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

Perspectives in Education/Core Subjects:

EDU - 11 : Developmental Perspectives of Education.
EDU - 12 : Learner in the Educational Perspective.

Curriculum and Pedagogic courses/Optional subjects:

EDU - 11: Developmental Perspectives in Education.
(Educational Management, Environmental Education, Health Education and Entrepreneurship Education)

(Theoretical discourse 60 and CE - 30 hrs)

Objectives:

- To develop an understanding of the concept of Management and Educational management.
- To discuss the contribution which management theory can make to understanding management practices.
- To explain the meaning of the terms: management and leadership in education.
- To develop an understanding of how to apply knowledge, skills and attitudes in educational management to enable more effective resource planning, organization and co-ordination of school programmes and activities, and directing, controlling and evaluating of the teaching and learning processes in school.
- To familiarize with the Total Quality Management in Education.
- To develop entrepreneur interests and skills in students enabling them to explore career prospects.
- To develop an understanding of Environmental Education.
- To create an awareness of environmental movements, laws and rights and to practice eco friendly life style.
- To sensitize towards disaster management.
- To sensitize towards the concept of sustainable development.
- To develop knowledge of the fundamentals of Health, Health Education and Physical fitness.
- To Guide the next generation to live with social commitment and obligations.

Contents:

A. Educational management and Entrepreneur education
   Unit 1: Introduction to Educational management (10 hrs)
   Unit 2: Aspects of school management (15 hrs)

B. Environmental and Health Education
   Unit 3: Environmental awareness and importance of Environmental Education (14 hrs)
   Unit 4: Disaster management (6 hrs)
   Unit 5: Health Education (15 hrs)
## Unit 1: Introduction to Educational Management (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 familiarize with the concept, meaning and characteristics of management.</td>
<td>• Concept, Meaning and Characteristics of Management.</td>
<td>Verbal discourse</td>
<td>• Reflection</td>
</tr>
<tr>
<td>2. To enable the student teacher to understand the functions of management</td>
<td>• Functions of Management.</td>
<td>Group discussion</td>
<td>• Oral questions</td>
</tr>
<tr>
<td>3. To familiarize with modern theories of management</td>
<td>• Theories of Management (Taylor’s Theory, Fayol’s Theory and Peter Drucker’s Theory)</td>
<td>Narrative expression in small groups</td>
<td>• Role performance assessment</td>
</tr>
<tr>
<td>4. To acquaint with concept, principles, importance and components of educational</td>
<td>• Concept, Scope, Principles and Importance of Educational Management</td>
<td>Brain storming</td>
<td>• Quizzes</td>
</tr>
<tr>
<td>management</td>
<td>• Components of management of Educational system.</td>
<td>Collaborative interaction on Meaningful verbal Learning</td>
<td>• Observation of involvement in interaction</td>
</tr>
<tr>
<td>5. To enable the student to understand the structure of management at different</td>
<td>• Structure of Educational management in Kerala at Central, State and Local level</td>
<td>Verbal interaction</td>
<td>• Journal writing</td>
</tr>
<tr>
<td>levels</td>
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</tr>
</tbody>
</table>

## Unit 2: Aspects of School Management (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 know about the importance and concept of institutional planning and make</td>
<td>• Institutional Planning - Concept, Importance, Steps and role of HM in institutional planning.</td>
<td>School visit and Collaborative discussion</td>
<td>• Report writing</td>
</tr>
<tr>
<td>the students realise the</td>
<td></td>
<td></td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Performance assessment</td>
</tr>
<tr>
<td>Role of HM in the planning</td>
<td>Resource Management</td>
<td>Practical experience</td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>To acquaint with various resource management at school</td>
<td>Time Management - concept of time management.</td>
<td>Active class room learning</td>
<td></td>
</tr>
<tr>
<td>To familiarize with importance and types of time table and understand the principles of framing it.</td>
<td>Timetable - Importance, Principles of framing Time Table and Types of Time Table</td>
<td>During school induction and practice teaching</td>
<td></td>
</tr>
<tr>
<td>To develop the skill in organizing a school plant and maintaining the school records and registers</td>
<td>Material Resource Management</td>
<td>Discussion in small groups</td>
<td></td>
</tr>
<tr>
<td>To develop a clear perception about the human resources and their duties.</td>
<td>Organization of School Plant - school site, building, infrastructure</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td>To understand the concept of leadership and various styles of leadership.</td>
<td>School records and registers - Types and maintenance.</td>
<td>Seminar and discussion</td>
<td></td>
</tr>
<tr>
<td>To get a clear idea about the roles and responsibilities of the head of the institution</td>
<td><strong>Human Resource Management</strong></td>
<td>Reflective practices</td>
<td></td>
</tr>
<tr>
<td>To gain an overview on the roles of teacher as learning facilitator and classroom manager</td>
<td><strong>Headmaster</strong> - Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership.</td>
<td>Visit to institutions</td>
<td></td>
</tr>
<tr>
<td>To explore the importance of entrepreneurship education its phases and the major entrepreneurship skills that can be developed in a learner</td>
<td><strong>Teacher</strong> - Qualities and Roles of Teacher as learning facilitator and classroom manager - planning and providing learner friendly learning experiences and innovative learning strategies, meeting the needs of heterogeneous learners.</td>
<td>Interactive session</td>
<td></td>
</tr>
<tr>
<td>To reinforce entrepreneurial education for teacher trainers</td>
<td><strong>Learner</strong> - Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>To explore the avenues as</td>
<td>Phases of entrepreneurship - sensitizing, training, qualification and coaching.</td>
<td>Role play</td>
<td></td>
</tr>
<tr>
<td>• Resource Management</td>
<td>Entrepreneurial skills - Goal setting, Planning, Creative thinking, Research, Decision</td>
<td>Workshops</td>
<td></td>
</tr>
<tr>
<td>• Time Management - concept of time management.</td>
<td></td>
<td>Project method</td>
<td></td>
</tr>
<tr>
<td>• Timetable - Importance, Principles of framing Time Table and Types of Time Table</td>
<td></td>
<td>Participant observation</td>
<td></td>
</tr>
<tr>
<td>• Material Resource Management</td>
<td></td>
<td>Student led enquiry and discovery</td>
<td></td>
</tr>
<tr>
<td>• Organization of School Plant - school site, building, infrastructure</td>
<td></td>
<td>Active learner centered learning activities</td>
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<tr>
<td>• School records and registers - Types and maintenance.</td>
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<tr>
<td><strong>Human Resource Management</strong></td>
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<td></td>
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</tr>
<tr>
<td>• Headmaster - Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership.</td>
<td></td>
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</tr>
<tr>
<td>• Teacher - Qualities and Roles of Teacher as learning facilitator and classroom manager - planning and providing learner friendly learning experiences and innovative learning strategies, meeting the needs of heterogeneous learners.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Learner - Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Phases of entrepreneurship - sensitizing, training, qualification and coaching.</td>
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<tr>
<td>• Entrepreneurial skills - Goal setting, Planning, Creative thinking, Research, Decision</td>
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<tr>
<td>• Time Management - concept of time management.</td>
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<tr>
<td>• Timetable - Importance, Principles of framing Time Table and Types of Time Table</td>
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</tr>
<tr>
<td>• Material Resource Management</td>
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<tr>
<td>• Organization of School Plant - school site, building, infrastructure</td>
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<tr>
<td>• School records and registers - Types and maintenance.</td>
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</tr>
</tbody>
</table>

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| 12. | To acquaint with various academic supports in school management activities |
| 13. | To familiarize the importance of PTA, Staff Council and Student Council |
| 14. | To realize the importance of co-curricular activities in the personality development of a learner |
| 15. | To develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development |
| 16. | To get a clear idea about Total Quality Management and Quality Indicators |

- **Entrepreneurs in educational field**
  - Evolving career prospects of teachers-
  - Content writers, e-content developers, content editors, translators, educational software developers, publishers, career counselors, education journalists, start up initiatives etc.

- **Academic support systems**
  - Library (school information system), Laboratory, Museum.
  - PTA, Staff Council, student council- organizational structure and functions
  - Co-scholastic activities- organizing co-curricular activities, Morning Assembly, various clubs: science, mathematics and literary club, Sports and Games, Celebrations of days of national importance, Field trips.
  - Professional growth of teachers- need, programmes, and organizations
  - Total Quality Management- Concept and importance, Quality Indicators, SWOC analysis-concepts and steps
  - Library reference and observation
  - Collaborative discussion
  - Projects
  - Seminar
  - Participant observation
  - Participation in school activities
  - Involvement in activities
  - Small group discussion
  - Brainstorming
  - Institutional visit
  - Participation in school activities

| 17. | Library reference and observation |
| 18. | Collaborative discussion |
| 19. | Projects |
| 20. | Seminar |
| 21. | Participant observation |
| 22. | Participation in school activities |
| 23. | Involvement in activities |
| 24. | Small group discussion |
| 25. | Brainstorming |
| 26. | Institutional visit |
| 27. | Participation in school activities |

| 28. | Assignment evaluation |
| 29. | Evaluation of Practicum |
# Unit 3  Environmental awareness and importance of Environmental Education (14 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 understand the concept and components of environment | • Concept and components of Environment, Natural and Manmade Environment  
• Environmental resources types, Biodiversity-types and significance  
• Environmental education-concept and importance  
• Need of incorporating EE at various levels- Primary, Secondary and Tertiary level  
• Objectives and Principles of EE  
• Human interventions, its impact on Environment and measures of Environmental protection  
• Deforestation, Quarrying and Mining, Destruction of mangroves, sacred groves and wetlands, Population Explosion, Pollution-types, causes and effects. Depletion of Biodiversity, Extinction of species-  
• Climate change, water scarcity, loss of arable soil, global warming, ozone depletion, greenhouse effect.  
• Waste management, wildlife and forest conservation, water conservation, green culture, alternative sources of energy, organic farming, vermi composting. | Observation  
Video Presentation  
Hands on experience  
Field study  
Project method  
Group tasks  
Small group discussion  
Field trip and observation  
Project method  
Workshops  
Poster presentation  
Action research  
Individual and group projects  
Problem bases | • Report writing  
• Work book analysis  
• Project analysis  
• Participation of students  
• Assignments  
• Diary writing  
• Practicum  
• Performance based assessment  
• Role assessment  
• Analysis of problem solving  
• Assessment of innovative ideas  
• Class Test  
• Individual assessment |
12. To gain knowledge about the various environmental laws and rights
13. To familiarise with the constitutional provisions regarding the environmental protection
14. To apply the environmental laws and principles when need arises
15. To familiarise with the international efforts on environmental protection

### Development - Concept and Significance (6 hrs)

- Sustainable practices and role of students.
- Role of Governmental agencies and NGOs in environmental protection.

