



**KANNUR  UNIVERSITY**

**TWO YEAR B. Ed PROGRAMME**  
**REVISED CURRICULUM**

**REGULATIONS AND GUIDELINES**  
**With effect from 2015 Admission**



## Bachelor of Education (B.Ed) Programme

### Preface

The pre-service teacher education programme, the vital early phase in the development of new teachers should equip the future teachers with a competency profile required to address the issues in the modern schools and society. It must be relevant, coherent and of high quality. To ensure the creation of quality teachers, the National Council for Teacher Education (NCTE) has made some sweeping changes in the teacher education curriculum in 2014 laying emphasis on competencies to enable teachers for handling a variety of tasks inside and outside the classroom with more emphasis on the application of knowledge and principles in teaching and learning rather than only on the theoretical understanding of the principles enunciated in a particular course of study. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement. So it is critical to pay close attention to how we train and support the prospective teachers.

It is in this context that Kannur University also revises its teacher education curriculum in tune with the NCTE Two Year B.Ed. Programme Curriculum Framework for preparing professionally competent teachers who are more reflective, versatile and effective, not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational change.

The syllabus could not have been completed without the dedication of the drafting committee members under the leadership and patronage of Dr. MK. Abdul Khader (Hon. Vice Chancellor), Dr. Balachandran Keezhoth, (Registrar) Dr. S. Pradeepkumar (Controller of Examinations) and Dr. P J Jacob (Dean, faculty of Education and syndicate member), Kannur *University*. The contributions of the drafting committee, review committee, Heads and Principals of Teacher Education Colleges, and University staff is duly acknowledged. The Board of Studies hopes that this revised Teacher Education Curriculum has tremendous potential to prepare reflective, accomplished and enquiring teachers for the new era.

Dr. Babu Kochamkunnel  
Chairman, BoS in Education.

Ashraf TP  
Coordinator,

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## **CURRICULUM DEVELOPMENT COMMITTEE**

### **General Convener**

Dr. Babu Kochamkunnel, Chairperson, BoS in Education

### **Coordinators**

1. Ashraf TP, Coordinator, B.Ed. Curriculum Committee
2. Dr. K. Rajagopalan, Coordinator, M.Ed Curriculum Committee

### **Prospectus Committee**

Dr. Helen Joy, Principal, Govt. Brennen College of Teacher Education, Thalasseri (Convener).

Dr. V N Ramani, Director, School of Pedagogical Sciences, Dharmasala (Member).

### **Various Subcommittees**

#### **Subcommittee 1:**

#### **Papers Assigned**

1. Psychology of Childhood and Growing up
2. Psychology of Learning and teaching.
3. EPC 2 Drama and Art in Education
4. EPC 4 Understanding the self
5. Guidance and Counseling

#### **Members**

Ashraf T.P., Principal, Keyi Sahib Training College, Taliparamba (convener)

Dr. Anil R., Associate Professor, PKM College of Education, Madampam.

Arunkumar P., Asst. Professor, GBCTE, Thalasseri

Praseeda K. , Course Director, Department of Teacher Education, Dharmasala.

Rajesh K R, Course Director, Department of Teacher Education Manantavady

Dr. Rijumol K C, Course Director, Department of Teacher Education Kasaragod.

#### **Subcommittee II. Papers Assigned**

1. Contemporary India and Education
2. Knowledge & Curriculum Part I & II
3. Gender School & Society.
4. Creating an inclusive School
5. Peace Education

## Members

Dr. Santhosh Areekuzhiyil, Asst. Professor, GBCTE, Thalasseri

Maya J. Pillai, Associate Professor, P.K.M. College of Education, Madampam.

Dr. Ravi, Principal, Mahatma College of Teacher Education, Kanhangad.

Dr. Jayasree. C. V, Principal, SUM College of Teacher Education, Anjarakkandy.

Hathib K. K, Asst. Professor, Keyi Sahib Training College, Taliparamba.

**Subcommittee III****Papers Assigned**

1. Language Across the Curriculum
2. EPC 1 - Reading and Reflecting on Text
3. EPC 3- Critical Understanding of ICT

Ashraf T P, Principal, Keyi Sahib Training College, Karimbam (convener).

Hathib K K, Assistant Professor, Keyi Sahib Training College, Taliparamba

Faisal K V, Assistant Professor, Keyi Sahib Training College, Taliparamba

**IV. Sub Committees for Optional Subjects:**

1. Understanding Disciplines & Subjects
2. Pedagogy of School Subject Part I
3. Assessment for learning
4. Pedagogy of School Subject Part II
5. Optional Course – Additional Pedagogy

**Arabic**

Dr. Muhammed K.K. Associate Professor, Keyi Sahib Training College Karimbam (convener).

Dr. Abdul Kadar Prambat, Govt. Training College, Kozhikode.

**English**

Dr. Rakha K.R. Associate Professor, PKM College of Education, Madampam, (convener).

Faisal K. V., Asst. Professor, Keyi Sahib Training College, Taliparamba.

**Hindi**

Dr. Baby Pushpalatha A, Asst.Professor, Keyi Sahib Training College, Taliparamba (convener).

Ms. Baby Choran, Asst. Professor, GBCTE, Thalasseri

**Malayalam**

Dr. K.P. Anil Kumar, Associate Professor, NSS Training College, Ottappalam (convener).

Sr. Jessy N. C., Asst. Professor, PKM College of Education, Madampam.

**Kannada**

Vidya Lakshmi K. Asst. Professor of Kannada, DTE , Kasragod.

**Physical Education**

Dr. Anil R, Associate Professor, PKM College of Education, Madampam (convener).

Dr. Abdul Rahiman K, Associate Professor, Keyi Sahib Training College Karimbam

Jasmine Joseph, Assistant Professor, GBCTE, Thalasseri

**Sanskrit**

Dr. Harinarayanan Associate Professor, Govt. IASE, Thrissur (convener).

Dr. Unnikrishnan, Associate Professor, Govt. IASE, Thrissur



**Mathematics**

Thanuja K., Associate Professor, Keyi Sahib Training College Karimbam (convener).

Dr. Sholy Joseph, Asst. Professor, PKM College of Education, Madampam

**Natural Science**

Dr. Stephen T.A. Principal, PKM College of Education, Madampam, (convener).

Dr. Joseph Kacharayil, Asst. Professor, GBCTE, Thalasseri

Indu K. Mathew, Principal, Malabar College of Teacher Education, Peravoor.

**Physical Science**

Mini C. Tharakan, Associate Professor, Keyi Sahib Training College, Karimbam (convener).

Dr. Prasanth Mathew, Asst. Professor, PKM College of Education, Madampam.

**Social Science**

Dr. Beena K. Asst. Professor, Keyi Sahib Training College, Karimbam (convener).

Dr. C K Babu, Asst. Professor, GBCTE, Thalasseri

Dr. Veena Appukkuttan, Asst. Professor, PKM College of Education, Madampam

**Commerce Education**

Dr. Santhosh Areekuzhiyil, Asst. Professor, GBCTE, Thalasseri(convener).

Mrs. Geetha C. Asst. Professor, Dept. of Commerce, MG College, Iritty.

(Former Asst. Professor of Commerce Education, UTEC, Kannur University)

**Review Committee**

Dr. Babu Kochamkunnel, Chairperson, BoS in Education

Ashraf TP, Principal, Keyi Sahib Training College, Karimbam

Dr. Anil R, Associate Professor, PKM College of Education, Madampam.

Hathib K K, Asst. Professor, Keyi Sahib Training College, Karimbam.

**KANNUR UNIVERSITY**  
**BACHELOR OF EDUCATION (B.Ed) DEGREE PROGRAMME**  
**Regulations and Scheme of Examination**

The Bachelor of Education (B.Ed.) Programme of Kannur University is a professional programme that prepare teachers for upper primary or middle level, secondary level and senior secondary level. Teacher education institutions shall make arrangements for effective curriculum transaction through many innovative teaching-learning strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/ group assignment, face to face contact, tutorial / library work, research approach etc.

**Major Objectives of the Programme**

- ❖ To prepare professionally competent, reflective and versatile teachers
- ❖ To develop social sensitivity and consciousness and finer human sensibilities among prospective teachers through self reflection.
- ❖ To acquires adequate knowledge of the content of the school subjects concerned, of Upper primary, Secondary and Higher secondary classes.
- ❖ To provide systematic hands-on activities including analysis of text books, curriculum and syllabi, choosing and designing activities for classrooms
- ❖ To educate prospective teachers to connect school knowledge with community knowledge and life outside school.
- ❖ To construct knowledge on the basis of their own observation, experiences, analysis and reflection
- ❖ To understand the psycho-social attributes and needs of learners, their special abilities and characteristics
- ❖ To create awareness about latest developments and thinking in the field of education.
- ❖ To understand innovative child centred teaching learning strategies.
- ❖ To imbibe knowledge and develop an understanding of the various methods and approaches of organizing learning experiences.

- ❖ To acquires skills in developing and using ICT integrated learning resources for classroom learning.
- ❖ To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications to interpret the results.
- ❖ To acquaint with professionalization of teacher education.

**1. TITLE:** These regulations shall be called “Regulations and Guidelines for the Two Year B.Ed. Programme of Kannur University”.

**2. SCOPE:** Applicable to Regular B.Ed Programme conducted by Kannur University with effect from 2015-2016 Admissions. The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

### **3. DEFINITIONS**

**Programme:** Programme means a patterned combination and sequences of courses in the discipline of education spreading over four semesters, the successful completion of which would lead to the award of a degree in education.

**Semester System:** An academic system with programme designed to be completed progressively within a period covering multiples of half an academic year.

**Course:** Course is a complete integrated series of lessons / instructional content which are identified by a common title.

**Core course(C):** Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

**Pedagogic Course (P):** - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

**Elective Course (E):** An elective course is one chosen by a student from a number of optional courses in the curriculum.

**EPC Course:** EPC Course means a course which would enhance professional competency of B.Ed students which is compulsory for all students undergoing B.Ed Programme.

**4. DURATION OF THE PROGRAMME:** The B.Ed Programme is of four semesters spread over two year duration.

**5. STRENGTH OF STUDENTS:** There shall be a basic Unit of 50 students, with a maximum of 2 Units. There shall not be more than 25 students per teacher for a school subject for method courses and other practical activities of the programme to facilitate participatory teaching and

learning.

**6. ELIGIBILITY FOR ADMISSION:** Eligibility for Admission and norms for admission to B.Ed Degree programme shall be according to the rules framed by the Government/ Kannur University from time to time.

**(i) General**

(a) Candidates seeking admission to the B.Ed. course should have passed B.A./B.Sc/M.Com Degree examination (under the 10+2+3 pattern) with one main/core subject and two subsidiary/ complementary course from this University or any other University recognized by this University as equivalent thereto.

(b) Candidates who have passed their qualifying Examination from Universities outside Kerala should submit Eligibility/Equivalence Certificate stating that their qualifying Examination is recognized by this University, for seeking admission to B.Ed Degree Course in a particular optional subject in a stream as applicable, along with their application.

(c) Double or triple main candidates of other Universities will be considered for admission only if they furnish the copies of the Equivalence/Eligibility certificate from Kannur University stating that the qualifying examination is recognized for seeking admission to B.Ed Degree course in a particular optional subject. Equal weightage is given to Single main, Double main and Triple main Degree holders.

(d) The minimum requirement of marks for admission to B. Ed. Course is 50 % or equivalent CGPA (No rounding off of the percentage of marks to the nearest whole number is permitted) in Bachelor's Degree [Science/Arts Subjects] for Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone with 50% or equivalent CGPA in MA/M.Sc/M Com with usual relaxation for the eligible categories as per University/Government/NCTE Norms.

(e) Candidates belonging to SC/ST and natives of Lakshadweep, Aided or Government Teachers with 3 years regular service need to secure a pass in the Degree Examination. The candidates belonging to SEBC will be given a relaxation of 5% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum marks. Blind candidates who have more than 40% disability will be given relaxation of 5% from the prescribed minimum marks. Candidates should be physically fit and mentally sound. Deaf/Dumb candidates are not eligible. However blind candidates are eligible for admission to courses other than Science optional.

**(ii) For Language Optional**

**a) English:** BA Degree with English Language and Literature/Functional English/ Communicative English with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA English Language and Literature/Functional English/Communicative English or

BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part I English/Common Course - 1 and not less than 50% marks for Masters Degree in English Language and Literature.

**b) Malayalam:** BA Degree with Malayalam Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Malayalam

Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course - 2 (Malayalam) and not less than 50% marks for Masters Degree in Malayalam Language and Literature.

**c) Hindi:** B.A. Degree with Hindi Language and Literature/ Functional Hindi with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Hindi Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Hindi) and not less than 50% marks for Master’s Degree in Hindi Language and Literature.

**d) Arabic:** B.A. Degree with Arabic Language and Literature /Afzal-UI-Ulama Degree with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Arabic Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Arabic) and not less than 50% marks for Master’s Degree in Arabic Language and Literature.

**e) Kannada:** BA Degree with Kannada Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in MA Kannada Language and Literature or BA/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – 2 (Kannada) and not less than 50% of marks for Master’s Degree in Kannada Language and Literature.

**f) Sanskrit:** BA. Degree with Sanskrit Language and Literature with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A. Sanskrit Language and Literature or B.A/B.Sc with 50% of marks or equivalent CGPA/GPA for Part II/Common Course – (Sanskrit) and not less than 50% marks for Master’s Degree in Sanskrit Language and Literature.

**Note:** *Candidates applying for the course under the language stream with a Bachelor’s Degree in the subject concerned will be ranked first in that particular stream. Candidates applying for the course under any language stream based on Part I/Part II or common courses at under graduate level and having PG Degree in the same subject as in Part I/Part II will be ranked only after that.*

### iii) For Other Optional Subjects



**(a) Mathematics:** B.Sc Degree with Mathematics/Statistics/Applied Statistics as main, with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc. Mathematics/Statistics/Applied Statistics. Candidates with Statistics/Applied Statistics should have studied Mathematics as one of the subjects.

**(b) Physical Science:** B.Sc Degree with Physics/ Chemistry/ Polymer Chemistry/ Geology/ Petrochemicals/Bio Chemistry/Industrial Chemistry main with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc Physics/Chemistry/Polymer Chemistry/Geology/Petrochemicals/Bio chemistry/Industrial Chemistry/Photonics(Integrated from CUSAT)

**(c) Natural Sciences:** B.Sc Degree with Botany/Zoology/Biochemistry/B.Sc Plant Science/Home Science with Zoology or Botany as subsidiary/Aquaculture (with Biochemistry and Zoology as Subsidiaries)/Forestry and Wood Technology/ Biotechnology/Microbiology with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.Sc Botany/Zoology/Biochemistry/Plant Science/Home Science. They should have studied Zoology/Botany/Bio Chemistry as one of the subjects in Degree level.

**(d) Social Science:** B.A Degree with History/Arabic and Islamic History/Urudu and Islamic History/Geography /Politics/ Economics/ Sociology/ Psychology/ Philosophy/ West Asian Studies with 50% marks or equivalent CGPA/GPA in Part I + II+ III together (Common, Core, Complementary and Open Courses) or Part III (Core and Complementary courses) alone or 50% marks in M.A History/Arabic and Islamic History/Geography/ Politics/Economics / Sociology/ Psychology/ Philosophy/ West Asian Studies.

**(e) Commerce:** Candidates who have secured M.Com Degree with not less than 50% marks alone are eligible for admission to the B.Ed Course in Commerce. Such candidates are not eligible for admission to any other B.Ed Course.

### Illustration

The procedure to calculate CGPA of core and complementary courses together on the basis of Grade card issued by Kannur University from 2009 admission onwards illustrated through the example below:

Course	Credit	CGPA	CGP= Credit X CGPA
Core	54	3.52	190.08
Complimentary I	12	3.12	37.44
Complimentary II	12	2.68	32.16

Total	78	9.68	259.68
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$$\begin{aligned} \text{CGPA} &= 259.68/78 = 3.33 \\ \text{Hence percentage of marks} &= 3.33 \times 25 = 83.25 \end{aligned}$$

## 7. SELECTION CRITERIA:

a) Selection is based on the marks/grade obtained by the applicant in the Degree Examination for Part III / core and complementary courses or Part I /Part II common courses as the case may be.

b) Special weightage will be given to post graduate, in the same subject concerned as shown below:

MA/M.Sc	First Class	5 points/marks
-do-	Second Class	3 points/marks
-do-	Third Class	2 points/marks

A weightage of 5 points/marks will be given to candidates who have taken Degree from Kannur University.

