

(c) **B.Ed. Course—New Scheme**  
(Incorporated)

**Kannur University**

SEMESTER - I

*Structure of the Course*

<i>Subjects</i>	<i>Hours of Study</i>
Paper I - Education in the Emerging Indian Society - Part I	80 Hrs.
Paper II - Psychology of Learner and Teaching-Learning` process-Part I	80 Hrs.
Paper III- Trends and Developments in Modern Educational Practice-Part I	80 Hrs.

**Optional Subjects**

Paper IV- Theoretical Bases of Teaching - Part I	80 Hrs.
Paper V - Pedagogic Analysis of - Part I	80 Hrs.

*Scheme of Assessment*

<i>Subjects</i>	<i>Theory Duration</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total</i>
Paper I - Education in the Emerging Indian Society	2 Hrs.	50	10	60
Paper II - Psychology of the Learner and Teaching - Learning process	2 Hrs.	50	10	60
Paper III - Trends and Developments in Modern Educational Practice	2 Hrs.	50	10	60

<i>Subjects</i>	<i>Theory Duration</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total</i>
Paper IV- Theoretical Bases of Teaching	2 Hrs.	50	10	60
Paper V - Pedagogic Analysis	2 Hrs.	50	10	60
Total		250	50	300

## SEMESTER - II

*Structure of the Course*

<i>Subjects</i>	<i>Hours of Study</i>
Paper VI - Education in the Emerging Indian Society-Part II	80 Hrs.
Paper VII - Psychology of Learner and Teaching -Learning Process Part - II	80 Hrs.
Paper VIII- Trends and Developments in Modern Educational Practice - Part II	80 Hrs.
Paper IX - Theoretical Bases of Teaching - Part II	80 Hrs.
Paper X - Pedagogical Analysis of - Part II	80 Hrs.

*Scheme of Assessment*

<i>Subjects</i>	<i>Theory Duration</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total</i>
Paper VI - Education in the Emerging Indian Society - Part II	2 Hrs.	50	10	60
Paper VII- Psychology of Learner and Teaching - Learning Process-Part II	2 Hrs.	50	10	60

<i>Subjects</i>	<i>Theory Duration</i>	<i>External Marks</i>	<i>Internal Marks</i>	<i>Total</i>
Paper VIII- Trends and Developments in Modern Educational Practice - Part II	2 Hrs.	50	10	60
Paper IX - Theoretical Bases of Teaching - Part II	2 Hrs.	50	10	60
Paper X - Pedagogic Analysis of Part II	2 Hrs.	50	10	60
Total		250	50	300

***Breakup of Marks for Practical work***

<i>Sl. No.</i>	<i>No.</i>	<i>Marks</i>
1. Daily plan - discussion	5	10
2. Demonstration lessons	5	10
3. Criticism lessons	10	20
4. Practice teaching in optional subject (30 working days)	30	200
5. Health and Physical Education		50
		(25+25)
6. Test Construction and Statistical Interpretation		50
		(25+25)
7. Handling of Audio-Visual Equipment		25
8. SUPW		25
9. Teaching aids	5	10
	Total	400

# (d) Regulations and Scheme of Examination

## *Eligibility for admission:*

1. Candidates seeking admission to the B.Ed. course should have passed the B.A./B.Sc./M.Com. Degree Examination under the 10+2+3 pattern with one main subject and two subsidiary subjects from this university or any university recognized by the academic council as equivalent thereto.

Double or triple main candidates of other universities will be considered for admission only if they furnish the copies of the eligibility certificate from Kannur University stating that the qualifying examination is recognised 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.

Equivalency Certificate must be produced at the time of admission.

Those who have qualified from other states should produce Migration Certificate.

- (a) The minimum marks for B.Ed. admission is 50% for the Science subjects and 45% for the Arts subjects in Part III.

or

- (b) A minimum of 50% marks for part I English of B.A./B.Sc. degree examination of English optional. They should also possess a Master Degree in English with not less than 50% marks.
- (c) Applicants should have secured 45% marks in aggregate (for part I+part II+part III).

*Note:* Admission based on (b) above is only when candidates with qualification under (a) are not available for English.

Candidates belonging to SC/ST, natives of Lakshadweep need secure a pass in the Degree Examination. The candidates belonging to OBC will be given a relaxation of 3% and the candidates belonging to OEC will be given a relaxation of 5% from the prescribed minimum.

***Reservation of seats:***

There shall be reservation of seats for S.C./S.T./O.E.C./O.B.C./P.W.D. (persons with disabilities) etc. as per the norms and rules of the concerned institution, University and Government, laid down in this regard.

The regulations recommended by the Board of Studies is subject to the rules and regulations prescribed by the NCTE/Government from time to time.

***Eligibility for each optional:***

(a) B.A. degree with English language and Literature/Functional English/Communicative English with 45% of marks for Part III or B.A./B.Sc. with 50% for marks for PART I English and not less than 50% marks for Masters Degree in English Language and Literature.

(b) For all other Language Optionals (Malayalam, Hindi, Arabic, Sanskrit, Urdu and Kannada) B.A. Degree with respective language and literature with 45% for Part III or B.A./B.Sc. with 50% of marks for Part II of concerned language and not less than 50% marks for M.A. in the concerned subject.

(c) Graduates in History, Geography, Economics, Political Science, Sociology, Psychology, Islamic History, Philosophy and Anthropology under Part III with at least one paper as subsidiary can be admitted to group with **Social Studies** as optional subject.

(d) Graduates in Mathematics or Applied Statistics and Statistic with Mathematics as subsidiary subjects are eligible for **Mathematics** optional.

(e) Graduates in Zoology main, Botany main and

Home Science main with Zoology/Botany/Life Science as subsidiary subjects will be eligible for **Natural Science** as optional subjects. Candidates possessing B.Sc. Bio-Chemistry and B.Sc. Plant Science/Aquaculture with Zoology/Botany as subsidiaries are also eligible for it.

(f) B.Sc. Degree with Physics/Chemistry/Polymer Chemistry/Industrial Chemistry/Geology/Petrochemicals/Biochemistry/Home Science with Physics/Chemistry as subsidiaries will be eligible for **Physical Science** optional.

(g) M.C.A./M.Sc. Computer Science/M.Sc. Electronics with a minimum of 50% of marks is fixed as the basic qualification for admission to **Computer Science (B.Ed. I.T.)**.

(h) M.Com. Degree with a minimum of 50% marks is fixed as the basic qualification for admission to **Commerce** optional.

### ***Weightage of Marks:***

(a) Selection of candidates will be done on the basis of marks obtained by them in the B.A./B.Sc. degree examination together with the weightage given for various items as fixed by the Government/University.

(b) An additional weightage of 5% will be awarded to those candidates who were qualified from Kannur University.

(c) No weightage will be given to P.G. qualification if it is in subjects other than the optional chosen for B.Ed.

Weightage may be given for P.G. degree recognized by university as follows:—

M.A/M.Sc./M.Com.—I class    5 points

M.A/M.Sc./M.Com.—II class    3 points

M.A/M.Sc./M.Com.—III class    2 points

(d) Teaching experience: Additional weightage of one point for every completed year of teaching service may be given subject to a

maximum 5, and the candidate has to produce service certificate countersigned by A.E.O./D.E.O./D.D. for the same.

*Age limit:* No age limit is prescribed for admission of B.Ed. course.

*Time limit admission:* Admission should not be made after one month from the date of reopening of the college or beginning of the session.

***Attendance:***

(a) The B.Ed. course will normally consists of 180 working days of 5½ hours each. The candidates should earn minimum of 80% attendance of the total working days.

(b) Shortage of attendance up to 10% may 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 will not be permitted to take University examination until he/she completes the practical in the subsequent years.

***Structure of the Course:***

<i>Core Subjects</i>	<i>Hours of Study</i>
Paper I-Education in the Emerging Indian Society Semester I & II	80+80=160 hrs.
PaperII-Psychology of Learner and Teaching Learning Process - do.	80+80=160 hrs.
Paper III-Trends and Developments in Modern Educational Practice-Semester I & II	80+80=160 hrs

***Optional subjects:***

Paper IV-Theoretical Bases of Teaching..... Semester I & II	80+80=160 hrs
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Paper V-Pedagogic Analysis.....Semester I & II 80+80=160 hrs.

***Medium of Instruction and Examination:***

The medium of instruction and examination of the course shall be English. However candidates who desire to write the examination in Malayalam may be permitted to write in Malayalam.

***Scheme of examination:***

Part I	Theory	600 marks
Part II	Practical	400 marks
Total		1000 marks

B.Ed. Theory Examinations of the University will be held at the end of the course.

PART I

***Theory***

A. General Papers	Internal marks	Uni. Exam. marks	Max. Marks	Duration of Exam.
Paper I	20	100	120	3 Hrs.
Paper II	20	100	120	3 Hrs.
Paper III	20	100	120	3 Hrs.
<b>B. Optional</b>				
Paper IV	20	100	120	3 Hrs.
Paper V	20	100	120	3 Hrs.
Total	100	500	600	

PART II

***Practical Examination:***

The Board of External Examiners appointed by the University shall examine the teaching competency of a fixed percentage of the stratified sample of the candidates and proper standardization is to be done to the marks of all the students. The practical works of all the candidates through an interview should be examined in each college of teacher education. The Board shall examine and ratify the marks awarded to each candidate in the practicals.

**IV. Break up of Marks for Practical Examination is reallocated as follows:**

1. Discussion lesson plans-(min.)	05 Nos.	10 marks
2. Demonstration plans-(min.)	05 Nos.	10 marks
3. Criticism lessons plans-(min.)	10 Nos.	25 marks
4. Practice Teaching daily lessons	30 Nos.	30 marks
5. Internship in optional sub Minimum (30 working days)		<del>150 marks*</del>
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6. Health and Physical Education (25+25)		50 marks*
7. Test construction and Statistics (25+25)		50 marks*
8. Handling of A. V. Equipments		25 marks*
9. S.U.P.W.		25 marks
10. Teaching aids		25 marks*
	Total	400 marks

*Note:* The star marked items are to be standardized.

***Teaching aids:***

The following items are recommended for choice by different optional groups accordingly:

- (a) Album
- (b) Charts (10)
- (c) Slides (2)
- (d) Power Point presentation (Min. 3 frames)
- (e) Still model and working model (Min. 5) (to be prepared by self, preferably in a workshop).
- (f) OHP transparencies (3)
- (g) Manuscript magazines
- (h) Diorama
- (i) Collections
- (j) Globe
- (k) Map

The practical component will carry a maximum of 25 marks, which has to be stanardized by the board of practical examinations.

In Practical Examinations, average of marks awarded by the internal and external examiners shall be taken as the final award.

***Internal Assessment:***

It is envisaged as an integral part of evaluating student's performance. It performs vital part of formative evaluation and place a crucial role in deciding the academic achievements of trainees.

*I part (Theory papers):*

Internal assessment is for 20 marks for each paper. The general break up of marks is given below:

	Marks	4
1. Attendance >90%	4	
85-90%	3	
80-85%	2	

Attendance should be exhibited on every month/term.

Attendance should be taken by all teachers concerned and should be handed over to Principal.

2. Performance in the termly examination (minimum 3 tests)	10	—
3. Timely submission of Assignments-1 Seminar Papers-1 Project reports-2		—  4
4. Regularity in academic work-1 Leadership & involvement in activity-1	2	
Total		20

If more than one teacher is handling a paper, the average marks awarded by the teachers will be considered. The internal marks awarded in consultation with principal will be placed before the Examination Committee and finalised internal marks should be displayed in the notice board. Grievance if any may be placed before the constituted grievance cell within 5 days. The decision shall be communicated to the student. At the University level, the V. C. shall appoint a committee if needed be, to look into the grievances not settled

at the college level. The marks awarded to the students in the internal assessment for part-I will be forwarded to the university in the final mark list, when the university examination is over.

***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 internship successfully.

***Classification of successful candidates:***

Pass minimum for a pass in each theory examination shall be 40%.

There shall be no minimum for sessional/internal assessment. Minimum for pass in internship teaching shall be 50%.

If a candidate fails to secure minimum for pass, he/she shall repeat the paper/internship in the subsequent years.

***Classification:***

1. The aggregate marks obtained in Theory and Practical taken together should be considered for determining the class.

Successful candidates who obtain not less than 60% of the aggregate marks shall be placed in the First class and those who obtain less than 60% but not less than 50% of the total marks shall be placed in the Second class. The remaining successful candidates shall be placed in the Third class.

2. Candidates who pass the examination compartmentally will be placed in the third class only, irrespective of the marks obtained by them.

***Rank:***

Awarding rank to B.Ed. course may be continued.

***General Pattern of Question Paper:***

Time: 3 hours.

Maximum Marks: 100

GPC-182/71/2012—5.  
Part-I. Answer all questions. Each question carries two marks.

(15×2=30 marks)

Part-II Answer any Ten questions. Each question carries five marks.  
(Choice 10 out of 12) (10×5=50 marks)

Part-III Answer any one question. Each question carries twenty marks  
(Choice 1 out of 3) (1×20=20 marks)

### SEMESTER—I

#### **Paper I—Education in the Emerging Indian Society**

##### OBJECTIVES

Student Teachers:

1. Realize the scope of educational philosophy and how it determines the entire system of education.
2. Understand the role of teachers in the creation of new social order in the country.
3. Develop an understanding of the means and measures for promotion of national integration and international understanding.
4. Realize the contribution of great educators—both Indian and Western to the process of education.
5. Understand the need and importance to study education in a sociological perspective.
6. Develop an understanding of the importance and role of education in the progress of Indian society.

##### CONTENT

### SEMESTER—I

*Unit I—Relationship between philosophy and Education: (15 hrs.)*

- 1.1. Meaning, Nature and Scope of Educational Philosophy
- 1.2. How Philosophy determines the educational system.
- 1.3. Education—Definitions and concept of Education—Western

and Indian.

- 1.4. Factors influencing aims of education:—Philosophical, Socio-cultural, Ideological and Economic.

*Unit II—Major Philosophical Systems.* (15 hrs.)

2.1. Educational Implications of:

- (a) Idealism
- (b) Naturalism
- (c) Pragmatism
- (d) Humanism—with reference to basic postulates, aims, curriculum, methods and discipline.

2.2. Contribution to Education by Great Thinkers:

- (a) Socrates, Plato, Aristotle, Pestalozzi, Herbert, Freobel, Rousseau, Montessori, Dewey, Paulo Friere.
- (b) Educational Thoughts of Vivekananda, Aurobindo and Tagore.
- (c) Gandhian Concept of Education.

*Unit III—Sociology and Education in Indian Context:* (30 hrs.)

Sociological basis of education:

- 3.1. Relationship between education and society—Factors affecting the relationship.
- 3.2. Interactive role of education and society—family, school, community, religion, State and media.
- 3.3. Education in the social context and social change.
- 3.4. Nature of Indian society-Unity in diversity.
- 3.5. Factors influencing social change.
- 3.6. Major changes occurred in the Indian society-Post-independence period.
- 3.7. Role of education in promoting social change.
- 3.8. Education and modernisation.

3.9. Education and Economic development.

3.10 Education and Democracy.

*Unit IV—Education, Culture and Human Values: (10 hrs.)*

Universal and Traditional values:

- 4.1. Universal and Traditional Indian values and values laid down in our constitution.
- 4.2. Meaning and classification of values. Nature of moral and ethical values.
- 4.3. Value-oriented education.
- 4.4. Value crisis and role of education in resolving value crisis (Inculcating values-socio-cultural sensitivity).
- 4.5. Culture and Education.
- 4.6. Cultural pluralism, cultural lag, cultural conflict.

## SEMESTER—II

### OBJECTIVES

Student Teachers:

1. Realize the scope of educational philosophy and how it determines the entire system of education.
2. Understand the role of teachers in the creation of new social order in the country.
3. Develop an understanding of the means and measures for promotion of national integration and international understanding.
4. Realize the contribution of great educators—both Indian and Western to the process of education.
5. Understand the need and importance to study education in a sociological perspective.
6. Develop an understanding of the importance and role of

education in the progress of Indian society.

