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 (10hrs)
   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 (6hrs)
   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>
</table>
| 1. To familiarize with the concept, meaning and characteristics of management.  | - Concept, Meaning and Characteristics of Management.  
- Functions of Management.  
- Theories of Management (Taylor’s Theory, Fayol’s Theory and Peter Drucker’s Theory)  
- Concept, Scope, Principles and Importance of Educational Management  
- Components of management of Educational system.  
- Structure of Educational management in Kerala at Central, State and Local level | Verbal discourse  
- Group discussion  
- Narrative expression in small groups  
- Brain storming  
- Collaborative interaction  
- Meaningful verbal Learning  
- Verbal interaction | Reflection  
- Oral questions  
- Role performance assessment  
- Quizzes  
- Observation of involvement in interaction  
- Journal writing |
| 2. To enable the student teacher to understand the functions of management        |                                                                                                                                                |                                                                                  |                                                                                             |
| 3. To familiarize with modern theories of management                              |                                                                                                                                                |                                                                                  |                                                                                             |
| 4. To acquaint with concept, principles, importance and components of educational management |                                                                                                                                                |                                                                                  |                                                                                             |
| 5. To enable the student to understand the structure of management at different levels |                                                                                                                                                |                                                                                  |                                                                                             |

# 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>
</table>
| 1. To know about the importance and concept of institutional planning and make the students realise the | - Institutional Planning- Concept, Importance, Steps and role of HM in institutional planning. | School visit and Collaborative discussion                                    | Report writing  
- Participant observation  
- Performance assessment                                                                                                   |
<table>
<thead>
<tr>
<th>Role</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Resource Management</td>
</tr>
<tr>
<td>2.</td>
<td>Time Management- concept of time management.</td>
</tr>
<tr>
<td>3.</td>
<td>Timetable- Importance, Principles of framing Time Table and Types of Time Table</td>
</tr>
<tr>
<td>4.</td>
<td>Material Resource Management</td>
</tr>
<tr>
<td>5.</td>
<td>Organization of School Plant- school site, building, infrastructure</td>
</tr>
<tr>
<td>6.</td>
<td>School records and registers- Types and maintenance.</td>
</tr>
<tr>
<td>8.</td>
<td>Headmaster- Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership.</td>
</tr>
<tr>
<td>9.</td>
<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>
</tr>
<tr>
<td>10.</td>
<td>Learner- Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship</td>
</tr>
<tr>
<td>11.</td>
<td>Phases of entrepreneurship- sensitizing, training, qualification and coaching.</td>
</tr>
<tr>
<td>12.</td>
<td>Entrepreneurial skills-Goal setting, Planning, Creative thinking, Research, Decision</td>
</tr>
</tbody>
</table>

Practical experience
- Active class room learning
- During school induction and practice teaching
- Discussion in small groups
- Peer tutoring
- Seminar and discussion
- Reflective practices
- Visit to institutions
- Interactive session
- Discussion
- Role play
- Workshops
- Project method
- Participant observation
- Student led enquiry and discovery
- Active learner centered learning activities

Document reporting
- Preparation of learning materials
- Observation of involvement
- Analysis of reports
- Tests
- Assessment of tour report
- Observation of involvement in interactions.
- Performance Assessment
- Performance Assessment
- Assessment of reports
- Discussion
- Observing the interactions
- Tests
- Rubrics
- Assessment of learner involvement and creativity
- Assignment assessment
- Evaluation of project
- Teacher observation
- Performance assessment in group discussion
- Peer evaluation
- C E
- Evaluation based on
- umentation
entrepreneurs in educational field

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 develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development
15. To get a clear idea about Total Quality Management and Quality Indicators
16. To acquaint with the concept and applications of SWOC analysis

making, Risk bearing, problem solving.
• 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
Brain storming
Institutional visit
Participation in school activities

