

## **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 - 13. 1-13 : Emerging Trends and Practices in .....Education.**

## **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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To familiarize with the concept, meaning and characteristics of management. 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	<ul style="list-style-type: none"> <li>• Concept, Meaning and Characteristics of Management.</li> <li>• Functions of Management.</li> <li>• Theories of Management (Taylor’s Theory, Fayol’s Theory and Peter Drucker’s Theory)</li> <li>• Concept, Scope, Principles and Importance of Educational Management</li> <li>• Components of management of Educational system.</li> <li>• Structure of Educational management in Kerala at Central, State and Local level</li> </ul>	Verbal discourse Group discussion Narrative expression in small groups Brain storming Collaborative interaction on Meaningful verbal Learning Verbal interaction	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Oral questions</li> <li>• Role performance assessment</li> <li>• Quizzes</li> <li>• Observation of involvement in interaction</li> <li>• Journal writing</li> </ul>

**Unit 2 Aspects of school management (15 hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To know about the importance and concept of institutional planning and make the students realise the	<ul style="list-style-type: none"> <li>• Institutional Planning- Concept, Importance, Steps and role of HM in institutional planning.</li> </ul>	School visit and Collaborative discussion	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Participant observation</li> <li>• Performance assessment</li> </ul>

<p>role of HM in the planning</p> <ol style="list-style-type: none"> <li>2. To acquaint with various resource management at school</li> <li>3. To familiarize with importance and types of time table and understand the principles of framing it.</li> <li>4. To develop the skill in organizing a school plant and maintaining the school records and registers</li> <li>5. To develop a clear perception about the human resources and their duties.</li> <li>6. To understand the concept of leadership and various styles of leadership.</li> <li>7. To get a clear idea about the roles and responsibilities of the head of the institution</li> <li>8. To gain an overview on the roles of teacher as learning facilitator and classroom manager</li> <li>9. To explore the importance of entrepreneurship education its phases and the major entrepreneurship skills that can be developed in a learner</li> <li>10. To reinforce entrepreneurial education for teacher trainers</li> <li>11. To explore the avenues as</li> </ol>	<ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Time Management- concept of time management.</li> <li>• Timetable- Importance, Principles of framing Time Table and Types of Time Table</li> <li>• Material Resource Management</li> <li>• Organization of School Plant- school site, building, infrastructure</li> <li>• School records and registers- Types and maintenance.</li> <li>• <b>Human Resource Management</b></li> <li>• <b>Headmaster-</b> Qualities, Roles, Duties and responsibilities, Concept of Leadership, Styles of leadership.</li> <li>• <b>Teacher-</b> 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.</li> <li>• <b>Learner-</b> Education for trained manpower - Entrepreneurship Education, Concept, functions, need and importance and Process of entrepreneurship</li> <li>• Phases of entrepreneurship- sensitizing, training, qualification and coaching.</li> <li>• Entrepreneurial skills-Goal setting, Planning , Creative thinking, Research, Decision</li> </ul>	<p>Practical experience</p> <p>Active class room learning</p> <p>During school induction and practice teaching</p> <p>Discussion in small groups</p> <p>Peer tutoring</p> <p>Seminar and discussion</p> <p>Reflective practices</p> <p>Visit to institutions</p> <p>Interactive session</p> <p>Discussion</p> <p>Role play</p> <p>Workshops</p> <p>Project method</p> <p>Participant observation</p> <p>Student led enquiry and discovery</p> <p>Active learner centered learning activities</p>	<ul style="list-style-type: none"> <li>• Document reporting</li> <li>• Preparation of learning materials</li> <li>• Observation of involvement</li> <li>• Analysis of reports</li> <li>• Tests</li> <li>• Assessment of tour report</li> <li>• Observation of involvement in interactions.</li> <li>• Performance Assessment</li> <li>• Performance Assessment</li> <li>• Assessment of reports</li> <li>• Discussion</li> <li>• Observing the interactions</li> <li>• Tests</li> <li>• Rubrics</li> <li>• Assessment of learner involvement and creativity</li> <li>• Assignment assessment</li> <li>• Evaluation of project</li> <li>• Teacher observation</li> <li>• Performance assessment in group discussion</li> <li>• Peer evaluation</li> <li>• C E</li> <li>• Evaluation based on umentation</li> </ul>
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<p>entrepreneurs in educational field</p> <p>12. To acquaint with various academic supports in school management activities</p> <p>13. To familiarize the importance of PTA ,Staff Council and Student Council</p> <p>To realize the importance of co-curricular activities in the personality development of alearner</p> <p>14. To develop an awareness about the need of professional growth of teachers and familiarizing different programmes and organizations to attain professional development</p> <p>15. To get a clear idea about Total Quality Management and Quality Indicators</p> <p>16. To acquaint with the concept and applications of SWOC analysis</p>	<p>making, Risk bearing, problem solving.</p> <ul style="list-style-type: none"> <li>• Evolving career prospects of teachers-</li> <li>• Content writers, e-content developers, content editors, translators, educational software developers, publishers, career counselors ,education journalists, start up initiatives etc.</li> <li>• <b>Academic support systems</b></li> <li>• Library (school information system), Laboratory, Museum.</li> <li>• PTA, Staff Council, student council-organizational structure and functions</li> <li>• 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.</li> <li>• Professional growth of teachers-need, programmes, and organizations</li> <li>• Total Quality Management- Concept and importance, Quality Indicators, SWOC analysis-concepts and steps</li> </ul>	<p>Library reference and observation</p> <p>Collaborative discussion</p> <p>Projects</p> <p>Seminar</p> <p>Participant observation</p> <p>Participation in school activities</p> <p>Involvement in activities</p> <p>Small group discussion</p> <p>Brain storming</p> <p>Institutional visit</p> <p>Participation in school activities</p>	<ul style="list-style-type: none"> <li>• Assignment evaluation</li> <li>• Evaluation of Practicum</li> </ul>
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**Unit 3 Environmental awareness and importance of Environmental Education (14 hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand the concept and components of environment</li> <li>2. To identify the types of environmental resources</li> <li>3. To realize the significance the biodiversity in protecting the environment</li> <li>4. To understand the concept, and importance of environmental education.</li> <li>5. To understand the importance of studying environmental education at various levels</li> <li>6. To realize the impact of human interventions on environment</li> <li>7. To realize the consequences of human actions on the environment</li> <li>8. To acquaint with various types of pollution</li> <li>9. To develop a positive attitude towards the need for reducing global warming and related consequences</li> <li>10. To practice environment protection measures in personal life.</li> <li>11. To conduct</li> </ol>	<ul style="list-style-type: none"> <li>• Concept and components of Environment, Natural and Manmade Environment</li> <li>• Environmental resources- types, Biodiversity-types and significance</li> <li>• Environmental education-concept and importance</li> <li>• Need of incorporating EE at various levels- Primary, Secondary and Tertiary level</li> <li>• Objectives and Principles of EE</li> <li>• Human interventions , its impact on Environment and measures of Environmental protection</li> <li>• Deforestation, Quarrying and Mining, Destruction of mangroves, sacred groves and wetlands, Population Explosion, Pollution-types, causes and effects. Depletion of Biodiversity, Extinction of species-</li> <li>• Climate change, water scarcity, loss of arable soil, global warming, ozone depletion, greenhouse effect.</li> <li>• Waste management, wildlife and forest conservation, water conservation, green culture, alternative sources of energy, organic farming, vermi composting.</li> <li>• <b>3. B) Education for sustainable</b></li> </ul>	<p>Observation</p> <p>Video Presentation</p> <p>Hands on experience</p> <p>Field study</p> <p>Project method</p> <p>Group tasks</p> <p>Small group discussion</p> <p>Field trip and observation</p> <p>Project method</p> <p>Workshops</p> <p>Poster presentation</p> <p>Action research</p> <p>Individual and group projects</p> <p>Problem bases</p>	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Work book analysis</li> <li>• Project analysis</li> <li>• Participation of students</li> <li>• Assignments</li> <li>• Diary writing</li> <li>• Practicum</li> <li>• Performance based assessment</li> <li>• Role assessment</li> <li>• Analysis of problem solving</li> <li>• Assessment of innovative ideas</li> <li>• Class Test</li> <li>• Individual assessment</li> </ul>

<p>conscientizationprogramme on reducing the environmental pollution</p> <p>12. To gain knowledge about the various environmental laws and rights</p> <p>13. To familiarise with the constitutional provisions regarding the environmental protection</p> <p>14. To apply the environmental laws and principles when need arises</p> <p>15. To familiarise with the international efforts on environmental protection</p>	<p><b>development- Concept and significance (6 hrs)</b></p> <ul style="list-style-type: none"> <li>• Sustainable practices and role of students .</li> <li>• Role of Governmental agencies and NGO s in environmental protection.</li> <li>• Environmental laws and rights- Air act, Water act, Wildlife Protection act, Forest Conservation act , Articles 48 A, 51 A(g), International Protocols- Earth Summit, Kyoto Protocol, Montreal Protocol, Stockholm Conference.</li> </ul>	<p>learning</p> <p>Work shops</p> <p>Projects</p> <p>Lecture method</p> <p>Internet based learning</p>	
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**Unit 4 Disaster management (6hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. To familiarise the concept of disaster management</p> <p>2. To familiarize with the phases of disaster management</p> <p>3. To familiarise with the mentioned disasters</p> <p>4. To prepare an action plan for disaster prevention and preparedness</p>	<ul style="list-style-type: none"> <li>• Meaning and concept of disaster management</li> <li>• Phases of disaster management – Steps and brief description only</li> <li>• Prevention and preparedness for Flood, Land slide, Fire and Earthquake</li> </ul>	<p>Small group discussion</p> <p>Action plan preparation</p> <p>Expert talk</p> <p>Role play</p> <p>Power point</p>	<ul style="list-style-type: none"> <li>• Participation in discussion</li> <li>• Role assessment</li> <li>• Documentation analysis</li> </ul>