CONTENT

*Unit I—Education in Pre-Independent India:* (08 hrs.)

1. Dravidian (Indus Valley) and Vedic Education.
2. Buddhist period.
3. Islamic period.
4. Education under British rule.

*Unit II—Reports of Education Commission:* (08 hrs.)

1. Maculae's minutes—1835.
2. Woods's Despatch—1854.
3. Hunter Commission—1882.
4. Sadler Commission.
5. Sergeant plan—1944.

*Note:* The student teachers are expected to study the above reports with special reference to the recommendations and their relevance and implications for an Indian system of education.

*Unit III—Education in Post Independent India:* (24 hrs.)

- 3.1. Reports and policies-their impact on the evolution of a national education system with reference to the following:
  - (a) The University Education Commission—1948.
  - (b) Report of the Secondary Education Commission—1952.
  - (c) The Education Commission (1964-66).
  - (d) National Policy on Education (NPE-1986) and after.
- 3.2. Current problems of education in India and attempt made to solve them.
  - (a) Teacher Education.

(b) Higher Education.

(c) Special Education, Deprived Education.

### 3.3. UNESCO and Education.

*Unit IV—Education in Kerala:* (10 hrs.)

4.1. Education in Ancient Kerala-Kararies, Salas, Madrassas, Contribution of Christian Missionaries.

4.2. Educational reforms in Kerala.

4.3. Education under Panchayathi Raj.

*Unit V—Issues in Indian Education and Major Concerns in Higher Education.* (20 hrs.)

Issues in Indian Education:

1. Constitutional Provisions of Education in India with reference to Article 45 (UEE) and 30 (1).
2. Three language formula
3. Elementary Education Including Pre-Primary
4. Development in Five Year Plans
5. Wastage and Stagnation
6. Vocationalisation of Secondary Education
7. 10+2+3 system
8. Curricular reforms-SSS, Grading
9. Navodaya Vidyalayas
10. Role of CBSE, SCERT, NCERT, DIET
11. Types of education—Formal, Non-formal, Informal, Extensions.

Major Concerns of Higher Education:

1. Student unrest

2. Examination
3. Role of NCTE and UGC
4. Women Education for Gender Equality
5. Professional Growth of Teachers
6. Literacy Mission.

*Unit VI—Human Rights Education: (10 hrs.)*

1. Human Rights: Meaning, Universal Declaration of Human Rights-International Conventions (General Idea)-Convention on the Rights of the Child (1989)-Indian Constitution and Human Rights.

2. Human Rights Education: Rationale-Principles of Human Rights education—Objectives of Human Rights Education-Importance of Human Rights Education at different stages-(Elementary, Secondary and Higher Secondary-Useful teaching methods-Role of teachers in implementation-Human Rights Educational in India.

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#### SEMESTER—I

### **Paper II—Psychology of Learner and Teaching-Learning Process**

Hours of Instruction: 80

Number of Units: 4

- |  |   |          |
|--|---|----------|
| 1. Educational Psychology: An introduction | : | 15 hours |
| 2. Human development                       | : | 20 hours |
| 3. Cognitive Processes                     | : | 12 hours |
| 4. Learning Progress                       | : | 25 hours |
| Practical                                  | : | 05 hours |

( A minimum of 2 experiments to be conducted in groups of 20 students. A practical record to be maintained for the same.)

#### SEMESTER—I

### **Paper II—Psychology of Learner and Teaching-Learning Process**

Hours of Instruction : 80 hours

## OBJECTIVES

This course will help the student teachers:

- Understand the basic concepts, principles and methods of educational psychology.
- Develop an understanding of the characteristics of human growth and development.
- Develop and understanding of cognitive processes involved in learning and acquisition of knowledge.
- Acquire knowledge about psychological perspective on the teaching-learning progress.
- Understand the basic principles and theories of Motivation and ways of implementing these principles.
- Improve their teaching-learning in classroom context.

*Unit I—Educational Psychology: An Introduction:* (10 hrs.)

- 1.1. Meaning and Nature of Psychology.
- 1.2. Perspective on Psychology (Brief introduction)—Behaviouristic, Psychoanalytic, Cognitive, Humanistic & Neuro-biological Psychology in Education.
- 1.3. Methods in Psychology—Introspection, Observation, Interview, Case study and Experimental method.
- 1.4. Application of Psychology in Education—Scope and Limitations.

*Unit II—Human Development:* (20 hrs.)

- 2.1. Basic Concepts—Growth and Development
- 2.2. Principles of Growth and Development
- 2.3. Stages of Development (Infancy, Childhood, Adolescence)
- 2.4. Aspects of Development:
  - 2.4. 1. Physical Development—developmental tasks
  - 2.4. 2. Social Development—(Erickson)
  - 2.4. 3. Emotional Development—(Catherine Bridge)

- 2.4. 4. Moral Development—(Piaget, Kohlberg)
- 2.4. 5. Cognitive Development—(Piaget)
- 2.4. 6. Language Development—Stages.
- 2.5 Adolescence—Issues and Planning to solve adolescent problems.

*Unit III—Cognitive Processes: (15 hrs.)*

- 3.1. Sensation, Perception and Conceptualization
  - 3.1.1. An overview of sensation, perception and conceptualization
  - 3.1.2. Gestalt laws of Perceptual organization: Closure, Proximity, Similarity and Continuity.
- 3.2. Cognition—Cognition and cognitive concepts
  - 3.2.1. General models of thinking—Concrete and abstract/ Convergent and divergent.
  - 3.2.2. Cognitive methods of teaching and learning Piaget, Bruner, Ausubel etc.
- 3.3. Steps in thinking and reasoning—Inductive and Deductive Reasoning.
- 3.4. Memory—Basic concepts
  - 3.4.1. Types of memory—Retrieval process
  - 3.4.2. Forgetting—nature and causes
- 3.5. Techniques for improving memory.

*Unit IV—Learning Processes: (35 hrs.)*

- 4.1. Concept and definition of learning and teaching process, importance of motivation—Types of Motivation: intrinsic, Extrinsic and Achievement motivation, Theories of motivation: Homoestatics and Maslow—Steps to motivate children.
- 4.2. Factors influencing learning:
  - 4.2.1. Cognitive factors (Intelligence, aptitude, organization and planning)
  - 4.2.2. Affective factors (Interest, attitude, anxiety and motivation)

- 4.2.3 Social factors (parents, family, peer group, teachers, mass media)
- 4.2.4. Task factors (Meaningfulness, difficulty level, length, organization)
- 4.2.5. Method factors (speed learning Vs massed learning, Whole Vs part learning, Mnemonics, Method of loci or visualization, periodic revision etc.
- 4.3 Approaches to learning
  - 4.3.1 Behaviouristic: (Pavlov, Thorndike, Skinner)
  - 4.3.2. Insightful learning: (Kohler, Weirtheimer, Koffka)
  - 4.3.3. Discovery learning: (Bruner)
  - 4.3.4. Field theory: (Kurt Lewin)
  - 4.3.5. Social Learning theory: (Bandura)
  - 4.3.6. Constructivism: (Piaget, Vygotsky)
  - 4.3.7. Cumulative learning model: (Gagne)
- 4.4. Transfer of learning. Factors influencing learning: learner, teacher, school and home.

## SEMESTER—II

Hours of Instruction: 80

Number of Units: 5

1.	Individual Difference	...	08 hours
2.	Psychology of Personality	...	25 hours
3.	Intelligence	...	20 hours
4.	Motivation	...	10 hrs
5.	Group Dynamic	...	12 hours
	Practical work	...	05 hours

(A Minimum of 2 experiments to be conducted in groups of 20 students. A practical record to be maintained for the same.)

## SEMESTER—II

## Psychology of Learner and Teaching–Learning Process

Hours of Instruction: 80

### OBJECTIVES

This course will help the student teachers:

- Understand the learner as a unique individual and understand the different techniques applied to cater to individual differences.
- Get acquainted with various aspects of personality development.
- Get an understanding of the various dimensions of intelligence and its role in the teaching-learning process.
- Develop an understanding of how to render guidance and counselling services to needy students.
- Apply the principles of group dynamics for effective management of the class.

*Unit I—Individual Difference :* (8 hrs.)

- 1.1. Meaning and significance of individual differences.
- 1.2. Factors causing individual differences—intellectual, aptitudinal, creativity.
- 1.3. Creativity—meaning, identification of creative potential, tests of creativity.
- 1.4. Aptitude—meaning and nature.

*Unit II—Psychology of Personality :* (30 hrs.)

- 2.1. Meaning and Definition of Personality.
- 2.2. Major Approaches to understanding of Personality:  
Theories of Freud, Jung, Adler, Type, trait approaches (Allport, Cattell, Eysenk); Humanistic approach (Rogers); Transactional Analysis (Eric Berne).
- 2.3. Factors influencing development of Personality—Genetic and Environmental.
- 2.4. Adjustment and Mal-adjustment, defense mechanisms, mental

health and mental hygiene.

- 2.5. Assessment of Personality-Questionnaires, Inventories and Projective Techniques—Word association, Sentence Completion, CAT, TAT, Rorschach Ink Blot test.

*Unit III—Intelligence :* (20 hrs.)

- 3.1. Intelligence—Meaning and Definition.
- 3.2. Theories of Intelligence: Spearman's two-factor theory, Thurston's Group factor theory, Guilford's structure of Intelligence, Gardner's theory of Multiple Intelligence. Concept of Emotional Intelligence.
- 3.3. Measurement of Intelligence—kinds of intelligence tests.
- 3.4. The Exceptional Child—Educational Planning for the Individual learners.
- 3.5. Learning Disability—Types, Planning and Remedial Measures.

*Unit IV—Guidance and Counselling :* (10 hrs.)

- 4.1. Meaning and nature of Guidance and Counselling.
- 4.2. Assessment and Testing.
- 4.3. Areas and Types of Guidance: Educational, Personal and Vocational.
- 4.4. Approaches to Counselling: Directive, Non-directive and Eclectic.
- 4.5. Characteristics of a Counsellor, Counselling process.
- 4.6. Guidance and Counselling in school.

*Unit V—Group Dynamics:* (12 hrs.)

- 5.1. Basic Concepts—Groups, Kinds of groups, Characteristics.
- 5.2. Group Interaction, Group Cohesiveness, Group Communication.
- 5.3. Leadership in Groups, Types of leaderships.
- 5.4. Socio-mentry and Socio-gram.

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1. Aggarwal, J.C. (1995) Essential Educational Psychology, New Delhi: Vikas Publishing House Pvt. Ltd.
2. Baron, Robert A (1999) Psychology, New Delhi: Prentice Hall of India.
3. Baron, (1999) Social Psychology, New Delhi: Prentice Hall of India.
4. Berne, Eric (1964) Games People Play, USA: Penguin Books.
5. Berne, Eric (1972) What do you Say After You Say Hello? California: Corgi Books.
6. Bhatia, H.R. (1977) Text book of Educational Psychology, New Delhi: The McMillan Company of India Ltd.
7. Chauhan, S.S. (1988) Advanced Educational Psychology, New Delhi: Vikas Publication.
8. Dandapani, S. (2001) A Text book of Educational Psychology, New Delhi: Anmol Publication.
9. Elliot, Stephen N; Kratochwill, Thomas R; Cook, John Little field & travers, John F (2000) Educational Psychology: Effective Teaching, Effective Learning, Singapore: McGraw Hill Book Company.
10. Fernald, L. Dodge & Fernald, Peter S (1999) Introduction to Psychology, New Delhi: A.T.B.S. Publishers and Distributors.
11. Gelso, Charles. J & Fretz, Bruce R (1995) Counselling Psychology, Bangalore: Prism Books.
12. Harris, Thomas A. I'am OK-You're OK (1995) Berkshire: Arrow Publishers.
13. Hurlock, Elizabeth (1978) Child Development, Signapore: McGraw Hill Inc.
14. Hurlock, Elizabeth (1956) Child, Growth and Development, New Delhi: Tata McGraw Hill Publishing Company.
15. Hurlock, Elizabeth (1981) Development Psychology. A Life Span

- Approach, New Delhi: Tata McGraw Hill Publishing Company.
16. Hurlock, Elizabeth (1997) *personality Development*, New Delhi: Tata McGraw Hill Publishing Company.
  17. Kakkar, S.B. (1989) *Educational Psychology & Guidance*, Ambala Cantt: The Indian Publication.
  18. Mangal S. K. (1993) *Advanced Educational Psychology*, New Delhi: Prentice Hall of India.
  19. Morgan Clifford T (1978) *A Brief Introduction to Psychology*, New Delhi: Tata McGraw Hill Publishing Company.
  20. Nairne, Names S (2003) *Psychology. The Adaptive Mind*, USA: Wadsworth/Thomson Learning Inc.
  21. Price Richard H; Blickstein, Mitchell; Horton, David C & Bailey, Ronald H. (1982) *Principles of Psychology*, New York: Saunders College Publishing.
  22. Shaffer, David R (1995) *Development Psychology Childhood and Adolescence*, USA: Brooks/Cole Publishing Company.

### **Paper III—Trends and Developments in Modern Educational Practice**

#### OBJECTIVES

1. To develop awareness in the student teachers regarding the importance and need for incorporating modern trends and developments in the educational practice.
2. To understand the emerging trends in computer assisted instruction.
3. To develop favourable attitude for accepting new ideas and innovations in the field of education.
4. To develop skills in using modern devices, media etc. in instruction.
5. To make them aware of the facilities available through computer and use them for instruction and information.
6. To inculcate values of environmental concerns and to maintain a

healthy attitude towards environment.

7. To make them understand the concept of Human Rights and the scope of Human Rights Education.

### SEMESTER—I

*Unit I—Curriculum:* (15 hrs.)

Concept of curriculum, Definition—General and basic principles of developing curriculum—curriculum transaction—core curriculum—competency based child centred curriculum, activity based curriculum—hidden curriculum—curriculum evaluation.

*Unit II—Educational Evaluation :* (15 hrs.)

1. Measurement and Evaluation—concept—meaning—their relation with instructional objectives—Taxonomy of Educational Objectives—Cognitive, affective and psychomotor—learning outcomes—purpose of evaluation, types of evaluation—summative and formative—different types of testing—tools and techniques—qualities of a good test—norm referenced and criterion referenced tests—Achievement and diagnostic tests—teacher made tests—standardized tests.

2. Test statistics—scoring and classification of scores—statistical techniques—measure of central tendency—measures of dispersion—graphic representation of the measures—concept of correlation uses of different statistical techniques.

3. Continuous and comprehensive evaluation, grading system.

*Unit III—Models of Teaching :* (20 hrs.)

- (a) Functions of models of teaching—sources of models—families of models—information processing models, personal models, social interaction models, behaviour models, syntax, social system, principles of reaction and support system.

- (b) Some typical models (general characteristics):

1. Concept attainment model—instruction and Nurturent effects.
2. Advance organizer model.
3. Cognitive development model.

*Unit IV—Educational Technology :*

*(30 hrs.)*

1. Concept and Meaning of Educational Technology.
2. Approaches—Hardware, Software and Systems Approach.
3. Dale’s Cone of Experience—its relevance.

***Teaching and Communication:***

Communication Process—Meaning, components of communication system, modes of communication, teaching as communication, factors of effective communication, Factors affecting classroom communication: Interaction in teaching—Flander’s Interaction Analysis Category System (FIACS)

*Micro teaching:*—Concept and procedure.

2. Introduction to Computer: Computer as a medium, Computer as a multimedia device, computer assisted instruction and computer assisted learning, Computer assisted testing—computer for the development of thinking skills—organization and working of a computer—Generations and types of computers—Input—Output devices—Primary and Secondary memories.

3. Operating system: Graphical operating system (Windows). Basic functions—file management, desk top management, utilities.