### Unit 4 Disaster Management (6 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 familiarise the concept of disaster management | • Meaning and concept of disaster management  
• Phases of disaster management – Steps and brief description only  
• Prevention and preparedness for Flood, Landslide, Fire and Earthquake | Small group discussion  
Action plan preparation  
Expert talk  
Role play  
Power point | • Participation in discussion  
• Role assessment  
• Documentation analysis |
# Unit 5 Health Education (15 hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness. | • Health & Health Education  
• Meaning, importance and factors affecting Health  
• Significance, scope, aims and objectives of Health Education | Meaningful verbal presentation                                                    | Test                              |
| 2. Develop right attitudes and habits for a healthy living in personal and community life. | • Hygiene & Health Hazards  
• Personal and Community Hygiene  
• Smoking, Alcoholism and Abuse of drugs | Dramatization  
Presentations in small/medium groups | Evaluation of daily reflective behavior  
Test                                                                                   |
| 3. Guiding the next generation to live with social commitment and obligations.    | • Understanding Nutrition  
• - Macro and Micro Nutrients  
• Carbohydrates, Protein, Fat,  
• Vitamins (Fat soluble and water soluble), Minerals, Water & Fibre  
• Balanced diet  
• Vitamin deficiency diseases  
• Malnutrition  
• Diseases - Lifestyle diseases and its management (Obesity, Hypertension, Diabetes and Osteoporosis) | Narrative expressions  
Group activity  
Personal profiles  
Verbal orientation  
Demonstration  
Group activity  
Verbal presentation  
Preparation of database | Debating and discussions  
Test  
Survey reports  
Group presentation  
Posture assessment Grid                                                                 |
| 4. To impart knowledge regarding food and nutrition, first aid and the importance of posture. |                                                                                   |                                                                                        |                                   |
| 5. Develop awareness about various lifestyle diseases and their prevention.        |                                                                                   |                                                                                        |                                   |
| • Common communicable diseases – Symptoms, causes and prevention |
| • First Aid |
| • Definition |
| • Aims and Principles |
| • Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc. |
| • Posture |
| • Congenital and acquired postural deformities |
| • Remedial measures for acquired postural problems |

### References

- APH Publishing Corporation.
• Mohanty, Jagannath (2005), School Management, New Delhi: Deep and Deep Publications.
• Sharma B.L & Maheswari, B.K (2008) Education for Environmental and Human Value
• Siddhu, Kulbir Singh (2011) School Organisation and Administration, Mumbai: Sterling Press.
EDU – 12 : Learner in the Educational Perspective.

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

Objectives: To enable the student teacher:

• To integrate the values among learners
• To synthesis the role of learning for meaningful existence
• To understand rights and duties of an Indian citizen
• To develop an attitude to eliminate gender bias in educational institutions and society
• To develop strategies to empower girl students
• To familiarise the life skills among the learners
• To practice and enhance the mental and physical strength among students
• To acquaint with the guidance and counselling procedures
• To educate the trends and practices of classroom management.
• To equip student teachers professionally competent for inclusive classrooms.
• To analyze human behaviour and communication through Transactional Analysis

Contents :
UNIT I: LEARNER AND MEANINGFUL EXISTENCE
UNIT II: GENDER, SCHOOL AND SOCIETY
UNIT III: DEVELOPING AN INTEGRATED LEARNER
UNIT IV INTEGRATING PROFESSIONAL COMPETENCY FOR INCLUSIVE CLASSROOM
## UNIT I: LEARNER AND MEANINGFUL EXISTENCE  20hours (15T+5P)

<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 inculcate values in the changing social scenario</td>
<td>• Four pillars of education suggested by UNESCO</td>
<td>Lecture discussion</td>
<td>• Response analysis</td>
</tr>
<tr>
<td>2. To integrate learner with learning in a holistic manner</td>
<td>• Citizenship Training- Duties and Rights of Indian Citizens</td>
<td>Silent sittingvisual experiences</td>
<td>• Extension activity with a motive of Value inculcation and</td>
</tr>
<tr>
<td>3. To understand Duties and Rights of Indian Citizens</td>
<td>• Peaceful coexistence and need for peace education</td>
<td>Anecdotes</td>
<td>Performance based assessment</td>
</tr>
<tr>
<td></td>
<td>• Prohibition of child Labour</td>
<td>The Stage Specific Focus</td>
<td>• Unit Test</td>
</tr>
<tr>
<td></td>
<td>• Value integration- Concept of Purusharthas-Human Values- Social Values-biological values- Aesthetic values- National values-values laid down in Indian constitution-Universal values- Strategies for inculcating values</td>
<td>Group activities</td>
<td></td>
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<td></td>
<td></td>
<td>Organised discussion and reflective exercises</td>
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<td></td>
<td></td>
<td>Workshop</td>
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<td></td>
<td></td>
<td>Debates</td>
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<td></td>
<td></td>
<td>Role plays, Stories</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symposium</td>
<td></td>
</tr>
</tbody>
</table>

### References
- Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003
- by Tony Grundy(Author), Laura Brown(Author)

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### UNIT II: GENDER, SCHOOL AND SOCIETY (25Hrs 15 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 analyse the historical perspectives of gender bias | - Gender bias in India- Historical and Socio-cultural perspectives and gender specific roles- Gender equity and significant role of women during Dravidian and Vedic culture  
- Situations of gender differences – Educational, Social, Political, Economical,  
- Gender bias in educational institutions- in the development of curriculum and textbooks- in the management of the school Strategies for addressing gender issues in education  
- Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity- policy and management- women's action groups  
- Gandhian views on women empowerment- A synthesis of pragmatism and idealism | Lecture discussion  
Workshop  
Debates  
Symposium  
Multimedia presentation | - Response analysis  
- Extension activity with a motive of Value inculcation. |

### References
- Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication
- http://www.isical.ac.in/~wemp/Papers/PaperItismitaMohanty.pdf
## UNIT III: DEVELOPING AN INTEGRATED LEARNER

### Learning Outcome

| 1. | To familiarise the life skills among the learners |
| 2. | To practice and enhance the mental and physical strength among students |
| 3. | To acquaint with the guidance and counselling procedures |
| 4. | To nurture mental health and mental hygiene among learners |
| 5. | To promote healthy behaviour and healthy relations |

### Major concepts

|  | Life skill education - Meaning and scope of Life skill education -WHO classification of life skills - Strategies for applying life skills for capacity development Guidance and counselling - Meaning, scope, types, procedure and, organisation of guidance cell - Application in inclusive classrooms. Counselling - meaning and nature of Counselling skills - adolescent issues and their management-Sexual harassment, Substance abuse - Impact of media/ Internet/mobile - Depression and suicide- causes and remedies. Counselling skills and procedure Mental Health and Hygiene - Characteristics, Role of Home and School |

### Strategies & Approaches

- Lectures
- Interview
- Puppetry
- Life skill Camps
- Prepare activities based on life skills
- Prepare sample script for role play
- Develop an activities to foster life skills in the classroom
- Design of Strategies for promoting emotional stability
- Conduct mock counselling sessions

### Assessment

- Field visit
- Role Play
- Practical work
- Assignments
- Seminar presentation
- Test paper
- Performance based assessment

### References

- IGNOU (2011) Life Skill development, SOE. New Delhi, IGNOU.

**UNIT IV: INTEGRATING PROFESSIONAL COMPETENCY FOR INCLUSIVE CLASSROOMS  25 hours(15T+10P)**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To familiarise the trends and practices of classroom management. | • Classroom management –trends, practices and strategies, Behaviour management  
• Group Dynamics- Sociometry and types of leadership  
• Forces operating within a group in social interaction  
• Transactional Analysis –Ego states, Egogram- significance in education  
• Professional competency for inclusive classroom by incorporating the above aspects | Open meeting of Parents  
Construction of sociometry in a group  
Interviews  
Group discussion  
Prepare activities based on Leadership skills  
Self evaluation by Egogram | • Field visit  
• Role Play  
• Practical work  
• Assignments  
• Seminar presentation  
• Test paper  
• Performance based assessment |
| 2. To practice and enhance the behavior management strategies. | | | |
| 3. To acquaint with the behavioural changes occur within a social group or between social groups. | | | |
| 4. To analyse human behaviour and communication through Transactional Analysis | | | |
| 5. To equip student teachers professionally competent. | | | |

**References**
• http://www.teachers.org.uk/node/16308
• www.transactional-analysis.org/teachers.htm
• Anuprya Chadha (2007) ‘special education” APH publication, New Delhi
• Atwater, (2010), Psychology for Living ,Adjustment,Growth and Behaviour Today : Pearson
• Dhiman, O.P(2007)”Principles & Techniques of Education” Kalpaz publication, New Delhi
• Geoff Colvin, 2012, Managing the cycle of acting out behaviour in the classroom. , Corvin Publications
• Ian stewart and Vann Joines , 1999, TA Today
• Sr Ann Maria 2011 , Kaivilakku-Group Dynamics and TA , Jeevan Books
• Teele, Sue (2000). Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.
• Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003
• Yogendra Singh.(2007). Modernisation of Indian tradition. Rawat publication. New Delhi

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- www.organisation.health
- www.psy.chbytes.
- www.unicef.org/crc/
- www.ccrinfo.org/
- www.learning and teaching.info/learning/constructivism
- www.tesindia.com/teaching-resources/
- http://www.edutopia.org/how-use-social-networking-technology
- http://www.educationalnetworking.com/
- http://www.teachers.org.uk/node/16308
(theoretical discourses – 60 & CE – 30 hours)

Objectives :
- To get familiarized with self-instructional strategies and integrated approach in teaching Malayalam
- To get acquainted with assessment strategies of Malayalam Education
- To understand and practice the concept - Material Design for Curriculum Transaction in e-platform
- To comprehend the concepts and practices related to ‘reflective practice.’

Contents :
- Modern Instructional Strategies in Malayalam Education.
- Integrated Approach in Teaching Malayalam.
- Strategies of Assessment in Malayalam Education.
- Material Design for Curriculum Transaction in e-platform.
- Teacher as a Reflective Practitioner.