• Assignment evaluation
• 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  | - 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  |
| 2. To identify the types of environmental resources | | | |
| 3. To realize the significance the biodiversity in protecting the environment | | | |
| 4. To understand the concept, and importance of environmental education. | | | |
| 5. To understand the importance of studying environmental education at various levels | | | |
| 6. To realize the impact of human interventions on environment | | | |
| 7. To realize the consequences of human actions on the environment | | | |
| 8. To acquaint with various types of pollution | | | |
| 9. To develop a positive attitude towards the need for reducing global warming and related consequences | | | |
| 10. To practice environment protection measures in personal life. | | | |
| 11. To conduct | | | |
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 (6hrs)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To familiarise the concept of disaster management</td>
<td>Small group discussion</td>
<td>Participation in discussion</td>
</tr>
<tr>
<td>2.</td>
<td>To familiarize with the phases of disaster management</td>
<td>Action plan preparation</td>
<td>Role assessment</td>
</tr>
<tr>
<td>3.</td>
<td>To familiarise with the mentioned disasters</td>
<td>Expert talk</td>
<td>Documentation analysis</td>
</tr>
<tr>
<td>4.</td>
<td>To prepare an action plan for disaster prevention and preparedness</td>
<td>Role play</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power point</td>
<td></td>
</tr>
</tbody>
</table>

- Meaning and concept of disaster management
- Phases of disaster management – Steps and brief description only
- Prevention and preparedness for Flood, Land slide, Fire and Earthquake
## 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 |
| 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

- Daniel, D. C (2012) Environmental Science, Jones and Bartlett India Pvt, Ltd.
- APH Publishing Corporation.
• Mohanty, Jagannath (2005), School Management, New Delhi: Deep and Deep Publications.
• Mohanty, Jagannath (2005), Education Administration, New Delhi: Deep and Deep Publications.
• New Delhi: Deep and Deep Publications.
• Sharma B.L & Maheswari, B.K (2008) Education for Environmental and Human Value
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>
</table>
| 1. To inculcate values in the changing social scenario | • Four pillars of education suggested by UNESCO  
• Citizenship Training- Duties and Rights of Indian Citizens  
• Peaceful coexistence and need for peace education  
• Prohibition of child Labour  
• 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 | Lecture discussion  
Silent sittingvisual experiences  
Anecdotes  
The Stage Specific Focus  
Group activities  
Organised discussion and reflective exercises  
Workshop  
Debates  
Role plays, Stories  
Symposium | • Response analysis  
• Extension activity with a motive of Value inculcation and Performance based assessment  
• Unit Test |
| 2. To integrate learner with learning in a holistic manner | | | |
| 3. To understand Duties and Rights of Indian Citizens | | | |

**References**
- Value-based Human Resource Strategy: Developing your HR Consultancy RolePaperback– Import, 4 Sep 2003 by Tony Grundy(Author), Laura Brown(Author)
UNIT II: GENDER, SCHOOL AND SOCIETY (25 Hrs 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>
<tbody>
<tr>
<td>1. To analyse the historical perspectives of gender bias</td>
<td>• 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</td>
<td>Lecture discussion Workshop Debates Symposium Multimedia presentation</td>
<td>• Response analysis • Extension activity with a motive of Value inculcation.</td>
</tr>
</tbody>
</table>

References

- Pachuari, S.K. (1995), Women and Human Rights, Delhi, APH, Publication
- http://www.isical.ac.in/~wemp/Papers/PaperItismitaMohanty.pdf
<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 familiarise the life skills among the learners</td>
<td>• Meaning and scope of <strong>Life skill education</strong>- WHO classification of life skills- Strategies for applying life skills for capacity development <strong>Guidance and counselling</strong> – Meaning, scope, types, procedure and, organisation of guidance cell- Application in inclusive classrooms.</td>
<td>Lectures</td>
<td>• Field visit</td>
</tr>
<tr>
<td>2. To practice and enhance the mental and physical strength among students</td>
<td>• <strong>Counselling</strong> - meaning and nature of <strong>Counselling skills</strong>- adolescent issues and their management-Sexual harassment, Substance abuse - Impact of media/ Internet/mobile - Depression and suicide- causes and remedies.Counselling skills and procedure</td>
<td>Interview</td>
<td>• Role Play</td>
</tr>
<tr>
<td>3. To acquaint with the guidance and counselling procedures</td>
<td>• <strong>Mental Health and Hygiene</strong> – Characteristics, Role of Home and School</td>
<td>Puppetry</td>
<td>• Practical work</td>
</tr>
<tr>
<td>4. To nurture mental health and mental Hygiene among learners</td>
<td></td>
<td>Life skill Camps</td>
<td>• Assignments</td>
</tr>
<tr>
<td>5. To promote healthy behaviour and healthy relations</td>
<td></td>
<td>Prepare activities based on life skills</td>
<td>• Seminar presentation</td>
</tr>
</tbody>
</table>

**References**

- IGNOU(2011) Life Skill developement,SOE .NewDelhi, IGNOU.
Teele, Sue (2000), Rainbow of Intelligence: Exploring how students Learn, California: Corwin Press Inc.

