

D.EI.ED

SEMESTER

2

Semester-2

Paper- 201 EDUCATIONAL PSYCHOLOGY-LEARNING AND LEARNING PROCESS

Maximum score	- 90	Total time	- 75
Continuous Evaluation	-20	Class room Transaction	- 65
Terminal Evaluation	-70	Workshop/Practical-10	
		Time/week-04	

In the second semester, different views concerning learning and how does learning occur are analyzed. It also discusses the factors influencing learning in addition to realize each child is unique and different. In this, the most important is subjected for detailed study. Besides, this unit put forward the realization that, teachers not only try to understand how to make children excellent learners but a person, who must be a provider of continuous guidance and visions, in the light of this awareness.

Objectives

1. To analyze different views related to learning and to achieve practical experience to apply them suitable circumstances reasonably
2. To attain proficiency in implementing strategies necessary for their possible maximum development by considering the individual differences of children in class room transaction
3. To use effectively the scientific awareness in his/her teaching-learning processes in relation to learning
4. To gain skill for finding out the learning issues among children and to make solution by identifying them
5. To form awareness regarding the identification of factors affecting learning and to make use of it in the teaching-learning process
6. To find out through discussion the factors influencing learning, to reform by comparing with basic awareness and to examine its applicability
7. To achieve practical knowledge for finding out and solving learning problems and to carry out action researches
8. To effect the class room transaction by considering individual differences of children
9. To apply the awareness of the factors regarding intelligence, creativity, Remembering and forgetting in the class room
10. To achieve the basic understanding of guidance and counselling
11. To make use of the possibilities of guidance and counselling for the comprehensive development of children
12. To make the teachers competent enough to identify the problems of children through early detection and to avail convenience for counseling.

Unit 1

LEARNING

Content

- Learning-General Awareness-Definitions-Characteristics-
- Learning Theories-Significance in the class room
 - Behaviourism - Pavlov, Watson, Skinner, Thorndike
 - Gestaltism, Insight Learning
 - Observational Learning-Views of Bandhoora
 - Cognitive Theories of Learning-Views-Significance in the class room
 - Bruner's Concept of Learning, Piaget's Concept of Learning(Schema, Assimilation, Accommodation)
 - Concept Map, Joseph D. Novak
- Social Constructivism
 - Ideas of Vygotsky
 - Debate Learning**, Collaborative Learning, ZPD, Scaffolding, Facilitator
- Processes enabling Knowledge Construction
 - Experiential Learning and Reflection
 - Cognitive Negotiability
 - Situated learning and Cognitive Apprenticeship
 - Meta Cognition
- Modern trends in Educational Psychology
 - Information Processing Theory
 - Neural Network Model
 - Biological Basis of Learning
 - NLP
 - TA etc.

Learning Outcomes	Major concepts	Transactional Strategies	Assessment
<p>Prepares an analysis note by critically assessing Behaviourism</p> <p>Prepares notes by understanding the importance of the theories of Gestalt Psychology and identifies its importance in teaching-learning process</p> <p>Explains the practicability of Bandhoora's views on learning</p>	<p>Bahaviourism-Basic Awareness The important concepts put forward by Pavlov, Watson, Skinner, Thorndike-</p> <ul style="list-style-type: none"> - Classical Conditioning - Operant conditioning - Trial & Error Theory <p>Gestaltism</p> <ul style="list-style-type: none"> • The concepts concerning Insight Learning <p>Practical analysis of Bandhoora's concept of learning</p> <p>Bruner's concept of learning (Discovery learning, Spiralling, Concept Attainment model Role of teacher, facilitator, democratic leader, co-learner</p> <p>Concepts of learning by Piaget (Schema, Assimilation, Accommodation)</p>	<p>Referencing, video clippings, slide presentation, preparing flow charts Open discussion</p> <p>Preparation of analysis note Presentation-Discussion</p> <p>Pictures including Gestalt Theories (figure ground, closure, simplicity, similarity etc.-Discussion Referencing, Preparing reading notes</p> <p>Case analysis and open discussion</p> <p>Slide Presentation Discussion</p>	<p>Analysis note Analysis Establishing cause & effect relationship</p> <p>Presentation Discussion note Reading note</p> <p>Analysis and preparation of discussion note</p>

<p>Attains skills in applying cognitive learning theories, views by realizing its relevance in the class room</p>		<p>Learning- Preparing concept map Prepares and presents concept map having the concepts of Piaget and Bruner Discusses the mental process while preparing concept map</p>	<p>Preparation of Concept map Participation in discussion Presentation skill</p>
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Unit 2

FACTORS INFLUENCING LEARNING

Content

Factors Influencing Learning

- Learning Readiness
- Motivation
- Interest
- Aptitude
- Anxiety
- Listening
- Remembering
- Forgetting
- Learning Pace
- Maturation
- Learning Atmosphere
- family-Social factors
- Attitude
- Emotional

For Detailed Study

- Intelligence-Definitions, Earlier Thinkings, Theories, Multiple Intelligence- Measurement
- Limitations
- MI Possibilities of Implementations, Views on Intelligence, Measurement of Intelligence
- IQ, EQ, SQ
- Creativity-Definitions, factors, stages, Measurement of Creativity-Significance of creativity in the class room
- Role of teachers in promoting Creativity, Remembering and Forgetting-Scientific
- Awareness, Different Kinds of Remembrance, Techniques for improving remembrance,
- Forgetters
- Learning Readiness-Role of Teacher
- Motivation, Learning Readiness-How can be improved?
- What is Motivation? Importance of Motivation in Learning process, Various kinds of
- Motivations, Strategies for increasing Motivation