Unit 1  Modern Instructional Strategies in Malayalam Education

<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 self-instructional strategies and integrated approach in teaching Malayalam</td>
<td>Workshop, Seminar, Symposia, Debates</td>
<td>Discussion on given reading materials.</td>
<td>Participation</td>
</tr>
<tr>
<td></td>
<td>Video content generation</td>
<td>Preparation of modules</td>
<td>Completeness</td>
</tr>
<tr>
<td></td>
<td>e-learning, M-learning, Virtual Learning</td>
<td>Workshop for the familiarization of CAI, CMI</td>
<td>Involvement in the workshop</td>
</tr>
<tr>
<td></td>
<td>e-tutoring, Online Courses</td>
<td></td>
<td>Comprehensiveness</td>
</tr>
<tr>
<td></td>
<td>Integrated Approach in Teaching Malayalam</td>
<td></td>
<td>CE - Test</td>
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<td>Significance</td>
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<td></td>
<td>Different types</td>
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<td></td>
<td>Interdisciplinary Approach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 2 Strategies of Assessment in Malayalam 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 get acquainted with assessment strategies of Malayalam Education | • Different Types  
• Continuous and comprehensive Evaluation-CCE  
• Evaluation criterion for different learning activities  
• Importance of Rubrics  
• Evidence based performance assessment through 'Portfolios'  
• Construction and administration of achievement test and diagnostic test  
• Significance of grading system in schools | Discussion on various assessment strategies.  
Practical sessions for creating rubrics  
Preparation of portfolios, Collection of evidences  
Practice sessions for test construction  
Debate on grading system prevailing in school education | • CE - Innovative Work  
• Participation in discussion  
• Manner of presentation  
• Preparation of rubrics |
### Unit 3  Material Design for Curriculum Transaction in e-platform

<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 and practice the concept - Material Design for Curriculum Transaction in e-platform | • Significance in language teaching  
• E-content design and development  
• Copy Writing | Discussions on the significance of Material Design for Curriculum Transaction in e-platform  
practice sessions on E-content design and development  
Assignments | • Participation of students  
• Performance of students in the practical sessionscompliance |

### Unit 4  Teacher as a Reflective Practitioner

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To comprehend the concepts and practices related to ‘reflective practice.’ | • Teacher as a professional – concept of CPD (Continuous Professional Development)  
• Feedback  
• Reflective practices  
• Video Lesson  
• Reflective Journal | Discussions on the role of teacher as a reflective Practitioner  
Preparation of video lessons  
Demonstration on the preparation of | • CE - Peer Evaluation of 10 classes  
• Participation of students  
• Performance in practical sessions  
• Practicability of the journals |
<table>
<thead>
<tr>
<th>Reference</th>
<th>Preparation of reflective journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhashapadanavum Bhodhanashastraavum</td>
<td>Dr. Sree Vrinda Nair N</td>
</tr>
<tr>
<td>Bhashapadanavum Sidhaanthangalum</td>
<td>Dr. Sree Vrinda Nair N</td>
</tr>
<tr>
<td>Divaswapna</td>
<td>Gijuhai Bhadeka</td>
</tr>
<tr>
<td>Engane Malayalattiil Blogam</td>
<td>Baburaj PM</td>
</tr>
<tr>
<td>Gadyarachana</td>
<td>Dr. C.K Chandrasekharan Nair</td>
</tr>
<tr>
<td>Gadyashilpam</td>
<td>CV Vasudeva Bhattathiri</td>
</tr>
<tr>
<td>Kerala Panineeyam</td>
<td>AR Rajaraja Varma</td>
</tr>
<tr>
<td>Kuttikale Padanathil Sahayikkam</td>
<td>PK Abdul Hammed Karassery</td>
</tr>
<tr>
<td>Malayala Bhasha Bodhanam</td>
<td>CV Vasudeva Bhattathiri</td>
</tr>
<tr>
<td>Malayala Bhashadyapanam</td>
<td>Dr. K.Sivarajan</td>
</tr>
<tr>
<td>Malayala Kavithapadhanamgal</td>
<td>K Sachidanandan</td>
</tr>
<tr>
<td>Malayala Sahithya Charithram</td>
<td>Dr. Kalipatta Blakrishnan</td>
</tr>
<tr>
<td>Malayala Sahithya Charithram</td>
<td>PK Parameswaran Nair</td>
</tr>
<tr>
<td>Malayala Sahithya Niroopanam</td>
<td>Dr. Panmana Ramachandran Nair</td>
</tr>
<tr>
<td>Malayala Sahithya Vimarshanam</td>
<td>Dr. Sukumar Azheekkode</td>
</tr>
<tr>
<td>Mathrubhashabhodhanam:</td>
<td>Allen, D &amp; Ryan, K</td>
</tr>
<tr>
<td>Mumbilulla Jeevitham</td>
<td>J Krishnamoorthi</td>
</tr>
<tr>
<td>Nalla Malayalam</td>
<td>CV Vasudeva Bhattathiri</td>
</tr>
<tr>
<td>Nammude Bhasha</td>
<td>EMS Namboothiripad</td>
</tr>
<tr>
<td>Padyapadhathisidhaantram</td>
<td>Dr. Ravisankhar S. Nair</td>
</tr>
<tr>
<td>Parivarthanonmugha Vidhyabhyasam Guru Nithyachaihanya Yathi</td>
<td></td>
</tr>
<tr>
<td>Pravanathakalum Reethikalum.</td>
<td>Bindhu, C.M</td>
</tr>
</tbody>
</table>
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://malayalamaikyavedi.blogspot.in/2015/04/blog-post_61.html
- http://bloghelpline.cyberjalakam.com/
- http://blogsahayi.blogspot.in/

EDU 0.13 : Emerging Trends and Practices in English Language Education
Objectives of the Paper:
- To familiarize with emerging trends in English language education
- Develop an awareness of strategies for assessment in English
- Explore possibilities of ICT-based material design for curriculum transaction.
- Identify ways of professionalizing Language Education in a Techno-pedagogic scenario.

Content
Unit I: Modern Instructional Strategies in English Education
Unit II: Strategies of Assessment in English Education
Unit III: Material Design for Curriculum Transaction in e-platform
Unit IV: Reflective Practices

Unit 1: Modern Instructional strategies in English education

<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 evolving instructional strategies</td>
<td>Collaborative Learning and Co-operative Learning</td>
<td>Tasks involving cooperation and collaboration</td>
<td>Completion and submission of tasks</td>
</tr>
<tr>
<td>2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning</td>
<td>Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward</td>
<td>Knowledge analysis</td>
<td>Sharing/recreating resources</td>
</tr>
<tr>
<td></td>
<td>Metacognitive strategies in language learning</td>
<td>Re-creation</td>
<td>Improvement in performance</td>
</tr>
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<td></td>
<td>Webinars</td>
<td>Textual reading and reflection</td>
<td>Compilation of knowledge garnered from Internet</td>
</tr>
<tr>
<td></td>
<td>Video conferencing</td>
<td></td>
<td>Trainee created digital aids for online teaching</td>
</tr>
<tr>
<td></td>
<td>e-learning, Blended Learning, Virtual Learning</td>
<td></td>
<td>Participation in online learning</td>
</tr>
<tr>
<td></td>
<td>e-tutoring, Massive Open Online Courses</td>
<td></td>
<td>Submission of Lesson Plans that</td>
</tr>
</tbody>
</table>
(MOOC)
- Learning on the Cloud platform
- Lesson Planning for modern instructional strategies

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teachers are introduced to assessment techniques and practices | • Self-Reflection and Peer-Evaluation  
• Continuous and Comprehensive Evaluation (CCE)  
• Common Core Standards-European Framework | Construction of test types  
Preparation of Question Paper | • Course Book content-based test construction |
Different types of tests-Purpose and mechanism  
Criteria of a good test in English  
Question forms- LOT & HOT questions  
Test types for LSRW  
Construction and administration of:- Achievement & Diagnostic Tests  
Remedial Teaching  
Formative and Summative Assessment  
ICT integrated Assessment practices; Assessment Rubrics in language testing; e-Portfolio

**Unit III: Material Design for Curriculum Transaction in e-platform**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teachers familiarizes with design and development of e-content materials | • e-content design and development  
• e-content authoring  
• e-Padasala and Brihaspathi  
• NMEICT  
• Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs) | Intro lecture-cum demonstration on Creation of e-content | • Rubrics to check e-learning materials produced         |
### Unit IV: Reflective practices

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1.               | - Teacher Performance Standards  
|                  | - Rubrics for self assessment  
|                  | - Self reflection  
|                  | - Total Quality Management for Language Teachers | Intro lecture on standards of achievement and performance  
|                  |                                               | Self assessment  
|                  |                                               | Reflects on own ability and skills  
|                  |                                               | Preparation of plan of action for improving own performance | Pre and Post test during Practice Teaching aimed at improving performance based on standards |
| 2.               | Develop ability to apply TQM strategies | | |

### References

**Books:**
- Ferlazzo, Larry and Katie Hull Sypnieski. *Assessment and reflection with ELLs-and all students.* In The ESL/ELL Teacher's Survival Guide.
- UNESCO ICT Competency Framework for Teachers.

**Journals:**

http://jolt.merlot.org/vol9no2/milligan_0613.pdf


Online references:

Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg.

