

**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA**



**TWO YEAR
BACHELOR OF EDUCATION (B.Ed.)
REVIEWED DEGREE PROGRAMME
CREDIT AND SEMESTER SYSTEM WITH GRADING
Reviewed w. e. f July 2018**

**BOARD OF STUDIES IN EDUCATION (UG)
MAHATMA GANDHI UNIVERSITY
2018**

Eligibility criteria for Mathematics Optional subject

Choice of optional subjects.

The optional subject for the B. Ed. course should be the same as the one, which the student has selected as main subject for graduation, or the main subject for graduation conventionally recognized to be coming under the optional chosen. In case, the main subject is different from or conventionally considered as not coming under the optional opted for admission, Eligibility Certificate from Mahatma Gandhi University should be furnished along with the application.

Eligibility for Optional subject: Candidates seeking admission to the B. Ed. Course in a subject/stream will have to satisfy the academic eligibility applicable to the subject/stream.

Mathematics: B.Sc. Degree with Mathematics/Statistics/Applied Statistics as main, with 50% marks (CGPA of 2) in Part III or in aggregate or 50% marks in M.Sc. Mathematics/Statistics/Applied Statistics/Operational Research. Candidates with Statistics/Applied Statistics/Operational Research should have studied Mathematics as one of the subjects at degree level.

I. LIST OF COURSES**A. CORE COURSES**

EDU 101 Contemporary India and Education
EDU 102 Childhood and Growing up
EDU 103 Development and Resources in Educational Technology
EDU 201 Knowledge and Curriculum
EDU 202 Learning and Teaching
EDU 203 Assessment for Learning
EDU 301 Language Across the Curriculum
EDU401 Gender, School and Society
EDU402 Personality Dynamics in Education

B. PEDAGOGIC COURSES

EDU 104.1 8 Understanding the Discipline of Natural Science Education
EDU 105.1 8 Learning to function as Natural Science teacher
EDU 204.18 Pedagogical Dimensions of Natural Science
EDU 205.18 Curriculum and Resource Development in Natural Science Education
EDU 403.18 Professional Development of Natural Science teacher

C. ASSOCIATE COURSE –ELECTIVE

EDU 106.11 Health and Physical Education
EDU 106.12 Guidance and Counselling
EDU 106.13 Elementary Education
EDU 106.14 Environmental Education
EDU 106.15 Special Education

SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT	
EDU 107.1	Core:	Project on socially/educationally relevant issue(Edu 101)	Community	Project report	Report writing (10 pages) <ul style="list-style-type: none"> · Relevance of the topic -2Marks · Creativity/Novelty -4Marks · Procedure adopted -3Marks Timely Submission -1 Mark	10	40	2	
		Preparation of a material for a theme on any one adolescent problem(Edu102)	College	Record & Evidence	Theme Learning Material Report Timely Submission	- 2Marks - 5Marks - 2Marks - 1Mark			10
		Creation of blog and uploading of any learning material in the blog (Edu 103)	College	Report & Hard copy of the blog page	Creation of blog Learning material Hard Copy Timely Submission	- 6marks - 2Marks -1 Mark - 1Mark			10
	Associate: Elective	College	Report	Report writing (10-15 pages)- 9 Marks <ul style="list-style-type: none"> · Identification of Essential Components /Prevailing practices in school/community - 4 Marks · Depth of analysis -3Marks · Suggestions/recommendations -2 Marks Timely Submission - 1Mark	10				

EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Record	Lesson Plan Skill components Total - 5x3(skills)	- 2Marks -3Marks =15Marks	15		
		Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective journal	Lessonplan Incorporation of skill components –	-3Marks -5Marks			
					Completion of cycle	-2Marks			
					Teaching Competence	- 3Marks	15		
					Reflective journal	-2Marks			
		Link Practice- lesson plan and class@1	College	Record	Lesson Plan Integration of skills	-5Marks -5Marks	15		
					Teaching Competence	- 5Marks			
		Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school based topic) - Extension Activity	College	Report and evidence	Relevance of the resource material - Quality of the resource material - Innovation and creativity - Marks Report Timely Submission	-5 Marks -10Marks 5 - 4Marks - 1Mark	25	80	4
		Student teacher Portfolio (Practical and Practicum of all courses)	College	Portfolio	Experiences with report and evidence Meaningful reflection	- -4 Marks - 2 Marks			

					Comprehensiveness and neatness - -3 Marks Timely Submission - 1Mark	10		
EDU 107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student (Any two asanas)	College	Record	Demonstration of asanas - 6Marks Record with evidence - 3Marks Timely Submission -1Mark	10	20	1
		Demonstration of first aid (any two)	College	Record	Demonstration of first aid - 6Marks Report with evidence - 3Marks Timely Submission -1Mark	10		
EDU 107.4	Drama and Art in Education(E PC2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	Attendance -1Mark Scriptwriting -2Marks Performance - 3 Marks Report writing -3Marks Timely Submission - 1Mark	10	20	1
		SUPW-Service-1 & Product-1	College	Record & Evidence	Involvement in service - 3Marks Quality of the product - 3 Marks Report - 3Marks Timely Submission -1Marks	10		
Semester Total						160	160	8

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like)(Edu201)	School	Record & Reflective journal	Report Writing(10-15pages)- 25 Marks <ul style="list-style-type: none"> · Details of School profile and practices -10 marks · Description of all practices -10Marks · Concluding remarks -3 Marks · -Presentation style -2 Marks Reflective Journal Writing -4 Marks Timely Submission - 1mark	30		
		Awareness class on adolescent problems (based on the learning material prepared in first semester) (Edu 202)	School	Record & Supervision diary cum Reflective journal	Lesson Plan -5Marks Report -2Marks Supervision diary cum Reflective Journal -2Marks Timely Submission -1Mark	10	80	4
EDU	Core :	Critical Analysis of the status of	School	Record & Reflective	Report Writing(10-15 pages) -15Marks <ul style="list-style-type: none"> · Identifying the exceptional children using 			

206. 1		exceptional children in the school (Statistics of Children with special needs and their characteristics) (Edu 202)		journal	appropriate psychological test -5 Marks • Analysis and Interpretation of the test -7 Marks • Sociogram -3 Marks Reflective Journal -4 Marks Timely Submission -1 Mark	2 0		
		Analysis of prevailing assessment practices in schools (Edu 203)	School	Record & Reflective journal	Report writing (5-10 pages) - 7 Marks • Identifying the prevailing assessment practices in school - 2 Marks • Analysis and interpretation -3 Marks • Comprehensiveness of the report - 2 Marks • Reflective journal - 2 Marks Timely submission -1 Mark	1 0		
		Student teacher portfolio (practical and practicum of all courses)	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection - 2 Marks Comprehensiveness and neatness -3 Marks Timely submission -1 Mark	1 0		

ED U 206. 2	Pedagogic :	Discussion lesson plans -5	College	Record	Attendance - 2 Marks Involvement in discussion -2 marks Lessonplan - 5Marks Timelysubmission -1Mark	10	100	5
		Demonstration class observation -5	College	Record	Attendance - 2Marks Observationreport -2marks LessonPlans - 5Marks TimelySubmission -1mark	10		
		Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	College	Record	Attendance - 2Marks Criticism Class observation and Report -10Marks LessonPlan - 5Marks TeachingCompetence - 2Marks TimelySubmission -1Mark	20		
		Class room teaching during school induction@ 5 classes	School	Record andSupervision diary cum reflective journal (as performat attached)	LessonPlan - 25Marks Teachingcompetency -25 Marks Supervision Diary cum Reflective journal(one journal entry for fiveclasses) - 10Marks	60		
		Credible participation	College	Record and Certificate of the events	Participation -5Marks Prize -2 Marks	1		

EDU 206.3	Health and Physical Education	in games and sports	ge	participated	Report -2Marks	0		
					TimelySubmission -1Mark			
		Organising sports meet and rules and regulations of long jump and shot put	College	Record & Evidence	Roleincommittee -2 Marks Report onsportsmeet -3marks Record on rules, regulations and diagrams -4Marks Timelysubmission -1mark	10	20	1

EDU 206.4	Drama and Art in Education (EPC2)	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	Preparation of interview schedule -2Marks ConductingInterview - 2 Marks Report on the interview -2Marks Report on local community artform -3Marks TimelySubmission - 1Mark	10	20	1
		Preparation of criteria for evaluating	College	Record	Description of criteria of any twoartforms - 5Marks Reportwriting - 4MarksTimelysubmission-	10		

		different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2)			1Mark			
	Semester total					220	220	11

SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.)(Edu 101 & 201)	School	Record & supervision diary cum reflective journal(as per format attached)	Relevance of value selected-4 Marks LessonPlans - 5Marks Resourcesused - 4 Marks Transmission of value - 4 Marks Reflective Journal (one journal entry fortwo class - 2Marks TimelySubmission -1Mark	20		
		Case study based on learning problems of school pupils (Edu 102 & 202)	School	Report and reflective journal	Report Writing(15 to 20 pages) -25 Marks Identification ofthecase - 5Marks Characteristics ofthecase -5Marks Tools and techniques used -5Marks Analysisandinterpretation -5Marks Suggestions andrecommendation -5 Marks ReflectiveJournal - 4Marks TimelySubmission -1Mark	30		
EDU 302.1	Core :						80	4
			School	Report and	Report Writing (15 to 20			

		Action research @1 (Edu 203)		reflective journal	pages)- 25 Marks <ul style="list-style-type: none"> · Relevance of the problem - 5Marks · ActionHypothesis - 5Marks · Actionplan - 5Marks · Analysis and Interpretation- 5Marks · Suggestions and recommendation -5 Marks ReflectiveJournal - 4Marks TimelySubmission - 1Marks	30		
		Unit Plan @1	College	Record	Steps -4Marks Originality -2Marks Comprehensiveness -2Marks Neatness -1Mark TimelySubmission -1Mark	10		
		50 Lesson plans 50 classes – Teaching competence	School	Record & supervision diary cum reflective journal(as per format attached)	LessonPlans - 100Marks Teachingcompetenc y -100 Marks Supervision Diary cum Reflective journal (one journal entry for fiveclasses) - 50Marks	250		

EDU 302.2	Pedagogic :	Lesson plan and Classes Based on language Across the Curriculum @2	School	Record & supervision diary cum reflective journal (as per format attached)	Lesson Plans - 4Marks Teaching competency -4 Marks Supervision Diary cum Reflective journal (one journal entry for two classes) - 2Marks	10	360	18
		Subject Club/Forum activities	School	Record & Reflective journal	Club formation -1Mark Activities -2Marks Evidences -2Marks Report Writing -2Marks Reflective Journal -2Marks Timely Submission -1Mark	10		
		Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	Participation in workshop -3 Marks Preparation of Aids - 12Marks Report Writing with evidence - 5Marks Timely Submission - 2Marks	20		
		Self Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	School	Record & Evidence	Self Assessment Tool - 2Marks Analysis and Interpretation Report -3Marks - 2Marks Evidence - - 2Marks Timely Submission - 1Mark	10		

		Peer evaluation of classes @ 2 any subject	School/college	Record - Peer review report	Observation and Analysis of PeerClass -2 Marks ObservationReport - 2 Marks TimelySubmission -1 Mark Total -5x2 =10Marks	10		
		Achievement test and analysis and interpretation @ 1	School	Record	Design of the test - 5 Marks Question Paper and markingScheme - 6 Marks Test Analysis and Interpretation -4 Marks Comprehensiveness of the Record -4 Marks TimelySubmission - 1Mark	20		
		Diagnostic test analysis and interpretation @ 1 Remedial Programme-Preparation and administration	School	Record	Diagnosis of problem area -2 Marks preparation of test items -6 Marks Analysis of the result -3 Marks Remedial teaching - 6 Marks Comprehensiveness of the Record - 2 Marks TimelySubmission -1Mark	20		

EDU 302. 3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Record & supervision diary cum reflective journal (as per format attached)	Lesson Plans - 6Marks Teaching competency - 6Marks Supervision Diary cum Reflective journal (one journal entry for three classes) - 3Marks	1 5	4 0	2
		Health Education Lesson Plan and class @ 2	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans - 4Marks Teaching competency - 4Marks Supervision Diary cum Reflective journal (one journal entry for two classes) - 2Marks	1 0		
		Yoga Lesson Plan and Class @ 3	School	Record Supervision diary cum reflective journal (as per format attached)	Lesson Plans - 6Marks Teaching competency - 6Marks Supervision Diary cum Reflective journal (one journal entry for three classes) - 3Marks	1 5		
EDU 302. 4	Drama and Art in education	Class on different Art Forms and cultural heritage of India	School	Record and evidence	Learning materials used - 3 Marks Class - 4Marks	1 0		

					Comprehensiveness of the record			1
					-3 Marks		20	
		Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood	School	Record and evidence	Relevance of the activity - 2 Marks Organization Skill - 4 Marks Report with evidence - 3 Marks Timely Submission - 1 Mark	10		
		etc. (Quiz/competition/seminar/ exhibition etc.)						
	Viva-voce & Student teacher Portfolio	Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem 1 to sem 3)	Experiences with report and evidence - 6 Marks Meaningful reflection - 4 Marks Comprehensiveness and neatness - 4 Marks Oral presentation - 6 Marks	20	40	2
		Viva -voce	College	Work done in 3 rd semester	Subject competence - 5 Marks Communications skill - 5 Marks Genuineness of evidences - 10 Marks	20		
Semester total						540	540	27

SEMESTER IV

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.1	Core	Community citizenship training camp (Edu 401)	College / other premises	Record and evidence	Attendance - 5Marks Group Coordination - 4Marks Involvement in various committees - 10Marks Initiative Ability - 5Marks Comprehensiveness of the report with evidence - 25Marks	50		

					TimelySubmission - 1Mark			
		Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education(Edu 401)	Community/s school	Record and evidence	Preparation of Interview Schedule -7 Marks Reportwithevidence - 12Marks TimelySubmission - 1Mark	20	140	7
		Documentary/short film presentation on student abuse in school campus and pocso rules(Edu 402)	Community	Record and evidence	Relevance ofthetheme -3 Marks Script - 10Marks Creativity - 3Marks Message tothesociety - 3MarksTimelySubmission - 1Mark	20		
		Study tour(Edu 402)	Community	Record and evidence	Attendance - 3Marks GroupCoordination -2 Marks Involvement in various Phases of the tour - 5Marks InitiativeAbility -3 Marks Comprehensiveness of the report with evidence - 6Marks TimelySubmission - 1Mark	20		

		Extension Activities @ 2 (Edu 402)	Community	Record and evidence	Attendance - 2Marks GroupCoordination -2 Marks Involvement in activities -6 Marks InitiativeAbility -3 Marks Comprehensiveness of the report with evidence - 6Marks TimelySubmission - 1Mark	20		
		Student teacher portfolio (Practical & Practicum of all	College	Portfolio	Experiences with report andevidence - 4Marks Meaningfulreflection - 2Marks	10		
		courses) EDU 401, 402			Comprehensiveness and neatness -3 Marks Timelysubmission - 1Mark			
EDU 404.2	Pedagogic	Developing vision and mission as a teacher- SWOT Analysis	College	Record	IdentificationofSWOT - 12MarksPreparationoftempl ate -8 Marks VisionMissionStatement -7 Marks Comprehensiveness of thereport -12 Mark s TimelySubmission - 1Mark	40		

		Educational journal review (5 research article)	College	Record and evidence	Report Writing (15-20 pages) -29 Marks <ul style="list-style-type: none"> • Need and Significance -5 Marks • Brief Overview of the journal - 5 Marks • Review of articles - 15 Marks • Comprehensiveness of the report - 4 Marks • Timely submission - 1 Mark 	30	120	6
		Project on any topic of pedagogic relevance	College	Project Report	Report Writing (15 to 20 pages) - 29 Marks <ul style="list-style-type: none"> • Relevance of the topic - 4 Marks • Procedure adopted - 10 Marks • Analysis and interpretation - 6 Marks • Summary and conclusion - 5 Marks • Comprehensiveness of the report - 4 Mark 	30		

					Timely Submission - 1Mark			
		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	Preparation of article - 10 Marks Uploading of article - 2 Marks Comprehensiveness of the report - 5 Marks Hard copy of the material uploaded - 2 Marks Timely Submission - 1 Mark	20		
EDU 404.3	Health and Physical Education	Credible Participation in games and sports - minimum 2 events	College	Record and Certificate of the events participated	Participation - 5 Marks Prize - 2 Marks Report - 2 Marks Timely Submission - 1 Mark	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	Comprehensiveness of the report - 9 Marks Timely Submission - 1 Mark	10		
EDU 404.4	Drama and Art in Education	Film review			Relevance of the film selected - 2	5		

	(EPC 2)		College	Record	Marks Comprehensiveness of the report – -2 Marks TimelySubmission - 1Mark			
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation - 5Marks Prize - 2 M a r k s Report - 2Marks TimelySubmission - 1Mark	10	20	1
		Script on Street Play	College	Record	Relevance of the theme - 1Marks Script - 3Marks TimelySubmission - 1Mark	5		
EDU 404.5	Communicative English	Internal test –	College	Answer Script	Written Examination	20	40	2
		Written						
		Oral	College	Score sheet	Oral Examination	10		
		Practical in accordance with the syllabus @1 item	College	Report and evidence	Comprehensiveness of the report - 4Marks Evidence - 5Marks TimelySubmission - 1Mark	10		

	Semester total			340	340	17
	Programme total			1260	1260	63

SEMESTER I

CORECOURSES

EDU 101: CONTEMPORARY INDIA AND EDUCATION

NO.OFCREDITS	5
CONTACTHOURS	100
MARKS	:100(External 80 +Internal20)
DURATIONOFEXAMINATION	:3hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the Educational Heritage of India
- understand the nature of education as a discipline and its correlation with other disciplines.
- comprehend the basic features of Indian constitution and its implication in education
- critically examine the pivotal issues of contemporary India.
- analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India.
- evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE(2009).
- discuss the emerging dimensions of teacher education and professional growth of teachers

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1 – Education (30 hours)

- 1.1 Indian and Western Concept of Education - Aims - Functions of Education in Individual, Social, National, and global levels.
- 1.2 Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods-Significance of Upanishad in maintaining world peace and sustainable development –Educational Implications of BhagavadGita.
- 1.3 Western system of education in India with special reference to Macaulay’s Minutes and Wood’s Despatch
- 1.4 Elementary education system in India
- 1.5 Types of Education–Formal, informal, and non-formal
- 1.6 Education as Investment – Human Resource Development
- 1.7 Education as a discipline – Its correlation with other disciplines–History, Philosophy, Psychology, Sociology and Science.