4. Word processors: Functional knowledge and operational commands (MS Word or Open office Writer).

5. Application of Computer in teaching and learning.

6. Virtual Class rooms.

7. Edusat.

*Introduction to Internet:*

Working of internet—www.e-mail-chat-Internet and Instruction.

Computer as an interactive participative and non-linear medium, new educational experience through computer and Internet—effective use of Internet—use of Internet in educational administration, distance learning—evaluation—research—student counselling etc.—useful sites to educators.

## SEMESTER—II

*Unit I—Educational Management :* (25 marks)

1. Meaning and scope of Educational Management—Administration, Organisation, Supervision.
2. Efficiency and effectiveness of Management.
3. Functions.
4. Institutional planning, need, importance, essential aspects. School complex—scope and functions. Role of Headmaster/Principal.
5. Aspects of School Management—Time Management—Importance—Principles of Time Tables—Flexible Time Table.

*Unit II—Resource Management :* (25 marks)

- A. Concept of resource with special reference to education—Management of inputs—the relation between man, process and product.
1. Material Resources Management: The school plant building, equipment and amenities, school records and registers, development and transaction of curriculum.
  2. Human Resources Management recruiting proper staff, admitting students; leadership styles; Leadership and Power; Healthy interpersonal relationships. Organisation and functioning of the Staff Council and PTA.
- B. Management of School Activities: The process view in the organisation and effective functioning of the following school activities.
1. Teaching-learning activities including continuous and

comprehensive evaluation, conduct of examination, promotion and placement.

2. Academic support such as Library, Laboratory, Museum, Workshops etc.

3. Co-curricular programmes such as assembly, science club, literary association, sports, games, gymnastic, celebration of various days and festivals, recreational activities competitions etc.

*Unit III—Environmental Education :* (30 marks)

1. Principles of Environment—biotic and a biotic, Ecosystem Environmental components—Natural environment, man made environment—Their components, physical factors and biological factors of environmental components.

2. Need and importance of Enviromental Education—incorporating Environmental Education at various levels—Primary, Secondary and Tertiary levels.

3. Objectives and Principles of Environmental Education.

4. Conservation of Natural Resources; (renewable and non-renewable).

(a) Inter-dependence between natural resources and man's degradation of natural resources, changing life style and its impact on environment. Environment and economic development. United Nations Environment Programme (UNEP).

5. Environmental Problems—Causes and Effects:

(i) Global level: Global warming, green house effect, Ozone depletion and CFCs, population explosion etc.

(ii) State level: Bio-diversity, loss of arable soil, Habitat, deforestation and extinction of species.

(iii) Urbanization, over fishing shrinking of backwaters, destruction of mangroves, quarrying, food adulteration—hygiene and sanitation programmes.

- (iv) Local level-Pollution, Air Water, Solid waste and its disposal and bio magnification.
- (v) How students locate environmental problems and identify their causes; how they should be helped to suggest solutions to the problems.

#### Sustainable Development:

1. Concept and need of sustainable development.
2. Role of Government and Non-Governmental agencies.

#### *Books for Reference:*

1. Measurement and Evaluation in Education and Psychology—  
Holt Rinchart and Winston, 1978 .. Mohrens, Williams  
Lohmann Irvin.
2. Educational and Psychological measurement and Evaluation,  
Prentice Hall, India 1998. .. Stanly Julian and  
Kinnet, D Hoppins.
3. A hand book on formative and summative—Evaluation of student  
learning, Mc Grand Hill, 1971. .. Blooms, B.S. Etal.
4. Evaluation—a practical guide for teachers, Mc Draw Hill Book 1974 .. Ton Brink, Terry, D.
5. Taxonomy of Educational objectives Vol. I-Cognitive Domain, 1964 .. Bloom, B. S.
6. Taxonomy of Educational objectives Hand Book No. 2, Affective Domain,  
1964. .. Krawth Whole
7. Evaluation in Education .. Dr. R. Sukumaran Nair

8. Measurement & Evaluation .. Dr. K. Soman
9. Handbook of Educational Technology .. Percivl Frerd and  
Kogan page, 1984 Henry Ellington
10. Educational Technology, Sterling .. Sampath K. et al.  
Publishers, 1984
11. From Blackboard to the Web— .. C. Naseema  
Integrating Technology and  
Education (2004)
12. Modern Methods and Techniques of .. Yokam, G.A. &  
Teaching, Macmillan, 1968 R. G. Simposini
13. Micro Teaching Addison Wesley, 1969 .. Allend D. and K. Ryan
14. Teaching, Learning and Communication .. Hills, P. J.  
Croom Helm, 1986
15. Models of Teaching .. Joyce B. and Marshaweil  
Prentice Hall of India, 1980
16. Introduction of Educational .. Kulkurni, S. S.  
Technology Oxford and  
I. B. H. Publishing, 1986
17. School Administration Old .. R. N. Safaya &  
Organisation B. D. Shaida
18. The Principle Creative Leadership .. Ubbon Gerald &  
for Effective School, Alliyon Larry W. Hughes  
& Basastorn, 1987
19. Values and Educational Independent .. Kaul, G. N.  
India—The associated press
20. Values and working with Values in .. Rath, L. E. et.  
Classroom, Charets E. Merrill, 1986

21. Human Values and Education, .. Rohila, S. P.  
Sterling Publishers, 1986
22. Practical Guide Audio Visual .. Alkins N. J. & Alkin. N.  
Techniques in Education
23. Audio Visual Methods of Teaching, .. Dale. Edgar  
Dryden Press, 1969
24. Human Rights Education-Conceptual .. C. Naseema  
and Pedagogical Aspects, Kanishka  
Publishers, (2002)
25. Human Rights Praxis—A resource .. Ravindran, D. J.  
book for study, Action and  
Reflection (1998)
26. Environmental Education—Principles .. Carson, Sean  
and practices (1978):  
Mc. B. Arnold publishers
27. Environmental Education at .. NCERT  
Schools (1981)

## SEMESTER I

### Arabic Optional

#### Paper IV—Theoretical Bases of Teaching Arabic

*Units:*

Hours of Instruction : 80

- |   |         |
|---|---------|
| 1. Need and importance of Arabic Language teaching  | 05 hrs. |
| 2. General Principles of Language Learning-Teaching | 15 hrs. |
| 3. Methods & Approaches of Teaching Language        | 20 hrs. |
| 4. Techniques of Teaching Arabic Language           | 15 hrs. |

5. Language Skills	10 hrs.
6. Evaluation in Arabic	15 hrs.

## SEMESTER—II

*Units:*

Hours of Instruction : 80

1. Development of Language skills—Listening	10 hrs.
2. Speaking	10 hrs.
3. Reading	10 hrs.
4. Writing	10 hrs.
5. Communication	10 hrs.
6. Reference and Study Skills	10 hrs.
7. Audio-visual Aids	10 hrs.
8. Models of Teaching	10 hrs.

## SEMESTER—I

**Paper IV—Theoretical Bases of Teaching Arabic**

## PART I

Hours of Instruction : 80

## OBJECTIVES

The student teachers:

- Understand the nature and purpose of language teaching and learning
- Understand the problems of foreign language learning
- Develop an insight into the language learning process

- Apply appropriate instructional strategies in teaching
- Aware of the modern evaluation techniques
- Increase proficiency in teaching language
- Enjoy teaching profession by teaching and learning Arabic

## CONTENT

### *Unit I—Need and Importance of Arabic Language Teaching: (05 hrs.)*

Place of Language in Education. Aims and objectives of language teaching—Need and significance of Arabic language teaching—Problems of learning foreign language—interference of mother tongue in learning—Arabic as a foreign language—Status of Arabic in the Modern World.

### *Unit II—General Principles of Language Learning-Teaching: (15 hrs.)*

Stages of Language Development—Acquisition of language—acquisition of mother tongue—Principles of language learning—linguistic principles—psychological principles—contributions of linguistic and psychology—basic theories related to instructional strategies for teaching language—behaviouristic theory, cognitive theory and constructivist theory.

### *Unit III—Methods and Approaches of Teaching Language: (20 hrs.)*

Methods and Approaches—Different strategies and approaches—Translation as a strategy.

Direct Method: Principles, Advantages and Disadvantages—Structural Approach—Advantages Communication approach (functional approach)—teaching language for communication—Oral Approach—Importance of Oral drill in Arabic language teaching—chorus—groups—individual—speech of the teacher with right modulation—intonation, pause and stress—play—way method—advantages—Interactive approaches—Dalton plan—project method—Invention Model—Programmed instruction—advantages.

*Unit IV—Techniques of Teaching Arabic Language: (15 hrs.)*

Teaching of Vocabulary: Selection and grading—types of vocabulary—presentation techniques.

Teaching of Grammar/grammatical functions: Place of grammar—types of grammar—functional and formal grammar—methods of teaching grammar—inductive and deductive methods—teaching of grammatical functions—drills in Arabic—written exercises for practicing functions.

Teaching of composition: Objectives of teaching composition—types of composition—developing ability to compose—teaching at early stages—oral—picture composition—description of familiar objects and animals—narrative composition—dialogues—Paraphrasing—expanding—summarizing—letter writing—group work—correction work.

Teaching of Literature: Aims and objectives—Teaching of literature—problems of teaching literature—teaching of detailed and non-detailed readers.

Teaching of Prose and Poetry: Teaching of prose—Aims of teaching—situational teaching of structures and vocabularies.

Teaching of Poetry: Difference between prose and poetry—objectives of teaching poetry—Methods of teaching poetry.

*Unit V—Language Skills: (10 hrs.)*

Language Skills—Inter relationship and integration of skills—aims and objectives of language acquisition—analysis of basic language skills.

*Unit VI—Evaluation in Arabic: (15 hrs.)*

Principles of language testing—concept of continuous and comprehensive evaluation—testing language skills—construction of language tests—oral and written—types of questions—merits and demerits—oral test—written test—unit test—design and preparation of Blue Print—various kinds of tests—formative and summative

evaluation—Diagnosis and remedial measures.

## SEMESTER—II

### **Paper IV—Theoretical Bases of Teaching Arabic**

#### COURSE OBJECTIVES

The student teachers:

- Acquire knowledge and ability to develop language skills in students.
- Develop the ability to select appropriate model of teaching.
- Acquaint with model sophisticated language development modalities.
- Use audio-visual software to promote learning.

#### COURSE CONTENT

*Unit I—Listening :* (10 hrs.)

Listening skill—process—phases in listening—objectives—sub skills—types of listening—kinds of listening materials—strategies for developing the listening skill—evaluating listening skill.

*Unit II—Speaking Skill :* (10 hrs.)

Speaking skill—Importance of speech—Process—Phases in speaking skill—objectives—sub skills—strategies for developing the skill—evaluating speaking—teaching pronunciation

*Unit III—Reading :* (10 hrs.)

Importance of Reading skill—mechanisms of reading—phases—objectives—sub skills—types of reading—kinds of reading materials—methods strategies for teaching the reading skill—evaluating reading—methods of developing reading to beginners—teaching advanced

reading skills.

*Unit IV—Writing:* (10 hrs.)

Importance of writing skill—mechanics of writing—objectives—sub skills—types—strategies for developing the writing skill—evaluating the writing skill—Teaching Writing: Arabic letters—Printed (Nuskhi) and Cursive (Ruqai) teaching of hand writing, graded copy books, transcription, characteristics of good hand writing, beauty, legibility, proper spacing and speed—teaching of spelling—Dictation (Imla') as a tool of teaching writing—kinds of Imla': Manqool, Mandhoor, masmooa' and Ikhtiyari—creative writing.

*Unit V—Communication:* (10 hrs.)

Teaching of communication—communicative competence in real life—significance of communication—Techniques for effective communication—improving communicative skills in Arabic—different strategies for effective communication in Arabic—Functional Language—Evaluating the skill—Teaching Arabic for communication.

*Unit VI—Reference and Study Skills:* (10 hrs.)

Teaching of reference skills—dictionary-books—encyclopedia—study skills—note making—summarizing—importance of reference and study skills—technique for developing the study skills—evaluating the skills.

*Unit VII—Audio-Visual Aids :* (10 hrs.)

Importance of Audio-Visual Aids—Audio-Visual aids suitable to Arabic Language Teaching—Effective Learning and Teaching—Advantages—Language Laboratory.

*Unit VIII—Models of Teaching :* (10 hrs.)

Relevant Models to Arabic Language Teaching—Concept Attainment Model—Advance Organizer model—Constructivist Model of

Learning.

REFERENCES:

1. Billows, F.L. The Techniques of Language Teaching.
2. Richards, J.C. & T.S. Rodgers, 1986.: Approaches and Methods in language Teaching, Cambridge University Press.
3. Numan, D. 1989. Understanding language classroom. Prentice Hall.
4. Willis, J. 1981. Teaching English through English. Longman.
5. Fin\*\*, M. & Brainfit, C. 1983. The functional notional approach from theory to practice, Oxford University Press.
6. Grellet F. 1981. Developing Reading Skills. Cambridge University Press.
7. P. Gurrey, Teaching English as a Foreign Language, London: English Language Book Society, 1970.
8. Bleyager Bleta: The Psychology of Teaching Foreign Language.
9. Herbert Lado: Language Teaching.
10. H. E. Palmer: Principles of Language Teaching.
11. Dr. K. Soman: Objective Based Instruction.
12. West. M.: Learning to read foreign language.
13. Farhat J. Zaid and Winter: An Introduction to Modern Arabic.
14. Dakin J. & Others: Language in Education.
15. Herber, C. L. Story of Language.
16. Dr. R. S. Nair: Evaluation in Education.
17. Palmer, H. E. (1917): The Scientific Study and Teaching of Languages London: Harrap.
18. Willis, J. (1996): A Framework for Task-based learning London: Longman.
19. Anthony, E. (1963) Approach, Method and Technique. English Language Teaching. OUP.

## SEMESTER—I

**Paper V—Pedagogic Analysis of Arabic**

## COURSE OBJECTIVES

The student teachers:

- Understand the purpose of analyzing the subject matter to be taught by applying principles.
- Acquaint with the curriculum prescribed for the learners of Arabic.
- Develop an insight into the theoretical basis of Pedagogic Analysis.
- Select appropriate instructional objectives.
- Acquire the teaching competencies.
- Enhance the proficiency in teaching Arabic Language.
- Prepare lesson plans, unit plans and year plan.
- Develop the ability to design stage appropriate, contact appropriate and objective based learning activities.

## COURSE CONTENT

*Unit I—Curriculum :* (10 hrs.)

Concept—Principles of curriculum construction—curriculum construction in Arabic—New curriculum—Syllabus—Text books—Types of syllabi.

*Unit II—Principles of Pedagogic Analysis :* (15 hrs.)

Pedagogical principles of curriculum analysis—Purpose of pedagogic analysis—Theoretical—back ground—Sources of pedagogical principles—steps in pedagogic analysis—Dimensions of Pedagogic analysis.

*Unit III—Skills for Effective Teaching :* (10 hrs.)

Microteaching—concept and procedure—identification of teaching GPC. 182/71/2012—9.

skills—micro teaching cycle—Teacher competencies—Micro teaching lessons.

*Unit IV—Principles of Students Effort in Learning: (15 hrs.)*

Opportunity for maximizing students efforts—Providing activities—Activity based Teaching and learning—Learning by doing—maximizing learner participation—Feed back—assessing learner performance.

Students activities: Linguistic and Literacy—Al Idaa-th-al-Arabiya-al-madrasiya (School language Broadcasting)-Al Jameiyaath-al-Adabiyya- (Literacy Association) Al-Ealanath-al-madrasiya (School Notices) Nadi-al-Lugath (Language clubs) Thamseel (Drama) Majalla-al-madrasiya (School magazines) al-sahafath al-jidariya- (wall papers) al sahafa wa-Thahreer (Journalism and publishing)-Use of computer—Computer assisted learning & instruction.