Connecting Practice and Research: Metacognition Guide: http://www.edugains.ca/resourcesLIT/CoreResources/MetaGuide-June4%202009.pdf


Ghirardini, Beatrice. E-learning methodologies: A Guide for designing and developing e-learning courses. FAO:

https://www.etutoring.org/resources/resourceDocs/eTutor%27s%20Guide.pdf


Useful sites for teachers:

55 Cloud Based eLearning Authoring Tools : http://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools

The MOOC Guide: https://sites.google.com/site/themoocguide/
EDU – 13.3 : EMERGING TRENDS AND PRACTICES IN HINDI EDUCATION

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

Objectives
• To make the prospective teachers competent in understanding and applying various instructional strategies
• To get acquaint with the principles and practices of developing suitable testing mechanisms and feedback mechanisms
• To understand the diverse aspects of digital texts and e-content for transacting Hindi
• To become capable of designing and implementing online assessment tools and techniques
• To prepare the prospective teachers as reflective practitioner
• To generate a professional aspiration among prospective teachers by preparing for competitive / placement exams

CONTENTS :
Unit 1: Modern Instructional Strategies in Hindi Education
Unit 2: Strategies of Assessment in Hindi Education
Unit 3: Material Design for curriculum Transaction in E– platform
Unit 4: Teacher as a reflective practitioner

<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. Evolve modern instructional strategies</td>
<td>• Evolving instructional strategies for collaborative &amp; co-operative learning in small and medium groups, peer tutoring, innovative techniques, experiential learning, blended learning, self study, teaching thinking skills, meta cognitive strategies, Webminars, Learning on the cloud platform</td>
<td>Collaborative learning</td>
<td>• Assessment of learning process and reflections</td>
</tr>
<tr>
<td>2. Evolve and utilize appropriate instructional strategies to satisfy the needs of different categories</td>
<td></td>
<td>Co-operative learning</td>
<td>• Assessment of students’ progress</td>
</tr>
<tr>
<td>3. Equip Student teachers to address the special needs of differently</td>
<td></td>
<td>Constructivist approach of knowledge</td>
<td>• Assessment of learning materials prepared for differently abled students</td>
</tr>
<tr>
<td>abled children in Hindi language classroom</td>
<td>Evolving instructional strategies for generation comparative &amp; critical study on various methods and strategies online learning narrative expression web search adopting different strategies according to the level of students developing different strategies for differently abled students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | Instructional strategies and teaching learning materials to address the special needs of differently abled children(CSWN-Children with special needs) in the language classroom |

## Unit 2 Strategies of Assessment in Hindi Education (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>
</table>
| 1. Get acquaint with different types of evaluation and assessment techniques | - Quantitative V/S Qualitative Assessment  
- Formative and Summative Evaluation, Scheme of Grading, Continuous and | Brain storming  
Meaningful verbal | - Quiz session  
- Portfolio Assessment  
- Rubrics |
| 2. Become capable of designing and implementing various performance tests |
| 3. Familiarize with online assessment tools and techniques |
| 4. Get acquainted with the practices of feedback mechanisms |
| 5. Develop a professional aspiration for competitive / placement exams |

| Comprehensive Evaluation, different types of tests---Norm referenced test, Criterion referenced test |
| Diagnostic test, Achievement test: Design of the test/Blue Print |
| Performance test: assessment based on process indicators like listening comprehension, pronunciation, vocabulary test, reading test, handwriting assessment, creative writing, communication skill assessment |
| Online assessments, projects and their outputs |
| Techniques to reduce language errors: Language editing and summarization |
| Translation: Hindi to English, English to Hindi, Hindi to Malayalam, Malayalam to Hindi |
| Portfolio Assessment, Rubrics |
| Self reflection, Peer evaluation |
| Assessing student performance as feedback for Students progress --- Teacher’s proficiency --- Parents |
| Opportunity for self reflection---Self Evaluation, Peer Evaluation and Teacher Evaluation of classroom practices, |
| preparation and application of context based data sheets |
| Competitive exams- Basic ideas of NET, expression |
| Activities for the development of language skills, communication skills |
| Drill and Practise Projects |
| Online learning |
| Construction of test types |
| Preparation of Question Paper |

| • Self reflection |
| • Peer evaluation |
| • Preparation of achievement and diagnostic test |
| • Preparation of different types of tests |
| • Diagnostic Test & Achievement test |
### Unit 3 Material Design for Curriculum Transaction in E-Platform (12 Hrs + 8 Hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Generate curriculum transaction modes in teaching Hindi | ✓ Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode  
✓ Experience with curriculum designs: designing of student-teacher generated digital texts and e-content  
✓ Adapting free downloadable digital resources in Hindi  
✓ Use of basic tools and softwares in Hindi - Google transliteration (for Hindi typing), using Hindi online dictionaries – www.shabdkosh.com, collection of Hindi sites - http://dir.hinkhoj.com, searching Wikis for collecting materials for classroom instruction | Discussion  
Demonstration  
Self study  
Supervised study  
Self evaluation  
Observation  
Use of web-resources  
Creating Digital learning platforms | ✓ Analysis of performance  
✓ Evaluation of various curriculum designs  
✓ Assessment of e-content script in Hindi |
# Unit 4  Teacher as a reflective practitioner (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. Capacitate the concept of teacher as a reflective practitioner</td>
<td>- Teacher as a reflective practitioner – concept- ---modes and means of reflective practices in Hindi- designing and developing tools for reflection in Hindi</td>
<td>Brain storming&lt;br&gt;Self Assessment&lt;br&gt;Online learning&lt;br&gt;Group investigation&lt;br&gt;Problem solving</td>
<td>• Pre and post tests of practice teaching</td>
</tr>
<tr>
<td>2. Become competent in practicing reflective strategies in instructional process</td>
<td>- Reflective strategies – concept map, brain storming, portfolio writing, problem solving, blogs, online forums, Rubrics for self assessment, Self reflection, Total Quality Management for Language Teachers</td>
<td></td>
<td>• Online assessment&lt;br&gt;• Concept maps&lt;br&gt;• Portfolio writing&lt;br&gt;• Rubrics for self assessment</td>
</tr>
</tbody>
</table>
EDU – 13.4 : EMERGING TRENDS AND PRACTICES IN SANSKRIT EDUCATION.

[Theoretical discourses -60 hours+ CE – 30hours]

Objectives :
• To familiarize and apply vocationally with Modern Instructional strategies in Sanskrit education
• To apply suitable strategies of assessment in Sanskrit Learning
• To design the material for curriculum transaction in E-platform
• To develop CPD

CONTENTS :
• UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.
• UNIT II STRATEGIES OF ASSESSMENT IN SANSKRIT EDUCATION.
• UNIT III MATERIAL DESIGN FOR CURRICULAM TRANSACTION IN E-PLATFORM.
• UNIT IV CPD AND REFLECTIVE PRACTICES

UNIT I: MODERN INSTRUCTIONAL STRATEGIES IN SANSKRIT EDUCATION.[15HOURS+7HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
## UNIT II STRATEGIES OF ASSESSMENT IN SANSKRIT EDUCATION[14HOURS+9HOURS]

<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 apply suitable strategies of assessment in Sanskrit Learning.</td>
<td>• Self-Reflection and Peer-Evaluation. Continuous and comprehensive Evaluation[ CCE] .Different types of tests- Purpose and mechanism.  &lt;br&gt; • Criteria of a good test in Sanskrit. Question forms: - LOT and HOT question s. Test types of LSRW. Construction and  &lt;br&gt; • Administration of : Achievement and Diagnostic Tests. Remedial teaching. Formative and summative assessment.ICT Integrated Assessment Practices: Assessment Rubrics in language testing.E-Portfolio.</td>
<td>• Demonstration.  &lt;br&gt; • Lecture method.  &lt;br&gt; • Discussions.  &lt;br&gt; • Narrative expressions.  &lt;br&gt; • Meaningful verbal expressions.  &lt;br&gt; • Achievement test .  &lt;br&gt; • Diagnostic test.  &lt;br&gt; • Lecture method.  &lt;br&gt; • Peer evaluation of classes.[five]  &lt;br&gt; • Discussions.  &lt;br&gt; • School internship-phase-1-10weeks.</td>
<td>• Observation.  &lt;br&gt; • Participant observation.  &lt;br&gt; • Individual Performance.  &lt;br&gt; • Observation and analysis.  &lt;br&gt; • Discuss and construct and finally evaluate.  &lt;br&gt; • Listening.  &lt;br&gt; • Observation.  &lt;br&gt; • Participant observation.  &lt;br&gt; • Individual assessment.</td>
</tr>
</tbody>
</table>
### UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM.[18HOURS+8HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To design the material for curriculum transaction in E-platform. | • E-content design and development. E-content authoring. E-Padasala and Brihaspathi. NMEICT. Short learning Objects [SLOs] and Reusable Learning Objects [RLOs] | Meaningful verbal expressions. Peer instruction. | • Participant observation.  
• Observation. |

### UNIT IV: CPD AND REFLECTIVE PRACTICES[13HOURS+6HOURS]

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
• Participant observation.  
• Individual assessment.  
• Test -5 marks. |
EDU 13.5 EMERGING TRENDS AND PRACTICES IN ARABIC EDUCATION
(Theoretical Discourses. 60 hours. CE 30 hours)

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

- Familiarize with the practices in modern instructional strategies
- Acquaint with the modern Assessment and evaluation strategies
- Acquire the ability to develop various assessment tools and apply it
- Explore the practices of curriculum transaction by applying e platforms
- Familiarizes with the modern trends and developments in Arabic language Education
- Equip and develop interest in teaching profession

Contents
UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARBIC LANGUAG EDUCATION
UNIT II: STRATEGIES OF ASSESSMSNT IN ARABIC LANGUAGE EDUCATION
UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM
UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARBIC LANGUAG EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| I. Familiarizes with the practices in Modern instructional strategies | • Modern Strategies in language teaching & learning:  
• Collaborative Learning & Co-operative Learning  
• Workshop, Seminar, Symposia, Debate,  
• Video conferencing,  
• e-learning, Blended Learning, Virtual | Introductory Lecture Discussion Group Discussion Observation | • CE  
• Assignment  
• Seminar report  
• Class test  
• TE |
Learning,
  • e-tutoring, Discourse based teaching and learning.
  • Addressing Individual differences in teaching and learning:
  • Multiple level learning, Learning disabilities
  • Inclusive education : concept, need & importance
  • CWSN(Children With Special Needs), Strategies of Teaching CWSN

<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. Acquaints with modern Assessment and evaluation strategies</td>
<td>• Assessment / evaluation in teaching and learning :</td>
<td>Introductory Lecture Discussion</td>
<td></td>
</tr>
<tr>
<td>2. Acquire the ability to develop various assessment tools and apply it</td>
<td>• Assessment of learner achievements</td>
<td>Group Discussion Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Objectives of assessment, Tools &amp; Types; formative and summative evaluation</td>
<td>Narration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Continuous Evaluation, comprehensive evaluation, Continuous and comprehensive evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Construction and administration of achievement tests</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Diagnostic tests and Remedial teaching</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Marking and grading, Grading indicators</td>
<td>CE</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Class Test</td>
<td></td>
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<td></td>
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<td>Assignments</td>
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<td>Reports</td>
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</table>

UNITII : STRATEGIES OF ASSESSMENTS IN ARABIC LANGUAGE EDUCATION
• Assessment using ICT
• Development of online tests
• Preparation and use online tests and its application
• Student evaluation: Self evaluation, Peer evaluation
• Preparation of scoring indicators for CE and CCE
• Assessment Rubrics

UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. *Explores the* practices of curriculum transaction by applying e-platforms   | • ICT enabled Language Teaching :  
  • E-content design and development  
  • E-content authoring  
  • Online language teaching and learning  
  • Online Language learning materials:  
    language games, Online vocabulary games  
  • Online grammar games  
  • Audio-podcasting                  | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration                           | • CE  
• Reports  
• Workshop products  
• Assignment:  
• Soft copy  
• TE                                           |
### UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Equips the teacher and develop interest in teaching profession | • Teacher ; Teaching Profession:  
• Professional Traits and competencies,  
• Professional Ethics.  
• Arabic Language Teacher : His varying roles, Qualities & qualifications  
• Humanistic teacher attributes :  
• Temperance, Empathy, Academic Aristocracy, Commitment, Humor, Ethics, Reflection  
• Knowledge worker, Facilitator, Mentor, Social Engineer, & guide  
• Reflective Practitioner,  
• Teacher Development, Professional Development,  
• Continuing professional Development  
• Teacher Accountability  
• Rubrics for self assessment | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Assignment  
• Reports  
• TE |

**References:**
- Al Mawajjah Al FanniLiMudarisee al Lughal Al Arabiya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
- Thaaleem al lugha al Arabiya lighairi al nathiqueenabiha : Makthab al tharbiyya al Arabiliduwal al Khaleej
- Thuruquthadrees al lugha al Arabiyaalilmadaris al muthawassithawathanaiyya : HasanMullaUthman ; Dar alam al Kuthublithbaawannashhrwathouzeea, Riyadh, KSA
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyawathaqaqiyyat al thaaluum: Dr. Muhammed Assam Tharbay , Dar Hammurabi ilnashriwathouzeea
• Asaleeb Wa Thurqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi lilnashriwathouzeea
• Providing teachers effective strategies for using technology techtrends: Brown B&Henscheid
• IstheeratheejiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalilthibaa
• Wasaail al Ithisalwaknologiyafithaaleem :DrAbd al hafiz muhammedsalama ,Dar al Fjkar
• Al thadreeswaladad al Muallim: Dr.SAbdulrahmanqindeel Dar al Nashr al Duwali
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al ThadreesAhdafuhwusaasuhuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuuhu: DrFikriHasanRayan, Aalm al kutub , al qahira
• MadkhalIlaTharbiya al muthamayyizeenalMauhoobeen, Dar al fikarlialthibaawaNashr
• Thaqniyyath al thaaleem( Mafhoomuhawadouruhafi thahseeniamaliyyath al thaaleemwathaallum: BadarSalih
• Al tharbiyawathuruquthadreeses: SalihabdulAzeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• KaifaThulqiDarsak: Yabhasu fi usooli al tharbiyathwadadreeses, Dar al IlmlilMalayeen ,Bairut.
• Al Muwajjah al Amali li Mudarrisenee al Lughah Al Arabiya: AbidThoufeeq al Hashmi; Al Risala publishing House, Bairut
• Journal of Teacher Education, NCTE
• Open and Distance Learning-Global Challenge: TaloeseraHemalatha, New Delhi
• Computer Based Instruction; Methods & Development & Stanly R ; Prentice Hall
• Introduction to Educational Technology : Kulkarni S
(Theoretical Discourses – 60 & CE – 30 hours)

Objectives:
- To familiarize with emerging trends in Tamil language education
- Develop an awareness of strategies for assessment in Tamil
- Explore possibilities of ICT-based material design for curriculum transaction.
- Identify ways of professionalizing Language Education in a Techno-pedagogic scenario.

Contents:
Unit I: Modern Instructional Strategies in Tamil Education
Unit II: Strategies of Assessment in Tamil Education
Unit III: Material Design for Curriculum Transaction in e-platform
Unit IV: Reflective Practices

Unit 1: Modern Instructional strategies in Tamil education (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>1. Student teacher familiarizes with evolving instructional strategies</td>
<td>● Collaborative Learning and Co-operative Learning</td>
<td>Tasks involving cooperation and collaboration</td>
<td>● Completion and submission of tasks</td>
</tr>
<tr>
<td>2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning</td>
<td>● Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward</td>
<td>Knowledge analysis Re-creation</td>
<td>● Sharing/recreating resources</td>
</tr>
<tr>
<td></td>
<td>● Metacognitive strategies in language learning</td>
<td>Textual reading and reflection</td>
<td>● Improvement in performance</td>
</tr>
<tr>
<td></td>
<td>● Webinars</td>
<td></td>
<td>● Compilation of knowledge garnered from Internet</td>
</tr>
<tr>
<td></td>
<td>● Video conferencing</td>
<td></td>
<td>● Trainee created digital aids for online teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Participation in online learning</td>
</tr>
</tbody>
</table>
- e-learning, Blended Learning, Virtual Learning
- e-tutoring, Massive Open Online Courses (MOOC)
- Lesson Planning for modern instructional strategies

Online access and participation
Explores online sources
Identification/preparation and use of digital resources for online learning
Task completion
Reflection and collaboration with peers
Specimen Lesson Plan writing

- Submission of Lesson Plans that fulfils essential criteria

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Student teachers are introduced to assessment techniques and practices | - Self-Reflection and Peer-Evaluation  
- Continuous and Comprehensive Evaluation (CCE)  
- Different types of tests-Purpose and mechanism | Construction of test types  
- Preparation of Question Paper | - Course Bookcontent-based test construction |
### Unit III - Material Design for Curriculum Transaction in E-Platform (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>1. Generate curriculum transaction modes in teaching Tamil.</td>
<td>Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</td>
<td>Discussion</td>
<td>Analysis of performance</td>
</tr>
<tr>
<td>2. Familiarizes with ways of designing digital texts and e-content</td>
<td>Experience with curriculum designs-designing of student-teacher generated digital texts, and e-content</td>
<td>Demonstration</td>
<td>Evaluation of various curriculum designs</td>
</tr>
<tr>
<td>3. Develop skills in using websites, digital basic tools and softwares for modern instructional practices in Tamil.</td>
<td>Adapting free downloadable digital resources in Tamil</td>
<td>Self study</td>
<td>Assessment of e-content script in Hindi</td>
</tr>
<tr>
<td>4. Student teachers familiarizes with design and development of e-content materials</td>
<td>Use of basic tools and softwares in Tamil - Google transliteration, using Tamil online dictionaries – searching Wikis for collecting materials for classroom instruction</td>
<td>Supervised study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e-content design and development</td>
<td>Self evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e-content authoring</td>
<td>Observation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e-Padasala and Brihaspathi</td>
<td>Use of web-resources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NMEICT</td>
<td>Creating Digital learning platforms</td>
<td></td>
</tr>
</tbody>
</table>
## Unit IV: Reflective practices (20 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. Student teacher familiarizes with ways of improving performance through reflection</td>
<td>• Teacher Performance Standards&lt;br&gt;• Rubrics for self assessment&lt;br&gt;• Self reflection&lt;br&gt;• Total Quality Management for Language Teachers</td>
<td>Intro lecture on standards of achievement and performance&lt;br&gt;Self assessment&lt;br&gt;Reflects on own ability and skills&lt;br&gt;Preparation of plan of action for improving own performance</td>
<td>• Pre and Post test during Practice Teaching aimed at improving performance based on standards</td>
</tr>
</tbody>
</table>
EDU – 13.7 : EMERGING TRENDS AND PRACTICES IN MATHEMATICS EDUCATION

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

Objectives:
• To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Mathematics Education professional
• To get a field-based understanding of theories and principles of pupil assessment and evaluation
• To identify the entrepreneurial opportunities of futuristic significance associated with the Mathematics Education
• To enrich the vision and capabilities of prospective mathematic teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Mathematics Education
Unit 2: Strategies of Assessment in Mathematics Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit I: MODERN INSTRUCTIONAL STRATEGIES IN MATHEMATICS EDUCATION (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.</td>
<td>To familiarize modern instructional approaches for classroom learning</td>
<td>Meaningful verbal expression</td>
<td>Questioning</td>
</tr>
<tr>
<td>2.</td>
<td>To acquaint with the concept of online learning and blended learning</td>
<td>Group discussion</td>
<td>On-task behaviour in class</td>
</tr>
<tr>
<td>3.</td>
<td>To identify special education needs of slow learners, gifted and creative learners</td>
<td>Brain storming</td>
<td>Participant observation</td>
</tr>
<tr>
<td></td>
<td>• Modern Strategies for teaching Mathematics</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Small group and large group activity method cooperative learning and simulation</td>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Online learning, blended learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Brain based learning strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education for students with special education needsslow learners, deprived learners, gifted and creative learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit II: STRATEGIES OF ASSESSMENT IN MATHEMATICS EDUCATION (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 make the learners aware of the importance of providing feedback | • Modern Assessment Strategies  
• Concept of Self Reflection and peer evaluation  
• Concept of CCE  
• Concept of Educational Evaluation  
• Different types of Evaluation  
• Concepts of Placement, formative Vs summative, product vs process, internal Vs external, diagnosis, Objective based evaluation,  
• Concept of Educational Diagnosis- Diagnostic test – Concept, steps of construction and Remedial teaching  
• Type of test items – Objective type, short answer type and Essay type  
• Concept of Achievement Test –, purpose, steps of construction  
• Distinction between Achievement and Diagnostic Test- characteristics of a good evaluation tool  
• Rubrics for assessment of assignments, projects, debates, seminars, discussion  
• Online assessment-meaning  
• Practicing of online tools. | Discussions  
Meaningful verbal expression  
Group discussion  
Preparation of rubrics  
Buzzer sessions  
Seminar | • Document analysis  
• Student reports  
• Questioning  
• Class test  
• Assessment of rubrics  
• Participant observation  
• Concept paper preparation |
### Unit III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN e-PLATFORM (14 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 concept of curriculum transaction material design | - Techno Pedagogic curriculum transaction materials  
- Digital texts-brief explanation-designing of student teacher generated digital text books by adapting freedownloadable digital resources in mathematics based on the principles of curriculum construction  
- E-content development-steps  
- Development of e-content material on any topic in Mathematics  
- Educational entrepreneurship-career possibilities for trained graduate and post graduate students | Demonstrations  
Illustrations  
Video clippings  
Web based illustrations  
Power point Presentations  
Assigned readings of e-text | - Tests  
- Questioning  
- Participant observation  
- Student reports  
- Document analysis |
| 2. To familiarize with various curriculum transaction materials using techno pedagogy | | | |
| 3. To design and develop techno pedagogy curriculum transaction materials for learning Mathematics | | | |
| 4. To understand and develop e-content for teaching various topics of Mathematics | | | |
| 5. To explore the ways to develop an educational entrepreneurship | | | |

### Unit IV: TEACHER AS A REFLECTIVE PRACTITIONER (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 understand the meaning of reflective practices | - Reflective Practice  
- Concept of reflective practices  
- Teacher as a reflective Practitioner  
- Designing and development of tools for reflection by student teacher | Narrative expression in small or medium groups  
Document analysis | Online Evaluation of postings in blogs  
Reflective Journal Analysis  
Participant observation  
Test |
| 2. To prepare tools for evaluation of reflective practices | | | |
3. To make the students familiar with postings in blogs

- Posting of reflections during practice teaching in Blogs.

