquisition Language Skills and Micro teaching</td>
<td></td>
<td>• Effectiveness of the test</td>
</tr>
<tr>
<td></td>
<td>• Scope and application of basic language skills (Listening, Speaking, Reading and writing) in different levels of schooling with special emphasis to Secondary and Higher Secondary levels</td>
<td></td>
<td>• Participation of students</td>
</tr>
<tr>
<td></td>
<td>• Scope and application of basic language skills (Listening, Speaking, Reading and writing) in different levels of schooling with special emphasis to Secondary and Higher Secondary levels</td>
<td></td>
<td>• Suitability of prepared lessons</td>
</tr>
</tbody>
</table>
**Unit 4 Resources in Teaching and Learning of Malayalam**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the importance of resource materials for teaching and learning like text book, work book, hand book, dictionary etc. | • Text Book:  
• Characteristics of a good text book.  
• Resource Units and Workbooks  
• Teacher’s Handbook.  
• Periodicals, handouts, books etc.  
• Dictionaries, Thesaurus, Encyclopedias | Text book review  
Test paper  
Organization of a reading corner in | • Comprehensiveness  
• Student Participation  
• Versatility |
Referrences: for all Semesters.

Prof. MK Prasad
Bhashapadanavum Bhodhana shaasravum
Bhashapadanavum Sidhaanthangalam
Divaswamna
Engane MalayalattilBlogam
Gadyarachana
Gadyashilpam
Kerala Panineeyam
KuttikalePadanathilSahayikkam
MalayalaBhashaBodhanam
MalayalaBhashadyapanam
MalayalaKavithapadhanamgal
MalayalaSahithyaCharithram
MalayalaSahithyaCharithram
MalayalaSahithyaNiroopanam
MalayalaSahithyaVimarshanam
Mathrubhashabhodhanam:
Micro teaching
MumbilullaJeevitham
Nalla Malayalam
NammudeBhasha
Padyapadhathi sidhaantham
Kerala Shaasthrasaahitya Parishad
Dr. SreeVrinda Nair N
Dr. SreeVrinda Nair N
GijubhaiBhadeka
Baburaj PM
Dr. CK Chandrasekharan Nair
CV VasudevaBhattathiri
AR RajarajaVarma
PK Abdul Hammed Karassery
CV VasudevaBhattathiri
Dr. KSivarajan
K Sachidanandan
Dr. KalpattaBlakrishnan
PK Parameswaran Nair
Dr. PanmanaRamachandran Nair
Dr. Sukumar Azheekode
Kerala Bhasha Institute
Kerala Bhasha Institute
Kerala Bhasha Institute
Kerala Bhasha Institute
Kerala Bhasha Institute
Calicut University
Mathrubhoomi Books
Kerala Bhasha Institute
Sahithya Academy
Current Books, Kottayam
DC Books, Kottayam
Adison Wesley, London
DC Books, Kottayam
DC Books, Kottayam
Kerala Bhasha Institute
Kerala Bhasha Institute
ParivarthanonmughaVidhyabhyabyasam Guru NithyachaithanyaYathi NarayanaGurukulam, Varkala
PravanathakalumReethikalum Bindhu,C.M Scorpio, Calicut
PrayogikaVyakaranam Irinjayam Ravi Kerala ShaastrasahityaParishad
PurogamanaVidyabhyasasachinthakal PV Purushothaman DC Books, Kottayam
Thettilatta Malayalam Prof. PanmanaRamachandran Nair Current Books, Kottayam
TirakkadhaRachana – KalayumSidhanthvum Jose K Manuel National Book Trust, Kerala
Toto Chan TetsukoKoriyoNagi
ShaastrasaahityaParishad Tuition to Intuition Dr. KN Anandan Transcend, Malappuram
Ucharanamnannavan Dr.VRPrabodhachandran Kerala Bhasha Institute
VidyabhyasathilViplavam Osho Silence, Kozhikkode
Vidyabhyasasachinthakal AsisTharuvana Olive, Kozhikkode
VidyabhyasaParivarthanattinoruAmugham Kerala ShaastrasahityaParishad
VyakaranaMitham SheshgiriPrabhu

Online Resources
http://ml.wikipedia.org
https://www.facebook.com/groups/144983732246185
https://www.facebook.com/groups/paribhasha
http://www.keralasahityaakademi.org/
http://malayalambloghelp.blogspot.com/
http://www.topsite.com/best/malayalam
http://malayalam.kerala.gov.in/index.php
http://malayalaikyavedi.blogspot.in/2015/04/blog-post_61.html
http://www.facebook.com/pages/മലയാളം-ഏഴുമില്ല-ഉറങ്ങുക|628705850559130?ref=hl
http://bloghelpline.cyberjalakam.com/
http://blogsahayi.blogspot.in/
EDU –04.2 : THEORETICAL BASE OF ENGLISH EDUCATION.

(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives :
The student teacher :
- Familiarizes with the nature and purpose of language teaching.
- Grasps problems related to learning a Second Language.
- Draws implications of different theories of learning for Second Language instruction.
- Gets an awareness of Approaches, Methods and Instructional Strategies for teaching English.

Contents
Unit 1: General Introduction to English Language Teaching and Learning
Unit 2: Nature and Development of English Language
Unit 3: Aims and Objectives of Teaching English
Unit 4: Methods and Strategies of Teaching English

Unit 1: General Introduction to English Language Teaching and Learning (Duration: 25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher</td>
<td>Perspectives of English Studies - Significance in the Global context - World Englishes - English as a skill subject - Teaching ESL, EFL, First Language [L₁] and Second Language [L₂] - Bilingualism - Code switching - Teaching of English in India</td>
<td>Intro lectures on ELT in India Makes student recall qualities of teachers whom they admire/remember Narration, anecdotes</td>
<td>• Contribution in debate on need of English as an International Language • Performance in classroom discussions regarding teacher role • Entry recorded in Reflective</td>
</tr>
<tr>
<td>2. Grasps the current status of English in India and its</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Unit 2: Nature and Development of English Language (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning | • Language and culture, Language and society, Language and media(print and digital)  
• Basic concepts in Linguistics- Morphology, Phonology, Syntax, Semantics  
• Psycho-linguistic Theories  
• Behaviourism- imitation, repetition, reinforcement  
• Cognitivism -Schema  
• Constructivism-ZPD-Scaffolding, Mental Processes  
• Chomsky-LAD-Universal Grammar  
• Krashen’s Hypotheses  
• Multiple Intelligence  
• Neurolinguistic Programming | Brain storming  
• Seminar  
• Presentations  
• Quiz  
• Peer Tutorial  
• Discussion  
• Invited Talks | • Examine level of participation  
• Role performance analysis  
• Evaluation based on documentation |
### Unit 3: Aims and Objectives of Teaching English (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develops an understanding of the principles of language teaching | • Utilitarian aim, Socio-cultural aims  
• Objectives of Teaching English  
• Principles of Language Learning  
• Ideology of teaching English in Indian classrooms; Addressing learner sensibilities and learner abilities in language learning; Developing communicative competence | Brain storming  
Quiz  
Discussion  
Assigned readings from the works of theorists  
Group discussion | • Examine level of participation  
• Evaluation based on documentation  
• Examine student report  
• Address the level of pupil involvement in Group Discussion |

### Unit 4: Methods and Strategies of Teaching English (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with traditional approaches and methods of language teaching  
2. Updates knowledge of current approaches and methods  
3. Develops the ability to choose the most suitable method for a given content or group of learners | • Approach, Method, Technique  
• Grammar Trans. Meth, Bilingual Meth, Direct Meth.  
• Audio-lingual Meth, SOS Approach, Communicative Approach  
• Humanistic approaches—TPR, Silent Way, CLL, Suggestopædia  
• Task Based Language Teaching | Demonstration of steps followed in different methods  
Watching video recordings - Accessing Online input on the topic  
Co-relating class room activities | • Evaluate the competence to compare and contrast  
• Monitor the ability to distinguish between similar concepts, phases |
References

- Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.
- Current Perspectives in Teaching the Four Skills: by ELI HINKEL Seattle University Seattle, Washington, United States TESOL QUARTERLY P 110-131

Online resources:

- Activities for developing skills: http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106
- The Essentials of Language Teaching: http://www.ncrrc.org/essentials/index.htm
- Teaching English to Speakers of Other Languages by M.S. Thirumalai: http://www.languageinindia.com/april2002/tesolbook.html
- Dave Sperling's ESL Café: http://www.eslcafe.com/
- FRET (Free Resources for English Teaching): http://www.english-teaching.co.uk/
- Web English Teacher: http://www.webenglishteacher.com/
EDU. 05.2 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: ENGLISH
(Theoretical Discourses – 60 hours & CE – 30 hours)

Objectives:
The student teacher:
- Familiarizes with the different dimensions of Pedagogic Content Knowledge.
- Develops an understanding of objectives and specifications for teaching English as a Second Language.
- Familiarizes the procedure and steps for planning different kinds of lesson.
- Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
- Explores ways of designing appropriate learning aids.
- Identifies suitable strategies for assessment.

Contents:
Unit I : Introduction to Pedagogic Content Knowledge (PCK)
Unit II : Planning and Designing of Lesson Templates
Unit III : Essential Requirements for Teaching of English
Unit IV : Resources in Teaching and Learning of English

Unit 1: Introduction to Pedagogic Content Knowledge (PCK) (25 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major Concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develops an understanding of pedagogy and its principles</td>
<td>Pedagogic Analysis Scope, Principles and Objectives</td>
<td>Direct instruction Engaging in Group discussion Individual and</td>
</tr>
<tr>
<td>2.</td>
<td>Familiarizes with Taxonomy of Educational Objectives</td>
<td>Pedagogic Content Knowledge Scope in teaching and learning Objective-based Instruction</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Develops an understanding of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Familiarizes with the nature of a Course Book

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarizes the procedure and steps for planning different kinds of lesson.</td>
<td>Planning- Relevance, mode and Design-Year Plan, Unit Plan, Lesson Templates</td>
<td>Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms</td>
<td>Ability to develop</td>
</tr>
<tr>
<td></td>
<td>Poetry- Appreciation, Deviant language of Poetry</td>
<td>Intro. lectures on thinking skills</td>
<td>Plan/</td>
</tr>
<tr>
<td></td>
<td>Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary</td>
<td></td>
<td>Phased monitoring</td>
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<td></td>
<td></td>
<td>Performance in</td>
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<td></td>
<td></td>
<td></td>
<td>Workshop</td>
</tr>
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<td></td>
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<td></td>
<td>Checking ability to frame appropriate</td>
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<td></td>
<td></td>
<td></td>
<td>Objectives and Specifications</td>
</tr>
</tbody>
</table>

Unit 2: Planning and design of lesson templates (25 hrs)

- Bloom’s Taxonomy: Specifications, Process skills & Thinking Skills (Critical and Creative), Problem Solving
- Content Analysis of State, CBSE and ICSE Syllabus - Themes, Language elements, Sequencing of content, Deficiency in content
- Discourses- slogans, placards, notices, reports, diary entry, messages - script of a speech, letter, posters, advertisement, write up, conversation, profile etc.
- collaborative tasks
  - Critique of different Course Books

- Planning- Relevance, mode and Design-Year Plan, Unit Plan, Lesson Templates
- Components and Strategies for teaching:
  - Prose- Intensive and Extensive reading, Skimming and Scanning, Silent and Oral reading, Pre-reading and Post-reading
  - Poetry- Appreciation, Deviant language of Poetry
  - Grammar- Formal and Functional, Inductive and Deductive methods, Use of Substitution Tables
  - Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary

- Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms
- Critiquing Syllabus Grids in Course Books
- Intro. lectures on thinking skills
- Demo. by expert Preparation of Group Lesson Plan/Teaching Manual
- Ability to develop
- suitable Lesson
- Plan/
- Teaching Manual for different content
- Phased monitoring
- Performance in
- Workshop
- Checking ability to frame appropriate
- Objectives and Specifications
### Unit 3: Essential requirements for teaching of English

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with different teaching skills | • Analysis and Practice of Language Skills-LSRW-Identification and Practice of Language Elementsstructure, vocabulary etc.  
• Core Skills of Teaching-Introduction  
- Illustrating with examples  
- Explaining  
- Questioning  
- Stimulus Variation  
- Reinforcement  
- Using Blackboard  
- Using teaching aids  
- Response Management-Classroom Management  
- Reading -Recitation  
• ICT skills  
• Micro Teaching-Concept, Phases and Cycle | Peer observation using Schedule  
Videography for reflection  
Supervised guidance | • Use of Observation schedule  
• Reflection write- up submitted following viewing of video recording of own teaching |
## Unit 4: Resources in teaching and learning of English (20 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of employing different aids for teaching different content | • Teaching aids- design and development  
• Learning support resources  
• Pictures  
• Charts  
• Flash Card  
• Models  
• News paper and Journals -Documentary  
• Audio-Video Clips  
• Interactive Board  
• LCD Projector  
• Internet  
• Language Lab | Display of specimen aids  
Guidance for preparation of aids for different content in workshop mode | • Peer comment  
• Guided supervision |
| 2. Explores ways of designing appropriate learning aids. | | | |

### References


Online references

- Bloom’s Taxonomy: http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
- Microteaching: https://uwaterloo.ca/centre-for-teaching-excellence/support-graduate-students/fundamentals-university-teaching/microteaching-details
- Pedagogical Content Knowledge: http://mkoehler.educ.msu.edu/tpack/pedagogical-content-knowledge-pck/
- Structure (function) words versus content words: http://homepage.ntlworld.com/vivian.c/Words/ContentStructure.htm
EDU - 04.3: THEORETICAL BASE OF HINDI EDUCATION

HOURS OF INTERACTIONS: 60(Instructions) + 30(Activities/Processes) = 90 Hrs

Objectives

- To mould the prospective teacher with an outlook of teaching profession
- To equip the prospective teacher to uphold the professional spirit in diverse angles
- To familiarize with the features of Hindi education, its aim, objectives and different instructional methods and techniques suited for teaching Hindi
- To acquire effective instructional practices of Hindi education
- Draws implications of different theories of learning Hindi

CONTENTS

Unit 1 : General Introduction to Hindi Teaching and Learning
Unit 2 : Nature and Development of Hindi Language
Unit 3 : Aims and Objectives of Teaching Hindi
Unit 4 : Methods and Strategies of Teaching Hindi

Unit : 1 General Introduction to Hindi Teaching and Learning (12 Hrs + 6Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student teachers acquaint with the importance and bases of language</td>
<td>Importance of language – Definition – Philosophical, Psychological, Sociological bases of language—Language and human, language and society, language and gender, Universal Grammar—Noam Chomsky, Neuro-linguistic programming, Importance of Hindi language, Hindi language and its practice</td>
<td>Meaningful verbal presentation, Brain storming</td>
<td>Case analysis presentation</td>
</tr>
<tr>
<td>2. Grasp the process of teaching-learning and gain an outlook of teaching profession</td>
<td></td>
<td>Makes student recall qualities of teachers whom they admire</td>
<td>Contribution in debate on qualities of teacher and Hindi as second language</td>
</tr>
<tr>
<td>3. Analyze learning environment for Hindi instruction</td>
<td></td>
<td>Narration, anecdotes of lives of teachers</td>
<td>Performance in classroom discussions</td>
</tr>
</tbody>
</table>
4. Adapt the changing structure of the concept of classroom instruction

| • Teaching and learning-Definition-Teaching profession and service, Principles and Maxims of teaching-- Factors determine effective instruction, Classroom Interactions: Teacher-pupil, Pupil-pupil, Pupil-society, Pupil-learning resources, learning experience, Interdependence of teaching-learning, Teaching-learning process |
| • Continuing Professional Development (CPD): Teacher as professional-- Duties and responsibilities; various roles: knowledge worker, facilitator, scaffolder, mentor, social engineer, counselor, techno pedagogue, reflective practitioner |
| • Problems and difficulties confronted by teachers and learners in Hindi instruction |
| • Learning environment |
| • Class room as a social laboratory, Classroom without walls (CWW), Blending of synchronous and asynchronous mode of learning, Virtual learning environment (VLE) |