A weightage of five index points will be given to the natives of Kannur University jurisdiction (ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission to B.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

c) Weightage will be given to Teachers in Government/Aided School service. Total approved service of applicants will be considered in ranking. (0.1 index point will be given for each completed month of experience). Approved Service means full time teaching experience in Government/Aided Schools duly certified in form IV of KER by the controlling officer, that is Head of the School and countersigned by the concerned A.E.O/D.E.O.

d) 10% of seats are reserved for Teachers in service of Kerala (in Govt. College only). Teachers having a minimum of 3 years experience with relaxation of 2 years to T.T.C holders, 1 year to L.T.T.C/Diploma in Teaching and one year to Diploma in Pre-Primary Education as per rules as on the date of notification alone are eligible to apply for selection under Teacher's quota. Those who are eligible to get study leave for the duration of the entire course from the authority concerned alone need apply and in case they are selected for the course, they should produce a certificate from the Head of Schools concerned, that they have applied for eligible leave for the duration of the course before being admitted.

e) Those who have undergone NCC Training with minimum 75% attendance as stipulated in GO 673/04/HEDN, dated 15-04-1994 will be given an additional 5 marks. This will be added to the marks obtained by the candidate for Part III/Core and Complementary courses. Eligible weightage will be given to NCC A,B,C certificate holders.

f) In the case of applicants with double main and triple main subjects, admission will be based on the total of all main subjects, and weightage will be given only on the subject which the applicant applies as optional.

g) Ezhava/Thiyya/Billava/Muslim/O.B.H/SIUC/LC applicants are eligible for consideration for reservation of seats as per the Government rules in this regard.

**8. MEDIUM OF INSTRUCTION:** The medium of instruction shall be English for all courses. However, in case of languages, instruction may be given partly in the language concerned. Medium of examination shall be English/Malayalam.

## 9. ATTENDANCE

- a. One semester of B.Ed programme will normally consists of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance of the total working days in each semester.
- b. Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the Principal of the college on genuine grounds.
- c. The percentage of attendance of a candidate to be calculated based on the total number of working days as stipulated by NCTE / University.
- d. A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship in the subsequent years.

### Re – admission:

A student who did not have sufficient attendance and could not appear for the examination may be re admitted in the subsequent year as term student, with a permission of principal and concurrence of University, only if he/she had completed the all internship activities successfully.

## 10. STRUCTURE OF THE PROGRAMME

Total Marks for the Programme : 1500  
Duration of the Programme : Two Years Comprising 4 Semesters

Semesters	Period	No. of working days	Remarks
I	June to October	100	

II	November to March	100	April/May Summer vacation School Acclimatization programme in November.
III	June to October	100	80 days/ 15 weeks in school (internship)+ one week for demonstration/criticism classes
IV	November to March	100	

## 11. PERIOD OF EXAMINATION (SUGGESTED)

First semester external examinations shall be conducted in November, second semester in April, Practical examination during November and examinations for the third semester pedagogy course and fourth semester courses shall be held in April. The mark sheets of internal marks on the prescribed processes of theory courses including EPCs shall be submitted to the University immediately after the closure of each semester.

## 12. CURRICULUM CONTENT

The content of the Teacher Education Curriculum has been designed keeping in view the envisioned profile of a teacher, who manages teaching learning resources, acts as a facilitator and counselor for the students and mobilizes community resources for larger benefit of the society.

The Two Year B.Ed programme of NCTE Curriculum Framework comprises three broad curricular areas stretching across four semesters – (i) Perspectives in Education, (ii) Curriculum and Pedagogic Studies, and (iii) Engagement with the Field.

There are six courses under *Perspectives in Education* and five courses under *Curriculum and Pedagogic Studies* and four courses for *Enhancement of Professional Capacities (EPC)* under Engagement with the field. A couple of courses are stretched into Parts I and II in order to space out the learning load and make for easier internalization. Part (iii) courses are essentially meant for sensitizing student teachers to specific dimensions of their development as teachers.

The course contents require expertise of faculty in the institution as well as visiting faculty for courses on drama, communication, ICT, understanding the self, etc. The colleges offering B Ed would have to make necessary planning for identifying and incorporating faculty for transacting the same. Most of the modules in the revised curriculum and syllabus require team effort from the faculty within and outside the institution and may not be considered as water tight compartments confined to a single teacher mode. Institutions would be advised to have the combined efforts of the entire faculty on the basis of expertness and competence to provide valuable inputs and rich experience to the B Ed students.

## 13. LIST OF COURSES

### A. CORE COURSES

Sl. No	Courses No.	Name of Course
1	BED C 101	Psychology of Childhood and Growing Up
2	BED C 102	Contemporary India and Education
3	BED C 103	Language Across the Curriculum
4	BED C 201	Psychology of Learning and Teaching
5	BED C 202	Knowledge and Curriculum Part I



6	BED C 401	Gender, School and Society
7	BED C 402	Knowledge and Curriculum Part II
8	BED C 403	Creating an Inclusive School

## **B. PEDAGOGIC COURSES**

BED P 101.1. Understanding Discipline and Subject-Arabic

BED P 101.2. Understanding Discipline and Subject-Commerce

BED P 101.3. Understanding Discipline and Subject-English

BED P 101.4. Understanding Discipline and Subject-Hindi

BED P 101.5. Understanding Discipline and Subject-Kannada

BED P 101.6. Understanding Discipline and Subject-Malayalam

BED P 101.7. Understanding Discipline and Subject-Mathematics

BED P 101.8. Understanding Discipline and Subject-Natural Science

BED P 101.9. Understanding Discipline and Subject-Physical Science

BED P 101.10. Understanding Discipline and Subject-Sanskrit

BED P 101.11. Understanding Discipline and Subject-Social Science

BED P 201.1 Pedagogy of School subject – Part I: Arabic

BED P 201.2 Pedagogy of School subject – Part I: Commerce

BED P 201.3 Pedagogy of School subject – Part I: English

BED P 201.4 Pedagogy of School subject – Part I: Hindi

BED P 201.5 Pedagogy of School subject – Part I: Kannada

BED P 201.6 Pedagogy of School subject – Part I: Malayalam

BED P 201.7 Pedagogy of School subject – Part I: Mathematics

BED P 201.8 Pedagogy of School subject – Part I: Natural Science

BED P 201.9 Pedagogy of School subject – Part I: Physical Science

BED P 201.10 Pedagogy of School subject – Part I: Sanskrit

BED P 201.11 Pedagogy of School subject – Part I: Social Science

BED P 202.1 Assessment for Learning-Arabic

BED P 202.2 Assessment for Learning-Commerce

BED P 202.3 Assessment for Learning-English

BED P 202.4 Assessment for Learning-Hindi

BED P 202.5 Assessment for Learning-Kannada

BED P 202.6 Assessment for Learning-Malayalam

BED P 202.7 Assessment for Learning-Mathematics

BED P 202.8 Assessment for Learning-Natural Science

BED P 202.9 Assessment for Learning-Physical Science

BED P 202.10 Assessment for Learning-Sanskrit

BED P 202.11 Assessment for Learning-Social Science

BED P 301.1. Pedagogy of School Subject – Part II: Arabic

BED P 301.2. Pedagogy of School Subject – Part II: Commerce

BED P 301.3. Pedagogy of School Subject – Part II: English

BED P 301.4. Pedagogy of School Subject – Part I: Hindi

BED P 301.5. Pedagogy of School Subject – Part II: Kannada

BED P 301.6. Pedagogy of School Subject – Part II: Malayalam

BED P 301.7. Pedagogy of School Subject – Part II: Mathematics

BED P 301.8. Pedagogy of School Subject – Part II: Natural Science

BED P 301.9. Pedagogy of School Subject – Part II: Physical Science

BED P 301.10. Pedagogy of School Subject – Part II: Sanskrit

BED P 301.11. Pedagogy of School Subject – Part II: Social Science

**C. ELECTIVE COURSES:** Institutions with 50 annual intakes should offer a minimum of two courses from this ( from 401.1 to 401.5) and institutions with 100 annual intakes should offer at least four courses from this category.

BED E 401.1. Guidance and Counseling

BED E 401.2. Health and Physical Education

BED E 401.3. Peace Education

BED E 401.4. Environmental Education

BED E 401.5.1. Additional Pedagogy- Arabic

BED E 401.5.2. Additional Pedagogy-Commerce

BED E 401.5.3. Additional Pedagogy- English

BED E 401.5.4. Additional Pedagogy-Hindi

BED E 401.5.5. Additional Pedagogy-Kannada

BED E 401.5.6. Additional Pedagogy-Malayalam

BED E 401.5.7. Additional Pedagogy-Mathematics

BED E 401.5.8. Additional Pedagogy-Natural Science

BED E 401.5.9. Additional Pedagogy-Physical Science

BED E 401.5.10. Additional Pedagogy-Sanskrit

BED E 401.5.11. ADDITIONAL PEDAGOGY-SOCIAL SCIENCE

#### D. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

*EPC 01:* Reading and Reflecting on Texts

*EPC 02:* Drama and Art in Education

*EPC 03:* Critical Understanding of ICT

*EPC 04:* Understanding the Self

#### 14. COURSE STRUCTURE OF THE PROGRAMME

COURSES	SEM 1	SEM II	SEM III	SEM IV
Core courses	BED C 101, BED C 102, BED C 103	BED C 201 BED C 202	-----	BED C 401 BED C 402 BED C 403
Pedagogic courses	BED P 101*	BED P 201* BED P 202*	BED P 301*	-----
Elective Courses	-----	-----	-----	BED E 401*

EPC Courses (Internal Evaluation)	EPC 01	EPC 02	-----	EPC 03 EPC 04
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\*Indicates branches

### 15. SCHEME OF EXAMINATION (SEMESTER WISE DETAILS)

The student teachers shall be required to study 4 courses each during the first, second and fourth semesters, and one course during the third semester apart from physical education practical and EPC courses. Each theory course has the component of internal and external assessment. The external assessment shall be based on the students' achievement in the Term End examination in the theoretical components and internal assessment shall be based on the student teachers performance in the practicum components. The projects/assignments/tasks in the practicum component shall be assessed internally. The weightage in terms of marks for different courses (theory internal) is given below.

#### SEMESTER I

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 101	Psychology of Childhood and Growing Up	80	20	100
BED C 102	Contemporary India and Education	80	20	100
BED C 103	Language Across Curriculum	50	10	60
BED P 101.1.	Understanding Discipline and Subject-Arabic.	50	10	60
BED P 101.2.	Understanding Discipline and Subject-Commerce.	50	10	60
BED P 101.3	Understanding Discipline and Subject- English	50	10	60
BED P 101.4	Understanding Discipline and Subject –Hindi	50	10	60

BED P 101.5	Understanding Discipline and Subject-Kannada	50	10	60
BED P 101.6	Understanding Discipline and Subject-Malayalam	50	10	60
BED P 101.7	Understanding Discipline and Subject- Mathematics	50	10	60
BED P 101.8	Understanding Discipline and Subject-Natural Science	50	10	60
BED P 101.9	Understanding Discipline and Subject-Physical Science	50	10	60
BED P 101.10	Understanding Discipline and Subject-Sanskrit	50	10	60
BED P 101.11	Understanding Discipline and Subject-Social Science	50	10	60
EPC 01	Reading and Reflecting on Text	--	50	50
<b>Total for theory</b>		260	110	<b>370</b>
*Physical Education Practical		-----	30	<b>30</b>
<b>Total</b>		260	140	<b>400</b>



**SEMESTER II**

Duration of the semester: 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 201	Psychology of Learning and Teaching	80	20	100
BED C 202	Knowledge and Curriculum – Part I	50	10	60
BED P 201.1	Pedagogy of School subject – Part I: Arabic	50	10	60
BED P 201.2	Pedagogy of School subject –Part I: Commerce.	50	10	60
BED P 201.3	Pedagogy of School subject–Part I: English	50	10	60
BED P 201.4	Pedagogy of School subject – Part I: Hindi	50	10	60
BED P 201.5	Pedagogy of School subject–Part I: Kannada	50	10	60
BED P 201.6	Pedagogy of School subject –Part I: Malayalam	50	10	60
BED P 201.7	Pedagogy of School subject –Part I: Mathematics.	50	10	60
BED P 201.8	Pedagogy of School subject –Part I- Part I: Natural Science.	50	10	60

BED P 201.9	Pedagogy of School subject –Part I: Physical Science	50	10	60
BED P 201.10	Pedagogy of School subject –Part I: Sanskrit	50	10	60
BED P 201.11	Pedagogy of School subject –Part I: Social Science	50	10	60
BED P 202.1	Assessment for Learning-Arabic	80	20	100
BED P 202.2	Assessment for Learning-Commerce	80	20	100
BED P 202.3	Assessment for Learning-English	80	20	100
BED P 202.4	Assessment for Learning-Hindi	80	20	100
BED P 202.5	Assessment for Learning-Kannada	80	20	100
BED P 202.6	Assessment for Learning-Malayalam	80	20	100
BED P 202.7	Assessment for Learning-Mathematics	80	80	100
BED P 202.8	Assessment for Learning-Natural Science	80	20	100
BED P 202.9	Assessment for Learning-Physical Science	80	20	100
BED P 202.10	Assessment for Learning-Sanskrit	80	20	100
BED P 202.11	Assessment for Learning-Social Science	80	20	100
EPC 02	Drama and Art in Education	----	50	50
	* Physical Education Practical		30	30
<b>Total</b>		<b>260</b>	<b>140</b>	<b>400</b>

**Semester III**

Sl. No.	Course	Marks		
		External	Internal	Total
BED P 301.1.	Pedagogy of School Subject – Part II: Arabic			
BED P 301.2.	Pedagogy of School Subject – Part II: Commerce	50	10	60
BED P 301.3.	Pedagogy of School Subject – Part II: English	50	10	60
BED P 301.4	Pedagogy of School Subject – Part II: Hindi	50	10	60
BED P 301.5.	Pedagogy of School Subject – Part II: Kannada	50	10	60
BED P 301.6.	Pedagogy of School Subject–Part II: Malayalam	50	10	60
BED P 301.7.	Pedagogy of School Subject – Part II: Mathematics	50	10	60
BED P 301.8.	Pedagogy of School Subject – Part II: Natural Science	50	10	60
BED P 301.9	Pedagogy of School Subject – Part II: Physical Science	50	10	60
BED P 301.10	Pedagogy of School Subject – Part II: Sanskrit	50	10	60
BED P 301.11	Pedagogy of School Subject – Part II: Social Science	50	10	60
	School Internship (15 weeks)	---	200	200
	Practicum during internship		90*	90
	<b>Total</b>	<b>50</b>	<b>300</b>	<b>350</b>

**Break up of 90\* marks**

Record of Practice Teaching 10 marks

Record of Demonstration/ Criticism 10 marks

Handling of Health & Phy. Edn. Class 20 marks

Learning Aids 10 marks

Observation Record of a Regular Classroom of a teacher 10 marks

Case Study/Action Research 10 marks

Blue Print and Question Papers 10 marks

Working with School Programme 10 Marks

(Arts Festival/Red Cross/Sports & Games, etc.)

**Total 90 marks**

**Total for the third semester: 350 Marks**

### Semester IV

Duration of the semester 100 days

Sl. No.	Course	Marks		
		External	Internal	Total
BED C 401	Gender, School and Society	50	10	60
BED C 402	Knowledge & Curriculum – Part II	50	10	60
BED C 403	Creating an Inclusive School	50	10	60
BED E 401.1	Guidance and Counseling	50	10	60

BED E 401.2	Health and Physical Education	50	10	60

BED E 401.3	Peace Education	50	10	60
BED E 401.4	Environmental Education	50	10	60
BED E 401.5.1.	Additional Pedagogy-Arabic	50	10	60
BED E 401.5.2.	Additional Pedagogy-Commerce	50	10	10
BED E 401.5.3.	Additional Pedagogy-English	50	10	60
BED E 401.5.4.	Additional Pedagogy-Hindi	50	10	60
BED E 401.5.5.	Additional Pedagogy-Kannada	50	10	60
BED E 401.5.6.	Additional Pedagogy-Malayalam	50	10	60

BED E 401.5.7.	Additional Pedagogy-Mathematics	50	10	60
BED E 401.5.8.	Additional Pedagogy-Natural Science	50	10	60
BED E 401.5.9.	Additional Pedagogy-Physical Science	50	10	60
BED E 401.5.10	Additional Pedagogy-Sanskrit	50	10	60
BED E 401.5.11.	Additional Pedagogy-Social Science	50	10	60
EPC 03	Critical Understanding of ICT	----	50	50
EPC 04	Understanding the Self	----	50	50
	*Physical Education Practical	--	10	10
<b>Total</b>		<b>200</b>	<b>150</b>	<b>350</b>

\*Record of Physical and Health Education

#### 16. CRITERIA FOR INTERNAL ASSESSMENT

Attendance	4	4
Test	2	6
Assignment	2	4
Task	2	6
<b>Total</b>	<b>10</b>	<b>20</b>

## 17. CRITERIA FOR DISTRIBUTING MARKS FOR ATTENDANCE

Attendance	Marks
Above 90%	4
85- 90%	3
80-85%	2

## 18. ENGAGEMENT WITH THE FIELD-- ORGANIZATION AND ASSESSMENT

Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. This curricular area has the following components:

**(i) TASKS AND ASSIGNMENTS** that run through all the courses as indicated in the year wise distribution of the syllabus: Two weeks shall be utilized for collecting data for the given tasks and assignments.