-Transfer of Learning

- Finding out scientific solutions by analyzing the

-Intelligence

problems of the factors influencing learning-Action Research

-Creativity

Learning Outcome	Important Ideas	Transactional Strategy	Assessment
To acquire the factors influencing learning and improve the class room learning process by implementing it	Factors influencing learning(Learning readiness, motivation, interest, aptitude, anxiety, attention, remembering and forgetting-learning style, learning pace, maturation, learning atmosphere,family-social factors, attitude, emotionality, transfer of learning, intelligence, creativity)	Presentation of suitable cases in relation to a factor (Interest)-Discussion Symposium-Factors influencing learning	Finding out suitable cases Presentation Preparation of discussion note Report
Formulates suitable definitions about intelligence through analysis	Intelligence –Definitions	Conducts discussion on what are the factors of intelligence based on the scores obtained by applying certain items of Verbal Test and performance Test in the Weshler’s Intelligence Test	Formulated definitions Analysis of definitions
Attains skill in implementing by understanding the basic awareness about Multiple intelligence in teaching- learning process in the class room	Theory of Multiple Intelligence -factors The possibilities of implementation of Multiple Intelligence	Critically analyses the learning activities prepared based on a unit in Std. I/Std. II classes Analyses by using the discussion points prepared earlier(related to the factors of intelligence) Analyses the school activities -Day observance, Making Bio-Diversity park, Interviews, Field Trips etc.	Consolidation Analysis Analysis

Learning Outcome	Important ideas	Transactional Strategies	Assessment
<p>Explains how the views on intelligence are helpful to teachers</p> <p>Formulates assumptions/opinions by assessing the methodology of the measurement of intelligence critically</p> <p>Explains the definitions, factors and stages of creativity</p> <p>Attains skill in measuring creativity</p> <p>Finds out means and approaches for promoting creativity</p>	<p>To know the child To systematize learning activities To make the assessment scientific To effect Mediation To increase problem solving skill To realize individual difference To plan teaching-learning processes at micro level</p> <p>Measurement of Intelligence-Earlier attempts IQ Limitations EQ, SQ</p> <p>Creativity -definitions -factors -Stages</p> <p>Measurement of creativity</p>	<p>In the light of school observation experience free response-analysis-consolidation</p> <p>Slide presentation</p> <p>Explains through discussion the factors, stages, measurement of creativity Conducts measurement of creativity after preparing suitable tool in teacher-students Discussion How can the creativity be promoted? What is the role of teacher? What are the possibilities of promotion and measurement of</p>	<p>Assignment</p> <p>Presentation-Assessment</p> <p>Discussion note Toolprepared Implementation of tool</p>

<p>Plans the activities for improving scientific analysis related to remembering and forgetting</p> <p>Explains the significance and importance of learning in order to make in the learners readiness and motivation and able to utilize in teaching-learning strategies</p>	<p>Scientific awareness on remembering and forgetting -various kinds of remembrances -Strategies for improving remembering</p> <p>-Reasons for forgetting</p> <p>Role of teacher in making learning readiness</p> <p>Motivation-Importance of motivation in learning process</p> <p>Various kinds of motivations</p> <p>Various strategies for improving motivation</p>	<p>creativity as it is the powerful individualizing instruction? What is the importance of providing varied learning experiences to learners?</p> <p>Familiarizes definitions of remembering and forgetting through open discussion -Performs various kinds of remembering through slide presentation -Practices strategies for improving remembering; examines the result</p> <p>Discusses the strategies and methods suitable for creating learning readiness; Improves the note prepared in groups after presentation</p> <p>Discusses the situations and conditions which cause motivation.</p> <p>Prepares a proposal of Action Research based on a class room problem related to any one of the factors influencing learning</p>	<p>Participation in Discussion Preparation of Report “The situations in which the development of creativity of children is prevented by the elders intervention”</p> <p>Planning Practicability</p> <p>Preparation of note Proposal of Action Research (Research-S1 Internship)</p>
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Unit 3

GUIDANCE & COUNSELLING

Content

- Guidance-Concept, Relevance, Areas
- Counselling-Concept, Definition, Necessity, Principles, Methods
 - Process
 - Skills
 - Importance
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- Learning Problems in children
- Behaviour Problems in children
- Emotional problems in children
- Child Abuse
- Addictions
- Guidance, Counselling-Its relationship and differences
- Guidance, Counselling-Present Relevance-
- School as Counselling Centre-Physical facilities

Learning Outcome	Main concepts	Transactional Strategies	Assessment
<ul style="list-style-type: none"> • Prepares analysis note by consolidating the basic awareness concerning Guidance • Prepares note connected with possibilities of implementation by understanding the strategies/methods of Guidance • Realizes the necessity of teacher intervention in the learning behavioural problems in children • Realizes various kinds of Counselling-prepares note • Identifies the practicability of counselling process and prepares note after conducting interview with experts 	<ul style="list-style-type: none"> • Guidance-Concept, Relevance, Areas • Strategies/ Methods of Guidance Guidance as mental, social, empowerment Career Guidance • Counselling-Concept, Definition, Necessity <p>Various kinds of counselling methods</p> <ul style="list-style-type: none"> a) Individual, Group b) Direct Counselling Indirect Counselling Eclectic Counselling • Counselling Process • Counselling skills-importance 	<p>Consolidates Teacher-Educator Guidance-Concept, Area, relevance; prepares assignment.</p> <p>-Formation of the concept of Counselling through discussion -Prepares reading note about the definitions, necessity of counselling through referencing</p> <ul style="list-style-type: none"> • Slide presentation <p>- Discussion - Discusses the approaches of Counselling and identifies suitable approach by indulging its practical side - Interview with School Counsellor - Referencing - Preparation of reading note</p>	<ul style="list-style-type: none"> • Preparation of assignment • Reading note • Preparation of discussion note • Interview -Planning -Implementation -Report

<ul style="list-style-type: none"> • Develops tools by understanding the necessity of finding out the problems among learners when they are very young • Attains skill in making suitable interventions for identifying separately the problems which need service from experts and the problems that the teachers can tackle • Enlists by understanding the morality of counselling in which is to be done and not to be done 	<ul style="list-style-type: none"> • Problems in learners <ul style="list-style-type: none"> - Behavioural Disabilities - Learning Disabilities - Abuse - Addiction - Means for identifying developmental problems during younger stage which need prompt treatment/ Counselling, Probabilities for reference, Institutions, facilities - Qualities of Counsellors - Dos and Don'ts 	<p>Gains practical experience by conducting counselling mutually by teacher-students under the leadership of an expert counsellor</p> <p>Prepares case report based on counselling format</p> <ul style="list-style-type: none"> • Data collection Discussion Note preparation Presentation 	<p>Case Report</p> <ul style="list-style-type: none"> • Enlisting <p>Participation in discussion Reasonability in Presentation</p>
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PRACTICAL WORKS-SEMESTER-2