who served as role models
Views films related to teachers
## Unit: 2 Nature and Development of Hindi Language (10 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarize with the unique features of Hindi language</td>
<td>• Special features and characteristics of Hindi language and its script Devanagiri lipi in standardized form (MANAK LIPI)—Hindi as national, official and link language</td>
<td>Discussion</td>
<td>• Address the level of involvement in group discussions</td>
</tr>
<tr>
<td>2. Compete with communicating Hindi</td>
<td>• Developing communicative competence</td>
<td>Meaningful verbal learning</td>
<td>• Assessment of MANAKLIPI</td>
</tr>
<tr>
<td>3. Familiarize with different reports and commissions</td>
<td>• Three language formula, Reports and commissions—</td>
<td>Participatory Approach</td>
<td>• Assessment of assignments, projects, seminars</td>
</tr>
<tr>
<td>4. Understand the scope, changes and developments of Hindi education</td>
<td>• Kothari commission, NPE 1986, NCF 2005, KCF2007, POA 1992</td>
<td>Open forum discussion</td>
<td>• Prepare a brief sketch of NCF and KCF with special reference to language education</td>
</tr>
<tr>
<td>5. Equip to integrate essential interdisciplinary attributes in Hindi education</td>
<td>• Hindi in national integration, values attained through Hindi education</td>
<td>Co-operative learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Spread of Hindi in Kerala: Pre independence and post independence period, Scope and job opportunities in learning Hindi, Recent changes and developments of Hindi education in Kerala, Support of media in the development of Hindi in the context of Kerala</td>
<td>Use of web and Library resources</td>
<td></td>
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<tr>
<td></td>
<td>• Hindi education: Meaning, Definitions and Nature</td>
<td></td>
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<td></td>
<td>• Modernization of Hindi instruction through technological advancement</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Interdisciplinary approach in Hindi Education: Correlation of Hindi education with other subjects – Science, Social Science and other languages like Malayalam, English and Sanskrit</td>
<td></td>
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</tr>
</tbody>
</table>
**UNIT : 3  Aims and objectives of Teaching Hindi (18 Hrs + 7 Hrs)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Generate knowledge about the aims and objectives of teaching Hindi</td>
<td>• Aims of Teaching Hindi: linguistic, literary, utilitarian and socio-cultural</td>
<td>General discussion</td>
<td>Assessing the level of involvement in class activities</td>
</tr>
<tr>
<td></td>
<td>• General objectives of teaching Hindi, Objectives of teaching Hindi at different levels (primary, secondary and higher secondary)</td>
<td>Demonstration</td>
<td>Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with revised one</td>
</tr>
<tr>
<td></td>
<td>• Objectives of NCERT, NCTE</td>
<td>Analytical study</td>
<td>Monitor the ability to compare &amp; study critically on various theories, methods and approaches</td>
</tr>
<tr>
<td></td>
<td>• Framing curricular objectives in teaching Hindi</td>
<td>Group investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role of Information and Communication Technology (ICT) in Hindi learning</td>
<td>Focus group discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bloom’s taxonomy of Instructional objectives - Revised form: – (Anderson &amp; Krathwohl) with special reference to ‘Create’ objective - Technology integrated taxonomy – Collins et al.- Higher Order Skills----Analysis, Synthesis, Evaluation and its applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concepts of Bruner, Piaget, Howard Gardner, and Vygotsky--- Theories, Implications of Constructivism, Social Constructivism, Problem Based Instruction, Mental Process, Multiple Intelligence, Emotional Intelligence, Holistic Approach, Motivation in learning, Brain Based Learning, Critical pedagogy, Issue Based Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## UNIT 4: Methods and Strategies of Teaching Hindi (20Hrs + 10Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compete with different instructional methods suited for teaching Hindi</td>
<td>● Phases of teaching, Teaching tactics, Techniques of teaching – Drill, Brainstorming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session</td>
<td>Dramatization, Debate, Role Play, Buzz session, Quiz session</td>
<td>● Report presentation &amp; verification</td>
</tr>
<tr>
<td>2. Become proficient in selecting most appropriate teaching methods, techniques and strategies in varied context and content</td>
<td>● Different methods and approaches – Direct method, Indirect method (grammar translation), Structural method, Inductive-deductive method, Play way method, Activity method, Project method, Heuristic method, Montessori method, Kindergarten method, Basic Education, Dalton plan, Integrated Approach, Interactive approach, Lecture Method, Socialized methods: Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Analytical and Synthetic method, Humanistic Approaches, Task based language teaching, Language games, computer-assisted instruction, programmed instruction, instructional module, simulated teaching, audio-video lessons, use of audio-visual aids, Edusat, video conferencing, online resources – Importance of Language lab in Hindi Instruction</td>
<td>Problem solving method, Project method, Comparative &amp; critical study on various methods and approaches</td>
<td>● Monitor the ability to distinguish between similar concepts, phases</td>
</tr>
<tr>
<td>3. Familiarize with various forms of discourses for language learning</td>
<td>● Instructional strategies – Co-operative and Dramatization Debate Role Play Buzz session Quiz session Problem solving method Project method Comparative &amp; critical study on various methods and approaches Learning through various discourses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Collaborative learning strategies

- A critical study of these methods for teaching Hindi
- Discourse oriented learning: Aims and different methods of teaching various discourses: Prose, Poetry, grammar, letters, poster, write-ups, reports, etc,
- Communicative Approach: Creative Writing

References – for all Semesters.

- Acharya Chatursen, Hindi Sahitya Ka Parichay
- Acharya Nandu Dulare BajPeyi, Hindi Sahitya Ka Samshiptha Ithihas
- Acharya Sitharan Chaturvedi, Bhasha Ki Shiksha
- Dr. G.C. Bhattacharya, Adhyapak Shiksha, Vinod Pustak Mandir, Agra
- Dr. Bholanath Tiwari, Hindi Bhasha Shikshan
- Dr. Bholanath Tiwari, Hindi Bhasha Ka Saral Vyakaran
- Dr. Satyanarayan Dube, Shikshan Vidhiyam Aadharpbhoth Thatv
- Dr. Shailendra Bhooshan, Shikshan Adhigam Ke
- Bhai Yogendrajith, Hindi Bhasha Shikshan, Agrawal Publications, Agra
- Dhirendra Varma, Hindi Bhasha Aur Lipi
- Dinesh Chandra Bharadwaj, Basic Shiksha Manovigyan, Agrawal Publications, Agra
- Durgesh Nandini, Hindi Shikshan, Sumith Enterprises
- Prof. Ganesh Prases Sidha, Bhasha Shikshan Nidhi
- Kamatha Prasad Guru, Hindi Vyakaran
- Kesav Prasad, Hindi Shikshan
- Lalji Ram Shukl, Shiksha Manovigyan
- Dr. K.P. Pandey, Shiksha mem Kriyatmak Anusandhan
Dr. S.S. Mathur, Shikshan Kala Eevam Naveen Padhathiyam, Agrawal Publications, Agra
Dr. S. N. Mukherji, Rashtra Bhasha Ki Shiksha
Dr. Naresh Sharma, Shikshan Ki Avasthayem, Vigyan Bharathi, Gaziabad
Dr. Ramshakl Pandey, Hindi Bhasha Shikshan
Dr. Ramvilas Sharma, Rashtra Bhasha Ki Samasya
Dr. Sreedharananda Mukherji, Rashtra Bhasha Ki Shiksha
Dr. Sitaram Jaishwal, Mahendra Pal Sharma, Shiksha Ke Thatwik Sidhanth
P. D. Patak, Shiksha Manovigyan, Agrawal Publications, Agra
P. G. Kamath, Anya Bhasha Shikshan Eak Bhasha Vaigyanik Drishti
Raveendranath Sreevastav, Bhasha Shikshan, Vani Prakashan, New Delhi
K. M. Siva Ram Sharma, Hindi Shikshan Kala
Sadde, Rashtra Bhasha Ka Adhyapan
B. L. Vats, Hindi Shikshan, Agrawal Publications, Agra
Yogendra Nath, Bhasha Kaise Padayem
Devanagari Lipi Tadha Hindi Varthani, Kendriya Hindi Nideshalay, Hindi
Rashtra Bhasha Bharathi (Patrika), Griha Mantralay, Bharat Sarkar
Marsha Weil, Joyce Bruce, Models of Teaching, New Delhi: Prentice Hall of India, Ltd.
Hand Books in Hindi, Kerala State Syllabus, SCERT
Text Books in Hindi, Kerala State Syllabus, SCERT
National Curriculum Framework, NCERT (2005), New Delhi
Kerala Curriculum Framework, SCERT, Thiruvananthapuram
Report of Education Commission (Kothari Commission), Govt of India
Report of the Official Language Commission

Online Resources:
http://ask.metafilter.com/149992/What-are-the-best-resources-for-learning-Hindi
http://www.ala.org/aasl/standards-guidelines/best-websites/2014s
http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106
http://www.topedusites.com/
http://esl.fis.edu/teachers/support/teach.htm
- http://www.citejournal.org/articles/v9i1general1.pdf
- http://www.transparent.com/learn-hindi/
- http://learnelearning.com
- www.thinkvidya.com
- http://www.uni.edu/becker/hindi.html
- www.wikipedia.com
- www.google.com
EDU – 05.3 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – HINDI.

(Theoretical discourses-60 & CE – 30 hours)

Objectives

- To understand the key aspects involved in systematic PCK analysis
- Equip to plan the instruction effectively and to design suitable lesson templates, teaching-learning materials and instructional resources
- Attain the ability to develop and practice different teaching skills
- Achieve the ability to develop a pedagogic view point

Contents

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis
Unit: 2 Instructional Planning and Designing Lesson Templates
Unit: 3 Essential Requirements of Teaching Hindi Education
Unit : 4 Instructional Resources in Teaching and Learning of Hindi

Unit : 1 Nature and Scope of Pedagogical Content Knowledge Analysis (15 Hrs +9 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the key aspects involved in systematic PCK analysis</td>
<td>Pedagogical content knowledge analysis (PCK)--- Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Hindi discipline---Inter-relationship of Content Knowledge, Pedagogic Knowledge</td>
<td>Text book analysis Individual and Collaborative tasks Direct instruction Critique of different Course Books</td>
<td>Pedagogic Content Knowledge analysis presentation</td>
</tr>
<tr>
<td>2. Become capable of establishing relationship between pedagogic and content knowledge analysis</td>
<td>Scope and Challenges of PCKA in</td>
<td></td>
<td>Text book analysis as individual/group work</td>
</tr>
<tr>
<td>3. Develop skill in PCK analysis of text books and hand books</td>
<td>Knowledge generalization and transaction of Hindi</td>
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</tr>
<tr>
<td></td>
<td>PCK analysis of text books and hand books in Hindi of Std VII to std XII</td>
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<td></td>
</tr>
</tbody>
</table>
## Unit: 2 Instructional Planning and Designing Lesson Templates (16 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| • Develop skills in systematic instructional planning and designing lesson templates | • Planning and designing different lessons, Instructional planning-its importance  
• Phases  
• Types - Year plan, Unit plan, Resource unit, Lesson Templates  
• Procedure, steps and format for the preparation of year plan, unit plan and lesson template  
• Designing lesson templates in Hindi  
• Designing e-lesson templates in Hindi  
• Preparation of teaching-learning materials in Hindi and other resources to be used in classroom practice | Descriptive method  
Group discussion  
Demonstration method  
Co-operative learning  
Demonstration by experts  
Preparation of various Lesson Plan/Teaching Manual in small groups | • Ability to develop suitable Lesson plan/Teaching Manual  
• Assessing the ability  
• to frame appropriate  
• Objectives and  
• Specifications |

## Unit: 3 Essential Requirements of Teaching Hindi Education (14 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develop teaching skills through micro teaching practices | • Essential requirements – Teaching Competencies and teaching skills  
• Micro Teaching- Definitions, Principle and | Experiential learning  
Reflective practices  
Demonstration | • Assessment of writing Micro teaching lesson notes/plans and schedule |
### Unit: 4 Instructional Resources in Teaching and Learning of Hindi (15 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understand the inevitable role of instructional support for effective instructional practices</td>
<td>Learning aids---Preparation of learning aids---make use of different types of audio-visual aids---scope of audio-visual aids for Hindi instruction: hands-on operational facility of modern learning supporting gadgets</td>
<td>Guided observation</td>
<td>Text book analysis</td>
</tr>
<tr>
<td></td>
<td>Instructional Resources: textbook, workbook, handbook, source book</td>
<td>Illustration</td>
<td>Workbook preparation</td>
</tr>
<tr>
<td></td>
<td>Resource Mapping</td>
<td>Demonstration</td>
<td>Handling of various instructional aids</td>
</tr>
<tr>
<td></td>
<td>Instructional aids: classification of learning aids: projected, Non-projected and activity aids.</td>
<td>General discussion</td>
<td>Guided supervision</td>
</tr>
<tr>
<td></td>
<td>Hands on experience: Computer, LCD Projector, Interactive white board and multimedia</td>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scope of art education in teaching Hindi</td>
<td>Displays</td>
<td></td>
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<tr>
<td></td>
<td>method</td>
<td>Demonstration</td>
<td></td>
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<tr>
<td></td>
<td>Analysis of video performance</td>
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</tr>
</tbody>
</table>

- Reflection of video recording of own teaching
- Performance in skill presentation
EDU – 04. 4 : THEORETICAL BASE OF SANSKRIT EDUCATION
[Theoretical discourses-60 Hours+ CE -30 Hrs]

OBJECTIVES :
• To develop perspectives on the study of Sanskrit in the global context
• To acquire theoretical knowledge and skills in the learning of Sanskrit language
• To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background
• To analyze and prepare a report on the learning of Sanskrit at school level
• To familiarize with the psychological theories and its application of teaching Sanskrit
• To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit
• To understand the aims and objectives of Sanskrit language teaching
• To compare the curriculum of NCERT with SCERT
• To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches

CONTENTS :
• UNIT I: GENERAL INTRODUCTION TO SANSKRIT LANGUAGE TEACHING AND LEARNING.
• UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE.
• UNIT III: AIMS AND OBJECTIVES OF TEACHING SANSKRIT.
• UNIT IV: METHODS AND STRATEGIES OF TEACHING SANSKRIT
## UNIT I: General Introduction To Sanskrit Language Teaching And Learning [14Hours+6Hours]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop perspectives on the study of Sanskrit in the global context. 2. To acquire theoretical knowledge and skills in the learning of Sanskrit language.</td>
<td>• Perspectives of Sanskrit studies-Significance in the Global context. Sanskrit as a skill subject. Development of Sanskrit Education in India. Reports of First Sanskrit Commission, Krishnawarrier committee, Second Sanskrit Commission. • Teaching SSL, SFL. Language Teacher Competencies-Ability to develop skills-Teaching its nature-Learning its nature-Teaching as a Profession, Teacher as a Professional-Guide, Friend, Knowledge worker-Facilitator-Scaffolder-Mentor-Motivator-Social Engineer-Reflective Practitioner etc.</td>
<td>Meaningful Verbal expression. CAI Explanations and Narrative Demonstrations etc. Develop suitable environment for communication. Supply materials for loud reading. Comprehensions and paragraphs. Written competitions. Listening stories and poems, summarise and recite. Comparisons with the learning of English as second language, Malayalam as first language.</td>
<td>• -Portfolio and performance. • -Analyze the performances- • -Participant observation- • Individual assessment-Prepare power point presentation in the given topic. • -Participant observation. • Observation. • *CE-Seminar-5-marks.</td>
</tr>
</tbody>
</table>
UNIT II: NATURE AND DEVELOPMENT OF SANSKRIT LANGUAGE [12 Hours + 7 Hours]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an understanding of the nature of language system and to understand the role and importance of Sanskrit and its cultural background.</td>
<td>• The importance of Sanskrit language and literature. Sanskrit literature an embodiment of high intellect. Sanskrit the language of Indian culture. Sanskrit the speech celestial-Historical- Archeological-and anthropological research- Contribution of Sanskrit to various subjects. Bases of modern vocations-Learning Sanskrit –Its significance-Historical background- World language- Cultural language-Link with other languages. • Problems related to Sanskrit teaching at School level. • Psycho linguistic theories and its principles in teaching Sanskrit with special reference to</td>
<td>Meaningful verbal expressions. Lecture cum discussions. Narrative expressions. Collection of Literature. Questionnaire to teachers and students. Lecture cum discussions.</td>
<td>• Role performance. • Individual assessment. • References. • Presentation of report and Participant observation. • Observations. • Analyze the performance-Power point presentation. • Participant observation- • CE-Practicum-10 marks.</td>
</tr>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
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</tr>
<tr>
<td>1. To understand Taxonomy of educational objectives [Bloom] with special reference to Sanskrit.</td>
<td>• Blooms taxonomy of educational objectives [revised] with special reference to Sanskrit  • Aims and objectives of Sanskrit language teaching at different levels-Academic schools- Oriental Sanskrit schools-Higher secondary-Secondary language and optional Sanskrit- [Primary Secondary, and High school levels].Quality of Sanskrit teaching Pre-class, In class, and after class.  • Comparison of the objectives and learning of Sanskrit in NCERT Curriculum with SCERT.</td>
<td>Discussions- Lecturing.  CAI cum Discussion. Lecture method and Collaborative learning- Assignment and Discussion.  -Analyze the peer instruction- Narrative expression and self experience-</td>
<td>• Analyze the Group discussion and Participant observation.  • Participant observation.  • Role performance.  • Participant observation.  • Oral assessment.  • Discussion Lesson Templates-5-15marks.  • Demonstration-3  • Criticism-3  • Observation of model video Lessons-2-and reporting-10 marks.</td>
</tr>
<tr>
<td>2. To understand the aims and objectives of Sanskrit language teaching.</td>
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<tr>
<td>3. To compare the curriculum of NCERT with SCERT.</td>
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</table>
### UNIT IV METHODS AND STRATEGIES OF TEACHING SANSKRIT [20HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand about the methods and strategies of teaching Sanskrit and to understand the theoretical bases of major approaches. | • General principles of language teaching. Maxims of teaching.  
• Approach, Method, Technique-  
• -SOS Approach, Communicative approach.  
• Methods of teaching Sanskrit. Traditional method. Bhandarkar method etc. Methods of teaching Prose, Poetry, Grammar and Drama. Modern methods such as Bilingual method ,New method or Text book method, Substitution method, Army method, Audio lingual method, Interactive methods/strategies such as Tutorial, Seminar, Role-play, Group discussion-Brain storming, Buzz-group, Mind mapping. Visual teaching strategy, Computer assisted teaching and learning, Case-study. | Meaning full verbal expressions-  
Lecture method.  
Group Discussions.  
Presentation. | • Role performances.  
• Observation.  
• Participant observation  
• Roll performance.  
• CE-Test-5Marks. |