Debate
Think Aloud

References

- Soman, K. *Ganithasasthrabodhanam*. Thiruvananthapuram: Kerala Bhasha Institute.
EDU – 13.8 : EMERGING TRENDS AND PRACTICES IN PHYSICAL SCIENCE EDUCATION
(Theory - 60 hrs, CE - 30 hrs)

Objectives:
- To strengthen the experience of adopting modern strategies and to undertake contextual challenges as a Science Education professional
- To get a field-based understanding of theories and principles of pupil assessment and evaluation
- To identify the entrepreneurial opportunities of futuristic significance associated with Physical Science education.
- To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Physical Science Education
Unit 2: Strategies of Assessment in Physical Science Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Physical Science (20 + 6 = 26 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 modern instructional approaches for classroom learning</td>
<td>• Online learning, blended learning - Meaning and purpose&lt;br&gt;• Brain based learning strategy&lt;br&gt;• Experiential learning approach&lt;br&gt;• Modern instructional approaches for learning - Jigsaw technique, circle learning, concept mapping, think-pair and share&lt;br&gt;• Science education for students with special education needs - slow learners, fast learners, scientifically gifted and creative learners</td>
<td>Meaningful verbal expression&lt;br&gt;Group discussion&lt;br&gt;Brain storming&lt;br&gt;Peer tutoring&lt;br&gt;Seminar</td>
<td>• Questioning&lt;br&gt;• On-task behaviour in class&lt;br&gt;• Participant observation</td>
</tr>
<tr>
<td>2. To acquaint with the concept of online learning and blended learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners</td>
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<td></td>
</tr>
</tbody>
</table>
### Unit 2: Strategies of Assessment in Physical Science Education (30 + 6 = 36 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>To understand the construction of achievement and diagnostic test</td>
<td>Continuous and Comprehensive Evaluation, Grading system</td>
<td>Meaningful verbal expression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achievement test-construction</td>
<td>Group discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diagnostic test-construction, remedial instruction</td>
<td>Preparation of rubrics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of thinking skills- critical and creative thinking- assessment of process skills in Physical Science</td>
<td>Buzzer sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concept of self reflection and peer evaluation-development and practice of rubrics</td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubrics for assessment of assignments, projects, debates, seminars, discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online assessment-meaning</td>
<td>Questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicing of online tools. Downloading of online tools-online quiz maker</td>
<td>Class test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competitive/ placement examinations- GATE, GRE, Science Talent Search, Olympiad, Intel Science Programme, Google Science fair, KTET</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>2.</td>
<td>To familiarize with continuous and comprehensive evaluation and grading system</td>
<td></td>
<td>Assessment of rubrics</td>
</tr>
<tr>
<td>3.</td>
<td>To develop rubrics for CCE assessment, self reflection and peer evaluation</td>
<td></td>
<td>Participant observation</td>
</tr>
<tr>
<td>4.</td>
<td>To understand the concept of self reflection and peer evaluation</td>
<td></td>
<td>Concept paper preparation</td>
</tr>
<tr>
<td>5.</td>
<td>To acquaint with online assessment and experience different practices</td>
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</tr>
</tbody>
</table>

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**Unit 3: Material Design for Curriculum Transaction in e-platform (15 + 4 = 19hrs)**

<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 concept of curriculum transaction material design</td>
<td>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts</td>
<td>Digital Modular Exposition</td>
<td>• Rubric based assessment of individual performance</td>
</tr>
<tr>
<td>2. To familiarize with various curriculum transaction materials using techno pedagogy</td>
<td>• E content development- steps</td>
<td>Explicit teaching</td>
<td>• Think Aloud Sessions</td>
</tr>
<tr>
<td>3. To design and develop techno pedagogic curriculum transaction materials for learning physical science</td>
<td>• Development of e-content material on any topic in Physical Science</td>
<td>Collaborative designing sessions</td>
<td></td>
</tr>
<tr>
<td>4. To understand and develop e-content for teaching various topics of physical science</td>
<td>• Entrepreneurship possibilities for trained human resources i science education</td>
<td>Individual / group presentation</td>
<td></td>
</tr>
<tr>
<td>5. To explore the ways to develop an educational entrepreneur in science education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 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 reflective practices</td>
<td>• Reflective practitioner-Meaning, modes and means of reflective practices- Models of reflective practices – Schon and Kolb</td>
<td>Narrative expression in small or medium groups Document analysis</td>
<td>• Reflective Journal Analysis</td>
</tr>
<tr>
<td>2. To be a reflective practitioner</td>
<td></td>
<td></td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Localised designing and development of tools of</td>
</tr>
</tbody>
</table>
Debate
Think Aloud

reflection by the student teacher,
postings of reflection in blogs
and forums

Reference:
OBJECTIVES:
Enable the student teacher to:
- Prepare different types of assessment and evaluation tools in classroom teaching
- Familiarize latest teaching-learning techniques like jig-saw learning, m-learning, circle learning, etc.
- Equip in using online resources in teaching learning process.
- Observe the various aspects associated with teaching-learning process
- Identify the learning facilities especially in the smart class room, in the school & its implementation
- Observe online resources in teaching learning process individually or in small groups
- Meet the student’s digital need and their interest in learning through multi-media
- Swot analysis through self reflection, peer evaluation & supervising teacher about their performance.
- Reflect the different views about the curriculum transaction
- Understand about advantages & disadvantages of reflective learning.

CONTENTS
Unit 1: Modern instructional strategies in Natural Science Education
Unit 2: Strategies of assessment in Natural Science Education
Unit 3: Material design for curriculum transaction in e-platform
Unit 4: Teacher as a reflective practitioner

UNIT I - Modern instructional strategies in Natural Science Education. (Theory Hours-14)

<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 Modern instructional approaches / technique for Cooperative and Collaborative learning. | • An introduction to Modern instructional approaches / technique  
• Cooperative and Collaborative learning.  
• Issue based learning | Meaningful verbal Expression.  
Group discussion.  
Narrative expression. | • Participation in group  
• Discussion.  
• Questioning.  
• On-task behavior in class. |
2. To understand about the Cooperative, Collaborative Strategies, Issue based learning, Problem based learning and Critical pedagogy.
3. To develop skill in selecting appropriate instructional strategies to transact the content.

- Problem based learning.
- Critical pedagogy
- Conceptual analysis of Modern instructional approaches / technique for Cooperative and Collaborative learning.
- Jigsaw Technique
- Circle Learning
- Think-Pair Share.
- Blended Learning/ Hybrid learning.
- Brain Based Learning.

Discussion sessions in small or Medium groups. Brain storming. Seminar. Reflective practices

• Tests.
• Science dairy.
• Daily reflective journal
• Participant observation

UNIT II ASSESSMENT IN NATURAL SCIENCE EDUCATION (Theory hours-18)

<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 Evaluation and Assessment tools.</td>
<td>2.1 Objective based evaluation.</td>
<td>Meaningful verbal expression</td>
<td>Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To develop skill in the preparation of different types of schedules and matrix for assessing performance.</td>
<td>2.2 Preparation and practice of Assessment &amp;Evaluation tools</td>
<td>Group discussion</td>
<td>Assessment of Optional Note Book entries</td>
</tr>
<tr>
<td>3. To prepare different types of test items.</td>
<td>2.2.1Preparation of Question Bank with different types of test items (HOT, LOT Questions).</td>
<td>Narrative expression</td>
<td>Questioning</td>
</tr>
<tr>
<td>4. To administer oral and open book examination.</td>
<td>2.2.2 Preparation &amp; implementation of Achievement Test.</td>
<td>sessions in small or medium groups</td>
<td>Tests</td>
</tr>
<tr>
<td>5. To develop a skill in constructing and administering Achievement test &amp; Diagnostic tests.</td>
<td>2.2.3Preparation &amp; implementation of Diagnostic tests&amp;Remedial Teaching.</td>
<td>Reflective practices. Multimedia and interdisciplinary approach. Peer tutoring</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>2.3.1Continuous comprehensive evaluation.</td>
<td>Assignments</td>
<td>Different types of Schedules and matrix developed by student teachers for assessing performance.</td>
</tr>
<tr>
<td></td>
<td>2.3.2 Rubrics for assessing of Assignments,</td>
<td>Rubrics designing.</td>
<td>Construction and administration</td>
</tr>
</tbody>
</table>

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6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation& Rubrics designing.

<table>
<thead>
<tr>
<th>Projects, Debates, Seminars and Discussions.</th>
<th>Question Bank.</th>
<th>of Achievement test &amp; Diagnostic tests.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 Reflection and feedback- Assessment of student’s performance.</td>
<td></td>
<td>• Rubrics designing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Question Bank.</td>
</tr>
</tbody>
</table>

UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION (Theory Hours-18)

<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 a digital skills in compiling of online resources like ppt, video, broadcast for transacting High School Biology.</td>
<td>3.1 Compiling of online resources like ppt, video, broadcast for transacting High School Biology.</td>
<td>Meaningful verbal expression</td>
<td>• Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To equipping them in using online resources in teaching learning process.</td>
<td>3.2.1 An introduction to E content generation &amp; Steps for E content generation.</td>
<td>Group discussion</td>
<td>• Assessment of Optional Note Book entries</td>
</tr>
<tr>
<td>3. To keep abreast with online resources in teaching learning process.</td>
<td>3.2.2 E content generation for the select topics of high school Biology.</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>• Questioning</td>
</tr>
<tr>
<td>4. To develop a skill in script writing.</td>
<td></td>
<td>Reflective practices.</td>
<td>• Tests</td>
</tr>
<tr>
<td>5. To understand about steps for E content generation.</td>
<td></td>
<td>Multimedia and interdisciplinary approach.</td>
<td>• Peer evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team teaching.</td>
<td>• Evaluating the script.</td>
</tr>
</tbody>
</table>
UNIT IV TEACHER AS A REFLECTIVE PRACTITIONER (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 about definition &amp; meaning of reflective practices in learning.</td>
<td><strong>4.1 Reflective practices</strong> – Definition &amp; Meaning of reflective practices in learning.</td>
<td>Meaningful verbal expression</td>
<td>• Performance assessment in group discussion</td>
</tr>
<tr>
<td>2. To understand about modes and means of reflective learning.</td>
<td><strong>4.2 Modes and means of reflective learning</strong></td>
<td>Group discussion</td>
<td>• Assessment of Optional Note Book entries</td>
</tr>
<tr>
<td>3. To suggest measures for modifying behaviours of student teachers</td>
<td>• Reflective learning journals</td>
<td>Narrative expression sessions in small or medium groups</td>
<td>• Questioning</td>
</tr>
<tr>
<td>4. To get a feedback through the analytical review of peer teaching.</td>
<td>• Peer &amp; self-assessment/debriefing</td>
<td>Reflective practices Debate.</td>
<td>• Tests</td>
</tr>
<tr>
<td>5. To understand about advantages &amp; disadvantages of reflective learning.</td>
<td>• Critical incident diaries</td>
<td>PBL</td>
<td>• Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>• Field work diaries</td>
<td>Multimedia and interdisciplinary approach.</td>
<td>• Portfolio assessment.</td>
</tr>
<tr>
<td></td>
<td>• Personal development planners</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Portfolio development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Collaborative inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Problem based learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 4.3 Advantages &amp; disadvantages of reflective learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