*Unit V—Structure of Arabic Language: (05 hrs.)*

Syntactic—form and meaning—structure—word order—structural words—sentence pattern.

Semantic—meaning—conceptual meaning—contextual meaning.

Graphic—graphic substance—spelling—spelling rules—punctuation—paragraph, etc.

*Unit VI—Lesson Planning: (25 hrs.)*

Planning—Need and Importance of Lesson Planning—Unit Plan—Year plan format for lesson plan—Plan for teaching Prose and Poetry.

## SEMESTER—II

### **Paper V—Pedagogic Analysis of Arabic**

Hours of Instruction : 80

Analysis of School syllabus and prescribed readers of Arabic for standards from V<sup>th</sup> to X<sup>th</sup> (to be done on the bases of the general

frame work of pedagogic analysis).

## SEMESTER—I

### **Paper IV—Theoretical Bases of Teaching English**

*Units:* Hours of Instruction: 80

1. English as a Second Language	5 hrs.
2. Principles of Learning A Foreign Language	15 hrs.
3. Language skills	10 hrs.
4. Instructional Strategies	15 hrs.
5. Techniques of Teaching	20 hrs.
6. Evaluation in English	15 hrs.

## SEMESTER—I

### **Paper IV—Theoretical Bases of Teaching English**

#### COURSE OBJECTIVES:

The student teachers:

- Understand the nature and purpose of language teaching.
- Develop an insight into the language learning process.
- Apply suitable language instructional strategies in classrooms.
- Acquire knowledge of modern evaluation techniques.
- Increase their proficiency level of English.
- Enjoy learning and teaching English.

#### COURSE CONTENT:

*Unit I—English as a Second Language:* (05 hrs.)

Status of English—historical development—aims and objectives of teaching English as 12.

*Unit II—Principles of Learning a Foreign Language:* (15 hrs.)

Language Development stages—mother tongue acquisition. Linguistic principles—psychological principles—contribution of psycholinguists—Behaviouristic, Cognitive and Constructivist Approaches.

*Unit III— Language Skills:* (10 hrs.)

Overview—analysis of the basic language skills—inter-relationship and integration of skills—aims and objectives of language learning at different levels of education—strategies for dealing with tasks given in the Practice Book.

*Unit IV— Instructional Strategies:* (15 hrs.)

Approaches and methods—form based and function based—Grammar Translation, Direct, Bilingual, Total Physical Response, Suggestopedia—Structural, Interactive, Communicative Approaches.

*Unit V— Techniques of Teaching:* (20 hrs.)

*Vocabulary:* Selection and grading—types of vocabulary—techniques of presenting—semantic mapping.

*Grammar:* Types—notion of teaching—process and product approaches—steps in teaching/learning.

*Composition:* Concept—types of composition—steps in teaching—correction work.

*Literature:* Aims and objectives—teaching of literature—issues and problems—teaching of detailed and non-detailed Readers—prose and poetry—aims, objectives, steps.

*Unit VI—Evaluation in English:* (15 hrs.)

Principles of language testing—concept of continuous and comprehensive evaluation—testing language skills—construction of language tests—oral and written. Grading—meaning and procedure. Diagnosis and remediation.

## SEMESTER—II

### **Paper IV—Theoretical Bases of Teaching English**

*Units :*

1. Listening	10 hrs.
2. Speaking	10 hrs.
3. Reading	10 hrs.
4. Writing	10 hrs.
5. Reference and Study Skills	10 hrs.
6. Communication	10 hrs.
7. Models of Teaching	15 hrs.
8. Audio-Visual Aids	5 hrs.

#### COURSE OBJECTIVES

The student teachers:

- Acquire knowledge and ability to develop language skills in students.
- Develop the ability to select appropriate models of teaching.
- Get acquainted with modern sophisticated language development modalities.
- Use audi-visual software to promote learning.

#### COURSE CONTENT:

*Unit I—Listening: (10 hrs.)*

Listening process—phases in listening—objectives—sub skills—types of listening —kinds of listening materials—strategies for developing the skill—evaluating listening.

*Unit II—Speaking:* (10 hrs.)

Process—phases—objectives—sub skills—strategies for developing the skill—evaluating speaking.

Teaching pronunciation.

*Unit III—Reading:* (10 hrs.)

Mechanics of reading—phases—objectives—sub skills—types of reading—kinds of reading materials—strategies for developing the skill—evaluating reading.

Methods of teaching reading to beginners.

Teaching advanced reading skills.

*Unit IV—Writing:* (10 hrs.)

Mechanics of writing—phases—objectives—sub skills—types—strategies for developing the skill—evaluating the skill—script—teaching of handwriting—teaching of spelling—Creative writing.

*Unit V—Reference and Study Skill:* (10 hrs.)

Reference skill—dictionary, thesaurus, books. Study skill—note making—summarizing.

Objectives—sub skills—importance—techniques for developing the skills—evaluating the skills.

*Unit VI—Communication:* (10 hrs.)

Communicative competence in real life—phases—objectives—sub skills—types—strategies for developing the skills—evaluating the skill.

*Unit VII—Models of Teaching:* (15 hrs.)

ELT relevant models—Concept attainment model—advance organizer model—Constructivist model of learning.

*Unit VIII—Audio-Visual Aids :* (5 hrs.)

Audio-visual aids suitable to ELT—advantages.

Language laboratory.

*Reference Books:*

1. Gurrey, P. 1970. Teaching English as a Foreign Language, London .. English Language Book Society
2. Allen, V. F. 1983. Techniques in Teaching Vocabulary, New York .. Oxford University Press
3. Anthony, E. 1963. Approach, Method and Techniques, English Language Teaching .. OUP
4. Ellis, R. 1984. Classroom Second Language Acquisition, Oxford .. Blackwell
5. Palmer, H. E. 1917. The Scientific Study and Teaching of Languages, London .. Harrap
6. Widdowson, H. G. 1978. Teaching Language as Communication Oxford .. Oxford University Press
7. Wilkins, D. A. 1976. National Syllabus, Oxford .. OUP
8. Willis, J. 1996. A Framework for Task-based Learning, London .. Longman
9. Tickoo, M. L. 2003. Teaching and Learning English, Hyderabad .. Orient Longman

SEMESTER—I

**Paper V—Pedagogical Analysis of English**

Hours of Instruction: 80

No of Units: 6

*Units*

1. Curriculum	..	10 Hrs.
2. Pedagogical Principles of Curriculum Analysis	..	15 Hrs.
3. Skills for Effective Teaching	..	10 Hrs.
4. Structure of English–Phonological and Morphological	..	10 Hrs.
5. Structure of English–Syntactic, Semantic, Graphic	..	10 Hrs.
6. Lesson Planning	..	25 Hrs.
Total	..	80 Hrs.

SEMESTER—I

**Paper V—Pedagogic Analysis of English—I**

Hours of Instruction: 80

Duration of Exam: 2 hrs.

COURSE OBJECTIVES

The student teachers:

- Acquaint with the curriculum prescribed for the learners of English as a second language from standard V to X.
- Develop an insight into the theoretical background of pedagogic analysis.
- Acquire competencies that English language teachers should possess.
- Enhance their proficiency level in English by giving them a perspective on the structure of the language, the various elements of language and its organization.
- Prepare lesson plans, unit plan and year plan.

- Develop the ability to design stage-appropriate, content-appropriate and objective-based learning activities by which the inputs could be processed and objectives realized.

#### COURSE CONTENT

*Unit I—Curriculum :* (10 hrs.)

Concept-principles of curriculum construction—curriculum construction in English—New package—syllabi and text books—Types of syllabi.

*Unit II—Pedagogical Principles of Curriculum Analysis:* (15 hrs.)

Pedagogic analysis—a conceptual overview—theoretical background—steps in Pedagogic Analysis—Dimensions of pedagogic analysis.

*Unit III—Skills for Effectice Teaching:* (10 hrs.)

Concept of microteaching—micro teaching cycle—teacher competencies—microteaching lesson plans.

*Unit IV—Structure of English-Phonological and Morphological:* (10 hrs.)

*Phonological*—Organs of speech—phonemes—stress and intonation—vowels, consonants and diphthongs—Phonetic symbol and transcription—Received Pronunciation (RP) and Standard Indian Pronunciation.

*Morphological*—Morphemes—prefixes—suffixes—suppletion—zero allomorph—forms—compounds—types—portmanteau words and acronyms.

*Unit V—Structure of English-Syntactic, Semantic, Graphic:* (10 hrs.)

*Syntactic*—form and meaning—structural devices—word order—basic sentences— structural words—inflections and verb patterns.

*Semantic*—IC analysis—conceptual meaning—contextual meaning—individual meaning.

*Graphic*—graphic substance—grapheme—paragraph—spelling—spelling rules—punctuation.

*Unit VI—Lesson Planning:**(25 hrs.)*

Need for planning—stages of planning.

Year plan—meaning and format of a year plan

Unit plan—concept and format of a unit plan

Lesson plan—significance, essential aspects of a lesson plan,  
format of lesson plans—prose and poetry.

## SEMESTER—II

**Paper V—Pedagogical Analysis of English—II***80 hrs.*

Analysis of school syllabi and readers of English prescribed in standard V to X.

(To be done in tune with the general frame work of Pedagogic Analysis)

## SEMESTER—I

**Paper IV—Theoretical bases of Teaching Hindi**

Hours of Instruction: 80

## COURSE OBJECTIVES

The student teacher should:

1. Gain insight about language learning.
2. Understand the status of Hindi
3. Understand the aims and objectives of language learning.
4. Understand the implications of the linguistic and methods of teaching a classical language.
5. Acquire knowledge of the new techniques and methods of

teaching a classical language.

6. Critically analyze various teaching approach, methods strategy and study skills in Hindi.
7. Effectively teach the vocabulary structures poems; prose lessons and four fold language skills.
8. Acquaint his with the new issues related to the methodology of teaching and evaluations.

*Unit I—General objectives of Hindi language education: (15 hrs.)*

1. Importance of language in education: aims of teaching language.
2. Multilingualism in India place of Hindi non Hindi speaking areas, especially in Kerala, its importance as the National and official language. Ignorance of India—Hindi as the second language in our schools-The three language formula.

*Unit II—Aims and instructional objectives of teaching Hindi: (10 hrs.)*

1. Linguistic aim-Acquisition of language skill viz. understanding, speaking, reading and writing, function and development of vocabulary in day to day life.
2. Literary and cultural aim, mental and childhood development developing creative efficiency.
3. Integration aim Hindi for national integration.
4. Concept of objective based teaching: Taxonomy of educational objectives.
5. Institutional objectives—their relevance to language teaching.

*Unit III—General principles and psychological bases of language learning : (10 hrs.)*

1. General awareness of new psychological theories
- GPC. 182/71/2012—10a.

constructivism—Multiple intelligence etc.

2. Principles of language learning-interest, impression expression, habit formation-direct associates, importance of oral work learning.

3. Maxims of learning.

*Unit IV—Teaching Strategies:* (15 hrs.)

1. Teaching Tactics. Teaching methods. Teaching Techniques.

2. Phase of teaching: pro-active phase—interactive phase—post active phase.

3. Different methods and approaches—Direct method—indirect method (Grammar-translation)—structural method—inductive-deductive approach, play way method, Activity method, project method, heuristic method, Montessori method, Kindergarten method. (1) altar plan interactive approach—a critical study of these methods for the Teaching of Hindi.

4. Developing teaching skills.

*Unit V—Acquisition of Language Skills:* (15 hrs.)

1. Oral work: Understanding and speaking language its importance of life-Psychological approach comprehension before speech-graded active vocabulary-drilling-creating natural situation for voluntary acquisition assimilation and habit formation of these skills. Use the different aids to create interest—importance of correct pronunciation—teacher a model use of modern equipment in pronunciation of Hindi sounds—common errors in teaching—remedial measures.

2. Reading: Importance of reading for mental cultural and social development—reading after sufficient speech training—common errors in teaching, remedial measures.

3. Writing: Importance in future life-special feature of Hindi scripts-Devaragam standard scripts.

*Unit VI—Different Approaches of Teaching:* (15 hrs.)

1. Teaching of Prose—aims of teaching prose lessons.

- (a) Language aspect—skills, vocabulary, grammar.
- (b) Social aspect—language for interaction, cultural development, intellectual growth.

2. Teaching of poetry—aims of teaching poetry lessons appreciation of rhythm, sound, ideas, emotions, etc. development of creativity.

3. Teaching of grammar—aims of teaching grammar, place of grammar in language, teaching formal and functional grammar—different methods of teaching grammar.

4. Teaching of composition—aims, developing the ability for oral and written expression. Different types of composition.

#### PRACTICUM

- |  |    |         |
|--|----|---------|
| 1. Terminal examination                              | .. | 2 Marks |
| 2. Assignments                                       | .. | 4 Marks |
| 3. Preparation of seminar papers                     | .. | 2 Marks |
| 4. Collection of Ten *** in Malayalam equal to Hindi | .. | 2 Marks |

Total .. 10 Marks

### SEMESTER—II

#### **Paper IV—Theoretical Bases of Teaching Hindi**

Hours : 80

#### OBJECTIVES

The student teacher:

1. Become conversant with modern trends and methods of teaching and how they are employed in teaching Hindi.
2. Acquire ability to develop student's different skills in, Hindi language.
3. Are capable of developing student's skills in communicative Hindi.

4. Become familiar with (a) the principles of preparing text books in Hindi and (b) the techniques of translation.
5. Attain the skills in organizing co-curricular activities in schools.

*Unit I* (10 hrs.)

Modern trends and methods of teaching programmed learning, Instructional module, simulated teaching, computer assisted instruction, group discussion, audio—video lesson—their importance in relation to the teaching of Hindi as second language.

*Unit II—Improving Language Skills:* (25 hrs.)

1. Oral Work:—Conversation, discussion, dramatization, debate etc. for the development of this skill. Use of aids to minimize the intervention of mother tongue.

2. Comprehension skills:—Listening and reporting taped stories, speeches and reports, commentaries on Radio and T.V.

3. Reading skills:—Different methods of teaching reading—individual and group work—silent and loud reading, intensive and extensive reading library work—use of reference books.

4. Writing Skills:—Different methods of teaching writing and characteristics of good hand writing—legibility—beauty, population and speed—how to secure them hand writing scales—spelling and—causes of mistakes transcription and dictation.

*Unit III—Communicative Hindi:* (10 hrs.)

Techniques to develop students skill in communicative Hindi:—procedure for the development of communicative skilled of students use of Hindi language in different situations—in business in conferences, in reporting daily life and the like.

*Unit IV—Translation:* \_\_\_\_\_ (5 hrs.)  
\_\_\_\_\_

Aims of teaching translation—practical and cultural-literacy value:  
Principles of translation free and literacy translation methods of teaching  
transaction.

*Unit V—Co-Curricular Activities:* (10 hrs.)

Different types of co-curricular activities in schools—academic activities, aesthetic development activities, cultural development activities, literacy activities—organization and use of Hindi library, Hindi room, Hindi club, Hindi magazines organization and working of seminars, discussion, recitations, kavisammelan, study tours, language games.

*Unit VI—Text books:* (5 hrs.)

Significance and objectives of text books—types, qualities, principles of the preparation of text books.

*Unit VII—Evaluation:*

Importance of different methods, place of achievement tests and their preparation of different types question, objectives, short answer and essays.

#### PRACTICUM

1. Terminal examination	..	2 Marks
2. Assignments	..	4 Marks
3. Seminar	..	2 Marks
4. Club activities	..	2 Marks
	Total	.. 10 Marks

#### SEMESTER—I



1. Pre-requisites for learning.
2. Students skills for learning.
3. Process skills for Hindi subject.

*Unit III—Learner Needs:* (5 hrs.)

1. Individual differences.
2. Cultural deprivation.

*Unit IV:* (15 hrs.)

Analysis of Hindi textbooks (Std. VII and Std. VIII) sequencing content, locating deficiencies in the content.