**REFERENCES : (Common to EDU – 04, 05, 09, 10, 13 & 15)**

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- An introduction to Language and Communication,Publisher Prentice Hall.
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- The teaching of language a practical approach,B.N.Safaya.
The principle and methods of teaching, Bhatia and Bhatia.
Technology of teaching, R.A. Sharma.
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Modern trends in Educational technology, Romesh varma, Suresh Sarma.
Mathrubhasha bodanam p ravanathakalum reethikalum, Bindu. C.
Taxonomy of Educational objectives, Blooms. B.S.
Kerala Curriculum Frame work, SCERT Trivandrum.
Practical Sanskrit grammar, PRD Sarma.
Tarkasamgraha of Annambhatta.
A Sanskrit grammar for students, A. Macdovel.
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Sidhanthakaumudi of Bhattogideeshithar.
-Laghushidhandakaumudi of Varadarajapandithan.
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-Kavyaprakasa of Mammata.
-History of Sanskrit Literature, Keith.
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-Sabdabodini A.R. Rajarajavarma.
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-Teaching Sanskrit with new techniques, Prof. Chalanasarma and Dr. Fathesingh. (1996)(2008).
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-Laghusamskritam, Dr. K.G. Poulose.
-On teaching poetry – Haddan.
- Samsritadyapana-Visvanathasarma.
- Samskritasiksha Ramasuklapandya.
- The teaching of Sanskrit-D.G.Apte.
- Language in Education, Omkar N Koul.
- Sanskrit and ssscience, S.S.Janakikuppu.
- The problems of Sanskrit teaching-Huppanikkar.
- Samkritasahithyavimarsanam-Dr.NVP.Unnithiri.
- Keraleeya samskritadyapanavidya-Dr. K.R.Harinarayanan.
- AUDIO AND VIDEO REFERENCES.
  - Abyasamanjary: CD by DPI
  - Vakyamretham: 14DVD by DPI.
  - Prayogaparichayam: 2 CD-DPI.
  - Sanskrit related Websights.
EDU – 05.4 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-SANSKRIT
[Theoretical discourses - 60HOURS+ CE -30HOURS]

OBJECTIVES:
• To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books.
• To prepare and design lesson templates of Sanskrit prose poetry, drama. Alenkara and vretta based on the curriculum and text books of Sanskrit [8-12].
• To develop essential skills in LSRW and core skills based on micro Teaching.
• To appreciate the use of audio-visual aids, ICT, internet and Technology

CONTENTS:
• UNIT-I INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE [PCK]
• UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES.
• UNIT-III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT
• UNIT-IV RESOURCES IN TEACHING AND LEARNING OF SANSKRIT

UNIT-I INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE [11 HOURS+6 HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquire knowledge in analysing the pedagogic and the linguistic content of Sanskrit Text Books. | • Pedagogic Analysis-scope, Principles and objectives.  
• Pedagogic content knowledge-Scope in teaching and learning.  
• Content analysis on the basis of Blooms taxonomy.  
• Concept of objective based instruction and Evaluation.  
• Instructional objectives specification, Issue based learning and Outcome based Learning in Sanskrit. | Presentation-  
Meaning full verbal expression-  
Group discussions.  
Presentation-  
-Presentation-  
Grammar Translation | • -Role performance-  
• Role performance-  
• Analyze and Participant observation  
• Observation.  
• Observation.  
• Role performance.  
• Subject associated activity—5Marks. |
UNIT-II PLANNING AND DESIGNING OF LESSON TEMPLATES[20HOURS+12HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To prepare and design lesson templates of Sanskrit prose poetry, drama, Alenkara and vretta based on the curriculum and text books of Sanskrit.[8-12].</td>
<td>• Pedagogic analysis of lesson – meaning and principles of content analysis – subject matter and language learning experiences – evaluation –Importance of planning in Education. Different approaches in Lesson planning. [Herbertian, Constructivistic, Issue based,Out- come based]- lesson planning-objective based and outcome based Lesson plans – Year plan-unit-plan-Daily Lesson plan-</td>
<td>Lecture cum discussion,-meaning full verbal expression group discussion – presentation – Document analysis and peer instruction –-makes trainee recall the method of teaching – Presentation of model lesson plans. Discussion.</td>
<td>• Observation. analysis in group discussion- • participant observations • optional level focused group discussion – • examining the level of participation- • Performance in class room discussions teaching performance in classroom discussion teaching performance entry recorded –in reflective journal- • Practical • discussion lessons [five] • demonstrations[three] • Criticism lessons.[ Five]</td>
</tr>
<tr>
<td></td>
<td>• Lesson Templates [Prose [Stories, drama. Essays, Conversations, Narrations, etc. Poetry, Grammar, Alenkara , and Vretta.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Demonstration class.
Expert Lessons-Video observation and reporting.[any two]

### UNIT III ESSENTIAL REQUIREMENTS FOR TEACHING OF SANSKRIT [16HOURS+6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To develop essential skills in LSRW and core skills based on micro Teaching. | • Observation and practice of Listening s LSRW.  
  • Meaning of micro teaching – objectives of micro teaching – Meaning and concept. 
  Concept-Phases and Circles -skill based practice – 7 skills [core skills.] 
  - stimulus variation 
  - questioning 
  - re-inforcement 
  - Using blackboard. 
  - Introduction. 
  - Explaining. 
  - Using teaching aids.and Three any other skills. One skill per student,include skills for modern classrooms. | Lecture method demonstration and practice. 
  Group discussion-observations-presentation – narrative expression session in small groups – 
  Makes trainee recall the art of teaching – use film related teaching skills ,web based resources – Individual Performance. Recording. | • Performance in group discussion 
  • participation - 
  • Observation- 
  • -optional level focused groups discussion – 
  • entry recorded in reflective journals – 
  • Micro teaching 2 skills-15marks. 
  • observation of recorded performance of individual students. 
  • Practical -10 Marks. |
## UNIT IV: RESOURCES IN TEACHING AND LEARNING OF SANSKRIT [13 HOURS + 6 HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To appreciate the use of audio-visual aids, ICT, internet and Technology. | • The importance of Teaching aids in learning process-design and development-  
• Learning support resources- pictures-charts-Flash cards-Models –News papers and Journals-Documentary-Audio-video clips-Interactive board- LCD Projector- Internet-Language lab-Resource mapping. | Lecturing and Demonstration of teaching aids.  
Discussion.  
Group activities.  
Preparation of learning aids in workshops.  
 Demonstration and observation of Language lab.  
Preparation and practice of lesson plans based on ICT, internet, and different audio–visual aids. | • Participant observation.  
• Role performance  
• Participation.  
• Role performance.  
• Participation.  
• Competence to use this language lab  
• Performance of students.  
Examination of lesson templates  
• Test-5 Marks.  
• Field trip-10 marks. |
EDU. 04.5: THEORETICAL BASE OF ARABIC EDUCATION
(Theoretical Discourses. 60 hours and CE. 30 hours)

Objectives
- On completion of the course the student teacher will be able to:
  - Familiarize with the functional aspects of teaching and learning and the divergent roles expected to be an Ideal Teacher
  - Acquaint with the meaning, nature and characteristics of language
  - Grasp knowledge about the nature and scope of Arabic Language
  - Familiarize with the aims and objectives of Arabic Language teaching and learning
  - Acquaint with the Taxonomy of Educational Objectives
  - Develop the ability to apply theories related to Language teaching
  - Develop Knowledge of acquisition of basic language skills
  - Familiarize with traditional and modern methods, approaches & strategies of language teaching
  - Update Knowledge of current approaches and methods & techniques of teaching
  - Develops the ability to choose the effective Methods, Approaches, strategies techniques for classroom teaching

Contents
UNIT I: GENERAL INTRODUCTION TO TEACHING AND LEARNING:
UNIT II: NATURE AND DEVELOPMENT OF ARABIC LANGUAGE
UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE
UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE:
UNIT 1: General Introduction to Teaching and Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to familiarize with the functional aspects of teaching and learning and the diverse roles expected to be an Ideal Teacher | • Language Learning : Perspectives  
• Teaching and Learning : its Nature and significance  
• Maxims of Teaching  
• Learner and Teacher  
• Inter dependence of Teaching & Learning.  
• Changing concept of Teaching, learning , classroom environment;  
• CWW (classroom without walls),  
• VLE (Virtual Learning Environment.)  
• Competency Based Language Teaching (CBLT)  
• Language teacher competencies | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Assignments  
• TE |

UNIT II: Nature and Development of Arabic Language

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The Student Teacher will be able to acquaint with the meaning, nature and characteristics of language  
2. The student teacher will be able to grasp knowledge about the nature and scope Arabic Language | • Language : Meaning, definitions  
• Characteristics and functions  
• Language and Culture  
• Basic Concepts: Morphology, Phonology, Syntax, semantics.  
• First Language, Second Language & Foreign | Lecture  
Discussion  
Debate  
Seminar | • CE  
• Assignments  
• Seminar reports  
• TE |
3. To develop Knowledge of acquisition of basic language skills

<table>
<thead>
<tr>
<th>Language</th>
<th>Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic as a Second language &amp; foreign Language</td>
<td></td>
</tr>
<tr>
<td>Nature and Scope of Arabic Language</td>
<td></td>
</tr>
<tr>
<td>Need &amp; Significance of Arabic Language teaching and learning</td>
<td></td>
</tr>
<tr>
<td>Problems of learning Arabic as a second language</td>
<td></td>
</tr>
<tr>
<td>Acquisition of Language</td>
<td></td>
</tr>
<tr>
<td>Language Skills: LSRW</td>
<td></td>
</tr>
<tr>
<td>Receptive skills &amp; Productive skills</td>
<td></td>
</tr>
<tr>
<td>Listening skill; Significance of listening</td>
<td></td>
</tr>
<tr>
<td>Speaking skill; Importance of speaking, Pronunciation</td>
<td></td>
</tr>
<tr>
<td>Reading skill; Importance of reading skill</td>
<td></td>
</tr>
<tr>
<td>Types of reading; Loud Reading, Silent Reading; advantages</td>
<td></td>
</tr>
<tr>
<td>Intensive reading, Extensive reading; advantages</td>
<td></td>
</tr>
<tr>
<td>Skimming and scanning</td>
<td></td>
</tr>
<tr>
<td>Writing Skill; Importance of writing skill</td>
<td></td>
</tr>
<tr>
<td>Types of writing, Characteristics of good handwriting</td>
<td></td>
</tr>
<tr>
<td>Reference &amp; Study Skills;</td>
<td></td>
</tr>
<tr>
<td>Importance of reference and study skills</td>
<td></td>
</tr>
<tr>
<td>Use of dictionaries &amp; encyclopedias</td>
<td></td>
</tr>
<tr>
<td>Online references</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT III: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to acquaint with the aims and objectives of Arabic language teaching | • Aims and Objectives of Teaching and learning Language  
• Socio-cultural & utilitarian aims  
• Principles of Language Learning  
• Objective Based Instruction  
• Blooms Taxonomy of Educational Objectives (original & revised)  
• Objectives and Specifications  
• Process Oriented Teaching and learning  
• Outcome based Learning (OBL)  
• Developing communicative competencies  
• Addressing Learner sensibilities and abilities | Lecture  
Interactive session  
Discussion  
Debate  
Online reference | • CE  
• Assignments/Project  
• TE |

### UNIT IV: METHODS AND STRATEGIES OF TEACHING ARABIC LANGUAGE

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to develop the ability to apply theories related to Language teaching  
2. Familiarize with the traditional & modern methods, approaches, techniques of language teaching  
3. Develop the ability to choose the | • Application of Psychological Principles:  
• Behaviourism, Cognitivism, Constructivism, Social constructivism, Chomskyan Concept (LAD & Universal Grammar), Krashen’s Hypothesis  
• Approaches, Methods & Techniques  
• Traditional and Modern Methods: | • Introductory Lecture  
• Discussion  
• Demonstration  
• Debate  
• Video lesson observation  
• Online reference | • CE  
• Assignments  
• TE |
most suitable methods, Approaches, strategies and techniques in Arabic language teaching and learning

| • Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach, |
| • Communicative Approach, Eclectic Approach, Play way Method, Project Method |
| • Role play, Dramatization, Narrative strategies |
| • Discourse based language learning, Learning by doing, Activity Based Teaching and Learning |
| • Approaches/Methods of teaching Language elements: |
| • Inductive and deductive methods, Functional and formal grammar |
| • Approaches, Methods & Techniques of teaching Language skills: |
| • Listening Skill, Speaking skill developing speaking & Listening Skills, |
| • Causes of bad pronunciation, Techniques of teaching good pronunciation |
| • Methods and techniques of teaching Reading skill |
| • Methods and techniques of teaching Writing skill: Dictation, Creative writing, Editing Process |
| • Critical Evaluation of the Methods of Teaching |

**References:**

- Al thadrees wa Iadad al Muallim: Dr. S Abdulrahman qindeel Dar al Nashr al Duwali
• Becoming Better Teachers: Micro Teaching Approach, Sahitya Mudranalaya, Ahmadabad
• Thaateeru Adai -al Muallim; kifayathu thaaleem wa thaaleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen, Labanan
• Thareeqathu Thadreesi Wa strateejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
• Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
• IImu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiyya
• Thuruqu thadrees al lugha al Arabiya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman; Dar alam al Kuthub lithiba wa nnashshri wa thouzeea, Riyadh, KSA
• Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaaluum: Dr. Muhammed Assam Tharbaya, Dar Hammurabi lilmashri wa thouzeea
• Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaaluum: Dr. Muhammed Assam Tharbaya, Dar Hammurabi lilmashri wa thouzeea
• Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid
• The systematic Design for Instruction: Dick, W& L (1990)
• IStheerattheeiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilithibaa
• Wasaail al Ithisal wa thaknologiya fitaaleem :Dr Abd al hafiz muhammed salama, Dar al Fjar
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al Thadrees Ahdafuhu wa usasuuhu wa Asaleebuha Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub, al qahira
• Madkhal Ila Tharbiya al muthamayyizeena wal Muhoobeen, Dar al fikar lial thibaa wa Nashr
• Thaqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaaluum: Badar Salih
• Al tharbiya wa thuruqu thadrees: Salih abdul Azeex& Abdul Azeex Abdul Majeed; Dar al Maarif, Al Qahira
• Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiya: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairut
• Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen, Bairut.
EDU. 05.5 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS-ARABIC.

(Theoretical Discourses. 60hours and CE. 30 hours)

Objectives
On completion of the course the student teacher will be able to:
• Acquaint with an understanding of pedagogic content knowledge analysis
• Familiarize with the nature of the content/text book and analyze it pedagogically
• Develop the ability and acquires the teaching skills by practicing complex skills of classroom teaching
• Develop knowledge of the importance of planning in teaching
• Develop the ability to design lesson templates incorporating the relevant objectives and activities
• Acquire the ability to plan lessons and use in classroom teaching
• Develop the ability to apply suitable Teaching Aids in classroom teaching

Contents
UNIT I : INTRODUCTION TO PEDAGOGIC CONTENT KNOWLEDGE (PCK):
UNIT II: PLANNING & DESIGNING OF LESSON TEMPLATES
UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE
UNIT IV : RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE

UNIT I: Introduction to Pedagogic Content Knowledge (PCK):

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. The student teacher will be able to develop an understanding of pedagogic content knowledge analysis | • Content Knowledge and Pedagogic Knowledge  
• Pedagogic Content Knowledge  
• Pedagogic Content Knowledge analysis: scope, principles and objectives  
• Steps involved in pedagogic content knowledge analysis | Introductory Lecture Discussion  
Group Discussion | CE  
Assignments/ project  
TE |
| 2. Familiarizes with the nature of text book and analyses pedagogically | | | |
- Pedagogic Analysis of language discourses: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, write-up, profile, biography, essay, story, Quran & Hadith, narration etc.
- Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.
- Pedagogic Analysis of Arabic Text Books prescribed for the State Schools of Kerala from 6th std to 12th std
- Critical Analysis of Arabic H B& TB for VIII to X std of the state schools

**UNIT II: Planning and Designing of Lesson Templates**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop knowledge of the importance of planning in teaching</td>
<td>Planning in Teaching: Importance of planning in teaching</td>
<td>Introductory Lecture</td>
<td>CE</td>
</tr>
<tr>
<td>2. Acquire the ability and skills to plan lessons and use in classroom teaching</td>
<td>Objectives of Planning Different levels of Planning: Year plan, Unit plan, lesson plan</td>
<td>Discussion</td>
<td>Assignments/</td>
</tr>
<tr>
<td>3. Develop the ability to design lesson plans incorporating the relevant objectives and activities</td>
<td>Planning and designing of lesson templates</td>
<td>Group Discussion</td>
<td>project</td>
</tr>
<tr>
<td></td>
<td>Steps involved in preparing lesson template</td>
<td>Observation</td>
<td>TE</td>
</tr>
<tr>
<td></td>
<td>Designing lesson templates for different language discourses &amp; language elements</td>
<td>Narration</td>
<td></td>
</tr>
</tbody>
</table>

Observation Narration
**UNIT III: ESSENTIAL REQUIREMENTS OF TEACHING ARABIC LANGUAGE**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of employing teaching skills for effective teaching | • Teaching Skills : Pre teaching skills & post teaching skills  
• Core skills in teaching : stimulus variation, introducing, explaining, questioning, response management,  
• Application of ICT skills / Black Board, White Board, & Interactive Board  
• Practicing teaching skills :  
• Micro Teaching: the concept, Micro teaching cycles, Link practice  
• Preparing of Micro Teaching Lesson Plans | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Assignments  
• TE |
| 2. Practice teaching skills | | | |
| 3. And apply it effectively | | | |

**UNIT IV: RESOURCES IN TEACHING AND LEARNING OF ARABIC LANGUAGE**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of developing different teaching aids and applying in classroom teaching | • Teaching Learning Materials (TLM) : Psychological Bases  
• Teaching aids, its design and development :  
• Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids  
• Animated and digital aids, Language Lab, Multi media aids | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Workshop products  
• Observation  
• Reports  
• collections  
• TE |
| 2. Acquire the ability to apply suitable Teaching Aids in classroom teaching | | | |
| Activity Aids: Jamaiyathul Arabiyya al adabiyya, nadiyathu lluga, majallathul arabiyya wal jidariyya  
| wa nuskhiyya, idaathul arabIyya, ialanathul arabiyya, maharjan al adabil arabi, al thaaleef wa thasdeer  
| Wassahafa, al mushaira, al siyaha al dirasiyya, zawiyathul qiraa etc.  
| Teaching Learning Resources:TB & HB, its characteristics and qualities  
| Other resources: Supplementary Readers, Local Text, Zero Test, Live Text, Static Text etc.  