### **(ii) School Acclimatization Programme**

During the first year, preferably during the second semester, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centers of pedagogy and learning - innovative schools, educational resource centers, etc. one week in school to acclimatize student teachers to the school and its environment, understanding of children, teaching-learning process and school dynamics. During this period, prospective teachers shall observe class room transactions but will not deliver any lessons. However, they may take up assignments on records/projects as assigned by the teacher educators / school teachers or principals.

### **(iii) SCHOOL INTERNSHIP**

Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession.

#### **Objectives of Internship**

- Learns the skills to transact the subject matter in accordance with the accepted principles of learning and teaching and in tune with the needs and interest of the children.
- Develop required skills to teach in an inclusive classroom



- Use different activity based and stage specific learning methods and strategies in the class rooms.

- Incorporate the components of ICT in classroom transaction.
- Learn about school activities, scheme and programmes and their impact on children.
- Utilize the community resources for meaningful partnership between school and community.

During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. However, internship period should not be reduced for the 'delivery' of a certain number of lesson plans, but should aim at meaningful and holistic engagement with learners and the school.

School Internship should be designed for interns to teach for 5 days per week for a minimum period of 16 weeks, including an initial phase of observing a regular classroom. The intern will necessarily have supervisory support from the faculty in the form of subject supervision, who may also be supported by general teachers. The intern will be required to develop unit plans for which she must choose and design appropriate activities. The minimum number of lessons to be delivered is 60 at two levels excluding Physical and Health Education classes. If a student practices teaching at different levels (upper primary, middle level, secondary and senior secondary) during the internship period, the minimum number of lessons to be delivered in a level should not be less than 15. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal \*(Reflective Daily Diary) in which the intern will reflect on his/her practice and also attempt to draw linkages between pedagogy and the theory courses she/he has studied.

**\*Reflective Journal** would include a brief description of how the class was conducted, how learners responded, reflective statements about his preparedness for the class, responses to learners' questions, capacity to include learners sharing of their experiences, responses towards their errors, difficulties in comprehending new ideas and concepts, issues of discipline, organization and management of group, individual and group activities etc.

#### **19. PRACTICAL EXAMINATION:**

Practical examination will be conducted by External Examination Boards constituted by the University. The duration of examination in a college shall be three days for a unit of 50 students and four days for two units of 100 students.

One examiner for optional course and one examiner for physical & health education will conduct the practical examination. All the records/products of item 1 to 9 except 4 given below will be verified by the optional examiner. No separate examiners for audio visual education and measurement and evaluation. Examiner for Physical & health education will evaluate item no. 4. However the marks awarded internally for teaching competency, handling of health & physical education classes, learning aids and achievement tests and case study/action research only will be standardized by the board.

The Board shall observe and evaluate the teaching competency and other practical works of all candidates. All candidates should appear for a viva voce for optional and physical & health education. The chairperson of the Practical Examination board also will verify the records and conduct viva voce for selected candidates (10 to 15%) of an institution.

#### **Assessment of Internship Activities**

1. Regular Class room teaching delivery of 60 lessons	200 marks
2. Record of Practice Teaching	10 marks
3, Record of 5 Demonstration classes/ 8 Criticism classes	10 marks
4. Handling of Health & Physical Education Class	20 marks
5. Learning Aids	10 marks
6. Observation of 5 lessons of a regular teacher	10 marks
7. *Case Study/ Action Research	10 marks
8. Blue Print and Question Papers	10 marks
9. Working with School Programme	10 marks
(Arts Festival/Red Cross/Sports & Games, etc.)	

#### **\*Case Study/Action Research**

All the student teachers must identify a topic during the second semester and make proposal for Action Research/ Case Study to be completed during the internship programme. The report shall be submitted for verification during the practical examination.

#### **\*Learning Resources**

ICT integrated learning aids, models and still models used during the internship are to be submitted for evaluation. Preparation and use of charts, glass slides, and transparency sheets, etc. shall be minimized. Only eco friendly materials are to be used for making learning aids/resources.

## 20. ORGANIZATION OF EPC COURSES

All the EPC courses shall be organized as per the instructions/guidelines given in each syllabus. Some of the contents in the EPC courses, though outlined in a semester in the two year programme, need not be confined to that semester. Rich and varied experience across the semesters should be provided to students with the necessary credit hours gained throughout the programme. A record of the activities oriented towards the same may be beneficial in monitoring the EPC courses.

**EPC 01: Reading and Reflecting on Texts:** Forty contact hours shall be utilized for developing proficiency in reading, writing, speaking, etc. The course shall be conducted as per the guidelines given in the syllabus under the leadership of Language faculty members of the college. Students shall be directed to submit reading reflections after completing each reading assignment. These reflections not only encourage students to read more regularly, they also promote content mastery and foster student development of monitoring, self-evaluation, and reflection skills. Though Teacher Education Institutions have the freedom to select appropriate and relevant books for reading/writing/speaking activities, the activities shall offer opportunities to read a wide variety of texts, including empirical, conceptual, and historical work, policy documents, studies about schools, teaching, learning, and about different people's experiences of all of these. The course will also include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

### Criteria for awarding Marks

1. Test	: 10 Marks
2. Tasks on Narrative Writing	: 10 Marks
3. Tasks on Expository Writing	: 10 Marks
4. Tasks on Journalistic Writing	: 5 Marks
5. Tasks on Educational Writing	: 5 Marks
6. Tasks on Subject-related Reference Books:	10 Marks

**EPC 02: Drama and Art in Education:** The course on Drama and Art in Education needs to be conducted in the mode of workshops (minimum five days, preferably in two phases of 2 and 3 days) by professionals trained in drama, theatre, folk arts, music, and fine arts and co-ordinated by faculty members

### Criteria for awarding Marks

1. Workshop involvement	: 10 Marks
2. Skill in Dramatization/Role Play	: 10 Marks
3. Individual performance in arts (two items)	: 10 Marks
4. Group performance in arts (two items)	: 10 Marks



**EPC 03: Critical Understanding of ICT:** The course should enable prospective teachers to learn integrating technology tools for teaching learning material development, developing collaborative networks for sharing and learning. This course shall be integrated with every day teaching learning process and special training can be given through well equipped ICT labs in teacher education colleges under the guidance of faculty members. ICT learning materials are to be produced based on all courses.

#### Criteria for awarding Marks

- |  |            |
|--|------------|
| 1. Test  | : 10 marks |
| 2. Preparation of Power Point documentary (Individual task)                    | : 20 marks |
| 3. Handling of Class (Optional/General) by using ICT resources –one            | : 10 Marks |
| 4. Preparation of Educational Video of 5 minutes duration (Individual product) | : 10 Marks |

**Course EPC 04: Understanding the Self:** The course shall be conducted in workshop mode, preferably in five phases giving weightage to each theme under the guidance of physical education director and other faculty members. **A Study tour** also shall be organized by the institution at their convenience as a part of the course, understanding the self.

#### Criteria for awarding Marks

- |   |            |
|---|------------|
| 1. Workshop Involvement   | : 05 Marks |
| 2. Assignment based on any theme of the paper                                 | : 10 Marks |
| 3. Record of Activities including case study, biographies, reflective journal | : 10 Marks |
| 4. Reflective skills  | : 10 Marks |
| 5. Test   | : 10 Marks |
| 6. Field Trip/Study Tour  | : 05 Marks |

#### ASSESSMENT OF EPC COURSES

All the EPC courses shall be internally assessed as per the criteria given above. *An institution shall form an **Internal Examination Cell** under the chairmanship of the Principal to regulate the internal assessment of EPC courses. All the faculty members and trained resource persons of the respective workshops shall be the members of the Cell. Participation of every student teacher is mandatory in all EPC courses. Individual record files be maintained as a record of activities by student teachers duly signed by teacher educators. The following direction shall strictly be followed to prevent inflation of marks in EPC courses. **The marks to individual students shall be distributed in such a way that the total marks for one EPC course shall not exceed 2000 for one unit of 50 students and 4000 for two units of 100 students.***

***The Principal should submit an undertaking to the controller of examination stating that he/she has checked and verified the internal assessment of EPC courses and followed all the***

*instructions and guidelines given in the regulation and syllabi of respective courses in two year B.Ed Programme.*

## 21. ORGANIZATION AND ASSESSMENT OF PHYSICAL EDUCATION PRACTICAL: GUIDELINES

**SEMESTER I: PHYSICAL EDUCATION PRACTICALS:**

**30 MARKS (INTERNAL)**

### **Programme Objectives:**

Grading students on their fitness component may be holding them accountable for accomplishments beyond their control and is **NOT recommended**. The purpose of physical education practical component is to create an understanding of fitness concepts and what the tests measures. The programme should make student teachers aware of choices that impact their health. Students who understand and value good nutrition and physical fitness will be more likely to make better choices and develop lifelong habits that maximize health.

The student teachers have to get oriented with the procedure of fitness testing. The fitness testing can be done as a group work and the students need to create a database of fitness testing scores to create meaningful interpretation for the individual and group on the basis of created norms. A report with interpretation of the fitness levels should be prepared by the student teachers.

**Assessment:** Among the 30 marks allotted to the component, 10 marks are to be allotted for their understanding of fitness components and the testing procedures, 5 marks for their involvement and conduct of fitness testing; 10 marks are allotted for the report on the fitness score and its interpretation, and 5 marks are allotted for the fitness scores of the respective individuals.

### **Mode of Transaction**

The programme delivery would involve lectures and demonstration on the fitness components, and their testing, participation in conditioning activities, practice of fitness testing, scoring and interpretation of the test scores. The interpretation of the fitness scores should create fitness awareness and lead the student teachers towards individualized fitness programmes.

### **Test Components**

All the students have to be acquainted with three physical fitness or health related fitness among the following:

1. Coopers 12 minute run/walk test to assess the aerobic endurance or one mile run/walk test



2. Sit and Reach test to assess trunk flexibility or shoulder stretch to assess upper body flexibility
3. Pushups or modified pushups to assess muscular strength/endurance
4. Body Mass Index or percentage body fat using skin fold measurements

General Consideration on fitness testing and follow up:

- Student participation in conditioning activities.
- Instruction on test items.
- Assessment of fitness levels.
- Planning individualized fitness programs and setting goals.

**SEMESTER 2****PHYSICAL EDUCATION PRACTICALS:****30 MARKS (INTERNAL)****Programme Objectives:**

The programme is oriented towards involvement and participation of the student teachers in wholesome physical activities and sports and games including intramural and extramural competitions. The programme intends the students to active participation in at least one intramural/extramural competition in games and sports and at least one athletic event in the sports meet.

**Assessment:** Among the 30 marks allotted to the component, 20 marks are allotted for involvement and participation of the student teachers in intramural and extramural competitions; and 10 marks is awarded towards performance in intramural or extramural competition as follows.

Participation in one intramural games competition	: 5 marks
Participation in one athletic event	: 5 marks
Involvement in coordinating intramural games/sports	: 10 marks
<b>Total</b>	<b>: 20 marks</b>
First/Second or third Position in Extramural (Intercollegiate) competitions	: 10 marks
Participation in Extramural competition (intercollegiate)	: 8 marks
First Position in intramural competition	: 7 marks
Second Position in intramural competition	: 5 marks
Third Position in intramural competition	: 3 marks
(In case of performance, the highest achievement will be considered)	

**SEMESTER 3****SCHOOL INTERNSHIP****HEALTH & PHYSICAL EDUCATION CLASSES:****20 MARKS**

**Programme Objectives:**

The programme is intended in orienting student teachers towards handling of health and physical education classes in the schools. Minimum number of lesson to be delivered is one each during the internship period.

**Assessment:** Among the 20 marks allotted to the component, 10 marks will be allotted for the competency in handling physical education/health education class; and 10 marks will be allotted for viva voce.

**SEMESTER IV: PHYSICAL EDUCATION PRACTICAL****(10 marks Internal)**

The student teacher has to either

- (i) Undergo a project on physical education relevant to topics on health, fitness, lifestyle, nutrition, common injuries, etc and prepare a report of the same.
- (ii) Prepare a record of physical education/health education with emphasis of relevant topics related to health and physical education in schools, nutrition, first aid, etc.

**22. CLASSIFICATION OF SUCCESSFUL CANDIDATES**

A candidate shall have to secure 40% marks in each theory examination and 50% marks in Practicals, EPC courses and Internship programme to qualify. Separate minimum of 40% for theory external examination is essential. No separate minimum for internal examination (theory). The classification of results will be as follows.

(a) A candidate who qualifies for the B.Ed. degree, passing all the required courses of the four semesters, in 2 academic years and secures not less than 80% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in **First Class with Distinction**.

(b) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 60% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. degree examination in First Class.

(c) A candidate who qualifies for the degree, passing all the courses of the four semesters within 2 academic years and secures not less than 50% marks in aggregate of all the semesters shall be declared to have passed the B.Ed. examination in second class.

If a candidate fails to secure minimum for pass, he/she shall be permitted to reappear for the course examination. But there will be no supplementary examinations. For reappearance /Improvement, the students can reappear along with the next batch.

**23. PATTERN OF QUESTION PAPER:****1) For 80 Marks Papers****Time: 3 hours.****Maximum Mark. 80**

Part -1. Answer **all** questions. Each question carries two marks (10 X 2=20 Marks)

Part – II Answer any **eight** questions. Each question carries five marks (8 X 5 =40 marks)

(Choice 8 out of 10)

Part – III Answer any one question. Each question carries ten marks (2 X 10 = 20 marks)

(Choice 2 out of 3)

<b>PART</b>	<b>Type of Question</b>	<b>Number of Questions</b>	<b>Marks</b>
Part I	Short Answer Type	10	20
Part II	Short Essay Type	8/10	40
Part III	Essay Type	2/3	20
	<b>Total</b>	<b>20</b>	<b>80</b>

**2) For 50 marks**

**Time: 2 hours.**

**Maximum Mark. 50**

Part -I. Answer **all** questions. Each question carries one mark (6 X 1 =6 Marks)

Part -II. Answer **all** questions. Each question carries two marks (5 X 2=10 Marks)

Part –III Answer any **five** questions. Each question carries four marks (6 X 4 = 24 marks)

(Choice 5 out of 7)

Part –IV Answer any one question. Each question carries ten marks (1 X 10 = 10 marks)

(Choice 1 out of 2)

<b>Part</b>	<b>Type of Question</b>	<b>Number of Questions</b>	<b>Marks</b>
Part I	Very Short Answer Type	6	6
Part II	Short Answer Type	05	10
Part III	Short Essay/Problem solving Type	6/8	24

Part IV	Essay type	1/2	10
	<b>Total</b>	<b>21</b>	<b>50</b>

## 24. MONITORING COMMITTEE

The two year B Ed programme as envisaged by NCTE intends to offer theoretical components, practical inputs and experiences to transform prospective teachers into reflective practitioners. With course content being extended to two years across four semesters, it becomes necessary that institutions of teacher education meet the physical infrastructure and human resource requirements to meet the appropriate transaction of the curricular contents.

The institutions offering B Ed course should be keen in developing the necessary physical infrastructure necessary for transacting the curricular contents according to the units of allotment. Adequate classrooms for two batches, well equipped laboratories for optional subjects, psychology lab, technology lab and ICT resources, counseling cell, adequate playgrounds and facilities for physical education are essential requirements for effective curricular transaction. Therefore, a **University Level Monitoring Committee** including university officials and experts from the field of education shall be constituted to monitor the physical infrastructure and curricular transaction of the revised two year curriculum as part of good practice of ensuring quality teacher education programme.

## 25. GRIEVANCE REDRESSAL MECHANISM

Internal assessment shall be made very transparent. A student has all the rights to know how the teacher arrived at a grade. Students should be made aware of the modus operandi of assessment process and the criteria by the teacher concerned well in advance. The score indicating their level of performance in prescribed processes is to be published periodically. In order to address the grievance of students, a three level Grievance Redressal Mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed at the lower level.

**Level 1** Teacher Level: the teacher concerned

**Level 2** Department/College level committee with the Director/Principal as Chairperson, Convener of Internal examination cell and a teacher nominated by the Department/College Council as member.



**Level 3** University Level: Committee constituted by the Vice-Chancellor

**TRANSITORY PROVISION**

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

Dr. Babu K

Ashraf TP

(Sd)

(Sd)

Chairman BoS in Education

Coordinator

## SEMESTER- I

**BED C 101: PSYCHOLOGY OF CHILDHOOD AND GROWING UP**

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

**Rationale:**

The purpose of this course is to equip the student-teacher with the background knowledge that one needs to develop an understanding of the school children and their socio-cultural contexts. This background includes a critical engagement with theories, as well as psychological issues in the world of children and adolescence. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context

**Objectives**

- To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood and adolescence.
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.
- To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts; family, schools, neighborhoods and community.
- To analyze the major theories of intelligence as applied to a variety of educational settings.
- To develop an understanding of different theories of personality and to know the impact/influence of socio-cultural context in shaping personality, especially with respect to the Indian context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations, systematic data.
- Watching movies/ videos and holding discussions

### **Unit: I- : Introduction to Perspectives on Development (8 Hours)**

- 1.1 Concept and introduction to perspectives on development (Brief introduction) - Behaviouristic, Psychoanalytic, Cognitive, Humanistic, Neuro- Biological and Eco psychology.
- 1.2 Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span; socio-cultural contexts influencing development.
- 1.3 Principles of Growth and Development; Stages of Development (Infancy, Childhood, Adolescence).
- 1.4 Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods.