- Hussain M. (2012). E.Learning, Srikrishna offset Pvt, Delhi
- Carl Simmons, Claire Hawkins (2009). Teaching ICT-Developing as a Reflective Secondary Teacher, Sage South Asia education.
EDU - 13.10 : EMERGING TRENDS AND PRACTICES IN SOCIAL SCIENCE EDUCATION
(theoretical discourses-60 hours & CE – 30 hours)

Objectives:
• To identify and practice modern instructional strategies in Social Science.
• To get acquaint with the principles and practices of feedback mechanisms.
• To become capable of designing and implementing various performance tests.
• To inculcate a broad perspectives of individualized instruction
• To develop skills in preparing programmed instruction materials and modules
• To prepare the prospective teachers as reflective practitioner

CONTENTS :
Unit 1: Modern Instructional Strategies in Social Science Education
Unit 2: Strategies of Assessment in Social Science Education
Unit 3: Material Design for curriculum Transaction in e - platform
Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in 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 identify and practice modern instructional strategies in Social Science. | • Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition.  
• Experiential learning, blended learning, self study, contract learning, problem based learning, teaching thinking skills. | • Online learning  
• Demonstration  
• Narrative expression  
• Web search | • Use any e-resources to prepare any 4 learning materials |
## References

- [http://www.bbk.ac.uk/linkinglondon/resources/](http://www.bbk.ac.uk/linkinglondon/resources/)
- [https://www.itschool.gov.in](https://www.itschool.gov.in)
- [www.youtube.com/user/itsvicters](http://www.youtube.com/user/itsvicters)
- [en.wikipedia.org/wiki/IT@School_Project](https://en.wikipedia.org/wiki/IT@School_Project)
- [victers.itschool.gov.in/](http://victers.itschool.gov.in/)
- [www.youtube.com/user/itsvicters](http://www.youtube.com/user/itsvicters)

### Unit 2 Strategies of Assessment in Social Science Education (8 Hrs + 4 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 get acquaint with the principles and practices of feedback mechanisms. | - Concept of Educational Evaluation  
- Quantitative V/S Qualitative Assessment  
- Diagnostic test & Achievement test.  
- Portfolio Assessment, Rubrics  
- Self reflection, Peer evaluation - Assessing student performance as feedback for - Students progress - Teacher’s proficiency – Parental involvement. | - Brain storming  
- Meaningful verbal expression  
- Online learning | - Peer evaluation during Practice teaching (CE- Edu.13) |
| 2. To become capable of designing and implementing various performance tests. | | | |
Unit 3 Material Design for Curriculum Transaction in E- Platform (8 Hrs + 4 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 inculcate a broad perspectives of individualized instruction</td>
<td>- Curriculum transaction: meaning and modes</td>
<td>- Discussion</td>
<td>• Assessment of e lesson.</td>
</tr>
<tr>
<td>2. To develop skills in preparing programmed instruction materials and modules</td>
<td>- Face to face mode and ICT enabled mode</td>
<td>- Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Experience with curriculum designs-Design digital texts and e-content</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Adapting free downloadable digital resources in Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Websites surfing practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References

Vikas Publishing House.
Kumar, S.P.K & Noushad, P.P. (2009). Social Studies in the Classroom: Trends and
Methods.

Unit 4 - Teacher as a reflective practitioner

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. To prepare the prospective teachers as reflective practitioner | • Social Science Teacher as a reflective practitioner – Concept  
• Reflective strategies – concept map, brainstorming, journaling, portfolio writing, problem solving. | Brainstorming  
Meaningful verbal expression  
Arrange a reflective session after teaching practice or field visit or Camp activities | • Reflective Journal (Practical)  
• Observing feedback session |

References
• Innovative work: (CE- Edu.13) : Suggested programmes (Prepare any one):
  • Develop a programmed learning material for learning any one of the units in Social Science
  • Prepare a multimedia package comprising PPTs and video clippings including animations (downloadable from net), to transact any one unit in Social Science.
  • Prepare a module to develop creativity and divergent thinking through the learning activities of a unit of your choice.
  • Develop a script and prepare a short film on any one of the themes/ events selected from Social Science School curriculum.
• Reading and reflecting: (CE Edu.13)
  • Read a book related to the teaching of Social Science in technological era and prepare a review.
• School internship: Phase 1- Practice teaching for 10 weeks (40 lessons)
• Suggested Readings
EDU- 13.11 : Emerging Trends and Practices in Geography Education  
(Theoretical discourses – 60 & CE - 30 hours )

Objectives :
• To identify and practice modern instructional strategies in Geography  
• To get acquaint with the principles and practices of feedback mechanisms  
• To aware of the designs and practical analysis of the modern evaluation techniques and strategies  
• To inculcate a broad perspective if individualised instructional skills and practices  
• To prepare prospective teachers as reflective practitioners

Contents :  
Unit I. Modern Instructional Strategies in Geography Education  
Unit 2 : Strategies of Assessment in Geography Education  
Unit 3: Material Design for Curriculum transaction in e-platform  
Unit 4: Teacher as a Reflective Practitioner

Unit I – Modern Instructional Strategies in Geography Education (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>
</table>
| 1. To identify and practice modern instructional strategies in Geography | • Problem solving- steps, skills strategies  
• Problem based learning  
• Guided discovery / inquiry  
• Exploratory / Investigatory  
• Inductive/ Deductive  
• Multi-media/ Multi- methodology | Discussion  
Demonstration  
Online learning  
Web search  
Internet Access | • Use any e-resources to prepare four learning materials  
• Learning materials  
• Assignments  
• Reflections |
| 2. To identify various modern instructional strategies for Geography education | | | |

Reference
• http://www.bbk.ac.uk/inkinglondon/resurces/  
• http://en.wikipedia.org/wiki/learning management systems
- http://www.itschool.gov.in
- en.wikipedia.org/wiki/IT@school-Project
- victersitschool.gov.in
- www.youtube.com/user/itsvicters.
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane

### Unit 2 Strategies of Assessment in Geography Education (17 Hrs + 8 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 get acquainted with the principles and practices of feedback mechanisms | • Evaluation- concept, purpose, techniques & tools  
• Modern evaluation techniques CCE/ Grading  
• Self- reflection & peer –evaluation and mental processes in learning  
• Achievement test and Diagnostic test-characteristics purpose, steps in construction, analysis of results & remedial measures  
• Qualities of a good test  
• Types of Questions- merits/ demerits  
• Assessing students performance – purpose & techniques  
• Classroom assessment- principles of feed back | Discussion  
Demonstration  
Online learning  
Brian storming  
Meaningful verbal learning  
Preparing achievement and diagnostic tests | • Analysis of diagnostic and achievement tests (practical)  
• Peer evaluation (during practice teaching at least 10 lessons)  
• (CE-Edu.13) |
Unit 3 Material Design for curriculum transaction in e- plat from (17 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. To inculcate a broad perspective of individualised instruction</td>
<td>• Curriculum transaction –meaning and various modes</td>
<td>Discussion</td>
<td>Assessment</td>
</tr>
<tr>
<td>2. To develop skills in preparing instructional materials and modules</td>
<td>• Curriculum design – Digital texts and e-content</td>
<td>Online learning</td>
<td>Internal test for units 1, 2, &amp; 3 (CE.Edu.13)</td>
</tr>
<tr>
<td></td>
<td>• Virtual learning environment</td>
<td>Develop a e- learning module or e-lesson in Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adapting free down loadable digital resources in Geography</td>
<td>Web search</td>
<td></td>
</tr>
</tbody>
</table>

Reference

- http://www.ero.govt.nz/national Reports/ The quality of teaching
- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane

- Differentiating instruction: Collaborative Planning and teaching for universally designed learning, SAGE: Thousand Oaks Pvt Ltd.
Unit 4 Teacher as a Reflective Practitioner (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>
</table>
| 1. To prepare the prospective teachers as reflective practitioners | • Reflection in teaching and learning  
• Teachers as a reflective practitioner  
• Modes and means of reflective practices  
• Reflective strategies- portfolio writing, Brainstorming, journaling etc | • Brainstorming  
Meaningful verbal learning  
Arranging reflective session during teaching practice/field visits | • Reflective journal (practical)  
• Observing reflective sessions  
• Collecting feedback |

Reference

- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane.

- Arora M.L (1979) Teaching of Geography, Prakash Brothers, Ludhiane.
EDU – 13.12 : EMERGING TRENDS AND PRACTICES IN COMMERCE EDUCATION
(Theoretical discourses - 60 Hrs + CE -30 Hrs)

Objectives:
- To familiarize with the modern instructional strategies pertaining to teaching of commerce.
- To make the prospective teachers competent in applying various instructional strategies.
- To analyze the strategies in teaching book keeping and accountancy.
- To acquaint the trainees with the various assessment techniques.
- To become competent in developing suitable testing mechanisms.
- To develop the ability to use rubrics for quality assessment and become equipped for self and peer assessment.
- To become capable of designing and implementing various performance test.
- To get acquainted with the principles and practices of feedback mechanism.
- To create awareness about various competitive exams concerned with commerce and management.
- To understand the diverse aspects of digital texts and e-content in commerce fields.
- To prepare the prospective teachers as reflective practitioner.