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**Unit 5 Health Education (15 hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.	<ul style="list-style-type: none"> <li>• Health &amp; Health Education</li> <li>• Meaning, importance and factors affecting Health</li> <li>• Significance, scope ,aims and objectives of Health Education</li> </ul>	Meaningful verbal presentation	<ul style="list-style-type: none"> <li>• Test</li> </ul>
2. Develop right attitudes and habits for a healthy living in personal and community life. 3. Guiding the next generation to live with social commitment and obligations.	<ul style="list-style-type: none"> <li>• Hygiene &amp; Health Hazards</li> <li>• Personal and Community Hygiene</li> <li>• Smoking ,Alcoholism and Abuse of drugs</li> </ul>	Dramatization Presentations in small/medium groups	<ul style="list-style-type: none"> <li>• Evaluation of daily reflective behavior</li> <li>• Test</li> </ul>
4. To impart knowledge regarding food and nutrition, first aid and the importance of posture. 5. Develop awareness about various lifestyle diseases and their prevention.	<ul style="list-style-type: none"> <li>• Understanding Nutrition</li> <li>• - Macro and Micro Nutrients</li> <li>• Carbohydrates,Protein,Fat,</li> <li>• Vitamins (Fat soluble and water soluble),Minerals,Water &amp;Fibre</li> <li>• Balanced diet</li> <li>• Vitamin deficiency diseases</li> <li>• Malnutrition</li> <li>• Diseases - Lifestyle diseases and it's management( Obesity, Hypertension ,Diabetes and Osteoporosis)</li> </ul>	Narrative expressions Group activity Personal profiles  Verbal orientation  Demonstration Group activity Verbal presentation Preparation of database	<ul style="list-style-type: none"> <li>• Debating and discussions</li> <li>• Test</li> <li>• Survey reports</li> <li>• Group presentation</li> <li>• Posture assessment Grid</li> </ul>



	<ul style="list-style-type: none"> <li>• Common communicable diseases – Symptoms ,causes and prevention</li> <li>• First Aid</li> <li>• Definition</li> <li>• Aims and Principles</li> <li>• Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting, Burns, etc.</li> <li>• Posture</li> <li>• Congenital and acquired postural deformities</li> <li>• Remedial measures for acquired postural problems</li> </ul>		
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### References

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## **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 COMPETENCYFOR INCLUSIVE CLASSROOM

**UNIT I: LEARNER AND MEANINGFUL EXISTENCE 20hours (15T+5P)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To inculcate values in the changing social scenario 2. To integrate learner with learning in a holistic manner 3. To understand Duties and Rights of Indian Citizens	<ul style="list-style-type: none"> <li>• Four pillars of education suggested by UNESCO</li> <li>• Citizenship Training- Duties and Rights of Indian Citizens</li> <li>• Peaceful coexistence and need for peace education</li> <li>• Prohibition of child Labour</li> <li>• 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</li> </ul>	Lecture discussion  Silent sittingvisual experiences  Anecdotes  The Stage Specific Focus  Group activities  Organised discussion and reflective exercises  Workshop  Debates  Role plays, Stories  Symposium	<ul style="list-style-type: none"> <li>• Response analysis</li> <li>• Extension activity with a motive of Value inculcation and Performance based assessment</li> <li>• Unit Test</li> </ul>

**References**

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- 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 ( 25Hrs 15 T+10 P )**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To analyse the historical perspectives of gender bias 2. To adopt strategies to address gender issues in education	<ul style="list-style-type: none"> <li>• 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</li> <li>• Situations of gender differences – Educational, Social, Political, Economical,</li> <li>• 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</li> <li>• Empowerment of girls as empowerment of society and role of teacher to develop attitude of equity- policy and management-women's action groups</li> <li>• Gandhian views on women empowerment- A synthesis of pragmatism and idealism</li> </ul>	Lecture discussion  Workshop  Debates  Symposium  Multimedia presentation	<ul style="list-style-type: none"> <li>• Response analysis</li> <li>• Extension activity with a motive of Value inculcation.</li> </ul>

**References**

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- <http://www.isical.ac.in/~wemp/Papers/PaperItismitaMohanty.pdf>
- <http://www.legalservicesindia.com/article/article/the-role-of-education-sector-in-removing-gender-inequality->

**UNIT III: DEVELOPING AN INTEGRATED LEARNER    20 hours (15T+5 P)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To familiarise the life skills among the learners</li> <li>2. To practice and enhance the mental and physical strength among students</li> <li>3. To acquaint with the guidance and counselling procedures</li> <li>4. To nurture mental health and mental Hygiene among learners</li> <li>5. To promote healthy behaviour and healthy relations .</li> </ol>	<ul style="list-style-type: none"> <li>• Meaning and scope of <b>Life skill education</b>- WHO classification of life skills- Strategies for applying life skills for capacity development <b>Guidance and counselling</b> – Meaning, scope, types, procedure and, organisation of guidance cell- Application in inclusive classrooms.</li> <li>• <b>Counselling</b> - meaning and nature of <b>Counselling skills</b>- adolescent issues and their management-Sexual harassment, Substance abuse - Impact of media/ Internet/ mobile - Depression and suicide- causes and remedies.Counselling skills and procedure</li> <li>• <b>Mental Health and Hygiene</b> – Characteristics, Role of Home and School</li> </ul>	<p>Lectures</p> <p>Interview</p> <p>Puppetry</p> <p>Life skill Camps</p> <p>Prepare activities based on life skills</p> <p>Prepare sample script for role play</p> <p>Develop an activities to foster life skills in the classroom</p> <p>Design of Strategies for promoting emotional stability</p> <p>Conduct mock counselling sessions</p>	<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Role Play</li> <li>• Practical work</li> <li>• Assignments</li> <li>• Seminar presentation</li> <li>• Test paper</li> <li>• Performance based assessment</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarise the trends and practices of classroom management. 2. To practice and enhance the behavior management strategies . 3. To acquaint with the behaviouralchanges occur within a social group or between social groups . 4. To analyse human behaviour and communication.through Transactional Analysis 5. To equip student teachers professionally competent.	<ul style="list-style-type: none"> <li>• Classroom management –trends, practices and strategies, Behaviour management</li> <li>• Group Dynamics- Sociometry and types of leadership</li> <li>• Forces operating within a group in social interaction</li> <li>• Transactional Analysis –Ego states, Egogram- significane in education</li> <li>• Professional competency for inclusive classroom by incorporating the above aspects</li> </ul>	Open meeting of Parents Construction of sociometry in a group Interviews Group discussion Prepare activities based on Leadership skills Self evaluation by Egogram	<ul style="list-style-type: none"> <li>• Field visit</li> <li>• Role Play</li> <li>• Practical work</li> <li>• Assignments</li> <li>• Seminar presentation</li> <li>• Test paper</li> <li>• Performance based assessment</li> </ul>

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## EDU – 13.1 : Emerging Trends and Practices in Malayalam Education

(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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get familiarized with self-instructional strategies and integrated approach in teaching Malayalam	<ul style="list-style-type: none"> <li>• Workshop, Seminar, Symposia, Debates</li> <li>• Video content generation</li> <li>• e-learning, M-learning, Virtual Learning</li> <li>• e-tutoring, Online Courses</li> <li>• <b>Integrated Approach in Teaching Malayalam</b></li> <li>• Significance</li> <li>• Different types</li> <li>• Interdisciplinary Approach</li> </ul>	<p>Discussion on given reading materials.</p> <p>Preparation of modules</p> <p>Workshop for the familiarization of CAI, CMI</p>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Completeness</li> <li>• Involvement in the workshop</li> <li>• Comprehensiveness</li> <li>• CE - Test</li> </ul>

	<ul style="list-style-type: none"> <li>• Stages of application</li> <li>• Integrated learning activities</li> </ul>	Preparation of short notes on types of integrated approach	
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### Unit 2 Strategies of Assessment in Malayalam Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with assessment strategies of Malayalam Education	<ul style="list-style-type: none"> <li>• Different Types</li> <li>• Continuous and comprehensive Evaluation- CCE</li> <li>• Evaluation criterion for different learning activities</li> <li>• Importance of Rubrics</li> <li>• Evidence based performance assessment through 'Portfolios'</li> <li>• Construction and administration of achievement test and diagnostic test</li> <li>• Significance of grading system in schools</li> </ul>	<p>Discussion on various assessment strategies.</p> <p>Practical sessions for creating rubrics</p> <p>Preparation of portfolios , Collection of evidences</p> <p>Practice sessions for test construction</p> <p>Debate on grading system prevailing in school education</p>	<ul style="list-style-type: none"> <li>• CE - Innovative Work</li> <li>• Participation in discussion</li> <li>• Manner of presentation</li> <li>• Preparation of rubrics</li> </ul>

### Unit3 Material Design for Curriculum Transaction in e-platform

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To understand and practice the concept - Material Design for Curriculum Transaction in e-platform	<ul style="list-style-type: none"> <li>• Significance in language teaching</li> <li>• E-content design and development</li> <li>• Copy Writing</li> </ul>	<p>Discussions on the significance of Material Design for Curriculum Transaction in e-platform</p> <p>practice sessions on E-content design and development</p> <p>Assignments</p>	<ul style="list-style-type: none"> <li>• Participation of students</li> <li>• Performance of students in the practical sessions compliance</li> </ul>