### **Unit- II: Physical, Social and Emotional Development (20 Hours)**

- 2.1. Physical Development- Gross and fine motor development skills.  
  
Role of parents and teachers in providing opportunities for physical-motor development; developmental tasks.
- 2.2. Psycho-social Development (Erikson); influence of early childhood experiences on later personality. Moral Development – perspective of Kohlberg: cultural variations in moral reasoning.
- 2.3. Cognitive Development – (Piaget & Bruner); Language Development- Stages— Chomsky

and Vygotsky.

- 2.4 Childhood and adolescence in the context of poverty, globalization and adult culture; Commonalities and diversities within the notion of childhood and adolescence and how multiple childhoods and adolescence are constructed with particular reference to the Indian context. Adolescence: Aspirations challenges and problems.

### **UNIT III: INDIVIDUAL DIFFERENCES AMONG LEARNERS (12 hours)**

- 3.1. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- 3.2. Differences in learners based on predominant 'learning styles'.
- 3.3. Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- 3.4. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

### **Unit- IV: Intelligence (20 hours)**

- 4.1. Intelligence – Meaning and Definition
- 4.2. Theories of Intelligence: Spearman, Thurston and Guilford. Gardner's theory of Multiple Intelligence; how Multiple Intelligences theory defines and describes intelligence; the ways in which Multiple Intelligences theory can support teaching and learning practices
- 4.3. Concept of Emotional Intelligence and Sensory attractive natural **eco-intelligence**.
- 4.4. Measurement of Intelligence- kinds of Intelligence tests.
- 4.5. Exceptional Child; Educational Planning for the Individual learners; Learning Disabilities- Types, Planning and Remedial Measures.

### **Unit- V: Personality (20 hours)**

5.1. Definition and basics of personality.

5.2. Major theories on personality development: Freud, Jung, Adler, Allport, Cattell, Carl Rogers and Eric Berne.

5.3. Factors influencing development of Personality- Genetic and Environmental.

5.4. Adjustment and Mal-adjustment, defense mechanisms, mental health and mental hygiene.

### **Suggested Tasks/Assignments**

Task 1. Students collate about ten newspaper articles that involve issues of parenting and childhood, analyze these and hold discussions.

Task 2. Case Study Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3. Students watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

### **References:**

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education.
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
6. Aggarwal. J.C (1995) Essential Educational Psychology, New Delhi : Vikas Publishing House Pvt. Ltd.
7. Baron, Robert A (1999) Social Psychology, New Delhi : Prentice Hall of India
8. Berne, Eric (1964) Games People Play, USA : Penguin Books.



9. Berne Eric (19072) What do you say after you say Hello California : Corgi Books.

10. Bhatia, H.R (1977) Textbook of Educational Psychology, New Delhi: The McMillan company of India Ltd.
11. Chauhan, S.S (1988) Advanced Educational Psychology, New Delhi, Vikas Publication.
12. Dandapani S. (2001) A Textbook of Educational Psychology, New Delhi: Anmol Publication

### **Online Resources**

[www.allpsychology.com](http://www.allpsychology.com)

[www.apa.org](http://www.apa.org)

[www.psychology.org](http://www.psychology.org)

[www.psychcentral.com](http://www.psychcentral.com)

[www.psypress.com/developmentalpsychology](http://www.psypress.com/developmentalpsychology)

[www.socialpsychology.org](http://www.socialpsychology.org)

[www.study.com](http://www.study.com)

[www.teachpsychology.org](http://www.teachpsychology.org)

## SEMESTER I

### **BED C 102: CONTEMPORARY INDIA AND EDUCATION**

Hours of Instructions: 80 hours

Maximum Marks 100 (80 External+20 Internal)

#### **Objectives of the course:**

The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education.

- To enable student-teachers to engage with studies on Indian society and education
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in the society and its implication for education.
- To construct and develop a comprehensive and critical understanding among the student teachers about the policy framework for public education in India.

#### **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

**Unit-I: Social Diversity:** Diversities in traditional society -Vedic and epic Period, Medieval society -Muslim period and modern Society – Advent of the Europeans to the present society - Different levels of diversities – Individual –Regional –Religious –caste and linguistic diversities - Diverse Knowledge and experience base - diversified demands from education-Sensitizing India as a land of diversity –Strategies to attain harmonious living in a diversified Society- Culturally responsive pedagogy – Its significance and relevance in the present Indian context.

**Unit II: Indian constitution and Education:-** Preamble –Fundamental rights – Directive Principles of State Policies- Their implications in the current context -Article 45 and 30 (1) –

Constitutional values and aims of the education.

Issues related to inequality, discrimination and marginalization- Its impact on the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.

**Unit III: Universalization of Education and Constitutional provisions-** (Article 30(1)) ,Right to Education India Act of 2010. Inequalities- caste-colour-backwardness –cultural, Social and economic backwardness. Discrimination and marginalization- Its Impacts on achieving constitutional values. Positive Discrimination- Constitutional amendments. Child right and Child Labour -Recent amendments.

**Unit IV : Policy frame work for public education in India-** Comprehensive understanding of different education commissions and reports in pre independent and post independent India – Kothari Commission – Recommendation, National policy of education, NPE of 1986 and after- Reports and policies. Significance of recommendations these reports in contest of Liberalization, Privatization and globalization. Different schemes for Education in India- Naithalim, Wardha Scheme, SSA, RMSA, RUSA, Knowledge Commission reports

**Unit V: Educational Development in India-** Planned educational Development in India - Financing of Education in India- National level and state level financing- Pressure exerted by different stake holders on education- Community, religion, political, governmental and non governmental agencies.

**Unit VI: Education of the marginalized:-** Dalits, Women, Socially and culturally marginalized. Alternative education movements in India, KANFED, Mahila Samakhya , De-Schooling movements and literary movements in India and Kerala

**Unit VII: Language Policy for education :-** Basic education and mother tongue - the constitutional provisions of Medium of Instruction- three language formula. Debates on colonial language policies. Multi- lingual education.

**Unit VIII : Modern Paradigms in Pedagogy and curriculum ,** Pedagogical shifts across the world- constructivism and issue based Pedagogy- Four pillars of Education - issues in education in the context of urbanization, plebinisation, Privatization and stratification of education in India and World.

**Unit IX: Education for Building a New Nation-** Different program for eradicating inequalities- gender, Caste and class. Mid day meal programme- Its social and ideological implications- significance of the Supreme Court order, Right to food campaign. Education for Nation Building.

### **Suggested Tasks/Assignments**

- Group work : Prepare a short film/presentation of five minutes duration for combating any of the social evils in our society
- Conduct a study on issues of socially and culturally marginalized people of the locality.

## References:

- Apple, M.W., Au, W., & Gandin, L.A. (2011). *The Routledge international handbook of critical education*. Taylor & Francis.
- 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.
- Dewey, J. (2004). *Democracy and education*. Courier Dover Publications.
- Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.
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- Ghosh, S.C. (2007). *History of education in India*. Rawat Publications.
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- GOI. (1986). *National policy of education*. GOI.
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- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Hall, C., & Hall, E. (2003). *Human relations in education*. Routledge.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- NCERT. (2005). *National curriculum framework*. NCERT.
- NCERT. (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- 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.

The PROBE Team. (1999). *Public report on basic education in India*. Delhi: Oxford University Press.

UNESCO;1989 UN convention on the rights of the child.

UNESCO 2006; UN convention on the rights of person with the disabilities.

UNESCO 2009; Policy guidelines on inclusion in Education.

Zastoupil, L., & Moir, M. (1999). *The great Indian education debate: Documents relating to the Orientalist-Anglicist controversy, 1781-1843*. Psychology Press.

## SEMESTER- I

**BED C 103: LANGUAGE ACROSS THE CURRICULUM**

Hours of Instructions: 50 Hours

Maximum Marks 60 (50 External+10 Internal)

**Rationale and Aim**

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language and content are closely interrelated-content subjects provide context for language learning while effective language development facilitates learning of content subjects. Consequently, all teachers are encouraged to participate in developing language skills and competences within their fields of responsibility and thus contribute to a school *learning* policy as a whole. The primary objective of this paper is to make prospective teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation and make them globally competent.

**Objectives:**

To help the students to:

- Improve language proficiency and understanding of academic content.
- Know the function of Language, the language background of children and how children use language as a tool.
- Understand the nature of different class room discourses
- Understand the nature of reading comprehension in the content areas.
- Develop strategies for using oral language in the class room
- Understand how oral and written language can be used in the class room to ensure



optimal learning.

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers/case studies

- Project Method
- Participatory transaction by building them around responses of students.
- Giving Students opportunities to go through experiential process for transacting some topics such as process writing, reading, speaking, etc.

### **Units of Study**

#### **Unit 1: Language Across the Curriculum: A Conceptual Discussion 8 hrs**

- 1.1. Language Across the Curriculum- meaning need and benefits
- 1.2. Principles and practices of LAC approach in class rooms
- 1.3. Language and Communication skill - language and thinking process-  
Language as a tool for conceptualising/thinking
- 1.4. Role of content subject teachers and language Teachers in LAC

#### **Unit 2: Language and Teacher 15 hrs**

- 2.1. Importance of teacher language- criteria of good teacher language-elements  
contributing to good teacher language ( speed, vocabulary, structure, content,  
flexibility)
- 2.2. General Class room language of teacher- praising students, saying a student is  
wrong, encouraging students after they have given answers, encouraging students to  
speak, beginning and ending of lessons, marking stages of a lesson, class room  
organization, eliciting answers/ explanations , clueing, giving instructions for pair/group  
work, instructions for home assignments, checking understanding, instruction for tests  
and examinations, etc.

**Unit 3: Language and Children**

3.1. Language acquisition and language learning- Myth and reality

3.2 Home language and school language; the power dynamics of the  
'standard' language as the school language vs. home language or  
'dialects.

3.3. Listening-strategies to help students in listening; subject related listening activities

3.4. Speaking-Strategies to help students in speaking; discussion as a tool for learning;

3.5. Deficit Theory (Eller , 1989), Discontinuity theory

3.6. Importance of giving students a list of class room expressions-asking for repetition, asking for clarification, making requests, asking for feedback, asking for permission, apologizing, group work/pair work, etc.

#### **Unit 4: Language Development and Reading**

**12 hrs**

4.1 Reading as a Source for Language Development-Different Levels of Reading-Literal- Interpretive-Critical-Creative

4.2. Different Types of Reading- Detailed- Skimming- Scanning- Reading strategies for children- note making and summarizing

4.3. Strategies for improving reading- *Making use of typographic clues* (italics, bold faced print)--*Making use of patterns of knowledge* (description, sequence, comparison and contrast, cause and effect, definition, classification, hypotheses, exemplification and evaluation)

*Making use of graphics*—tables, bar graphs, line graphs, pie charts, flow charts, pictographs, maps, photographs, cartoons, time lines, etc--*Making use of information transfer activities*

SQR3-Survey, Question, Read, Recite and Review: Use of SQR3 in different subjects.

#### **Unit 5: Language and Writing**

**10 hrs**

5.1. Difference between Spoken Language and Written Language

5.2. Types of Writing: Expository, Descriptive, Persuasive, Narrative-Fictional and Nonfictional- Freelance Writing and its Areas

5.3. Analyzing children's writings to understand their conceptions;

5.4. Projects for developing writing: Teacher's involvement-sources of information-forms of presenting information, Techniques for designing a questionnaire, techniques for conducting interview- guidelines, report writing- techniques; oral presentation techniques.

5.5. Useful websites for all subjects

### **Suggested Tasks/Assignments**

- Select two stories from children's literature and identify teaching points from each story to be used for developing for oral expression. Submit a detailed report.
- Prepare plans of subject specific class room language Tasks/Assignments
- Preparation of Brief Autobiography
- Preparation and Presentation of Speeches

### **Reference**

1. Agnihotri, R.K. (1995). Multilingualism as a Classroom Resource.
2. Anderson, R.C. (1984). *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdole, NJ: Lawrance Erlbaum Associates.
3. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London, UK: Paul Chapman, 175-210.
4. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
5. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
6. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford:

Oxford University Press.

7. Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
8. Nancy Martin, "Language across the Curriculum: A Paradox and Its Potential for Change," *Educational Review*, Vol 28, No. 3 (June 1976), pp. 206-219.

9. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.

#### Online Resources

1. [www.claconsortium.org/](http://www.claconsortium.org/)
2. [www.languagesacrossthecurriculum.com/](http://www.languagesacrossthecurriculum.com/)
3. [www.onestopenGLISH.com](http://www.onestopenGLISH.com)
4. [www.slideshare.net](http://www.slideshare.net)
5. [www.thefacultylounge.org](http://www.thefacultylounge.org)



## SEMESTER I

### BED P 101.1: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ARABIC

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### ***Objectives:***

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

- *Acquaint with the meaning , nature and characteristics of language*
- *Familiarize with the nature, roles, and scope Arabic Language and its status in the Present day world.*
- *Familiarize with Taxonomy of Educational Objectives*
- *Develop an insight into the symbiotic relationship between curriculum, syllabus and text books.*
- *Develop the competencies and professional qualifications for teacher in the present scenario.*
- *Identify methods, approaches, materials and new trends for teaching Arabic at various levels*
- *Develop the ability to apply theories related to Language teaching*
- *Familiarize with the approaches , methods & techniques and develop the knowledge of acquisition of basic language skills*
- *Update Knowledge of current approaches, methods and strategies*
- *Develop the ability to choose the most suitable approaches, methods & strategies for classroom teaching*

#### **MODE OF TRANSACTION**

Lecture, Group learning, Seminar, Discussions, Debate, Practice & observation, Workshop, Practical sessions, CAI

#### **UNIT 1: GENERAL INTRODUCTION TO ARABIC LANGUAGE EDUCATION 6 Hrs**

- Language : Nature, meaning & definitions, characteristics and functions  
Language and Culture, Role of family and community as a resource in language acquisition

- Basic Concepts: Morphology, Phonology, Syntax, semantics.
- First Language, Second Language & Foreign language
- Arabic as a Second language & foreign Language
- Nature and Scope of Arabic Language
- Need & Significance of Arabic Language teaching and learning
- Problems of learning Arabic as a second language
- Arabic Language in Kerala

## **UNIT 2: AIMS AND OBJECTIVES OF TEACHING ARABIC LANGUAGE 8 Hrs**

- Aims and Objectives of Teaching and learning Languages
- Socio- cultural & utilitarian aims
- Principles of Language Learning
- Objective Based Instruction
- Bloom's Taxonomy of Educational Objectives (original & revised)
- Objectives and Specifications
- Process Oriented Teaching and learning
- Outcome based Learning (OBL)
- Developing communicative competencies
- Addressing learner sensibilities and abilities
- Aims and Objectives of Teaching and learning Arabic Language

## **UNIT 3: CURRICULUM DESIGNING IN ARABIC LANGUAGE EDUCATION (6 Hrs)**

- Curriculum: Meaning, Definition and principles
- Approaches to curriculum construction
  - Curriculum and syllabus, Types of Curriculum, language curriculum
  - Criteria for selecting curriculum content
- Modern Trends in Curriculum Construction:
  - Life Centered- Learner centered, - Activity centered, Issue Based, problem posing, Process oriented
  - NCF (2005), KCF (2007)
  - A Critical review of Arabic Curriculum of state schools of Kerala

## **UNIT4: LANGUAGE ACQUISITION (6hrs)**

- Language Skills: LSRW
  - Receptive skills & Productive skills
- Listening skill ; Significance of listening
- Speaking skill :Importance of speaking, Pronunciation
- Reading skill: Importance of reading skill
  - Loud Reading, Silent Reading
  - Intensive reading, Extensive reading

Skimming and scanning

- Writing Skill: Importance of writing skill  
Types of writing, Characteristics of good handwriting  
Creative writing
- Reference & Study Skills: Dictionaries & Encyclopedias, Online references

**UNIT 5: THEORETICAL BASES OF TEACHING ARABIC LANGUAGE: (12hrs)**

- Application of Psychological Theories & Principles :

Behaviourism, Cognitivism, Constructivism, Social constructivism,  
 Chomskyan Concept :( LAD &  
 Universal Grammar),  
 Krashen's Hypothesis

- **Models of Teaching:** Basic Concepts, families and Properties:  
 Syntax, Social System, support system, principles of reaction ,Instructional & nurturant effect
- Designs based on different Models of Teaching
- Concept Attainment Model, Advance Organizer Model , Synectic Model

#### **UNIT 6: METHODS & STRATEGIES OF TEACHING ARABIC LANGUAGE ( 12 Hrs)**

- **Approaches, Methods, strategies and techniques of teaching**
- Traditional and Modern Methods  
 Grammar Translation Method, Bilingual Approach, Direct Method, Structural approach, Communicative Approach, Eclectic Approach, Play way Method, Project Method  
 Role play, Dramatization, Narrative strategies  
 Discourse based language learning, Learning by doing, Activity Based Teaching and Learning  
 Approaches Methods of teaching Language elements:  
 Inductive and deductive methods, Functional and formal grammar
- **Approaches, Methods& techniques and of teaching Language skills:**  
 Listening Skill, Speaking skill  
 Developing speaking & Listening Skill,  
 Causes of bad pronunciation, Techniques for teaching good pronunciation  
 Methods and techniques of teaching Reading skill, Techniques of teaching reading  
 Methods and techniques of teaching Writing skill,  
 Techniques of teaching writing, Dictation, Creative writing, Editing Process
- **Modern Strategies in language teaching & learning**  
 Collaborative Learning & Co-operative Learning  
 Workshop, Seminar, Symposia, Debates  
 Video conferencing  
 E-learning, Blended Learning, Virtual Learning  
 E-tutoring, Discourse based teaching and learning

Addressing Individual differences in teaching and learning:  
Multiple level learning, Learning disabilities.