Module 2 – Indian Constitution and Education (10 hours)

- 2.1 Indian Constitution – Preamble- Fundamental Rights and Directive principles
- 2.2 Duties of citizens
- 2.3 Universalisation of Elementary Education-Right to Education Act 2009.

Module 3 – Features and Issues of Indian Society (30 hours)

- 3.1 Multiculturalism-Unity in diversity
- 3.2 Inequality and marginalization
- 3.3 Impact of Liberalisation, Privatisation and Globalisation on Indian Society
- 3.4 Educational Problems of Contemporary India-wastage and stagnation, Educated unemployment
- 3.5 Population Education and Inclusive Education

Module 4 -Education Commissions in India (10 hrs)

- 4.1 Radhakrishnan Commission(1949)
- 4.2 Mudaliyar Commission(1953)
- 4.3 Kothari Commission(1966)
- 4.4 National Policy on Education(1986&1992)
- 4.5 National Curriculum Framework for Secondary Education (NCFSE)2005
- 4.6 National Curriculum Framework for Teacher Education (NCFTE)2009

Module 5 – Recent Trends/Initiatives in Indian Education (20 hours)

- 5.1 District Primary Education Programme(DPEP)
- 5.2 Sarva Shiksha Abhiyan(SSA)
- 5.3 Rashtriya Madhyamic Shiksha Abhiyan(RMSA)
- 5.4 Rashtriya Uchathar Shiksha Abhiyan(RUSA)
- 5.5 Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General Awareness on KER and KSR
- 5.6 Professional Growth of Teachers – Pre-service and In-service Teacher Education

PRACTICUM (any one)

1. Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine.
2. Critical analysis of education policies of central and state government.
3. Prepare a dramatic script for eradicating various inequalities of Indian society

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3–7). Heinemann Educational Books.
- Apple, M.W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.
- Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching*. Routledge.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II & III). John Wiley & Sons.
- Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280–299.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model*. Routledge.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
- Ghosh, S.C. (2007). *History of education in India*. Rawat Publications.
- Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
- GOI. (1966). *Report of the education commission: Education and national development*. New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education*. New Delhi: Ministry of Education.
- GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- GOI. (2011). Sarvashiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
- Govinda, R., & Josephine, Y. (2004). *Para teachers in India: A review*. New Delhi: National Institute of Educational Planning and Administration.
- Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.
- Heathcote, D., & Bolton, G. (1994). *Drama for learning: Dorothy Heathcote's mantle of the expert approach to education*. Portsmouth, NH: Heinemann Press.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee*. Sagaon, Wardha: Hindustani Talimi Sangh.
- Hodson, D. (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), *International perspectives in curriculum*

history. Croom Helm.

- Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Mathew, T. K. (2013). Teacher education to contemporary learning. Changanacherry, Lilly Publishing House. ISBN 978 - 81-922911 - 6-1
- Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.), *Childhoods in South Asia*. New Delhi: Pearson Education India.
- Montuschi, E. (2003). *Objects of social science*. London: Continuum Press.
- Mukunda, K.V. (2009). *What did you ask at school today? A handbook of child learning*. Harper Collins.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
- NCERT. (2006a). *Position paper-National focus group on education with special needs (NCF2005)*. New Delhi: NCERT.
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF2005)*. NCERT.
- NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006d). *Position paper-National focus group on teaching of Indian language (NCF2005)*. New Delhi: NCERT.
- Nirantar. (2010). *Textbook regimes: A feminist critique of nation and identity*. New Delhi.
- Olson, D.R., & Bruner, J.S. (1996). Folk psychology and folk pedagogy. In D.R. Olson & N. Torrance (Eds.), *The handbook of education and human development* (pp. 9– 27). Blackwell.
- Parekh, B.C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.
- Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
- Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 5–12.
- avikumar, K. V. (2014). Education in emerging Indian society, Ernakulam: Vasu Publishers.
- Sternberg, R.J. (2013). Intelligence, competence, and expertise. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30). Guilford Publications.
- Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 324–328.
- Sykes, M. (1987). *The story of Nai Talim*. Wardha: Nai Talim Samiti.

- Tagore, R. (2003). *Civilization and progress*. In *Crisis in civilization and other essays*. New Delhi: Rupa & co.
- UNESCO. (1989). *UN convention on the rights of the child*. UNESCO. UNESCO.
- (2006). *United Nations convention on the rights of persons with disabilities*. UNESCO.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. UNESCO. Brown, Francis J. (1947). *Educational Sociology*. New York: Prentice Hall.
- Brubacher John S. (1962) *Modern philosophies of Education*. New Delhi: Tata McGraw- Hill publishing Co. Pvt. Ltd.
- Dewey John (1900). *The School and Society*. Chicago: The University of Chicago Press.
- Humayun Kabir (1959). *Education in new India*, London: George Allen & Unwin Ltd.
- Jacob Mani (2002). *Resource Book for Value Education*. New Delhi: Institute of Value Education.
- Valerian Rodrigues. (2002). *Democracy*. In *The essential writings of B. R. Ambedkar* (pp. 60–64). New Delhi: Oxford University Press.
- Jagannath Mohanty (1995). *Adult and non-formal education*, New Delhi: Deep and Deep Publications.
- James S. Ross. (1952). *Ground works of educational theory*- George G. Harrap & Co. Ltd.
- John. S. Brubacher (1969). *Modern Philosophies of education* New Delhi: Tata McGraw, Hill Publishing Co.
- Kalam Abdul, A.P.J. (1998). *India 2020 – A Vision for the New Millennium*, Penguin Books India Ltd.
- Mary Joseph & Thomas, P.J (2010) *Philosophical and Sociological Bases of Education*. Mathew, T. K. (2013). *Teacher education to contemporary learning*. Changanacherry, Lilly Publishing House. ISBN 978 - 81-922911 - 6-1
- Nath Prem (1979). *The Bases of Education. A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.
- NCTE (1998). *Gandhi on Education*, New Delhi:
- NCTE (2000) *Human Rights and Indian Values*, New Delhi.
- Oommen, N. M. (2015). *An epitome of ideal teaching: Jesus Christ*, Tiruvalla, Titus II Teachers College, ISBN 978-81-930097 -1 -0.
- Oommen, N. O. (2015). *Paulo Freire: A humanistic visionary*, Tiruvalla, Titus II Teachers Colleg. ISBN 978 - 81 -930097 -8 -9
- Ozmon Howard A & Craver Samuel M. (1986). *Philosophical foundations of Education*. Columbus: Merrill publishing Company.
- Payne, E. George (1928). *Principles of Educational Sociology An Outline*. New York: NY New York U.P.

- Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press. Robert.
- B.Wagner (1989). *Accountability in Education*. London: Routledge. Ruhela, S. P. (1968). *Human Values and Education*. New Delhi: Sterling Publishers.
- SatyaPriya Gupta (1979). *The in-service educational needs of Secondary teacher educators*, New Delhi: NCERT.
- Sharma R. A. (1993). *Teacher education, Theory, Practice and Research*. Meerut: International Publishing house.
- Singh L. C. (1990). *Teacher education in India*. N.C.E.R.T.
- Sivadasan Pillai K., (1998). Vidyabhyasam, Trivandrum, Kalanikethan.
- Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.
- Thankachan T.C., (2009) *Philosophical and Sociological Bases of Education*, V. Publishers. Thankachan T.C., (2010) *Development and Management of Education in India*, Prakash Publishers.
- Yati, NityaChaithanya (2002) *Parivarthanonmugha Vidhyabhyasam*, Kottayam; Current Books.

EDU 102: CHILDHOOD AND GROWING UP**NO. OF CREDITS****5****CONTACT HOURS****100****MARKS****: 100 (External 80 + Internal 20)****DURATION OF EXAMINATION : 3 hours****OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- understand the basic concepts and principles of Educational Psychology
- understand the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions.
- help adolescents in better adjustment and development
- understand the nature of motivation in learning as relevant to classroom management
- understand the mental processes of learners
- apply psychological principles in the teaching learning process effectively
- understand the concept of intelligence
- acquaint with various tests related to intelligence
- understand the strategies for enhancing effective memorization in children

MODE OF TRANSACTION

Lecture –cum-demonstrations, Seminars, Assignments, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method. ICT based teaching and learning

COURSE OUTLINE**Module 1 - Psychology, Education and Emerging Learner (25 hours)**

- 1.1 Psychology- General and Applied-Definitions
- 1.2 Schools of Psychology – Brief description of Behaviorism, Structuralism, Functionalism, Psycho- analysis, Humanism, Gestalt Psychology, Nativism, Constructivism, Cognitive Neuro Science and Positive Psychology.
- 1.3 Meaning, nature and functions of educational psychology, Relevance of educational psychology to teachers, learners, teaching and learning
- 1.4 Methods and tools of Educational Psychology-Introspection, Observation, Interview, Questionnaire, Case study, Survey, Sociometry, Checklist, Rating scale, Cumulative record and Anecdotal record
- 1.5 Concepts, Principles and Stages of Growth and development
- 1.6 Dimensions of Growth and Development-Physical, Intellectual, Social, Emotional and Language Development.
- 1.7 Erickson's view of Psycho Social Development - Kohlberg's view of Moral Development
- 1.8 Psychological needs and Behavioral problems of children.

Module 2 - Complexities in Adolescence (20 hours)

- 2.1 Characteristics of adolescents
- 2.2 Needs of Adolescents
- 2.3 Problems of adolescents (Information overloading, substance abuse, suicidal tendencies, depression, sex abuse etc)
- 2.3 Management of adolescent problems – role of teacher
- 2.4 Helping adolescents for better adjustment
- 2.5 Stress and coping Strategies

Module 3-Cognitive Processes (20 hours)

- 3.1 Concepts of sensation, perception, attention, concept formation and problem solving
- 3.2 Thinking – types- Convergent thinking, Divergent thinking and Creative thinking (steps) – Developing creative thinking in learners, Meta-cognition
- 3.3 Forgetting- Causes of forgetting
- 3.4 Memory – Information processing – Atkinson-shriffrin model of information processing
- 3.5 Strategies for improving effective memorization

Module 4 – Intelligence as a Cognitive Variable in Learning (20hours)

- 4.1 Intelligence – meaning and definition – Emotional Intelligence and spiritual intelligence. Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ.
- 4.2 Brief description of theories of intelligence – Two factor theory (Spearman), Primary Mental Abilities (Thurston) Structure of Intellect (Guilford) and Multiple Intelligence (Howard Gardner).
- 4.3 Categories of Intelligence tests – uses and limitations of intelligence testing

Module 5-Motivating the learner (15 hours)

- 5.1 Motivation – meaning and significance
- 5.2 Types of motivation, Achievement motivation
- 5.3 Strategies for enhancing motivation in learners
- 5.4 Maslow's theory of motivation

PRACTICUM (any one)

1. Visit an Anganwadi or a Primary School and prepare a report on the facilities provided and strategies adopted for the progress of the society.
2. Prepare a report on the current issues of Indian Adolescents.
3. Conduct a survey on stress and coping strategies among peers.

REFERENCES

- Alison, Clarke- Stewart, Susan, Friedman, & Joanne Koch. (1985). Child development – A tropical approach. New York: John Wiley & Sons, Inc.
- Anita Woolfolk - (2004) Educational Psychology - The Ohio State University –

PearsonEducation

- Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). Educational psychology: Acognitive view. Holt, Rinchart and Winston In
- Bichler, R.F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston:Houghton Mifflin Co.
- Brunner, J. S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward UniversityPress.
- Cronbach, L.J. (1969). Essentials of psychological testing (3rd ed.). New York: Harper and Row.
- Dandapani, S. (2000). Advanced Educational Psychology. New Delhi: Anmol Publications Pvt.Ltd.
- Dandekar, W.N. & Sanyogtala, Makhiya. (2002). Psychological foundations of education (3rded.). Mc. Millan India Ltd.
- Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, informationprocessing model in the classroom. New Jersey: Prentice Hall Inc.
- Gagne, R.M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.
- Gagne, R.M. (1985). The cognitive psychology of school learning. Boston: Little George, A (2008). Learning Strategies. New Delhi: Common Wealth
- Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Hill INC.
- Hal, R. Arkes, & John, P. Garske. (1977). Psychological theories of motivation. California:Wordsworth Publishing Company Ltd.
- Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
- Hilgard, E.R., & Bower, G.H. (1977). Theories of learning. New Delhi: Prentice Hall of India Pvt.Ltd.
- Hurlock, Elizabeth, B. (1990). Developmental Psychology- A life Span approach. New York: Mc Grow Hill Inc.
- Illich, I. (1970). De schooling Society. New York: Harper and Row.
- Joyce, Bruce, & Weil, Marsha (1997). Models of teaching (5th ed.). New Delhi: Prentice Hall of India. Ltd.
- Kolesnik, Walter, B. (1970). Educational psychology (2nd, ed.) New York: Mc. Graw Hill Book Co.
- Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.
- Morgan, Clifford. T. (1986). Introduction to Psychology. New York: MC. Graw-Hill Books Co.
- Shaffer, David, R. (1996). Developmental psychology- childhood and adolescence (4th ed.)USA. Brooks/Cole Publishing Co.'
- Sibichen K.K (2010). An Introduction to Psychological bases of Education, Mannanam,Kottayam, St.Joseph's Training College.
- Sousa A David (2009). How the Brain influences Behaviour. California, Corwin Press. Sousa, A David (2001). How the Brain Learns. California, Corwin Press, INC. Sylvester, Robert (2007). The Adolescent Brain. California, Corwin Press
- Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper CollinsPublishers.Brophy, E. Looking in classrooms (5th ed.) Harper CollinsPublishers.

EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

NO. OF CREDIT	3
CONTACT HOURS	60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to

- understand the nature, scope and various forms of educational technology.
- know the modes of development of self learning material
- develop the ability for critical appraisal of the audio-visual media
- develop basic skills in the production of different types of instructional material
- know the recent innovations and future perspectives of Educational Technology
- blend the merits of multimedia in the process of teaching and learning
- develop an awareness about the application of information technology in the process of learning
- recognize the importance of effective communication and interaction in classroom
- apply appropriate instructional approaches in teaching and learning

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

Module 1 - Educational Technology- Concept, Approach and Scope (12 Hrs)

- 1.1 Concept, meaning, definition, significance and approaches of educational technology-hardware, software and systems approaches. Multi sensory and Multimedia approach.
- 1.2 Audio-visual aids: Educational significance of audio-visual aids, its merits and demerits, classifications and Edgar Dale's cone of experience
- 1.3 Resource centers for Educational Technology, CIET, SIET, AVRC, EMRC, SITE, CEC, EDUSAT, IT@SCHOOL- their role in the improvement of teaching and learning.

Module 2 - Individualized and Mass Instructional Strategies (10 hrs)

- 2.1 Individualised instruction, Individualised instructional strategies: programmed instruction, personalized system of instruction (PSI), modular instruction, language laboratory. - brief outline

- 2.2 Mass media in education - ETV, radio, news papers, journals, movies, internet, socialmedia

Module 3: Communication and Classroom Interaction (8 hrs)

- 3.1 Communication - concept, components, types of communication, steps in communication, communication cycle, factors affecting communication, barriers of communication
- 3.2 Classroom climate - teacher behavior, Flanders' Interaction Analysis Category System (FIACS) - categories, procedures and interpretation.