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

- 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

References
• [http://www.teachers.org.uk/node/16308](http://www.teachers.org.uk/node/16308)
• [www.transactional-analysis.org/teachers.htm](http://www.transactional-analysis.org/teachers.htm)
• [www.unicef.org/crc/](http://www.unicef.org/crc/).
• AnupryaChadha(2007) ‘special education’ APH publication, New Delhi
• Atwater, (2010), Psychology for Living, Adjustment, Growth and Behaviour Today : Pearson
• Dhananjaya Joshi.(2006). Value education in global perspectives, Lotus Press
• 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
Websites

- 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
- www.transactional-analysis.org/teachers.htmwww.unicef.org/crc/
( 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>
</table>
| 1. To get familiarized with self-instructional strategies and integrated approach in teaching Malayalam | - Workshop, Seminar, Symposia, Debates  
- Video content generation  
- e-learning, M-learning, Virtual Learning  
- e-tutoring, Online Courses  
- Integrated Approach in Teaching Malayalam  
- Significance  
- Different types  
- Interdisciplinary Approach | Discussion on given reading materials.  
Preparation of modules  
Workshop for the familiarization of CAI, CMI | - Participation  
- Completeness  
- Involvement in the workshop  
- Comprehensiveness  
- CE - Test |
### 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>Gijubhai Bhadeka</td>
</tr>
<tr>
<td>Engane Malayalattil 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 Sahaykkam</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 Kavithapadhanamgol</td>
<td>K. Sachidanandan</td>
</tr>
<tr>
<td>Malayala Sahithya Charithram</td>
<td>Dr. Kalpatha 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 Namboottiripad</td>
</tr>
<tr>
<td>Padyapadhathisidhaanham</td>
<td>Dr. Ravisankhar S. Nair</td>
</tr>
<tr>
<td>Parivarthanonnungha Vidhyabhayasam Guru Nithyachaithanya Yathi</td>
<td>Narayana Gurukulam, Varkala</td>
</tr>
<tr>
<td>Pravanathakalum Reethikalum</td>
<td>Bindhu, C.M</td>
</tr>
</tbody>
</table>

<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>Gijubhai Bhadeka</td>
</tr>
<tr>
<td>Engane Malayalattil 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 Sahaykkam</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 Kavithapadhanamgol</td>
<td>K. Sachidanandan</td>
</tr>
<tr>
<td>Malayala Sahithya Charithram</td>
<td>Dr. Kalpatha 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 Namboottiripad</td>
</tr>
<tr>
<td>Padyapadhathisidhaanham</td>
<td>Dr. Ravisankhar S. Nair</td>
</tr>
<tr>
<td>Parivarthanonnungha Vidhyabhayasam Guru Nithyachaithanya Yathi</td>
<td>Narayana Gurukulam, Varkala</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://malayalaaikyavedi.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>
<tr>
<td></td>
<td>• Webminars</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>
<tr>
<td>Learning Outcome</td>
<td>Major concepts</td>
<td>Strategies &amp; Approaches</td>
<td>Assessment</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
<td>-------------------------</td>
<td>------------</td>
</tr>
</tbody>
</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 |
### 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. Student teacher familiarizes with ways of improving performance through reflection | • -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:**
- UNESCO ICT Competency Framework for Teachers.