Unit	Content Area	Materials	Process	Product
<p>S 2</p> <p>1. Learning</p>	<p>Activity-1 Preparation of study report Significance of Social Constructivism in class rooms</p>	<p>Class observation schedule</p>	<ul style="list-style-type: none"> • Prepares class room observation schedule using indicators of Social Constructivism • During school observation (S2)-Class observation, Recording(Running notes/video recording) • Class assessment based on observation schedule • Preparation of Report • Presentation • (Continuation of this activity-S2 Practical) 	<ul style="list-style-type: none"> • Observation • Report
<p>S3</p> <p>2. Factors influencing Learning</p>	<p>Activity-2 Factors influencing Learning (Remembering/Anxiety/Aptitude/Attention)</p> <p>Activity-3 MI- Class room significance/ Possibility of implementation</p>	<p>suitable tools</p> <p>worksheet</p>	<ul style="list-style-type: none"> • Familiarization of Tool • Using Tool • Preparation of Report-Presentation • Convincing practicability of tool • (Continuation of activity S1-Remembering) • MI-Preparation of worksheet including the factors of MI) • Try out in teacher training institutes • Report • Improving worksheet • (Contd S4 Internship) 	<ul style="list-style-type: none"> • Report • Worksheet • Report

SEMESTER-2 Paper-202 CURRICULUM AND DEMOCRATIC EDUCATION

Total Score	- 90	Total Time	- 75
Continuous Evaluation	- 20	Class room transaction	- 65
Terminal Exam	- 75	Workshop/ Practical	- 10
		Time/week	- 03

Curriculum is the comprehensive area of discussion in which the experiences concerning the subject areas to be included in each stage of learning, transactional strategies and methods of evaluation. The teacher-students should have a clear understanding about the curriculum. In between two or three decades of teaching life, curriculum revision may occur in a number of times. The education, that we are aimed at, must be focused on equity, quality and lifelong. This aim is to be achieved through an important stage of the process of making education for democracy. In this manner, teachers should have a basic vision in transacting the curriculum, whichever may be, by ensuring good education as per the stipulated aim. It is this vision in mind, the paper, 'Curriculum and Democratic education' is designed.

Details of Content

Unit 1	Curriculum-What? How?
Unit 2	curriculum and Teachers
Unit 3	Learning Methods and its Strategies
Unit 4	Assessment
Unit 5	Technology and Education
Unit 6	Curriculum Revision

Unit 1

CURRICULUM-WHAT? WHY?

Objectives

- To formulate awareness regarding the characteristics of education
Suitable for socio-democratic life
- To realize the necessity suitable to democratic education
- To find out the basic factors of curriculum
- To analyze the ideas, philosophies, visions and factors influencing
Curriculum
- To analyze how the basic views of curriculum reflect in the
Educational system and connected activities

Content

- Democratic Education-Vision
Curriculum-What? How?
- Democratic, Social life and Education
Concepts and philosophies influencing curriculum
- The basic concerns, areas of reflection
 - Learning outcomes
 - Various subjects-its approaches
 - Transactional Strategies
 - Teaching-Learning Materials
 - Assessment
 - Teachers
 - Learner
 - School

Unit 1 CURRICULUM- What? Why?

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
<p>Realizes and assesses the importance and characteristics of education in bringing about democratic-social life</p> <p>Realizes the necessities and characteristics of curriculum suitable for democratic education</p>	<p>Democratic Society Qualities of citizens for democratic life Society is important than individual Among the rights there are the duties Sense of Equal justice Endurance Concept of sustainable development Compromise, cooperation, fellowship Broaden humane vision</p> <p>What is curriculum? How will be the curriculum in democratic-social order Democratic Education- Characteristics Democratic School Class room democracy Humane and Scientific content Future societal vision Reinforcement to all kinds of abilities Unique support to Disabilities Mother Tongue-Medium of Instruction in democratic discourse</p>	<p>Referencing Conceptualization-preparation of note Assessment of schools, class rooms and activities based on democratic concept(e.g. Assembly, club activities)-Discussion</p> <p>Analysis of various definitions and visions of curriculum</p> <p>Seminar-Education and Democracy</p>	<p>Discussion note</p> <p>Seminar Seminar Report</p>

Realizes the necessity for reflecting the constitutional values, visions etc. in the curriculum	<p>The values upholds in the constitution</p> <ul style="list-style-type: none"> -Equal Justice -Equality in opportunities -Unique concern to the marginalized -Democracy -Secularism -Fraternity -Liberty 	<p>Knowing the constitution Guest lecture-Constitutional values and education</p> <p>Referencing</p>	Report
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Learning Outcomes	Major Concepts	Transactional strategies	Assessment
Assessment after finding out the areas to be reflected the curriculum visions in educational system and activities	<p>Curriculum-areas where visions be reflected</p> <p>School Organization</p> <p>School facilities</p> <p>Materials</p> <p>Teacher interventions</p> <p>Teaching-Learning process</p> <p>Opportunities available to children-</p> <p>Consideration-Support</p> <p>School-Parent relationship</p> <p>School-Society relationship</p>	<p>Case analysis(School experiences of learners)</p> <p>Democratic school</p> <p>Developing observation schedule</p> <p>School visit-Observation</p> <p>Preparation of Report critically</p>	<p>Analysis Report</p> <p>Observation Report</p>

<p>Analyses the importance by finding out the basic factors of curriculum</p>	<p>Curriculum-basic factors Social needs Perception of future society Child -Age -Nature -learning Process -Growth-Development -Cultural-social-physical surrounding -Multilevel -content -Teachers -Teaching process</p>	<p>Critical analysis of the existing curriculum based on a prepared tool (a suitable portion)</p>	<p>Analysis Report</p>
	<ul style="list-style-type: none"> • Democratic method • Learning Subjects • Learning Objectives • Subject Approaches • Materials • School atmosphere • Assessment 		
<p>Compare the merits, demerits and possibilities by analyzing various curriculum approaches</p>	<p>Curriculum Approaches -Subject related Vs Integrated -Linear Vs Spiralling -Child Centred Vs Teacher Centred -Process Oriented Vs Product Oriented</p>	<p>Discussion and Debate Teaching-Learning Approach and Curriculum Content</p> <p>Debate-Merits and Demerits of Various curriculum approaches</p>	<p>Report of Debate</p>