### **SUGGESTED TASKS/ASSIGNMENTS**

- Seminar on scope of Arabic language in the present-day world
- Assignment on problems of learning Arabic in multi lingual-plural society.

**READING & REFERENCE LIST:****Arabic :**

1. Abdullah al Amiri, Dr. Al Muallim al Najih:, Dar Usama li -nashir wa thouzeea'
2. Thatweeru Adai -al Muallim; kifayathu thaaleem wa thahleel al muthawasila : Hashim Uwaidha, Dar al Ilm al Malayeen , Labanan
3. Thaaleemu al lugha al arabiyya baina nadriyya wa thathbeeq: Dr Hasan Al Shahatha, Dar Misriyya wa llubnaniya
4. Mushkilathu thaaleemu llughal Arbiyya: Abbas Mahmood ; Dar alsaqafa, Qatar
5. Thareeqathu Thadreesi Wa stratejiyyathuhu: Dr Muhammed Mahmmod al Haila, Dar Al Kitab Al Jamia, Al ain, UAE
6. Al Mawajjah Al Fanni LiMudarirsee al Lughal Al Arabiyya: Abdul Aleem Ibrahim; Dar al maarif, Al qahira
7. Thaaleem al lugha al Arabiya lighairi al nathiqeena biha : Makthab al tharbiyya al Arabi liduwal al Khaleej
8. Ilmu al lugha; Muqadhima lil qaria al Arabi: Dr. Mahmood Al Saaran, Dar al- Nahda al Arabiyya
9. Thuruqu thadrees al lugha al Arabiyya lil madaris al muthawassitha wa thanaiyya : Hasan Mulla Uthman ; Dar alam al Kuthub lithbaa wa nnashshr wa thouzeea, Riyadh, KSA
10. Thaqnolojiya al Thaaleem; Al wasail al thaaleemiyya wa thaqniyyath al thaalum: Dr. Muhammed Assam Tharbay , Dar Hammurabi llnashri wa thouzeea
11. Asaleeb Wa Thuruqu al-Thadrees al Hadeesa : Dr. Muhammed Assam Tharbaya; Dar Hammurabi llnashri wa thouzeea
12. Providing teachers effective strategies for using technology techrends: Brown B& Henscheid
13. The systematic Design for Instruction: Dick,W& L(1990)
14. Istheeratheejiyyath wa Maharah al Tharees :Kamal al Jundi; Dar al Jumhooriya liltthibaa
15. Wasaail al Ithisal wa thaknologiya fithaaleem :Dr Abd al hafiz muhammed salama ,Dar al Fjkar
16. Al thadrees wa Iadad al Muallim: Dr.S Abdulrahman qindeel Dar al Nashr al Duwali
17. Murshid al Muallim: Richard D. C ; Aalam al Kutub al Qahira
18. Al Thadrees Ahdafuhu wa usasuhu wa Asaleebuhu Thaqweemu Nathaijuhu wa Thathbeeqathuhu: Dr Fikri Hasan Rayan, Aalm al kutub , al qahira

19. Madkhal Ila Tharbiya al muthamayzeena wal Mauhooben, Dar al fikar lial thibaa wa Nashr
20. Thaqniyyath al thaaleem( Mafhoomuha wa douruha fi thahseeni amaliyyath al thaaleem wa thaallum: Badar Salih
21. Kuthub al Mudariseen lil madaris al thanawiyya: Majli al wilaya lilbuhuzu thabaviyya wathadreeb
22. Al tharbiya wa thuruqu thadrees: Salih Abdul Azeez& Abdul Azeez Abdul Majeed: Dar al Maarif, Al Qahira
23. Kaifa Thulqi Darsak: Yabhasu fi usooli al tharbiyath wa thadrees, Dar al Ilm lil Malayeen , Bairut.
24. Al Muwajjah al Amali li Mudarrisee al Lugha Al Arabiyya: Abid Thoufeeq al Hashmi: Al Risala publishing House, Bairoot



## English:

25. Bruce Joyce & Marsha weil, Models of Teaching:
  26. Cox, Carole. (2002) Teaching Language Arts. Allyn & Bacon, Boston.
  27. Doff, Adrian.(2008) Teach English : A Training Course for Teachers. Cambridge University Press.
  28. Hedge, Tricia. (2000). Teaching and Learning in the Language Classroom. Oxford University Press.
  29. Jack C. Richards, and Theodore S. Rodgers.(1986) Approaches and Methods in Language Teaching. Cambridge University Press.
  30. Jack C. Richards, and Anne Burns. (2009) The Cambridge Guide to Second Language Teacher Education. Cambridge University Press.
  31. Norton, Donna E (et al.) (1999). Language Arts Activities for Children. Prentice Hall, New Jersey.
  32. Reyes, Sharon Adelman. (et al.) Constructivist Strategies for Teaching English Language Learners. Corwin Press.
  33. Seeley, John (2003) the Oxford Guide to Writing and Speaking. Oxford University Press.
  34. Wallace, Michael J. (2006) Study Skills in English. Cambridge University Press.
- Journals:
35. Current Perspectives in Teaching the Four Skills by ELI HINKEL Seattle University Seattle, Washington,
  36. United States TESOL QUARTERLY P 110-131
  37. Majalla : Al waiyul Islami
  38. Majalla : Al Baas al Islami
- Online resources:
39. Activities for developing skills
  40. <http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>
  41. Current trends in Teaching Listening and Speaking by Jack. C. Richards
  42. [www.oup.com/elt](http://www.oup.com/elt)
  43. [http://www.asian-efl-journal.com/Sept\\_06\\_ro.php](http://www.asian-efl-journal.com/Sept_06_ro.php)
  44. [BBC World Service: Learning English](http://www.bbc.co.uk/worldservice/learningenglish/index.shtml)  
<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>
  45. [FRET \(Free Resources for English Teaching\)](http://www.english-teaching.co.uk/)  
<http://www.english-teaching.co.uk/>

46. Learning Brain-based way
47. <http://languagelab.com.sg/faq.php>
48. The Essentials of Language Teaching
49. <http://www.nclrc.org/essentials/index.htm>
50. <http://www.languageinindia.com/april2002/tesolbook.html>
51. Task-Based Language Teaching and Learning: An Overview



To be competent in the various aspects of curriculum construction and evaluation	<b>2.1 Commerce Curriculum</b> <ul style="list-style-type: none"><li>• Meaning and definition of curriculum</li><li>• Types of curriculum</li></ul> <b>2.2 Principles of curriculum construction</b>	Critical analysis of higher secondary commerce curriculum. (NCERT/CBSE/SCERT)
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	<p>2.4. Curriculum Evaluation</p> <p>2.4. Commerce curriculum in different countries</p>	
<p>To identify relevant psychological theories and its application in the teaching of commerce</p>	<p><b>Learning Theories and the teaching of commerce</b></p> <p><b>3.1 New perspective of teaching Subjects Commerce</b> - approaches and Strategies based on NCF and KCF</p> <p><b>3.2 Piaget, Burner, Dewey, Vygotsky, David Ausubel, Howard Gardner</b> – their theories and its influence in curriculum and learning process</p> <p><b>3.3 Role of teacher &amp; learners in different Learning Approaches</b> – Behaviorist &amp;, constructivist</p>	<p>Role of teacher – Mediation, modeling and coaching , to be discussed in groups. Identify contexts where this is possible.</p>
<p>To achieve mastery over instructional strategies, methods and techniques for teaching commerce</p>	<p><b>Approaches, Techniques and Methods of Teaching Commerce</b></p> <p><b>4.1 Approaches</b></p> <ul style="list-style-type: none"> <li>• Didactic – teacher initiated -Lecture , Descriptive, Demonstration and expository methods</li> <li>• Socratic – interactive method- Question answer</li> <li>• Facilitative – Learner initiated – Co operative &amp; collaborative learning</li> <li>• Investigative- experience based- Guided discovery, Survey, Heuristic</li> </ul> <p><b>4.2 Techniques</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Dramatization</li> <li>• Brainstorming</li> <li>• Buzz Session</li> </ul>	<p>Discussion and presentation of detailed report of the Guidelines, Principles, merits and demerits of each approach/ technique/ method.</p>

	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Case study/ Case Method</li> <li>• Project</li> <li>• Problem Solving</li> <li>• Inductive- Deductive</li> <li>• Socialised- Panel discussion, Symposium, Workshop, Forum</li> <li>• Seminar</li> </ul> <p><b>4.4 Strategies specific to commerce teaching</b></p> <ul style="list-style-type: none"> <li>• Oral – debate, extempore speech</li> <li>• Written- articles, poster</li> <li>• Analysis and Interpretation of graphs, reports, business news</li> </ul>	Discussion on commerce related strategies and suggested approaches
To use different instructional materials for commerce teaching	<p><b>Resources for teaching/ learning commerce</b></p> <p><b>5.1 Reference Materials –</b> Business magazines, Newspapers, Reports, Articles, Periodicals</p> <p><b>5.2 Text book and Hand book</b></p> <p><b>5.3 Open education resource-</b> use of internet, infli bnet .</p> <p><b>5.4 Commerce Laboratory</b></p> <p><b>5.5 Commerce library</b></p> <p><b>5.6 Item bank/Question bank</b></p> <p><b>5.7 Educational CDs</b></p>	Discussion on ways of utilizing various resources and their advantages to learning.
To acquaint with the various social issues and challenges in the society.	<p><b>6.1 Current affairs in commerce teaching</b></p> <p><b>6.2 Controversial issues in business field</b></p> <ul style="list-style-type: none"> <li>• Impact of Policies/Tax/trade agreement s</li> <li>• Amendments in Laws/Acts</li> </ul>	Identification of and debating on the various issues and challenges in business field.

role and significance of commerce in achieving national integration and	<b>(4 Hrs)</b>	
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### References:

(Common)

Gronlund, N.E. (1985). *Stating Objectives for Classroom Instruction* (3rd ed.). New York: Macmillan.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (abridged). New York: Longman.

Block, H. James. (1971). *Mastery Learning: Theory and Practice*. New York: Holt, Rinehart and Winston, Inc.

Bloom, B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: Cognitive Domain*. New York: Longman.

Boynton, Lewiv, D. (1970). *Methods of Teaching Book Keeping and Accounting*. Ohio: South Western Publishing Company.

Carey, M. Lou. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon, Inc.

Ebel,L& Frisbie, A. (1991) *Essentials of Educational Measurement*. New Jersey: Prentice Hall.

Hall, G.E & Jones, H.L. (1976). *Competency Based Education: A Process for the Improvement of Education*. New Jersey: Prentice Hall.

Harrow, A. J. (1972). *A Taxonomy of the Psychomotor Domain*. N.Y: David McKay Company, Inc.

Joyce, Bruce & Weil, Marsha. (1999). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.



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- Krathwohl, D.R., Bloom, B.S. and Masia, B.B. (1964). Taxonomy of Educational Objectives: Handbook II. The Affective Domain. N.Y.: David McKay Company, Inc.
- Lowman, J. *Mastering the Techniques of Teaching*. San Francisco: Jossey-Bass, 1984.
- Satlow, I.D. (1964). *Teaching of Business Subjects Effectively*, New York: Prentice- Hall Inc.
- Tonne, H.A., Popham, E.L. & Freeman, M.H. (1965). *Methods of Teaching Business Subjects*, New York: McGraw-Hill book Company
- UGC. (1998). *Report of the Curriculum Development Centre in Commerce*. New Delhi: UGC.
- Verman, M. M. (1979). *Method of Teaching Accountancy*. New York: McGraw Hill.
- Boynlon. L.O. (1995). *Methods of Teaching Book-Keeping*, Cincinnati : South Western Pub. Company.
- Green. H.L. Activities Hand Book for Business Teachers. Mc.Grow Hill Book Co.
- Khan. M.S. The teaching of Commerce. New Delhi: Sterling Publishers.
- Lynn Erikson. H. (1998). Concept based curriculum instruction. India: Sage Publications.
- Nodan & Haydon. Principles and Problems of Business Education. Cincinnati: South Western Pub.
- Sinj. M.N. & Maheswari. S.B. (1975). Methods and Techniques of Teaching Commerce Subjects. Delhi: Young men & Co.,
- Tonne. HA (1960). Principles of Business Education. New York: Me. Graw Hill Book Col. Gregg Division Company.

## SEMESTER I

### **BED P 101.3: UNDERSTANDING THE DISCIPLINE AND SUBJECT-ENGLISH**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### **Objectives:**

After completion of course the student teacher will be able to

- *acquaint with the meaning, nature and characteristics of language education*
- *familiarize with the nature, roles, and scope English Language and its status in the Present day world.*
- *familiarizes with Taxonomy of Educational Objectives*
- *develop an insight into the symbiotic relationship between curriculum, syllabus and text books.*
- *develop the competencies and professional qualifications for teacher in the present scenario.*
- *identify methods, approaches, materials and new trends for teaching English at various levels*
- *develop the ability to apply theories related to Language teaching*
- *familiarize with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills*
- *update Knowledge of current approaches, methods and strategies*
- *develop the ability to choose the most suitable approaches, methods& strategies for classroom teaching*

#### **MODE OF TRANSACTION**

Lecture, Group learning, Seminar, Discussions, Debate, Practice & Observation, Workshop, Practical sessions, CAI, Assignment, Brain Storming, Buzz Session , Projects and Related reading.

#### **UNIT 1: GENERAL INTRODUCTION TO ENGLISH LANGUAGE EDUCATION**

Language: Nature, meaning & definitions, characteristics and functions

Language and Culture, Role of family and community as a resource in language acquisition

Basic Concepts: Morphology, Phonology, Syntax, semantics.

First Language, Second Language & Foreign language

English as a Second language & foreign Language

Nature and Scope of English Language

Need & Significance of English Language teaching and learning  
 Problems of learning English as a second language

English Language in Kerala

Difference between Oral and Written language

## **UNIT 2: AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE**

Aims and Objectives of Teaching and learning Languages  
 Socio- cultural & utilitarian aims

Principles of Language Learning  
 Objective Based Instruction

Bloom's Taxonomy of Educational Objectives (original & revised)

Objectives and Specifications

Process Oriented Teaching and learning  
 Outcome based Learning (OBL)  
 Developing communicative competencies

Addressing learner sensibilities and abilities

Aims and Objectives of Teaching and learning English Language

## **UNIT 3: CURRICULUM DESIGNING IN ENGLISH LANGUAGE EDUCATION**

Curriculum: Meaning, Definition and principles  
 Approaches to curriculum construction

Curriculum and syllabus, Types of Curriculum, language curriculum  
 Criteria for selecting curriculum content

Modern Trends in Curriculum Construction:

Life Centered- Learner centered, - Activity centered, Issue Based, problem posing,  
 Process oriented

NCF (2005), KCF (2007)

A Critical review of English Curriculum of state schools of Kerala

## **UNIT 4: LANGUAGE ACQUISITION**

Acquisition v/s Learning  
 Language Skills: LSRW

Receptive skills & Productive skills

Listening skill; Significance of listening

Speaking skill: Importance of speaking, Pronunciation

Reading skill: Importance of reading skill

Loud Reading, Silent Reading

Intensive reading, Extensive reading

Skimming and scanning

Writing Skill: Importance of writing skill

Types of writing, Characteristics of good handwriting  
Creative writing

Reference & Study Skills: Dictionaries & encyclopedias, online references

## **UNIT 5: THEORETICAL BASES OF TEACHING ENGLISH LANGUAGE:**

Application of Psychological Theories & Principles:

Behaviourism, Cognitivism, Constructivism, Social constructivism,  
Chomskyan Concept :( LAD & Universal Grammar),

Krashen's Hypothesis

**Models of Teaching:** Basic Concepts, families and Properties:

Syntax, Social System, support system, principles of reaction, Instructional &  
nurturant effect

Designs based on different Models of Teaching

Synetic Model

### **Approaches, Methods, strategies and techniques of teaching**

Traditional and Modern Methods

Grammar Translation Method, Bilingual Approach, Direct Method, Structural  
approach,

Communicative Approach, Eclectic Approach, Play way Method, Project Method  
Role play, Dramatization, Narrative strategies

Discourse based language learning, learning by doing, Activity Based Teaching and  
Learning

Approaches Methods of teaching Language elements:  
Inductive and deductive methods

### **Approaches, Methods& techniques and of teaching Language skills:**

Listening Skill, Speaking skill  
Developing speaking & Listening Skill,

Causes of bad pronunciation, Techniques for teaching good pronunciation  
Methods and techniques of teaching Reading skill, Techniques of teaching reading  
Methods and techniques of teaching Writing skill,

Techniques of teaching writing, Dictation, Creative writing, Editing Process

### **Modern Strategies in language teaching & learning**

Collaborative Learning & Co-operative Learning

Workshop, Seminar, Symposia, Debates

Video conferencing

E-learning, Blended Learning, Virtual Learning

E-tutoring, Discourse based teaching and learning

Addressing Individual differences in teaching and learning:

Multiple level learning, Learning disabilities

### **SUGGESTED TASKS/ASSIGNMENTS**

Seminar on scope of English language in the present-day world  
Assignment on problems of learning English in multi lingual-plural society.