**References:**
- Al Muallim al Najih: Dr. Abdullah al Amiri, Dar Usama li -nashir wa thouzeea’  
- Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan  
- Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA  
- Thaaleemu al lugha al arabiyaa baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya  
- Mushkilathu thaaleemu llughal Arbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar  
- Thareeqathu Thadreesi Wa strateejiyathuhu: Dr Muhammed Mahmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE  
- Al Mawajjah Al Fanni LiMudarirsee al Lughal Al Arabiya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira  
- Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabic liduwal al Khaleej  
- IImu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- N ahda al Arabiya  
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyyiya wa thaqniyyath al thaluum: Dr. Muhammed Assam Tharbay, Dar Hammurabi ilhnashri wa thouzeea  
- Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbay, Dar Hammurabi ilhnashri wa thouzeea  
- Providing teachers effective strategies for using technology techtrends: Brown B& Henscheid  
- Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya lilthibaa  
- Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar  

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- Murshid al Muallim: Richard D. C; Aalam al Kutub al Qahira
- Al Thadrees Ahdafuhu wa usasuhu wa Asaleebu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub, al qahira
- Madkhal Ila Tharbiya al muthamayyizeena wal Mauhoobeen, Dar al fikar lial thibaa wa Nashr
- Thaqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
- Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuju thabaviyya wathadreeb
- Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
- Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen, Bairut.
- Al Muwajjah al Amali li Mudarrisbee al Lughat Al Arabiyah: Abid Thoufeeq al Hashmi; Al Risala publishing House, Bairoot
- A taxonomy of learning, teaching & assessing: A Revision of Blooms taxonomy of educational objectives: Anderson, LW & Krathwohl, DR(2001), New York, Longman
- Teaching Strategies: A guide to better instructions, HMCo. New York
EDU- 04.6 : THEORETICAL BASE OF TAMIL EDUCATION

(Theoretical Discourses- 60 & CE – 30 hours)

Objectives:

The student teacher:
1. Familiarizes with the nature and purpose of language teaching.
2. Grasps problems related to learning a Second Language.
4. Gets an awareness of Approaches, Methods and Instructional Strategies for teaching Tamil.

Contents:

Unit 1: General Introduction to Tamil Language Teaching and Learning
Unit 2: Nature and Development of Tamil Language
Unit 3: Aims and Objectives of Teaching Tamil
Unit 4: Methods and Strategies of Teaching Tamil

Unit 1: General Introduction to Tamil Language Teaching and Learning (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teacher familiarizes with functional plane of teaching and learning and the divergent roles expected to be played as Language Teacher | • Perspectives of Tamil Studies  
• Significance in the Global context  
• Tamil – Classical Language  
• Tamil as a skill subject  
• Teaching Tamil as a First Language [L1] Second Language [L2] and Third Language [L3]  
• Bilingualism  
• Three Language Formulae – Mother tongue Interference | Makes student recall qualities of teachers whom they admire/remember | • Contribution in debate on need of Tamil as an Classical Language  
• Performance in classroom discussions regarding teacher role  
• Entry recorded in Reflective journal |
| 2. Grasps the current status of Tamil and its importance | | Narration, anecdotes of lives of teachers who served as role models Views films related to | |
- Tamil as a Link Language
- Language teacher competencies
- Roles and Responsibilities of Tamil Teacher-mentor, facilitator, scaffolder, reflective practitioner
- teachers/teaching
- Reads stories about lives of great teachers
- Web-based resources

## Unit 2: Nature and Development of Tamil Language (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Gathers knowledge about meaning, nature and characteristics of language and select theories of language teaching and learning | • Language and culture, Language and society, Language and media(print and digital)  
• Behaviourism- imitation, repetition, reinforcement  
• Multiple Intelligence | Brainstorming  
Seminar Presentations  
Quiz  
Peer Tutorial Discussion Invited Talks | • Examine level of participation  
• Role performance analysis  
• Evaluation based on documentation |
Unit 3: Aims and Objectives of Teaching Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develops an understanding of the principles of language teaching | • Utilitarian aim, Socio-cultural aims  
• -Objectives of Teaching Tamil  
• -Principles of Language Learning  
• -Ideology of teaching Tamil in classrooms; Addressing learner sensibilities and learner abilities in language learning; Developing communicative competence | Brain storming  
Quiz  
Discussion  
Assigned readings from the works of theorists  
Group discussion | • Examine level of participation  
• Evaluation based on documentation  
• Examine student report  
• Address the level of pupil involvement in Group Discussion |

Unit 4: Methods and Strategies of Teaching Tamil (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with traditional approaches and methods of language teaching  
2. Updates Knowledge of current approaches and methods  
3. Develops the ability to choose the most suitable method for a given content or group of learners | • Approach, Method, Technique  
• Teaching Methods –Grammar, Prose, Poetry  
• Student Centered Method and Teacher Centered Method  
• Inductive and Deductive Method | Demonstration of steps followed in different methods  
Watching video recordings  
Accessing Online input on the topic  
Co-relating classroom activities | • Evaluate the competence to compare and contrast  
• Monitor the ability to distinguish between similar concepts, phases |
References (for EDU – 04, 05, 09, 10, 13 & 15)

- Rediyar, Subbu N, Tamil Karpium Muraikal
- Rajan, Govinda M, Nattamil Karpithalam Muraikalum
- Ponnappan P, Tamil Paadam Cholum Murai (vol I & II)
- Nathan, Meenakshi S, Notes of Teaching Tamil, Manonmaniam sundarnar University Publication
- Parasuraman, S Tamil Kamithalil Paryerchikal
- Gurney P, Teaching of Mother Tongue
- Rylburn, Suggestion of Teaching of Mother Tongue
- Nathen, Meenakshi et al, Tamil Grammar of std VIII & IX (SCERT)
- Tamil Nadu Text Book society Publication, Tamil Grammer for std VIII & X
- Nannool Kaandikai Urai Pavanantham Pilla Commentary
- VisakaperimaiP, Annai Ilakkanaram. Saiva Sithandam Publication
- Iyengar, Ragava M, Porulathikara Arachichi
- Muthishanmugham, Thekkaiamoyiyi, Raj
- Raja Ram, Tamil Phonetic Reader, Central Institute of Languages, Mysore
- Paranatham, A. Nalla Tamil Ezuthu Karuthum
- Veluppillai, Tamil Ilakkiyalin Kaalamum Karutum
- Varadarajan M, Tamil lakki Varalam, Sakitay Academy Pbulications
- Mandstein CH, Modern Language Teaching
- Rediyyar, Subbu, Tamil Karpikkum Muraikal
- Govinda Rajan, M Nattamil Paryuttum Nookam Muriyum
- Govinda Rajan, M Paliluttu Paiurchium, Mozchiaciriyar-Gazhumy
- Govinda Rajan, Mozhi Thiregalghum, Cila cikkalaga-lum
- Billows, The techniques of language teaching, New Delhi: Longmans
- Dalki J, The Language Laboratory and Language Learning. New Delhi: Longmans
**EDU- 05.6 : Pedagogic Content Knowledge Analysis : Tamil.**

*(Theoretical discourses -60 & CE – 30 hours)*

**Objectives:**

The student teacher:

- Familiarizes with the different dimensions of Pedagogic Content Knowledge.
- Develops an understanding of objectives and specifications for teaching Tamil as a Second Language.
- Familiarizes the procedure and steps for planning different kinds of lesson.
- Analyzes Secondary Course Books and identifies suitable strategies for transacting content.
- Explores ways of designing appropriate learning aids.
- Identifies suitable strategies for assessment.

**Contents ;**

- Unit I: Introduction to Pedagogic Content Knowledge (PCK)
- Unit II: Planning and Designing of Lesson Templates
- Unit III: Essential Requirements for Teaching of Tamil
- Unit IV: Resources in Teaching and Learning of Tamil

---

**Unit 1: Introduction to Pedagogic Content Knowledge (PCK) - 25 hours.**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops an understanding of pedagogy and its principles</td>
<td>Pedagogic Analysis - Scope, Principles and Objectives</td>
<td>Direct instruction</td>
<td>Participation in task.</td>
</tr>
<tr>
<td>Familiarizes with Taxonomy of Educational Objectives</td>
<td>Pedagogic Content Knowledge- Scope in teaching and learning</td>
<td>Engaging in Group discussion</td>
<td>Peer</td>
</tr>
<tr>
<td>Develops an understanding of types thinking</td>
<td>-Objective-based Instruction - Bloom’s Taxonomy: Specifications,</td>
<td>Individual and collaborative tasks</td>
<td>assessment of presentations</td>
</tr>
<tr>
<td>Familiarizes with the nature of a Course Book</td>
<td>-Process skills &amp; Thinking Skills (Critical</td>
<td>Critique of different</td>
<td>presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
and Creative), Problem Solving
- Content Analysis - Themes, Language elements, Sequencing of content, Deficiency in content-Discourses- slogans, placards, notices, reports, diary entry, messages script of a speech, letter, posters, advertisement, write up, conversation, profile etc.

| Course Books |

---

**Unit 2: Planning and design of lesson templates (25 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes the procedure and steps for planning different kinds of lesson. | - Planning- Relevance, mode and Design-Year Plan-Unit Plan - Lesson Templates
- Components and Strategies for teaching:
- Prose- Intensive and Extensive reading; Skimming and Scanning,
- Silent and Oral reading, Pre-reading and Post-reading
- Poetry- Appreciation, Deviant language of Poetry
- Grammar- Formal and Functional, Inductive and Deductive methods,
- Vocabulary - Content and Function words, Active and passive vocabulary, Techniques and Strategies for enriching vocabulary | Workshop mode to identify Objectives, Specifications and appropriate testing mechanisms
Critiquing Syllabus Grids in Course Book
Intro. lectures on thinking skills
Demo. by expert
Preparation of Group Lesson Plan/Teaching Manual
Practice under | - Ability to develop
- suitable Lesson
- Plan/
- Teaching Manual
- for different content
- Phased monitoring
- Performance in
- Workshop
- Checking ability
- to frame appropriate
- Objectives and
- Specifications |
### Unit 3: Essential requirements for teaching of Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with different teaching skills | - Analysis and Practice of Language Skills-LSRW Identification and Practice of Language Elements - structure, vocabulary etc.  
- Core Skills of Teaching-Introduction  
- Illustrating with examples  
- Explaining  
- Questioning  
- Stimulus Variation- Reinforcement  
- Using Blackboard- Using teaching aids  
- Response Management-Classroom Management  
- Reading -Recitation  
- ICT skills  
- Micro Teaching-Concept, Phases and Cycle | Peer observation using Schedule  
Videography for reflection  
Supervised guidance | • Use of Observation schedule  
• *Reflection  
• write-up submitted following viewing of video recording of own teaching |
### Unit 4: Resources in teaching and learning of Tamil (20 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Familiarizes with ways of employing different aids for teaching different content | Teaching aids- design and development  
-Learning support resources  
-Pictures-Charts-Flash Card-Models- Newspaper and Journals-Documentary  
-Audio-Video Clips-Interactive Board-LCD Projector-Internet-Language Lab | Display of specimen aids  
Guidance for preparation of aids for different content in workshop mode | Peer comment  
Guided supervision |
| 2. Explores ways of designing appropriate learning aids. | | | |
EDU- 04.7: THEORETICAL BASE OF MATHEMATICS EDUCATION.
(Theoretical Discourses-60 hours & CE – 30 hours)

Objectives:
• To make the novice student teachers understand the scope and nature of Mathematics teaching at different levels of learning
• To introduce Mathematics teacher with a futuristic perspective as an agent of social change
• To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Mathematics
• To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Mathematics

Contents:
- Unit I: Introduction to teaching and learning
- Unit II: Nature, Scope and Development of Mathematics
- Unit III: Aims and Objectives of Teaching Mathematics
- Unit IV: Methods and strategies of teaching

Unit I: Introduction to teaching and Learning (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the various roles of Mathematics teacher</td>
<td>Teacher</td>
<td>Meaningful Verbal</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To familiarize and develop general and specific competencies</td>
<td>Role-*Knowledge manager</td>
<td>Explanation</td>
<td>Tests</td>
</tr>
<tr>
<td>3. To generate a knowledge of phases of teaching</td>
<td>Facilitator</td>
<td>Group Discussion</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td>4. To understand the qualities of a good mathematics teacher</td>
<td>Scaffolder</td>
<td>Peer tutoring</td>
<td>Evaluation of assignments</td>
</tr>
<tr>
<td>5. To acquaint with the concept of classroom without walls</td>
<td>Mentor</td>
<td>Power point</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Engineer</td>
<td>presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflective practitioner</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competencies-Professional competencies of a Mathematics teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Qualities of a good teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit II: Nature, Scope and Development of Mathematics (13 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with various definitions of Mathematics</td>
<td>Meaning and Definition of Mathematics</td>
<td>Meaningful Verbal Explanation</td>
<td>Analysis of students</td>
</tr>
<tr>
<td>2. To understand the nature and scope and characteristics of Mathematics</td>
<td>Nature and scope of Mathematics</td>
<td>Group Discussion</td>
<td>Performance</td>
</tr>
<tr>
<td>3. To acquaint with development of Mathematics</td>
<td>Characteristics of Mathematics</td>
<td>Peer tutoring</td>
<td>_ Peer Evaluation</td>
</tr>
<tr>
<td>4. To inquire into the Contributions of great Mathematicians</td>
<td>Language of Mathematics</td>
<td>reflective dairy</td>
<td>_ Poster</td>
</tr>
<tr>
<td>5. To understand the values of learning Mathematics</td>
<td>Role intuition inductive and inductive reasoning</td>
<td>Collaborative Interaction</td>
<td>Presentation</td>
</tr>
<tr>
<td>6. To identify different types of correlation of Mathematics</td>
<td>Development of Mathematics</td>
<td>and Role Play</td>
<td>Evaluation of reflective dairy</td>
</tr>
<tr>
<td></td>
<td>Human needs as the basis of growth of Mathematics as a structured science- undefined terms, postulates, axioms and theorems pure and applied mathematics</td>
<td>Power point presentation</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Euclidian and non-Euclidean Geometry</td>
<td>Assignments</td>
<td>Class tests</td>
</tr>
<tr>
<td></td>
<td>Contributions of great Mathematicians-</td>
<td>Brain storming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Pythagoras, -Rene Descartes, -C.F.Gauss, Aryabhata, -Bhaskaracharya, -Brahmagupta, and -Sreenivasa Ramanujam</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Values of learning Mathematics:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Utilitarian, Disciplinary, Cultural, Aesthetic, Social, Moral, International etc.

- Correlation of Mathematics with life, other subjects and different branches of the same subject

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the aims and objectives of teaching mathematics</td>
<td>Aims of teaching Mathematics</td>
<td>Meaningful verbal presentation</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>2. To introduce the Blooms taxonomy of educational objectives under three domains</td>
<td>Meaning of objectives.</td>
<td>Power point presentations</td>
<td>Observation</td>
</tr>
<tr>
<td>3. To familiarize with the revised version of Bloom’s taxonomy of educational objectives</td>
<td>Instructional objectives and Specifications</td>
<td>Illustrations</td>
<td>Participation in the Seminar sessions</td>
</tr>
<tr>
<td>4. To compare and contrast the objectives of teaching mathematics listed in NCF and KCF</td>
<td>Concept of Objective based instruction</td>
<td>Seminars</td>
<td>Examples cited in their lecture note</td>
</tr>
<tr>
<td></td>
<td>Blooms taxonomy of educational objectives</td>
<td>Role play</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Cognitive domain, Affective domain, and Psychomotor domain</td>
<td>Collaborative and Cooperative learning strategies</td>
<td>Summative evaluation</td>
</tr>
<tr>
<td></td>
<td>A conceptual overview of revised Bloom’s taxonomy of objectives of teaching/ learning (Anderson and Krawthwohl), 1990.</td>
<td></td>
<td>_ Participation in the Seminar sessions</td>
</tr>
<tr>
<td></td>
<td>A conceptual overview of Technology Integrated Taxonomy, Peck and Wilson, 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Objectives of teaching mathematics as enumerated by NCF(2005) and KCF(2007)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Unit IV: Methods and strategies of teaching Mathematics (17 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand various methods and approaches, useful for effective transaction of mathematics | Methods and approaches  
Procedure, merits & demerits of:  
- Lecture method  
- Inductive Deductive method  
- Analytic -Synthetic method  
- Laboratory method  
- Project method  
- Problem solving method  
- Heuristic approach  
  - Concept of Questioning, -Features of good questions and Good questioning  
Techniques for individualizing instruction  
- Assignments  
- Homogeneous grouping  
- Supervised study  
- Drill work  
- Dalton plan | Group discussions  
Role play  
Meaningful verbal presentation  
Collaborative and Cooperative learning Strategies  
Power point presentations | Participant observation  
Performance assessment in classroom activities  
Individual work and in Group work.  
Summative evaluation |
| 2. To familiarize with various techniques useful for individualizing Mathematics instruction | | | |

## References:

- Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)
• Kilpatrick, W. H. (1918). The project method. Teachers College Record, 19, 319-335.
• Soman, K. Ganitha sasthra bodhanam. Thiruvananthapuram: Kerala Bhasha Institute.
EDU 05.7: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS: MATHMATICS

(Theoretical Discourses-60 hours & CE – 30 hours)