Module 4: Instructional Technology- Principles and Approaches (10hrs)

- 4.1 Instructional technology- meaning, principles and maximums of teaching, phases and levels of teaching.
- 4.2 Micro teaching - teaching skills, micro teaching cycle, micro teaching steps, phases in micro teaching, link practices, simulation
- 4.3 Models of teaching – meaning, basic elements of a model and families of models

Module 5: ICT in Education (20 hrs)

- 5.1 ICT in education – meaning, scope and role of ICT in education, Blended Learning- Role of Teacher and learner.
- 5.2 Education through ICT: Computer assisted instruction (CAI), Power point - presentation, prezi presentations.
- 5.3 Free and Open source software – Introduction to Linux and Ubuntu Educational Software – conceptual overview
- 5.4 E-learning : concept, modes, characteristics and benefits, e-learning materials: e-textbooks, e-journals; Digital library, e-content - fundamentals
- 5.5 Web based learning, online learning, virtual learning, online labs, massive open online course (MOOC) - SWAYAM, e-communication: Internet Forums, blogs, bulletin boards, Webinar – brief outline.
- 5.6 Flipped Classrooms, Learning Management Systems (LMS) and Moodle – brief outline
- 5.7 Cyber crime and Cyberethics

PRACTICUM (any one)

1. Prepare a script for an educational video.
2. Construct an interaction matrix of a class and analyse the classroom events using FIACS
3. Prepare a programmed instructional material using branching programme

REFERENCES

- Aggarwal J.C. (2006). Essentials of Educational Technology-Teaching Learning- innovations in Education. New Delhi. Vikas Publishing House .
- Alexis, Leon & Others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

- Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
- Aoki, K (1994). Virtual communication in Japan: Pacific Telecommunications. Allen, D.W.(1992). School for a new country, New York.
- Andal, N. (1998). Communication Theories and Models. Mumbai : Himalaya Publishing House. Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford. 1995.
- Battacharjee Shymali, (2007). Media and Mass communication. An introduction. New Delhi: Kanishka Publishers.
- Bharihoke, Deepak (2000). Fundamental of Information Technology. New Delhi: Pentagon Press
- Bhatia R. L. and Ahuja B. N. (1994). Principles of Educational Technology and their approach. New Delhi : Surject Publications.
- Chadha, Gaurav S.M. & Kumail, Nafay (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill Publication.
- Chandra Ramesh, (2005). Teaching and Technology for human development. New Delhi; Kalpaka Publishers.
- Chaudhary, Jagdeesh & Pathak, R.P. (2012). Educational Technology. Dorling Kindersly (India) Pvt. Ltd.
- Chauhan, S.S. (1983). Innovations in Teaching Learning Process. New Delhi: Vikas Publishing House Pvt. Ltd.
- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press. Dale, EA 1969). Audio-visual Methods in Teaching New York: Holb, Reinchart and Winston.
- Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
- Evaut, M. The International Encyclopaedia of Educational Technology. Flanders, NA () Analysing Classroom Behaviour, Addison Wesley.
- Gardner, John & Holmes, Bryn. (2006). e-learning-concepts and practice. New Delhi: Sage Publications Pvt. Ltd.
- Harasim, L. (1993) Global Networks Computers and International Communication Cambridge; NIT Press 5.
- Henson, Kenneth.T (1978): Curriculum development for Education reform. Harper Collins College publishers.
- Hoole H.S. Ratnajeewan & Hoole Dushyanthi. (2005). Information and communication technology. New Delhi: Foundation Books PVT. LTD.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Jain, Madhulika & et.al. (2000). Information Technology Concepts. New Delhi: BPB Publications.
- John T and Lalitha R (1995) In search of virtual class : Education in an information society. London : Routledge.
- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- Khan, BoH (1997) Web-based Instruction. Englewood Cliffs: Educational Technology Publications.
- Kopp, Kathleen (2012). Using Interactive Whiteboard in the Classroom. Shell Education

- Krishnamurthy, R.C.(2003). Educational Technology: Expanding Our Vision. New Delhi: Authors Press.
- Kulkarni.S.S(1986) Introduction to Education Technology, Oxford and IBH Publishing Kumar K. L. (1981). Mass Communication in India.Delhi :Jaico Publishing House. Kumar, K.L.(2008).Educational Technology. New Delhi: New Age International Publishers.
- Leon A & Leon M (2000).Information Technology.Chennai :Vikas Publishing House Pvt. Ltd.
- Madhukumar Indira. (2005). Internet based distance learning . New Delhi: Global Network. Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.McDonald&Evans Ltd. 1975
- Merrill, Paul F.; Reynolds, Peter L.; Christensen, Larry B.(1995) Computers in Education, Allyn& Bacon.
- Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.
- Mohanty, Jagannath (1997). Educational Technology. New Delhi : Deep and Deep Publications.
- MohanthyLaxman&VohraNehrika, (2006) ICT Strategies for school.A guide for school Administrators. New Delhi: State Publishers.
- Morison, R. Gary &Lowlher, L. Deborah &DeMeulle Lisa. (1995). Integrating computertechnology in the class room. New Jersey: Prentice Hall.
- Mukopadhyay, M (1990) Educational Technology Challenging Issues New Delhi :SterlingPublishers Pvt. Ltd.
- Oliver, Ron, Reeves, Thomas C. & Herrington, Jan (2010). A Guide to Authentic e- learning, New York: Routledge.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Prasad Janardan, (2007). Audio Visual education.Teaching innovative technique. NewDelhi: Kanishka Publishers..
- Progrow S (1983). Education in the Computer Age.Sage Publications.Baverly Hills, CA.
- Rajesekaran S. (2007) Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd.
- Roblyer, M.D. (2008).Integrating educational technology into teaching. New Delhi: Pearson. Rosenberg, M.J. (2001) e-learning New York: McGrawHill.
- Rosenberg, Marc Jeffry(2006).e-learning: Strategies for Delivering Knowledge in the Digital Age. New Delhi: McGraw Hill India PvtLtd.
- Sampath,K.&Paneerselvam A.(2006).Introduction to Educational Technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Singh,P.P.& Sharma, Sandhir (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.
- Srinivasan, T.M. (2002), Use of Computers and Multimedia in Education, Horton. Sutherland, R., Robertson,S.& Peter John.(2009). New Delhi: Improving Classroom Learning with ICT.Routledge.
- Vanaja, M.(2006). Educational Technology. Hyderabad: Neelkamal Publication Pvt.Ltd. Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].
- William H. Dutton, Malcolm Peltu(1996) Information and Communication Technologies: Visions and

- 3.1 Correlation with other Disciplines – Languages, General Science, Mathematics, ICT and Performing Arts- Theater and Drama.
- 3.2 Correlation with life.

Module 4 - Aims and Values of Teaching Natural Science (5hrs)

- 4.1 Aims and values of teaching Natural science.
- 4.2 Anticipated outcomes of Teaching Natural Science - Developing Scientific Literacy, Scientific attitude, Scientific temper and Scientific creativity.
- 4.3 General Objectives of Teaching Natural Science at Primary, Secondary and Higher Secondary school level.

Module 5- Educational Objectives of Teaching Natural Science (20hrs)

- 5.1 Aims and Objectives – Meaning-Distinction.
- 5.2 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy-Conceptual overview.
- 5.3 Objectives and specifications- Objective based instruction and evaluation, Tri-polar relation- Objectives-Learning Experience-Evaluation.
- 5.4 Competence based instruction and evaluation.
- 5.5 Classification of educational objectives- Mc Cormack and Yager.

PRACTICUM (any one)

1. Conduct any three scientific experiments and evaluate your experience
2. Write a Drama/Theatre script on a relevant social issue connected with the Secondary School Biology Syllabus
3. Prepare an e- document on Life and contribution of an eminent scientist

REFERENCES

- Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. *Advances in Research of Teaching*, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.
- Arons, A. B. (1983). Achieving wider scientific literacy. *Daedalus* Spring 91-122.
- Asch, R. C. (1985). *Science Teaching in Schools*, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.
- Educational Psychology*, John W Santrock, (University of Texas at Dallas) December 2010 ; McGraw-Hill Higher Education
- Freire, Paulo. (1998). *Pedagogy of the Oppressed*. USA: Continuum Pub. Co
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Jayasree and Digumarti Bhaskara Rao (2004) Discovery Publishing House.
- Lowman, J (1995). *Mastering the Technique of Teaching*. Second Edition, San Fransico.
- Teaching of Biology*. S. Choudhary (2004). APH Publishing Corporation.
- Uttam Kumar Singh and A. K. Nayak Science Education Common Wealth Publishers.

EDU 104.16: UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION

NO. OF CREDITS	3
CONTACT HOURS	60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On the completion of this course, the prospective teachers would be able to

- inquire into the contribution of eminent mathematicians
- appreciate the significance of Mathematics as a Discipline.
- get a perspective on scope of Mathematics
- make sense of the, aims, objectives and skills of teaching Mathematics.
- internalize the values of teaching mathematics
- gain an insight of the Interdisciplinary Nature of Mathematics
- endow with the significance of Taxonomy of instructional objectives of teaching Mathematics

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE**Module 1 - Historical Background of Mathematics(10 hours)**

- 1.1 Contribution of Mathematicians - Indian and western- Aryabhatta, Bhaskaracharya, Brahmagupta, Ramanujan, Pythagorus, Rene Descarte, , Euclid
- 1.2 New Math movement
- 1.3 Relevance of learning History of mathematics-

Module 2 - Conceptual Background of Mathematics (10 hours)

- 2.1 Nature of Mathematics - Meaning and Characteristics .
- 2.2 Language and Symbols of Mathematics
- 2.3 Paradigm shift in the nature
 - Pure and applied
 - Empirical to rational
 - Induction, Intuition, and logical
- 2.4 Scope of mathematics in the 21st century

Module -3 - Inter and Intra disciplinary nature of Mathematics Education (10 hours)

- 3.1 Correlation with Life

- 3.2 Correlation with different subjects-Science, Social sciences, I C T, Languages, Arts, Music,
- 3.3 Correlation with Different branches and topics

Module 4- Aims and values of Teaching mathematics(15 hours)

- 4.1 Aims and Values- Utilitarian, Disciplinary, Cultural, Vocational, Aesthetic
- 4.2 General Objectives of teaching mathematics at different stages- Primary, Secondary, Higher secondary

Module 5 - Educational Objectives (15 hours)

- 5.1 Aims and objectives-meaning and distinction
- 5.2 Blooms Taxonomy of Educational objectives. Revised Bloom's taxonomy- conceptual overview.
- 5.3 Objective Based Instruction and Objective based evaluation – based on Bloom's Taxonomy (cognitive, affective, psychomotor domain)
- 5.4 Competence Based Instruction and Competence based evaluation
- 5.5 Tri polar relation - Objective, Learning experience, Evaluation - Competence, Learning Activity, Evaluation

PRACTICUM (any one)

1. Prepare a document based on any one value of teaching mathematics
2. Present an album on contributions of mathematicians
3. Prepare a report on ancient mathematical numerals

REFERENCES

- Aiyankar, Kuppaswami. The Teaching of Mathematics.
- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
- Andrews, J.J.W, Saktowski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.
- Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.
- Artz, A.G., & Armour-Thomas, E. (2001). Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates
- Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press.
- Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.
- Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.
- Bellard, P.B. Teaching the Essentials of Arithmetic

- Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.
- Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.
- Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics,
- Deepka, E. (2007). Designing assessment for mathematics. (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.
- Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.
- Iglewicz, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
- Korner, S. The Philosophy of Mathematics, New York; Herper Torch Books, the science Library
- Malhotra, V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.
- Merrilyn goods, Ggloria Stillman and Colleen vale .Teaching secondary school mathematics- Researches and practices for the 21st century
- NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.
- NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Prehttp://www.edel.edu/pbl
- Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.
- Schultze, A. The Teaching of Arithmetics in Secondary School.
- Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.
- Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt. Ltd.
- Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).
- Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

EDU 105.16: LEARNING TO FUNCTION AS MATHEMATICS TEACHER

NO. OF CREDITS	3
CONTACT HOURS	60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAM	: 2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
- equip with innovative strategies of mathematics teaching
- entwine models of differentiated teaching in effectual instructional practices of Mathematics education.
- fine-tune themselves as innovative pedagogic practitioner.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICTbased teaching and learning

COURSE OUTLINE**Module 1 – Maxims, Approaches and Methods of Teaching Mathematics (15 hrs)**

- 1.1 Maxims of learning-simple to complex-Known to unknown-Particular to general-concrete to abstract
- 1.2 Approaches-Teacher centered vs Learner centered,
- 1.3 Methods- Heuristic Method-Lecture method-Inductive Deductive method-Analytic and synthetic method -Problem Solving method-Project method

Module 2 - Techniques of Developing Mathematical skills (10 hrs)

- 2.1 Development of Mathematical skills: Computational skills, Geometrical skills, Drawing and interpretation of Graphs and Charts
- 2.2 Mathematical creativity
- 2.3 Techniques of developing Speed and accuracy in mathematics
- 2.4 Techniques of teaching Mathematics: Ability grouping, Gradation, Questioning, Brain storming, Seminar, Simulation, Assignment, Supervised study.
- 2.5 Motivational Techniques in teaching of Mathematics

Module 3- Innovative Strategies (12 hours)

- 3.1 Peer tutoring, Team teaching, Co-operative learning, Problem based learning
- 3.2 Differentiated strategies for inclusiveness: Think pair share, Flexible Grouping.
- 3.3 Brain based learning- Characteristics and principles
- 3.4 Concept mapping- Characteristics
- 3.5 Reflective Journaling – Gibb's Model

Module 4 - Training in Teaching Skills (15 hrs)

- 4.1 Micro teaching: Characteristics and phases
- 4.2 Skills and its components. -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction, Reinforcement
- 4.3 Link Practice-Integration of skills

Module 5- Pedagogical Skill Development (8 hrs)

- 5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance
- 5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

PRACTICUM (any one)

1. Prepare concept map on any unit of Mathematics
2. Prepare a report on any mathematical game that fosters mathematical creativity among learners
3. Prepare a digital programme for motivating learners at secondary/Hr. secondary level

REFERENCES

- Aiyankar, Kuppaswami. The Teaching of Mathematics.
- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
- Andrews, J.J.W, Saktowski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.
- Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.
- Artz, A.G., & Armour-Thomas, E. (2001). Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates
- Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.
- Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.
- Bellard, P.B. Teaching the Essentials of Arithmetic
- Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms.

- Thousand Oaks, CA: Corwin press.
- Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.
- Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics, Dash, B.N. (2005). Psychology of Teaching Learning Process, New Delhi: Dominant Publishers and Distributors.
- Deepka, E. (2007). Designing assessment for mathematics. (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Gardner, H. (1983) Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.
- Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics. Goleman, D. (1995). Emotional Intelligence. New York McGraw Hill Joyce, Bruce; Weil, Mursha (2003). Models of Teaching,
- Kincheloe, J. (2008). Critical Pedagogy (2nd Edn). New York: Peter Lang.
- Korner, S. The Philosophy of Mathematics, New York; Herper Torch Books, the science Library
- Malhotra, V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.
- Malhotra, V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.
- Merrilyn goods, Ggloria Stillman and Colleen vale .Teaching secondary school mathematics- Researches and practices for the 21st century
- NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.
- NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.
- NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy
Pre<http://www.edel.edu/pbl>
- Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.
- Tiwari, D. (2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent Publishing Corporation.
- Pandey, S, K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.
- Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.
- Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.
- Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.
- Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt. Ltd.
- Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala)

ASSOCIATE COURSE-ELECTIVE

EDU 106.11 HEALTH AND PHYSICAL EDUCATION

NO. OF CREDITS	3
CONTACT HOURS	60
MARKS	:60(External 50 + Internal 10)
DURATION OF EXAMINATION	:2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop positive attitude towards health
- gain knowledge about various hypo kinetic and communicable diseases and its prevention
- acquire knowledge about nutrition ,energy requirement and expenditure
- understand the practice of Yogasanas and its importance
- organize and assist in the conduct of sports and games
- apply the techniques of First Aid
- develop awareness about physical fitness

MODE OF TRANSACTION

Lecture cum Discussion, Demonstration, Use of Audio- Video , Field Trips and Practical, ICT based teaching and learning.

Module 1 - Concept of Health and Physical Education (10 Hrs)

- 1.1 Health – Meaning –Definition
- 1.2 Dimensions of health –Physical, Mental, Social and Spiritual
- 1.3 Health Education- Definition – Aims and Objectives
- 1.4 Importance of Health Education
- 1.5 Health hazards: Alcoholism –Smoking
- 1.6 Physical Education – Definition –Aims and Objectives
- 1.7 Importance of Physical Education

Module 2 -Hypo-Kinetic and Communicable Diseases (10 Hrs)

- 2.1 Hypo-kinetic diseases –causes
- 2.2 Diabetes– Obesity
- 2.3 Body Mass Index(BMI)
- 2.4 Causes and prevention of HIV/ AIDS – Hepatitis A & B – Dengue Fever – Leptospirosis

Module 3 -Nutrition, Health and First Aid (10 Hrs)

- 3.1 Components of Food and Nutrition - Vitamins – Deficiency Diseases –Sources
BalancedDiet
- 3.2 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST
AID
- 3.3 First-Aid for Sprain- Strain – Cramp – Fainting – Dislocation –Fracture
- 3.4 Artificial Respiration – Cardio Pulmonary Resuscitation – Basic Procedures of
CPR

Module 4 – Tournaments and Fixtures (10hrs)

- 4.1 Tournaments — Types of Tournaments – Knock – Out / Elimination –League
/ Round Robin – Single League – Double League – Combination
- 4.2 Byes andSeeding
- 4.3 Methods of drawing fixtures under eachtype

Module 5- Yogic Practices, Physical Fitness And Wellness (20 Hrs)

- 5.1 Yoga – Introduction – Meaning – Need and Importance AshtangaYoga
- 5.2 Meditative Asanas - Sukhasana - Vajrasana –Padmasana Therapeutic Asanas –
Padahastasana – Trikonasana – Paschimottanasana – Halasana – Sarvangasana
– Salabhasana – Dhanurasana –Bhujangasana
- 5.3 Physical fitness – Meaning and definition – Components of Health Related
PhysicalFitness.
- 5.4 Wellness – Meaning –Definition
- 5.5 Effect of exercise on Circulatory system and Respiratorysystem

PRACTICUM (any one)

1. Conduct a survey on ‘Lifestyle Diseases’inyour locality
2. Design a recreational game and upload in yourBlog
3. Prepare a report on Contemporary National / International SportsEvent

REFERENCES

- Ajmer, S. et al. (2004).*Essentials of Physical Education*.New Delhi: Kalyani Publishers. Ajmer,
S. et al. (2004),*Modern Text Book of Physical Education, Health and Sports*.New
Delhi: Kalyani Publishers.
- Ajmer, S. et al. (2000).*Essentials of Physical Education*,New Delhi: Kalyani Publishers.
American Alliance for Health, Physical Education and Recreation. (1988).*Physical best*.
Reston, VA: AAHPER.
- American Association for Health, Physical Education and Recreation. (1958).*AAHPER
youthfitness test manual*.Washington: National Education Association.