**Journals:**

350
• Patterns of Engagement in Connectivist MOOCs. Milligan, Colin Milligan (etal.) MERLOT Journal of Online Learning and Teaching. Vol. 9, No. 2, June 2013
• http://jolt.merlot.org/vol9no2/milligan_0613.pdf
• http://www.auburn.edu/~witteje/ilsrj/Journal%20Volumes/Fall%202008%20Volume%201%20PDFs/Metacognitive%20Strategies%20and%20Learning%20Styles.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
• Planning Guide for Online and Blended Learning: Creating Models for Student Success. Michigan Virtual University
• Successful Video Conferencing Guide: http://www.desales.edu/docs/default-source/deit_documents/guide_to_videoconferencing.pdf?sfvrsn=8
• 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

Unit 1 Modern Instructional Strategies in Hindi Education (16Hrs + 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. 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,</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>• Meta cognitive strategies, Webminars, Learning on the cloud platform</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 High, Average and Low achievers in the heterogeneous classroom Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>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>

### 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>
<tbody>
<tr>
<td>1. Get acquainted with different types of evaluation and assessment techniques</td>
<td>Quantitative V/S Qualitative Assessment Formative and Summative Evaluation, Scheme of Grading, Continuous and</td>
<td>Brain storming Meaningful verbal</td>
<td>Quiz session Portfolio Assessment Rubrics</td>
</tr>
</tbody>
</table>
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/ Blueprint |
| 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</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>Self Assessment</td>
<td>• Online assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online learning</td>
<td>• Concept maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group investigation</td>
<td>• Portfolio writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem solving</td>
<td>• 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 ASSESMENT 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>
</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>
<tbody>
<tr>
<td>1. To design the material for curriculum transaction in E-platform.</td>
<td>• E-content design and development. E-content authoring. E-Padasala and Brihaspathi. NMEICT. Short learning Objects [SLOs] and Reusable Learning Objects [RLOs]</td>
<td>Meaningful verbal expressions.</td>
<td>• Participant observation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer instruction.</td>
<td>• Observation.</td>
</tr>
</tbody>
</table>

## 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>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstration. Discussions. Presentation.</td>
<td>• Participant observation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Individual assessment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Test -5 marks.</td>
</tr>
</tbody>
</table>
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 ARABIC LANGUAGE EDUCATION
UNIT II: STRATEGIES OF ASSESSMENT 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 ARABIC LANGUAGE 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>I. Familiarizes with the practices in Modern instructional strategies</td>
<td>• Modern Strategies in language teaching &amp; learning: Collaborative Learning &amp; Co-operative Learning Workshop, Seminar, Symposia, Debate, Video conferencing, e-learning, Blended Learning, Virtual</td>
<td>Introductory Lecture Discussion Group Discussion Observation</td>
<td>• CE • Assignment • Seminar report • Class test • TE</td>
</tr>
</tbody>
</table>
### UNITII: STRATEGIES OF ASSESSMENT IN ARABIC LANGUAGE EDUCATION