Objectives:
• To develop practical field based skill and experience in resource development and learning experience designing while transacting the mathematics curriculum
• To infuse an attitude for undertaking the contextual challenges as a Mathematics Education Professional
• To enrich the capabilities of Mathematics teachers during and after the pre service education
• To inculcate the theoretical and practical wisdom of mathematics classroom and its associated units’ design, management and innovation

Contents:
Unit 1: Introduction to Pedagogic Content Knowledge
Unit 2: Planning and Designing of Lesson Templates
Unit 3: Essential Requirements of Teaching Mathematics
Unit 4: Resources in Teaching and Learning Mathematics

Unit I: Introduction to Pedagogic Content Knowledge (10 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide knowledge on Pedagogic Analysis</td>
<td>Concepts and principles of pedagogic Analysis</td>
<td>Lecturing</td>
<td>Performance analysis in group discussions</td>
</tr>
<tr>
<td>2. To identify the requirements for Pedagogic Analysis</td>
<td>Content Analysis of Standard 8,9 &amp; 10 texts Books listing of Objectives, Curricular objectives, learning outcomes, pre-requisites, resources, teaching strategies, learning activities and judgment strategies</td>
<td>Collaborative/Cooperative Learning session</td>
<td>_ Observation</td>
</tr>
<tr>
<td>3. To develop ability to analyze the content for locating Objectives, Curricular objectives, learning outcomes, pre-requisites, resources, teaching strategies,</td>
<td>Group discussion</td>
<td>_ Participation in the Seminar sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Narrative Expression</td>
<td></td>
<td>_ Assessment of assignment</td>
</tr>
</tbody>
</table>
### Unit II: Planning and Designing of Lesson Templates (25 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand need, importance and stages of planning instructions in mathematics | • **Planning instruction**  
• Need and Importance of planning,  
• Stages of planning  
• -Year plan, Unit plan and Lesson plan  
• **Transition of behaviouristic approach to constructivist approach in lesson planning**  
• Preparation of lesson templates in Behaviourist and Constructivist formats | Meaningful verbal Presentation  
Collaboration/Cooperative  
Learning session, Group discussion  
Reviewing previous lesson plans | • _ Questioning  
• _ Performance analysis in group discussions  
• Assessment of practical records  
• on Discussion, demonstration, criticism lessons.  
• **Practicals**  
• Discussion lessons  
• Observation of video lessons  
• o Demonstration lessons |
| 2. To develop the ability to plan and design year, unit and lesson plans |                                                                                   |                                                                                        |                                                                            |

### Unit III: Essential Requirements for Teaching Mathematics (15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand the basic skills needed for effective teaching o develop the ability to make use of teaching skills by the practice of microteaching | • **Mathematical Skills**  
• Arithmetic skills:role of speed and accuracy  
• Geometric Skills  
• Drawing and interpreting graphs and charts  
• HOT skills  
• **Teaching Skills** | Meaningful verbal presentation  
Group discussion | Assessment of reflective diary  
Performance analysis while practising Microteaching skill discussions  
Observation  
**Practicals** |
2. To understand and practice digital skills.

- **Microteaching Skills** (set induction, questioning, reinforcement, stimulus variation, using black board, explanation etc)
- Microteaching lessons- Planning and preparation of
  - Microteaching lesson plans
  - Practicing Microteaching skills
- **Digital skills**
  - Identify and practice digital skills for teaching

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different methods for concretizing abstract ideas</td>
<td>concretization of abstract ideas in mathematics,</td>
<td>Meaningful verbal presentation</td>
<td>Performance analysis in individual and in group</td>
</tr>
<tr>
<td></td>
<td>Different types of learning aids,</td>
<td>Group activities</td>
<td>discussions/tasks</td>
</tr>
<tr>
<td></td>
<td>Improvised aids</td>
<td>Sessions in small or medium groups</td>
<td>_ Questioning</td>
</tr>
<tr>
<td></td>
<td>modern learning supporting gadgets like PPT, Interactive white Board etc</td>
<td>- Video clippings</td>
<td>_ Practical tests</td>
</tr>
<tr>
<td></td>
<td>Hands on experience on the modern learning supporting gadgets.</td>
<td>You tube resource tapping</td>
<td></td>
</tr>
<tr>
<td>2. To understand the need, importance and different types of learning aids in</td>
<td></td>
<td>Drill and Practice</td>
<td></td>
</tr>
<tr>
<td>mathematics</td>
<td></td>
<td>Lab sessions</td>
<td></td>
</tr>
<tr>
<td>3. To provide hands on experience on modern learning supporting gadgets for each</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit IV: Resources in Teaching and Learning Mathematics (10 hours)**
References:

EDU- 04.8 : THEORETICAL BASE OF PHYSICAL SCIENCE EDUCATION

(Theoretical Discourse - 60 hrs, CE - 30 hrs)

Objectives:

- To make the novice student teachers understand the scope and nature of Physical Science teaching at different levels of learning
- To introduce the challenging career of Science teacher with a futuristic perspective as an agent of social change
- To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Physical Science
- To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Physical Science

Contents:

- **Unit 1**: Introduction to Teaching and learning
- Unit 2: Nature and Development of Science Education
- Unit 3: Aims and Objectives of Teaching Physical Science
- Unit 4: Methods and Strategies in Physical science Teaching

**Unit I: Introduction to Teaching and Learning (10+5=15 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint student teachers with the process of teaching learning in the changing scenario</td>
<td>Teaching - phases, maxims of teaching.</td>
<td>Meaningful verbal expression</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td>2. To familiarize with the maxims of teaching</td>
<td>Learning - definitions based on behaviourism, cognitivism and constructivism.</td>
<td>Group discussion</td>
<td>Participant observation</td>
</tr>
<tr>
<td>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</td>
<td>Interdependence of teaching and learning.</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Debate</td>
</tr>
<tr>
<td>4. To familiarize with the changing classroom environment</td>
<td>Basic teaching model of Glaser.</td>
<td>Seminar</td>
<td>Reflective journal</td>
</tr>
<tr>
<td>5. To develop understanding in Continuing Professional</td>
<td>Changing concept of classroom environment.</td>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Science teacher - qualities, duties and responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multiple roles of teacher - Teacher as a leader, knowledge worker, facilitator, supervisor, mentor, scaffold, social</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. To understand the nature and scope of science
2. To familiarize with the evolution of scientific achievements.
3. To identify and highlight the contributions of scientists in India and abroad
4. To appreciate the contributions given by the Indian women scientists
5. To familiarize with the evolution of teaching of science
6. To identify the role of science for sustainable development

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the nature and scope of science</td>
<td>• Nature of science-science as a product, process)</td>
<td>Group discussion, Seminar, Personality profile presentation, Creative blog</td>
<td>• Document analysis, Posters, Online assessment, Quiz programme</td>
</tr>
<tr>
<td>2. To familiarize with the evolution of scientific achievements.</td>
<td>• Scope of science-Values (intellectual, social, practical, disciplinary, recreational, moral, aesthetic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To identify and highlight the contributions of scientists in India and abroad</td>
<td>• Development of science in ancient, medieval and modern periods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To appreciate the contributions given by the Indian women scientists</td>
<td>• Contributions of scientists- Einstein, Newton, Lavoisier, Mendeleev, Rutherford, C.V. Raman, M.N. Saha, P.C. Ray, APJ Abdul Kalam, G. Madhavan nair, ECG Sudarshan, Kalpana Chawla, Sunitha Williams, Tessy Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To familiarize with the evolution of teaching of science</td>
<td>• Evolution of science education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To identify the role of science for sustainable development</td>
<td>• Emerging branches in science-Nanotechnology, Bioinformatics, information Technology, Geoinformatics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 2: Nature and Development of Science Education (10+5=15 hours)
# Unit 3: Aims and Objectives of Teaching Physical Science (20+4=24 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the aims and objectives of teaching physical science</td>
<td>Aims and Objectives of teaching physical science</td>
<td>Meaningful verbal expression</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td>Scientific attitude</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Participation in group discussions</td>
</tr>
<tr>
<td></td>
<td>Objective based instruction- Instructional objectives, Specific objectives, learning experience, Evaluation</td>
<td>Seminar</td>
<td>Participant observation</td>
</tr>
<tr>
<td></td>
<td>Taxonomy: Bloom's Taxonomy, 1956.</td>
<td>Digital presentation</td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Mc Cormack and Yager Taxonomy of Science Education, 1989 - Process skills.</td>
<td>Reflective practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Technology Integrated Taxonomy, Peck and Wilson, 1999.</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aims and Objectives of teaching Physical science with respect to NCF(2005), KCF(2007)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 4: Methods and Strategies in Physical Science Teaching (20+6=26 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand methods, strategies and techniques of teaching Physical Science</td>
<td>• Teacher centred methods- Lecture method, Lecture demonstration method, Historical method.&lt;br&gt;• Learner centred methods- Laboratory method, assignment method, Heuristic method, Developmental method, Project method, Dalton Plan, Inductive method, Deductive method, Problem Solving method, Guided discovery method, Supervised Study&lt;br&gt;• Scientific Method- Steps, Elements- Logical and Technical aspects, Mill's Canon of Induction, Transfer of training&lt;br&gt;• Techniques of teaching Physical Science- Debate, Seminar, Symposium, Discussion, Buzz section, Brain storming, Simulation, Role play.</td>
<td>Meaningful verbal expression&lt;br&gt;Group discussion&lt;br&gt;Pear instruction&lt;br&gt;Brain storming&lt;br&gt;Explicit teaching</td>
<td>• Analysis in group discussion.&lt;br&gt;• Participant observation.&lt;br&gt;• MCQ based discussion.&lt;br&gt;• Graphic Organizer Designing.</td>
</tr>
</tbody>
</table>

### Reference
• Mariamma Mathew (2014): Teaching science for biological and physical sciences: NAS Publishers: Kerala
EDU - 05.8 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS : PHYSICAL SCIENCE
(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:

- To develop practical field based skill and experience in resource development and learning experience designing while transacting the science curriculum
- To infuse an attitude for undertaking the contextual challenges as a Science Education Professional
- To enrich the capabilities of prospective science teachers during and after the pre service education
- To inculcate the theoretical and practical wisdom of science classroom and its associated units’ design, management and innovation

Contents:

- Unit 1: Introduction to Pedagogic Content Knowledge
- Unit 2: Planning and Designing of Lesson Templates
- Unit 3: Essential Requirements of Teaching Physical Science
- Unit 4: Resources in Teaching and Learning of Physical science

Unit 1: Introduction to Pedagogic Content Knowledge (20+10=30 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning.</td>
<td>Pedagogic Content Knowledge (PCK)- Meaning and Scope. Content analysis- Meaning, Purpose and steps. PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich learning(Teaching-learning resources, Environmental inputs), Community resources, Enrichment Activities, Assessment techniques, Assignments.</td>
<td>Meaningful verbal expression Group discussion Turn around K-W-L charting Document writing</td>
<td>Analysis in group discussion Assessment of optional notebook entries Open forum Peer evaluation</td>
</tr>
<tr>
<td>2. To understand the steps involved in PCK analysis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To apply the principles of pedagogic analysis.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• PCK Analysis of Physical science content from secondary school syllabus prescribed by SCERT

Net surfing

**Unit 2: Planning and Designing of Lesson Templates (20+15=35 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the planning of instruction</td>
<td>Planning- Need and Importance.</td>
<td>Meaningful verbal expression</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop understanding of different types of planning</td>
<td>Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats</td>
<td>Group discussion</td>
<td>Assessment of optional notebook entries</td>
</tr>
<tr>
<td>3. To design lesson templates based on different formats</td>
<td>Explicit teaching</td>
<td>Peer tutoring</td>
<td></td>
</tr>
</tbody>
</table>

**Unit 3: Essential Requirements of Teaching Physical Science (25+25=50 hours)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify competencies required for a teacher to be professional.</td>
<td>Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies.</td>
<td>Meaningful verbal expression</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td>2. To develop understanding of various teaching skills</td>
<td>Teaching skills</td>
<td>Group discussion</td>
<td>Lesson segment preparation</td>
</tr>
<tr>
<td>3. To understand microteaching and its relevance in the development of teaching skills</td>
<td>Microteaching - Definitions and meaning, principles, steps, microteaching cycle</td>
<td>Document analysis and Peer evaluation</td>
<td>Observation schedule designing</td>
</tr>
<tr>
<td>4. To design, practice and document micro lessons in physical science</td>
<td>Development of selected teaching skills- Set induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using chalk board, Stimulus</td>
<td>Video observation</td>
<td>Think, Pair and Share sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflective practices</td>
<td></td>
</tr>
</tbody>
</table>
variation, Using audio-visual aids, discussion, promoting pupil participation, Classroom management.
- Link Practice

### Unit 4: Resources in Teaching and Learning of Physical Science (15+10=35 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the importance of learning aids and improvised aids in learning Physical Science</td>
<td>Learning aids and improvised aids- Importance in science learning</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Participant observation</td>
</tr>
<tr>
<td>2. To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction</td>
<td>Text book- Qualities, Vogel's Criteria, Fog Index</td>
<td>Document analysis</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td></td>
<td>Resource Mapping</td>
<td>Drill and Practice</td>
<td>Material Development Circles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lab sessions</td>
<td></td>
</tr>
</tbody>
</table>

### Reference

- Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum
EDU – 04.9 : THEORETICAL BASE OF NATURAL SCIENCE EDUCATION

(Theoretical Discourses-50 Marks/60 hours & CE-25 Marks /30 hours)

OBJECTIVES:
Enable the student teacher to

- understand the scope and nature of Natural Science Teaching at different levels of learning.
- acquire the fundamentals of theory and practice of principles and procedures of Teaching and Learning of Natural Science.
- understand the concept of teaching-learning process.
- identify roles and competencies essential for a Natural science teacher.
- understand and develop skill in selecting appropriate aims and objectives for teaching Natural Science.
- familiarize and apply the instructional management strategies of teaching Natural Science.

CONTENTS

Unit – I : General introduction to teaching and learning for novice - Concept of Teaching and Learning- Its interdependence. Changing concept of classroom environment, Teacher as a professional

Unit – II : Science – a conceptual analysis - The nature and development of science.

Unit – III : Aims and objectives of teaching Natural Science - Broad aims of teaching Natural Science, Aims and objectives of teaching Natural science with respect to NCF and KCF and different Taxonomies of Instructional Objectives-

Unit – IV : Methods and strategies for teaching Natural Science - Teacher and Student initiated methods, Approaches, Techniques.

UNIT: I GENERAL INTRODUCTION TO TEACHING AND LEARNING FOR NOVICE ( Theory hours-10)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand classroom as an organization</td>
<td>1. Classroom as an organization - Teacher and Learner, Definitions of learning from different point of view (behavioristic, cognitive and constructivist), Teaching-Learning process. Maxims of teaching.</td>
<td>Group discussion. Narrative expression sessions in small or medium groups.</td>
<td>Participation in group discussion. Questioning. On-task behavior in class. Tests.</td>
</tr>
<tr>
<td>2. To acquaint student teachers with the process of teaching learning in the changing scenario.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. To understand the concept of learning according to behaviouristic, cognitive and constructivist theories.
4. To understand the changing concept of classroom environment in 21st century.
5. To familiarize the maxims of teaching.
6. To familiarize the virtual learning environment.
7. To identify the qualities and competencies required for a science teacher.
8. To understand the changing roles of teacher in teaching-learning process.
9. To familiarize the concept of Continuing professional development.

o Changing concept of classroom environment- classroom climate- An introduction to conducive, learner friendly, inclusive and Virtual learning environment (VLE).

- Teacher as a professional
  - Teacher qualities, competencies
  - Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffold, social engineer, reflective practitioner in teaching-learning process.
  - Continuing professional development (CPD)-conceptual Analysis.

- 1.4 An introduction to Child With Special Needs (CWSN).

Brain storming.
Seminar.
Reflective practices.
Debate.
PBL.
Multimedia approach.

UNIT.II SCIENCE –A CONCEPTUAL ANALYSIS NATURE AND DEVELOPMENT(Theory hours-8)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 2. To familiarize and appreciate the development of science in India and Contributions of scientists in India and abroad. | **Development of science education in India.**  
- An introduction to National Scientific Policy | Seminar | Participation in group discussion. |
| | | Personality | Questioning. |
| | | | On-task behavior. |
| | | | student’s portfolio. |
| | | | Posters |
3. To familiarize the development of science in India.
4. To design different strategies to develop scientific attitude.
5. To familiarize the emerging branches of Science.

Resolution of 1958, Indian Parliamentary and Scientific Committee & Role of NCERT in science education.
- An introduction to Emerging branches of science: Biotechnology, Nanotechnology, Bioinformatics, Geo informatics.

### UNIT-III AIMS AND OBJECTIVES OF TEACHING NATURAL SCIENCE (Theory hours-21)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the values of science and its transactional potentiality.</td>
<td><strong>3.1 Broad aims of teaching Natural Science:</strong> Awareness about the millennium development goals with special reference to developing scientific literacy (Practical, Civic and Cultural).</td>
<td>Meaningful verbal expression.</td>
<td>Participation in group discussion.</td>
</tr>
<tr>
<td>2. To understand the aims and objectives of teaching Natural Science.</td>
<td>Effecting social changes (promoting health and hygiene, Population control, Eradication of diseases, Better nutrition (Eradicate extreme poverty &amp; hunger)),</td>
<td>Group discussion.</td>
<td>Questioning.</td>
</tr>
<tr>
<td>3. To understand the aims and objectives of NCF and KCF.</td>
<td></td>
<td>Narrative expression sessions in small or medium groups.</td>
<td>On-task behavior in class.</td>
</tr>
</tbody>
</table>

- Participant observation.
- Daily reflective journal.
- Student’s portfolio.
5. To understand the concept of Objective based Instruction.
6. To understand triangular relationship between the instructional objectives, Learning experiences and evaluation.