*Unit V—Transactional Strategies:* (25 hrs.)

- (a) Importance of planning and instruction.
- (b) Preparation of year plan, unit plan and lesson plan.

*Unit VI:* (5 hrs.)

Modification of teacher behaviour and innovative practices.

Micro teaching.

Techniques of questioning.

#### PRACTICUM

1. Terminal examination	...	2 Marks
2. Preparation of Lesson transcript for micro teaching (at least 5 skills)	...	2 Marks
3. Preparation of a manuscript magazine	...	4 Marks
4. Preparation of 5 grammar charts	...	2 Marks
	Total	... 10 Marks

## SEMESTER—II

**Paper V—Pedagogical Analysis of Hindi**

80 Hrs.

## OBJECTIVES

The student teachers:

1. Recall the principles of pedagogical analysis.
2. Develop competency in the subject that the student teachers have selected for teaching.
3. Ability to develop sequencing content.
4. Acquire ability to state specific objectives for lessons.
5. Become capable of selecting appropriate modern strategy for instruction.
6. Practice the mechanism of preparing lesson plan.

*Unit I:* (15 hrs.)

Analysis and evaluation of Hindi text books (Std. IX and X) sequencing content, locating deficiencies in the content.

*Unit II—Principles of Selecting Instructional Strategies:* (20 hrs.)

1. Strategies based on problem solving.
2. Inductive and deductive learning.
3. Inquiry training models. \_\_\_\_\_
4. Constructivist training models. \_\_\_\_\_
5. Strategies developing formal thinking ability.

*Unit III—Application of Educational Technology:* (10 hrs.)

Audio visual aids required for each lessons.

Project, tape recorder, radio, T.V., models, charts, album,

pictures.

*Unit IV:* (10 hrs.)

Qualities and competencies of good Hindi teacher.

*Unit V—Evaluation in Hindi:* (15 hrs.)

- (a) Comprehensive and continuous evaluation.
- (b) Marking and grading.
- (c) Educational diagnosis and remedial teaching.
- (d) Question bank.

*Unit VI—Principles of Feedback:* (10 hrs.)

Assessing students performance as feedback for :

- (a) Students progress.
- (b) Teachers proficiency.
- (c) Parents.

#### PRACTICUM

1. Terminal examination	..	2 Marks
2. Preparation of a programmed instruction material	..	3 Marks
3. Prepare lesson transcripts for each models of teaching	..	3 Marks
4. Seminar	..	4 Marks
	Total	.. 12 Marks

#### REFERENCE BOOKS

1. Safaya, B. N. (2002) Teaching of language. Abishek Publishing.

2. Spinks, Tony (2002) Facilitating learning. Bangalore Viva Books Pvt. Ltd.
3. Nanda, V. K. (Ed), Modern techniques of teaching (5 Vols.) New Delhi: Anmol Publications.
4. Acharya Sitharam Chaturvedi, Bhasha ki Siksha.
5. Dr. S. S. Madhur, Sikshan Kala Evam Naveen Padhathiyam.
6. Bhai Yogandra Jit, Hindi Bhasha Siksha.
7. Sadde, Rashtra Bhasha ka Adhyapan.
8. Kamata Prasad Guru, Madhyam Hindi Vyakaran.
9. Dr. Bholanath Thivari, Hindi Bhasha Par Lipi ka Aithihasik Vikas.
10. Vamvar Sin ha, Adunik Sahita ki praviathiyam.
11. G. P. Nene & Ramanarayan Thivari, Hindi Vyakaran Aur Rechana.
12. Bharat Booshan (Saroj) Bhasha Vijnan.
13. Acharya Chatursen, Hindi Bhasha ka Saral Parichaya.
14. Nanda Bulare Baj Peji, Sahitya Sushama.
15. Prof. Ganesh Prasad Sidha, Bhasha Sikshan Nidhi.

### **Optional Paper—Kannada**

During the course of the first semester the professional and academic abilities acquired by the student teachers may be diagnosed through the practice-teaching conducted for 10 days. This will help the teacher-educator to help and guide the student-teachers for the future.

### **SEMESTER—I**

#### **Paper IV—Theoretical Bases of Teaching Kannada**

Hours : 80

*Unit I:*

Teachers as a facilitator in developing the language abilities in children—  
Academic and professional qualities required—Importance of pre-service  
and in service courses to a language teacher.

*Unit II:*

Importance and procedure of observation and criticism—Importance  
of language and linguistics—Phonology, Morphology and syntax in general  
and their value in life. Kannada as a language—its nature and mechanics:  
vocabulary, sentence structure, grammar, punctuation, spelling and other  
peculiarities. Its relation with other Dravidian languages and Sanskrit. Its  
place in the Secondary School Curriculum.

*Unit III:*

Aims and Objectives of Teaching Kannada—Kannada as a mother  
tongue, as the Regional language, as a medium of thought and communication  
of ideas, emotions and experience. Development of power of comprehension,  
expression, appreciation and creation. Development of fundamental language  
skills—listening, speaking, reading and writing, other skills: Translation,  
writing, reference skills.

*Unit IV:*

Aims and objectives of teaching prose and poetry and the steps—  
Proficiency in language-Improving vocabulary, comprehension, appreciation,  
Art of recitation, summarization.

*Unit V:*

(a) Grammar—Aims of teaching grammar—importance of formal  
grammar—functional grammar and relation to books used—Inductive,  
deductive and compete methods of teaching grammar.

(b) Composition—Aims of teaching composition—Oral and written  
composition—Guided and Free compositions, creative writing, correction of  
composition.

*Unit VI:*

Methods and techniques of teaching Kannada—Traditional and modern methods—Grammar Translation method, direct method, structural approach, communication approach, play-way, dramatization supervised study.

*Unit VII :*

Planning lesson in Prose, Poetry, Grammar and Composition—Preparation of notes of lessons, preparation of resource unit and unit plan and their importance.

## SEMESTER—II

### Theoretical Bases of Kannada

Hours : 80

*Unit VIII : Language Skills:*

- (a) Listening:—Nature and kinds of listening—listening for comprehension—Listening for note making—conditions for effective listening—Listening activities and suggested programmes for developing listening skills.
- (b) Speaking:—Importance of oral work—Phonetics of Kannada—Difficulties of Pronunciation and remedial measures—speech Training through various activities. Importance of clear, correct, pleasant speech—teaching of recitation—formal and informal conversation, story telling, dialogue, dramatics, narration, description, discussion, debate and speeches.
- (c) Reading:—Its meaning and significance—perception, recognition, comprehension, critical judgment, information, appreciation, note making, comprehension of words and their dimensions in meaning, comprehension of paragraphs and longer passages—Importance of reading aloud and silent reading—Intensive and Extensive reading—Methods of Teaching Reading—alphabetic, look and say, sentence and story method.

- (d) Writing:—Hand writing and spelling—Its Importance, mechanics of writing, special feature of Kannada alphabets—Different methods of improving handwriting and spelling.

*Unit IX :*

- (a) Teaching and learning materials:—Importance and utility of audio-visual materials in developing language skills—kinds of materials—improvisation—language laboratory.
- (b) Text Books:—Importance and principles of text Book construction—Characteristics of a good text book—modes of using them in class—a critical study of the present text books. Non-detailed and supplementay Readers—Their differences and importances.

*Unit X :*

Evaluation:—Evaluation of outcomes of teaching Kannada—Objectives based tests—various devices of evaluation—their merits and demerits. Continuous evaluation and terminal evaluation—grading system and its principles—Advantages and disadvantages.

BOOKS FOR STUDY REFERENCE

- |                     |   |
|---------------------|---|
| 1. W. M. Ryburn     | .. Suggestions for Teaching-Mother tongue       |
| 2. P. B. Ballard    | .. The teaching of mother tongue                |
| 3. H. R. Palmer     | .. Principles of Language Teaching              |
| 4. Robert Lado      | .. Language testing                             |
| 5. B. V. Ramana     | .. Kannada Nudi Bodhane                         |
| 6. S. Krishnappa    | .. Kannada Bodhane                              |
| 7. A. Anantharamu   | .. Kannada Bhasha Bodhane                       |
| 8. G. Krishna       | .. Kannada Bodhane                              |
| 9. N. Narasimhachar | .. Lecturers of Kannada Language and Literature |

- |                           |  |
|---------------------------|--|
| 10. M. Mariappa Bhat      | .. Sanskshipata Kannada Sahitya Charitre       |
| 11. Dr. Mahablaeshwar Rao | .. Proudha Shalegalalli Kannada Bodhane        |
| 12. D. V. G.              | .. Sahitya Shakthi                             |
| 13. Hadow                 | .. Teaching poetry                             |
| 14. NCERT                 | .. Teaching Reading a Challenge                |
| 15. Lambard               | .. Expression in speech and writing            |
| 16. Billows               | .. The techniques of language teaching         |
| 17. Robbert Lado          | .. Language teaching and learning              |
| 18. Brook Nelson          | .. Language and Language Teaching              |
| 19. Wilgam, Revis         | .. Teaching Foreign Language Skills.           |
| 20. Kaupe Gowda           | .. Samanya Bhashavijnana, Mysore<br>University |
| 21. Hampanagarajaiha      | .. Dravida Bhashavijnana                       |
| 22. Gliarson              | .. General Linguistics                         |

### **Paper V—Pedagogical Analysis**

Semester I & II (80+80=160 Hrs.)

Pedagogic analysis are based on the real situations in classroom teaching in connection with methodology and other general subjects, of the B.Ed. course, especially with reference to the syllabi or the text books of Kannada prescribed for high school classes.

### SEMESTER—I

### **Paper IV—Theoretical Bases of Teaching Malayalam**

#### COURSE OUTLINE

#### COURSE OBJECTIVES

On completion of the course the student teacher shall be able to:

- Understand the aim and objectives of language learning.

- Develop insight into the principles and theories of language learning.
- Analyze four-fold language skills and their inter-relationship.
- Develop positive attitude towards mother language (Malayalam). The rich and vivid culture of Kerala.
- Get acquainted with relevant modern techniques that could be applied in the teaching of Malayalam.
- Effectively teach the vocabulary structures, poems and prose lessons.
- To acquaint the trainee with use of different teaching aids, materials and media used in language teaching.
- Practice micro-teaching lessons for developing competencies.

*Unit I—Language and Mother Tongue:* (5 hrs.)

- 1.1. Origin of Language—the mother tongue as medium of thought and communication of ideas, emotions, creativity and aesthetic taste—the correlation of the study of Malayalam with other languages:—Tamil, Sanskrit, Hindi, English.

*Unit II—Principles of Learning Malayalam:* (5 hrs.)

- 2.1. General principles of language learning—learning as skill subject—the importance of practice and the formation of right language habit—rational order of learning the concrete (before symbol) impression before expression. Conversation before reading, reading before writing, practice before expression, group work to proceed individual work.

*Unit III—Language Skills:* (10 hrs.)

Overview—analysis of the basic language skills—inter-relationship and integration of skills. Aims and objectives of language learning at different levels of education.

*Unit IV—Instructional Objectives of Malayalam:* (15 hrs.)

Concept of objective based instruction—instructional objectives and specifications of Malayalam with special reference to Bloom’s Taxonomy. Relationship among the objective, learning experience and evaluation.

*Unit V—Methods of Teaching Malayalam: (10 hrs.)*

Old methods—merits and demerits—new trends in the methods of teaching—direct method, play way, Dalton plan, Dramatisation, Creative activity.

*Unit VI—Techniques and Strategies of Teaching Malayalam: (10 hrs.)*

Oral work, written, assignments, seminars, project work, computer assisted instructions, teaching aids. Micro teaching: An approach to skill based training, its relevance in developing skills. Identifying skills specially required to teaching of Malayalam.

*Unit VII—Teaching of Prose, Poetry, Grammar and Composition : (25 hours)*

1. Prose:

(a) *Detailed Text*:—The aims of teaching prose at levels—expansion of vocabulary—familiarity and use of sentence patterns—development of activities in silent reading and reading aloud—developing literary taste and taste extensive reading—introduction to the history of literature—different types of prose lessons—exercise to develop and test comprehension and linguistic abilities.

(b) *Non detailed prose*:—Aims and methods of teaching non detailed prose at different levels.

2. Poetry:

Aims of teaching poetry at different levels—appreciation of beauty of sound—rhythms, diction ideas, emotions, imagery expressions, suggestions.

## 3. Grammar:

The place of grammar in language study. Aims and methods of teaching grammar.

## 4. Composition:

General principles, types and methods of teaching composition at different levels— Different types of composition.

## SEMESTER—II

**Theoretical Bases of Teaching Malayalam**

## COURSE OUTLINE

## COURSE OBJECTIVES

On completion of the course the student teacher shall be able to:

- Development of basic skills such as reception, expression, creative ability, aesthetic sense and productivity.
- Develop linguistic abilities.
- Develop the ability to organize co-curricular activities and community resources for promoting Malayalam learning.
- Understand the qualities of a Malayalam teacher and the need for recurrent training.

*Unit I—Listening:**(10 hours)*

Importance of listening, basis of languages learning—various listening activities—how to prepare children for listening.

*Unit II—Speaking:* (10 hours)

Importance of oral work in different stages of languages learning—suitable exercise for speaking.

*Unit III—Reading:* (10 hours)

Importance and methods of reading at different stages—types of reading—characteristics suitable exercises.

*Unit IV—Writing:* (10 hours)

Importance of Neuro muscular training—different methods of writing. Characteristics of good hand writing.

*Unit V—Translation:* (10 hours)

Aims—use of literal and free translation—the role of translation in Malayalam literature.

*Unit VI—Models of Teaching:* (10 hours)

Relevant models—Concept attainment model—advance organized model.

*Unit VII—Instructional Materials and Co-curricular Activities:*  
(10 hours)

Text books—hand books, audio-visual aids in Malayalam teaching—characteristics and advantages.

Co-curricular activities and cultural activities—their educational value—how to organize them in schools.

*Unit VIII—The Malayalam Teacher:*

*(10 hours)*

Role of Malayalam Teacher—Competencies and qualities—ways and means of developing professional competency.

## SEMESTER—I

### **Paper V—Pedagogical Analysis of Malayalam**

#### COURSE OUTLINE

Hours: 80

#### COURSE OBJECTIVES

On completion of the course the student teacher shall be able to:

- Understand the importance of planning in teaching Malayalam.
- Analyse the subject curriculum content into meaningful components that constitute the curriculum in its totality by applying pedagogical principles.
- Understand the nature of language as a dynamic entity.
- Acquaint with the various syllabi and text books prescribed for the learners of Malayalam.
- Critically analyze the various syllabus for teaching Malayalam at secondary level.
- Acquiring competence in preparing lesson plans.

*Unit I—Theoretical Bases of Pedagogical Analysis:*

- 1.1. Need and importance of planning.
- 1.2. Distinction between methodology of teaching and pedagogical analysis.

*Unit II—Planning for Instruction in Malayalam :*

- 2.1. Need and importance of planning.
- 2.2. Year plan, unit plan and lesson plan.
- 2.3. Instructional objectives—learning experience, appropriate strategies, learning aids and evaluation tools etc.

*Unit III—Evaluation in Malayalam:*

Principles of Language testing—concept of continuous and comprehensive evaluation—construction of a well achievement test—qualities of a good achievement test in the language—different forms of questions—merits, demerits—diagnosis of learning errors and remedial teaching.

Grading—meaning and procedure.

*Unit IV—Analysis of Current Upper Primary and High School Readers of Malayalam:*

## SEMESTER—II

**Paper V—Pedagogical Analysis of Malayalam**

Hours : 80

*Note:*—Analysis of school syllabi and readers for Malayalam prescribed in Standards VIII, IX, X.

## PRACTICUM

## SEMESTER—I

1. Collection of biographies of important Malayalam writers.
2. Plans of grammar charts. The entire high school grammars must

be covered.