### Unit 4 Teacher as a Reflective Practitioner

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To comprehend the concepts and practices related to 'reflective practice.'	<ul style="list-style-type: none"> <li>• Teacher as a professional – concept of CPD (Continuous Professional Development )</li> <li>• Feedback</li> <li>• Reflective practices</li> <li>• Video Lesson</li> <li>• Reflective Journal</li> </ul>	<p>Discussions on the role of teacher as a reflective Practitioner</p> <p>Preparation of video lessons</p> <p>Demonstration on the preparation of</p>	<ul style="list-style-type: none"> <li>• CE - Peer Evaluation of 10 classes</li> <li>• Participation of students</li> <li>• Performance in practical sessions</li> <li>• Practicability of the journals</li> </ul>

		reflective journals	
		Preparation of reflective journal	

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BhashapadanavumSidhaanthangalum	Dr.SreeVrinda Nair N	DC Books Kottayam
Divaswapna	GijubhaiBhadeka	National Book Trust
EnganeMalayalattilBhogam	Baburaj PM	DC Books, Kottayam
Gadyarachana	Dr.CK Chandrasekharan Nair	Kerala Bhasha Institute
Gadyashilpam	CV VasudevaBhattathiri	Kerala Bhasha Institute
Kerala Panineeyam	AR RajarajaVarma	DC Books, Kottayam
KuttikalePadanathilSahayikkam	PK Abdul Hammed Karassery	DC Books, Kottayam
MalayalaBhashaBodhanam	CV VasudevaBhattathiri	Kerala Bhasha Institute
MalayalaBhashadyapanam	Dr.KSivarajan	Calicut University
MalayalaKavithapadhanamgal	K Sachidanandan	Mathrubhoomi Books
MalayalaSahithyaCharithram	Dr. KalpattaBlakrishnan	Kerala Bhasha Institute
MalayalaSahithyaCharithram	PK Parameswaran Nair	Sahithya Academy
MalayalaSahithyaNiroopanam	Dr. PanmanaRamachandran Nair	Current Books, Kottayam
MalayalaSahithyaVimarshanam	Dr. SukumarAzheekkode	DC Books, Kottayam
Mathrubhashabhodhanam:		
Micro teaching	Allen,D& Ryan, K	Adison Wesley, London
MumbilullaJeevitham	J Krishnamoorthi	DC Books, Kottayam
Nalla Malayalam	CV VasudevaBhattathiri	DC Books, Kottayam
NammudeBhasha	EMS Namboothiripad	Kerala Bhasha Institute
Padyapadhathisidhaantham	Dr. Ravisankhar S. Nair	Kerala Bhasha Institute
ParivarthanonmughaVidhyabhyabyasamGuru NithyachaithanyaYathi		NarayanaGurukulam, Varkala
PravanathakalumReethikalum.	Bindhu,C.M	Scorpio, Calicut

PrayogikaVyakaranam	Irinjayam Ravi	
PurogamanaVidyabhyaasachinthakal	PV Purushothaman	Kerala ShaasthrasaahityaParishad
Thettillatta Malayalam	Prof. PanmanaRamachandran Nair	DC Books, Kottayam
TirakkadhaRachana – KalayumSidhanthvum	Jose K Manuel	Current Books, Kottayam
Toto Chan	TetsukoKoriyoNagi	National Book Trust, Kerala
ShaasthrasaahityaParishad		
Tuition to Intuition	Dr. KN Anandan	Transcend, Malappuram
Ucharanamnannavan	Dr. VRPrabodhachandran	Kerala Bhasha Institute
VidhyabhyasathilViplavam	Osho	Silence, Kozhikkode
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### EDU 0.13 : Emerging Trends and Practices in English Language Education

(Theoretical discourses – 60 & CE – 30 hours )

**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**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with evolving instructional strategies 2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning	<ul style="list-style-type: none"> <li>• Collaborative Learning and Co-operative Learning</li> <li>• Connectivism-learning through Aggregation, Remixing, Repurposing and Feeding forward</li> <li>• Metacognitive strategies in language learning</li> <li>• Webinars</li> <li>• Video conferencing</li> <li>• e-learning, Blended Learning, Virtual Learning</li> <li>• e-tutoring, Massive Open Online Courses</li> </ul>	Tasks involving cooperation and collaboration  Knowledge analysis  Re-creation  Textual reading and reflection	<ul style="list-style-type: none"> <li>• Completion and submission of tasks</li> <li>• Sharing/recreating resources</li> <li>• Improvement in performance</li> <li>• Compilation of knowledge garnered from Internet</li> <li>• Trainee created digital aids for online teaching</li> <li>• Participation in online learning</li> <li>• Submission of Lesson Plans that</li> </ul>



	(MOOC) <ul style="list-style-type: none"> <li>• Learning on the Cloud platform</li> <li>• Lesson Planning for modern instructional strategies</li> </ul>	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	fulfils essential criteria
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### Unit II : Strategies of Assessment in English Education

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers are introduced to assessment techniques and practices	<ul style="list-style-type: none"> <li>• Self-Reflection and Peer-Evaluation</li> <li>• Continuous and Comprehensive Evaluation (CCE)</li> <li>• Common Core Standards-European Framework</li> </ul>	Construction of test types Preparation of Question Paper	<ul style="list-style-type: none"> <li>• Course Book content-based test construction</li> </ul>

	<ul style="list-style-type: none"> <li>• Different types of tests-Purpose and mechanism</li> <li>• Criteria of a good test in English</li> <li>• Question forms- LOT &amp; HOT questions</li> <li>• Test types for LSRW</li> <li>• Construction and administration of:- Achievement &amp; Diagnostic Tests</li> <li>• Remedial Teaching</li> <li>• Formative and Summative Assessment</li> <li>• ICT integrated Assessment practices ; Assessment Rubrics in language testing;e-Portfolio</li> </ul>	Group and Pair work	
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### Unit III: Material Design for Curriculum Transaction in e-platform

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teachers familiarizes with design and development of e-content materials	<ul style="list-style-type: none"> <li>• e-content design and development</li> <li>• e-content authoring</li> <li>• e-Padasala and Brihaspathi</li> <li>• NMEICT</li> <li>• Short Learning Objects (SLOs) and Reusable Learning Objects (RLOs)</li> </ul>	<p>Intro lecture-cum demonstration on</p> <p>Creation of e-content</p>	<ul style="list-style-type: none"> <li>• Rubrics to check e-learning materials produced</li> </ul>

#### Unit IV: Reflective practices

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Student teacher familiarizes with ways of improving performance through reflection 2. Develop ability to apply TQM strategies	<ul style="list-style-type: none"> <li>• -Teacher Performance Standards</li> <li>• -Rubrics for self assessment</li> <li>• -Self reflection</li> <li>• -Total Quality Management for Language Teachers</li> </ul>	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	<ul style="list-style-type: none"> <li>• Pre and Post test during Practice Teaching aimed at improving performance based on standards</li> </ul>

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- Virtual Learning Program Rubric. Northeast Comprehensive Center.: <http://www.doe.mass.edu/odl/standards/VLPrubric.pdf>
- Useful sites for teachers:
- 55 Cloud Based eLearning Authoring Tools : <http://elearningindustry.com/the-ultimate-list-of-cloud-based-authoring-tools>
- The MOOC Guide: <https://sites.google.com/site/themoocguide/>

## EDU – 13.3 : EMERGING TRENDS AND PRACTICES IN HINDI EDUCATION

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

### Objectives

- To make the prospective teachers competent in understanding and applying various instructional strategies
- To get acquainted 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Evolve modern instructional strategies 2. Evolve and utilize appropriate instructional strategies to satisfy the needs of different categories 3. Equip Student teachers to address the special needs of differently	<ul style="list-style-type: none"> <li>• 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,</li> <li>• Meta cognitive strategies, Webinars, Learning on the cloud platform</li> </ul>	Collaborative learning Co-operative learning Constructivist approach of knowledge	<ul style="list-style-type: none"> <li>• Assessment of learning process and reflections</li> <li>• Assessment of students' progress</li> <li>• Assessment of learning materials prepared for differently abled students</li> </ul>

<p>abled children in Hindi language classroom</p>	<ul style="list-style-type: none"> <li>• Evolving instructional strategies for</li> <li>• High,Average and Low achievers in the heterogeneous classroom</li> <li>• Instructional strategies and teaching learning materials to address the special needs of differently abled children(CSWN-Children with special needs) in the language classroom</li> </ul>	<p>generation</p> <p>Comparative &amp; critical study on various methods and strategies</p> <p>Online learning</p> <p>Narrative expression</p> <p>Web search</p> <p>Adopting different strategies according to the level of students</p> <p>Developing different strategies for differently abled students</p>	
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**Unit 2 Strategies of Assessment in Hindi Education ( 18 Hrs + 7 Hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Get acquaint with different types of evaluation and assessment techniques</p>	<ul style="list-style-type: none"> <li>• Quantitative V/S Qualitative Assessment</li> <li>• Formative and Summative Evaluation, Scheme of Grading, Continuous and</li> </ul>	<p>Brain storming</p> <p>Meaningful verbal</p>	<ul style="list-style-type: none"> <li>• Quiz session</li> <li>• Portfolio Assessment</li> <li>• Rubrics</li> </ul>

<p>2. Become capable of designing and implementing various performance tests</p> <p>3. Familiarize with online assessment tools and techniques</p> <p>4. Get acquainted with the practices of feedback mechanisms</p> <p>5. Develop a professional aspiration for competitive / placement exams</p>	<p>Comprehensive Evaluation,different types of tests---Norm referenced test, Criterion referenced test</p> <ul style="list-style-type: none"> <li>• Diagnostic test, Achievement test: Design of the test/Blue Print</li> <li>• Performance test : assessment based on process indicators like listening comprehension, pronunciation,vocabulary test,reading test, handwriting assessment, creative writing,communication skill assessment</li> <li>• Online assessments, projects and their outputs</li> <li>• Techniques to reduce language errors: Language editing and summarization</li> <li>• Translation: Hindi to English,English to Hindi,Hindi to Malayalam,Malayalam to Hindi</li> <li>• Portfolio Assessment, Rubrics</li> <li>• Self reflection, Peer evaluation</li> <li>• Assessing student performance as feedback for Students progress --- Teacher's proficiency --- Parents</li> <li>• Opportunity for self reflection---Self Evaluation, Peer Evaluation and Teacher Evaluation of classroom practices,</li> <li>• preparation and application of context based data sheets</li> <li>• Competitive exams- Basic ideas of NET,</li> </ul>	<p>expression</p> <p>Activities for the development of language skills,communication skills</p> <p>Drill and Practise</p> <p>Projects</p> <p>Online learning</p> <p>Construction of test types</p> <p>Preparation of Question Paper</p>	<ul style="list-style-type: none"> <li>• Self reflection</li> <li>• Peer evaluation</li> <li>• Preparation of achievement and diagnostic test</li> <li>• Preparation of different types of tests</li> <li>• Diagnostic Test &amp; Achievement test</li> </ul>
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	SET, K-TET, Proficiency courses offered by Kerala Hindi Prachara Sabha and Dakshin Bharath Hindi Prachara Sabha , Translation courses in Hindi		
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**Unit 3 Material Design for Curriculum Transaction in E- Platform (12 Hrs + 8 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Generate curriculum transaction modes in teaching Hindi 2. Familiarizes with ways of designing digital texts and e-content 3. Develop skills in using websites, digital basic tools and softwares for modern instructional practices in Hindi	<ul style="list-style-type: none"> <li>• Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</li> <li>• Experience with curriculum designs- designing of student-teacher generated digital texts, and e-content</li> <li>• Adapting free downloadable digital resources in Hindi</li> <li>• Use of basic tools and softwares in Hindi - Google transliteration (for Hindi typing), using Hindi online dictionaries – www.shabdKosh.com, collection of Hindi sites - <a href="http://dir.hinkhoj.com">http://dir.hinkhoj.com</a> , searching Wikis for collecting materials for classroom instruction</li> </ul>	Discussion Demonstration Self study Supervised study Self evaluation Observation Use of web-resources Creating Digital learning platforms	<ul style="list-style-type: none"> <li>• Analysis of performance</li> <li>• Evaluation of various curriculum designs</li> <li>• Assessment of e-content script in Hindi</li> </ul>