- Removal of superstitions, Raising the standard of living: bringing science to home and community (longevity of life, decreasing infant mortality rate,
- Improve maternal health, health index, better living conditions, role and functioning of community health centers),
- Self-sufficiency in food,
- Modern agricultural practices- Agricultural management,
- Modern techniques of cultivation, Conservation of natural resources,
- Environmental awareness and Ensure environmental sustainability.

3.2. An introduction to aims & Objectives of teaching Natural Science with respect to NCF and KCF.
- Relevant sections of NCF-Section 3.3 Science- basic criteria of validity of a science curriculum, Section 3.3.1 The curriculum at different stages. Section 3.3.2 Outlook.
- Relevant sections of KCF-Section 5.2.2 & Section 5.2.4 aims of science education.

3.3 Taxonomy of Instructional Objectives-

- Objective based Instruction.

Seminar.
Reflective practices.
PBL.
Multimedia and inter-disciplinary approach.
Team teaching.
Peer tutoring
UNIT IV METHODS AND STRATEGIES FOR TEACHING NATURAL SCIENCE (Theory hours-21)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand appropriate methods, techniques and strategies of teaching Natural science. | o **Teacher initiated methods**- Lecture method, Lecture cum Demonstration and Biographical method.  
   o **Student initiated methods**- Problem solving, Project method, Guided discovery, Experimental and heuristic method.  
   o **Approaches**- Inductive-Deductive, Multimedia, Interdisciplinary and Constructivist approaches.  
   o **Techniques**- Seminar, Group discussion, Debate, Brain storming, peer tutoring, team teaching, concept mapping. | Meaningful verbal expression  
   Group discussion  
   Peer instruction  
   Narrative expression sessions.  
   Brain storming.  
   Seminar.  
   Reflective practices.  
   PBL.  
   Modular approach.  
   Multimedia and interdisciplinary approach.  
   Peer tutoring | - Participation in group discussion.  
   - Questioning.  
   - On-task behavior in class.  
   - Tests.  
   - Science diary.  
   - Daily reflective journal  
   - Participant observation. |
| 2. To develop skill in selecting appropriate methods, techniques and strategies of teaching Natural science. | | | |

**SUGGESTED REFERENCES**

• Sharma, R.C. Modern Science Teaching, Dhanpat Rai and Sons, Delhi.
• Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)
• Mangal, S.K., A Text Book of Teaching Life Science,.
• Mangal, S.K., and Mangal, Uma., Educational Technology.
• Ahmad, Jasim.,(2009) Teaching of Biological Sciences, PHI Learning Private Limited, New Delhi.
• Krishna Kumar (2005): National Curriculum Framework: New Delhi, NCERT, MHRD, Govt. of India.
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• http://www.csun.edu/science/biology/index.htm
• http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
• http://books.google.com/books/about/Modern_Methods_and_Mater...
• http://www.amazon.com/Teaching-Secondary-School-Science-Stra...
• http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/...
EDU- 05.9: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - NATURAL SCIENCE

(Theoretical discourses-50 Marks/60 hours & CE-25 Marks/30 hours)

OBJECTIVES:

Enable the student teachers to:

- comprehend the dimensions of pedagogical analysis.
- critically analyze the Secondary School Biology Syllabus based on pedagogical Content Knowledge.
- understand and apply the different skills for teaching Natural Science.
- understand and prepare teaching manuals based on different instructional strategies.
- understand the different teaching learning resources for teaching Natural Science.
- prepare and use suitable learning aids for Natural Science teaching.

CONTENTS

Unit I : Pedagogic content knowledge and pedagogic analysis of Secondary School Biology Syllabus
Unit II : Types of planning instruction, different approaches of designing lesson plans.
Unit III : Teaching skills and its development.
Unit IV : Design and development of teaching learning resources for enhancing science learning-visual, projected, non-projected and activity aids

UNIT I - PEDAGOGICAL ANALYSIS OF TEACHING NATURAL SCIENCE (Theory hours -15)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To generate a knowledge of terminologies and the interdependence of teaching and learning.</td>
<td>1.1. Pedagogic Content Knowledge (PCK) - Meaning, objectives, scope, principles and dimensions. 1.2. Pedagogic content analysis of secondary school syllabus prescribed by SCERT.</td>
<td>Meaningful verbal expression  Group discussion  Narrative expression sessions in small or medium groups</td>
<td>Performance assessment in group discussion  Assessment of Optional Note Book entries  Questioning  Tests  Peer evaluation</td>
</tr>
<tr>
<td>2. To familiarize and develop general and specific teacher competencies in analyzing content.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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UNIT II - INSTRUCTIONAL PLANNING FOR TEACHING NATURAL SCIENCE (Theory hours-20)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand different types of planning.</td>
<td>2.1 Meaning and importance of planning. Types of planning – Year plan, Unit plan, lesson plan and Resource Unit 2.2 Designing lesson plans based on Herbartian Approach&amp; Constructivist Approach.</td>
<td>Discussions in small or medium groups. Seminar. Reflective practices. Debate. PBL.</td>
<td>• Performance assessment in group discussion  • Questioning  • Tests  • Peer evaluation  • Lesson Plan</td>
</tr>
</tbody>
</table>

UNIT III - TEACHING SKILLS AND ITS DEVELOPMENT:

SCIENCE TEACHING SKILLS/ ESSENTIAL REQUIREMENTS OF TEACHING NATURAL SCIENCE (Theory hours 15)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the different types of teaching skills. 2. To develop the teaching skills relevant to Biological science.</td>
<td>Teaching skills – Definition, Core teaching skills, Components of teaching skills, Teaching skills specially required for Biology teacher.</td>
<td>Discussions in small or medium groups. Reflective practices.</td>
<td>• Performance assessment in group discussion  • Assessment of performance in brain storming,</td>
</tr>
</tbody>
</table>
3. To familiarize the different phases of micro teaching.
4. To develop skill in designing micro lessons.
5. To develop skill in practicing micro lesson.

- **Micro-teaching**: Objectives, Micro-teaching cycle - its relevance in teacher training programme.
- **Importance of Link practice.**
- **3.4 Design and development of micro lessons** - practice and documentation with appraisal format to elicit feedback.

**Multimedia and interdisciplinary approach.**
- Team teaching.
- Peer tutoring
- Group discussion.
- Narrative expressions

**UNIT IV – RESOURCES IN TEACHING AND LEARNING OF NATURAL SCIENCE**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the meaning and definition of audio-visual aids</td>
<td>• <strong>4.1 Design and development of materials for effective science learning</strong></td>
<td>Discussions in small or medium groups.</td>
<td>Performance assessment in group discussion, debate etc.</td>
</tr>
<tr>
<td>2. To identify and comprehend the different types of audiovisual aids in teaching Natural Science.</td>
<td>• <strong>4.2 Audiovisual aids</strong></td>
<td>Seminar.</td>
<td>Assessment of assignments</td>
</tr>
<tr>
<td>3. To develop skill in improvisation.</td>
<td>• Significance of audio visual aids in science learning.</td>
<td>Reflective practices.</td>
<td>Questioning.</td>
</tr>
<tr>
<td>4. To apply multimedia in teaching Natural Science.</td>
<td>• Designing, developing and documenting minimum of one item for - improvised, Visual and graphic aids (Charts, Models,</td>
<td>PBL.</td>
<td>Tests</td>
</tr>
</tbody>
</table>

| | | | Peer evaluation |
| | | | Student’s portfolio |
| | | | Evaluating the audio visual aids |
5. To design and develop the teaching learning aids for Natural Science.

- **Projected and non-projected aids-OHP, LCD, Bulletin Board, Flannel Board, Interactive Board etc.**
- **Activity aids** - Aquarium, Terrarium, and Nature Calendar.
- **4.3 Collection and preservation of specimens.**

| Multimedia and interdisciplinary approach. Peer tutoring. |
|---|---|
| prepared by student teachers. |

**SUGGESTED REFERENCES**

- Text books and hand books of High School Biology Syllabus prescribed by SCERT
- Bruce R. Joyce, Marsha Weil and Emily Calhoun (2011): Models of Teaching (7th Ed.): USA, Pearson Education.
• Wyman, Raymond, Audio-Visual Devices and Techniques, Amherest: University of Massachusetts, 1957

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• http://www.amazon.com/books/dp/0805863567
• http://www.amazon.com/Lesson-Planning-Education-Books/b?ie=UTF8
EDU – 04.10 – THEORETICAL BASE OF SOCIAL SCIENCE EDUCATION

(Theoretical discourses-60 hours & CE – 30 hours)

Objectives:

• To familiarize with the conceptualized version of components required to enter in teaching profession
• To mould the prospective teacher educators to uphold the professional spirit
• To equip with varied dimensions of Social Science education
• To identify and analyse the aims and objectives of teaching Social Science
• To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education
• To analyze the unique features of different instructional methods suited for teaching Social Science
• To identify and select most appropriate teaching-learning methods and strategies in varied context and content.

Contents:

Unit: 1 Introduction to Teaching and Learning
Unit: 2 Nature, Scope and Development of Social Science Education
Unit: 3 Aims and objectives of Teaching Social Science
Unit: 4 Instructional Methods, Techniques and strategies in Social Science Teaching

Unit : 1 Introduction to Teaching and Learning

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with the conceptualized version of components required to enter in teaching profession | Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social | Meaningful verbal presentation, Brain storming, Case analysis of 2/3 famous teachers | • Report writing and verification  
• Case analysis presentation |
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles

- Teacher, Teacher as professional; Continuing Professional Development (CPD).
- Qualities and competencies of Social Science Teachers, Teacher responsibilities;
- multifarious roles: knowledge worker, facilitator, scaffold, mentor, social engineer, counselor, reflective practitioner and digital migrant.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint with the basic concepts of Social Science as a discipline</td>
<td>Conceptual background of Social Science, Meaning and Scope, Need and significance</td>
<td>Meaningful verbal learning Participatory approach</td>
<td>Preparation of report on teacher Presentation</td>
</tr>
<tr>
<td>2. To identify subject matter</td>
<td>Content organization treatment of Social Science- Fusion, Integration and Correlation within Social Science- Understanding about</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

- http://www.wikihow.com/Be-a-Professional-Teacher
- http://www.edpolicythoughts.com
3. To analyze the relationship of Social Science with other subjects

<table>
<thead>
<tr>
<th>Organization process in Social Science- Fusion, Integration &amp; Correlation</th>
<th>Primary, Secondary and Higher Secondary levels (Social Studies, Social Science and Humanities)</th>
<th>Co- operative learning Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Correlation of Social science with other subjects- Language &amp; Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

- www.empoweringvision.org
- http://serc.carleton.edu
- http://www.ecosensorium.org

UNIT : 3  Aims and objectives of Teaching Social Science

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To identify and analyze the aims and objectives of teaching Social Science | • Aims, objectives and values of teaching Social Science  
• Individual, Social, Cultural, National and | General discussion  
Analytical study | • Comparison chart on Basic concepts of Behaviorism, constructivism and cognitivism |
<table>
<thead>
<tr>
<th>2. To endow with the significance of Taxonomy of instructional objectives in Social Science education</th>
<th>International considerations of Social Science objectives and specifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To gain an outlook of approaches in behaviorism, constructivism and cognitivism in Social Science education</td>
<td>Bloom’s taxonomy of Instructional objectives (Revised)</td>
</tr>
<tr>
<td></td>
<td>Behaviorism, Cognitivism and Constructivism- approach &amp; practice in classroom- Comparison</td>
</tr>
<tr>
<td></td>
<td>Learning objectives and Learning Outcomes</td>
</tr>
</tbody>
</table>

Focus group discussion
Prepare a seminar paper with PPT support on the psychological implications in the pedagogical practices of Social Science.

and its analysis

- Seminar with Slide presentation (CE item for Edu. 04)
- Test (CE Edu.4)

**References**

UNIT 4: Instructional Methods, Techniques and Strategies

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the unique features of different instructional methods suited for teaching Social Science | • Need and significance of methods and strategies for teaching Social Science.  
• Differentiate method, technique and strategy  
• Methods- Lecture, storytelling, Discussion, Socialized recitation, Problem solving, Project, Source method, Supervised study.  
• Cooperative learning, Collaborative learning, Scaffolding, Brain storming, Buzz session, Debate, Seminar. | Seminar  
Debate  
Project | • Report presentation & verification |
| 2. To proficient in select most appropriate teaching methods in varied context and content. |                                                                        |                         |                                |

References

- www.books.google.co.in
- www.flipkart.com
- http://www.celt.iastate.edu/creativity/techniques.html
• Atkins N.J and Atkins J.N, Practical Guide to Audio Visual Technique in Education
EDU – 05.10 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – SOCIAL SCIENCE.

(Theoretical discourses – 60 hours & CE – 30 hours)

Objectives

- To understand the key aspects involved in systematic PCK analysis
- To develop skill in analyzing the content of secondary level Social Science text book
- To justify the importance and phases of instructional planning in Social Science
- To equip prospective teacher educands in developing teaching skills through micro teaching practices
- To conscientize the inevitable role of various instructional support in effective instructional practices.
- To become competent in developing suitable testing mechanisms.

Contents

Unit 1 Introduction to Pedagogical content knowledge analysis
Unit 2 Instructional Planning and Designing Lesson Templates
Unit 3 Essential Requirements for Teaching Social Science Education
Unit 4 Instructional Resources in Teaching and Learning of Social Science

Unit : 1 Nature and Scope of Pedagogical content knowledge analysis

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis, significance of PCK analysis in Social Science.</td>
<td>Narrative expression session Text book analysis</td>
<td>Content analysis presentation Brief report on text book analysis</td>
</tr>
<tr>
<td>2.</td>
<td>Relationship between pedagogic analysis with content analysis Content Analysis -</td>
<td>Collaborative learning Discussion- Prepare</td>
<td></td>
</tr>
</tbody>
</table>
3. To develop skill in analyzing the content of secondary level Social Science text books

<table>
<thead>
<tr>
<th>Procedure, facts, concepts, principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content analysis of secondary Social Science text books-(History, Geography, Political Science, Economics, Sociology areas)</td>
</tr>
<tr>
<td>content analysis of two units by each student teacher after discussion.</td>
</tr>
</tbody>
</table>

**References**

- http://www.csun.edu/science/ref/pedagogy/pck/
- Social Science text book of standard 8, 9 & 10 of Kerala
- Teachers’ Hand book in Social Science for standard 8, 9 &10
## Unit: 2 Instructional Planning and Designing Lesson Transcripts

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To justify the importance and phases of instructional planning in Social Science discipline | • Instructional planning – Importance, Phases, Types - Year plan, Unit plan, Lesson plan  
• Procedure for the Preparation of year plan, unit plan and lesson plan  
• Designing Lesson Transcripts | Group discussion  
Co-operative learning  
Meaningful verbal learning  
Prepare model year plan, Unit plan & lesson transcripts.  
Video/ Demo lesson observation | • Discussion lessons -5  
• Demonstration lessons -3  
• Criticism lessons -5  
• (Practical evaluation)  
• Video lesson observation and reporting (CE- Edu.05) |
| 2. To capacitate systematic planning and designs lesson transcripts             |                                                                                                                                          |                                                                                       |                                                                           |
| 3. To develop skills in preparing lesson transcripts                           |                                                                                                                                          |                                                                                       |                                                                           |

**References**

- [http://answers.yahoo.com/question/](http://answers.yahoo.com/question/)
- [http://www.ierg.net/lessonplans/unit_plans.php](http://www.ierg.net/lessonplans/unit_plans.php)
## Unit: 3 Essential Requirements of Teaching Social Science Education

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To equip prospective teacher educands in developing teaching skills through micro teaching practices | - Essential requirements – Teaching Competencies and Skills.  
- Micro teaching - Meaning, Phases, steps.  
- Micro teaching skills – (minimum 10 skills)  
- Micro teaching – Lesson templates, Practice and assessment mechanisms.  
- Skills in using ICT  
- Link practice | Experiential learning  
Demonstration  
Reflective practices  
General discussion  
Demonstration method  
Analysis of video performance | Micro teaching lesson notes/plans (Ten skills/ 2 skills per student )  
**Performance in skill presentation**  
(Practical evaluation) |
| 2. To generate skill orientation among prospective teacher educands through practical experiences | | | |

### References
- Cooper, James M(1990) Classroom teaching skills.US: DC Health & Co
## Unit : 4 Instructional Resources in Teaching and Learning of Social Science

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To conscientize the inevitable role of various instructional support in effective instructional practices. | • Instructional Resources: textbook, workbook, handbook, source book.  
• Resource Mapping  
• Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids.  
• Hands on experience: Computer, LCD Projector, Interactive white board and multimedia | General discussion  
Workshop  
Displays  
Prepare resource map for effective utilization in Social Science | • Handling of various instructional aids.  
• Social Science club activity- Workshop to prepare a source book or innovative instructional aid/ Resource map (CE-Edu.05) |
| 2. To acquire skills in constructing and using different instructional aids. | | | |

### References

- [http://religionmanuals.tpub.com/14229/css/14229_322.htm](http://religionmanuals.tpub.com/14229/css/14229_322.htm)
EDU – 04.11 : Theoretical Base of Geography Education

Hours of interaction: 60 (instruction) +30 (activities / processes)

Objectives :

• To familiarize with the conceptualized version of components required to enter in teaching profession
• To mould the prospective teacher educators to uphold the professional spirit
• To acquaint with the nature, scope and modern concepts of Geography
• To understand the new perspectives of Geography along with its correlative and nationalistic views
• To identify and analyze the aims objectives and values of teaching Geography
• To identify the need of objective based instruction
• To analyze the unique features of different instructional methods, suited for teaching Geography instruction
• To identify and select the most appropriate teaching- learning methods and strategies in varied context and content.