3. Preparation of a picture album of persons, places etc. relating to Malayalam and Sanskrit literature, folk art forms and festivals.
4. Class magazines.
5. Documentation, language and literature, current events.
6. Collection of pictures of art forms of Kerala such as Kathakali, Ottamthullal, Koodiattam, Theyyam, Mohiniattom with short descriptions.

### SEMESTER—II

1. Projects/field study based Malayalam language and literature.
2. Analyze and evaluation, any five radio/television programme related to Malayalam language and literature.
3. Preparation of a computer presentation related to Malayalam language and literature.
4. Analyze the text book of Malayalam prescribed for VIII to X and prepared a critical note on its characteristics.
5. Collect two language games each to practice vocabulary and grammar.

### BREAK UP OF SESSIONAL MARKS

Practicals	..	4 marks
Assignment/seminars	..	3 marks
Unit test	..	3 marks
Total	..	10 Marks

### REFERENCES

1. Sabdasodhini .. A. R. Rajaraja Varma
2. Keralapanineeyam .. A. R. Rajaraja Varma
3. Bhashabhooshanam .. A. R. Rajaraja Varma
4. Vrithamanjari .. A. R. Rajaraja Varma
5. Malayalasaili .. A. R. Rajaraja Varma

## SEMESTER—I

**Paper IV—Theoretical Bases of Natural Science Education**

## COURSE OUTLINE

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

- ❖ Understand the nature, significance and scope of teaching biological science as a subject and its relationship with other subjects.
- ❖ Develop Understanding sciences as both process and product
- ❖ Understand aims and objectives of teaching biological science in secondary schools
- ❖ Get acquainted with the various instructional strategies and approaches in teaching biological sciences.
- ❖ Achieve mastery over the methods, techniques and skills for transacting the contents of biological sciences.

*Mode of Transaction:* Lecture cum demonstration, group discussion, projects, brain storming, seminars.

## COURSE CONTENT

*Unit I— Nature and Scope of teaching Biological Sciences:*

*(10 hours)*

- 1.1. Nature and scope of Science with special reference to Biology
- 1.2. Science as a process and product
- 1.3. Scientific method

- 1.4. Developing Scientific attitude
- 1.5. Relationship of Biology with other subjects
- 1.6. Importance of studying Biology for self and the welfare of society
- 1.7. Contributions of eminent world Biologists, Indian Biologists.

*Unit II— Impart of teaching Biological Science in Promoting National goals of Education:*

(15 hours)

- 2.1. National goals of education and role of Biological Science teaching; priorities in relation to Biological Science as
  - 2.1.1 Self sufficiency in food
  - 2.1.2. Modern agricultural practices, crops and management —Biofarming practices, Hybridization, Budding, Grafting, Layering, Applications of Biotechnology and Genetic engineering.
- 2.2. Role of Life Science in effecting Social changes and raising the standard of living (promoting health and Hygiene, population control, eradication of diseases, removal of superstitious, longevity health, index, poultry and animal breeding)
- 2.3. Scientific literacy
- 2.4. Environmental awareness (interdependence of organism and environment, pollution-land, water and soil)
- 2.5. Management of Natural resources—eco—friendly approach, forest and wild life sanctuaries
- 2.6. Concept of Sustainable existence (Ecological balance-optimum utilisation of resources)

*Unit III— Taxonomy of Educational Objectives (15 hours)*

- 3.1. General and specific objectives
- 3.2. Use of behavioural term with reference to cognitive, affective and psychomotor domain. Process skills.
- 3.3. Concept of objective based instruction
- 3.4. Instructional objectives and specifications of Biology (INCERT classification)
- 3.5. Identification and development of competencies/ skills / abilities in secondary school children.

*Unit IV— Instructional Strategies and Approaches in Teaching Biology (15 hours)*

- 4.1. Lecture cum demonstration
- 4.2. Biographical method
- 4.3. Discovery method
- 4.4. Problem method
- 4.5. Project method
- 4.6. Inductive and deductive approach
- 4.7. Inter-disciplinary approach
- 4.8. Constructivism. Multiple Intelligence
- 4.9. Models of teaching

*Unit V— Effective Teaching*

- 5.1. Developing teaching skills as a base for effective teaching
- 5.2. Teaching skills in classroom instruction-an analysis
  - 5.2.1. Micro teaching—an approach to skill based training, its relevance in developing skills.

- 5.2.2. Identifying skills specially required the teaching of Biological Science—their development.
- 5.3. Multimedia approaches to teaching; effective use of various Audio Visual aids improvisation; video and computer assisted lessons.

*Practicum : 5 hours*

## SEMESTER—II

### **Paper IV—Theoretical Bases of Natural Science**

#### COURSE OUTLINE

##### COURSE OBJECTIVES:

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

- ❖ Understand the various, principles of curriculum construction in Biological Science.
- ❖ Develop understanding the process of curriculum transaction.
- ❖ Understand the various, curricular accessories and support materials in teaching Biological Science.
- ❖ Critically analyse the curricula and text books in Biological science at secondary level
- ❖ Acquire skills in arranging facilities and to organize co-curricular in activities in Biological science.
- ❖ Understand the competencies expected of a good Biology teacher and also the purpose and usefulness of in service training and other resources for professional growth.

##### *Mode of Transaction :*

Lecture cum demonstration, group discussion projects, brain storming, seminars.

## COURSE CONTENT

*Unit I— Curriculum in Biology:* (20 hours)

- 1.1. Principles of Curriculum construction
- 1.2. Selection of content and various approaches in organising the content—concentric, topic, type study, historical, interdisciplinary approach.
- 1.3. Modern trends in Biology Curriculum construction in developed and developing countries (BSCS, Nuffield, NCERT, SCERT.)
- 1.4. Critical appraisal of Biological Science syllabus of Secondary and Higher Secondary schools in Kerala.
- 1.5. Concept of correlation-correlation of Biology with other subjects.

*Unit II— Strategies and Techniques in Teaching Biological Science:*

(10 hours)

- 2.1. Strategies for catering to the needs of exceptional children (Talented and slow learners- NSTS).
- 2.2. Individualised instruction—Programmed instruction, Computer assisted instruction.
- 2.3. Techniques—Group discussion, Seminars, Brain storming.
- 2.4. Models of Teaching—Concept attainment model, Inquiry Training model, Advanced organizer.

*Unit III— Curricular Accessories and Support materials in teaching Biological Science:* (20 hours)

- 3.1. Criteria for preparing a good Biology text book, qualities of good biology text book.
- 3.2. Journals, magazines, periodicals, teachers handbook/guide book, pupils work book

- 3.3. Chalk board, bulletin board, Flannel board drawing, specimen, radio, T.V., Tape-recorder, OHP, LCD, Effective learning with interactive student CD ROM.

*Unit IV— Facilities, Co-Curricular Activities in Biological Science Education: (15 hours)*

Science laboratory, library, Nature club/ science/ Eco-club, science fairs, field trip, nature rambling, aquarium, vivarium, terrarium, museum, garden, nature calendar.

*Unit V— The Biological Teacher: (10 hours)*

- 5.1. Role of Biology Teacher, Competencies of Biology Teacher.
- 5.2. Ways and means of developing professional Competency.
- 5.3. Professional organisation of Science teachers, teacher exchange programme.

*Practicum : 5 hours*

## SEMESTER—I

### **Paper V—Pedagogical Analysis of Natural Science**

#### COURSE OUTLINE

##### COURSE OBJECTIVES:

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

- ❖ Understand the importance of planning in teaching biological science.
- ❖ Assimilate the purpose of analyzing the subject to be taught by applying pedagogical principles.
- ❖ Acquire competence in preparing lesson plans
- ❖ Acquire skills to write test items prepare unit test, blue print for evaluation

- ❖ Prepare improvised aids, relevant references, understand the importance of audio-visual materials
- ❖ Diagnose the learning difficulties and plan for remedial instructions.

## COURSE CONTENT

### *Unit I— Theoretical Bases of Pedagogical Analysis: (15 hours)*

- 1.1. Meaning—significance, scope and objectives of pedagogical analysis.
- 1.2. Distinction between methodology of teaching and pedagogical analysis.
- 1.3. Scheme and procedure of pedagogical analysis.
- 1.4. Dimensions of pedagogical analysis.

### *Unit II— Objective Based Instruction and Selecting Instructional Objectives: (10 hours)*

- 2.1. Broad and specific objectives, curricular objectives and process skills.
- 2.2. Criteria for writing major instructional objectives and specifications.

### *Unit III— Analysing Content : (10 hours)*

- 3.1. Identifying terms, concepts, principles and relationship in the content.
- 3.2. Sequencing content (analysis of selected content from VIII, IX and X Biology syllabus of Kerala).

### *Unit IV— Selecting Instructional Strategies: (15 hours)*

- 4.1. Introduction—Varieties of learning experiences, pedagogical inputs, probable misconcepts, listing assignments, test items.

### *Unit V— Planning in Teaching Biological Science: (20 hours)*

- 5.1. Importance of planning.

- 5.2. types of planning (a) year plan  
(b) Unit plan and (c) lesson plan (preparation of lesson plans based on selected high school biology syllabus of Kerala).

*Unit VI— Evaluation in Biological Science* (10 hours)

- 6.1. New concepts of evaluation  
6.2. Evaluation tools  
6.3. Criteria of continuous and comprehensive evaluation and grading systems.  
6.4. Steps involved in the construction of an achievement test. Criteria of good test. Standardization of an achievement test. Analysis of test scores.  
6.5. Distinction between achievement test and diagnostic test.

SEMESTER—II

**Paper V—Pedagogical Analysis of Natural Science**

COURSE OUTLINE

- Note :* (a) The student teachers shall make an analysis of present VIII, IX and X Biology syllabus of Kerala.  
(b) Comparative analysis of secondary school syllabi under different streams.

OBJECTIVES

The student teacher:

- ❖ Recall the principles of pedagogical analysis.
- ❖ Develop competency in the subject that the student teachers have selected for teaching.

- ❖ Are capable of sorting out concepts, principles and relationships that appear in a lesson
- ❖ Acquire ability to state specific objectives for lesson
- ❖ Become capable to state specific objectives for lesson
- ❖ Become capable of selecting appropriate modern strategy for instruction
- ❖ Practice the mechanism of preparing lesson plan.

#### COURSE CONTENT

*Unit I— Pre - requisites:* (5 hours)

- 1.1. The student teachers will revise the principles of pedagogical analysis learnt in Semester-I by discussion and reflection with a view to applying them in the analysis of the school syllabus.

*Unit II— Competency in Subject Matter:* (12 hours)

- 2.1. Select a content from the optional subject and discuss about the additional advanced knowledge required by the student teacher to teach that content.
- 2.2. Repeat for different contents selected from the optional subject.
- 2.3. Identify the additional knowledge required to teach the remaining content.

*Unit III— Concepts, Principles and Relationship:* (10 hours)

- 3.1. Identify all the concepts in the content
- 3.2. Identify principles that come across the content.
- 3.3. Find out the relationship, if any, of the facts presented in the content
- 3.4. Practice, 1, 2 & 3 with a good number of lessons.

*Unit IV— Learning Goals:* (10 hours)

- 4.1. Purpose of learning goals
- 4.2. Learning domains and specific objectives
- 4.3. Process skills objectives
- 4.4. Problem-solving skills objectives

*Unit V— Instructional Strategies:* (13 hours)

- 5.1. Criteria for selecting an instructional strategy.
- 5.2. Characteristics of modern instructional strategies—students ‘invent’ knowledge, develop students skill in problem-solving, emphasis on process skill; investigator / inquiry approach in instruction. shift ‘knowing’ to ‘doing’, helping students ‘create’ knowledge.
- 5.3. Demarcation of teacher efforts and students efforts in the instruction.

*Unit VI— Assessing Students’ Performance:* (10 hours)

- 6.1. Purpose— feedback to teacher, feedback to students
- 6.2. Mechanism of assessment
- 6.3. Select a topic and determine the method of testing and discuss about its appropriateness.

*Unit VII— Preparing Lesson plan:* (15 hours)

- 7.1. General format for lesson plan.
- 7.2. Different formats for lesson plans—lesson plan for problem— solving, lesson plan for inquiry training, lesson plan for developing thinking skills; lesson plan for ‘generating’ knowledge, preparation of a module.

## PRACTICUM

Practical works proposed are common for both semester. student teachers have the freedom to select any one according to their choice in each semester.

*Paper IV* (5 hours)

1. Project work on a relevant topic in Biology
2. Field trip report
3. Preparation of programmed learning material for a single concept in Biology (minimum 10 frames)
4. Critical appraisal of nature club activities

*Paper V* (5 hours)

1. Preparation of a unit at secondary school level
2. Preparation of biological album
3. Making an account of the method of preparation of any five teaching aids with suitable diagrams and explain their effectiveness in providing by experience.
4. Experiments related to physiology (respiration, transpiration, photosynthesis, osmosis)
5. Microscopy - temporary and permanent slide preparation using pond water. Plant materials, animal materials (blood smear, cell division-mitosis, meiosis)
6. Preparation of lesson plans based on any one teaching model.

*BREAK UP OF SESSIONAL MARKS*

Practical	:	4 marks
Assignments / seminars	:	3 marks
Unit test	:	<u>3 marks</u>
Total	:	<u>10 marks</u>

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### SEMESTER—I

### **Paper IV—Theoretical Bases of Teaching Physical Science**

#### COURSE OUTLINE

#### OBJECTIVES

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

- (1) Understand the nature, significance and scope of teaching Physical Science as a subject and its relationship with other subjects.
- (2) Understand Science as both process and product.
- (3) Understand aims and objectives of teaching Physical Science in secondary schools.

- (4) Aware of the various instructional strategies and approaches in teaching Physical Science.
- (5) Achieve mastery over the methods, techniques and skills for transacting the contents of Physical Science.

*Mode of Transaction:*

Lecture cum demonstration, group discussion, problem solving, brainstorming, seminars, assignments and other relevant techniques.

*Unit I— Nature and scope of Physical Science: (20 hours)*

- 1.1. Science—its meaning, Nature of science— Science literacy, Product and process of Science, Various process skills. Scientific attitude, Scientific method.
- 1.2. Correlation between Physical Science and other subjects in the curriculum such as Mathematics, Biology, Languages, Geography, History, Earth Science, Drawing—Correlation with life and Environment.
- 1.3. Famous Scientists— Galileo, Newton, Faraday, Einstein, Max Plank, Madam Currie. Indian Scientists: C.V. Raman, S. Chandrashekar, A.P.J. Abdul Kalam, Vikram Sarabhai, P.C. Ray, George Sudarshan and their contributions in Physical Science.

*Unit II— Aims and Objectives of Teaching Physical Science:*

*(20 hours)*

- 2.1. Importance of teaching Ph. Science as a subject. Definition of Objective, Role and functions of objectives, Aims of teaching Ph. Science.
- 2.2. Taxonomies of educational objectives—Bloom's taxonomy, Objectives of Ph. Science suggested by NCERT.
- 2.3. Taxonomy of Science process skills—Mac-Comark and Yager, Wrighting Instructional objectives.

*Unit III— Curriculum in Physical Science* (15 hours)

Curriculum development, Principles, approaches, Science Curricular projects, in India and abroad.

*Unit IV— Teaching Skills and Methods:* (25 hours)

- 4.1. Development of teaching skills through micro teaching,: Set Induction, Explaining, Questioning, stimulus variation, Demonstration.
- 4.2. General methods of teaching Ph. Science: Factors to be considered in selection of methods, Problem solving method, Inductive and deductive approach, Heuristic method, Project method, Historical method, Lecture, Lecture cum demonstration method, Co-operative learning, Group discussion, seminars, brainstorming Differential teaching.
- 4.3. Individualised Instruction, Programmed learning, Dalton plan, C.A.I.
- 4.4. Constructivism
- 4.5. Models of teaching: Concept attainment, Inquiry approach
- 4.6. Learning as a generative process—Children’s Science, learner as a scientist, Learning by Doing.