Unit 2
CURRICULUM AND TEACHER

Objectives

- To Identify the role of teachers in democratic education
- To achieve understanding about teaching skills for effective transaction of curriculum and develop readiness to assimilate
- To formulate attitude for existing and practicing
- To develop an attitude for continuous enquiry

Content

Democratic Education and teachers
Teacher skills
Teacher morality
Attitude to continuous enquiry

Learning Outcomes	Major Concepts	Transactional strategies	Assessment
Identification and assimilation of various levels of teacher morality	1) Teacher-Pupil Relationship 2) Making Influence on the formation of learner's individuality 3) Relationship with institution and parents 4) Relationship with co-workers <ul style="list-style-type: none"> • Commitment • Duties • Functions • Stances 	Analysis of the records of Right to Education Act, Kerala Education Rules and teacher morality-Preparation of Report	Analysis Report
Develops attitude towards continuous research Assesses by identifying the importance of continuous research for effective teaching	Teaching is a continuous research activity Scientific research models	Conducts interview with a research minded teacher Preparation of questionnaire Reporting	Questionnaire Report

Unit 3

LEARNING METHODS AND LEARNING STRATEGIES

Objectives

- To convince the necessity for benefitting the various learning methods and learning strategies by considering individual difference among children
- To Familiarise various teaching-learning models such as debatable, researchable, makeable, creative
- To develop understanding regarding various learning strategies and methods suitable to the aptitude and learning skill of children
- To attain awareness concerning learning skills and the possibilities for developing them
- To realize the desirable characteristics of learning activities
- To formulate awareness regarding good learning atmosphere, conducive physical facilities and materials

Content

- Diversified learning methods, learning strategies (Inquiry model, Deductive-Inductive methods, Analysis method, Problem solving method...)
- Debatable-researchable-constructive-creative-teaching – learning models(Discussions, Debates, Seminars, Projects, surveys and studies
- Learning strategies suitable to learning style, learning pace and leadership-Individualized instruction-Group learning techniques
- Learning skills, such as referencing, preparation of note etc.
- Characteristics of learning atmosphere created by democracy and motivation-School-class room facilities helpful for all round development.

Learning Outcomes	Major concept	Transactional strategies	Assessment
<p>Assessment and comparison the learning strategies and learning methods considering the individual difference, aptitude and learning skill its importance</p>	<p>Debatable strategies -Discussions, debates, seminars Researchable learning strategies -Projects, Survey studies Constructive learning strategies Creative learning strategies Learning style difference -Listening style -Visioning style -Moving style Learning Pace Leadership –suitable learning strategies Individualized instruction-Group learning strategies</p>	<p>Planned class observation-Listing out the characteristics by analyzing the activities observed-examines the relationship of individual difference in children, aptitude, learning skills, limitations etc.</p> <p>Realizing the difference in learning style and difference in learning pace through Referencing and mutual observation, Finding out the possibilities of suitable learning activities, Relevance of group learning-Discussion</p> <p>Finding out the characteristics of proper learning activities</p>	<p>Observation note</p> <p>Discussion note</p>

Unit 4
ASSESSMENT

Objectives

To know Assessment-What? Why? What are be assessed?	Group Assessment, Written Tests, Performance Tests, Oral
To analyze various perceptions of assessment	Tests, Other modern Assessment systems-Online Tests, On
To formulate awareness about the system of assessment based on Humanistic and democratic	Demand tests, various methods of recording Assessment-Ranking, Grading
To acquire practical skills in continuous, comprehensive and the Possibilities of assessment, which enables learning more effective Content	Characteristics of Humanistic Assessment systems-Find out Excellences of children, ensure suitable learning assistance by finding out the limitations in children, give suitable support by understanding relation between social background and learning achievements-avoid tension, to put an end to inhumane comparison
Assessment-Assessments for various purposes (Assessment of learning, Assessment for effective learning, Learning itself is Assessment-Assessment of child-Assessment of Learning strategies, materials etc. Assessment of teaching, Assessment of education system, Assessment of schools, Assessment of assessment)	Find out the practical ways of continuous and comprehensive assessment-the possibilities
Various systems of assessment-Measurable Assessment, Qualitative Assessment, Continuous Assessment, Term Assessment, Self Assessment Mutual Assessment, External Assessment, Individualized Assessment,	of recording, recording and analyzing the achievements cumulatively and to develop practical methods for ensuring support and extended activities

Learning outcomes	Major concepts	Transactional strategies	Assessment
<p>Finds out various levels of Assessment, analyses by comparing various systems of assessment</p>	<p>Assessment-Perceptions Assessments for various purposes Assessment of learning, Assessment for learning effectiveness Learning itself is assessment Assessment to children-Assessment of Learning strategies and materials, Assessment of teaching Assessment of Education system School assessment, Assessment of Assessment</p> <p>Various systems of Assessment Measuring Assessment, qualitative Assessment, continuous Assessment, Term Assessment, Self Assessment, Mutual Assessment, External Assessment, Individualized Assessment, Group Assessment, written Tests, Performance Tests, Oral Tests, Other modern Assessment systems, Online Examinations, Own Demand Examinations, Various methods of recording Assessment-Ranking, Grading</p>	<p>Debate on Limitations and Advantages of Existing Evaluation System</p> <p>Analysis of records concerning Evaluation developed by The SCERT, Education Department and other official agencies</p> <p>Familiarizing the modern Assessment systems such as Online, Own Demand Tests etc. –</p> <p>preparation of Report</p> <p>Discussion</p> <p>Rank-Grade-Score Systems Continuous Evaluation-How can we improve the recording of it?</p>	<p>Debate-Report</p> <p>Analysis Report</p>