- merican Psychological Association. (2009). *Publication manual* (6th edition). Washington, D C: Author.
- Anil. R, (2011). *Handbook of health fitness and wellness*. Calicut: Akademia Publications.
- Barrow, H. M., & McGee, R. (1979). *A practical approach to measurement in physical education*. London: Henry Kempton Publishers.
- Bucher, C. A. (1968). *Foundations of physical education*. St Louis: The C. V. Mosby and Co. Ltd.
- Carl, W. W. (1977). *Health teaching in secondary schools*. Philadelphia: W. B. Saunders Company.
- Dheer, S. (1991). *Introduction to health education*. Delhi: Friends Publications. Fleishman, E. A. (1964). *The structures and measurement of physical fitness*. Englewood cliffs. N. J: Prentice Hall.
- Gupta, et.al. (1999). *Text book of food and nutrition, child care and psychology*. Ludhiana: Kalyni Publishers.
- Hensley, L. D., & East, W. B. (1989). Testing and grading in the psychomotor domain. In *Measurements in physical education and exercise science*, cited in Safrit and Wood. Champaign, IL: Human Kinetics.
- Kirby, R. F. (1991). *Kirby's guide to fitness and motor performance tests*. Cape Girardeau, MO: Ben Oak.
- Kithani an Reema, A. Z. (2002). *Handbook of diet and exercise*. New Delhi: Khel Sahitya Kendra.
- Kithani an Reema, A. Z. (1998). *Physical fitness*. New Delhi: Khel Sahitya Kendra. Mary, B. M. (1990), *Teen health*. Glencode: Macmillan/ McGraw-Hill, Illinois Columbus, California Peoria Illinois.
- Morrow, J. R., Jackson, A.W., Disch, J. G., & Mood, Dale. P. (2005). *Measurement and evaluation in human performance*. U. S. A. Human Kinetics.
- Muller, J. P. (2000). *Health exercise and fitness*. New Delhi: Khel Sahitya Kendra.
- Safrit, M. J. & Wood, R. (1989). *Measurement concepts in physical education and exercise science*. Champaign: Human Kinetics.
- Scott, M. G. and French, E. (1959). *Measurement and Evaluation in Physical Education*. Dubuque, Iowa: C. Brown Co-Publishers.
- Sharma, O.P. (1998). *Athletic injuries*. New Delhi: Khel Sahitya Kendra.
- Singh, H. (1991). *Science of sports training*. New Delhi. D. V. S Publication. Harrow, A. J. (1972). *Taxonomy of the psychomotor domain*. New York: Mc. Kay.
- Strand, B. N., & Wilson, R. (1993). *Assessing sports skills*. Champaign: Human Kinetics.
- Sukhla, S. P. (2001). *Educational administration, organization and health education*. Agra: Vinod Pustak Mandir.
- Thomas, J. R., & Nelson, J. K. (1996). *Research methods in physical activity*. Champaign: Human Kinetics.
- Tirunarayanan, C and Hari Hara Sharma, S (1982). *Methods in physical education*. Karaikudi: South Press.

EDU106.12	:	GUIDANCEANDCOUNSELLING
CORECOURSE	:	EDU106.2
No.OfCREDITS	:	3
CONTACTHOURS	:	60
MARKS	:	60 (External 50 + Internal10)

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- acquaint with the nature of guidance andcounselling
- develop abilitytoorganize guidance programmes inschool.
- understand the counselingprocess
- develop the skills and qualities needed for acounsellor
- develop the ability to provide counseling to children andadolescents

MODE OF TRANSACTION

ecture-cum-discussion, Guidance and counseling, Case studies, Use of video-clips and transcripts of classroom teaching, Project reviews, Use of narratives based on research and documentation, Observations, Interviews, Recording of observations and experiences, Panel or group discussion on psychosocial issues, Individual projects, Using library, Laboratory and ICT based teaching and learning, Psychological tests.

COURSE OUTLINE

Module 1- Guidance and Counselling - a Conceptual Analysis (8 Hours)

- 1.1 Meaning, need and significance of guidance and counselling inschools.
- 1.2 Objectives of guidance and counselling at various levels- primary, secondary and higher secondary.
- 1.3 Organisation of a guidance bureau in schools - installation andactivities

Module 2 - Guidance in Schools (10 Hours)

- 2.1 Types of guidance: educational, personal, vocational and careerguidance-
- 2.2 Objectives at various levels. Individual and groupguidance.
- 2.3 Teacher as a guidance worker and careermaster.
- 2.4 Career Guidance. Career information- components and sources. Job analysis. Organizing career guidance - career corner, career talk, career conference, career bulletin. Role of parents in career decisionmaking

Module 3 - Process of Counselling (16 Hours)

- 3.1 Type of counselling: Directive, Non-directive and Eclectic (based on role of counsellor); Crisis, Preventive and Facilitative (based on purpose); Individual and group counselling (based on number ofclients)

- 3.2 Psychology in counselling - counselling procedures according to Behaviouristic, Psychoanalytic and Humanistic schools, Gestalt Therapy, Transactional Analysis.
- 3.3 Stages in counselling - functions of various stages - establishing rapport, deciding plan of action, integrative understanding, facilitating development, etc.

Module 4 - Skills and Qualities of Counsellor (10 Hours)

- 4.1 Counselling skills- Attending skills, Responding skills, Skill of personalizing and Initiating skills.
- 4.2 Qualities of a counsellor - Well adjusted personality, empathy, sincere interest, knowledge, professional competence, availability, confidentiality.
- 4.3 Essential communication skills - Non-verbal communication, Active listening, Selective perception, Effective questioning, Reflecting feelings.

Module 5 - Teacher as Counsellor (16 Hours)

- 5.1 Class as a heterogeneous group - concept of individual difference
- 5.2 Tools and techniques for collecting data - Interview, observation, case study, sociometry, checklist, rating scale, anecdotal record, cumulative record.
- 5.3 Problems related with various aspects physical, mental, social, emotional, etc. (general description)
- 5.4 Common behavior problems of children and adolescents - aggression and hostility, attention seeking, lying, stealing, sex problems, shyness and withdrawal, learning disability, examination anxiety, alcoholism and drug abuse, juvenile delinquency, cybercrimes, truancy.
- 5.5 Role of teacher in dealing with the heterogeneous class - Identifying probable causes and suggesting remedial measures for behavior problems.

PRACTICUM (any one)

1. Prepare your own plan to organize guidance bureau in schools and also its activities
2. Identify any one behavioral problem among adolescent, causes and remedial measures
3. Conduct a peer counselling and submit thereport

REFERENCES

- Chand, S. P. (1998). ABCs of Guidance in Education: (III rd Edition) Bhubaneswar: New Delhi: Unique Publication.
- Chakrabarti, B. (1999). Guidance and Counselling: Theoretical Perspective, Vol.1, New Delhi: Vikas Publishing House.
- Chakrabarti, S. (2004). Management and Evaluation of Counselling. Oxford. Oxford University Press. ISBN 9780195732177.
- Chakrabarti, B. S. (1992). School Counselling for the 21st Century. New York. Mcmillan Publishing Company.
- Chakrabarti, B. (1984). Career Counselling Practice. London: Palmer Press.
- Chakrabarti, B. G. and Mukhopadhyay, B. (1989). Guidance and Counselling: A Manual. New Delhi: Sterling Publishers.

- ernard, H.W. and Fullyness, D.F. (1997) Principles of Guidance, New York. Chauhan, S. S. (1982). Principles of Guidance. New Delhi: Vikas Publishing House.
- orners, L.S. and Hacheery, M. (1987). The Professional Counsellor. New Jersey: Prentice Hall Cliffs Englewood.
- row, L.D. and Crow A. (1966). Introduction to Guidance. New York: McGraw Hills. Crowell, B.M.E. (1963). Guidance and Counselling in Group. New York: McGraw Hills. Clyde, N. M. (1981). Counselling Youth. Michigan: Grand Rapids.
- Currie, J. (1981). The Barefoot Counsellor. Bangalore: Asian Trading Company.
- biti, M. D. (1974). Foundations of School Administration and Counselling. Oxford: Oxford University Press. ISBN 978 019 5733693.
- Mutie, E.K. et al. (1999). Guidance and Counselling. Oxford: Oxford University Press. ISBN 978 019 5729160.
- arayana Rao. (2002). Counselling and Guidance. II Edition. New Delhi: Tata McGraw Hill Publishing Company.
- ayak, A. K. (2004). Guidance and Counselling. New Delhi: APH Publishing Company. Njenga, F. (2010). What is wrong with this child? Oxford: Oxford University Press. ISBN 978 019 5736441.
- rasantham, B. J. (1978). Indian Case Studies in Therapeutic Counselling. Vellore: Counselling Centre.
- Rao, N.S. (2004). Guidance and Counselling. New Delhi: Discovery Publishing House.
- Sharma, R. N. And Sharma R. (2004). Guidance and Counselling in India. New Delhi: Atlanta Publishers.

EDU 106.13: ELEMENTARY EDUCATION

NO.OFCREDITS	3
CONTACTHOURS	60
MARKS	: 60(External 50 +Internal10)
DURATIONOFEXAMINATION	:2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the need, concept, and scope of elementary education in historical perspectives.
- enable the prospective teacherstounderstand the development of elementary education in India and about the different constitutional provisions related to education
- acquaint the prospective teachers with different educational reports and policies on elementaryeducation.
- acquaint the prospective teachers with the programmes for achievingUEE
- understand the recent changes in curriculum structuring and the mode of curriculum transaction at elementarylevel
- gain insight into the role of various organisation in the quality improvement of elementaryeducation

MODE OF TRANSACTION

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

COURSE OUTLINE**Module I - Conceptual Frame work of Elementary Education (15hours)**

- 1.1 Concept, meaning, scope and historicalperspectives.
- 1.2 Development of elementary education during Vedic, Buddhist, Medieval and Britishperiod.
- 1.3 Constitutional provision for elementary education in India(Article21(A)) -Right to Education Act2009.
- 1.4 The right of children to free and compulsory educationKeralaRule2010

Module 2- Reports and Policies on Elementary Education (10 hours)

- 2.1 Kothari Commission1964
- 2.2 National Policy onEducation1986
- 2.3 Revised NationalPolicy1992

- 2.4 Yespal Committee Report 1993
- 2.5 National Curriculum Frame work 2009

Module 3-Challenges and Programmes for achieving UEE (20Hours)

- 3.1 Issues and Challenges of elementary education in India
- 3.2 Multi grade and Multilevel teaching learning process
- 3.3 Strategies for Universal provision and access, enrolment and retention - Quality for elementary education
 - Education for all-Operation Blackboard
 - District Primary Education Programme (DPEP)
 - Sarva Shiksha Abhiyan (SSA)
 - National Programme for Education of Girls at Elementary Level (NPEGEL)
 - Kasturba Gandhi Balika Vidyalaya (KGBV)
 - Lok Jumbish
 - Shiksha Karmi Project
 - Early Childhood Care and Education

Module 4- Curriculum and its transaction at elementary level (10hours)

- 4.1 Curriculum for elementary education-meaning, principles and relevance
- 4.2 Nature of curriculum: experience centred, activity centred and child centred.
- 4.3 Competency based education-meaning and principles, Minimum level of learning and Mastery learning.
- 4.4 Multiple modes of learning-play-way, joyful learning, group learning and teacher guided learning.

Module 5- Role of various organisations in the quality improvement of elementary education (5 hours)

- 5.1 Role of NGOs towards Universalisation of elementary education
- 5.2 Role of DIET, resource centers, SCERT, NCERT, NEEM and NCTE in the quality improvement of elementary education.

PRACTICUM (any one)

1. Design an ICT oriented instructional plan of a unit in a subject at elementary level
2. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
3. Prepare a report based on discussion with teachers/parents/students about the existing elementary school system.

REFERENCES

Aggarwal, J.C & Aggarwal, S.P, (1992). Educational Planning in India, Vol.I, New IASE, JMI. Delhi; Concept Publishing Co.

Aroma G L (1988) Curriculum and Quality in Education, NCERT, New Delhi. Burke J W (Ed)

- (1989) Competency-based Education and Training : London:Flamer Press
- hopra, R.K., (1993). State of Teachers in India, New Delhi: N.C.E.R.T. Dewey J (1899) School and Society, Chicago, University of Chicago Press Dewey J (1952) Experience in Education, CollierMacmillan
Dewey J (1966) Democracy & Education, New York: Macmillan Co. Gandhi, M.K., (1956).
Basic Education, Ahmdabad: Nalijban
- oal B R (1990) Handbook for Teachers on Multigrade teaching, NCERT, New Delhi. Kelley A V (1978) Mixed Ability Grouping, Theory and Practice, London : Harper Kurrien, J (1983), Elementary Education in India : Myth, Reality, Alternative, New Delhi
: VikasPublishing House Pvt. Ltd.
Khan, R.S. & Ahmad, I. (1998). Elementary Education and The Teacher, New Delhi:IASE, JMI.Lockheed,
M E &Verspoor A M (1991) Improving Primary Education in Developing
Countries,Oxford/Washington Oxford University Press/World Bank
- alhotra, P.L., (1986). School Education in India, Present Status and Future Needs,New Delhi: NCERT.
MHRD (1986, 1992), National Policy of Education 1992, Modification and theirPOA's MHRD.
- ohanty, J. (2002). Primary and Elementary Education. New Delhi:
Deep&DeepPublicationPvt.Ltd.
Mohanty,J. (1984). Indian Education in Emerging Society. New Delhi: SterlingPublishers.
- aik J P (1975) Equality Quality and Quantity : The Elusive Triangle in
IndianEducation,Bombay : AlliedPublishers.
- CERT. (1997). Code of Professional Ethics for Teachers, New Delhi: NCERT. NCERT (2005), National Curriculum Framework for School Education, NewDelhi:
NCERT
NCTE. (1988). Gandhi on Education, New Delhi: NCTE.
- uhela, S.P. & Ahmad I. (1977). Uniqueness of Zakir Husain and His Contributions,New Delhi: Regency
Publications Educations.
Sadler, J.E. (1985). Concept in Primary Education. New York: Oxford UniversityPress.
Salamatullah, (1979). Education in Social Context: New Delhi.
SCERT (2007).Kerala Curriculum Frame work.Thiruvananthapuram:SCERT
Syed, Nurullah&Naik, J. P. (1943).History of education in India-During British Period.
Bombay: McMillian & Co. Ltd.
The Right of Children to Free and Compulsory Education Kerala R

EDU 106.14 : ENVIRONMENTAL EDUCATION

NO.OFCREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60(External 50 + Internal10)
DURATIONOFEXAMINATION	: 2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the Multidisciplinary nature of environmental education.
- realise the interdependence of life and environment and the need for preservation of our cultural heritage.
- think critically, ethically, and creatively while evaluating environmental issues and making judgments.
- develop a sense of responsibility and favorable attitudes, values and skills towards protection and conservation of environment, biodiversity and sustainable development.
- know the importance of undertaking Environmental Impact Assessment(EIA)
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- understand different strategies for environmental education and apply them effectively.

MODE OF TRANSACTION

lecture cum demonstration, panel discussion, brain storming sessions, peer group discussion, survey, field trip, debate, project work, survey, assignments, seminars, dramatization, exhibition, film show, video show, ICT based teaching and learning.

COURSE OUTLINE**Module1 –Environmental Education (15 Hours)**

- 1.1 Meaning, Nature, Objectives and Psychological Perspectives of Environmental Education.
- 1.2 National Movements to protect the environment - Western Ghats: It's relevance as UNESCO world heritage site. Bio diversity of Western Ghats. Its role in controlling climate of Kerala. Threats to Western Ghats.
- 1.3 Environmental Impact Assessment
- 1.4 Legislative measures for environmental protection at national and international level.
- 1.5 Methods and Strategies for cultivating eco literacy at Primary, Secondary and Higher secondary Level
 - (a) Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment days.

- (b) Practical measures - saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, 'clean and green campus' programme.
- 1.6 Environmental Citizenship – Importance, Environmental ethics and Environmental Accountability.

Module 2 – Our Environment (6 hours)

- 2.1 Concept of an ecosystem
- 2.2 Characteristic features, structure and functions of land and aquatic ecosystems
- 2.3 Energy flow in the ecosystem, Ecological succession, Ecological Pyramids
- 2.4 Bio-geo chemical cycles
- 2.5 Carrying capacity and Ecological balance

Module 3 – Challenges of Environment (15 hours)

- 3.1 Environmental Pollution- Causes, effects and remedial measures
(a) Air Pollution (b) Water Pollution (c) Soil Pollution (d) Thermal Pollution (e) Radio Active Pollution (f) Noise Pollution (g) E-waste pollution
- 3.2 Deforestation, Soil erosion, Climate change, Green house effect, Global warming, Ozone depletion, Acid rain, Bio-magnification, Eutrophication.
- 3.3 Population explosion–Urbanization
- 3.4 Waste management - Role and Responsibility of Individuals and Institutions in the management of E-waste, Nuclear waste, Medical Waste, Plastic Waste and Zero waste management.
- 3.5 Disasters: Their impact on the environment. Need and importance of Disaster management training. Role of teachers and educational Institutions in Disaster Management
(a) Natural – Epidemics, Forest fire, Floods, Earth quakes, Droughts, cyclones, landslides and tsunamis.
(b) Man made - Technological and industrial

Module 4– Education for Sustainable Development (20 hours)

- 4.1 Sustainable Development Meaning and Importance .Concept of Education for sustainable development (ESD)
- 4.2 Natural resources: its Conservation, Role of individual
(a) Forest resources: use and over exploitation and reforestation
(b) Water resources: use and over utilization of surface and ground water, conflicts over water. Water conservation-dams, rain water harvesting, water shed management.
(c) Mineral Resources: use and exploitation
(d) Food resources: World food problems, changes caused due to agriculture, effects of modern agriculture.
(e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.
- 4.3 Bio-diversity and its conservation:-

- a) genetic, species and ecosystem diversity.
- (b) Threats to biodiversity: habitat loss, poaching of wild life, man-wild life conflicts
- (c) Conservation of biodiversity: In-situ and ex-situ conservation.

Module 5 – Environment and Behavior (4 hours)

- 5.1 Environmental Sensitivity and Environmental stress
- 5.2 Stressors: Natural disasters, Pollution and Overcrowding
- 5.3 Effect of stressors on health and behavior – Morbidity, respiratory problems, skin problems, nervous system diseases, hypertension, aggression, performance impairment.

PRACTICUM (any one)

1. Construct a medicinal plant garden in your campus and prepare a report on it.
2. Conduct a seminar in your institution on any one of the environmental issues and prepare a report on it.
3. Prepare any Three eco friendly products and evaluate how it helps you in developing environmental accountability.

REFERENCES

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Arson, Sean Mc B (1978) Environmental Education – Principles and Practices, London, Edward, Arnold Publishers.
- Bhatnagar, B (2003) Environmental laws: Implementation, problems and prospects, Deep and Deep Publications
- Conningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumbai, 1196p.
- Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators* (Winnipeg, Manitoba, Canada : Manitoba Education and Youth, 2000. Online at <http://www.edu.gov.mb.ca/ks4/docs/support/future/sustaineducation.pdf>)
- Environmental Education: A Resource Handbook* by Joe E. Heimlich (Bloomington, IN: Phi Delta Kappa Educational Foundation, 2002. ISBN: 0873678346)
- Lawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay.
- NCERT (1981) Environmental Education at the School level, New Delhi. 3. Sharma, R.C. (1981) Environmental Education, New Delhi.
- Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
- Raymond De Young & Bob Grese, Behaviour, Education and Communication, School of Natural Resources and Environment.
- The Handbook of Environmental Education* by Joy Palmer and Philip Neal (Routledge, 1994. ISBN: 0415093147)
- Shrivastava R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)

UNESCO, Environmental Education – Principles of Teaching and Learning, Paris.