CONTENTS:
Unit 1: Modern Instructional Strategies in Commerce Education
Unit 2: Strategies of Assessment in Commerce Education
Unit 3: Material Design for curriculum Transaction in e – platform
Unit 4: Teacher as a reflective practitioner

Unit 1 Modern Instructional Strategies in Commerce Education ( 15 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. To identify and practice modern instructional strategies in Commerce education. | • Experiential learning, blended learning, contract learning, problem based learning, teaching thinking skills, graphic organizer. | Online learning Demonstration | • Assessment of learning process and reflections
• Graphic organizers preparation |
2. To analyse the ways and strategies in which a teacher educand deals Children with Special Needs.

- Strategies in teaching book keeping and accountancy
- Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom.

- Narrative expression
- Web search

### Unit 2  Strategies of Assessment in Commerce Education (14 Hrs + 9 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 get acquaint with the principles and practices of feedback mechanisms. | - Quantitative V/S Qualitative Assessment  
- Diagnostic test, Achievement test, Performance test.  
- Portfolio Assessment, Rubrics  
- Self reflection, Peer evaluation  
- Assessing student performance as feedback for  
  - Students progress  
  - Teacher’s proficiency  
  - Parents  
  - Competitive exams- Basic ideas of MAT,CA, CS, ICWAI | Brain storming  
Meaningful verbal expression  
Online learning  
Group investigation | - Quiz session  
- Portfolio Assessment  
- Rubrics  
- Self reflection  
- Diagnostic & Achievement test (Practical) |
### Unit 3 Material Design for Curriculum Transaction in E-Platform (18 Hrs + 8 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 generate a curriculum transaction modes in teaching commerce. | • Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode  
• Experience with curriculum designs-Design digital texts and e-content  
• Adapting free downloadable digital resources for curriculum transaction in commerce. | Discussion  
Demonstration  
Self study  
Supervised study  
Self evaluation  
Observation | • Evaluation of various curriculum designs  
• Assessment of e content script  
• Analyzing educational blogs  
• Assessment of e lesson. |
| 2. To develop skills in using websites for analyzing modern instructional practices in commerce. | | | |

### Unit 4 - Teacher as a reflective practitioner (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>
| 1. To capacitate the spirit of teacher as a reflective practitioner. | • Commerce Teacher as a reflective practitioner – Concept  
• Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving. | Brain storming  
Meaningful verbal expression  
Online learning  
Group investigation | • Online assessment  
• Concept maps  
• Portfolio writing  
• Reflective Journal (Practical) |
| 2. To become competent in practicing reflective strategies in instructional process | | | |
References

- www.5learn.co/e-content-development
EDU – 13.13 : EMERGING TRENDS AND PRACTICES IN HOME SCIENCE EDUCATION
(Theoretical discourses - 60 hrs, CE - 30 hrs)

Objectives:
• To strengthen the experience of adopting modern strategies and to undertake contextual challenges in Home Science education
• To get a field based understanding of theories and principles of pupil assessment and evaluation
• To identify the Entrepreneurial opportunities of futuristic significance associated with the Home Science education.
• To enrich the vision and capabilities of prospective science teachers as reflective practitioners during and after the pre-service education.

Contents:
Unit 1: Modern Instructional Strategies in Home Science Education
Unit 2: Strategies of Assessment in Home Science Education
Unit 3: Material Design for Curriculum Transaction in e-platform
Unit 4: Teacher as a Reflective Practitioner

Unit 1: Modern Instructional Strategies in Home Science (16 +8= 24 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 familiarize modern instructional approaches for classroom learning | • Online learning, blended learning - Meaning and purpose  
• Brain based learning strategy  
• Experiential learning approach, self study, Problem based learning.  
• Strategies for teaching entrepreneurship among Home science students  
• Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in heterogeneous classroom | Group discussion  
Brain storming  
On line learning  
Web search | • On-task behaviour in class  
• Participant observation  
• Innovative work |
| 2. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners | | | |
## Unit 2: Strategies of Assessment in Home Science Education (22 +10 =32hrs)

<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 continuous and comprehensive evaluation and grading system | • Quantitative and qualitative assessment  
• Continuous and Comprehensive Evaluation, Grading system  
• Achievement test-construction  
• Diagnostic test-construction, remedial instruction  
• Assessment of thinking skills- critical and creative thinking- assessment of process skills in Home Science  
• Concept of self reflection and peer evaluation-development and practice of rubrics  
• Rubrics for assessment of assignments, projects, debates, seminars, discussion  
• Online assessment-meaning  
• Practicing of online tools. Downloading of online tools-online quiz maker | Group discussion  
Preparation of rubrics  
Buzzer sessions  
Seminar  
Collaborative learning | • Questioning  
• Class test  
• Assessment of rubrics  
• Participant observation  
• Portfolio assessment  
• Peer evaluation (10 classes) |
| 2. To develop rubrics for CCE assessment, self reflection and peer evaluation |                                                                                                 |                                              |                                                |
| 3. To understand the concept of self reflection and peer evaluation |                                                                                                 |                                              |                                                |
| 4. To acquaint with online assessment and experience different practices |                                                                                                 |                                              |                                                |

### References
- [http://www.bbk.ac.uk/linkinglondon/resources/](http://www.bbk.ac.uk/linkinglondon/resources/)
- [https://www.itschool.gov.in](https://www.itschool.gov.in)
Reference


Unit 3: Material Design for Curriculum Transaction in e-platform (12 + 6 = 18hrs)

<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 concept of curriculum transaction material design</td>
<td>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts</td>
<td>Digital Modular Exposition</td>
<td>Rubric based assessment of individual performance</td>
</tr>
<tr>
<td>2. To familiarize with various curriculum transaction materials using techno pedagogy</td>
<td>• E content development- steps</td>
<td>Explicit teaching</td>
<td></td>
</tr>
<tr>
<td>3. To design and develop techno pedagogic curriculum transaction materials for learning Home science</td>
<td>• Development of e-content material on any topic in Home Science</td>
<td>Collaborative designing sessions</td>
<td></td>
</tr>
<tr>
<td>4. to explore the ways to develop an educational entrepreneur</td>
<td>• Educational entrepreneurship-career possibilities for trained graduate and post graduate students</td>
<td>Individual / group presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supervised study</td>
<td></td>
</tr>
</tbody>
</table>

References

### Unit 4: Teacher as a Reflective Practitioner (10 + 6 = 16 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 familiarize with reflective practices | • Reflective practitioner—Meaning, modes and means of reflective practices  
• designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums | Narrative expression in small or medium groups  
Online learning  
Debate  
Brain storming | • Reflective Journal Analysis  
• Online assessment  
• Participant observation |
| 2. To be a reflective practitioner | | | |

**Reference:**
EDU – 301.2 : Health and Physical Education.

(1 credits – 30 hours & 25 marks)

Objectives

• Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.
• Provide knowledge and understanding regarding the scientific basis and benefits of Physical activity.
• Develop right attitudes and habits for a healthy living in personal and community life.
• To impart knowledge regarding food and nutrition, first aid and the importance of posture.
• Develop awareness about various diseases and their prevention.
• Guiding the next generation to live with social commitment and obligations.

Contents

Unit – 1 Health & Health Education : meaning, scope and aims
Unit – 2 Hygiene & Health Hazards
Unit – 3 Food and Nutrition, Lifestyle Diseases, First aid and Posture
Unit – 4 Yoga in schools.

Unit 1: Health & Health Education : meaning, scope and aims

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness. | • Health & Health Education – 4 hours
• Meaning, importance and factors affecting Health
• Significance, scope ,aims and objectives of Health Education | Meaningful verbal presentation | • Test |
### Unit 2: Hygiene & Health Hazards

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Develop right attitudes and habits for a healthy living in personal and community life. | • **Hygiene & Health Hazards** – 6 hours  
• Personal and Community Hygiene  
• Smoking ,Alcoholism and Abuse of drugs | Dramatization  
Presentations in small/medium groups | • Evaluation of daily reflective behaviour  
• Test |
| 2. Guiding the next generation to live with social commitment and obligations. | | | |

### Unit 3: Food and Nutrition, Lifestyle Diseases, First aid and Posture

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
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</thead>
</table>
| 1. To impart knowledge regarding food and nutrition, first aid and the importance of posture. | • Food and Nutrition – 15 hours  
• Macro and Micro Nutrients  
• Balanced diet  
• Vitamin deficiency and related diseases  
• Mal nutrition  
• Diseases  
• Hypo kinetic /Lifestyle diseases and it’s management  
• First Aid  
• Definition  
• Aims and Principles  
• Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, | Narrative expressions  
Practical sessions  
Group activity  
Dramatization  
Personal profiles  
Preparation of database  
Social survey | • Debating and discussions  
• Test  
• Survey reports  
• Group presentation  
• Posture assessment Grid |
| 2. Develop awareness about various lifestyle diseases and their prevention. | | | |

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<thead>
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<th>Burns, etc.</th>
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<tbody>
<tr>
<td>• Posture</td>
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<td>• Congenital and acquired postural deformities</td>
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<td>• Remedial measures for acquired postural problems</td>
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</tbody>
</table>

### Unit 4: Yoga in schools.

<table>
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<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
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</thead>
</table>
| 1. Understands the significance of yoga in school. | • Yoga in Schools – 5 hours.  
• Catch them young and watch them grow.  
• Empowering children with yoga:  
• Need for practicing yoga  
• Diet and Hygiene  
• Pranayama (breath awareness)  
• Visualization (developing positive thoughts and building self-esteem.  
• Meditation. | Narrative expressions  
Practical sessions  
Group activity  
Dramatization  
Personal profiles | • Practice of yoga  
• Practical classes in schools  
• Discussions  
• Tests  
• Awareness campaign. |

**Guidelines for Practical work:**

- Personal Health & Nutrition Chart - 5 marks
- Record of Health Education - 10 marks
- Practice of Yoga - 10 marks
- Practice teaching - 25 marks (conduct two classes in schools by preparing teaching-learning resources, one Yoga & one HE)
EDU – 301.3 : Art and Aesthetics Education.

(Credit – 1, carries 25 marks/30 hours)

Contents :
- Musical awareness-discussions- Folk songs, regional songs, national integration songs-
- (collection and practice)
- Indian classical music- awareness of Musical instruments-Expert classes & Practice.
- Performing arts - Mudras and their meanings -of any one performing arts of Kerala, conducting demonstration classes-general Famous dance forms of India and their peculiarities and dancers.
- Familiarization of CCRT Cultural kit.

Practicals:
- Prepare a report of music/performing arts/folk songs and patriotic songs/cultural tradition of India / Kerala, including collections. (Maximum 10 pages) – 10 marks
- Practice individual and group songs/compose songs to teach the subject matter concerned - in a novel way. (5 marks)
- Preparation of an album on Art Education.(10 marks)