### ***READING & REFERENCE LIST (common)***

#### ***English:***

Anandan K L. (2006). *Tuition to Intuition – The Constructivist Perspective on Second Language Pedagogy*, TRANSCEND: Malappuram, Kerala

Bruce Joyce & Marsha wail, *Models of Teaching:*

Cox, Carole. (2002) *Teaching Language Arts*. Allyn & Bacon, Boston.

Doff, Adrian. (2008) *Teach English: A Training Course for Teachers*. Cambridge University Press.

Hedge, Tricia. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.

Jack C. Richards, and Theodore S. Rodgers.(1986) *Approaches and Methods in Language Teaching*. Cambridge University Press.

Jack C. Richards and Anne Burns. (2009) *The Cambridge Guide to Second Language Teacher Education*. Cambridge University Press.

Norton, Donna E (et al.) (1999). *Language Arts Activities for Children*. Prentice Hall, New Jersey.

Reyes, Sharon Adelman. (et al.) *Constructivist Strategies for Teaching English Language Learners*. Corwin Press.

Seeley, John (2003) *the Oxford Guide to Writing and Speaking*. Oxford University Press.

Wallace, Michael J. (2006) *Study Skills in English*. Cambridge University Press.

Online resources:



Activities for developing skills

<http://www.teachingexpertise.com/articles/activities-for-developing-skills-1106>

Current trends in Teaching Listening and Speaking by Jack. C. Richards

[www.oup.com/elt](http://www.oup.com/elt)

[http://www.asian-efl-journal.com/Sept\\_06\\_ro.php](http://www.asian-efl-journal.com/Sept_06_ro.php)

BBC World Service: Learning English

<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>

FRET (Free Resources for English Teaching)

<http://www.english-teaching.co.uk/>

Learning Brain-based way

<http://languagelab.com.sg/faq.php>

The Essentials of Language Teaching

<http://www.nclrc.org/essentials/index.htm>

<http://www.languageinindia.com/april2002/tesolbook.html> Task-Based Language Teaching and Learning: An Overview

## SEMESTER I

### **BED P 101.4: UNDERSTANDING THE DISCIPLINE AND SUBJECT-HINDI**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### **Objectives of the Course**

After completion of course the student teacher will be able to:

- Understand the different roles, status and the nature of language
- Reflect on the cultural supremacy of language
- Understand the different roles of language
- Understand the science of language such as grammar, phonetics etc.
- Develop an understanding the nature of language system
- Understand the different constitutional provisions and policies of language especially Hindi as a national language.
- Develop on insight into the symbiotic relationship between curriculum and syllabus.
- Identify methods, approaches, materials and new trends for teaching Hindi at various levels especially in the Kerala context.
- Understand the competencies and professional qualifications for teacher in the current scenario.

#### **MODE OF TRANSACTION**

Group learning, Seminar, Discussion, Lecture, Demonstration, Practice & observation, Workshop, Practical sessions, CAI.

#### **Unit I : GENERAL INTRODUCTION TO LANGUAGE LEARNING AND NATURE OF HINDI**

## LANGUAGE

- **Language:** Meaning and definition - Importance of language in social life – Language a vehicle of cultural heritage - multi-culture awareness and language teaching.

- **Nature and Structure of Hindi Language:** Sentence, meaning – Basic concepts in phonology, morphology, syntax and semantics.

## **UNIT II: LANGUAGE EDUCATION – CONSTITUTIONAL PROVISIONS, POLICIES, RECOMMENDATIONS, POSITIONS AND ROLE OF HINDI LANGUAGE IN INDIA AND KERALA CONTEXT**

- Position of Languages in India; Articles 343 – 351 , 350 A; Kothari Commission (1964 -66); NPE – 1986; POA – 1992 ; National Curriculum Framework – 2005 ) language education)
- Before Independence and After Independence, Hindi as a mother tongue second language, National Language, official language , Hindi as a Link Language, Position of Hindi in Kerala – Three Language Formula. Challenges of teaching and learning Hindi.

## **UNIT III: CURRICULUM DESIGNING IN HINDI LANGUAGE EDUCATION**

Understanding the concept of curriculum, basis, Principles of curriculum construction, types of curriculum, scope and limitation of existing school Hindi language curriculum (with reference to NCF 2005). Modern trends of curriculum construction.

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

- Teaching as a profession, teacher as a facilitator, scaffolder, mentor, reflective practitioner.
- Pre – service, in-service training programs for quality improvement – Seminars workshops, Panel discussions, Field trips, projects etc.

## **UNIT V: INNOVATIVE THEORIES AND APPROACHES FOR LANGUAGE EDUCATION (MT &SL)**

- Philosophical, social and psychological bases of approaches to Language acquisition and Language learning: principles and maxims, inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching ( John Dewey, Bruner, J.Piaget, L.Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.)
- A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES: Grammar translation method, Direct method, Structural – situational method, Audio – lingual method, Natural method; Reciprocal teaching, project method-play way method,

co-operative learning – collaborative learning, Dr. West's new method, Merits and demerits.

## SUGGESTED TASKS/ASSIGNMENTS

Seminar on role of national language/ lingua franca in a multi-linguistic society, assignment on three language formula.

## REFERENCES:

1. Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
2. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
3. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
4. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
5. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
6. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
7. Jeeth, Yogendra, B. (1986). SikshaMemAdhunikPravrithiyam. Agra: VinodPustakMahal.
8. Jeeth, Yogendra, B. (2005). Hindi Sikshan. Agra: VinodPustakMandir.
9. Kumar, VijendraVarisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
10. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
11. Longman. Dakin, J. (1973). The Language Laboratory and Language Learning. London: Longman.
12. Macmillian. Mangal, S. k., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: loyal book depot.
13. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
14. Mathur, S.S. (2005). Sikshan Kala. Agra: VinodPustakMandir.

15. Narang, Bhatia. (1995). Adhunik Shikshan Vidhiyam.Ludhiyana: Prakash Brothers Publishing.
16. Pandey, S.K and Sharma, R.S. (2008). Encyclopaedia of Modern Techniques of Teaching. New Delhi: Common Wealth Publishers.
17. Passi, B. K. (1976). Becoming a Better Teacher : Micro teaching approach. Ahmadabad: Sahitya Mudranalaya.
18. Sharma, S. (2005). Advanced Educational Psychology. New Delhi: Anmol Publications.
19. TiwariBholanadh.(2006). RajbhashaHindi.NewDelhi: Prabhat Publication.



20. Ur, Penny. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
21. Ur, Penny. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press.
22. Widdowson HG(1982) ; Teaching language as communication. OUP, London
23. Wright, A. (1977). Visual Material for the Language Tteacher. London: Longman.
24. Acharya Sithram Chathurvedi. Bhasha Ki Siksha.
25. Dr. Sreedharanantha Mukherji. Rashtra Bhasha Ki Siksha.
26. P.G. Kamath, Anya Bhasha Sikshan Eak Bhasha Vajanik Drishty.
27. K.M. Siva Ram Sharma. Hindi Sikshan Kala.
28. Bhai Yogendra Jit. Hindi Bhasha Sikshan.
29. Shri Satyanarayan Thripadi. Hindi Bhasha Aur Lipi Ka Aithihasic Vikas.
30. Dr. Ramakant Padak and Dr. Bnhagugadh Deekshi, Adhunik Hindi Vyakaraan Aur Reehana.
31. Nanda Bulare Baj Peyi, Sahitya Sushama.

## SEMESTER I

**BED P 101.5: UNDERSTANDING THE DISCIPLINE AND SUBJECT-KANNADA**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

**OBJECTIVES:**

- Understanding and criticizing the meaning and importance of mother tongue in education.
- Nature and importance of Kannada language.
- Aims and objectives of Kannada teaching.
- Methods and techniques of Kannada teaching.
- To understand the approaches of Kannada teaching.

**Unit 1: General Introduction to Kannada language**

- 1.1 Meaning, definition, nature and importance of Kannada language.
- 1.2 Kannada language: as a first, second and third language in education.
- 1.3 Meaning and importance of mother tongue.
- 1.4 Three language formula and Gokakh varadi.

**Unit 2: Aims and objectives of Kannada language**

- 2.1 General objectives of Kannada teaching
- 2.2 Specific objectives of Kannada teaching; knowledge, understanding, expression and emotion.
- 2.3 Curriculum: Nature, meaning and types; Importance in language;
- 2.4. Modern curriculum.

**Unit 3: Methods and techniques of Kannada teaching**

- 3.1 Meaning and importance of Kannada teaching.
- 3.2 Scope of Kannada B.Ed course.

3.3 Traditional and modern methods in Kannada teaching.

3.4 Question answer method, Story method, Discussion method direct method, supervised method and play-way method; Meaning nature, merits and demerits.

#### **Unit 4: Principles approaches of Kannada teaching**

- 4.1 Blooms taxonomy of educational objectives with special reference to Kannada.
- 4.2 Structural approach and communicational approach.
- 4.3 Language psychological principles; Behaviouristic, cognitive and constructivist approaches.
- 4.3 Easy to difficult, simpler to complex, known to unknown.

#### ***SUGGESTED TASKS/ASSIGNMENTS:***

- 1 Collect two language games each to practice vocabulary and grammar.
- 2 Project based on Kannada language
- 3 Conducting class room seminars

#### ***REFERENCES:***

- 1. Kannada bhasha shastra- Daravadakar R. A
- 2. Bhashe mattu bhasha vijyana- Kempegaowda K
- 3. Bhasha vijyanada moolatatvagalu- Chidananda moorty M
- 4. Chandashastra- Karki D S
- 5. Chandassu- Venkatachala shastri T. V
- 6. Hosagannada bhasha bhodane- Anantarama R
- 7. Kannada bhasha tatwa mattu bhodana marga- Anasooya V
- 8. Bhashe mattu kannda bhasha bhobane- Obalesha gatty.
- 9. Kannada bhodane- KrishnappaS
- 10. Shalegallally Kannada bhodhane- Pandytha C Krishna
- 11. Kannada nudi bhodhane- Ramana B. V
- 12. Kannada bodhane kelavu vicharagalu- Mahabaleshvara Rao
- 13. Kannada kaipidi- T N shreekanntayyya
- 14. Bhashe- Vishwakosha mysoor
- 15. Prauda shalegallally Kannada bhodhane- Mahabaleshvara rao
- 16. Bhashe mattu Kannada bhsha bhodane- Kongavada

## 17. Vishyadaryta Kannada bhodana vidana- s Shivayya

**SEMESTER I****BED P 101.6: UNDERSTANDING DISCIPLINE AND SUBJECT-MALAYALAM**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

**OBJECTIVES:**

To enable the learners understand the concept, and nature of Languages.

To acquaint the learners with the concept of Language Acquisition

To enable the learners to understand the communication process

To develop positive attitude towards mother tongue, the rich and vivid culture of Kerala

To familiarize the learners with Nature and Scope of Functional languages

To enable the learners understand the professional role of language teachers.

**TRANSACTIONAL STRATEGIES:**

Lecture, Group learning, Discussion, Seminar, Demonstration, Practice& observation

**CONTENT:**

**UNIT I:** i) Introduction to Languages and its relation to other disciplines. ii) Concept of Natural Language. Design Features of Language. iii) Speech Vs. Writing. iv) Piaget, Bruner, Vygotsky Chomsky, v) Chomsky's competence and Performance

**UNIT II:** 1. Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD) ii) Stages of Language Acquisition. iii) Mother Tongue,

Second Language and Foreign Language, concept of three language formula, iv) Use of Language in Society. Concept of Communicative Competence. role of media

**UNIT III:** i) Communication process in teaching- learning ii) Meaning and significance of communication process iii) Inter-personal and Intrapersonal Communication iv) Factors Affecting Communication v) vernal and non verbal communication

**UNIT IV-** 1. Importance of mother tongue- medium of thought and communication of ideas and emotions- creativity and aesthetic sense- medium of instruction- cultural transformation

.Planning for Instruction - Designing year plan, unit plans and lesson plans

**UNIT V:** i) Nature and Scope of Functional Languages. ii) Language and Education iii) Methods and Strategies in Language Teaching. iv) Lexicography, Translation and Stylistics. dialects, folklore- an overview

**Unit- VI:** i) Teachers Role & professional Ethics ii) As a facilitator of learning ii) competencies and qualities of language teacher in preparing students to encounter future challenges v) As a link between school & community vi) As a mobiliser of community resources vii) Concept and dimensions of professional ethics of teachers

### **SUGGESTED TASKS/ASSIGNMENTS:**

Assignment on language

Project on language

Prepare a report of seminar/symposium/ discussion/ debate

### **REFERENCES:**

32. Billows F L(1961): The techniques of language teaching. London: Longman group Limited
33. Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
34. Dale, E. (1967). Audiovisual Methods in Teaching. New York: The Drygen Press.
35. Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
36. Hooper, R. (Ed.). (1971). The Curriculum: Context, Design and Development. Edinburg: The Open University.
37. Lee, W. R. (1976). Language Teaching, Games and Contexts. London: Oxford University Press.
38. Longman. Dakin, J. (1973). The Language Laboratory and Language Learning. London: Longman.
39. Macmillian. Mangal, S. k., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: loyal book depot.



40. Passi, B. K. (1976). *Becoming a Better Teacher : Micro teaching approach*. Ahmadabad: Sahitya Mudranalaya.
41. Sharma, S. (2005). *Advanced Educational Psychology*. New Delhi: Anmol Publications.

42. Ur, Penny. (1984). Teaching Listening Comprehension. Cambridge: Cambridge University Press.
43. Ur, Penny. (1999). A Course in Language Teaching. Cambridge: Cambridge University Press.
44. Widdowson HG(1982) ; Teaching language as communication. OUP, London
45. Wright, A. (1977). Visual Material for the Language Teacher. London: Longman.
46. Padhana Projectukalkku oru Kaippustakam, Prof. MK Prasad, Kerala Shaasthrasaahitya Parishad
47. Divaswapna, Gijubhai Bhadeka, National Book Trust
48. Engane Malayalattil Blogam, Baburaj PM, DC Books, Kottayam
49. Gadyarachana, Dr.CK Chandrasekharan Nair, Kerala Bhasha Institute
50. Gadyashilpam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
51. Kerala Panineeyam, AR Rajaraja Varma , DC Books, Kottayam
52. Kuttikale Padanathil Sahayikkam, PK Abdul Hammed Karassery, DC Books, Kottayam
53. Malayala Bhasha Bodhanam, CV Vasudeva Bhattathiri, Kerala Bhasha Institute
54. Malayala Kavithapadhanamgal, K Sachidanandan, Mathrubhoomi Books
55. Malayala Sahithya Charithram, Dr. Kalpatta Blakrishnan, Kerala Bhasha Institute
56. Malayala Sahithya Charithram, PK Parameswaran Nair, Sahithya Academy
57. Malayala Sahithya Niroopanam, Dr. Panmana Ramachandran Nair, Current Books, Kottayam
58. Malayala Sahithya Vimarshanam, Dr. Sukumar Azheekkode, DC Books, Kottayam
59. Mumbilulla Jeevitham, J Krishnamoorthi, DC Books, Kottayam
60. Nalla Malayalam, CV Vasudeva Bhattathiri, DC Books, Kottayam
61. Nammude Bhasha, EMS Namboothiripad, Kerala Bhasha Institute
62. Parivarthanonmugha Vidhyabhyabyasam, Guru Nithyachaithanya Yathi, Narayana Gurukulam, Varkala
63. Prayogika Vyakaranam, Irinjayam Ravi
64. Purogamana Vidyabhyaasa chinthakal, PV Purushothaman, Kerala Shaasthrasaahitya

Parishad

65. Thettillatta Malayalam, Prof. Panmana Ramachandran Nair, DC Books, Kottayam

66. Tirakkadha Rachana – Kalayum Sidhanthvum, Jose K Manuel, Current Books, Kottayam
67. Toto Chan, Tetsuko Koriyo Nagi, Kerala Shaasthrasaahitya Parishad
68. Tuition to Intuition, Dr. KN Anandan, Transcend, Malappuram
69. Ucharanam nannavan, Dr.VR Prabodhachandran, Kerala Bhasha Institute
70. Vidhyabhyasathil Viplavam, Osho, Silence, Kozhikkode
71. Vidyabhyaasa chinthakal, Asis Tharuvana, Olive, Kozhikkode
72. Vidyabhyasa Parivarthanattinoru Amugham, Kerala Shaasthrasaahitya Parishad
73. Vyakarana Mitham, Sheshgiri Prabhu
74. Malayala Bhashadyapanam, Dr.K Sivarajan, Calicut University
75. Micro teaching, Allen,D & Ryan, K, Adison Wesley, London
76. Mathrubhashabhodhanam Pravanathakalum Reethikalum, Bindhu,C.M., Scorpio, Calicut
77. Bhasha padanavum bodhanashasthravum author : Dr:Sreevrinda nair N
78. Bhasha padanavum sidhanthangalum author : Dr:Sreevrinda nair N DC reference.