Contents :

• Unit 1 : Introduction to Teaching and Learning of Geography
• Unit 2 : Nature, Scope and Development of Geography Education
• Unit 3 : Aims and Objectives of Teaching Geography
• Unit 4 : Methods and Strategies in Geography instruction

Unit 1 Introduction to Teaching and Learning of Geography (16 hours + 6 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize with the conceptualized version of components required to enter in teaching profession | • Teaching – nature, significance, principles  
• Learning – as a process, features, laws and learning environment  
• Students in a class- nature, role and mind set | Meaningful verbal presentation  
Brain storming  
Case analysis of 2 or | • Report writing and verification  
• Case analysis  
• Identification and presentation |
2. To mould the prospective teacher educators to uphold the professional spirit
3. To develop professionalism and professional ethics among Geography teachers.

| of learners | 3 famous teachers Buzz session to generate varied role of an ideal teacher Lecture Discussion Online learning Internet access |
| Constructivist teaching and learning | Assessment and reflection |
| Geography Teacher | |
| Personal qualities and different roles | |
| Professional qualities and competencies | |
| Professional ethics | |
| Programmes for improving professional efficiency | |
| As Continuing Professional Development (CPD) and reflective practitioner and digital migrant | |

Reference

- http://www.wikihow.com/Be-a Professional – Teacher
- [http://www.ed.policythoughts.com](http://www.ed.policythoughts.com)
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana
- Elizabeth Perrot (1982), Effective Teaching Singapore: Longman
## Unit 2 Nature, Scope and Development of Geography Education (11 Hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the meaning, nature, scope and modern concepts of Geography | • Meaning, definition, nature and scope of Geography  
• Need, significance and modern concepts of Geography  
• Geography as a fused, integrated and correlated discipline  
• Correlation of Geography with other social sciences, sciences, languages and life situations  
• Geography and, National Integration and International Understanding  
• New perspectives in Geography  
• Systematic/ scientific Geography  
• Earth science/ Environmental science  
• Science of Aerial / Spatial / Regional differentiation | Meaningful verbal learning  
Participatory approach  
Co-operative learning  
Discussion  
Brain storming  
Lecture  
Web search  
Online learning | • Preparation of report on teacher presentation  
• **Internal tests for Unit 1& 2 (CE-1)**  
• Assessment /reflection |
| 2. To identify the subject matter organization process in social science | | | |
| 3. To analyze the correlation of Geography with other subjects | | | |
| 4. To understand the new perspectives of Geography and its nationalist views | | | |

### Reference

- www.empoweringvision.org
- http://serc.carleton.edu
- http://www.ecosensorium.org
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiana

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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify and analyze the aims objectives and values of teaching Geography</td>
<td>• Aims, objectives, values- definition and meaning</td>
<td>Meaningful verbal learning</td>
<td>Report presentation and verification</td>
</tr>
<tr>
<td>2. To identify the need of objectives based instruction</td>
<td>• Objectives based instruction and its need</td>
<td>Discussion</td>
<td>Assessment/ reflection</td>
</tr>
<tr>
<td>3. To familiarize with the taxonomy of instructional objectives in Geography</td>
<td>• Learning objectives and learning outcomes</td>
<td>Brainstorming</td>
<td></td>
</tr>
<tr>
<td>4. To gain an outlook of constructivist, and behaviourist approaches in Geography Education and their implications</td>
<td>• Aims, objectives and values of teaching Geography</td>
<td>Analytical study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bloom’s Taxonomy of Educational objectives old and revised patterns- instructional objectives and specifications</td>
<td>Group investigation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Behaviourism cognitivism and constructivism</td>
<td>Present Assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Implications of theories of Piaget, Bruner, Vygotsky and Howard Gardner in Geography teaching and learning</td>
<td>and prepare notes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web search</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Internet access</td>
<td></td>
</tr>
</tbody>
</table>
### Reference

- http://www.unco.edu/cetl/sir//statingoutcome/document
- NCF (2005), KCF (2007)

### Unit 4 Methods and Strategies in Geography Instruction (16 hours + 8 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To analyze the unique features of different methods suited for Geography instruction | • Methods of teaching Geography  
• Need, significance, importance  
• Lecture. Discussion/ Project, Source, storytelling, Regional method Debate, seminar  
• Instructional strategies in Geography  
• Meaning, purpose characteristics  
• Strategies based on NCF/ KCF  
• Various techniques of instruction in | Discussion  
Seminar  
Buzz session  
Verbal learning  
Debate  
Collaborative learning  
Comparing different method & strategies | • Report presentation and verification  
• Seminar preparation presentation and report  
• CE.2  
• Assessment/ reflection |
<p>| 2. To develop proficiency in selecting suited methods and strategies in varied contest and content in Geography education | | | |</p>
<table>
<thead>
<tr>
<th>3. To differentiate methods strategies and techniques of Geography instruction</th>
<th>Geography</th>
<th>discussion and prepare notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Observation/ Narration/ Dramatization</td>
<td>Present assignments</td>
</tr>
<tr>
<td></td>
<td>• Co-operative/ collaborative learning</td>
<td>Internet access</td>
</tr>
<tr>
<td></td>
<td>• Brainstorming and Peer-tutoring</td>
<td>Web search</td>
</tr>
</tbody>
</table>

**Reference**

- www.books.google.co.in
- www.flipkart.com
- http://www.celt.iastate.edu/creativity/techniques.html
EDU – 05.11 : Pedagogical Content Knowledge Analysis- Geography

/Hours of Interaction –60 (Instructional) +30 (activities/Process)

Objectives:

- To understand the key aspects involved in systematic PCK analysis
- To develop skills in analyzing the content of Secondary level Geographic content materials
- To justify the importance and phases of instructional planning in Geography
- To equip prospective teacher educands in developing teaching skills through micro-teaching practices
- To conscientize the inevitable role of various instructional support in effective instructional practices.
- To become competent in developing suitable testing mechanisms

CONTENTS:

- Unit 1 : Introduction to Pedagogic Content Knowledge Analysis
- Unit 2 : Instructional Planning and Designing Lesson Templates
- Unit 3 : Essential Requirements for Teaching Geography
- Unit 4 : Instructional Resources in Teaching and Learning of Geography

Unit 1. Introduction to Pedagogic Content Knowledge Analysis (16 Hours + 7 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the key aspect involved in systematic PCK analysis</td>
<td>Pedagogic content Knowledge (PCK) analysis – Meaning, definition, objectives scope, Significance and dimensions</td>
<td>Narrative expression Assignment Meaningful verbal learning Textbook analysis Collaborative learning</td>
<td>Assessment of learning process and reflections Brief report on text book analysis Content analysis presentation</td>
</tr>
<tr>
<td>2. To establish relationship between Pedagogic knowledge with content analysis</td>
<td>Relationship between PCK and Content analysis identifying facts, concepts, principles etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To develop skill in analyzing the</td>
<td>Content analysis of secondary level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
content of secondary level Geography and Economics content materials

Geography and Economic content materials

Group discussion
Prepare content analysis of a unit by each student after discussion
Web search
Internet access

Reference
- www. Moodle.org
- http://www.csun.edu/Science/ref/pedagogy/pck
- Arora M.L (1970). Teaching of Geography, Prakash Brothers, Ludhiana
- Social science II textbook of std. 8, 9 & 10 of Kerala
### Unit 2. Instructional Planning and Designing Lesson Templates (19 Hours + 8 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To justify the importance and phases of Instructional Planning in Geography | • Planning for instruction – need and importance  
• Types of plan – Year Plan, unit plan/ Syllabus grid, Resource Plan- their need, significance steps and procedure for preparation  
• Lesson templates/ Teaching Manuals –  
• Need characteristics, principles, values and advantages  
• Designing / format and steps in criticism | Group discussion  
Co- operative learning  
Meaningful verbal learning  
Prepare model year plan/ unit plan  
Prepare script for video lesson  
Prepare ICT enabled lesson  
Video lesson / demonstration classes -observation  
Online learning  
Web search | • Discussion lesson  
• Videos observation  
• Script for video lesson  
• ICT enabled lesson plans  
• Demonstration lesson  
• Criticism lesson (practical evaluation)  
• **Internal Test ( Unit 1 & 2)**  
CE-1 |
| 2. To capacitate systematic planning and designs of lesson templates | | | |
| 3. To develop skills in preparing lesson templates | | | |

**Reference**
- [http://answers.yahoo.com/question](http://answers.yahoo.com/question)
- [http://www.ierg.net/lessonplans/unit plans.php](http://www.ierg.net/lessonplans/unit plans.php)
- Geography textbook of standard 8-10th of Kerala state /Teachers Hand book in Geography for standards 8, 9 & 10
- NCERT: Standard 11th 12th Geography textbook

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Unit 3. Essential Requirements for Teaching Geography  (14 Hours + 6 Hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Requirements for learning –process skills and pre- requisites</td>
<td>Demonstration</td>
<td>Micro- teaching lesson notes/ plans (Ten skills) one skill per student</td>
</tr>
<tr>
<td></td>
<td>Student skills and student efforts in learning</td>
<td>Reflective practices</td>
<td>Performance in skill presentation (practical evaluation)</td>
</tr>
<tr>
<td></td>
<td>Teaching- learning skills and competencies</td>
<td>General discussion</td>
<td>Assignments</td>
</tr>
<tr>
<td></td>
<td>Skills in using ICT</td>
<td>Analysis of video performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Micro- teaching</td>
<td>Experimental learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaning, concepts, principles</td>
<td>Web search</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phases, steps, skills</td>
<td>Online learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Link practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson templates, practice and assessment mechanisms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reference

- Varma. O.P & Vedanayagam E.G, (1993), Geography teaching, New Delhi, sterling Publishers
- Dave, Pushkin (2001). Teacher Training California: ABC CL 10
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To conscientize the inevitable role of various instructional support in effective instructional practices</td>
<td>Instructional Resources - need, significance, values and types</td>
<td>Demonstration</td>
<td>Handling of various instructional aids</td>
</tr>
<tr>
<td>2. To acquire skills in constructing and using different instructional aids</td>
<td>Local resources and its importance in Geography</td>
<td>Illustration</td>
<td>Seminar (preparation presentation and report)</td>
</tr>
<tr>
<td>3. To familiarize with the basic resources for teaching Geography</td>
<td>Text book – importance, characteristics and criterion for selection</td>
<td>General discussion</td>
<td>CE-2</td>
</tr>
<tr>
<td></td>
<td>Hand books, Sourcebooks, Workbooks, Reference books</td>
<td>Workshop</td>
<td>Observe and practice usage of learning aids during school induction programme and practice teaching</td>
</tr>
<tr>
<td></td>
<td>Graphic aids – charts graphs, picture, maps, atlas 3D- aids – globe, models, relics</td>
<td>Displays</td>
<td>Working for preparation of innovative learning aids/ instructional resources</td>
</tr>
<tr>
<td></td>
<td>Audio/ AVaids- Radio, TV, film, computers</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Display boards- chalkboard, bulletin boards, Interactive board</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Projected aids– OHP, LCD, Video</td>
<td>Preparing assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity aids – Excursion , field trips</td>
<td>Internet access</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web search</td>
<td></td>
</tr>
</tbody>
</table>

Reference

- Varma O.P & Vedanayagam, E.G (1993 Geography Teaching, New Delhi, Sterling Publishers
EDU- 04.12 – THEORETICAL BASE OF COMMERCE EDUCATION

(Theoretical discourses - 60 Hrs + CE- 30 Hours)

Objectives

- To familiarize with the conceptualized version of components required to enter in teaching profession
- To mould the prospective teacher educators to uphold the professional spirit in diverse angles
- To equip with varied dimensions of commerce education strands
- To compete with constructs aims and objectives of teaching commerce
- To gain an outlook of key ideology in the psychological bases in commerce education
- To analyze the unique features of different instructional methods suited for teaching commerce
- To proficient in select most appropriate teaching methods in varied context and content
- To opt and practice apposite techniques to extract process and product in commerce teaching
- To interlock ‘strategies in teaching’ in effective instructional practices of commerce education

Contents :
- Unit: 1 Introduction to Teaching and Learning
- Unit: 2 Nature, Scope and Development of Commerce Education
- Unit: 3 Aims and objectives of teaching Commerce
- Unit: 4 Instructional Methods, Techniques and strategies in Commerce Teaching

Unit: 1 Introduction to Teaching and Learning (14 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To familiarize with the conceptualized version of components required to enter in teaching profession</td>
<td>Teaching - profession and service, Principles and Maxims of teaching, Instruction, Factors determine effective instruction, classroom Interactions, Learner, Learning, Learning environment, classroom as a social laboratory.</td>
<td>Meaningful verbal presentation Brain storming Case analysis of 2/3 famous teachers Buzz session to</td>
<td>Idea generating exercises Case analysis presentation</td>
</tr>
</tbody>
</table>
2. To mould the prospective teacher educators to uphold the professional spirit in diverse angles

- Teacher, Teacher as professional; Continuing Professional Development (CPD), Teacher responsibilities; multifarious roles: knowledge worker, facilitator, scaffold, mentor, social engineer, counselor, reflective practitioner and digital migrant.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the basic concepts of commerce as a discipline | - Commerce as a distinctive discipline, Scope of commerce in nation’s prosperity, Modernization of commerce through technological advancement and LPG.  
- Commerce education: Meaning, Definitions and Nature – Academic and Vocational.  
- Significance and Historical development of Commerce education.  
- Values attained through commerce education.  
- Interdisciplinary approach in Commerce Education  
- Correlation of Commerce education with other subjects – Geography, Mathematics, Economics, and Statistics. | Meaningful verbal learning  
Participatory approach  
Open forum discussion  
Co-operative learning  
Discussion | Preparation of report on teacher Presentation  
Comparison grid preparation - Correlation of Commerce education with other subjects |
| 2. To equip with varied dimensions of commerce education strands. |  |  |  |
| 3. To integrate essential interdisciplinary attributes in commerce education. |  |  |  |
### UNIT 3: Aims and Objectives of Teaching Commerce (14 Hrs + 10 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major Concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To compete with constructs aims and objectives of teaching commerce</td>
<td>• Aims of Teaching Commerce&lt;br&gt;• General objectives of teaching commerce&lt;br&gt;• Bloom’s taxonomy of Instructional objectives (Revised)&lt;br&gt;• Objectives – NCERT&lt;br&gt;• Curricular objectives and Principles of framing curricular objectives.</td>
<td>General discussion&lt;br&gt;Analytical study&lt;br&gt;Group investigation&lt;br&gt;Focus group discussion</td>
<td>• Comparative analysis - Bloom’s taxonomy of Instructional objectives traditional with Revised one</td>
</tr>
<tr>
<td>2. To endow with the significance of Taxonomy of instructional objectives in commerce education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UNIT 4: Instructional Methods, Techniques and Strategies (20 Hrs + 7 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major Concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To analyze the unique features of different instructional methods suited for teaching commerce</td>
<td>• Methods of teaching – criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case study, Source method, Inductive and Deductive, Analytical and Synthetic method.&lt;br&gt;• Techniques of Teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.&lt;br&gt;• Instructional strategies – Co operative learning strategies, Collaborative learning strategies, Scaffolding strategies.</td>
<td>Seminar&lt;br&gt;Debate&lt;br&gt;Buzz session&lt;br&gt;Quiz session&lt;br&gt;Problem solving method&lt;br&gt;Project method</td>
<td>• Report presentation &amp; verification</td>
</tr>
<tr>
<td>2. To proficient in select most appropriate teaching methods in varied context and content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To opt and practice apposite techniques to extract process and product in commerce teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References

EDU – 05.12: PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS – COMMERCE

(Theoretical discourses- 60 Hrs + CE- 30 Hrs)

Objectives

- To understand the key aspects involved in systematic PCK analysis
- To develop skill and competencies in analyzing the content of higher secondary commerce text book
- To justify the importance and phases of instructional planning in commerce discipline
- To analyze the essential pre requisites/requirements for teaching commerce education
- To capacitate systematic planning and to develop skills in designing lesson templates
- To equip prospective teacher educands in developing teaching skills through micro teaching practices
- To conscientize the inevitable role of various instructional resources in effective instructional practices.

Contents :

Unit 1 Introduction to Pedagogical content knowledge analysis
Unit 2 Instructional Planning and Designing Lesson Templates
Unit 3 Essential Requirements for Teaching Commerce Education
Unit 4 Instructional Resources in Teaching and Learning of Commerce

Unit: 1 Nature and Scope of Pedagogical content knowledge analysis (11 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the key aspects involved in systematic PCK analysis</td>
<td>Pedagogical content knowledge analysis (PCK) -Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline. Relationship between pedagogic with content analysis Content Analysis – Procedure, facts, concepts, principles.</td>
<td>Narrative expression session Text book analysis Collaborative learning Discussion</td>
<td>Pedagogic Content Knowledge analysis presentation Brief report on higher secondary text book analysis</td>
</tr>
</tbody>
</table>
3. To develop skill in analyzing the content of higher secondary commerce text book

- process, rules, equations.
- Content analysis of higher secondary business studies and accountancy text book.