EDU 106.15: SPECIAL EDUCATION

NO.OFCREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60(External 50 + Internal10)
DURATIONOFEXAMINATION	: 2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- critically analyse the concept of ‘disability’ and ‘inclusion’ and develop a dynamic approach to pupil diversity and individual differences identify needs of children with diversities.
- get acquainted with the cultures, policies and educational practices and equipped with inclusive practices .
- incorporate multidisciplinary approach and innovative practices in inclusive setup.
- use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.

MODE OF TRANSACTION

Lecture-cum-discussion, Use of narratives based on research and documentation, Project reviews, Case studies, Use of video-clips and transcripts of classroom teaching, Success stories/ innovations, Observation in special schools and other field sites, Recording of observations and experiences, Interviews with special school personnel, Panel or group discussion on psychosocial issues ,Individual projects, Using library , laboratory and ICT resources, Guidance and Counselling, Psychological Tests, ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Special Education (20 Hours)

- 1.1 Definition and Meaning of Special Education
- 1.2 Need and Importance of Special Education In India
- 1.3 Exceptional Children –Concept
- 1.4 Mentally Challenged, Learning Disabled, Gifted and Creative – Definition, Characteristics, Causes, Identification and Educational Provisions.
- 1.5 Visual, Auditory and Speech Impairment – Functional limitations and Educational Needs
- 1.6 Brief Description of Locomotor disabilities, Cerebral Palsy, Autism, ADD/ADHD, Leprosy Cured

Module 2 – Inclusive Education (10 hours)

- 2.1 Concept of Inclusion
- 2.2 Philosophy of inclusive education
- 2.3 Inclusive Practices in Kerala
- 2.4 Difference between Special Education and Inclusive Education

Module 3 – Inclusive Practices and Psycho-social Issues (10 hours)

- 3.1 Creating an Inclusive School-Concept of an inclusive school – infrastructure and accessibility, culture, policies and practices, human resources, attitudes towards disability - School's readiness for addressing learning difficulties
- 3.2 Inclusive Practices in Classroom- Assessment of children to know their profile- Classroom management and organisation-developing strategies for differentiating content, curricular adaptations, lesson planning and Individualised Educational Plan (IEP)-Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.- Development and application of learner -friendly evaluation procedures- Documentation, record keeping and maintenance.
- 3.3 Psycho-social Issues -Problem behaviour and parental empowerment-Role of Family in raising children with disability.
- 3.4 Legal Rights, Important International Declarations, National Policies and Programmes for the Education of Children with Disabilities
- 3.5 Equipping Teacher Trainees for Inclusive Education

Module 4 – Multidisciplinary Approach (10hrs)

- 4.1 Multidisciplinary Approach - Concept -Individual professionals involved-Need and relevance of multidisciplinary approach in India-Developing positive relationships between school and home. - Involving community resources as source of support to teachers.
- 4.2 Developing support Networks - Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist and counsellor-Addressing social climate of the classroom- Child to child programme-Developing partnerships in teaching :Teacher and special teacher; teacher and co-teaching personnel ;parents as partners
- 4.3 Inclusive Education a rights based model.

Module 5 – Research Perspectives and Assistive Technology (10 hours)

- 5.1 Assistive and adaptive technology - Concept, Need and Scope
 - 5.2. Assistive Technology Devices: Mobility impairment and wheelchairs-Mobility impairment and walkers, Personal emergency response systems-Accessibility software-Assistive technology for visual impairment-Augmentative and alternative communication-Assistive technology for cognition-Prosthesis- Assistive technology in sport-Assistive technology in education- Computer

accessibility-Home automation

5.3 Choosing the right Assistive Technology Devices.

5.4 School's infrastructural facilities for addressing learning difficulties

PRACTICUM (any one)

1. Interview with a special child and prepare a report
2. Prepare a review on a film about exceptional learners
3. Design an Individualized Educational Plan for a special learner.

REFERENCES

- Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press. Ainscow, M (1990) Special Needs in the Classroom: A Teacher Education Resource Pack , UNESCO.
- Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
- Berdine, W and Blackhurst (1985). An Introduction to Special Education. Little Brown , Boston. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
- Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
- Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
- Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
- Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
- Johnson D.J. and H.R. Mykleloust (1967), 'Learning Disabilities' Educational Principles and practice. Grune and Stralton, N. Y.
- Jones. A.P. (1994). Principles of Guidance. New York: Holt.
- Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century. Kirk S.A. (1962), Educating Exceptional Children. Houghton Mifflin Co. Boston
- Harry A. Fais (1976), Learning Disabilities, A Competency Based Approach. Houghton Mifflin Co Boson.
- Montgomery, D. (1990) Special Need in Ordinary Schools: Children with Learning Difficulties, Cassel Educational Limited, London
- Munn. N.L. (1997). Introduction to Psychology. Delhi.
- Netri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth. Puri, M and Sen A.K. (1989) Mentally Retarded Children in India. New Delhi: Mittal Publications
- Sharma, S(1993).Diagnosis and Remediation of Dyslexia –An Empirical Study in Kannada—An Indian Language.M/S Vidyasagar Printing and Publishing House, Mysore.
- NCERT, Syllabus, 2010 :B.Ed. Special Education (MR) Norms, Regulations & Course Content Rehabilitation Council of India (Statutory Body under the Ministry of Social Justice and Empowerment) New Delhi
- Lawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
- Sen A, (1988) Psycho-integration of the handicapped: Challenge to the society; New Delhi

Mittal Publication.

Smith, M. Daniel. (1998). Educational Psychology. New York : Allyn & Bacon. Skinner. B.F. (1997). Verbal Behaviour. New York : Appleton Century Crofts. Subba Rao, T.A. (1992) Manual on Developing Communication Skills in Mentally

Retarded persons. NIMH, Secunderabad.

Thomas C. Lovitt (1989) Introduction to Learning Disabilities, Allyn & Bacon. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,

Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India. Watson. LB. (1993). Psychology as a behaviourist views it Psycho. Rev., Vol. 20. Woodworth. R.S. (1994). Experimental Psychology, New York: Holt

SEMESTER II

CORECOURSES

EDU 201: KNOWLEDGE AND CURRICULUM

NO.OFCREDITS	5
CONTACTHOURS	100
MARKS	:100(External 80 +Internal20)
DURATIONOFEXAMINATION	:3hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the philosophical contributions of India to the world
- analyse the basic principles of various schools of philosophy.
- find out the inter-relationship between philosophy and education.
- evaluate the need and the basic principles of sociology.
- comprehend the trends in social changes and their impact on education.
- elaborate education in the sociological perspectives.
- critically evaluate the practices of paedocentric and activity centered education
- understand the foundations of curriculum construction
- apply the principles of effective management of the schools.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brainstorming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 - Introduction to Philosophy (30 hours)

- 1.1 Philosophy - Meaning and branches
- 1.2 Indian schools of philosophy- Orthodox and Heterodox-significance of vedanta-sankhya and lokayata
- 1.3 Indian philosophers-Swami Vivekananda, Dr S. Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo.
- 1.4 Major Schools of Philosophy with reference to aims, curriculum, method of teaching, role of teacher and discipline- Idealism, Naturalism, Pragmatism, Realism, Humanism-Importance of eclectic approach
- 1.5 Conceptual analysis of the distinction between Knowledge and Information.

Module 2 - Paedocentric Education (10 hours)

- 2.1 Concept of Paedocentric education
- 2.2 Activity centered education – John Dewey

2.3 Critical Pedagogy-Paulo Friere

Module 3 - Sociological Bases of Education (30 hours)

- 3.1 Sociology and Education
- 3.2 Meaning of Society, Culture and Modernity
- 3.3 Contributions of Dr B .R .Ambedker with respect to equality, equity, individual opportunity and social justice
- 3.4 Contributions of Rabindranath Tagore with respect to Nationalism, Universalism and Secularism.
- 3.5 Social and cultural change-Meaning and features
- 3.6 Contributions of Social Reformers- Raja Ram Mohan Roy, Chattampi Swamikal, Sreenarayana Guru.
- 3.7 Teacher as a social reformer

Module 4 - Curriculum and Values (15hrs)

- 4.1 Curriculum - Meaning and scope
- 4.2 Philosophy of Nation as a foundation of curriculum
- 4.3 Role of state in curriculum construction
- 4.4 Thrust areas of Curriculum for School Education
- 4.5 Value Education – Aims and strategies
- 4.6 Traditional Indian values and Constitutional values.
- 4.7 Role of Education in combating Social evils- Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism
- 4.8 Peace Education and Human rights Education

Module 5 - School Administration and Management (15 hours)

- 5.1 Effective Management – Role and functions of the Head of the institution
- 5.2 Administrative framework of schools in Kerala-
- 5.3 Headmaster – qualities and responsibilities
- 5.4 Importance of Co-curricular Activities
- 5.5 Management of time and resources - School time table – need and importance
- 5.6 Staff council—PTA- School records-kinds
- 5.7 School Parliament -Organisation of Grievance Redressal cell

PRACTICUM (any one)

1. Prepare a Master timetable for a school
2. Conduct a mock parliament on any relevant social issue and submit a report
3. Prepare an album on educational quotes of western and Indian Philosophers.

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

- Aggarwal J.C. (1997). *School Organization and Administration Management*, New Delhi :Doaba House, Book Sellers and Publishers.
- Alka Kalra (1977). *Efficient School Management and Role of Principles*, APH Publishing Corporation, New Delhi.
- Anand C. L. & et al. (1983). *The teacher and education in the emerging Indian Society*, New Delhi: N.C.E.R.T.
- Anderson, R.J., Spiro & W.E. Montanague (2012 eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Ansari, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Allyn and, Becon.
- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Bhatnagar, RP and Agarwal, V (1986). *Educational Administration and Management*, Loyal Book Depot, Meerut.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C.
- Bruner, John S.; (1969) *Modern Philosophies of education*, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press. Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Chandola, R. P. (2003) *The Real Problems of Indian Education*. Jaipur : Book Enclave.
- Chaube. S. P. (1988). *Indian and Western Educational Philosophies*, Agra: Vinod Pustak Mandir.
- Dash B.N. (2002). *Teacher and education in the emerging Indian society* (2 vols). Hyderabad: Neelkamal Publications.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London, Macmillan Education.
- International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Pergamon Press.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- George Z. F. Bereday (1964). *Comparative method in education*. New Delhi: Oxford & IBH Publishing Co.
- Gore M.S. (1994). *Indian Education – Structure and Process*, New Delhi; Rawat publishers.
- Humayun Kabir (1959). *Education in new India* London: George Allen & Unwin Ltd.
- Jagnannath Mohanty (1998). *Modern trends in Indian education*. New Delhi: Deep and Deep Publications.
- James S. Ross. (1952). *Ground works of educational theory*- George G. Harrap & Co. Ltd. Kohli V.K. (1987). *Indian Education and its problems*. Haryana: Vivek Publishers. Mary Joseph

- & Thomas, P.J (2010)*Philosophical and Sociological Bases of Education*.
- atheson, David (2004). An Introduction to the study of education (2nd edition).David Fulton Publishers, Slattery, Patrick and Dana Rapp.
- MHRD, (1992),*Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992),*National policy on education* (revised) New Delhi. Naik J. P. (1998).*The Education Commission and after*, New Delhi: Publishing Corporation.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- NCERT (1961).*New Trends in Secondary education*.N.C.E.R.T. New Delhi. NCERT.(2005).*National curriculum framework*.NCERT.
- NCERT.(2006a).*Position paper-National focus group on education with special needs (NCF2005)*. New Delhi: NCERT.
- NCERT.(2006b).*Position paper-National focus group on gender issues in the curriculum (NCF2005)*.NCERT.
- NCERT.(2006c).*Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCERT.(2006d).*Position paper-National focus group on teaching of Indian language (NCF2005)*. New Delhi: NCERT.
- NCTE (2000)*Human Rights and Indian Values*, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi. Palmer, Joy A, (2001).*Fifty Modern thinkers on education: From Piaget to the present Day*.Routledge Flamer. London. USA. Canada.
- Peters, R. S. (1967).*The Concept of Education*. New York: Humanities Press.
- Peters,R.S.andHirstP.H.(1971).*The Logic of Education*. New York: Humanities Press.
- Peters, R.S. (1967), *The Concept of education*, Routledge, UnitedKingdom.
- Peters, R.S. (ed), (1975).*The Philosophy of education*. Oxford University Press, London.
- Purkait B. R. (2000).*Principles and practices of education India*: New Central Book Agency.
- Rai B.C. (2001).*History of Indian Education*.Lucknow: Prakashan Kendra.
- Reddy, G.L, Thankachan T.C., Alex George &Shylaja M (2015) Human Rights Education, Neelkamal Publishers: Hyderabad.
- Report of secondary Education Commission*.Kothari, D. S. (1965). New Delhi : Ministry of Education.
- Robert. B. Wagner (1989).*Accountability in education*. London: Routledge.
- Safaya, R and Shaida, BD (1977).*Administration and Organization*,DhanpatRai and Sons, Delhi.
- Sharma R. A. (1993).*Teacher education, Theory, Practice and Research*.Meerut : International Publishing house.
- Singh L. C. (1990).*Teacher education in India*.N.C.E.R.T.
- SivadasanPillai K., (1998). Vidyabhyasam, Trivandrum.,Kalanikethan.
- Sivarajan K. (2001).*Trends and developments in modern educational practice Kerala*: Calicut University.

- Suresh Bhatnagar (1984). *Kothari Commission Recommendations and Evaluation with a texton N. P. E.* Meerut: Loyal Book Depot.
- Sushi T et al (1980). *Approaches to School Management*, London: Harper & Row. Sykes, M. (1987). *The story of NaiTalim*. Wardha: NaiTalimSamiti.
- Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.
- Thankachan T.C., (2009) *Philosophical and Sociological Bases of Education*, V. Publishers
- UNESCO.(1989). *UN convention on the rights of the child*. UNESCO.
- UNESCO.(2006). *United Nations convention on the rights of persons with disabilities*. UNESCO.
- UNESCO.(2009). *Policy guidelines on inclusion in education*. UNESCO.
- Venkataih, N (1993). *Curriculum Innovationsfor 2000*, New Delhi: Ashish Publishing House.
- Yati, N i t y a Chaithanya (2002) *Parivarthanonmugha* Vidhyabhyasam, Kottayam; CurrentBooks.

EDU 202 : LEARNING AND TEACHING

NO. OF CREDITS	5
CONTACT HOURS	100
MARKS	:100(External 80 + Internal 20)
DURATION OF EXAMINATION	:3hrs

OBJECTIVES

- On completion of the course, the prospective teachers would be able to:
- understand the process of learning and different approaches to the teaching learning process
- understand different perspectives of schools of psychology on learning
- get acquainted with the individual differences among and within the individual
- identify and cater to the educational needs of various types of children
- help student teachers to develop leadership skills
- understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
- acquaint student teachers with group dynamics
- understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

MODE OF TRANSACTION

Lecture cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brainstorming, Debate, Group discussion, Problem-solving, Scenario-based learning strategies and survey method. ICT based teaching and learning

COURSE OUTLINE**Module 1 - Learner in Action (20 hours)**

- 1.1 Process of Learning
- 1.2 Factors affecting learning – Nature of the learner, nature of the learning material and nature of learning situation.
- 1.3 Learning curves & learning plateaus
- 1.4 Transfer of learning – types of transfer – teaching for positive transfer
- 1.5 Experiential Learning
- 1.6 Learning styles-KOLB and VAK

Module 2 - Approaches to Learning (25 hours)

- 2.1 Behaviorism – Theories of Thorndike, Skinner and Pavlov
- 2.2 Constructivism – Social constructivism (Vygotsky) and Cognitive constructivism

- (Piaget and Bruner) – Constructivist methods of teaching and learning
- 2.3 Social cognitive learning –Bandura
- 2.4 Cognitive theory -Insight learning –Gestaltschool
- 2.5 Gagne’s hierarchy of learning – Eight types of learning

Module 3 Differences among learners (20 hours)

- 3.1 Areas of Individual differences
- 3.2 Factors causing individual differences – Heredity and environment
- 3.3 General provisions for fostering individual differences in the classroom
- 3.4 Meaning, nature and difference between Attitude, Aptitude and Interest
- 3.5 Testing of Attitude, Aptitude and Interest- Attitude scales, GATB, & DATB, Interest Inventories.
- 3.6 Significance and implications of attitude scales, aptitude tests and inventories in class room teaching and learning.

Module 4 Exceptional learners – (15 hours)

- 4.1 Concept
- 4.2 Characteristics and catering to the need of:
 - a) Creative learners
 - b) Gifted
 - c) Underachiever
 - d) Slow learner
 - e) Learning disabled
 - f) Mentally challenged
 - g) physically disabled
 - h) Socially & Culturally disadvantaged
 - i) Delinquent

Module 5 - Psychology of the Group (20 hrs)

- 5.1 Psychological group- meaning and characteristics
- 5.2 Group Dynamics and Group cohesion
- 5.3 Classroom Psychology - classroom behavior in school settings- class control and management-Social relationship in the classroom.
- 5.4 Leadership – concept- types /styles of leadership in the classroom - qualities of a leader - inculcating leadership qualities in the learner

PRACTICUM (any one)

1. Prepare a report on any three school practices which foster the mental health of students in their practicing schools.
2. Prepare a report on the learning difficulties faced by students in the school classrooms
3. Conduct interview with any two people of different leadership styles in your neighborhood and prepare report.