<p>Attains practical skills in developing records of Evaluation and Learning progress records</p>	<p>Continuous Evaluation Records Term Evaluation Records Learning Progress Records Cumulative Records</p>	<p>Analysis of Records-Preparation of Practical suggestions regarding the recording of Continuous Evaluation with the help of technology</p>	<p>Note</p>
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Unit 5

TECHNOLOGY AND EDUCATION

Objectives

- To convince the necessity and possibility in order to select and utilize learning resources and materials in accordance with learning skills of children, learning pace, pre-requisites, leaderships and the nature of subject matter
- To find out the characteristics of learning materials
- To identify the possibilities to be utilized in education technology for the effectiveness of learning
- To convince that adaptation should be done in the matters of school, surroundings, class room etc. pedagogically
- To attain attitude and skill for easy, and effective utilization of less expenditure, effectiveness and result having information technology
- To realize the relationship between the professional excellence of teacher and technology

Content

Learning Resources and materials considering individual difference

Characteristics of learning materials-easy making, learnability, less expensive, local resources to be utilized and possibility of reuse-considering the characteristics of children and its limitations, participation of children and parents in construction and collection

Education Technology-Definitions-Possibilities-Understandings-The effective use of existing devices(Black Board, Bulletin board, chart, Map, Globe, Lab, Library books, video-audio devices etc. School as Learning Aid (BALA), Campus as text book, Bio-diversity campus, Hi-tech school, talent lab.

The use of excellent information gathering source, Information mobilization material, information processing system, Transaction technology as computer and allied materials-practical suggestions.

Professional Excellence of teachers-selection of Materials, making, mobilizing, utilizing, keeping reforming.

Learning outcomes	Major concepts	Transactional strategies	Assessment P. 186
The necessity and possibility of utilizing various learning materials considering individual difference based on the awareness attained on learning	Characteristics of Learning aids-(easy making, learnability, less expensive, utilizing local resources, possibility of reuse-considering the characteristics of children and its limitations, participation of children and parents in construction and collection...)	Class room observation-suitability of utilized learning aids, advantages-limitations-Discussion Visiting schools where the possibility of utilizing learning aids in a better way Workshops on preparation of learning aids	Discussion note Report Advantages of the developed learning aids
Achieves skill in effectively using educational technology and information Technology	Use of black board, bulletin board, chart, map, globe, Lab, Library books, audio-visual devices, computers and its allied materials	Conducting survey in order to understand the use of technology and learning aids in schools using questionnaire prepared earlier	Seminar Discussion note

		<p>Presentation of findings in seminar</p> <p>Finding and utilizing the resources of information technology –Discussion</p> <p>Conducting workshops in the areas of use of black board, use of chart, composition of small picture, simple map drawing.</p>	
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Learning outcomes	Major concepts	Transactional strategies	Assessment
Finds out the possibilities in implementing the concepts of School as a learning aid, campus as a text book	School as a learning aid, Campus as a text book, Bio-diversity campus, Hi-tech schools, talent Lab etc.	<p>Verification of guide lines prepared by various agencies in each area.</p> <p>School visit on the basis of the above-Documentation</p> <p>School adaptation-Developing guide lines</p>	Report
Finding out the importance of technology in developing the professional excellence of teachers	Selection of teaching aids, preparation, mobilization, utilization, keeping and reforming	The possibilities of activating by effectively blending technology connected with a learning area	Note

Unit 6
CURRICULUM REVISION

Objectives

To realize the need of curriculum revision based on experience and considering social needs periodically

To identify the course of curriculum revision in Kerala

To convince the important characteristics of National Curriculum Frame work and Kerala Curriculum Frame work

content

The background necessitating curriculum revision-

The age of knowledge explosion- Continual social changes- Various Education Commissions- Policy

Documents- The suggestions of experts for continual revision of curriculum- Crises raised against curriculum revision

Attempts for curriculum revision in Kerala after the Inception of National Education Policy-1986- Various Phases- characteristics- Analysis of curriculum frame Works

Learning out comes	Major concepts	Transactional strategies	Assessment
Realizes the need of periodical revision of curriculum	The background necessitating curriculum revision. (changes and perceptions occurring at national and international level The age of knowledge explosion- Continual social changes-)	Finding out the suggestions for continual curriculum revision through the analysis of various Education commissions, policy documents and the suggestions by the experts	Analysis Report
Analyses the course of curriculum revision in Kerala	Minimum Levels of Learning(MLL) Curriculum Revision-1977 Revision afterwards Fearless class rooms Better teacher-pupil relationship Liberal Enquiries Importance to Creativity	Verification of various curriculum documents and approach papers Enlisting characteristics	Analysis Report
Analyses the changes occurred in the education scenario of Kerala as a result of curriculum revision	Community interventions in schools The changes in the realm of education became a subject for discussion The physical facilities and learning facilities in the schools have been improved The effectiveness of teaching improved The learning level of the children increased Unique support to the disabled	Interaction with Experts Analysis of documents Preparation of note	Note

Learning outcomes	Major concepts	Transactional strategies	Assessment
Suggests solutions by finding out problems that we are facing to ensure the goal 'Qualitative Education for All'	We couldn't ensure universal quality in Education- Obstructions We couldn't complete the structural changes School facilities have to be improved more	Open discussion	Discussion note
Analyses the characteristics of national Curriculum Framework and Kerala Curriculum Framework	National Education Policy-1986 Programme of Action-1992 Prof.Yeshpal Committee Report NCF-2005 KCF-2007 National Education Policy-2016	Finding out the characteristics, collection and verification of reports of Education Commissions, Educational Policy Documents and Curriculum Frameworks Interaction with guest	Report

Semester 2**Paper : 203 Malayalam Language Teaching - Approach and Methods**

Total Score : 10**Total Time : 70 hrs****Continuous Evaluation (CE) – 10****Classroom Transaction : 60 hrs****General Exam****Workshop /practicals : 10hrs****Time per week : 4 hrs**

Unit

1. Language teaching methodology – Different dimensions
2. Our language : Poetry and teaching of poetry
3. Our language : Prose and Teaching of prose
4. Art and Literature