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Major concepts</th>
<th>Strategies &amp; Approaches</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1. Acquaints with modern Assessment and evaluation strategies | • Assessment / evaluation in teaching and learning :  
• Assessment of learner achievements  
• Objectives of assessment, Tools & Types; formative and summative evaluation  
• Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation  
• Construction and administration of achievement tests  
• Diagnostic tests and Remedial teaching  
• Marking and grading, Grading indicators | Introductory Lecture  
Discussion  
Group Discussion  
Observation  
Narration | • CE  
• Class Test  
• Assignments  
• Reports  
• TE |
| 2. Acquire the ability to develop various assessment tools and apply it | | | |
- 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 FanniLiMudarirsee al Lughal Al Arabiya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira  
- Thaaleem al lugha al Arabiya lighairi al nathiqeenabiha : Makthab al tharbiyya al Arabiliduwal al Khaleej  
- Thuruquthadrees al lugha al Arabiyalilmadaris al muthawassithawathanaiyya : HasanMullaUthman ; Dar alam al Kuthublithbaawannashhrwathouzeea, Riyadh, KSA  
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyawathaqniyyath al thalaum: Dr. Muhammed Assam Tharbay , Dar Hammurabi lilnashriwathouzeea
• AsaleebWaThuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi liilnashriwathouzeea
• Providing teachers effective strategies for using technology techtrends: Brown B&Henscheid
• IstheeratheejiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalithibaa
• Wasaail al Ithisalwgetaknologyafithaaleem :DrAbd al hafiz muhammedsalama ,Dar al Fjkar
• Al thadreeswalamadad al Muallim: Dr.SAbdulrahmanqindeel Dar al Nashr al Duwali
• Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
• Al ThadreesAhdafahuwasasahuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu: DrFikriHasanRayan, Aalm al kutub , al qahira
• MadkhalIlaTharbiya al muthamayyizenawalMauhoobeen, Dar al fikarlialthibaawaNashr
• Thaqniyyath al thaaleem Mafhoomuhawadouriha fi thahseeniamaliyyath al thaaleemwathaallum: BadarSalih
• Al tharbiyawathuruquthadrees: SalihabdulAzeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
• KaifaThulqiDarsak: Yabhasu fi usooli al tharbiyawathwathadrees, Dar al IlmlilMalayeen ,Bairut.
• Al Muwajjah al Amali li Mudarrisee al Lugha 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.</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></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>2.</td>
<td>Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning</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>
</table>
| 1. Generate curriculum transaction modes in teaching Tamil. | - 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 Tamil  
- Use of basic tools and softwares in Tamil - Google transliteration, using Tamil online dictionaries –searching Wikis for collecting materials for classroom instruction  
- e-content design and development  
- e-content authoring  
- e-Padasala and Brihaspathi  
- NMEICT | - 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 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>
</table>
| 1. Student teacher familiarizes with ways of improving performance through reflection | • 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 |
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. To familiarize modern instructional approaches for classroom learning</td>
<td>• Modern Strategies for teaching Mathematics</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td>2. To acquaint with the concept of online learning and blended learning</td>
<td>• Small group and large group activity method cooperative learning and simulation</td>
<td>Group discussion</td>
<td>• On-task behaviour in class</td>
</tr>
<tr>
<td>3. To identify special education needs of slow learners, gifted and creative learners</td>
<td>• Online learning, blended learning</td>
<td>Brain storming</td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td>• Brain based learning strategy</td>
<td>Peer tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Education for students with special education need slow learners, deprived learners, gifted and creative learners</td>
<td>Seminar</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>
<tbody>
<tr>
<td>1. To make the learners aware of the importance of providing feedback</td>
<td>• Modern Assessment Strategies</td>
<td>Discussions</td>
<td>• Document analysis</td>
</tr>
<tr>
<td></td>
<td>• Concept of Self Reflection and peer evaluation</td>
<td>Meaningful verbal expression</td>
<td>• Student reports</td>
</tr>
<tr>
<td></td>
<td>• Concept of CCE</td>
<td>Group discussion</td>
<td>• Questioning</td>
</tr>
<tr>
<td></td>
<td>• Concept of Educational Evaluation</td>
<td>Preparation of rubrics</td>
<td>• Class test</td>
</tr>
<tr>
<td></td>
<td>• Different types of Evaluation</td>
<td>Buzzer sessions</td>
<td>• Assessment of rubrics</td>
</tr>
<tr>
<td></td>
<td>• Concepts of Placement, formative Vs summative, product vs process, internal Vs external, diagnosis, Objective based evaluation,</td>
<td>Seminar</td>
<td>• Participant observation</td>
</tr>
<tr>
<td></td>
<td>• Concept of Educational Diagnosis- Diagnostic test – Concept, steps of construction and Remedial teaching</td>
<td></td>
<td>• Concept paper preparation</td>
</tr>
<tr>
<td></td>
<td>• Type of test items – Objective type, short answer type and Essay type</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Concept of Achievement Test –, purpose, steps of construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distinction between Achievement and Diagnostic Test- characteristics of a good evaluation tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Online assessment-meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practicing of online tools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To acquaint with the competitive tests in Mathematics at various levels</td>
<td>• Document analysis</td>
<td>Student reports</td>
<td></td>
</tr>
<tr>
<td>3. To understand the construction of achievement and diagnostic test</td>
<td>• Questioning</td>
<td>Questioning</td>
<td></td>
</tr>
<tr>
<td>4. To familiarize with continuous and comprehensive evaluation and grading system</td>
<td>• Class test</td>
<td>Assessment of rubrics</td>
<td></td>
</tr>
<tr>
<td>5. To develop rubrics for CCE assessment, self reflection and peer evaluation</td>
<td>• Participant observation</td>
<td>Participant observation</td>
<td></td>
</tr>
<tr>
<td>6. To understand the concept of self reflection and peer evaluation</td>
<td>• Concept paper preparation</td>
<td>Concept paper preparation</td>
<td></td>
</tr>
<tr>
<td>7. To acquaint with online assessment and experience different practices</td>
<td>• Online assessment-meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practicing of online tools.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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>
<tbody>
<tr>
<td>1.</td>
<td>To understand the concept of curriculum transaction material design</td>
<td>Demonstrations</td>
<td>-Tests</td>
</tr>
<tr>
<td>2.</td>
<td>To familiarize with various curriculum transaction materials using techno pedagogy</td>
<td>Illustrations</td>
<td>Questioning</td>
</tr>
<tr>
<td>3.</td>
<td>To design and develop techno pedagogic curriculum transaction materials for learning Mathematics</td>
<td>Video clippings</td>
<td>Participant observation</td>
</tr>
<tr>
<td>4.</td>
<td>to understand and develop e-content for teaching various topics of Mathematics</td>
<td>Web based illustrations</td>
<td>Student reports</td>
</tr>
<tr>
<td>5.</td>
<td>to explore the ways to develop an educational entrepreneurship</td>
<td>Power point Presentations</td>
<td>Document analysis</td>
</tr>
<tr>
<td></td>
<td>• Techno Pedagogic curriculum transaction materials</td>
<td>Assigned readings of e-text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• E-content development-steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Development of e-content material on any topic in Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Educational entrepreneurship-career possibilities for trained graduate and post graduate students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
<tbody>
<tr>
<td>1.</td>
<td>Reflective Practice</td>
<td>Narrative expression in small or medium</td>
<td>Online Evaluation of postings in blogs</td>
</tr>
<tr>
<td>2.</td>
<td>Concept of reflective practices</td>
<td>groups</td>
<td>Reflective Journal Analysis</td>
</tr>
<tr>
<td></td>
<td>Teacher as a reflective Practitioner</td>
<td>Power point</td>
<td>Participant observation</td>
</tr>
<tr>
<td></td>
<td>Designing and development of tools for reflection by student teacher</td>
<td>Document analysis</td>
<td>Test</td>
</tr>
</tbody>
</table>
3. To make the students familiar with postings in blogs