**Unit 4 Teacher as a reflective practitioner (14 Hrs+ 6 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Capacitate the concept of teacher as a reflective practitioner 2. Become competent in practicing reflective strategies in instructional process	<ul style="list-style-type: none"> <li>• Teacher as a reflective practitioner – concept--modes and means of reflective practices in Hindi- designing and developing tools for reflection in Hindi</li> <li>• 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</li> </ul>	Brain storming Self Assessment Online learning Group investigation Problem solving	<ul style="list-style-type: none"> <li>• Pre and post tests of practice teaching</li> <li>• Online assessment</li> <li>• Concept maps</li> <li>• Portfolio writing</li> <li>• Rubrics for self assessment</li> </ul>

## 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]

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize and apply vocationally with Modern Instructional strategies in Sanskrit education.	<ul style="list-style-type: none"><li>• -Collaborative learning and co-operative learning. Connectivism-Learning through Aggregation, Remixing, Repurposing, and feeding forward. Metacognitive strategies in language learning. Web seminars. Video conferencing. E-learning, Blended learning, Virtual learning. E-tutoring, Massive Open online courses[MOOC]</li><li>• Learning on the Cloud Platform. Lesson planning for the modern instructional strategies.</li></ul>	Demonstration. Lecture method. Group discussions. Debate. Demonstration. Presentation.	<ul style="list-style-type: none"><li>• Observation.</li><li>• Observation.</li><li>• Role performance.</li><li>• Participant observation.</li><li>• Observation.</li><li>• Performance.</li></ul>

**UNIT II STRATEGIES OF ASSESMENT IN SANSKRIT EDUCATION[14HOURS+9HOURS]**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To apply suitable strategies of assessment in Sanskrit Learning.	<ul style="list-style-type: none"> <li>• Self-Reflection and Peer-Evaluation. Continuous and comprehensive Evaluation[ CCE] .Different types of tests- Purpose and mechanism.</li> <li>• Criteria of a good test in Sanskrit. Question forms: - LOT and HOT question s. Test types of LSRW. Construction and</li> <li>• Administration of : Achievement and Diagnostic Tests. Remedial teaching. Formative and summative assessment.ICT Integrated Assessment Practices: Assessment Rubrics in language testing.E-Portfolio.</li> </ul>	<p>Demonstration.</p> <p>Lecture method.</p> <p>Discussions.</p> <p>Narrative expressions.</p> <p>Meaningful verbal expressions.</p> <p>Achievement test .</p> <p>Diagnostic test.</p> <p>Lecture method.</p> <p>Peer evaluation of classes.[five]</p> <p>Discussions.</p> <p>School internship-phase-1-10weeks.</p>	<ul style="list-style-type: none"> <li>• Observation.</li> <li>• Participant observation.</li> <li>• Individual Performance.</li> <li>• Observation and analysis.</li> <li>• Discuss and construct and finally evaluate.</li> <li>• Listening.</li> <li>• Observation.</li> <li>• Participant observation.</li> <li>• Individual assessment.</li> </ul>

**UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM.[18HOURS+8HOURS]**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To design the material for curriculum transaction in E-platform.	<ul style="list-style-type: none"> <li>E-content design and development. E-content authoring. E-Padasala and Brihaspathi. NMEICT.Short learning Objects [SLOs] and Reusable Learning Objects[RLOs]</li> </ul>	Meaningful verbal expressions.  Peer instruction.	<ul style="list-style-type: none"> <li>Participant observation.</li> <li>Observation.</li> </ul>

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

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To develop CPD.	<ul style="list-style-type: none"> <li>Continuing Professional development[CPD].Teacher performance standards. Rubrics for self assessment.Self reflection.Total quality management for Language Teachers.</li> </ul>	Lecture cum Discussion.  Demonstration.  Discussions.  Presentation.	<ul style="list-style-type: none"> <li>Observation.</li> <li>Participant observation.</li> <li>Individual assessment.</li> <li>Test -5 marks.</li> </ul>

## EDU 13.5 EMERGING TRENDS AND PRACTICES IN ARABIC EDUCATION

(Theoretical Discourses. 60 hours. CE 30 hours)

### Objectives

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

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

### Contents

**UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARBIC LANGUAG EDUCATION**

**UNITII : STRATEGIES OF ASSESSMNT IN ARABIC LANGUAGE EDUCATION**

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

**UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER**

### UNIT I. MODERN INSTRUCTIONAL STRATEGIES IN ARBIC LANGUAG EDUCATION

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Familiarizes with the practices in Modern instructional strategies	<ul style="list-style-type: none"> <li>• Modern Strategies in language teaching &amp; learning:</li> <li>• Collaborative Learning &amp; Co-operative Learning</li> <li>• Workshop, Seminar, Symposia, Debate,</li> <li>• Video conferencing,</li> <li>• e-learning, Blended Learning, Virtual</li> </ul>	<ul style="list-style-type: none"> <li>Introductory Lecture</li> <li>Discussion</li> <li>Group Discussion</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignment</li> <li>• Seminar report</li> <li>• Class test</li> <li>• TE</li> </ul>

	<p>Learning,</p> <ul style="list-style-type: none"> <li>• e-tutoring, Discourse based teaching and learning.</li> <li>• Addressing Individual differences in teaching and learning:</li> <li>• Multiple level learning, Learning disabilities</li> <li>• Inclusive education : concept, need &amp; importance</li> <li>• CWSN(Children With Special Needs), Strategies of Teaching CWSN</li> </ul>	Narration	
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### UNITII : STRATEGIES OF ASSESSMSNT IN ARABIC LANGUAGE EDUCATION

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<p>1. Acquaints with modern Assessment and evaluation strategies</p> <p>2. Acquire the ability to develop various assessment tools and apply it</p>	<ul style="list-style-type: none"> <li>• Assessment / evaluation in teaching and learning :</li> <li>• Assessment of learner achievements</li> <li>• Objectives of assessment,Tools&amp; Types ; formative and summative evaluation</li> <li>• Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation</li> <li>• Construction and administration of achievement tests</li> <li>• Diagnostic tests and Remedial teaching</li> <li>• Marking and grading, Grading indicators</li> </ul>	<p>Introductory Lecture</p> <p>Discussion</p> <p>Group Discussion</p> <p>Observation</p> <p>Narration</p>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Class Test</li> <li>• Assignments</li> <li>• Reports</li> <li>• TE</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment using ICT</li> <li>• Development of online tests</li> <li>• Preparation and use online tests and its application</li> <li>• Student evaluation: Self evaluation, Peer evaluation</li> <li>• Preparation of scoring indicators for CE and CCE</li> <li>• Assessment Rubrics</li> </ul>		
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**UNIT III: MATERIAL DESIGN FOR CURRICULUM TRANSACTION IN E-PLATFORM**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. <i>Explores the practices of curriculum transaction by applying e -platforms</i>	<ul style="list-style-type: none"> <li>• ICT enabled Language Teaching :</li> <li>• E-content design and development</li> <li>• E-content authoring</li> <li>• Online language teaching and learning</li> <li>• Online Language learning materials: language games, Online vocabulary games</li> <li>• Online grammar games</li> <li>• Audio-podcasting</li> </ul>	Introductory Lecture Discussion Group Discussion Observation Narration	<ul style="list-style-type: none"> <li>• CE</li> <li>• Reports</li> <li>• Workshop products</li> <li>• Assignment:</li> <li>• Soft copy</li> <li>• TE</li> </ul>

#### UNIT IV: TEACHER AS A REFLECTIVE PRACTITIONER

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Equips the teacher and develop interest in teaching profession	<ul style="list-style-type: none"> <li>• Teacher ; Teaching Profession:</li> <li>• Professional Traits and competencies,</li> <li>• Professional Ethics.</li> <li>• Arabic Language Teacher : His varying roles, Qualities &amp; qualifications</li> <li>• Humanistic teacher attributes :</li> <li>• Temperance, Empathy, Academic Aristocracy, Commitment, Humor, Ethics, Reflection</li> <li>• Knowledge worker, Facilitator, Mentor, Social Engineer, &amp; guide</li> <li>• Reflective Practitioner,</li> <li>• <i>Teacher Development, Professional Development,</i></li> <li>• <i>Continuing professional Development</i></li> <li>• <i>Teacher Accountability</i></li> <li>• Rubrics for self assessment</li> </ul>	<ul style="list-style-type: none"> <li>Introductory Lecture</li> <li>Discussion</li> <li>Group Discussion</li> <li>Observation</li> <li>Narration</li> </ul>	<ul style="list-style-type: none"> <li>• CE</li> <li>• Assignment</li> <li>• Reports</li> <li>• TE</li> </ul>

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- Thaaleem al lugha al Arabiya lighairi al nathiqaenabiha : Makthab al tharbiyya al Arabiliduwal al Khaleej
- Thuruquthadrees al lugha al Arabiyyalimadaris al muthawassithawathanaiyya : HasanMullaUthman ; Dar alam al Kuthublithbaawannashshrwathouzeea, Riyadh, KSA
- Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyawathaqniyyath al thaaluum: Dr. Muhammed Assam Tharbay , Dar Hammurabi lilnashriwathouzeea



- AsaleebWaThuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashriwathouzeea
- Providing teachers effective strategies for using technology techrends: Brown B&Henscheid
- IstheeratheejiyyathwaMaharah al Tharees :Kamal al Jundi; Dar al Jumhooriyalilthibaa
- Wasaail al Ithisalwathaknologiyafithaaleem :DrAbd al hafiz muhammedsalama ,Dar al Fjkar
- Al thadreeswaIadad al Muallim: Dr.SAbdulrahmanqindeel Dar al Nashr al Duwali
- Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
- Al ThadreesAhdafuhuwasasuhuwaAsaleebuhuThaqweemuNathaijuhuwaThathbeeqathuhu: DrFikriHasanRayan, Aalm al kutub , al qahira
- MadkhalIaTharbiya al muthamayyizeenawalMauhooben, Dar al fikarlialthibaawaNashr
- Thaqniyyath al thaaleem( Mafhoomuhawadouruha fi thahseeniamaliyyath al thaaleemwathaallum: BadarSalih
- Al tharbiyawathuruquthadrees: SalihabdulAzeez& Abdul Azeez Abdul Majeed; Dar al Maarif, Al Qahira
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- Computer Based Instruction; Methods & Development & Stanly R ; Prentice Hall
- Introduction to Educational Technology : Kulkarni S

## **EDU – 13.6 : Emerging Trends and Practices in Tamil Education.**

(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 )**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Student teacher familiarizes with evolving instructional strategies 2. Familiarizes with teacher role, Learner role, Instructional material and assessment practices in e-learning	<ul style="list-style-type: none"><li>• Collaborative Learning and Co-operative Learning</li><li>• Connectivism-learning through Aggregation, Remixing, Repurposing</li><li>• and Feeding forward</li><li>• Metacognitive strategies in language learning</li><li>• Webinars</li><li>• Video conferencing</li></ul>	Tasks involving cooperation and collaboration  Knowledge analysis Re-creation  Textual reading and reflection	<ul style="list-style-type: none"><li>• Completion and submission of tasks</li><li>• Sharing/recreating resources</li><li>• Improvement in performance</li><li>• Compilation of knowledge garnered from Internet</li><li>• Trainee created digital aids for online teaching</li><li>• Participation in online learning</li></ul>

	<ul style="list-style-type: none"> <li>• e-learning, Blended Learning, Virtual Learning</li> <li>• e-tutoring, Massive Open Online Courses (MOOC)</li> <li>• Lesson Planning for modern instructional strategies</li> </ul>	<p>Online access and participation</p> <p>Explores online sources</p> <p>Identification/preparation and use of digital resources for online learning</p> <p>Task completion</p> <p>Reflection and collaboration with peers</p> <p>Specimen Lesson Plan writing</p>	<ul style="list-style-type: none"> <li>• Submission of Lesson Plans that fulfils essential criteria</li> </ul>
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**Unit II : Strategies of Assessment in Tamil Education ( 20 hours )**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Student teachers are introduced to assessment techniques and practices	<ul style="list-style-type: none"> <li>• Self-Reflection and Peer-Evaluation</li> <li>• Continuous and Comprehensive Evaluation (CCE)</li> <li>• Different types of tests-Purpose and mechanism</li> </ul>	<p>Construction of test types</p> <p>-Preparation of Question Paper</p>	<ul style="list-style-type: none"> <li>• Course Bookcontent-based test construction</li> </ul>

	<ul style="list-style-type: none"> <li>• -Criteria of a good test in Tamil</li> <li>• -Question forms- LOT &amp; HOT questions</li> <li>• - Test types for LSRW</li> <li>• -Construction and administration of:- Achievement &amp; Diagnostic Tests</li> <li>• -Remedial Teaching</li> <li>• -Formative and Summative Assessment</li> <li>• ICT integrated Assessment practices ;</li> </ul>	-Group and Pair work	
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**Unit III - Material Design for Curriculum Transaction in E- Platform ( 25 hours )**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Generate curriculum transaction modes in teaching Tamil. 2. Familiarizes with ways of designing digital texts and e-content 3. Develop skills in using websites,digital basic tools and softwares for modern instructional practices in Tamil. 4. Student teachers familiarizes with design and development of e-content materials	<ul style="list-style-type: none"> <li>• Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</li> <li>• Experience with curriculum designs- designing of student-teacher generated digital texts, and e-content</li> <li>• Adapting free downloadable digital resources in Tamil</li> <li>• Use of basic tools and softwares in Tamil - Google transliteration, using Tamil online dictionaries –searching Wikis for collecting materials for classroom instruction</li> <li>• e-content design and development</li> <li>• e-content authoring</li> <li>• e-Padasala and Brihaspathi</li> <li>• NMEICT</li> </ul>	Discussion Demonstration Self study Supervised study Self evaluation Observation Use of web-resources Creating Digital learning platforms	<ul style="list-style-type: none"> <li>• Analysis of performance</li> <li>• Evaluation of various curriculum designs</li> <li>• Assessment of e-content script in Hindi</li> </ul>

**Unit IV: Reflective practices ( 20 hours )**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Student teacher familiarizes with ways of improving performance through reflection 2. Develop ability to apply TQM strategies	<ul style="list-style-type: none"> <li>• Teacher Performance Standards</li> <li>• Rubrics for self assessment</li> <li>• Self reflection</li> <li>• Total Quality Management for Language Teachers</li> </ul>	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	<ul style="list-style-type: none"> <li>• Pre and Post test during Practice Teaching aimed at improving performance based on standards</li> </ul>

## 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 mathematics 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 2. To acquaint with the concept of online learning and blended learning 3. To identify special education needs of slow learners, gifted and creative learners	<ul style="list-style-type: none"> <li>• Modern Strategies for teaching Mathematics</li> <li>• Small group and large group activity method cooperative learning and simulation</li> <li>• Online learning, blended learning</li> <li>• Brain based learning strategy</li> <li>• Education for students with special education needs slow learners, deprived learners, gifted and creative learners</li> </ul>	Meaningful verbal expression  Group discussion  Brain storming  Peer tutoring  Seminar	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• On-task behaviour in class</li> <li>• Participant observation</li> </ul>

**Unit II: STRATEGIES OF ASSESSMENT IN MATHEMATICS EDUCATION (25 hours)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To make the learners aware of the importance of providing feedback</li> <li>2. To acquaint with the competitive tests in Mathematics at various levels</li> <li>3. To understand the construction of achievement and diagnostic test</li> <li>4. To familiarize with continuous and comprehensive evaluation and grading system</li> <li>5. To develop rubrics for CCE assessment, self reflection and peer evaluation</li> <li>6. To understand the concept of self reflection and peer evaluation</li> <li>7. To acquaint with online assessment and experience different practices</li> </ol>	<ul style="list-style-type: none"> <li>• Modern Assessment Strategies</li> <li>• Concept of Self Reflection and peer evaluation</li> <li>• Concept of CCE</li> <li>• Concept of Educational Evaluation</li> <li>• Different types of Evaluation</li> <li>• Concepts of Placement, formative Vs summative, product vs process, internal Vs external, diagnosis, Objective based evaluation,</li> <li>• Concept of Educational Diagnosis- Diagnostic test – Concept, steps of construction and Remedial teaching</li> <li>• Type of test items – Objective type, short answer type and Essay type</li> <li>• Concept of Achievement Test –, purpose, steps of construction</li> <li>• Distinction between Achievement and Diagnostic Test- characteristics of a good evaluation tool</li> <li>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</li> <li>• Online assessment-meaning</li> <li>• Practicing of online tools.</li> </ul>	<p>Discussions</p> <p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Preparation of rubrics</p> <p>Buzzer sessions</p> <p>Seminar</p>	<ul style="list-style-type: none"> <li>• Document analysis</li> <li>• Student reports</li> <li>• Questioning</li> <li>• Class test</li> <li>• Assessment of rubrics</li> <li>• Participant observation</li> <li>• Concept paper preparation</li> </ul>

**Unit III: MATERIAL DESIGN FOR CURRICULAUM TRANSACTION IN e-PLATFORM (14 hours)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. To understand the concept of curriculum transaction material design</li> <li>2. To familiarize with various curriculum transaction materials using techno pedagogy</li> <li>3. To design and develop techno pedagogic curriculum transaction materials for learning Mathematics</li> <li>4. to understand and develop e-content for teaching various topics of Mathematics</li> <li>5. to explore the ways to develop an educational entrepreneurship</li> </ol>	<ul style="list-style-type: none"> <li>• Techno Pedagogic curriculum transaction materials</li> <li>• 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</li> <li>• E-content development-steps</li> <li>• Development of e-content material on any topic in Mathematics</li> <li>• Educational entrepreneurship-career possibilities for trained graduate and post graduate students</li> </ul>	<p>Demonstrations</p> <p>Illustrations</p> <p>Video clippings</p> <p>Web based illustrations</p> <p>Power point Presentations</p> <p>Assigned readings of e-text</p>	<ul style="list-style-type: none"> <li>• -Tests</li> <li>• Questioning</li> <li>• Participant observation</li> <li>• Student reports</li> <li>• Document analysis</li> </ul>

**Unit IV: TEACHER AS A REFLECTIVE PRACTITIONER (6 hours)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. To understand the meaning of reflective practices</li> <li>2. To prepare tools for evaluation of reflective practices</li> </ol>	<ul style="list-style-type: none"> <li>• Reflective Practice</li> <li>• Concept of reflective practices</li> <li>• Teacher as a reflective Practitioner</li> <li>• Designing and development of tools for reflection by student teacher</li> </ul>	<p>Narrative expression in small or medium groups</p> <p>Document analysis</p>	<ul style="list-style-type: none"> <li>• Online Evaluation of postings in blogs</li> <li>• Reflective Journal Analysis</li> <li>• Participant observation</li> <li>• Test</li> </ul>



3. To make the students familiar with postings in blogs	<ul style="list-style-type: none"> <li>Posting of reflections during practice teaching in Blogs.</li> </ul>	Debate  Think Aloud	
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### References

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## 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 the 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 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	<ul style="list-style-type: none"> <li>• Online learning, blended learning-Meaning and purpose</li> <li>• Brain based learning strategy</li> <li>• Experiential learning approach</li> <li>• Modern instructional approaches for learning- Jigsaw technique, circle learning, concept mapping, think-pair and share</li> <li>• Science education for students with special education needs- slow learners, fast learners, scientifically gifted and creative learners</li> </ul>	Meaningful verbal expression Group discussion Brain storming Peer tutoring Seminar	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• On-task behaviour in class</li> <li>• Participant observation</li> </ul>