### **Online Resources**

1. <http://ml.wikipedia.org>
2. <https://www.facebook.com/groups/144983732246185>
3. <https://www.facebook.com/groups/paribhasha>
4. <http://www.keralasahityaakademi.org/>
5. <http://malayalambloghelp.blogspot.com/>
6. <http://www.topsite.com/best/malayalam>
7. <http://malayalam.kerala.gov.in/index.php>

## SEMESTER I

### **BED P 101.7: UNDERSTANDING THE DISCIPLINE AND SUBJECT –MATHEMATICS**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### **Course Objectives:**

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

1. Understand and appreciate the characteristics and development of mathematics and its role in the development of modern society.
2. To understand the development of mathematics and contributions of mathematicians.
3. Understand the essential qualities of a mathematics teacher.
4. Understand and appreciate the professional growth and development of a teacher.
5. Understand the mathematical implications of various theories of learning
6. Gain competence in using modern psychological theories to device teaching learning process
7. Compare and contrast the nature and functions of various instructional approaches and techniques of teaching Mathematics.
8. Improve the understanding of the principles of curriculum construction and organization in Mathematics
9. Understand the characteristic and development of Mathematics

#### **Mode of Transaction**

Lecture cum discussion, Individual and group assignments, guided small group discussion, project work, seminars, activity methods, Brain storming and individual tasks

#### **Course Outline:**

**Unit-I: Mathematics as a discipline and conceptual Background of Mathematics (10 Hours)**

1.1 Mathematics- meaning and definition

1.2 Nature and scope of Mathematics: Pure and applied Mathematics, Role of axioms and postulates, Mathematics as a Science, Mathematics as a game, Mathematics as a language, History of mathematics with special emphasis on teaching of mathematics.

1.3 Contributions of the following Mathematicians to Mathematics:

(a) Pythagoras (b) Euclid (c) Rene Descartes (d) Aryabhata (e) Bhaskara Charya-II (f) Srinivasa Ramanujan (g) Shakunthala Devi

1.4 Correlation of Mathematics: (a) within the subject (b) with other subjects

(c) real life.

### **Unit-II: Values and Objectives of Teaching Mathematics (05 Hours)**

2.1 Aims and Objectives of teaching Mathematics

2.2 Values of teaching mathematics- utilitarian, cultural, disciplinary, aesthetic and recreational.

2.3 Taxonomy of Educational objectives: Cognitive, Affective and Psychomotor Domains

2.4 Relationship between, aims, objectives and specifications

2.5 Objective based instruction-Need and importance in Mathematics, Competency based instruction

### **Unit III: Teacher and Psychological Bases of Teaching Mathematics (05 Hours)**

3.1 Qualities and competencies of Good Mathematics teacher- General qualities, specific qualities, Personal qualities.

3.2 Professional growth of Mathematics teacher. – Teaching, Research and Extension.

3.3 Role of SCERT and NCERT in the professional growth of a teacher.

3.4 Orientation to theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner

3.5 Implications of theories of Bruner, Piaget, Gagne, Vygotski, Chomsky and Gardner in teaching mathematics.

### **Unit IV: Instructional and Learning Strategies and Techniques (20 Hours)**

4.1 Maxims of Teaching.

4.2 Approaches: Teacher centred, Learner centred and activity based

Behaviourist approach and constructivist approach

4.3 Methods for productive Learning- Teaching of mathematics

4.3.1 Teaching mathematical Concepts

-Lecture Discussion method and Heuristic Method

4.3.2 Teaching mathematical Generalisation

-Inductive- Deductive strategies

4.3.3 Teaching proof of theorems

- Analytic- Synthetic proofs

4.3.4 Teaching problem solving

-Problem-solving method and Project method

4.4 Techniques of individualizing instruction-Homogeneous grouping, supervised study and self study.



4.5 Oral work, Drill work, written work,  
Homework, Review, Assignments

4.6 Small group techniques: Brainstorming, collaborative learning, co-operative learning

### **Unit V: Mathematics Curriculum (10 Hrs)**

5.1 Curriculum- Meaning, new trends in curriculum construction their application in developing mathematics curriculum.

5.2 Principles of content selection- Objectives based, child centred, correlated, cater to individual differences fulfilling requirements of higher education, flexible and practicable.

5.3 Principles of content organization- organizing the syllabus both logically and psychologically, topical, spiral and concentric approaches.

5.4 Reforms in Mathematics curriculum- National and state level reforms- NCERT Mathematics curriculum.

5.5 Mathematics curriculum reforms - SMP, SMSG, NCERT, NCF, KCF, Nuffield

#### **Suggested Tasks/Assignments:**

- Critically analyse the implications of SMP/SMSG/Nuffield in secondary school mathematics curriculum in Kerala with the supporting evidences (interview/questionnaire, content analysis etc)
- Prepare a picture album of famous mathematicians (including western and Indian) with descriptions of their biography and contributions. (Atleast 10 mathematicians)

#### **References**

1. Lglewicz, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.
2. Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.
3. Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi : Sterling Publications Pvt. Ltd.
4. Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana : R.P.Fadon Prakash brothers.

5. Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.
6. Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum : State Institute of Language (Kerala).
7. NCERT. A Text Book of content – cum- methodology of Teaching Mathematics, New Delhi: NCERT.
8. State text books in Mathematics of Kerala, class VII to XII.

9. Korner, S. The philosophy of Mathematics, New York; Herper Torch Books, the science Library
10. Nanda, N.N and Gill, P.S. Teaching of Mathematics.
11. Aiyankar, Kuppuswami. The Teaching of Mathematics.
12. Felix, Lucien. Modern Mathematics and the Teacher.
13. Morgan, O.I. The Teaching of Mathematics in the Secondary Mode.
14. Bellard, P.B/ Teaching the Essentials of Arithmetic
15. Rai, B.C Methods of Teaching Mathematics.
16. Sharma. R.A. Teaching Learning Strategies and Mathematical Creativity.
17. Sundarajan.S. Theory and Practice of Teaching School Mathematics.
18. Summer, W.L. The Teaching of Arithmetic & Elementary Mathematics.

## SEMESTER I

### BED P 101.8: UNDERSTANDING THE DISCIPLINE AND SUBJECT-NATURAL SCIENCE

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### Objectives

- To acquaint with the nature of Science.
- To develop understanding of the place of science in National School Curriculum.
- To familiarize the evolution of Teaching of Science.
- To update the present practices of learning and instruction prevailing in the state schools of Kerala.
- To understand Approaches, Methods & Techniques of Teaching Science.
- To understand the principles of organizing curriculum.
- To provide familiarization with resources for teaching/learning Science
- To be a Professional Science Teacher

#### UNIT I:

##### **Nature and Scope of Natural Science/Biological Science**

(7 Hours)

Science-its meaning, definitions and nature of Science as a product and process- Science as an on-going process of enquiry, scientific method. Importance of science as a school subject. Values of teaching science with special reference to Biology. Scientific Attitude, Scientific sensitivity, scientific creativity. Historical background of science Education- A brief sketch.

#### UNIT II

##### **Science Curriculum and Resources in Teaching Biological Science Education**

(12 Hours)

Curriculum -A conceptual analysis, Curriculum and syllabus, Principles of curriculum construction. Approaches to curriculum organization, Disciplinary and Inter disciplinary

approach. Concept of correlation-systematic and incidental correlation. Curriculum reforms abroad (BSCS),Curriculum reforms in Kerala, Curriculum reforms as envisaged is NCF,KCF

### **UNIT III**

(15 Hours)

#### **Approaches, and strategies of learning Biological Science**

Teaching, Maxims of teaching. Inductive, Deductive, Discovery approaches of Teaching. Methods of Instruction – Lecture, Lecture cum demonstration method, Project method, Problem solving method. Questioning Technique, Brain storming, & Role Playing, seminar and debate. Discussion method, programmed learning.

### **UNIT IV**

(8 Hours)

#### **Learning Resources in Biological Science**

Resource materials in teaching Natural Science-Syllabus, Textbooks, Work Book, Teachers handbook, reference books, supplementary readers. Teaching aids. Biological drawings, digital images, 3D Animations, micrographs, specimens, video, PowerPoint presentation. WEB RESOURCES

### **UNIT V**

(8 Hours)

#### **Professionalising Science teacher**

Definition of profession, Teaching as a profession. Teacher Competencies listed by NCTE. Soft Skills Role of SCERT and NCERT in the Professional growth of Science teacher. Internet resources and websites for professional growth of science teachers like PUBMED, ERIC,INFLIBNET etc.

**Task :** Environment related Project

### **REFERENCES**

1. Anderson, J.B. (1980). Cognitive Psychology and its Implications.SanFrancisco: W. H. Freeman and

Company.

2. Anderson, C. and K. Roth. (1992). Teaching for Meaningful and Self Regulated Learning of Science. *Advances in Research of Teaching*, Vol. 1, J. Brophy, ed. Greenwich, Conn : JAI.
3. Alsop, S. & Hicks, K. (2003) *Teaching science*. New Delhi: Kogan page India Private Ltd.
4. Arons, A.B. (1983). Achieving Wider Scientific Literacy. *Daedalus* Spring 91—122.

5. Aggarwal, D.D. (2001): Modern Methods of Teaching Biology.  
Sarup Teaching Series.Sarup& Sons, New Delhi.
6. BhaskaraRao, D. (2000): Teaching of Biology. Nagarjuna Publishers, Guntur.
7. Bhatt, B. D., & Sharma, S.R. (1996). Methods of Teaching Science. Delhi: Kanishka Publishing House.
8. Bloom, B.S. (Ed). (1956). Taxonomy of Educational Objectives : New York :David Mekay Company.
9. Bloom, B.S. (Ed.) (1956). Taxonomy of Educational Objectives, Handbook 1— Cognitive Domain, Harcourt Brace & World Inc., New York.
10. Chikara, M. S. and S. Sarma (1985): Teaching of Biology, Prakash Brothers, Ludhiana.
11. Dale, E. (1967): Audiovisual Methods in Teaching.(2nd ed.). New York: The Drygen Press, Inc.
12. Das, R.C. (1985). Science Teaching in Schools. New Delhi: Sterling Publishers.
13. Elkind, D. (1977). Piaget and Science Education. In. N. Vaidya& J.S. Rajput (Eds.), Reshaping our School Science Education. New Delhi: Oxford & I.B.H. Publishing Company.
- Freire, P. (1970). Pedagogy of the Oppressed.Harmondsworth: Penguin.
14. Gagne, R.M., Briggs, L.J. & Wagner, W.W. (1986). Principles of Instructional Design (3rd ed.). Chicago: Holt, Rinehart and Winston Inc
15. Gentn, D. & Stevens, A.L.(Eds.).(1983). Mental Models. Hillsdale, New Jersey: Larence Erlbaum Associates, Publishers.
- 16.Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi : Sterling Publications (Pvt.) Limited.
17. Hull, D. L., (1988). Science as a process. Chicago: The University of Chicago Press.



18. Harlen, W & Elstgeest (1992) UNESCO Source Book for Science in the Primary School New Delhi : National Book Trust

19. Joyce, B. & Weil, M. (1986). Models of Teaching (3rd ed.) New Jersey: Prentice Hall Inc.

20. Kohli, V.K. (1986). How to teach Science. Ambala City, Haryana : Vivek Publishers.

21. Lowman, J. (1995). Mastering the Technique of Teaching. Second Edition, San Francisco.

22. Mangal, S.K., Teaching of Science, New Delhi: Arya Book Depot. 1997. Mohan, R (1995). Innovative science teaching for physical science. New Delhi: Prentice Hall.

Methods of Instruction - Any appropriate text book. Problem Solving Cycle & types of Problems- Sternberg,R.J.,(2006)Cognitive Psychology, Thomson Wadsworth

23. Mohan R (2011) Teacher Education, New Delhi Prentice Hall India Ltd

NarendraVaidya: Science Teaching in Schools for the 21st century, Deep and Deep Publications Pvt.Ltd.,1999.

24. N.C.E.R.T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.

25. N.C.E.R.T. (1993). National curriculum for elementary and secondary education (rev. ed. ). New Delhi: N. C. E. R.T.

26. NCERT. (2005)National Curriculum Frame Work New Delhi: NCERT

27. SCERT. (2007) Kerala Curriculum Frame Work Thiruvananthapuram: SCERT

28. S.Venkataih(Ed)..Science Education.Anmol publications Pvt Ltd.,2000

29. S.K.Kochhar..Methods and Techniques of Teaching, Sterling Publishers pvt ltd 2003

Sivarajan, K &Faziluddin, A. (2005) Science Education. Calicut University : Central Co-operative stores.

30. SharmaJagdish, Model of Science Teaching,Raj Publishing House, Jaipur.(2006)

31.Siddiqui,N.H.andSiddiqui.M.N., Teaching of Science Today and Tomorrow.Delhi:Doaba House.1983.

32. Sharma, R.C. (1985). Modern Science Teaching. New Delhi: DhanpatRai& Sons. UNESCO,New

33. UNESCO Source Book for Science, France UNESCO.

34. WashtonNathan,S, Teaching Science..In Elementary &Middle School.David ,Mc Kenny Co.,N.York(1974).

35. Yadav.M.S Teaching of Science, Mangaldeep Publication, N.Delhi 1992.

36.SCERT,Kerala (2009). Teachers' Hand Book, Standard VIII, Education Department, Government of Kerala.Harlen, W &Elstgeest (1992) UNESCO Source Book for Sciencein the Primary School New Delhi : National Book Trust

37.Passi,B.K (1976). Becoming better teacher: A micro teaching approach, Ahamadabad, SahithyaMundranalya.

38.Mohan, R (2007). Innovative science teaching for physical science. New Delhi: Prentice Hall

39.Mathew, T.K. &Mollykutty (2012) Science Education – Theoretical Bases ofTeaching& Pedagogic Analysis, Chengannur: Rainbow Publications

40.Joseph T. T., (1991) Modern Trends in Science Education, Kottayam: St Joseph Training College

41. Rajan K. M. , (1999), Perspectives in Physical Science Teaching, Kottayam: Vidyarthimithram

42. Popper, (2002) The Logic of Scientific Discovery, Routledge Publishers

Web sites

3http://docs.moodle.org

http://www.scientificliteracy.org

<http://www.curriculumsupport.education.nsw.gov.au/investigate/index.htm>

<http://nlist.inflibnet.ac.in>

http://www.librariananurudh.com

http://www.youtube.com/watch?v=T7xLD4XfqAw http://teachingcenter.wustl.edu/

<http://www.freeinquiry.com/>

<http://www.ncbi.nlm.nih.gov/pmc/>

<http://www.ncbi.nlm.nih.gov/pubmed>

## SEMESTER I

### **BED P 101.9: UNDERSTANDING THE DISCIPLINE AND SUBJECT-PHYSICAL SCIENCE**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### Course Objectives:

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

- Understand the nature significance and scope of physical science.
- Understand science as both process and product.
- Facilitate development of scientific attitude and scientific aptitude in learners.
- Aware of the various instructional strategies and curricular approaches in teaching physical science.
- Understand scientific method of enquiry.
- Achieve mastery over the methods techniques contents of physical science for transacting.
- Appreciate the fact that every child possesses curiosity about his/her natural surroundings.

#### **Unit – I Nature of Physical Science**

- 1.1. Science – as a domain of enquiry- as a dynamic and expanding body of knowledge- as a process of constructing knowledge-as interdisciplinary area of learning. Process skills in science at secondary stage.
- 1.2. Facts, concepts, principles, theories and laws – their characteristics in context of physical science.
- 1.3. Physical science for environment, health, peace, equity.
- 1.4. Contribution of eminent scientists.
- 1.5. Scientific Attitude, Scientific Aptitude, Scientific Creativity, Scientific sensitivity.