- Posting of reflections during practice teaching in Blogs.

<table>
<thead>
<tr>
<th>Debate</th>
<th>Think Aloud</th>
</tr>
</thead>
</table>

References

- Soman, K. *Ganithasasthabodhanam*. 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 the 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>
</table>
| 1. To familiarize modern instructional approaches for classroom learning | • Online learning, blended learning - Meaning and purpose  
• Brain based learning strategy  
• Experiential learning approach  
• Modern instructional approaches for learning - Jigsaw technique, circle learning, concept mapping, think-pair and share  
• Science education for students with special education needs - slow learners, fast learners, scientifically gifted and creative learners | Meaningful verbal expression  
Group discussion  
Brain storming  
Peer tutoring  
Seminars | • Questioning  
• On-task behaviour in class  
• Participant observation |
| 2. To acquaint with the concept of online learning and blended learning |  |  |  |
| 3. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners |  |  |  |
## Unit 2: Strategies of Assessment in Physical Science Education (30 +6 =36hrs)

<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 construction of achievement and diagnostic test</td>
<td>• Continuous and Comprehensive Evaluation, Grading system</td>
<td>Meaningful verbal expression</td>
<td>• Questioning</td>
</tr>
<tr>
<td></td>
<td>• Achievement test-construction</td>
<td>Group discussion</td>
<td>• Class test</td>
</tr>
<tr>
<td></td>
<td>• Diagnostic test-construction, remedial instruction</td>
<td>Preparation of rubrics</td>
<td>• Read Aloud</td>
</tr>
<tr>
<td></td>
<td>• Assessment of thinking skills- critical and creative thinking- assessment of</td>
<td>Buzzer sessions</td>
<td>• Assessment of rubrics</td>
</tr>
<tr>
<td></td>
<td>process skills in Physical Science</td>
<td>Seminar</td>
<td>• Participant observation</td>
</tr>
<tr>
<td>2. To familiarize with continuous and comprehensive evaluation and grading system</td>
<td>• Concept of self reflection and peer evaluation-development and practice of</td>
<td></td>
<td>• Concept paper preparation</td>
</tr>
<tr>
<td></td>
<td>rubrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To develop rubrics for CCE assessment, self reflection and peer evaluation</td>
<td>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To understand the concept of self reflection and peer evaluation</td>
<td>• Online assessment-meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicing of online tools. Downloading of online tools-online quiz maker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. To acquaint with online assessment and experience different practices</td>
<td>• Competitive/ placement examinations- GATE, GRE, Science Talent Search,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Olympiad, Intel Science Programme, Google Science fair, KTET</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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 in 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</td>
<td>• Reflective Journal Analysis</td>
</tr>
<tr>
<td>2. To be a reflective practitioner</td>
<td>Document analysis</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:

EDU - 13.9 : EMERGING TRENDS & PRACTICES IN NATURAL SCIENCE EDUCATION
(Theoretical Discourses -50 Marks/60 hours & `CE-25 Marks /30 hours)

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.

<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>2.2.1 Preparation of Question Bank with different types of test items (HOT, LOT Questions).</td>
<td>Narrative expression sessions in small or medium groups</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>Reflective practices.</td>
<td>Tests</td>
</tr>
<tr>
<td>5. To develop a skill in constructing and administering Achievement test &amp; Diagnostic tests.</td>
<td>2.2.3 Preparation &amp; implementation of Diagnostic tests &amp; Remedial Teaching.</td>
<td>Multimedia and interdisciplinary approach.</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>2.3.1 Continuous 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>

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>2.2.1 Preparation of Question Bank with different types of test items (HOT, LOT Questions).</td>
<td>Narrative expression sessions in small or medium groups</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>Reflective practices.</td>
<td>Tests</td>
</tr>
<tr>
<td>5. To develop a skill in constructing and administering Achievement test &amp; Diagnostic tests.</td>
<td>2.2.3 Preparation &amp; implementation of Diagnostic tests &amp; Remedial Teaching.</td>
<td>Multimedia and interdisciplinary approach.</td>
<td>Peer evaluation</td>
</tr>
<tr>
<td></td>
<td>2.3.1 Continuous 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>
6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.

Projects, Debates, Seminars and Discussions.
- 2.4 Reflection and feedback- Assessment of student’s performance.

Question Bank.
- Rubrics designing.
- Question Bank.

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>
<tr>
<td></td>
<td></td>
<td>Peer tutoring</td>
<td></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></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>• <strong>4.3 Advantages &amp; disadvantages of reflective learning</strong></td>
<td>Peer tutoring</td>
<td></td>
</tr>
</tbody>
</table>

References

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>
<tbody>
<tr>
<td>1. To identify and practice modern instructional strategies in Social Science.</td>
<td>• Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition. • Experiential learning, blended learning, self study, contract learning, problem based learning, teaching thinking skills.</td>
<td>• Online learning • Demonstration • Narrative expression • Web search</td>
<td>• Use any e-resources to prepare any 4 learning materials</td>
</tr>
</tbody>
</table>
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](http://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 acquainted 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. | | | |
## References


### 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>
</table>
| 1. To inculcate a broad perspectives of individualized instruction | - 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 in Social Science  
- Websites surfing practices | Discussion  
Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science | Assessment of e lesson. |
| 2. To develop skills in preparing programmed instruction materials and modules | | | |

### 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>
<tbody>
<tr>
<td>1. To prepare the prospective teachers as reflective practitioners</td>
<td>• Social Science Teacher as a reflective practitioner – Concept • Reflective strategies – concept map, brainstorming, journaling, portfolio writing, problem solving.</td>
<td>Brainstorming Meaningful verbal expression Arrange a reflective session after teaching practice or field visit or Camp activities</td>
<td>• Reflective Journal (Practical) • Observing feedback session</td>
</tr>
</tbody>
</table>

References

385
- 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 perspectives 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/
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 feedback | 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>
</table>
| 1. To inculcate a broad perspective of individualised instruction | • Curriculum transaction – meaning and various modes  
• Curriculum design – Digital texts and e-content  
• Virtual learning environment  
• Adapting free down loadable digital resources in Geography | Discussion  
Online learning  
Develop a e-learning module or e-lesson in Geography  
Web search | Assessment  
• Internal test for units 1, 2, & 3 (CE.Edu.13) |
| 2. To develop skills in preparing instructional materials and modules | | | |