**Unit 2: Strategies of Assessment in Physical Science Education (30 +6 =36hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand the construction of achievement and diagnostic test</li> <li>2. To familiarize with continuous and comprehensive evaluation and grading system</li> <li>3. To develop rubrics for CCE assessment, self reflection and peer evaluation</li> <li>4. To understand the concept of self reflection and peer evaluation</li> <li>5. To acquaint with online assessment and experience different practices</li> </ol>	<ul style="list-style-type: none"> <li>• Continuous and Comprehensive Evaluation, Grading system</li> <li>• Achievement test-construction</li> <li>• Diagnostic test-construction, remedial instruction</li> <li>• Assessment of thinking skills- critical and creative thinking- assessment of process skills in Physical Science</li> <li>• Concept of self reflection and peer evaluation-development and practice of rubrics</li> <li>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</li> <li>• Online assessment-meaning Practicing of online tools. Downloading of online tools-online quiz maker Competitive/ placement examinations- GATE, GRE, Science Talent Search, Olympiad, Intel Science Programme, Google Science fair, KTET</li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Preparation of rubrics</p> <p>Buzzer sessions</p> <p>Seminar</p>	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class test</li> <li>• Read Aloud</li> <li>• Assessment of rubrics</li> <li>• Participant observation</li> <li>• Concept paper preparation</li> </ul>

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

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. To understand the concept of curriculum transaction material design</li> <li>2. To familiarize with various curriculum transaction materials using techno pedagogy</li> <li>3. To design and develop techno pedagogic curriculum transaction materials for learning physical science</li> <li>4. To understand and develop e-content for teaching various topics of physical science</li> <li>5. To explore the ways to develop an educational entrepreneur in science education</li> </ol>	<ul style="list-style-type: none"> <li>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts</li> <li>• E content development- steps</li> <li>• Development of e-content material on any topic in Physical Science</li> <li>• Entrepreneurship possibilities for trained human resources i science education</li> </ul>	Digital Modular Exposition Explicit teaching Collaborative designing sessions Individual / group presentation	<ul style="list-style-type: none"> <li>• Rubric based assessment of individual performance</li> <li>• Think Aloud Sessions</li> </ul>

**Unit 4: Teacher as a Reflective Practitioner (15 + 4 = 19 hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<ol style="list-style-type: none"> <li>1. To familiarize with reflective practices</li> <li>2. To be a reflective practitioner</li> </ol>	<ul style="list-style-type: none"> <li>• Reflective practitioner-Meaning, modes and means of reflective practices- Models of reflective practices – Schon and Kolb</li> </ul>	Narrative expression in small or medium groups Document analysis	<ul style="list-style-type: none"> <li>• Reflective Journal Analysis</li> <li>• Participant observation</li> <li>• Localised designing and development of tools of</li> </ul>

		Debate Think Aloud	reflection by the student teacher, postings of reflection in blogs and forums
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**Reference:**

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- Funda Ornek, Issa M. Saleh (Eds.) (2012): *Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science: USA*, Information Age Publishing Group.
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- Rena M. Palloff & Keith Pratt (2009): *Assessing the Online Learner*: San Francisco, Jossey-Bass.
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## **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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To understand various Modern instructional approaches / technique for Cooperative and Collaborative learning.	<ul style="list-style-type: none"><li>• An introduction to Modern instructional approaches / technique</li><li>• Cooperative and Collaborative learning.</li><li>• Issue based learning</li></ul>	Meaningful verbal Expression. Group discussion. Narrative expression.	<ul style="list-style-type: none"><li>• Participation in group</li><li>• Discussion.</li><li>• Questioning.</li><li>• On-task behavior in class.</li></ul>

<ol style="list-style-type: none"> <li>2. To understand about the</li> <li>3. Cooperative, Collaborative</li> <li>4. Strategies, Issue based learning, Problem based learning and Critical pedagogy.</li> <li>5. To develop skill in selecting appropriate instructional strategies to transact the content.</li> </ol>	<ul style="list-style-type: none"> <li>• Problem based learning.</li> <li>• Critical pedagogy</li> <li>• Conceptual analysis of Modern instructional approaches / technique for Cooperative and Collaborative learning.</li> <li>• Jigsaw Technique</li> <li>• Circle Learning</li> <li>• Think-Pair Share.</li> <li>• Blended Learning/ Hybrid learning.</li> <li>• Brain Based Learning.</li> </ul>	<p>Discussion sessions in small or Medium groups. Brain storming. Seminar. Reflective practices</p>	<ul style="list-style-type: none"> <li>• Tests.</li> <li>• Science dairy.</li> <li>• Daily reflective journal</li> <li>• Participant observation</li> </ul>
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#### UNIT II ASSESMENT IN NATURAL SCIENCE EDUCATION (Theory hours-18)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand the different types of Evaluation and Assessment tools.</li> <li>2. To develop skill in the preparation of different types of schedules and matrix for assessing performance.</li> <li>3. To prepare different types of test items.</li> <li>4. To administer oral and open book examination.</li> <li>5. To develop a skill in constructing and administering Achievement test &amp; Diagnostic tests.</li> </ol>	<ul style="list-style-type: none"> <li>• 2.1 Objective based evaluation.</li> <li>• 2.2 Preparation and practice of Assessment &amp; Evaluation tools</li> <li>• 2.2.1 Preparation of Question Bank with different types of test items (HOT, LOT Questions),</li> <li>• 2.2.2 Preparation &amp; implementation of Achievement Test.</li> <li>• 2.2.3 Preparation &amp; implementation of Diagnostic tests &amp; Remedial Teaching.</li> <li>• 2.3 Modern Trends in Evaluation.</li> <li>• 2.3.1 Continuous comprehensive evaluation.</li> <li>• 2.3.2 Rubrics for assessing of Assignments,</li> </ul>	<p>Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Peer tutoring Assignments Rubrics designing.</p>	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of Optional Note Book entries</li> <li>• Questioning</li> <li>• Tests</li> <li>• Peer evaluation</li> <li>• Portfolio assessment.</li> <li>• Different types of Schedules and matrix developed by student teachers for assessing performance.</li> <li>• Construction and administration</li> </ul>

6. To familiarize & understand about Modern Trends in Evaluation like Continuous comprehensive evaluation & Rubrics designing.	Projects, Debates, Seminars and Discussions. <ul style="list-style-type: none"> <li>• 2.4 Reflection and feedback- Assessment of student's performance.</li> </ul>	Question Bank.	of Achievement test & Diagnostic tests. <ul style="list-style-type: none"> <li>• Rubrics designing.</li> <li>• Question Bank.</li> </ul>
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### UNIT III MATERIAL DESIGN FOR CURRICULUM TRANSACTION (Theory Hours-18)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To develop a digital skills in compiling of online resources like ppt, video, broadcast for transacting High School Biology. 2. To equipping them in using online resources in teaching learning process. 3. To keep abreast with online resources in teaching learning process. 4. To develop a skill in script writing. 5. To understand about steps for E content generation.	<ul style="list-style-type: none"> <li>• 3.1 Compiling of online resources like ppt, video, broadcast for transacting High School Biology.</li> <li>• 3.2.1 An introduction to E content generation &amp; Steps for E content generation.</li> <li>• 3.2.2 E content generation for the select topics of high school Biology.</li> </ul>	Meaningful verbal expression Group discussion Narrative expression sessions in small or medium groups Reflective practices. Multimedia and interdisciplinary approach. Team teaching. Peer tutoring	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of Optional Note Book entries</li> <li>• Questioning</li> <li>• Tests</li> <li>• Peer evaluation</li> <li>• Evaluating the script.</li> </ul>



**UNIT IV TEACHER AS A REFLECTIVE PRACTITIONER (Theory Hours-10)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"> <li>1. To understand about definition &amp; meaning of reflective practices in learning.</li> <li>2. To understand about modes and means of reflective learning.</li> <li>3. To suggest measures for modifying behaviours of student teachers</li> <li>4. To get a feedback through the analytical review of peer teaching.</li> <li>5. To understand about advantages &amp; disadvantages of reflective learning.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>4.1 Reflective practices</b> – Definition &amp; Meaning of reflective practices in learning.</li> <li>• <b>4.2 Modes and means of reflective learning</b></li> <li>• Reflective learning journals</li> <li>• Peer &amp; self-assessment/debriefing</li> <li>• Critical incident diaries</li> <li>• Field work diaries</li> <li>• Personal development planners</li> <li>• Portfolio development</li> <li>• Collaborative inquiry</li> <li>• Problem based learning</li> <li>• <b>4.3 Advantages &amp; disadvantages of reflective learning</b></li> </ul>	<p>Meaningful verbal expression</p> <p>Group discussion</p> <p>Narrative expression</p> <p>sessions in small or medium groups</p> <p>Reflective practices.</p> <p>Debate.</p> <p>PBL.</p> <p>Multimedia and interdisciplinary approach.</p> <p>Peer tutoring</p>	<ul style="list-style-type: none"> <li>• Performance assessment in group discussion</li> <li>• Assessment of Optional Note Book entries</li> <li>• Questioning</li> <li>• Tests</li> <li>• Peer evaluation</li> <li>• Portfolio assessment.</li> </ul>

**References**

- Chao, Lee (ed.) (2012) *Cloud Computing for Teaching and Learning: Strategies for Design and Implementation*: Hershey, PA, IGI Global.
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- Sidhu. K.S, (2005). New Approaches to Measurement and Evaluation, Sterling Publishing, Delhi.
- Robert M.Thorndike., (2011).Measurement and Evaluation in Psychology and Education. Sterling Publishing, Delhi.
- Mathew,T.K., and Molikutyy, T.M, (2006).Science Education- Theoretical Base of Teaching and Pedagogic Analysis, Rainbow Book Publishers, Kerala.
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## **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 acquainted 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**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To identify and practice modern instructional strategies in Social Science.	<ul style="list-style-type: none"> <li>• Peer tutoring, multimedia and multi methodology strategies, Critical pedagogy, metacognition.</li> <li>• Experiential learning, blended learning, self study, contract learning, problem based learning, teaching thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Online learning</li> <li>• Demonstration</li> <li>• Narrative expression</li> <li>• Web search</li> </ul>	<ul style="list-style-type: none"> <li>• Use any e-resources to prepare any 4 learning materials</li> </ul>

## References

- <http://www.bbk.ac.uk/linkinglondon/resources/>
- [http://en.wikipedia.org/wiki/Learn\\_management\\_system](http://en.wikipedia.org/wiki/Learn_management_system)<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)
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- Fitchman & Silva (2003). *The Reflective Educators' Guide to Classroom Research*. California: Corwin Press, Inc.