Self directed learning

### Unit: 2 Instructional Planning and Designing Lesson Templates (20 Hrs + 12 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To justify the importance and phases of instructional planning in commerce discipline</td>
<td>Instructional planning – Importance, Phases, Types - Year plan, Unit plan, Lesson plan, Resource unit</td>
<td>Descriptive method</td>
<td>Discussion lessons (5 Nos)</td>
</tr>
<tr>
<td>2. To capacitate systematic planning and designs lesson templates</td>
<td>Procedure for the Preparation of year plan, unit plan and lesson plan</td>
<td>Group discussion</td>
<td>Video observation (2 Nos)</td>
</tr>
<tr>
<td>3. To develop skills in preparing lesson plan</td>
<td>Designing Lesson Templates – Business Studies and Accountancy.</td>
<td>Demonstration method</td>
<td>Script for video lesson (1 No)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Co-operative learning</td>
<td>ICT enabled lesson plan (1 No)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaningful verbal learning</td>
<td>Demonstration lessons (3 Nos)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criticism lessons (5 Nos)</td>
</tr>
</tbody>
</table>

### Unit: 3 Essential Requirements of Teaching Commerce Education (16 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To equip prospective teacher educands in developing teaching skills through micro teaching practices</td>
<td>Essential requirements – Teaching Competencies and Skills.</td>
<td>Experiential learning</td>
<td>Micro teaching lesson notes/plans (Ten skills/1 skill per student)</td>
</tr>
<tr>
<td></td>
<td>Micro teaching - Meaning, Phases, steps.</td>
<td>Demonstration</td>
<td>Performance in skill presentation</td>
</tr>
<tr>
<td></td>
<td>Micro teaching – Lesson templates, Practice</td>
<td>Reflective practices</td>
<td></td>
</tr>
</tbody>
</table>

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2. To generate skill orientation among prospective teacher educands through practical experiences and assessment mechanisms.

- Skills in using ICT
- Link practice.

General discussion
Demonstration method
Analysis of video records

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### Unit: 4 Instructional Resources in Teaching and Learning of Commerce (13 Hrs + 6 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>

### References
- Cooper, James M(1990) Classroom teaching skills.US: DC Health & Co
- Higher secondary business studies and accountancy text book (Plus 1 & Plus 2). SCERT, KERALA
• Teacher’s handbook of business studies and accountancy text book (Plus 1 & Plus 2). SCERT, KERALA
• http://religionmanuals.tpub.com/14229/css/14229_322.htm
• http://www.scribd.com/doc/24590843/Micro-Teaching-Skills
• http://answers.yahoo.com/question/
• http://en.wikipedia.org/wiki/Wiki
• http://www.ierg.net/lessonplans/unit_plans.php
• http://www.csun.edu/science/ref/pedagogy/pck/
• http://en.wikipedia.org/wiki/Technological_Pedagogical
EDU - 04.13 : THEORETICAL BASE OF HOME SCIENCE EDUCATION

(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
- To make the prospective teachers understand the scope and nature of Home Science teaching at different levels of learning
- To get acquainted with the aims and objectives of teaching and learning Home Science
- To acquire the fundamentals of theory and practice of principles and procedures of teaching and learning of Home Science
- To develop an understanding of different methods, strategies and techniques possible in teaching and learning of Home Science

Contents:
- Unit 1: General Introduction to Teaching and learning
- Unit 2: Home Science – A conceptual Analysis
- Unit 3: Aims and Objectives of Teaching Home Science
- Unit 4: Methods and Strategies for Teaching Home science

Unit I: General Introduction to Teaching and Learning (10+5=15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To acquaint student teachers with the process of teaching learning in the changing scenario</td>
<td>Classroom as an organization-Teacher and Learner, Definitions of learning from different point of view (behaviouristic, cognitive and constructivist), Interdependence of Teaching-Learning process. Changing concept of classroom environment- classroom climate- An introduction to conducive, learner friendly, inclusive, Virtual learning environment (VLE) and Classroom without walls</td>
<td>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups PBL Video streaming</td>
<td>• Performance Assessment in group discussion • Tests • Peer evaluation</td>
</tr>
<tr>
<td>2. To familiarize with the maxims of teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To understand the concept of learning given by behaviourists, cognitivists and constructivists</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. To familiarize with the changing classroom environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. To develop understanding in Continuing Professional Development
6. To acquaint with the qualities, duties and responsibilities of science teacher
7. To understand the changing roles of teacher in the present scenario

(CWW).

- Teacher as a professional- Teacher qualities, competencies and responsibilities. Role of Teacher as manager, leader, knowledge worker, guide, supervisor, mentor, scaffold, social engineer, reflective practitioner in teaching-learning process.
- Maxims of teaching.
- Continuing professional development (CPD)-conceptual Analysis.

Unit 2: Home Science – A conceptual Analysis (10+5=15 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To comprehend the nature and scope of Home Science</td>
<td><strong>Nature of Home science</strong>- Home Science- Science as well as art, Areas of Home science</td>
<td>Group discussion, Seminar</td>
<td>Document analysis</td>
</tr>
<tr>
<td>2. To identify concepts in Home Science related to science and art</td>
<td><strong>Significance of Home Science education in school curriculum.</strong></td>
<td>Workshop, symposium</td>
<td>Online assessment</td>
</tr>
<tr>
<td>3. To familiarize the development of science in India</td>
<td><strong>Development of science education in India.</strong> An introduction to National Scientific Policy Resolution of 1958, Indian Parliamentary and Scientific Committee &amp; Role of NCERT in science education.</td>
<td></td>
<td>Quiz programme</td>
</tr>
<tr>
<td>4. To familiarize the related branches of Home science</td>
<td><strong>Related Branches of Home science- Physiology, Microbiology, Biochemistry, Information Technology.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 3: Aims and Objectives of Teaching Home Science (25+4=29 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To acquaint with the aims and objectives of teaching Home science             | • Broad aims of teaching Home science to fulfill the national goals of education with special reference to  
• Population control  
• Increase in food production  
• Eradication of diseases  
• Better nutrition  
• Conservation of natural resources  
• Scientific attitude  
• Objective based instruction- Instructional objectives, Specific objectives, learning experience, Evaluation  
• Taxonomy:  
  • Bloom's Taxonomy, 1956.  
  • Revised Bloom's Taxonomy (Anderson and Krawthwohl), 1990.  
  • Mc Cormack and Yager Taxonomy of Science Education, 1989  
  • Technology Integrated Taxonomy- Aims and Objectives of teaching Home science with respect to NCF(2005), KCF(2007) | Meaningful verbal expression  
Narrative expression sessions in small or medium groups  
Lecture cum discussion  
-Digital presentation  
Blog searching  
Reflective practices  
Assignment | • Questioning  
• Participation in group discussions  
• Participant observation  
• Tests  
• Blog posting |
# Unit 4: Methods and Strategies for Home Science Teaching (25+6=31 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand methods, strategies and techniques of teaching Home Science     | • An introduction - Meaning and Definition of Strategies, Methods, Techniques and Approaches  
• Teacher initiated methods- Lecture method and Lecture demonstration method.  
• Learner initiated methods- Laboratory method, assignment method, Project method, Inductive method, Problem Solving method, Supervised Study  
• Approaches- Inductive, Deductive, Constructivist, Modular, Multimedia, Interdisciplinary approaches  
• Techniques- Debate, Seminar, Symposium, Discussion, Discussion 66, Buzz session, Brain storming, Simulation, Role play, Field trip, Panel discussion, Colloquium.  
• Self instruction strategies- programmed instruction- CAI, CMI  
• Cooperative /collaborative strategies of learning for less able, able and more able (Differential Teaching) | Meaningful verbal expression  
Group discussion  
Peer instruction  
Brain storming  
Debate  
Symposium  
Small group projects  
Explicit teaching | • Analysis in group discussion.  
• Participant observation.  
• MCQ based discussion.  
• Project evaluation |
| 2. To distinguish between teacher initiated and learner initiated methods         |                                                                                                                                                                                                            |                                                                                        |                                |
| 3. To identify and comprehend the different strategies, methods and approaches and techniques in teaching Home Science |                                                                                                                                                                                                            |                                                                                        |                                |
Reference

- Sharma, R.C. Modern Science Teaching, Dhanpat Rai and Sons, Delhi.
- Anderson, W. Lorin., and Krathwohl, David. R., A Revision of Bloom’s Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives Complete (Edn.)

Internet References

- http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
- http://books.google.com/books/about/Modern_Methods_and_Mater...
- http://www.amazon.com/Teaching-Secondary-School-Science-Stra...
EDU- 05. 13 : PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS - HOME SCIENCE

(Theoretical discourses - 60 hrs, CE - 30 hrs, )

Objectives:
• To develop practical field based skill and experience in resource development and learning experience designing while transacting the Home Science curriculum
• To comprehend the dimensions of pedagogic analysis
• To analyze the Higher Secondary / Vocational Higher Secondary School Home Science Syllabus based on pedagogical Content Knowledge.
• To identify and develop teaching skills specially required for teaching Home Science
• To understand and prepare teaching manuals based on different instructional strategies.
• To prepare and use suitable learning aids for Home Science teaching.
• To enrich the capabilities of prospective Home Science teachers during and after the pre service education

Contents:
○ Unit 1: Introduction to Pedagogic Content Knowledge
○ Unit 2: Instructional Planning for teaching Home science
○ Unit 3: Essential Requirements of Teaching Home Science
○ Unit 4: Resources in Teaching and Learning of Home Science

Unit 1: Introduction to Pedagogic Content Knowledge (14+7=21 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To understand pedagogic content knowledge (PCK) and find its scope in teaching and learning | • Pedagogic Content Knowledge (PCK)- Meaning and Scope.  
• Content analysis- Meaning, Purpose and steps.  
• PCK Analysis - Content Analysis, Learning outcomes, Pre requisites, Inputs that enrich | Meaningful verbal expression  
Group discussion  
Document writing | • Analysis in group discussion  
• Report on Higher Secondary / Vocational Higher Secondary text book analysis  
• Peer evaluation |
3. To apply the principles of pedagogic analysis.

<table>
<thead>
<tr>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning- Need and Importance. Different types of planning- Purposes and steps-Year Plan, Unit Plan, Resource Unit, Lesson Plan- Herbartian steps Behaviourist and Constructivist formats</td>
<td>Meaningful verbal expression Group discussion Explicit teaching seminar co-operative learning</td>
<td>Performance assessment in group discussion Assessment of optional notebook entries Discussion lesson template preparation (5) Observation and analysis of video of sample classes (2) Demonstration lessons (3) Blog creation</td>
</tr>
</tbody>
</table>
## Unit 3: Essential Requirements of Teaching Home Science (18+10=28 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify competencies required for a teacher to be professional.</td>
<td>Teacher Competencies-Subject competencies, Pedagogical competencies, Technological competencies.</td>
<td>Meaningful verbal expression</td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td>2. To develop understanding of various teaching skills</td>
<td>Teaching skills- definition, core teaching skills, components of teaching skills</td>
<td>Group discussion</td>
<td>Lesson segment preparation</td>
</tr>
<tr>
<td>3. To understand microteaching and its relevance in the development of teaching skills</td>
<td>Microteaching - Definitions and meaning, objectives, principles, steps, microteaching cycle</td>
<td>Document analysis and Peer evaluation</td>
<td>Observation schedule designing</td>
</tr>
<tr>
<td>4. To design, practice and document micro lessons in Home Science</td>
<td>Development of selected teaching skills- Set induction, Reinforcement, Explaining, Illustrating with examples, Probing questions, Using chalk board, Stimulus variation, Using audio-visual aids, discussion, promoting pupil participation, Classroom management.</td>
<td>Document analysis Video observation</td>
<td>Think, Pair and Share sessions</td>
</tr>
<tr>
<td></td>
<td>Link Practice</td>
<td>Reflective practices</td>
<td>Recording and evaluation of Micro Teaching Lessons (10 skills / one skill per student)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Criticism lessons (5)</td>
</tr>
</tbody>
</table>

## Unit 4: Resources in Teaching and Learning of Home Science (12+7=19 hours)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the importance of learning aids and improvised aids in learning Home Science</td>
<td>Design and development of Learning aids and improvised aids for effective learning, significance of audio-visual aids in teaching learning of home science.</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>Participant observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Analysis in group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Material Development Circles</td>
</tr>
</tbody>
</table>
2. To acquire hands-on experience in designing and developing suitable learning aids for classroom instruction
3. To develop understanding in resource mapping

<table>
<thead>
<tr>
<th>Text book- Qualities, how to evaluate a good text book in Home Science</th>
<th>Document analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Mapping</td>
<td>Drill and Practice</td>
</tr>
<tr>
<td>Lab sessions</td>
<td>Practicals</td>
</tr>
</tbody>
</table>

Involvement in subject association activity

**Reference**


**Internet References**

- http://instedd.org/technologies/resource-map/
- http://archive.org/stream/modernmethodsand029422mbp/modernmethodsand029422mbp_djvu.txt
- http://books.google.com/books/about/Modern_Methods_and_Mater
EDU – 101.2 : Yoga, Health and Physical Education
(2 credits – 60 hours & 50 marks)

Objectives

- To get acquainted with the meaning, aims and objectives of Physical Education
- To understand the concept of Physical fitness and chalk out physical fitness workout plans
- To get acquainted with type of exercises and understand the health benefits of physical exercises
- To get acquaint with the Yoga techniques (Pranayamas)
- To understand the Holistic and curative aspects of yoga
- To practice of Yoga & recreational activities

Contents

- Unit - 1  Physical Education-def, meaning, aims and objectives
- Unit - 2  Physical Fitness – definition, components, activities
- Unit - 3  Types of Exercises – Health benefits, effect on physiological systems
- Unit- 4  Concept, principles and practice of Yoga.

Unit – 1: Physical Education-def, meaning, aims and objectives

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To get acquainted with the meaning, aim and objectives of Physical Education | • Physical Education – 8 hours  
• Definition  
• Meaning, need and importance  
• Aims and objectives  
• Dimensions  
• General health of Students | Verbal Expression | 1. Written test |
### Unit – 2: Physical Fitness – definition, components, activities

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarize the physical fitness components and the modes of developing them. | - **Physical Fitness – 12 hours**  
- Definition  
- Components of Physical Fitness  
- Health related Physical Fitness  
- Activities for developing Physical Fitness components  
- Practice | Theoretical orientation  
Fitness centre work out sessions  
Group activity | - Projects  
- (work out plans)  
- Performance analysis |

### Unit – 3: Types of Exercises – Health benefits, effect on physiological systems

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.  
2. To have a practical knowledge on physical workout plans | - **Types of Exercises – 15 hours**  
- Aerobic and Anaerobic Exercises  
- Isotonic, Isometric and Isokinetic Exercises  
- Health benefits of Physical Exercises  
- Effect of exercise on Circulatory, Respiratory and Muscular Systems  
- Practice of exercises | Theoretical orientation  
Fitness centre work out sessions  
Group activity | - Assignments  
- Group projects |
## Unit- 4 : Concept, principles and practice of Yoga.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To get acquaint with the concept and techniques of Yoga (Pranayamas).</td>
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<tr>
<td>2.</td>
<td>Holistic and curative aspects of Yoga.</td>
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<td>3.</td>
<td>Practice of Yoga</td>
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<tr>
<td></td>
<td>• Yoga – 25 hours</td>
<td>Theoretical presentation</td>
<td>• Group assessment</td>
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<tr>
<td></td>
<td>- Meaning, Concept, history, need and importance of yoga.</td>
<td>Demonstration</td>
<td>• Participation</td>
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<tr>
<td></td>
<td>• -Principles of Yoga</td>
<td>Group activity</td>
<td>• Practicing yoga</td>
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<tr>
<td></td>
<td>• -Elements of Yoga</td>
<td>Partner practice forms.</td>
<td>• Demonstration</td>
</tr>
<tr>
<td></td>
<td>• -Holistic and curative aspects of Yoga</td>
<td></td>
<td>• Partner assessment</td>
</tr>
<tr>
<td></td>
<td>- Science of Yoga - Yoga and memory</td>
<td></td>
<td>• Individual assessment</td>
</tr>
<tr>
<td></td>
<td>• -Components that improve memory ;</td>
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<tr>
<td></td>
<td>Asanas, Pranayama, Meditation.</td>
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<tr>
<td></td>
<td>• -Pranayama (breathing techniques)</td>
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<tr>
<td></td>
<td>• -Relaxation techniques : Asanas(steps to follow and benefits).</td>
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<td></td>
<td>-practice of yoga.</td>
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<tr>
<td></td>
<td>• Padmasana</td>
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<tr>
<td></td>
<td>• Siddhasana</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Vajrasana</td>
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<td></td>
<td>• Dhanurasana</td>
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<td></td>
<td>• Bhujangasana</td>
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<td></td>
<td>• Halasana</td>
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<td></td>
<td>• Shalbhasana</td>
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<td></td>
<td>• Yogamudra</td>
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<td></td>
<td>• Naukasan</td>
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</tbody>
</table>

### Guidelines for Practical Work

<table>
<thead>
<tr>
<th>Task</th>
<th>Marks</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a personal health chart</td>
<td>- 5</td>
<td>Physical Education Record</td>
</tr>
<tr>
<td>Practice of Yoga</td>
<td>- 10</td>
<td>Internal written examination</td>
</tr>
<tr>
<td>Initiative, effort and participation in games</td>
<td>- 10</td>
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</tr>
</tbody>
</table>
EDU – 101.3 : ART AND AESTHETICS EDUCATION.
( Credit – 1, carries 25 marks/30 hours )

Contents:

Introduction to Art and Culture.
• Importance of art and art forms in Educational context.
• The need of aesthetic sense for teacher and learner

Fine arts.
• Knowledge and familiarization of Visual arts-painting, drawing, pencil drawing, charcoal and crayon.

Art and culture.
• Cultural depiction in Monuments of India and Kerala, ritual arts, Folk arts, Regional arts forms in Kerala.

Practicals:
• Making of geometrical shapes, greeting cards, fabric painting, glass painting, models, charts etc – 5 nos. (10 marks)
• Visit to any monument of cultural importance (local) and prepare a report (not exceeding 10 pages) on its artistic and cultural relevance (5 marks)
• Write up on any one art form or culture of India/Kerala -presentation not exceeding 15 pages. (10 marks)