## SEMESTER—II

### **Paper IV—Theoretical Bases of Teaching Physical Science**

*Unit I— Resource Materials in Physical Science:* (25 hours)

- 1.1. Textbook, workbook, supplementary book, Teacher’s handbook, Reference book, Science library, Vogel’s criteria of selection.
- 1.2. Science laboratories
  - Designing
  - Selection and Purchase of Apparatus
  - Laboratory Management
  - Accidents in the lab. First-aid

- 1.3. Teaching aids—Improvised aids, Essential Audio Visual Aids, C.D ROM., such as Encyclopaedia Britannica, Encarta,—Video lessons.

*Unit II— Co-curricular Activities in Science :* (15 hours)

- 2.1. Science clubs
- 2.2. Activities for the Science clubs
- 2.3. Field Trips, Science fair, study tour to places of scientific importance.

*Unit III— Scientific Method:* (15 hours)

- 3.1. Important steps
- 3.2. Logical aspects
- 3.3. Technical aspects

*Unit IV— Science Teacher:* (15 hours)

- 4.1. Characteristics of a good teacher
- 4.2. Qualities, code of conduct
- 4.3. Duties, professional development

*Unit V— Weaving E-Learning in to Science classroom:* (10 hours)

Searching Internet for Information—role of Physical Science teachers in the effective use of Internet.

#### PRACTICUM

Prepare programmed learning materials on any topic of Physics chemistry.

Listing of resource materials/references for any unit in Physics/ Chemistry.

Prepare e-content to be used as CAI.

## SEMESTER—I

**Paper V—Pedagogic Analysis of Physical Science**

## COURSE OUTLINE

## COURSE OBJECTIVE

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

1. Analyse the text book prescribed for secondary level classes.
2. Analyse the content of Physical Science into scientific terms, symbols, facts, formulae, equation, concepts, definitions, laws, theories, principles and processes.
3. Develop ability to device learning experiences to teach different content areas.
4. Acquaint with the planning of instruction according to the objectives of teaching of Physical Science.
5. Develop unit plan and innovative lesson plans and acquisition of subject specific skills.
6. Develop learning aids and handle Audio-Visual aids.
7. To acquire skill in constructing objective based test items and use of tools of evaluation.

*Mode of Transaction*

Group discussion, demonstration, lecture, project work, laboratory experiments, case study, seminars, assignment and other relevant techniques.

## COURSE CONTENT

*Unit I— Planning of Instruction:* (25 hours)

- 1.1. Planning of year plan, unit plan and lesson plan. Objective based instruction, Triangular relationship among objectives, learning experiences and evaluation.
- 1.2. Lesson planning—Herbartian steps—criteria and different steps, advantages.

*Unit II— Learning Experiences:* (15 hours)

Dependence on objectives, characteristics of learning experiences and their varieties

*Unit III— Content Analysis of Physics and Chemistry of classes VII and IX in terms of Facts, Concepts, Principles etc.*  
(15 hours)

*Unit IV— Evaluation of Learning in Physical Science:* (25 hours)

- 4.1. Weightage to content and objectives, preparation of a blueprint of an achievement test/unit test. Diagnostic testing—steps involved in the diagnosis of learning difficulties and formulation of remediation.
- 4.2. Concept of continuous and comprehensive evaluation system of grading. Evaluation of projects, seminars, assignments and other related activities.

## PRACTICUM

- Planning learning experiences
- unit tests /mid semester test
- preparation of year & unit plan
- construction of test items and
- preparation of blue print
- preparing a unit test

## SEMESTER—II

**Paper V—Pedagogic Analysis of Physical Science**

## COURSE OUTLINE

## COURSE OBJECTIVES

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

1. Develop an understanding of the pedagogical areas included for teaching Physics and Chemistry at the high school level and higher secondary level.
2. Understand new concept of process skills in Science
3. Understand new concepts of evaluation
4. Develop improvised aids
5. Design experiments

*Unit I— Content Analysis:* (25 hours)

Analysis of content of Physics and Chemistry in class X into terms, facts, concepts, principles, theories.

*Unit II— Processes skills in Science.* (40 hours)

Skills in developing improvised aids and related learning material.

Over and above the fundamental topics related to Physics and Chemistry of + 1 and +2 classes should be analysed into terms, symbols, factors, equations, concepts, principles, theories, processes, activities and the like.

*Unit III— Assessment of Non cognitive domains:* (15 hours)

Skills, Appreciation, Interests and Attitudes in Science

## PRACTICUM

- Preparation of any two improvised aids
- report of project assigned to students
- report on visit of a place of science importance
- Science clubs activities
- simulated teaching

## REFERENCES

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#### SEMESTER—I

#### **Paper IV—Theoretical Bases of Teaching Social Science**

##### COURSE OBJECTIVES

The student teachers:

1. Get acquainted with the nature and importance of Social Studies as a school subject and its relationship with other subjects.
2. Understand the qualities of Social Science teacher and need for recruitment training.
3. Locate the aims, objectives and values of teaching Social Science at secondary and higher secondary stage.
4. Achieve mastery over instructional strategies, method, techniques and skills for teaching Social Science.

5. Acquire knowledge and understanding in the preparation and management of aids, materials and equipment for teaching Social Science.
6. Develop ability to design evaluation procedures and tools for measuring attainment of objectives of teaching.

*Mode of Transaction:*

Lecture cum demonstration, project work, seminar, assignments, brain storming, discussion, group work, etc.

COURSE CONTENT

*Unit I—Social Science-as a discipline: (10 hours)*

A. Structure:

- (a) Meaning, nature and scope of Social Science.
- (b) Difference between Social Science and Social Studies.
- (c) Need and importance of Social Science in the present scenario.

B. Objectives:

- (a) Aim and objectives of teaching Social Science.
- (b) Values of teaching Social Science.
- (c) Social Science and other subjects (correlation with History, Geography, Economics, Civics, Literature, Mathematics & Science and correlation with life).

C. Teacher:

- (a) Qualities and competencies of good Social Science teacher.
- (b) Growth and development of professionalism—In-service Education of Teachers (ISET).

*Unit II—Modification of Teacher Behaviour and Innovative Practices:*

*(10hours)*

- (a) Micro teaching.
- (b) Simulated teaching.
- (c) Team teaching.
- (d) Techniques of questioning.
- (e) Computer assisted learning.
- (f) T-Group training.

*Unit III—Instructional and Learning Strategies: (10 hrs.)*

- (a) Learner centered and activity based approach:
  - (i) UNESCO's four pillars of education.
  - (ii) Multi-method approach.
  - (iii) Social constructivism.
  - (iv) Co-operative and collaborative learning.
- (b) Maxims of teaching.
- (c) Approaches: Teacher centered Vs. pupil centered.
- (d) Methods: Lecture method, story telling, problem method, project method, socialized recitation, assignment method, supervised study, source method.
- (e) Techniques for higher learning: Conference, seminar, symposium, discussions, workshop, brainstorming, brain trust, buzz session, etc.

*Unit IV—Technological or Multi Media in Social Science Education: (25 hrs.)*

- (a) Software & hardware.
- (b) Projectors, Tape recoder, Radio, TV, CCTV, Computers, LCD, Museum.
- (c) Teaching aids—models, maps, scrap books, mass media, pictures, graphs, etc.
- (d) Developing time sense and space sense, different aids used for this purpose.

*Unit V—Evaluation in Social Science Education: (10 hrs.)*

- (a) Meaning of evaluation—formative and summative.
- (b) Comprehensive and continuous evaluation.
- (c) Evaluation devices.
- (d) Criteria for a good test.
- (e) Preparation of achievement test.
- (f) Different types of questions—merits and demerits.
- (g) Marking Vs. grading.
- (h) Preparation of achievement test.
- (i) Educational diagnosis and remedial teaching.
- (j) Item bank or item card.

PRACTICUM

*(15 hrs.)*

- |                         |     |         |
|-------------------------|-----|---------|
| 1. Terminal examination | ... | 2 marks |
| 2. Field trip report    | ..  | 2 marks |
| 3. Assignment           | ..  | 4 marks |
| 4. Club activities      | ..  | 2 marks |

## SEMESTER—II

**Paper IV— Theoretical Bases of Teaching Social Science**

## COURSE OBJECTIVES

The student teachers:

1. Get as understanding of the principles of curriculum construction and also acquire a familiarity with modern trends in curriculum reforms.
2. Develop an appreciation of the role and significance of Social Science in achieving national integration and fostering international understanding.
3. To get familiarity with the importance of instructional materials for Social Studies teaching.
4. Develop basic ideas on different models of teaching suitable for Social Science.

*Mode of Transaction:*

Lecture cum demonstration, project work, seminar, assignments, brain storming, discussion, group work, etc.

## COURSE CONTENT

*Unit I—Curriculum Planning in Social Science: (20 hrs.)*

- (a) Social Science curriculum—fused curriculum, integrated curriculum.
- (b) Principles of curriculum construction—Identification of subjects, selection of content, evaluation.
- (c) Modern trends in curriculum construction.

*Unit II—Social Science and changing society: (20 hrs.)*

- (a) Current affairs in Social Science.
- (b) Teaching controversial issues.
- (c) Utilizing community resources.
- (d) Role of Social Science in changing society.
- (e) National Integration.
- (f) International Understanding.

*Unit III—Tools and materials for instruction: (15 hrs.)*

- (a) Text book.
- (b) Supplementary materials.
- (c) Work books.
- (d) Hand book.
- (e) Programmed instruction material.
- (f) General reference material, etc.

*Unit IV—Infrastructure organizing in Social Science: (10 hrs.)*

- (a) Equipping Social Science laboratory.
- (b) Equipping Social Science room.
- (c) Equipping Social Science library.

*Unit V—Models of Teaching: (15 hrs.)*

Basic ideas on models of teaching with special emphasis on:

1. Jurisprudential model.
2. Concept attainment model.
3. Inquiry training model.

## PRACTICUM

- |                         |    |         |
|-------------------------|----|---------|
| 1. Terminal examination | .. | 2 marks |
| 2. Field trip report    | .. | 2 marks |
| 3. Assignment           | .. | 4 marks |
| 4. Club activities      | .. | 2 marks |

## SEMESTER—I

**Paper V— Pedagogic Analysis of Social Science**

## COURSE OBJECTIVES

The student teachers:

1. Get famliance with the specific objectives of teaching Social Science.
2. Undertake pedagogic analysis of Social Science text book upto higher secondary level.
3. Apply principles of teaching learning in preparing different types of lesson plan.
4. Prepare appropriate teaching learning materials for development of concepts and objectives of teaching of Social Science, using modern methodology.

*Mode of Transaction:*

Lecture cum demonstration, project work, seminars, assignments, brain storming, discussion, group work, etc.

## COURSE CONTENT

*Unit I—Social Science—as a discipline:* (10 hrs.)

- (a) Bloom's taxonomy of educational objectives.
- (b) Multiple intelligence—Hovard Gardner.
- (c) Specific objectives of teaching Social Science with special reference to cognitive, affective and psycho-motor domain.

*Unit II—Learning Requirements and Learning Needs: (10 hrs.)*

1. Individual differences.
2. Students entry level (Psychological, Maturity, Subject pre-requisite).
3. Learning environment.
4. Process skills and specification.

*Unit III—Content Analysis: (25 hrs.)*

- (a) Identifying concepts, principles and relationships in the content.
- (b) Preparation of year plan, unit plan and lesson plan.

*Unit IV—Transactional strategies: (25 hrs.)*

- (a) Importance of planning instruction.
- (b) Preparation of year plan, unit plan and lesson plan.

*Unit V—Different Strategies and Outcome in Students efforts in Learning (10 hrs.)*

- (a) Classroom Interaction
- (b) Collection of information by students.
- (c) Co-operative learning and sharing of ideas.
- (d) Evaluation of students response, performance, teachers role/proficiency in the teaching learning process and learning activity.

**PRACTICUM**

1. Terminal examination .. 2 marks
2. Preparation of a project .. 4 marks
3. Prepare two lesson transcripts for Team teaching .. 2 marks
4. Preparation of lesson transcripts for Micro teaching .. 2 marks  
(At least five skills)

## SEMESTER—II

**Paper V—Pedagogical Analysis of Social Science**

## COURSE OBJECTIVES

The student teachers:

1. Critically analyse the text books prescribed for the secondary and higher secondary levels.
2. Develop the ability to organize co-curricular activities and community resources for promoting Social Science learning.
3. Prepare lesson transcripts for models of teaching suitable for Social Science.
4. Gain practical experience in handling software and hardware materials related to the teaching of Social Science.

*Mode of Transaction:*

Lecture cum demonstration, project work, seminars, assignments, brain storming, discussion, group work etc.

*Unit I—Evaluation of Present Social Science Curriculum: (25 hrs.)*

(a) Analyse how far Social Science, realize the aim of education—individual, social, national, international and occupational.

(b) Analysis of present Social Science text book prescribed for IX and X standards.

(c) Comparative study of Social Science curriculum (Central and State).

*Unit II—Identification of Different Aspects: (15 hrs.)*

(a) Identify the source material used for teaching various topics.

(b) Utilising current affairs.

(c) Identify process skills in different topics.

(d) Identify student entry level.

*Unit III—Instructional Strategies and Application of Educational Technology:*  
(20 hrs.)

- (a) Criteria for selecting an instructional strategy.
- (b) Transactional strategies—old Vs. modern.
- (c) Application of these strategies for different topics.
- (d) Audio-visual aids required for each lesson.
- (e) Use of different aids and ways of presenting material.
- (f) Software preparation (Preparation of programmed instructional material).

*Unit IV—Application of Teaching Model:* (20 hrs.)

- (a) Application of teaching models in Social Science with special reference to units from the text book.
- (b) Preparation of lesson transcript of each model.

*Unit V—Co-curricular Activities in Social Science :* (10 hrs.)

- (a) Excursion and exhibition.
- (b) Club activities.
- (c) Organising Quiz programme, mock parliament etc.

PRACTICUM

- |  |    |         |
|--|----|---------|
| 1. Terminal examination                                      | .. | 2 marks |
| 2. Preparation of programmed instructional material          | .. | 4 marks |
| 3. Prepare lesson transcripts for each models<br>of Teaching | .. | 2 marks |
| 4. Numismatics and Historical interpretation                 | .. | 2 marks |

(With the help of minimum five coins, student teacher should interpret the history of that period.)

## REFERENCE BOOKS

1. Sha, A. B; Teaching of Social Sciences.
2. Singh, Sadhu; Research Methodology in Social Science.
3. Kochar, S. K; Teaching of Social Studies.
4. Aggarwal, J. C; Teaching of Social Studies.
5. Nilkanta Sastri, K. A; South Indian History.
6. K. M. Panicker; A Survey of Indian History.
7. M. V. Pillai; Indian Constitution.
8. Wheeler, Talboys, J; A Religious and Cultural History of India.
9. Chitnis, K. N; Research Methodology in History.
10. Alim Shke, B; History—its theory and methods.
11. Arora, K. L; Teaching of History.
12. Mazunder; A History of Education in Ancient India.
13. Ghose, K. G; Creative Teaching of History.
14. Kohli, A. S; Teaching of Social Studies.
15. Arthur, J.(Ed). (2003); Issues in History Teaching, London: Routledge.

## SEMESTER—I

**Paper IV—Theoretical Bases of Teaching Mathematics**

## COURSE OBJECTIVES

The student teachers:

1. Understand the characteristic and development of Mathematics.
2. Understand and appreciate the role of Mathematics in the development of modern society.

3. Understand the values and objectives of teaching secondary school Mathematics.
4. Develop the ability to write proper instructional objectives for teaching Mathematics.
5. Understand the importance of objective based instruction in Mathematics teaching.
6. Compare the various approaches and techniques of teaching Mathematics.
7. Understand the qualities of a teacher.
8. Acquire the basic skills needed for making improvised aids.
9. Understand the theoretical basis of teaching Mathematics.
10. Develop the ability to teach different topics in Mathematics by applying most appropriate methods.