## Unit 2 Strategies of Assessment in Social Science Education ( 8 Hrs + 4 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with the principles and practices of feedback mechanisms. 2. To become capable of designing and implementing various performance tests.	<ul style="list-style-type: none"> <li>• Concept of Educational Evaluation</li> <li>• Quantitative V/S Qualitative Assessment</li> <li>• Diagnostic test &amp; Achievement test.</li> <li>• Portfolio Assessment, Rubrics</li> <li>• Self reflection, Peer evaluation - Assessing student performance as feedback for - Students progress -Teacher's proficiency - Parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Meaningful verbal expression</li> <li>• Online learning</li> </ul>	<ul style="list-style-type: none"> <li>• Peer evaluation during Practice teaching ( <b>CE- Edu.13</b>)</li> </ul>

## References

- <http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach>
- <http://www.novisystems.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>
- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brijbasi Art Press Ltd.
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### Unit 3 Material Design for Curriculum Transaction in E- Platform ( 8 Hrs + 4 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To inculcate a broad perspectives of individualized instruction 2. To develop skills in preparing programmed instruction materials and modules	<ul style="list-style-type: none"> <li>• Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</li> <li>• Experience with curriculum designs-Design digital texts and e-content</li> <li>• Adapting free downloadable digital resources in Social Science</li> <li>• Websites surfing practices</li> </ul>	Discussion  Develop a e learning module/ e lesson to transact any one of the curricular aspect of Social Science	<ul style="list-style-type: none"> <li>• Assessment of e lesson.</li> </ul>

## References

- <http://www.airpower.au.af.mil/airchronicles/aureview/1975/se>
- Differentiating instruction: Collaborative planning and teaching for universally designed learning. SAGE: Thousand Oaks.Pvt. Ltd.

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- Kumar, S.P.K & Noushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods.
- Pathak R.P. (2012). Teaching of social studies. Pearson, Delhi
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- Dash, B. N. (1998). Content cum Methods of Teaching Social Studies. Ludhiana: Kalyani Publishers.

#### Unit 4 - Teacher as a reflective practitioner

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To prepare the prospective teachers as reflective practitioner	<ul style="list-style-type: none"> <li>• Social Science Teacher as a reflective practitioner – Concept</li> <li>• Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving.</li> </ul>	Brain storming  Meaningful verbal expression  Arrange a reflective session after teaching practice or field visit or Camp activities	<ul style="list-style-type: none"> <li>• Reflective Journal (Practical)</li> <li>• Observing feedback session</li> </ul>

#### References

- <http://www.ero.govt.nz/National-Reports/The-Quality-of-Teach>
- <http://www.novisystems.com/Assessment-Software.aspx>
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>
- Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.

- Ehman& Patrick (1974). Towards Effective Instruction in Social Studies. USA: Houghton Mifflin.
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- Singh and Gopal (2004) Teaching Strategies. New Delhi: APH Publishing Corporation.
- Sue, Cowley (2006) A – Z of Teaching. New York: Brijbasi Art Press Ltd.
- 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
- Theodore Kaltsounis, (1979).Teaching Social Studies in Elementary School. USA: Prentice hall, Inc.
- Elizabeth Perrot, (1982). Effective Teaching. Singapore: Longman
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## 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 acquainted with the principles and practices of feed back 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)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To identify and practice modern instructional strategies in Geography 2. To identify various modern instructional strategies for Geography education	<ul style="list-style-type: none"> <li>• Problem solving- steps, skills strategies</li> <li>• Problem based learning</li> <li>• Guided discovery / inquiry</li> <li>• Exploratory / Investigatory</li> <li>• Inductive/ Deductive</li> <li>• Multi-media/ Multi- methodology</li> </ul>	Discussion Demonstration Online learning Web search Internet Access	<ul style="list-style-type: none"> <li>• Use any e-resources to prepare four learning materials</li> <li>• Learning materials</li> <li>• Assignments</li> <li>• Reflections</li> </ul>

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- <http://www.bbk.ac.uk/inkinglondon/resurces/>
- [http://en.wikipedia.org/wiki/learning\\_management\\_systems](http://en.wikipedia.org/wiki/learning_management_systems)

- <http://www.itschool.gov.in>
- [en.wikipedia.org/wiki/IT@school-Project](http://en.wikipedia.org/wiki/IT@school-Project)
- [victersitschool.gov.in](http://victersitschool.gov.in)
- [www.youtube.com/user/itsvicters](http://www.youtube.com/user/itsvicters).
- Fitchman& Silva (2003) The Reflective Educator's Guide to Classroom Research California
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### Unit 2 Strategies of Assessment in Geography Education (17 Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To get acquainted with the principles and practices of feedback mechanisms 2. To become capable of designing and implementing various performance tests 3. To acquaint with modern evaluation techniques in geography	<ul style="list-style-type: none"> <li>• Evaluation- concept, purpose, techniques &amp; tools</li> <li>• Modern evaluation techniques CCE/ Grading</li> <li>• Self- reflection &amp; peer –evaluation and mental processes in learning</li> <li>• Achievement test and Diagnostic test- characteristics purpose, steps in construction, analysis of results &amp; remedial measures</li> <li>• Qualities of a good test</li> <li>• Types of Questions- merits/ demerits</li> <li>• Assessing students performance – purpose &amp; techniques</li> <li>• Classroom assessment- principles of feedback</li> </ul>	Discussion Demonstration Online learning Brain storming Meaningful verbal learning Preparing achievement and diagnostic tests	<ul style="list-style-type: none"> <li>• Analysis of diagnostic and achievement tests (practical)</li> <li>• Peer evaluation (during practice teaching at least 10 lessons)</li> <li>• (CE-Edu.13)</li> </ul>

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- [http://www.ero.govt.nz/national Reports./](http://www.ero.govt.nz/national_Reports/) The quality of teaching
- <http://www.novisystems.com/assessment-software.aspx>
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- Sue, Cowley (2006) A- Z of teachin. New York: BrijiBasi Art Press ltd
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### Unit 3 Material Design for curriculum transaction in e- plat from (17 Hrs + 8 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To inculcate a broad perspective of individualised instruction 2. To develop skills in preparing instructional materials and modules	<ul style="list-style-type: none"> <li>• Curriculum transaction –meaning and various modes</li> <li>• Curriculum design – Digital texts and e-content</li> <li>• Virtual learning environment</li> <li>• Adapting free down loadable digital resources in Geography</li> </ul>	Discussion  Online learning  Develop a e- learning module or e-lesson in Geography  Web search	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• <b>Internal test for units 1, 2, &amp; 3 (CE.Edu.13)</b></li> </ul>

## Reference

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- Ehman& Patrick (1974) Towards Effective Instruction in Social Studies. USA : Houghton Miffn.
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- George.W. Gagnon and Michelle colly (2001) Designing for Learning. California : Corwin Press.
- Susan Udelhofen (2005) Key to Curriculum mapping, California : Corwin Press.
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- Gopill G.H (1966) Teaching of Geography, Macmillan, London

#### Unit 4 Teacher as a Reflective Practitioner (14 hrs +6 Hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To prepare the prospective teachers as reflective practitioners	<ul style="list-style-type: none"> <li>• Reflection in teaching and learning</li> <li>• Teachers as a reflective practitioner</li> <li>• Modes and means of reflective practices</li> <li>• Reflective strategies- portfolio writing, Brain storming, journaling etc</li> </ul>	Brainstorming  Meaningful verbal learning  Arranging reflective session during teaching practice/ field visits	<ul style="list-style-type: none"> <li>• Reflective journal (practical)</li> <li>• Observing reflective sessions</li> <li>• Collecting feed back</li> </ul>

#### Reference

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- Singh &Gopal (2004) Teaching Strategies. New Delhi: APH Publishing corporation
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## **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)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To identify and practice modern instructional strategies in Commerce education.	<ul style="list-style-type: none"><li>• Experiential learning, blended learning, contract learning, problem based learning, teaching thinking skills, graphic organizer.</li></ul>	Online learning Demonstration	<ul style="list-style-type: none"><li>• Assessment of learning process and reflections</li><li>• Graphic organizers preparation</li></ul>

<p>2. To analyse the ways and strategies in which a teacher educand deals Children with Special Needs.</p>	<ul style="list-style-type: none"> <li>• Strategies in teaching book keeping and accountancy</li> <li>• Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in higher secondary classroom.</li> </ul>	<p>Narrative expression  Web search</p>	<p>and analysis.</p>
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**Unit 2 Strategies of Assessment in Commerce Education (14 Hrs + 9 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
<p>1. To get acquainted with the principles and practices of feedback mechanisms.</p> <p>2. To become capable of designing and implementing various assessment tools and techniques.</p> <p>3. To generate a professional aspiration among young world by preparing for competitive / placement exams.</p>	<ul style="list-style-type: none"> <li>• Quantitative V/S Qualitative Assessment</li> <li>• Diagnostic test, Achievement test, Performance test.</li> <li>• Portfolio Assessment, Rubrics</li> <li>• Self reflection, Peer evaluation</li> <li>• Assessing student performance as feedback for</li> <li>• Students progress</li> <li>• Teacher's proficiency</li> <li>• Parents</li> <li>• Competitive exams- Basic ideas of MAT, CA, CS, ICWAI</li> </ul>	<p>Brain storming</p> <p>Meaningful verbal expression</p> <p>Online learning</p> <p>Group investigation</p>	<ul style="list-style-type: none"> <li>• Quiz session</li> <li>• Portfolio Assessment</li> <li>• Rubrics</li> <li>• Self reflection</li> <li>• Diagnostic &amp; Achievement test (Practical)</li> </ul>

**Unit 3 Material Design for Curriculum Transaction in E- Platform (18 Hrs + 8 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To generate a curriculum transaction modes in teaching commerce. 2. To develop skills in using websites for analyzing modern instructional practices in commerce.	<ul style="list-style-type: none"> <li>Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode</li> <li>Experience with curriculum designs-Design digital texts and e-content</li> <li>Adapting free downloadable digital resources for curriculum transaction in commerce.</li> </ul>	Discussion Demonstration Self study Supervised study Self evaluation Observation	<ul style="list-style-type: none"> <li>Evaluation of various curriculum designs</li> <li>Assessment of e content script</li> <li>Analyzing educational blogs</li> <li>Assessment of e lesson.</li> </ul>