Unit 1

Page 192 - Language Teaching Methodology : Different dimensions

Learning outcomes	Main concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Recognise the basic idea of integrated language teaching philosophy and makes use of it in the teaching of mother tongue. • Realizes the need for providing/recreating meaningful life experiences and uses this in the classroom. 	<ul style="list-style-type: none"> • Language acquisition is possible (through the method of) from the whole to the parts method. • Learning is enhanced through social intervention. • Language develops only when it is used in day-to-day life. • Writing becomes meaningful from the sense of urgency to write something. • Activities involving meaningful and lively essay writing are to be arranged in the class. • Recreating experiences in a cyclic manner is very essential for the self-acquisition of concepts and words. 	<ul style="list-style-type: none"> • Seminar on influence of integrated approach to languages in the classrooms. • How do the changes in approaches get reflected in curriculum? – Discussion. • Prepare notes after scrutinizing the old text and comparing them with the new 	<ul style="list-style-type: none"> • Seminar report • Note

Unit – 2

Page 194 : Our Language – Poetry and Teaching of Poetry

<ul style="list-style-type: none"> • Appreciates Malayalam poems of various periods and recognizes their theme, language and style of expression. 	<ul style="list-style-type: none"> • The language theme and style of poems of different periods vary. • Malayalam poetry has a rich tradition. • Cherussery, Ezhuthachan, Kunchan Nambiar- their works, themes linguistic peculiarities and poetic beauty. • Asan, Ulloor, Vallathol -their works, special characteristics related to language and substance (theme) • Short poetic works and epics. • Progress brought about in Malayalam poetry by the modern triumvirate poets. 	<p>Organizing poetry recitations, poetry forums and critical appreciation of poems using the poems prescribed in the textbook or other important ones (popular).</p> <p>Collects poems</p> <p>Reading of the history of poetry.</p>	<p>Poetry collection</p> <p>Variety of the collection.</p> <p>Excellence in presentation</p> <p>Recitation</p> <p>Analytical note.</p>
<ul style="list-style-type: none"> • Develops an understanding of movement like 'gatha', 'kilippathu', 'Thulla' and 'Vanchippattu' 	<ul style="list-style-type: none"> • Salient features of the movements. • Choice of themes • Style of Narration 	<ul style="list-style-type: none"> • Poetry collection and recitation • Classes by experts 	<p>Variety of the collection</p>

<ul style="list-style-type: none"> • EXplore for new poems, appreciate and internalize their special features. 	<ul style="list-style-type: none"> • Poets and poems after the trium varites. • Changes that have taken place in language and expression. • Modern poems starting from the 1960s, their peculiarities. 	<ul style="list-style-type: none"> • Poets-poems-preparing album. • Milestones in poetry . • Reading of some important poems; discussion 	<ul style="list-style-type: none"> • Collection of poems. • Discussion note
<ul style="list-style-type: none"> • Critically evaluates approaches in teaching poetry after identifying them. 	<ul style="list-style-type: none"> • These are different methods for presenting poems. • A poems verbal beauty and content are also important. • Learning outcomes at LP, UP levels related to teaching of poetry 	<ul style="list-style-type: none"> • To find out the learning outcomes related to poetry through analyzing teacher text and textbook. • How to present poems? Reading and discussion. • Rhythm and aesthetics of poetry-a discovery. • Recognising rhetorical embellishments and imageries. • Poetry presentation-demonstration/simulation. 	<ul style="list-style-type: none"> • List of learning achievements. • Analyses of learning outcomes. • Discussion note. • Poetry presentation.

<ul style="list-style-type: none"> Recognizes the growth and development of malayalam short stories. 	<ul style="list-style-type: none"> Malayalam short story writing has a rich tradition. 	<ul style="list-style-type: none"> Getting familiar with the short stories in the textbook. Getting acquainted with representative short stories of different periods; organizes story forums. Reading and discussion of the relevant portions from the history of the literary form of short stories. Preparing a timeline that indicates the various stages. 	<ul style="list-style-type: none"> Note Timeline
<ul style="list-style-type: none"> The special features of short stories themes in the different periods their presentation styles and language. 	<ul style="list-style-type: none"> There is difference in the themes, styles and language in the the short stories in different periods. Story writes make use of suitable narrative techniques to express experience, memories and psychological process. The language of short story is simple, poetical and life related (drawn from life). 	<ul style="list-style-type: none"> Presentation of classic stories considered as milestones-related studies, reading and discussion. 	<ul style="list-style-type: none"> Discussion note
<ul style="list-style-type: none"> Recognizes the different styles and strategies in presenting a story 	<ul style="list-style-type: none"> Join the story telling. Story telling using puppets. Story telling thro pictures. Filling/completing the story etc. 	<ul style="list-style-type: none"> Presenting the stories selected by groups in diverse styles. General discussion Consolidation. 	<ul style="list-style-type: none"> Discussion Note

<ul style="list-style-type: none"> Recognizes the special features of a novel. 	<ul style="list-style-type: none"> History of Malayalam novels. Novels that are considered as milestones in different ages and their characteristics. Narrative style, content, language and specialties of characters of the chosen novel. 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Discussion note ആസാദനക്കുറിപ്പ്
<ul style="list-style-type: none"> Acquires understanding of literary criticism and familiarizes with works. 	<ul style="list-style-type: none"> General perspective on literary criticism. 	<ul style="list-style-type: none"> Preparation of catalogue Preparation of reading notes. 	<ul style="list-style-type: none"> വായനക്കുറിപ്പ്
<ul style="list-style-type: none"> Examines the historical memories in travelogues and recognizes their characteristics. 	<ul style="list-style-type: none"> Different discourses in the textbook Travelogues presented in different styles. Autobiographies, biographies, memories. Different textbook portions, teachers handbook 	<ul style="list-style-type: none"> Organizing workshops to examine the textbook portions and then analyse them Discussion. 	<ul style="list-style-type: none"> Discussion note
<ul style="list-style-type: none"> Understands the approaches and strategies for teaching prose and develops a clear idea about how to teach prose in the proper/light way. 	<ul style="list-style-type: none"> Prose teaching approach Presentation style of prose lessons. Content Language-related factors 	<ul style="list-style-type: none"> Referencing Presentation of lesson planning 	<ul style="list-style-type: none"> Observation note