#### COURSE CONTENT

*Unit I—Mathematics as a discipline:* (20 hours)

- (i) Meaning, nature and scope of Mathematics.
- (ii) Values of teaching Mathematics—utilitarian, cultural, disciplinary, aesthetic and recreational.
- (iii) Development of Mathematics from empirical to rational stage; latest developments in Mathematics.
- (iv) Correlation of Mathematics—different types of correlation.
- (v) Contributions of eminent Mathematicians of the world like Euclid, Pythagorus, Rene-Pescartes. And also contributions of eminent Indian Mathematicians like Aryabatta, Baskaracharaya, Brahmaguptha and Ramanujan.

*Unit II—Objectives:* (15 hours)

- (i) Bloom's Taxonomy of Educational objectives.
- (ii) Relationship between aims, objectives and specifications.
- (iii) Objective based instruction—Need and importance in Mathematics.
- (iv) Competency based instruction.

*Unit III—Teacher:*

- (i) Qualities and competencies of Good Mathematics teacher.
- (ii) Growth and development of professionalism in-service education of teachers.

*Unit IV—Audio Visual Aids in Mathematics:* (5 hours)

- (i) Projected Aids.
- (ii) Non-projected aids.
- (iii) Activity aids.

*Unit V—Psychological Bases of Teaching Mathematics:* (20 hours)

- (i) Implications of theories of Bruner, Piaget, Gagne, Vygostt and Gardner in teaching Mathematics.
- (ii) Individual differences in learning of Mathematics—Gifted, slow learners and under achievers.
- (iii) Techniques of individualising instruction—Homogeneous grouping, supervised study and self study.
- (iv) Motivation—Implications of motivation on learning of Mathematics—Techniques of Motivation.

*Unit VI—Instructional and Learning Strategies:* (20 hours)

- (i) Maxims of Teaching.
- (ii) Approaches—Teacher centred—Learner centred activity based.
- (iii) Methods of Teaching—Inductive—Deductive method, Analytic—Synthetic method, Lecture—Laboratory method—Problem—solving method, Project method, Heuristic method.
- (iv) Techniques of teaching—Oral work, Drill work, Written work, Homework, Review, Assignment.

PRACTICUM:

1. Terminal examination	...	2	Marks
2. Assignments	...	4	Marks
3. Seminars	...	2	Marks
4. Projects	...	2	Marks
Total	...	10	Marks

## SEMESTER—II

### Paper IX—Theoretical Bases of Teaching Mathematics

COURSE OBJECTIVES

1. Develop an understanding of the new trends in curriculum construction and organization of Mathematics.
2. Understand the characteristics of a good textbook, workbook and handbook—And develop the ability to critically evaluate the secondary school Mathematics text book.
3. Develop skill in preparing lessons based on models of teaching.
4. Develop the ability to prepare programmed learning materials.
5. Develop the ability to organize co-curricular activities relevant to Mathematics education.
6. Understand the techniques of developing Mathematical skills.

## COURSE CONTENT

*Unit I—Mathematics Curriculum:* (10 Hours)

(i) Curriculum—Meaning, new trends in curriculum construction their application in developing Mathematics curriculum.

(ii) Principles of content selection—Objectives based, child centred, correlated, cater to individual differences fulfilling requirements of higher education, flexible and practicable.

(iii) Principles of content organization—organizing the syllabus both logically and psychologically, topical, spiral and concentric approaches.

(iv) Reforms in Mathematics curriculum—National and state level reforms—NCERT Mathematics curriculum.

*Unit II—Instructional Materials:* (20 Hours)

(i) Text books—Nature, functions and characteristics of textbooks—critical analysis of the existing Mathematics textbooks in the secondary schools of Kerala.

(ii) Teachers hand book—Importance and characteristics.

(iii) Work book—use and characteristics.

*Unit III—Strategies for Instruction:* (10 hours)

(i) Models of teaching—concept attainment, model advance organizer, model and guided discovery model.

(ii) Programmed Learning—Meaning and characteristics Linear—Branching—Mathematics.

*Unit IV—Co-curricular Activities:* (20 hours)

(i) Mathematics library—Importance and use.

(ii) Mathematics laboratory—Importance and use for the development of student's thinking and general knowledge.

(iii) Mathematics club—Importance, organization functioning and execution of various activities.

*Unit V—Development of Mathematical Skills:* (10 hours)

(i) Computational skill—Importance and techniques of developing accuracy and speed, role of drill lessons and use of mental calculations.

(ii) Geometrical skills—use of Mathematical instruments, freehand drawing of geometrical shapes, drawing of patterns etc.

(iii) Drawing and interpreting graphs and charts.

#### PRACTICUM

1. Test Paper	...	2 Marks
2. Assignments	...	4 Marks
3. Seminars	...	2 Marks
4. Projects	...	2 Marks
		<hr/>
	Total	... 10 Marks
		<hr/>

#### SEMESTER—I

#### **Paper V—Pedagogical Analysis of Mathematics**

#### COURSE OBJECTIVES

The student teachers:

1. Understand need and steps involved in Pedagogical analysis.
2. Compare Pedagogic analysis and method of teaching.
3. Understanding the need, importance and stages of planning.
4. Develop the ability to plan and design lessons in Mathematics by tapping various sources of information.
5. Develop skill in preparing lessons for teaching Mathematics by using appropriate approaches and methods.

6. Understand the basic concepts of micro teaching.
7. Acquire basic skills needed for effective teaching through simulation.
8. Acquire mastery over development and use of tools of evaluation and interpretation of test results.
9. Undertake Pedagogic Analysis of Mathematics text books upto upper primary level.

#### COURSE CONTENT

##### *Unit I—Pedagogical Analysis of Mathematics:*

- (i) Pedagogical Analysis—A conceptual overview.
- (ii) Objectives of Pedagogic Analysis.
- (iii) Scope of Pedagogic Analysis.
- (iv) Steps in Pedagogical Analysis.
- (v) Distinction between Pedagogic Analysis and Methodology of Teaching.

##### *Unit II—Planning for Instruction in Mathematics: (15 hours)*

- (i) Need and Importance of Planning.
- (ii) Year Planning.
- (iii) Unit Planning.
- (iv) Lesson Planning.

##### *Unit III—Teaching Skills in Mathematics: (25 hours)*

- (i) Micro teaching—meaning, steps, cycle.
- (ii) Certain important components of teaching skills—skill of introduction—Skill of stimulus variation—Skill of explaining illustrating with examples—Skill of using black board, skill of fluency in questing, skill of probing questions, skill for reinforcement.

- (iii) Simulation—meaning, steps and characteristics.

*Unit IV—Evaluation in Mathematics Teaching: (20 hours)*

- (i) Meaning of Evaluation.
- (ii) Types of evaluation—Formative Summative.
- (iii) Types of test items—objective short answer, essay.
- (iv) Qualities of a good test.
- (v) Achievement test—steps involved in the construction of an achievement test.
- (vi) Diagnostic test—steps involved in the construction of a diagnostic test.
- (vii) Standardization of an achievement test—steps involved in the standardization of an achievement test.
- (viii) Marking Vs. Grading.
- (ix) Educational diagnosis and Remedial Teaching.
- (x) Question bank and item card.

*Unit V—Analysis of Current Upper Primary State Syllabus Text Books:*

*(10 hours)*

PRACTICUM

1. Test	..	4 Marks
2. Assignments	..	3 Marks
3. Projects	..	3 Marks
		<hr/>
Total	..	<u>10 Marks</u>

## SEMESTER—II

**Paper V—Pedagogic Analysis of Mathematics**

## COURSE OBJECTIVES

The student teachers:

1. Critically analyse the text books prescribed for the secondary school syllabus of Kerala state.
2. Compare the secondary school syllabi under different streams.  
(80 hrs.)

## COURSE CONTENT

1. Analysis of current VIII, IX and X standard state syllabus text books.
2. A comparison of secondary school syllabi under different streams.

## PRACTICUM

1. Test	..	4	Marks
2. Assignments	..	3	Marks
3. Projects	..	3	Marks
Total	..	<u>10</u>	<u>Marks</u>

## REFERENCES

1. Sidhu, Kulbir Singh, The teaching of Mathematics.
2. Aggarwal S.M., A course in teaching of modern Mathematics.
3. Fehr, Howard, Teaching High School Mathematics.
4. Fox, B. et. al (2001). Using ICT in Primary Mathematics, U.K. David Fulton.

5. Nickson, Marilyn (2000) Teaching and learning Mathematics. London: Casell.
6. Tanner; H and Jones, Sonia (2000) Becoming a successful teacher of London: Routledge.
7. Boyer, Carl B (1968) History of Mathematics, Jon, Wiley.
8. Kumar Sudhir (1997) Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
9. Khanna S.D., Saxena V.R., Lamba T.P. and Murthy V. (1997) Teaching of Mathematics. Delhi: Doba House.
10. Aggarwal S. M (1997) Teaching Modern Mathematics. New Delhi: Dhanpart Rai Publishing Co.

*Unit VI—Suggested list of practicum for theoretical bases of teaching Mathematics and Pedagogical Analysis of Mathematics.*

#### PRACTICUM

##### ***Semester—I***

- ❖ Stating instructional objectives for a Mathematics lesson.
- ❖ Preparation of at least 3 micro teaching lesson plan.
- ❖ Construction of a unit test in Mathematics.
- ❖ Construction of a diagnostic test.
- ❖ Planning and implementation of remedial instructional strategies.
- ❖ Standardization of an achievement test.

*Semester—II*

- ❖ Critical study of the Mathematics text book of standard VIII, IX or X.
- ❖ Preparation of lesson plans based on different models of teaching.
- ❖ Preparation of work book on a unit of Mathematics.
- ❖ Preparation of programmed learning materials.
- ❖ Preparation of enriched material of a unit for gifted pupils.
- ❖ Case study of gifted/talented/slow learner in the class.

## REFERENCES

1. Butler and Wren (1965), *The Teaching of Secondary Mathematics*, London: McGraw Hill Book Company.
2. Wren (1973). *Basic Mathematical Concepts*, New York: McGraw Hill Book Company.
3. Cooney T.J. et. al. (1975), *Dynamics of Teaching Secondary School Mathematics*, Boston: Houghton Mifflin.
4. Howard Eves, *An Introduction to the History of Mathematics*.
5. NCERT, *A Text book of content-cum-methodology of teaching Mathematics*, New Delhi, NCERT.
6. Sidhu, K.S. (1984), *The Teaching of Mathematics*, New Delhi, Sterling Publications Pvt. Ltd.
7. Mangal, S.K. (1988), *The Teaching of Mathematics*, Ludhiana; Prakash Brothers Publishers.
8. Soman, K. (1988), *Ganitha Sasthra Bodhanam*, Trivandrum. State Institute of Language (Kerala).
9. Bloom, B. S. (1956) *Taxonomy of Educational Objectives*.
10. Text books: X Kerala State Syllabus.
11. NCERT Mathematics text books for V<sup>th</sup> — X<sup>th</sup> Std.

## SEMESTER—I

**Health and Physical Education ( Semester System)**

## PART—I

## Part A: Health Education

*Unit I— Health & Wellness: An Introduction:*

Health : Concept of health, meaning, definition and significance of health Dimensions of health—Factors affecting health / Determinants of health.

Health and Wellness: Changing concept. Dimensions of Wellness. Personal Hygiene. Health hazards of bad habits.

*Unit II— Health & Education:*

Meaning, scope, aims and objectives.

Health Education in schools: School health programme— objectives, components of school health programme—healthful school environment.

*Unit III— Health and Community:*

Community health. Communicable and non Communicable diseases—symptoms, causes and prevention. Population. Population and Environmental issues.

## B. Physical Education

*Unit I— Physical fitness and wellness:*

Meaning and importance of physical fitness and wellness.

Components of fitness: Skill related fitness and health related fitness.

Factors affecting physical fitness and wellness-Principles of physical fitness development

*Unit II— Tournaments:*

Type of tournaments, Knock out, league and combination.  
Drawing of fixtures for tournaments.

*Unit III— Organising and conduct of Major and Minor games:*

Fundamental commands. Formal lessons  
Lesson planning in physical education  
Conduct of Sports day. Intramural tournaments

## PRACTICUM

1. Involvement of student teachers in daily physical activities and /or participation in sports and games are necessary.
2. Practice lessons in physical education and health education
3. Drawing of fixtures for tournaments
4. Organising and conduct of intramural tournaments
5. Forming of a health and fitness club and promotion of its activities.

## SEMESTER—II

**Health and Physical Education ( Semester System )**

## PART—II

## Part A: Health Education

*Unit I— Food and Nutrition:*

Nutrition: Components-classification of food. Fundamental factors in diet. Balanced diet. Malnutrition, vitamins and deficiency diseases.

*Unit II— First Aid and Emergency Care:*

Aims, Principle, Basic procedures.

Disaster management and first aid training. Management of disastrous conditions—fire, natural calamities, collision of buildings—guidelines

First aid for fracture, dislocation, wounds, sprain, strain, Heat stroke, cramp, burns, drowning, fainting, electric shock, etc.

Artificial respiration—CPR

*Unit III— Posture and Postural deformities:*

Good posture and personality development.

Factors causing postural deformities.

Postural deformities and their remedial measures.

Part B: Physical Education

*Unit I— Physiological bases of Physical Education:*

Effect of exercise on various systems: Muscular, Circulatory and Respiratory—Basic understanding of aerobic and anaerobic activities.

*Unit II— Exercise, health and hypokinetic diseases:*

Exercise and hypokinetic diseases.

Obesity and weight control: role of exercise and dietary interventions.

*Unit III— Olympic games and sports awards:*

History of Olympic movement: Modern Olympics games.

Objectives and motto. National Sports awards.

PRACTICUM :

1. Participation in sports meet will be mandatory for all the student teacher.
2. Organising conduct and participation in intramural tournaments.
3. First aid training

4. Conduct of school sports meet
5. Participation and organizing of health promotion activities—seminars, discussions, debates, health camps, health evaluation, etc.

**Record of Health and Physical Education :** The record of health and physical education should essentially contain the following:

**Health Education:** Definition of health education. Need and scope in school. School health programmes. Communicable and non-communicable diseases. Food and nutrition. First aid and emergency care posture and postural deformities.

**Physical Education:** Need and importance of physical education in schools. Tournaments. Types of tournaments (knock out and league). Drawing fixtures for conduct of tournaments. Organising and conduct of any two major sports / games events. Olympic games—objectives and motto. A model lesson plan.

Total marks for health and physical education	.. 50 marks
1. Health education	.. 25 marks
2. Physical education	.. 25 marks

out of 25 marks each for health and physical education, 15 marks each for Health and Physical Education will be by the internal examiner and 10 marks each for health and physical education will be by the external examiner.

**PRACTICE TEACHING:**

During internship each student teacher has to take three classes in Physical Education and one class in Health Education.

## PRACTICAL EXAMINATIONS:

During practical examinations 10% of the students will be selected to take class in Physical Education and 5% of the student will be selected to take class in Health Education.

**General Pattern of Question Paper for the Revised B.Ed.  
Curriculum (Semester)**

*Time:* Two hours.

*Maximum:* 50 marks

- I. Answer **All** questions. Each question carries **two** marks.  
(10 x 2 = 20 marks)
- II. Answer any **five** questions. Each question carries **four** marks.  
(Choice: five out of seven) (5 x 4 = 20 marks)
- III. Answer any **one** question. Each question carries **ten** marks.  
(Choice: one out of three) (10 x 1 = 10 marks)

***Expected time:***

Part A : Very Short Answer

4 minutes per question .. 10 x 4 = 40 minutes

Part B: Short Answer

10 minutes per question .. 5 x 10 = 50 minutes

Part C: Essay type

30 minutes per question .. 30 x 1 = 30 minutes

Total ..	120 minutes
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