REFERENCES

- Clarke-Stewart, Susan, Friedman, & Joanne Koch. (1985). *Child development – Atypical approach*. New York: John Wiley & Sons, Inc.
- Woolfolk - (2004) *Educational Psychology - The Ohio State University – Pearson Education*
- Osborne, David, P, Joseph. D Novak & Helen Hanesian. (1968). *Educational psychology: A cognitive view*. Holt, Rinehart and Winston Inc
- Slavin, R.F., & Snowman, J. (1993). *Psychology Applied to Teaching (7th ed.)* Boston: Houghton Mifflin Co.
- Runer, J. S. (1986). *Actual minds, possible worlds*. Cambridge, Mass: Harvard University Press.
- Ronbach, L.J. (1969). *Essentials of psychological testing (3rd ed.)*. New York: Harper and Row.
- Bandopadhyay, S. (2000). *Advanced Educational Psychology*. New Delhi: Anmol Publications Pvt.Ltd.
- Bandopadhyay, W.N. & Sanyogtala, Makhiya. (2002). *Psychological foundations of education (3rd ed.)*. Mc. Millan India Ltd.
- Osborne, P.D., Kauchak, D.P., & Harder, R.J. (1979). *Strategies for teachers, information processing model in the classroom*. New Jersey: Prentice Hall Inc.
- Gagne, R.M. (1965). *The conditions of learning*. New York: Holt, Rinehart and Winston Inc.
- Gagne, R.M. (1985). *The cognitive psychology of school learning*. Boston: Little George, A (2008). *Learning Strategies*. New Delhi: Common Wealth
- Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: Mc Graw Hill INC.
- Hal, R. Arkes, & John, P. Garske. (1977). *Psychological theories of motivation*. California: Wordsworth Publishing Company Ltd.
- Osborne, T.M. (1977). *Creating learning Environments: The Behavioural approach to education*. Boston: Allyn and Bacon.
- Osborne, E.R., & Bower, G.H. (1977). *Theories of learning*. New Delhi: Prentice Hall of India Pvt.Ltd.
- Hurlock, Elizabeth, B. (1990). *Developmental Psychology- A life Span approach*. New York: Mc Grow Hill Inc.
- Illich, I. (1970). *De schooling Society*. New York: Harper and Row.
- Osborne, Bruce, & Weil, Marsha (1997). *Models of teaching (5th ed.)*. New Delhi: Prentice Hall of India. Ltd.
- Osborne, Walter, B. (1970). *Educational psychology (2nd, ed.)* New York: Mc. Graw Hill Book Co.
- Laura, Berk, E. (2001). *Child Development (3rd ed.)*. New Delhi: Prentice Hall Co.
- Morgan, Clifford. T. (1986). *Introduction to Psychology*. New York: MC. Graw-Hill Books Co. Shaffer, David, R. (1996). *Developmental psychology- childhood and adolescence (4th*

ed.)USA. Brooks/Cole Publishing Co.'

ibichen K.K (2010). An Introduction to Psychological bases of Education,
Mannanam,Kottayam, St.Joseph's Training College.

Sousa A David (2009). How the Brain influences Behaviour. California, Corwin Press. Sousa, A

David (2001). How the Brain Learns. California, Corwin Press, INC. Sylvester,

Robert (2007). The Adolescent Brain. California, Corwin Press

Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper CollinsPublishers.

EDU 203 : ASSESSMENT FOR LEARNING

NO.OFCREDITS	3
CONTACTHOURS	60
MARKS	: 60(External 50 +Internal10)
DURATIONOFEXAMINATION	:2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- familiarize with the latest trends in evaluation
- get a perspective on scope of assessment and evaluation
- develop appropriate assessment instruments for students
- appreciate the role of teacher as a researcher
- develop competencies to evaluate learning
- apply the essentials of statistics in process of evaluation

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 - Assessment and Evaluation (10 hrs)

- 1.1 Conceptual overview of Assessment and Evaluation – classification- oral, written and performance evaluation - formative and summative, objective based and competency based, norm and criterion referenced, product and process evaluation
- 1.2 Functions of Assessment-assessment for learning and assessment of learning.
- 1.3 Qualitative and quantitative aspects of evaluation
- 1.4 Technology enabled Testing- conceptual overview
- 1.5 Differentiated assessment-Meaning and significance

Module 2 - Tools and Techniques of evaluation (10 hrs)

- 2.1 Achievement test-Teacher made test and standardized test - characteristics, steps in construction (blueprint) and standardization, types of test items – objective, short answer and long answer- its merits and demerits.
- 2.2 Characteristics of good evaluation instrument – validity, reliability, objectivity, practicability, comprehensiveness, objective basedness and discriminating power.
- 2.3 Educational Diagnosis- concept, Steps in the construction of diagnostic test and remedial instruction.

- 2.4 Uses of evaluation - placement, promotion, grouping, diagnosis and remediation.

Module 3 - Reforms in Evaluation (15 hrs)

- 3.1 Recent trends and practices in assessment and evaluation - assignments, projects, seminars, group discussion, portfolios, rubrics, student profile, Poster as assessment, open book exam, participatory assessment, peer assessment
- 3.2 Continuous and comprehensive evaluation - Credit and semester system - Scholastic, co-scholastic, non-scholastic evaluation -- Internal assessment -- Grading - direct and indirect.

Module 4 - Introduction to Research (5 hrs)

- 4.1 Meaning, need & significance, characteristics and scope of research
- 4.2 Types of research- fundamental, applied
- 4.3 Action Research- conceptual view- steps
- 4.4 Teacher as a researcher – action research and research projects.

Module 5: Statistics in Education (20 hrs)

- 5.1 Need and importance of statistics in education
- 5.2 Classification and tabulation of data – need and procedure- Graphical representation of data - bar diagram, histogram, pie diagram, frequency polygon, frequency curve, cumulative frequency curve.
- 5.3 Statistical methods of analysis: - Measures of central tendency - mean, median and mode.- Measures of variability – range and standard deviation
- 5.4 Measures of relationship - concept of correlation, types of correlation, coefficient of correlation, Spearman's rank order correlation. Percentile and percentile ranks
- 5.5 Normal distribution - normal probability curve and its characteristics, Skewness, Kurtosis.

PRACTICUM (any one)

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards
2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument

REFERENCES

- Aggarwal, D.D.(2009). Educational Technology. New Delhi: Sarup & Sons India Pvt.Ltd
- Aggarwal, Y.P.(1998). Statistical Methods-Concepts, Applications and Composition. New Delhi: Sterling Publications Pvt. Ltd.
- Aimee M.Bissonett, J.D.(2009). Cyber Law- Maximising Safety and Minimising risk in classrooms. New Delhi: SAGE Publications India Pvt. Ltd.
- Care, Esther, McGaw, Barry & Griffin, Patrick (2012). Assessment and Teaching of 21st Century Skills. New York: Springer
- Cennamo, Katherine(2012). Technology Integration for Meaningful Classroom Use: A

- Standards- Based Approach. New York: Cengage Publishers
- Classroom testing and assessment for all students-Beyond standardization. Spencer. J.Salend
- Coolidge, Frederick L.(2013). Statistics- A Gentle Introduction-3rd edition. New Delhi:SAGE Publications Pvt Ltd.
- Gehlawat (2012) Information Technology in Education, New Delhi,
- Jefferied, Julie & Diamond, Ian (2013).Beginning Statistics- An Introduction for Social Scientists. New Delhi: Sage Publications Pvt. Ltd.
- Jimoyiannis, Athanassios(2012). Research on E-learning & ICT in Education. New York: Springer.
- Kist, William(2012). The Socially Networked Classroom- Teaching in the New Media Age. New Delhi: SAGE Publications Pvt Ltd.
- Nicols, Adelaide Doyle., Cox, J.SabrinaMims.,Johnson, Ruth1s., (2012). Developing Portfolios in Education- A guide to Reflection, Inquiry &Assessment -2nd edition. New Delhi: SAGE Publications Pvt.Ltd.
- Nitko, Anthony J. &Brookhart , (2007).New Delhi: Susan M. Educational Assessment of Students. PrenticeHall.
- Parker, JessicaK.(2012). Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications. Pvt. Ltd.
- Pathak (2011) Educational Technology, 1/e, New Delhi, Pearson Education
- Pathak (2012) Measurement and Evaluation in Education, New Delhi, Pearson Education Pearson Education
- Linn (2008) Measurement and Assessment in Teaching, 9e, New Delhi, Pearson Education
- Pearson Series in Education (2012) Essentials of Educational Technology and Management, New Delhi, Pearson Education
- Quinlan, Audrey M. A Complete Guide to Rubrics: Assessment Made Easy for Teachers, KDCollege(2012).USA:Rowman Littlefield Education.
- Reid, Howard M. (2013). Introduction to Statistics-Fundamental Concepts and Procedures of Data Analysis. New Delhi: SAGE Publications Pvt Ltd.
- Santhanam, S.,Paneerselvam, A., &Sampath K. (2001). Introduction to Educational Technology. New Delhi: Sterling Publishers,Pvt. Ltd.
- Smith, Claire Wyatt &Klenowski, Valentina (2013). Assessment for Education- Standards, Judgement& Moderation. New Delhi: SAGE Publications PvtLtd.
- Stevens, Dannelle.D& Levi, AntoniaJ.(2005).Virginia: Introduction To Rubrics: An Assessment Tool To Save Grading Time, Convey EffectiveFeedback and promote student learning.StylusPublishing.LLC.
- Val, Klenowski.(2002). Developing Portfolios for Learning and Assessment: Processes and Principles. London. RoutledgeFalmer.
- Wright, Robert J. (2008). Educational Assessment, Tests & Measurements in the Age of Accountability. New Delhi: SAGE Publications Pvt.Ltd.
- www.712educators.about.com/od/rubrics/Rubrics_Writing_and_Grading_Rubrics.htmwww.education.gov.uk/researchandstatistics
- www.ehow.com/how_8082130_name-educational-portfolio.htmlwww.ltconline.net/green/courses
- Wyatt-Smith, Claire; Cumming, Joy (Eds.) (2009).New Delhi: Educational Assessment in the 21st Century. Springer.

Module 3 - Evaluation in Natural Science Teaching and Learning (15hrs)

- 3.1 Construction of Achievement Test, Diagnostic Test –Remediation
- 3.2 Types of Test items – Merits and Demerits
- 3.3 Teacher evaluation- Criteria for evaluating teaching competence.
- 3.4 Student self evaluation- preparation of tools

Module 4- Techno Pedagogic Content Knowledge(10 hrs)

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge.
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Teacher as a Techno –Pedagogue.

Module 5 - Content Analysis in Natural Science(10hrs)

Content-Analysis of prescribed Biology textbooks from Std. VIII-X State syllabus.

PRACTICUM (any one)

1. Prepare an e-learning material based on any topic in Biology at Secondary School Level
2. Prepare an e -Question Bank on any one Unit at Secondary school level
3. Read and Reflect on any one Secondary School Biological Science textbook and find out to what extent they satisfy the National and Global requirements

REFERENCES

- lexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers
- lexis Leon and Mathews Leon Internet for Everyone (15th Anniversary Edition), New Delhi: Vikas Publishing House.
- lexis Leon and Mathews Leon, Fundamentals of information Technology, New Delhi: Vikas Publishing House.
- audin, L., and C. Hadden. 2004. Developing technopedagogical skills in preservice teachers. In Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2004, 492-498. Norfolk, VA: Association for the Advancement of Computing in Education
- eisser, S. R., J. L. Kurth, and P. Reinhart. 1997. The teacher as learner: An undergraduate student and faculty mentorship success. AACE Society for Information Technology and Teacher Education International Conference, Orlando, FL.
- loom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain. New York: David McKay
- ave, R.H. (1970). Psychomotor levels. In R.J. Armstrong (Ed.), Developing and writing educational objectives (pp. 33-34). Tucson AZ: Educational Innovators Press.
- ess-Newsome, J., and N. G Lederman. "Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education," Contemporary Trends and Issues in Science Education (2001).
- Hammill (2006) Learning ICT with Science. David Fulton Publishers, London.

arrow, A.J. (1972). A taxonomy of the psychomotor domain: A guide for developing behavioral objectives. New York: David McKay.

Leon Alexis and Mathews Leon (2002). Internet in a Nutshell. New Delhi: Vikas Publishing Company.

alhotra, V (2007). Encyclopaedia of Modern Methods of Teaching Science .

Ne

w Delhi: Crescent Publishing Corporation.

Merrill, Paul F.; Reynolds, Peter L.; Christensen, Larry B.; Computers in Education. New York: Allyn & Bacon .

Somekh, B. & Davis, N. (1997) *Using IT effectively in teaching and learning*. Underwood, J. (ed.) (1994) *Computer based learning: Potential into Practice*. David Fulton Publishers, London.

Warlick, D. (2005) Classroom Blogging: A teachers guide to the blogosphere. Lulu. Wheeler,

S. (2009) (Ed.) Connected Minds, Emerging Cultures. Cybercultures in Online Learning. Information Age Publishing, Inc, Charlotte, NC

EDU 204.16 : PEDAGOGICAL DIMENSIONS OF MATHEMATICS

NO. OF CREDITS	3
CONTACT HOURS	60
MARKS	:60 (External 50 + Internal 10)
DURATION OF EXAMINATION	:2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- capacitate systematic planning of instruction and develop skill in charting lesson designs
- apprehend the pedagogy of Mathematics of Secondary level
- acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- augment the levels of teaching competence by synchronizing IT in teaching
- conceptualize the ideology of Constructivism in Mathematics teaching

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE**Module 1 – Psychological Dimensions of Mathematics Teaching(15 Hours)**

- 1.1 Conceptual analysis of : constructivism- cognitive, social; Theory of multiple Intelligence ; Experiential learning
- 1.2 Implications of learning theories of Piaget, Bruner, Gagne, Vygotsky in learning Mathematics

Module 2 - Planning of instruction (15 hours)

- 2.1 Meaning, importance and purpose of lesson planning
- 2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
- 2.3 Approaches in Lesson planning - Herbartian, Constructivist approaches

Module 3 – Evaluation in mathematics Teaching and Learning (12 hours)

- 3.1 Construction of Achievement test and Diagnostic test and remediation
- 3.2 Types of test items-merits and demerits
- 3.3 Teacher Evaluation –Criteria for evaluating teaching competence
- 3.4 Student self evaluation- Preparation of tools

Module 4 -Techno pedagogic Content Knowledge (8 hours)

- 4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge
- 4.2 Ways and means to link Technology to Pedagogic Content Knowledge.
- 4.3 Teacher as a techno-pedagogue

Module 5 - Content analysis in Mathematics (10 hours)

Content analysis of Mathematics curriculum from standard VIII to X (State syllabus)

PRACTICUM (any one)

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus
2. Prepare a self designed innovative lesson of your choice
3. Prepare a unit test on any topic of your choice in Mathematics

REFERENCES

Aiyankar, Kuppaswami. The Teaching of Mathematics.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.

Andrews, J.J.W, Saktowski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.

Bloom, B.S. (1956) Taxonomy of Educational Objectives. Boston: Houghton Mifflin Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics,

Deepka,E.(2007).Designing assessment for mathematics.(2ndEd).Thousand Oaks,CA: Corwin Press.

Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.

Iglewicz, Boris and Stoye, Judith (1973). *An Introduction to Mathematical Reasoning*, New York; The Mac Millan Co.

Malhotra, V (2007). *Encyclopaedia of Modern Methods of Teaching Science*. New Delhi: Crescent Publishing Corporation.

Malhotra, V. (2006). *Methods of Teaching Mathematics*, New Delhi: Crescent Publishing Corporation.

Mangal, S.K. (1984). *The teaching of Mathematics*, Ludhiana: R.P. Fadon Prakash brothers.
Merrilyn goods, Ggloria Stillman and Colleen vale .*Teaching secondary school mathematics- Researches and practices for the 21st century*

NCERT (2006). *National Curriculum Framework for School Education 2005*. New Delhi.
NCERT. *A Text Book of content – cum – methodology of Teaching Mathematics*, New Delhi: NCERT.

NCERT. *Improving Instruction in Mathematics*

NRC, (2001) National Research Council. *Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics*. Edited by J. Kilpatrick et al., Washington, DC: National Academy Pre<http://www.edel.edu/pbl>

Pandey, S, K and Sharma, R. S (2008). *Encyclopaedia of Modern Techniques of Teaching*, New Delhi: Commonwealth Publishers.

Paul Chambers .*Teaching mathematics-developing as a reflective secondary teacher* Rai, B.C. *Methods of Teaching Mathematics*.

Schultze, A. *The Teaching of Arithmetics in Secondary School*.

Servas, Wand T. Varga. *Teaching School Mathematics – UNESCO Service Book*.

Shah, G. B., *New Dimensions in the Teaching of Mathematics*.

Sharma. R. A. *Teaching Learning Strategies and Mathematical Creativity*.

Sidhu, K.S. (1984). *The Teaching of Mathematics*, New Delhi: Sterling Publications Pvt. Ltd.

Soman, K (1988). *Ganitha Sasthra Bodhanam*, Trivandrum: State Institute of Language (Kerala).

State text books in Mathematics of Kerala , class VII to XII.

Sumner, W.L. *The Teaching of Arithmetic & Elementary Mathematics*. Sundarajan. S. *Theory and Practice of Teaching School Mathematics*.

Walton, J.A.(2005). *Educational Objectives and Achievement Testing*, New Delhi: Commonwealth Publishers.

**EDU 205.16 : CURRICULUM AND RESOURCE
DEVELOPMENT IN MATHEMATICS EDUCATION**

NO. OF CREDITS	3
CONTACT HOURS	60
MARKS	:60 (External 50 + Internal 10)
DURATION OF EXAMINATION	:2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- acquaint with the concept and functions of curriculum.
- gain a perspective on the principles and approaches of curriculum construction.
- identify different types of curriculum.
- Become proficient in analyzing Mathematics curriculum.
- familiarize the nature and functions of various learning resources
- get acquainted with online resources to uphill the level of teaching performance

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1 – Curriculum (10 hours)

- 1.1 Meaning, definition and foundations
- 1.2 Curriculum Planning factors and Phases
- 1.3 Distinction of curriculum from syllabus

Module 2 - Curriculum Organization (20 hours)

- 2.1 Principles of curriculum construction- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, fulfilling the requirements of Higher Education, Flexible and Feasible.
- 2.2 Principles of Curriculum Organization
-Logical and Psychological
- 2.3 Approaches to curriculum organization- Spiral, Topical, Concentric, and integrated.