<ul style="list-style-type: none"> • Acquires a general awareness of Malayalam Cinema. • Understands about a movies script, direction and songs and prepares scripts too (Screen plays) 	<ul style="list-style-type: none"> • Importance of cinema, a visual media. • Portions of screenplay prescribed for elementary classes-their special features. • Screenplay writing adopts different methods. 	<ul style="list-style-type: none"> • Discussion • Screening of short films and discussion. • Reading screen plays • Writing stories for movies. • Classes by experts. 	<ul style="list-style-type: none"> • Discussion note • Screen play
<ul style="list-style-type: none"> • The history of Malayalam drama and Recognizes the characteristics of plays of different periods. 	<ul style="list-style-type: none"> • Malayalam has its own unique vision of folk drama. • Malayalam has a drama tradition that has grown and developing. • There are world class plays written in Malayalam. • Malayalam has many a no of best plays and playwrights. 	<ul style="list-style-type: none"> • Seminar 	<ul style="list-style-type: none"> • Seminar • Paper presentation

<ul style="list-style-type: none"> Organizes drama workshops and writes plays. 	<ul style="list-style-type: none"> There are different play writing techniques. Training improves acting in drama. There are differences between plays meant for children and adults. 	<ul style="list-style-type: none"> Workshop Presentations 	<ul style="list-style-type: none"> Presentation Short play
<ul style="list-style-type: none"> Formulates understanding about Kathakali and learns to appreciate it. 	<ul style="list-style-type: none"> Kerala's own art form Krishnanaattam – Remanaa-Harri-Kathakali Important aattakkalthas, their authors. Rites/customs associated with Kathakali. Vallathol and Kathakali 	<ul style="list-style-type: none"> Referencing Workshop Interview Video shows 	<ul style="list-style-type: none"> Note of appreciation
<ul style="list-style-type: none"> Develops an understanding of Thullal and appreciates it. 	<ul style="list-style-type: none"> Different types of Thullal Important works in Thullal 	<ul style="list-style-type: none"> Presenting the Thullal form (Video) Discussion on the style, satire, presentation and topical relevance of Thullal. 	<ul style="list-style-type: none"> Discussion note
<ul style="list-style-type: none"> Analyses different media, recognizes their impact on the society, and reacts on realizing their interventions. 	<ul style="list-style-type: none"> Various media-old and new (Newspaper, TV) Their influence Their policies Advertising strategies. 	<ul style="list-style-type: none"> Survey Discussion debate Analyses 	<ul style="list-style-type: none"> Survey report Analytical note

Total Score	-10	Total Time	-75 hrs
Continuous Assessment	-10	Class room Transaction	-65 hrs
Term End Exam	--	Workshop/Practical	-10 hrs
		Time per week	-4 hrs

Details of Content

1.Learning of Arithmetic

Various numbers, Multiplications and Factors

Fractions, Decimal Numbers

Place Value

Minerals

Percentage, Interest

Business Mathematics

Ratio

Distance, Time, Speed

Square and Squareroot

2.Learning of Geometry

Formation of principles through the archetype

Formation and solution of simple

Problem solving using Algebra

4.Mathematics of Data

Pictograph or Pictogram

Bar Diagram

Pie Diagram

Histogram

Listing Data

5.Mathematics Appreciation

Content areas, concepts, learning outcomes and familiarization
Angles, Linear pairs –Identifying the mutual relationship of these
Units
Possibilities of visualization in Geometry

3.Learning of Algebra

Content areas of Algebra
Concept formation in Algebra
Generalization based on nature and structure of number patterns

Realizing the importance of Mathematics Club and
Mathematics Library

Realizing the possibilities of puzzles, games, patterns,
stories, poems, collections, aids, models, graphs,
pictures, crisis , Tesalation, visualization etc.

Unit 1
Learning of Numerical Mathematics

Learning outcomes	Major concepts	Transactional strategies	Assessment
<p>Finds out and explains concepts in various content areas, understandings, learning outcomes and learning activities</p>	<p>a) Various numbers Classification of numbers -Multiplications and factors Operations Fractions Decimal numbers Place value Minerals b) Percentage, interest c) Business Mathematics d) Ratio e) Distance, Time, Speed f) Square and Square root g) Development of content in Mathematics text book of primary classes Spiraling of lessons in Arithmetic</p>	<p>Members are divided in to various groups. Each group analyses the learning out comes, concepts, learning activities and suitable learning aids of each area in Arithmetic by using the text book and teacher text.</p> <p>Presentation –Discussion-Improving (Presents certain parts through simulation)</p>	<p>Analysis report related to each area (Learning outcome, concept, learning activities and suitable learning materials to be included)</p>

Unit 2
Geometrical Learning

Learning outcomes	Major concepts	Transactional strategies	Assessment
<p>Finds out and explains concepts, learning outcomes and learning activities by analyzing the Geometrical units in upper primary classes</p>	<p>Geometrical thoughts Two Dimensional and Three Dimensional shapes Major concepts and content areas in Geometry Geometrical shapes Area and perimeter of Geometry Features of Triangle Pythagores Theory Sarva samatha, Resemblance Beauty, mobility and tessolation of Geometry Geometry and Geogebra</p>	<p>Geometrical Thoughts of Wan Heyley-discussion, consolidation Drawing of various Geometrical shapes, various cylinders and soochikakal Geometrical concepts in text books Presentation- Discussion Finds out the relationship between area and perimeter of square Drawing and classifying various types of triangles-Discussion How do we utilize the mobility of geometry in problem solving?- Discussion Text book analysis-Presentation-Discussion-Improvement</p>	<p>Note on Wan Heyley's Geometrical thoughts Chart, in which various geometrical shapes drawn Collection of geometrical activities Applets prepared in Geogebra connected with Geometry</p>

Unit 3
Teaching and Learning of Algebra

Learning outcomes	Major concepts	Transactional strategies	Assessment P.208
<p>Finds out and explains concepts, understanding, learning outcomes and learning activities of each unit related to Algebra in the upper primary classes</p>	<p>Generalization based on the nature and structure of Algebra. Formation of principle through deductive method Formation and solving of simple equations Problem solving using Algebra -----operations of algebraic equations -----and square and square roots</p>	<p>Finds out number pattern, finds out the relation to algebra</p> <p>Group discussion for realizing algebraic relations, simple equations and problem solving and identifies the importance of algebra by verifying the text books and teacher texts of classes 6, 7 and 8 through group discussion -Presentation</p> <p>Seminar/Pannel Discussion on the relevance of the branch of Algebra in Mathematics</p>	<p>Pattern and Algebra-preparation of note</p> <p>Analysis report of text books</p> <p>Seminar-Presentation - Report of concepts of the branch of Algebra</p>