Reference

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

Reference

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, Brain storming, journaling etc | Brainstorming  
 Meaningful verbal learning  
 Arranging reflective session during teaching practice/field visits | • Reflective journal (practical)  
 • Observing reflective sessions  
 • Collecting feedback |

Reference

- http://www.assessment.gatech.edu/up-contnet/uploads.slides
- 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>
<tbody>
<tr>
<td>1. To identify and practice modern instructional strategies in Commerce education.</td>
<td>• Experiential learning, blended learning, contract learning, problem based learning, teaching thinking skills, graphic organizer.</td>
<td>Online learning Demonstration</td>
<td>• Assessment of learning process and reflections • Graphic organizers preparation</td>
</tr>
</tbody>
</table>
2. To analyse the ways and strategies in which a teacher educand deals with Children with Special Needs.

<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 acquaint with the principles and practices of feedback mechanisms.</td>
<td>• Quantitative V/S Qualitative Assessment</td>
<td>Brain storming</td>
<td>• Quiz session</td>
</tr>
<tr>
<td>2. To become capable of designing and implementing various assessment tools and techniques.</td>
<td>• Diagnostic test, Achievement test, Performance test.</td>
<td>Meaningful verbal expression</td>
<td>• Portfolio Assessment</td>
</tr>
<tr>
<td>3. To generate a professional aspiration among young world by preparing for competitive / placement exams.</td>
<td>• Portfolio Assessment, Rubrics</td>
<td>Online learning</td>
<td>• Rubrics</td>
</tr>
<tr>
<td></td>
<td>• Self reflection, Peer evaluation</td>
<td>Group investigation</td>
<td>• Self reflection</td>
</tr>
<tr>
<td></td>
<td>• Assessing student performance as feedback for</td>
<td></td>
<td>• Diagnostic &amp; Achievement test (Practical)</td>
</tr>
<tr>
<td></td>
<td>• Students progress</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Teacher’s proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Competitive exams- Basic ideas of MAT, CA, CS, ICWAI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit 2  Strategies of Assessment in Commerce Education (14 Hrs + 9 Hrs)

*Narrative expression, Web search*
### 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>
<tbody>
<tr>
<td>1. To generate a curriculum transaction modes in teaching commerce.</td>
<td>- Curriculum transaction: meaning and modes&lt;br&gt;  - Face to face mode and ICT enabled mode&lt;br&gt;  - Experience with curriculum designs-Design digital texts and e-content&lt;br&gt;  - Adapting free downloadable digital resources for curriculum transaction in commerce.</td>
<td>Discussion&lt;br&gt;  Demonstration&lt;br&gt;  Self study&lt;br&gt;  Supervised study&lt;br&gt;  Self evaluation&lt;br&gt;  Observation</td>
<td>Evaluation of various curriculum designs&lt;br&gt;  Assessment of e content script&lt;br&gt;  Analyzing educational blogs&lt;br&gt;  Assessment of e lesson.</td>
</tr>
<tr>
<td>2. To develop skills in using websites for analyzing modern instructional practices in commerce.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>
<tbody>
<tr>
<td>1. To capacitate the spirit of teacher as a reflective practitioner.</td>
<td>- Commerce Teacher as a reflective practitioner – Concept&lt;br&gt;  - Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving.</td>
<td>Brain storming&lt;br&gt;  Meaningful verbal expression&lt;br&gt;  Online learning&lt;br&gt;  Group investigation</td>
<td>Online assessment&lt;br&gt;  Concept maps&lt;br&gt;  Portfolio writing&lt;br&gt;  Reflective Journal (Practical)</td>
</tr>
<tr>
<td>2. To become competent in practicing reflective strategies in instructional process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 gain 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 |
References
- http://www.bbk.ac.uk/linkinglondon/resources/
- https://www.itschool.gov.in

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 | | | |
### Reference

- [http://www.novisystems.com/Assessment-Software.aspx](http://www.novisystems.com/Assessment-Software.aspx)

---

### 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>
</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.

(Objectives – 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>
</tr>
</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. | | | |
Burns, etc.
- Posture
- Congenital and acquired postural deformities
- Remedial measures for acquired postural problems

**Unit 4: Yoga in schools.**

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