#### **Unit – II. Curriculum in Physical Science.**

- 2.1. Curriculum – principles of construction, factors affecting.
- 2.2. Approaches to curriculum organization – concentric plan, type study integrated, disciplinary and inter disciplinary approaches.
- 2.3. Science curricular projects- Chemstudy, Nuffield project, PSSC.
- 2.4. Science education as envisaged by NCF and KCF

### **Unit – III. Approaches and Strategies of Learning Physical Science.**

- 3.1. Scientific Method-steps involved.
- 3.2. Science a Process Approach (SAPA)
- 3.3. Behaviorist approach Vs Constructivist approach; Critical Pedagogy.
- 3.4. Inductive and Deductive approach of teaching – Mill’s canons of induction
- 3.5. Communication in Science, Lecture cum demonstration, Problem solving, Project method, Heuristic method, Historical method, Brain storming, Group discussion, Seminar.
- 3.6. Graphic Organizers, Concept mapping, Collaborative learning and experiential learning.
- 3.7. Facilitating Learners for self-study
- 3.8. Models of Teaching- Concept Attainment Model and Inquiry Training Model.

### **Unit IV- Exploring Learners**

- 4.1. Learning as a generative process- Learner as Little Scientist.
- 4.2. Encouraging learners to raise questions; appreciating dialogue amongst peer group; Ensuring equal partnership of learners with special needs.
- 4.3. Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in science.
- 4.4. Stimulating creativity and inventiveness in science; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

### **UNIT 5: Professional Development of Science Teachers**

- 5.1. Professional development programmes for science teachers;
- 5.2. Participation in seminar, conferences, online sharing, membership of professional organizations.
- 5.3. Teachers as a community of learners, collaboration of schools with universities.
- 5.4. Role of reflective practices in professional development of teachers.
- 5.5. Teacher as a researcher: Learning to understand how children learn science—action research in physical science

**Tasks:**

- ❖ Lesson plan based on concept attainment model and inquiry training model.



**References:**

- ❖ Integrated Science curriculum for Middle schools an introduction, NCERT, New Delhi, 1982.
- ❖ Understanding why curriculum innovations succeed or fail, school science and mathematics James R.K; 81 (6): 487, 1981.
- ❖ Teaching Strategies : A Guide to better instruction – Orlich, D.C. et.al, Hearsh & Co., Lexington, Mass, 1980.
- ❖ Science Teaching for the 21<sup>st</sup> century: Narendra Vaidya. Deep and Deep Publications F-159, Rajouri arden, New Delhi – 110027.
- ❖ Innovative Science Teaching for physical science teachers – Radha Mohan, Prentice Hall, New Delhi.
- ❖ Science Teaching in schools – Das R. C., Sterling Publishers, New Delhi.
- ❖ Modern Science Teaching – Sharma, R.C., Dharapat Rai and Sons, New Delhi.
- ❖ Models of Teaching, 4<sup>th</sup> d. – Joyce B., and Weel, M; Prentice Hall Inc., Englewood Cliffs, NJ, 1985.
- ❖ From Behaviourist to constructivist teaching: - Scheurman, Geoffrey, Social Education, 62 (1), 69, Jan. 1998.
- ❖ The practice of constructivism in Science Education – Tobin Kenneth, Lawrence Erlbaum Associates Inc. Publishers, NJ, 1993.
- ❖ Teacher’s Professional Responsibilities - Spackman, Francis, David Fulton Publishers,

London, 1991.

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## SEMESTER I

**BED P 101.10: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SANSKRIT**

Hours of Instructions: 50 Hours

Maximum Marks 60 (50 External+10 Internal)

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

- understand the historical development of Sanskrit
- develop teaching learning skills
- understand the methods for teaching Sanskrit
- understand about the various co-curricular activities related to Sanskrit teaching

**MODE OF TRANSACTION/ACTIVITIES**

Lecture, Group learning, Seminar, Discussions, Debate, Practice & observation, Workshop, Practical sessions, CAI.

<b>MODULE 1-</b>	<b>GENERAL INTRODUCTION TO SANSKRIT LANGUAGE EDUCATION</b>	<b>10 Hrs</b>
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History of Sanskrit- its influence in Indian languages, world language, classical language, Sanskrit and various sciences, ancient Indian philosophy and Sanskrit development of Sanskrit education in india- reports of first Sanskrit commission. Krishnawarrier committee, second Sanskrit commission

<b>MODULE-2</b>	<b>SKILLS OF LANGUAGE</b>	<b>10 Hrs</b>
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Skills of learning and teaching- basic language skills-L S R W

Skills of reception, expression appreciation, micro teaching skills

**MODULE -3            METHODES OF TEACHING SANSKRIT**

15 Hrs

Ancient- Gurukula. Direct

Medieval- bhandarkar- text book

Modern- behaviorist, constructivist social constructivist, critical pedagogy

Models of teaching- Concept attainment, Advance organizer- inductive deductive

**MODULE -4 COCURRICULAR ACTIVITIES IN SANSKRIT**

15 Hrs

Samskrutholsava- day celebrations- manuscript magazines- assembly

**SUGGESTED TASKS/ASSIGNMENTS**

1- Prepare a seminar paper and present it in the classroom based on any topic in the history of Sanskrit language or education

2. Compare any two methods of teaching Sanskrit. Report be in ten pages

**REFERENCE**

1-TEACHING SANSKRIT- G. SAHADEVAN

2, TEACHING SANSKRIT WITH NEW TECHNIQUEUS- DR. C.H.L.N. SARMA

3, KERALEEYA SAMSKRITHADHYAPANAM- DR.K.R.HARINARAYANAN

4, PRACTICAL SANSKRIT GRAMMER- P.R.D. SARMA

5, FIRST BOOK OF SANSKRIT . R.G. BHANDARKAR

6, SECOND BOOK OF SANSKRIT. R.G.BHANDAERKAR

7, MODELS OF TEACHING- BRUCEJOYCE -MERSHA WEIN

8, REFLECTION S OF LANGUAGE. NOM CHOMSKY

9, THE TEACHING OF SANSKRIT. D.G.APTE

10. SAMSKRUTHA SHIKSHANA – RAMSAKAL PANDEY

11, REPORT OF FIRST SANSKRIT COMMISSION – GOVT OF INDIA

12, KRISHNAWARRIER COMMISSION REPORT- GOVT OF KERALA

13,SECOND SANSKRIT COMMISSIN REPORT – GOVT OF INDIA

**AUDIO VIDEO MATIRIELS**

1. A WORK BOOK FOR SANSKRIT LEARNER D.PI. KERALA.
2. ABHYASAMANJARI- D.P.I.KERALA
3. C.D OF RASTRIYA SANSKRIT SANSTHAN
4. PRAYOGA PARICHAYA C.D. BY D.P.I.
5. C.D. OF R.S.VIDYAPEETHA THIRUPATHI

**Websites**

[www.navavani.org.in](http://www.navavani.org.in)

[www.nic.Sanskrit.in](http://www.nic.Sanskrit.in)

## SEMESTER I

### **BED P 101.11: UNDERSTANDING THE DISCIPLINE AND SUBJECT-SOCIAL SCIENCE**

Hours of Instructions: 50 hours

Maximum Marks 60 (50 External+10 Internal)

#### **Objectives:**

- To develop a thorough understanding of the Nature, scope and values of social science teaching.
- To develop understanding about the aims and objectives of teaching social science at secondary level.
- To get acquainted with the relationship of social science with other subjects.
- To identify relevant psychological theories and its application in the learning of social science.
- To achieve mastery over instructional strategies, method and skills for teaching social science.
- To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum.
- To develop an appreciation of the role and significance of social science in achieving national integration and fostering international understanding.
- To acquaint with the various issues and challenges in the society.
- To get familiarity with the importance of instructional materials for social science teaching.

#### **Mode of Transaction:**

Discussion, Project work, seminar, assignments, brain storming, group work, lecture cum demonstration etc.



**Unit I: Social Science as a core discipline****(4 Hrs)**

## 1.1 Structure of social science

- Meaning, nature and scope of social science
- Difference between Social Science and Social Studies
- Values of teaching Social Science
- Social Science as a core subject

## 1.2 Aims of Teaching Social Science

- Need and importance of social Science in the present scenario
- General objectives of teaching Social Science

## 1.3 Relationship of Social Sciences and with other subjects.

- Fusion, integration and correlation within Social Sciences and with other subjects.

### **Unit 2: Social Science Curriculum**

**(5 Hrs)**

2.1 Meaning and definition of curriculum

2.2 Principles of curriculum construction

2.3 Organizing Social Science Curriculum – different approaches – relative merits and demerits

### **Unit 3: Learning Theories and the Teaching of Social Science**

**(6 Hrs)**

3.1. New perspective of Social Science teaching - approaches and Strategies based on NCF and KCF

3.2. Piaget, Burner, Vygotsky, Ausubel, Gardner – their theories and its influence in curriculum and learning process.

3.3. Role of teacher, learner, evaluation in Behaviourist and constructivist approaches.

### **U nit 4 Approaches, Techniques and Methods of Social Science Teaching (20 Hrs)**

4.1 Approaches to Teaching Social Sciences

Didactic – Lecture and expository methods – teacher initiated

Socratic – Question answer – interactive method Facilitative – Learner initiated –

Co-operative learning.

#### 4.2 Methods / Techniques of teaching

Lecture – Discussion – Problem Solving – Project method – Source method – Socialized Recitation method – supervised study - Role Play and simulation -Dramatization- co-operative and collaborative learning- Questioning – guided discovery

#### 4.3 Techniques for Higher learning

Brain Storming – Brain Trust- buzz session- Symposium –workshop etc.

#### **Unit 5: Reference Materials for Social Science**

**(10 Hrs)**

5.1 Social Science Library

5.2 Social Science Text Book

5.3 Workbook, hand book, supplementary reading material etc.

5.4 Educational websites- Eric, endure, funderstanding,Edubundu etc.

5.5 Uses of Inlibnet, linux, ubuntu.

5.6 Blog creation

#### **Unit 6 Social Science and Changing Society**

**(5 Hours)**

6.1 Current affairs in Social Science

6.2 Teaching controversial issues

6.3 Utilizing Community resources

6.4 National Integration

6.5 International Understanding.

## **Suggested Tasks/Assignments**

- 1. Assignment Submission (Soft and Hard Copy)**
- 2. Project Preparation**
- 3. Preparation of E-Learning Material.**
- 4. Seminar Presentation and Documentation**
- 5. Conduct Debate, Symposium etc.**
- 6. Organize social awareness programmes for community empowerment.**
- 7. Prepare E-Portfolios**

### Reference Books :-

1. Aggarwal, J.C (2003). *Teaching of Social Studies : A Practical Approach*. Mumbai : Vikas Publishing House
2. Kochaar, S.K.(2002).*The Teaching of Social Studies*. New Delhi: Sterling
3. Singh Sandhu, *Research Methodology in Social Science*
4. Nagaraja Rao and Sanjeeva Rao(1995). *A Textbook of Social Science*. Vikas Publishing House Pvt Ltd.
5. Vashist,S.R.(2007). *Practice of Social Studies*. Anmol Publications Pvt Ltd.
6. Alex M. George, and Amman Madan.(2009). *Teaching of Social Science in Schools*.SAGE Publications India Pvt Ltd
7. Vashist,S.R.(2006). *Social Studies In Secondary Schools*. Anmol Publications Pvt Ltd.
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## SEMESTER 1

**Course EPC 01: READING AND REFLECTING ON TEXTS**

Total Marks: 50

Contact Hours

Internal assessment: 50

2 hours per week

**Rationale and Aim**

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

**UNIT 1: ENGAGING WITH NARRATIVE WRITING**

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

**UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING**

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, commerce, literature/language pieces). For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)

- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

### **UNIT 3: ENGAGING WITH JOURNALISTIC WRITING**

- Working out in journalistic writing-Assign to collect particular journalistic items- letter to the Editor, General Article, thematic article, feature article, Students corner etc.
- Find out the attributes of each item (Group work)
- Skill acquisition in report writing- seeing all the details in an event- disseminating them- judging them-relating them-and realizing their significance.
- Publish a journal of their own with all the properties and varieties like-Unexpected events, like fires, accidents, or crimes; Expected events, like meetings, plans, movements, or legislation; Expressions of opinion by prominent men or women, as given in speeches or interviews.-ingenious Reports on flood, draught, accident, strikes etc.
- Each member of the group has to work to get published in any of the periodical
- Prepare a collection of the printed items.

### **UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS**

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

- Selecting the topic for research and articulating some guiding questions

- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organizing information under various subheadings
- Planning a presentation – with display and oral components

- Making presentations to whole subject group, fielding questions.

## UNIT 5: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- Analyzing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group)

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## SEMESTER II

**BED C 201: PSYCHOLOGY OF LEARNING AND TEACHING**

Hours of Instruction: 80 hours

Maximum Marks 100 (80 External+20 Internal)

**Objectives:**

\* To understand the process of learning and the concept, nature and various factors influencing learning.

\*To develop an understanding of the cognitive process involved in different approaches to the teaching learning process

\*To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social–constructivist theories

\*To become aware of different contexts of learning and explore the possibilities of learning

\*To familiarize different teaching learning strategies suitable to individual differences.

\*To understand constructivist views and neo constructivist methods of learning

\*To acquire different techniques of motivation for the effective class room transactions

\*To understand the concept of mental health and mental hygiene.

\*To acquaint the learner with the concept, process and importance of Group Dynamics.

\*To apply the principles of group dynamics for effective class management.

**Mode of Transaction:-**

Lecture –cum- demonstrations, Seminars, Peer learning strategies, Community visits, Brain storming sessions, Debates, Group discussions, Problem-solving sessions, Project reviews, Use of video-clips and transcripts of classroom teaching, innovations and inquiry , Observation in schools and other field sites, Recording of observations and experiences, Interviews with school personnel, Individual projects, Journal writing, Using library and ICT resources, analysis of a variety of records of learning and teaching, Constructivist Learning Strategies - Cooperative and Collaborative Learning, Concept mapping - Brain based learning – Cognitive apprenticeship - Engaged learning.



**Unit: 1 Understanding the learner and learning process –****(10 hours)**

1.1 Implicit knowledge and beliefs about learning

1.2 Characteristics of learning – Role of learner in various situations

1.3 Variables affecting learning process – different psychological perspectives of learning

1.4 Learners motivation- types of motivation and Achievement motivation (Mc Clelland)

1.5 Powerful learning and learner's motivation. Learning curves: positive, negative and combination type

1.6 Plateau's in learning curves: causes and elimination of plateau's

**Unit II: Understanding learning: socio-cultural and cognitive processes-****(30 hours)**

2.1 Behaviorist Approach (In Brief)

- Ivan Petrovich Pavlov's classical conditioning
- Edward Lee Thorndike's trial and error learning
- Burrhus Frederik Skinner's operant conditioning

2.2 Cognitive learning theories

- Gestalt theory of learning
- Kurt Lewin's Field theory

2.3 Eclectic approach

- Robert M Gagne

#### 2.4 Cognitive developmental approaches (In Detail)

- Genetic Epistemology- Jean Piaget
- Discovery learning- Jerome Seymour Bruner
- Reception learning- David Paul Ausubel

#### 2.5 Social learning approaches

- Socio-cultural learning- Lev Vygotsky
- Vicarious learning theory- Albert Bandura

#### 2.6 Beyond constructivism: “navigationism in the knowledge era”

#### 2.7 Cognitive neuroscience- Brain scan to lesson plan: the role of cognition

2.7 Transfer of learning/training – Types, theories and importance of transfer

2.8 Learning in and out of school

2.9 Concepts of synergy, scaffolding, psycho-osmosis

**Unit III: Cognitive Functions in learning - (15 hours)**

3.1 Sensation and Perception

3.2 Errors in perception- Illusions and Hallucinations – (physical illusions and perceptual Illusions. Visual, auditory, taste, smell and cutaneous hallucinations)

3.3 Concept formation –abstraction and generalization

3.4 Cognitive functions -Thinking, Reasoning, decision making and problem solving

3.5 Gestalt laws of perceptual organization

3.6 Memory- Concept and types of memory

3.7 Forgetting- causes and theories of forgetting

3.8 Techniques for Effective Memorization- Association, Mnemonics, chunking etc

3.9 Pre cognition and Meta cognition

**Unit IV: Mental Health and Mental Hygiene- (10 hours)**

4.1 Mental Health and Mental hygiene- meaning and nature

4.2 Foundation of mental health – Heredity, Physical factors, Social factors such as the home, the

school, the community, and the peer and satisfaction of basic needs.

4.3 Characteristics of mental health

4.3 Promotion of mental health in the learner and in teacher

4.4 Objectives of mental hygiene

4.5 Importance of mental hygiene in school -Values, personal relationships between teacher and