**Unit 4 -Teacher as a reflective practitioner (13 Hrs + 6 Hrs)**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. To capacitate the spirit of teacher as a reflective practitioner. 2. To become competent in practicing reflective strategies in instructional process	<ul style="list-style-type: none"> <li>Commerce Teacher as a reflective practitioner – Concept</li> <li>Reflective strategies – concept map, brain storming, journaling, portfolio writing, problem solving.</li> </ul>	Brain storming Meaningful verbal expression Online learning Group investigation	<ul style="list-style-type: none"> <li>Online assessment</li> <li>Concept maps</li> <li>Portfolio writing</li> <li>Reflective Journal (Practical}</li> </ul>

## References

- Aggarwal, J.C. (1996) A Practical Approach. New Delhi :Vikas Publishing House Pvt. Ltd.
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- Jacqueline, Thousand S., Richard A. Villa & Ann, Nevin I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. SAGE: Thousand Oaks. Pvt. Ltd.
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- [http://en.wikipedia.org/wiki/Reflective\\_practice](http://en.wikipedia.org/wiki/Reflective_practice)
- <https://www.assessment.gatech.edu/wp-content/uploads/slides>
- [www.5learn.co/e-content-development](http://www.5learn.co/e-content-development)



## EDU – 13.13 : EMERGING TRENDS AND PRACTICES IN HOME SCIENCE EDUCATION

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

### Objectives:

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

### Contents :

**Unit 1: Modern Instructional Strategies in Home Science Education**

**Unit 2: Strategies of Assessment in Home Science Education**

**Unit 3: Material Design for Curriculum Transaction in e-platform**

**Unit 4: Teacher as a Reflective Practitioner**

**Unit 1: Modern Instructional Strategies in Home Science (16 +8= 24 hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize modern instructional approaches for classroom learning 2. To identify special education needs of slow learners, fast learners, scientifically gifted and creative learners	<ul style="list-style-type: none"> <li>• Online learning, blended learning-Meaning and purpose</li> <li>• Brain based learning strategy</li> <li>• Experiential learning approach, self study, Problem based learning,</li> <li>• Strategies for teaching entrepreneurship among Home science students</li> <li>• Strategies to deal with Children with Special Needs( CWSN) - differently able, slow learner, gifted students in heterogeneous classroom</li> </ul>	Group discussion  Brain storming  On line learning  Web search	<ul style="list-style-type: none"> <li>• On-task behaviour in class</li> <li>• Participant observation</li> <li>• Innovative work</li> </ul>

## References

- <http://www.bbk.ac.uk/linkinglondon/resources/>
- [http://en.wikipedia.org/wiki/Learn\\_management\\_system](http://en.wikipedia.org/wiki/Learn_management_system)<https://www.itschool.gov.in>

### Unit 2: Strategies of Assessment in Home Science Education (22 +10 =32hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with continuous and comprehensive evaluation and grading system 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	<ul style="list-style-type: none"> <li>• Quantitative and qualitative assessment</li> <li>• Continuous and Comprehensive Evaluation, Grading system</li> <li>• Achievement test-construction</li> <li>• Diagnostic test-construction, remedial instruction</li> <li>• Assessment of thinking skills- critical and creative thinking- assessment of process skills in Home Science</li> <li>• Concept of self reflection and peer evaluation-development and practice of rubrics</li> <li>• Rubrics for assessment of assignments, projects, debates, seminars, discussion</li> <li>• Online assessment-meaning</li> <li>• Practicing of online tools. Downloading of online tools-online quiz maker</li> </ul>	Group discussion  Preparation of rubrics  Buzzer sessions  Seminar  Collaborative learning	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Class test</li> <li>• Assessment of rubrics</li> <li>• Participant observation</li> <li>• Portfolio assessment</li> <li>• Peer evaluation (10 classes)</li> </ul>

### Reference

- Aggarwal, J.C. (2001). Principles, Methods & Techniques of Teaching (2nded.). New Delhi: Vikas Publishing House Pvt. Ltd.
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### Unit 3: Material Design for Curriculum Transaction in e-platform (12 + 6 = 18hrs)

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
<ol style="list-style-type: none"><li>1. To understand the concept of curriculum transaction material design</li><li>2. To familiarize with various curriculum transaction materials using techno pedagogy</li><li>3. To design and develop techno pedagogic curriculum transaction materials for learning Home science</li><li>4. to explore the ways to develop an educational entrepreneur</li></ol>	<ul style="list-style-type: none"><li>• Techno Pedagogic curriculum transaction materials- Digital texts-brief explanation-designing of digital texts</li><li>• E content development- steps</li><li>• Development of e-content material on any topic in Home Science</li><li>• Educational entrepreneurship-career possibilities for trained graduate and post graduate students</li></ul>	Digital Modular Exposition  Explicit teaching  Collaborative designing sessions  Individual / group presentation  Supervised study	<ul style="list-style-type: none"><li>• Rubric based assessment of individual performance</li></ul>

### References

- Habeshaw S., Gibbs G. & Habeshaw, T. (1993): 53 Interesting Ways to Assess your Students: Trowbridge Frederick M. Hess (2006): Educational Entrepreneurship: realities, challenges, possibilities: Harvard, Harvard Education Press.
- Radha Mohan (2007): Innovative Science Teaching: New Delhi, Prentice Hall of India Pvt Ltd.

**Unit 4: Teacher as a Reflective Practitioner (10 + 6 = 16 hrs)**

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To familiarize with reflective practices 2. To be a reflective practitioner	<ul style="list-style-type: none"> <li>• Reflective practitioner-Meaning, modes and means of reflective practices</li> <li>• designing and development of tools of reflection by the student teacher, postings of reflection in blogs and forums</li> </ul>	Narrative expression in small or medium groups  Online learning  Debate  Brain storming	<ul style="list-style-type: none"> <li>• Reflective Journal Analysis</li> <li>• Online assessment</li> <li>• Participant observation</li> </ul>

**Reference:**

- Brown S. & Smith B. (1997): *Getting to Grips with Assessment*. Birmingham, SEDA.
- Funda Ornek, Issa M. Saleh (Eds.) (2012): *Contemporary Science Teaching Approaches: Promoting Conceptual Understanding in Science*: USA, Information Age Publishing Group.
- Germaine L. Taggart (1998): *Rubrics: A Handbook for Construction and Use*: Virginia, Rowman & Littlefield Education.
- Habeshaw S., Gibbs G. & Habeshaw, T. (1993): *53 Interesting Ways to Assess your Students*: Trowbridge Frederick M. Hess (2006): *Educational Entrepreneurship: realities, challenges, possibilities*: Harvard, Harvard Education Press.
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- Rena M. Palloff & Keith Pratt (2009): *Assessing the Online Learner*: San Francisco, Jossey-Bass.
- Tony Ghaye (2011): *Teaching and Learning Through Reflective Practice (Second Edition)*: New York, Rutledge.
- Brown G. (2001): *Assessment: A Guide for Lecturers*. Assessment Series, York, LTSN.

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

**(1credits – 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**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Acquire knowledge of the fundamentals of Health, Health Education and Physical fitness.	<ul style="list-style-type: none"><li>• Health &amp; Health Education – 4 hours</li><li>• Meaning, importance and factors affecting Health</li><li>• Significance, scope ,aims and objectives of Health Education</li></ul>	Meaningful verbal presentation	<ul style="list-style-type: none"><li>• Test</li></ul>

### Unit 2: Hygiene & Health Hazards

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. Develop right attitudes and habits for a healthy living in personal and community life. 2. Guiding the next generation to live with social commitment and obligations.	<ul style="list-style-type: none"> <li>• <b>Hygiene &amp; Health Hazards</b> – 6 hours</li> <li>• Personal and Community Hygiene</li> <li>• Smoking ,Alcoholism and Abuse of drugs</li> </ul>	Dramatization Presentations in small/medium groups	<ul style="list-style-type: none"> <li>• Evaluation of daily reflective behaviour</li> <li>• Test</li> </ul>

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

Learning Outcome	Major concepts	Strategies & Approaches	Assessment
1. To impart knowledge regarding food and nutrition, first aid and the importance of posture. 2. Develop awareness about various lifestyle diseases and their prevention.	<ul style="list-style-type: none"> <li>• Food and Nutrition – 15 hours</li> <li>• Macro and Micro Nutrients</li> <li>• Balanced diet</li> <li>• Vitamin deficiency and related diseases</li> <li>• Mal nutrition</li> <li>• Diseases</li> <li>• Hypo kinetic /Lifestyle diseases and it's management</li> <li>• First Aid</li> <li>• Definition</li> <li>• Aims and Principles</li> <li>• Management of fracture, Dislocation, Wounds, Sprain, Strain, Cramp, Fainting,</li> </ul>	Narrative expressions  Practical sessions  Group activity  Dramatization  Personal profiles  Preparation of database Social survey	<ul style="list-style-type: none"> <li>• Debating and discussions</li> <li>• Test</li> <li>• Survey reports</li> <li>• Group presentation</li> <li>• Posture assessment Grid</li> </ul>

	Burns, etc. <ul style="list-style-type: none"> <li>• Posture</li> <li>• Congenital and acquired postural deformities</li> <li>• Remedial measures for acquired postural problems</li> </ul>		
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**Unit 4: Yoga in schools.**

<b>Learning Outcome</b>	<b>Major concepts</b>	<b>Strategies &amp; Approaches</b>	<b>Assessment</b>
1. Understands the significance of yoga in school.	<ul style="list-style-type: none"> <li>• Yoga in Schools – 5 hours.</li> <li>• Catch them young and watch them grow.</li> <li>• Empowering children with yoga:</li> <li>• Need for practicing yoga</li> <li>• Diet and Hygiene</li> <li>• Pranayama (breath awareness)</li> <li>• Visualization (developing positive thoughts and building self-esteem.</li> <li>• Meditation.</li> </ul>	Narrative expressions  Practical sessions  Group activity  Dramatization  Personal profiles	<ul style="list-style-type: none"> <li>• Practice of yoga</li> <li>• Practical classes in schools</li> <li>• Discussions</li> <li>• Tests</li> <li>• Awareness campaign.</li> </ul>

**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)