Module 3 - Types of Curriculum (12 hours)

- 3.1 Community Based, Core, , Explicit, Hidden/ Implicit,
- 3.2 Differentiated Curriculum to meet individual differences of gifted, slow learners, under achievers, learning disabled

3.3 Mathematics Education- major highlights in NCF&KCF

Module 4 - Learning Resources in Mathematics (10 hours)

4.1 Mathematics Library and its function

4.2 Mathematics Laboratory and its function

4.3 Online resources – online library, online laboratory, online journals

4.4 Mathematics journal

Module 5 – Instructional supports (10 hours)

5.1 Text Book and reference Books-characteristics

5.2 Work Book

5.3 Teachers' Hand Book

5.4 Improvised Aids

5.5 Virtual class room

5.6 Smart classroom

PRACTICUM (any one)

1. Prepare a digital Question Bank on any one Unit at Secondary school level
2. Prepare a report on the major high lights of mathematics education in NCF
3. Prepare a report on various online mathematical journals

REFERENCES

Aiyankar, Kuppuswami. The Teaching of Mathematics.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.

Andrews, J.J.W, Saktowski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.

Bloom, B.S. (1956) Taxonomy of Educational Objectives. Boston: Houghton Mifflin Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin

press.

- Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics, Deepka,E.(2007).Designing assessment for mathematics.(2ndEd).Thousand Oaks,CA:Corwin Press.
- Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.
- Iglewicz, Boris and Stoye, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
- Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.
- Malhotra,V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.
- Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.
- Merrilyn goods,Ggloria Stillman and Colleen vale .Teaching secondary school mathematics- Researches and practices for the 21st century
- NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.
- NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.
- NCERT. Improving Instruction in Mathematics
- Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.
- Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.
- Schultze, A. The Teaching of Arithmetics in Secondary School.
- Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.
- Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.
- Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt.Ltd.
- Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).
- State text books in Mathematics of Kerala , class VII to XII.
- Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.
- Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

SEMESTER III

ASSOCIATE COURSE

EDU 301 : LANGUAGE ACROSS THE CURRICULUM

NO.OFCREDITS	3
CONTACTHOURS	60
MARKS	:60(External 50 + Internal10)
DURATIONOFEXAMINATION	:2 hours

OBJECTIVES

On completion of the course, the prospective teacher would be able to:

- create sensitivity to the language diversity that exists in the classrooms.
- understand models of language teaching and learning
- develop competence in analysing current school practices and coming up with appropriate alternatives.
- appreciate interdisciplinary approach and relevance of classroom oral and written discourses.
- develop strategies for using language to promote learning in the subject area.
- effectively prepare teaching manuals and construct achievement tests and diagnostic tests, ICT based teaching and learning.

MODE OF TRANSACTION

lecture cum demonstration, problem solving, brain- storming session, group discussion, case- study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue ,ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Principles, functions of Language (5 Hours)

- 1.1 Language – Principles and Functions
- 1.2 Language and Cognition; Role of Language in Cognitive development and learning needs of children

Module 2- Language Diversity in the Classroom (15 Hours)

- 2.1 Multilingualism; Meaning, Nature and Scope : Deficit Theory, Discontinuity Theory
- 2.2 Socio cultural Variants with special focus to Dialect and Register
- 2.3 Understanding the Language background of the students: Home language vs School Language; First or second language Learners and the language used in teaching the subject- issues and Challenges.

Module 3 – Language Across the Curriculum: Conceptual Analysis (10 Hours)

- 3.1 Language Across the Curriculum (LAC): Concept
- 3.2 Origins of the LAC
- 3.3 Basic Tenets of LAC
- 3.4 Need and Scope, Advantage and Limitations of LAC

Module 4- Models of Language Across the Curriculum (10 Hours)

- 4.1 Content and Language Integrated Learning CLIL
- 4.2 Bilingual Teaching
- 4.3 Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)

Module 5 – Operationalising Language Across Curriculum in Classroom (20 Hours)

- 5.1 Academic language across Subjects – Components (vocabulary, grammatical structures, Functions, Text structures)
- 5.2 Informational Reading and Writing across Subjects.
- 5.3 Nature of Classroom discourse: Oral language; Discussion as a tool for learning; Nature of questioning in the classroom-Types of questions and teachers role.
- 5.4 Designing Teaching Manual for LAC: Aligning learning Objectives, Learning Experience and Assessment Techniques (Focusing on both Content and Language)

PRACTICUM (any one)

1. Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
2. Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
3. Prepare a brief synopsis on any article from newspaper

REFERENCES

- LIL Compendium www.clilcompendium.com European Commission - Languages www.europa.eu.int EuroCLIC. www.euroclil.net
- C. Coyle, P. Hood, and D. Marsh (2010). CLIL: Content and Language Integrated Learning Cambridge University Press 2010, 173p., £23.70 ISBN 9780521130219
- David Graddol (2006). English Next. British Council. UK.
- Ena Harrop (2012). Content and Language Integrated Learning (CLIL):
- elmut Johannes Vollmer (2006). Language Across the Curriculum (LAC). University of Osnabrück, Germany
- imitations and possibilities. Encuentro, 21, 2012, ISSN 1989-0796, pp. 57-70
- Smala, S. (2009) Introducing: Content and Language Integrated Learning (CLIL) (forthcoming, September, Vol 17, Number 3). New Literacies in a Globalised World.
- teve Darn (2006). Content and Language Integrated Learning. Izmir University of Economics, Turkey

SEMESTER IV

CORECOURSES

EDU 401: GENDER, SCHOOL AND SOCIETY

NO.OFCREDITS	5
CONTACTHOURS	100
MARKS	:100(External 80 +Internal20)
DURATIONOFEXAMINATION	:3hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- understand the role of social media on perpetuating gender notions in Indian society.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brainstorming sessions, peer group discussion, interaction with community, case study, survey and dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1 - Gender Issues: Key Concepts (15 hours)

- 1.1 Concepts and terms related to gender -sex,gender, sexuality, patriarchy, masculinity and feminism.
- 1.2 Gender bias, gender stereotyping, and empowerment.
- 1.3 Equity and equality in relation with caste, class, religion, culture, ethnicity.
- 1.4 Role of family, caste, religion, culture and media in equipping the pupil and their respective gender roles in society.

Module 2 - Gender Studies: Paradigm Shift (15 hours)

- 2.1 Paradigm shift from women's studies to gender studies
- 2.2 Status of women – Historical perspective - Social reform movements - Ethnicity disability, and marginalization of women in India – Highlights to Kerala context.
- 2.3 Important constitutional and legal provisions for women in India
- 2.4 Contemporary period: Recommendations of policy initiatives - commissions and committees, schemes, programmes and plans.

Module 3 - Gender and Education (25 hours)

- 3.1 Theories on Gender development - Socialisation theory, Structural theory and Deconstructive theory
- 3.2 Gender Identity and Socialisation Practices: Role of Family, Schools, peer group, community and other formal and informal organisation.
- 3.3 Schooling of Girls: Inequalities and resistances in education of the girl child. Government initiatives for promoting education of girls.

Module 4 - Gender Issues in Curriculum (20 hours)

- 4.1 Gender, culture and institution: Interrelation of class, caste, religion and region
- 4.2 Curriculum and the gender issues
- 4.3 Gender and the hidden curriculum
- 4.4 Teacher as an agent of positive change in gender perspective.
- 4.5 Gender and family life education

Module 5- Gender Issues in the Society (25 hours)

- 5.1 Linkages and differences between reproductive rights and sexual rights
- 5.2 Positive and negative gender notions in social media and advertisement
- 5.3 Institutions redressing sexual harassment and violence in family, neighbourhood, institutions and workplace – National, State and School levels.
- 5.4 Child Rights and Protection-Institutions redressing child abuse
- 5.5 Gender ethics.

PRACTICUM (any one)

1. Prepare a report on any of the government initiatives for care and security of women in our society.
2. Documentation on various new initiatives of women empowerment based on Newspaper, Magazine and journals.
3. Conduct a newspaper analysis on atrocities against women and girl children.

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

Aggarwal J.C. (1997). *School Organization and Administration Management*, New Delhi: Doaba House, Book Sellers and Publishers.

Alka Kalra (1977). *Efficient School Management and Role of Principles*, APH Publishing Corporation, New Delhi.

Anand C. L. & et al. (1983). *The teacher and education in the emerging Indian Society*, New Delhi: N.C.E.R.T.

Anderson, R.J., Spiro and W.E. Montaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.

Ansari, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Allyn and, Becon.

- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- hatnagar, RP and Agarwal, V (1986). *Educational Administration and Management*, Loyal Book Depot, Meerut.
- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970) *The Concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dash B.N. (2002). *Teacher and education in the emerging Indian society* (2 vols). Hyderabad: Neelkamal Publications.
- earnden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Allen and Unwin, Australia.
- elors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Continuum.
- George Z. F. Bereday (1964). *Comparative method in education*. New Delhi: Oxford & IBH Publishing Co.
- Gore M.S. (1994). *Indian Education – Structure and Process*, New Delhi; Rawat publishers.
- Humayun Kabir (1959). *Education in new India* London: George Allen & Unwin Ltd.
- Jagnannath Mohanty (1998). *Modern trends in Indian education*. New Delhi: Deep and Deep Publications.
- James S. Ross. (1952). *Ground works of educational theory-* George G. Harrap & Co. Ltd.
- Kohli.V.K. (1987). *Indian Education and its problems*. Haryana: Vivek Publishers. Mary Joseph & Thomas, P.J (2010) *Philosophical and Sociological Bases of Education*.
- atheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publish. Slattery, Patrick and Dana Rapp.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi. Naik J. P. (1998). *The Education Commission and after*, New Delhi: Publishing Corporation.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
- National curriculum framework for school education* (2000 & 2005). N.C.E.R.T. NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2000) *Human Rights and Indian Values*, New Delhi.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- New Trends in Secondary education*. (1961). N.C.E.R.T. New Delhi.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*.

Routledge Flamer. London. USA. Canada.

Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press.

Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

Purkait B. R. (2000). *Principles and practices of education India*: New Central Book Agency.

Rai B.C. (2001). *History of Indian Education*. Lucknow: Prakashan Kendra.

Report of secondary Education Commission. Kothari, D. S. (1965). New Delhi : Ministry of Education.

Robert. B. Wagner (1989). *Accountability in education*. London: Routledge.

Safaya, R and Shaida, BD (1977). *Administration and Organization*, Dhanpat Rai and Sons, Delhi.

Sharma R. A. (1993). *Teacher education, Theory, Practice and Research*. Meerut : International Publishing house.

Singh L. C. (1990). *Teacher education in India*. N.C.E.R.T.

Sivadasan Pillai K., (1998). Vidyaabhyasam, Trivandrum., Kalanikethan.

Sivarajan K. (2001). *Trends and developments in modern educational practice Kerala*: Calicut University.

Suresh Bhatnagar (1984). *Kothari Commission Recommendations and Evaluation with a texton N. P. E*. Meerut: Loyal Book Depot.

Sushi T et al (1980). *Approaches to School Management*, London: Harper & Row. Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling

Publishers.

Thankachan T.C., (2009) *Philosophical and Sociological Bases of Education*, V. Publishers

Venkataih, N (1993). *Curriculum Innovations for 2000*, New Delhi: Ashish Publishing House.

Yati, N i t y a Chaithanya (2002) *Paivarthanomugha* Vidyaabhyasam, Kottayam;

CurrentBooks.

402: PERSONALITY DYNAMICS IN EDUCATION

NO. OF CREDITS	5
CONTACT HOURS	100
MARKS	:100 (External 80 + Internal 20)
DURATION OF EXAMINATION	:3hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the relevance of Intelligence, IQ, EQ, and SQ in learning and teaching.
- understand the characteristics of mature personality
- understand the different approaches to personality
- apply the principles of eco-psychology in conservation of natural resources
- help learners develop proper attitude towards outdoor education
- understand the significance of life-skills in leading a successful and happy life
- understand the basic principles and issues related to Inclusive education
- acquaint with experience related to inclusive education

MODE OF TRANSACTION

Lecture –cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method, ICT based teaching and learning

COURSE OUTLINE**Module 1 - Personality of the Learner (25 hrs)**

- 1.1 Personality – definition, meaning and nature, Types - Introversion/extroversion by Jung
- 1.2 Mature and Integrated personality – characteristics
- 1.3 Assessment of personality – objective, subjective and projective techniques
- 1.4 A brief description of Personality disorders
- 1.5 Theories of personality – Psychoanalytic theory (Freud), Lewin's concept of personality

Module 2 - Identifying the Self (20 hrs)

- 2.1 Meaning, Concept and Development of Self-concept, Self esteem, Self confidence and self efficacy in learners
- 2.2 Carl Roger's theory of self-actualizing tendency
- 2.3 Concept and significance of Life skills education

Module 3 -Mental health & Adjustment (20 hours)

- 3.1 Mental health & mentalhygiene
- 3.2 Adjustment, maladjustment and Defensemechanisms
- 3.3 Eco psychology
- 3.4 Outdoor Education-Nurturing through Nature-Role of nature in nurturing personality oflearners

Module 4 - Inclusive Education (20hrs)

- 4.1 Education of children with special needs (CWSN)- Special education and Integratede d u c a t i o n
- 4.2 Definition, concept and significance of Inclusive education Significance of inclusive education for the education of all children in the context of right to education
- 4.3 Issues and problems in Inclusiveeducation
- 4.4 Teacher preparation for Inclusive education – developing attitudes and competencies forinclusion.

Module 5 - Teacher as Guide and Counsellor (15 hrs)

- 5.1 Concept of Guidance andcounselling
- 5.2 Types of Guidance – Educational, Vocational, Personal and Groupguidance
- 5.3 Significance of guidance bureau inschools
- 5.4 Types of Counselling – Directive, Non-directive, andEclectic
- 5.5 Counselling skills – qualities of acounsellor
- 5.6 Counselling with reference to gender needs –PeerCounselling

PRACTICUM (any one)

1. Documentation of psychological articles in journals, news papers, magazinesetc
2. Prepare a Report on various Life skills that school students should possess for the successful completion ofeducation
3. Conduct Peer Counselling among B.Ed. students and prepare areport.

REFERENCES

- dams, D. and Hamm, M. (1994). *New Designs for Teaching & Learning: Promoting active learning in tomorrow's schools*. San Francisco: Jossey-Bass Publishers.
- Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.
- usubel, D. P., Novak, J. D., & Hanesian, H. (1968). *Educational Psychology- A Cognitive View*. New York: Holt,Rinchart and Winston, INC.
- Bandura.A (1977). *Social Learning Theory*. Cliff.N.J; Prentice Hall.
- Bentley, Michael L. etal (2007). *Teaching constructivisit science: Nurturing natural*

- investigators in the standards-based classroom*. California: Corwin Press.
- Bhargava, M. (1964). Introduction to Exceptional Children. Sterling Publishers Pvt Ltd., New Delhi.
- Bigge, M. L., & Hunt, M. P. (1968). *Psychological foundations of education: an introduction to human development and learning*. Harper & Row
- Bischoff, Ledford. (1970), *Interpreting Personality Theories*, London: Harper and Row Publishers.
- Bonnes, Mirilia and Secchiaroli, Gianfranco. (1995). *Environmental Psychology*. New Delhi: Sage Publications.
- Bower, G. and Hilgard E.A. (1981), *Theories of Learning (5th Edn.)* New York: Prentice Hall, Englewood Cliffs.
- Bower, G.H. and Hilgard, E.R. (1981) *Theories of learning*. Prentice Hall, Inc. Englewood cliffs, New Jersey.
- Bruner, J.S. (1977). *Process of Education*, Harvard University press,
- Buzan, T. (2002). *The Power of Spiritual Intelligence: 10 ways to tap into your spiritual genius*. Australia: Harper CollinsZohar,
- Chapman, S. et al. (1992). What is Experiential Education? *The Journal of Experiential Education*. 15(2), 16-23.
- Chauhan, S.S (2006) *Advanced Educational Psychology* New Delhi : Vikas Publishing House.
- Clark, Robert W. et al (2010). *The Potential of Experiential Learning Models and Practices in career and technical teacher education*. Cited in *Journal of Career and Technical Education*. Vol. 25, No.2, pp 48.
- Crow.L.D & Crow Alice (2008) *Human Development and Learning*, New Delhi, Surjeet Publications.
- Adhich, L.K., (2003). Emerging challenges in value based Environmental Education. *Journal of Value Education*, Vol. 3, No. 2, July 2003, NCERT.
- Daniel Goleman 'Working with Emotional Intelligence 1998.
- Ebel, R.L. (1969). *Outdoor Education*. Encyclopaedia of educational research (4th ed.). London: The Macmillan Company, pp. 921-924.
- Emmons, R. (1999). *The psychology of Ultimate concerns: Motivation and spirituality in personality*. New York: Gillford.
- Frederberg, W.H; & Taylor, L.E (2011). *Philosophy of Outdoor Education*. New Delhi: Sarup Book Publishers Pvt. Ltd.
- Gardner, Howard.(1999). *Intelligence, Reframed: Multiple Intelligences for the 21st century*. New York; Basic Books.
- Goleman, Daniel: *Emotional Intelligence*, Bantam books 1995
- Hilgard, R Ernest and Gordon, H Bower (1977). *Theories of learning* (4th ed.). New Delhi : Printice Hall of India
- Knapp, E. Clifford. (1996). *Just Beyond the Class room*. West Virginia :ERIC.
- Kolb, D. (1984) *Experiential Learning: Experience as the source of Learning and development*. New Jersey: Prentice Hall, Inc.
- Kuppusamy B (1964), *Advanced Educational Psychology*, Sterling Publication Co., New Delhi.
- Luckner, L John & Nadler S Reldan (1997). "*Processing the Experience: Strategies to enhance*

generalize learning". Kendall/Hunt publishing company.

- Angal, S.K (1997) Advanced Educational Psychology New Delhi Prentice Hall of India. Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.
- McShane, J. (1991), Cognitive Development: An Information Processing Approach, Oxford: Basil Blackwell.
- Piaget, J. and Inhelder, B. (1969). Psychology of the child, New York: Basic Books. Roy, Rajarshi. (2008). Beyond Curriculum, Pedagogy and Teachers Training for Environmental Education. New Delhi: Shipra Publishers.
- Saxena, A.B. (2003). Promoting Environmental Values through New approaches in schools. Journal of Value Education, Vol. 3, No.2, July 2003, NCERT.
- Seligman K.M., and L.King. Why positive psychology is necessary? American Psychologist, 2001.
- Laughan, F. (2002). What is Spiritual Intelligence? Journal of Humanistic Psychology, 42, pp 16-33.
- Chohan, D and Marshall, I(2000). Connecting with Spiritual Intelligence. New York: Bloomsbury Publishers.

EDU 403.16: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

No. OF CREDITS	3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On completion of the course the prospective teacher would be able to :

- cognicize with the essential qualities, duties and responsibilities of Mathematics Teacher.
- develop personal and professional competencies as a teacher.
- Familiarize with the reflective practices for nurturing professionalism
- conscientize with the recent research trends in Mathematics education
- inculcate a broader perspective on the varied activities enriching Mathematics Teaching and learning.
- shape their vision and mission as a professional

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE**Module 1 – Teacher Qualities and Competencies (15 hours)**

- 1.1 Essential qualities, Duties and responsibilities of a mathematics teacher
- 1.2 Teacher as facilitator, researcher, and social resource-conceptual view
- 1.3 Teacher competencies –contextual, conceptual, curricular, transactional, assessment, management, extension
- 1.4 Teacher accountability- Professional ethics of a teacher
- 1.5 Vision and Mission as a Mathematics Teacher

Module 2 - Professional Development of Mathematics Teacher(10 hours)

- 2.1 Professional development- meaning& significance
- 2.2 Teacher as a professional- Characteristics,
- 2.3 Need for Continuous professional development
- 2.4 Ways and Means of Developing Professionalism
 - In service Programme

- Professional Organisation
 - Participation in Seminars and workshop
 - Published Work
 - E-twinning
- 2.5 Soft skills for a Mathematics teacher

Module 3 - Teacher as a Reflective Practitioner(10 hours)

- 3.1 Reflective Teaching-conceptual Overview
- 3.2 Reflective Practices in instruction and assessment significance
- 3.3 Meeting the challenges in mathematics teaching- role of reflection

Module 4 — Mathematics for All (10 hours)

- 4.1 Activities enriching Mathematics learning - Mathematics Club
- 4.2 Mathematics Contests and Fares, Mathematical Olympiad,-levels
- 4.3 Recreational Mathematics - Games and Puzzles

Module 5 - Research perspectives in Mathematics education (15 hours)

- 5.1 Research in Mathematics -its significance
- 5.2 Major areas of research in mathematics education.
- 5.3 Social and Cultural Issues in Mathematics Education- Socio economic status, language and culture of learners

PRACTICUM (any one)

1. Prepare a report on the recent researches (three to five) in Mathematics Education
2. Reflect on your experiences as a Mathematics teacher during internship and post it in e-platform
3. Prepare a drama script on any topic of your choice to enrich mathematics learning

REFERENCES

- Aiyankar, Kuppuswami. The Teaching of Mathematics.
- Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from <http://www.andersonresearchgroup.com/tax.tyml>.
- Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
- Andrews, J.J.W, Saktowski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.
- Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.
- Artz, A.G., & Armour -Thomas, E. (2001). Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates
- Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press.

- Barrows, H.S. (1986). A taxonomy of problem based learning methods. *Medical Education*, 20, 481-486.
- Bella, N.J. (2004). *Reflective analysis of student work*. Thousand Oaks: CA. Corwin Press.
- Bender, W.N. (2005). *Differentiating Math instruction strategies that work for K-8 classrooms*. Thousand Oaks, CA: Corwin press.
- Bloom, B.S. & et. al *Handbook on Formative & Summative Evaluation*.
- Burke, K. (2006). *From standards to rubrics in six steps*. Thousand Oaks, CA: Corwin press.
- Butler and Wren (1965). *The teaching of Secondary School Mathematics*, London. Cooney, T.J. and Other (1975). *Dynamics of Teaching Secondary School Mathematics*,
- Deepka,E.(2007).*Designing assessment for mathematics.(2ndEd)*.Thousand Oaks,CA:Corwin Press.
- Iglewicz, Boris and Stoyle, Judith (1973). *An Introduction to Mathematical Reasoning*, New York; The Mac Millan Co.
- Kincheloe, J. (2008). *Critical Pedagogy (2nd Edn)*. New York: Peter Lang.
- Korner, S. *The Philosophy of Mathematics*, New York; Herper Torch Books, the science Library
- Mangal, S.K. (1984). *The teaching of Mathematics*, Ludhiana: R.P. Fadon Prakash brothers.
- Merrilyn goods,Ggloria Stillman and Colleen vale .*Teaching secondary school mathematics- Researches and practices for the 21st century*
- NCERT (2006). *National Curriculum Framework for School Education 2005*. New Delhi.
- NCERT. *A Text Book of content – cum – methodology of Teaching Mathematics*, New Delhi: NCERT.
- NRC, (2001) National Research Council. *Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics*. Edited by J. Kilpatrick et al., Washington, DC: National Academy Pre<http://www.edel.edu/pbl>
- Pandey,S,K and Sharma, R.S (2008). *Encyclopaedia of Modern Techniques of Teaching*, New Delhi: Commonwealth Publishers.
- Paul Chambers .*Teaching mathematics-developing as a reflective secondary teacher* Shah, G. B., *New Dimensions in the Teaching of Mathematics*.
- Sharma. R. A. *Teaching Learning Strategies and Mathematical Creativity*.
- Soman, K (1988). *Ganitha Sasthra Bodhanam*, Trivandrum: State Institute of Language (Kerala).
- State text books in Mathematics of Kerala , class VII to XII. Sundarajan. S. *Theory and Practice of Teaching School Mathematics*.
- Walton, J.A.(2005). *Educational Objectives and Achievement Testing*, New Delhi: Commonwealth Publishers.

EDU 404.5 : COMMUNICATIVE ENGLISH

NO.OFCREDITS	:	2
CONTACT HOURS	:	40
MARKS	:	50(InternalAssessment)

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral 'texts,'
- build on active knowledge of lexical resources and grammar in English
- enhance the latent vocational skills through intensive training in developing proficiency in English language.
- develop communicative skills in various contexts.
- contribute to the personal social and professional development.

MODE OF TRANSACTION

discussions, seminars, debates, co-operative learning, brain-storming, dumb charades, role play, Just-a-minute, drama, writing tasks including letter-writing, preparation of resumes, group discussion, case- study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE**Module 1 – Orientation to English language (8 hrs)**

- 1.1 Understanding the spirit of English Language
- 1.2 Remedial Grammar and Applied Phonetics

Module 2- Oral Communication (8hrs)

- 2.1 **Listening Skill:** Listening Comprehension of discourses like Conversation
- 2.2 **Speaking Skill:** Oral Training for classroom communication

Module 3- Written Communication (8hrs)

- 3.1 **Reading Skill:** Reading Comprehension of discourses, Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.
- 3.2 **Writing skill:** Mechanics of writing, Copy writing, Creative Writing: Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.

Module 4 - Functional Writing (8hrs)

- 4.1 **English For Teachers:** Reflective journal writing, reporting, writing reviews, logs.
- 4.2 **For Placement :** Preparation of resumes, job applications, Self- introduction, Facing an interview, Telephonic conversations, e-mail transactions.
- 4.3 **AtWork :** Preparation of projects reports, thesis and research papers and presentations: text organisation, point of view, register and style, editing skills, paraphrasing, summarising, descriptive composition and argumentative composition

Module 5 - Soft Skills and Social Skills (8hrs)

- 5.1 **Interpersonal skills:** Exposure to Public Speaking, Event Management and Language related Computer Skills , Print Media, Advertisements , Translations, Mass Communication and Broadcasts (Radio, T.V. & Cinema), web materials, telecasts, blogs, podcasts and vodcasts.
- 5.2 **Travel English Language Skills :** Communication in a variety of social situations like restaurant, at the airport, in the market etc.
- 5.3 **Public Relations:** Business Communication , Office Communication for business, dealing with Clients and Customers, Public Interaction and Business reports.

PRACTICALS (any Two)

1. Prepare a script for compeering a formal school function.
2. Draft a resume for the purpose of employment.
3. Conduct a debate based on a relevant topic.
4. Prepare a reflective journal entry based on one's own experience.
5. Collect a list of terminology related to other disciplines other than one's own.

REFERENCES

- Ilen, R.H. (2002). Impact teaching: Ideas and strategies for teachers to maximize student learning. Boston, MA: Allyn & Bacon.
- andler, R. (1988). Learning strategies: Acquisition and conviction. Boulder, CO: NLP Comprehensive.
- aer, A. (2004). 'Call me e-mail'. www.nytimes.com/2004/04/15/technology/circuits/15nove.html
- ex, T. (1996). Variety in Written English: Texts in Society – Society in texts, London, Routledge.
- errida, J. (1978). Writing and difference. Chicago: Chicago University Press. Jensen, E. (2000). Brain-based learning: The new science of teaching and training. Thousand Oakes, CA: Corwin Press.
- ress, G. & Van Leeuwen, T. (2001). Multimodal Discourse: The modes and media of contemporary communication, London, Arnold.
- Lewis, Norman. (1987). Better English. New Delhi: W.R. Goyal Publishers & Distributors. Lewis, D. (2001). Reading Contemporary Picturebooks: Picturing text, London, Routledge. Mahony, David. (2010). Fundamentals of English. New Delhi: Viva Books Private Limited.
- Mentkowski and Associates. (2000). Learning that lasts: Integrating learning, development and

performance in college and beyond. San Francisco: Jossey-Bass.

Ong, W. (1982). *Orality and Literacy: The technologizing of the word*, London, Methuen. Reid,

J. (1998). *Understanding learning styles in the second language classroom*. New York:

Prentice-Hall.

Silver, H.E. & Hanson, J.R. (1998). *Learning styles and strategies*(3rd ed.). Woodbridge, NJ: The Thoughtful Education Press.

Perber, D. & Wilson, D. (1995). *Relevance: Communication and cognition*, 2nd edition, Oxford, Blackwell.

Spratt, Mary. (1996). *English for the Teacher: A Language Development Course*. Australia:

Cambridge University Press.

Swan, Michael. (2006). *Practical English Usage*. New Delhi: Oxford University Press.

COURSE : HEALTH AND PHYSICAL EDUCATION**COURSE CODE: EDU107.3****Semester I EDU206.3 –****Semester II****EDU302.3 -Semester III****EDU404.3 -Semester IV****TOTAL CREDITS: 5****TOTAL MARKS: 100 (Internal 100)****OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals
- demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.
- develop and reinforce cooperative behaviour
- establish lifelong fitness goals

SEMESTER 1**EDU107.3****No.ofCREDITS 1****TOTALMARKS : 20(Practical)****CONTACTHOURS 20****PRACTICAL (as given in practical schedule)**

SEMESTER II
EDU206.3**No.ofCREDITS** 1**TOTALMARKS** : 20(Practical)**CONTACTHOURS** 20**PRACTICAL (as given in the practical schedule)****Objectives**

On completion of the course, the prospective teacher would be able to:

- get an awareness about the intra mural and extra mural competitions
- conduct and organize sports meet
- know about the various track and field events

Module –1

Intramural Competition-Definition-Objectives

Extramural competition-Definition-Objectives

Organizing and Conducting a sports meet- Pre Meet work- Meet work- Post meet work Track and Field events -Long jump - Rules and Regulation - Shot put - Rules and Regulation

Recreational Games: Aims and objectives – Recreation

SEMESTER III**EDU302.3**

No.ofCREDITS 2

TOTALMARKS : 40(Practical)

CONTACTHOURS 40

PRACTICAL (as given in the practical schedule)

SEMESTER IV**EDU404.3****No.ofCREDITS 1****TOTALMARKS : 20 (Practical)****CONTACT HOURS :20****PRACTICAL (as given in the practical schedule)****Objectives**

On completion of the course the prospective teacher would be able to get an awareness about First Aid for various emergencies.

Module 1

First Aid- significance- First Aid for Burns- Electric shock- Snake bites- Wounds - Drowning – Sprain – Strain - Cramp - Fainting - Dislocation, Fracture - Artificial Respiration - Cardio Pulmonary Resuscitation (CPR)

COURSE : DRAMA AND ART IN EDUCATION (EPC2)**COURSE CODE:****EDU107.4 Semester I****EDU206.4 Semester II****EDU302.4 Semester III****EDU404.4 SemesterIV****TOTAL CREDITS: 4****TOTAL MARKS: 80 (Internal 80) TOTAL CONTACT HOURS: 80****OBJECTIVES**

On completion of the course, the prospective teachers would be able to

- appreciate India' s largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintingsandwritings, literature that are known, as the 'Intangible Cultural Heritage' (ICH) ofhumanity.
- integrate the school curriculum with various domains of knowledge as envisagedby NCF2005
- evaluate significant role of Art, Music,Dramaand Theatre in Education
- Interlink education with culture and nurture children's creativity andaesthetic sensibilities
- move beyond the classroom and involve the community to participate ineducationaland socialchange
- expand the landscapes of children's art, perceive their world and explore waysto as es theirwork.
- Internalize the understanding generated in a group and is carried forward by the individual in diverse personal and socialcontexts

MODE OF TRANSACTION

- Lecture method and Practices in classroom and outside-Individual and groupwork
- Visit places of art, exhibitions and cultural festivals
- Classroom interactions with Art teachers and Performingartists
- Hot Seating
- Use community resources -Artists, craftsmen, performersmaybe invited to speak about different artformsand to conduct demonstrationclasses
- Interpret art works, movies and othermedia
- Workshops on art and crafts, theatre, music, musical instrument making,potery, leatherwork,dance,animation,pup etryetc.
- Conduct exhibition onArt

Any other activities that build trust andcooperation, the sense of responsibility and teamsprit.

SEMESTER 1

NO. OF CREDITS 1
TOTAL MARKS : 20 (Practical)
CONTACT HOURS 20

MODULE I

1. Introduction to Art and Art forms of India and Kerala
2. Significance of visual arts in Education- painting, drawing, sculpture, architecture, craft, photography, video, film making, graphic design and decorative art
3. Performing Arts in Education - Music, Dance, Drama and Theatre- Practice and apply the techniques of performing arts to enhance classroom teaching
4. SUPW-meaning and significance
5. Role of teacher in promoting aesthetic sense in students

PRACTICAL (as given in the practical schedule)

SEMESTER II**NO.OFCREDITS 1****TOTALMARKS : 20(Practical)****CONTACT HOURS :20****MODULE I**

1. The Cultural Heritage of India with special reference to:
 - a. significance of Indian Literature, aims and objectives of performing arts and their development through various stages
 - b. utility of performing arts during the ancient and the medieval period
 - c. contribution of Sufi and Bhakti saints to music
 - d. distinguish between Hindustani classical music and Carnatic music
 - e. contributions (Trinities, purandaradasa, Maharaja Swathithirunal) to classical music , classical dances, folk music as well as folk dances in Indian culture
 - f. the development of drama through various phases in India and the contribution of folk theatre
 - g. the present scenario of music, dance and drama and its' role in promoting the rich heritage of India
 - h. Role of performing arts to provide balance of mind, self-restraint, and love for all and also to build self-confidence and capability of adapting in all circumstances
2. Significance of National Anthem, National Song and Patriotic Songs in promoting National Integration-Practicesongs
3. Role of Teacher in inculcating cultural values in students
4. Setting criteria for evaluating performances on artforms

PRACTICAL (as given in the practical schedule)

SEMESTER III

NO.OFCREDITS 1
TOTALMARKS : 20 (Practical)
CONTACTHOURS 20

PRACTICAL (as given in the practical schedule)

SEMESTER IV

NO.OFCREDITS 1
TOTALMARKS : 20(Practical)
CONTACTHOURS 20

MODULE 1

1. Interlink Education with culture
2. Significance of conducting art/ cultural fest at school and college levels
3. Significance of street theatre to address social issues
4. Educational Documentary/Film Review-significance

PRACTICAL (as given in the practical schedule)

REFERENCES

- Bandura, A. (1977). *Social Foundations of Thought and Action*, Englewood Cliffs, NJ; Prentice Hall.
- Dewey, John. (1938). *Logic: The Theory of Inquiry*. Henry Holt.
<http://theatreineducation.org/>
- Joyce, B. and Weil, M. (1997). *Models of Teaching*. New Delhi: Prentice Hall.
- Krathwohl, David, R. Bloom, B. S. (1964): *Taxonomy of Educational Objectives, Hand Book 11: Affective Domain*. New York: David Mc Kay Company, Inc., pp. 95-175
- Krathwohl, David R., Bloom, B. S. (1964): *Taxonomy of Educational Objectives, Hand Book 11: Affective Domain*. New York: David Mc Kay Company, Inc., pp. 95-175
- Pavis, Patrice. (1998). *Dictionary of the theatre: Terms, Concepts and Analysis*, Trans. Christine shanz. London: Routledge.
- Peter, C. Emberley. (1995). *Values Education and Technology: The Ideology of Dispossession* Toronto: University of Toronto Press,
- Prasad D, *Art as the bases of Education*
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological process* Cambridge, MA: Harvard University Press.
- Warrier, Raja. (2014). *Kerala Calling*, volume 34, number 5, pp. 8-11. Ravindranath, Dhakshinendhian Sangeetham

Appendix I

Supervision Diary cum Reflective Journal

Name of the Student.....			Subject.....	
Name of the school.....			Unit.....	
Sl. No.	Date	Content Outline	Learning Strategy Adopted	Remarks of the Supervising/Mentor teacher
1				
2				
3				
4				
5				
Reflective Journal				
Decription of Events				
Feeling				
Evaluation				
Analysis				
Action Plan				