Unit 4
Mathematics of Data

Learning outcomes	Major Concepts	Transactional strategies	Assessment
Explains Mathematical concepts, understandings, and learning activities in relation to the content of data analysis (Pictograph, Bar diagram, Pie diagram, Histogram)	Pictograph or Pictogram Listing of available data bar Diagram Pie Diagram Change of Bar diagram in to Pie diagram Histogram	Collects details connected with Pictogram, Pie diagram and Histogram from Mathematics text books, dailees & periodicals and other books Seminar-Presentation	Seminar, Report of paper Collections, magazines

Unit 5

Appreciation of Mathematics

Learning outcomes	Major concepts	Transactional strategies	Assessment P.210
Finds out the position of Maths Club and Maths Library in learning Mathematics	Mathematics Club Mathematics Library	What are the functions of a Mathematics Club? Observes Mathematics Club in school by various groups Structure of Club Enlists activities of the club Mathematics Library-Engages in constructive process What is the relevance of Mathematics Library in the learning of Mathematics? How can Mathematics Library be utilized in the learning of Mathematics? What kind of books may there be in the Mathematics Library? Discussion-Presentation-Consolidation	Observation Note List of books in the Mathematics Library Mathematics Club Activities-Note

Learning outcomes	Major Concepts	Transactional Strategies	Assessment P.211
Make uses Mathematics Lab for effective learning and appreciation of	<p>Learning circumstances in the Maths Lab</p> <p>Items in the Lab and Class room learning</p> <p>Workshops for making items in Mathematics Lab</p>	<p>What is Mathematics Lab?</p> <p>What are the items in the Maths Lab? Discussion</p> <p>Organizing workshop for making items in Maths Lab</p> <p>How can we make use the items in Maths Lab effectively for Mathematics learning-Discussion-Consolidation</p>	<p>Discussion note</p> <p>Workshop (suitable for learning Mathematics, novelty, beauty, simple, possibility of reuse)</p>
Uses puzzles, games, etc. for developing interest in Mathematics	<p>Puzzles</p> <p>Games</p> <p>Story, Poem</p> <p>Collection</p> <p>Tessalation</p>	<p>Each item is given to each group. Group finds out activities related to the items that each group got.</p> <p>Presents and improves</p>	<p>Seminar</p> <p>Report</p> <p>Discussion note</p> <p>Editions related to each item (generally in class)</p>

Paper 204 THEORY AND PRACTICE OF ENGLISH LANGUAGE TEACHING

Total Score	10	Total time	65 hours
CE	10	Classroom hours	60 hours
TE	-	Practicals/Workshops	5 hours
		Hours in week	4 hours

INTRODUCTION

This paper helps the learner to have a wider theoretical perspective on language learning and teaching. It discusses the notion of the potentials of multilingualism in ESL classrooms. This unit deals with the different second language acquisition approaches and theories in detail with a special emphasis on cognitive constructivism. The learner will have a historical overview of the different approaches and will be able to realize the effectiveness of social constructivism in a language classroom. With this strong vision in view, the trainees will be able to equip themselves with innovative strategies and classroom practices to become competent English teachers.

Objectives

To enable the teacher trainee to

- develop a respect towards the linguistic background of the learner and use it as a potential source in ESL classroom.
- identify the collaborative strength of constructivism in language classroom and evolution of various approaches and methods.
- make use of methodological choices in language teaching to suit learners' characteristics and contexts.

Unit-1 Multilingualism and language learning

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<p>Understand the learners' language background which influences the learning of English</p> <p>Realize the potential of multilingualism as a resource in class room.</p> <p>Prepare a design appropriate to second language learning activities suitable for young learners in a multilingual situation.</p>	<ul style="list-style-type: none"> • Multilingualism • Issues of learning in multilingual situation • Expectations and awareness of learners' linguistic and cultural backgrounds • Historical and political dimensions; national considerations; the present perspective (mobility, social cohesion) • Social and socio-cultural points of view: home languages, multilingual social interaction and languages of schooling, code switching, Influence of the press and visual media. • Cultural aspects: literary productions, multilingual and inter cultural events • Economic necessity: employment, communication 	<ul style="list-style-type: none"> • Presents and discusses various dimensions of multilingualism. • Notes down the issues existing in the class related to multilingualism. <p>Discusses simple activities which can be given in a multilingual classroom</p> <p>Conducts simulation of the prepared activities.</p>	<p>Discussion reports</p> <p>Notes on peer exchanges</p> <p>Effectiveness of prepared activities in a multilingual class.</p> <p>Preformance in simulated class by teacher trainees.</p>

Unit-2. Cognitive approach to language learning

Internalize basic concept of cognitive approach to language learning	<ul style="list-style-type: none"> • Approaches/ Methods / techniques/in language teaching. • Cognitive Approach to language learning 	<ul style="list-style-type: none"> • Collects and analyses materials related to cognitive approach to language learning. 	Write ups on cognitive approach to language learning.
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Learning Outcomes	Content / concepts	Transactional strategies	Assessment
Critically analyse and discuss the advantages of different theories	<ul style="list-style-type: none"> • SLA theories - Chomesky - Krashen and Vygotsky 	<ul style="list-style-type: none"> • Analyses the SLA theoris by Chomsky - Krashen and Vygotsky. 	<ul style="list-style-type: none"> • Notes on SLA theories profiles of Chomsky - Krashen and Vygotsky.
Realise the relevance of cognitive and social constructivism in language learning	<ul style="list-style-type: none"> • Cognitive and Social constructivism in language learning 	<ul style="list-style-type: none"> • Compares and constrasts lang teaching - theories and approaches 	<ul style="list-style-type: none"> • Reflective Notes on cognitive and social constructivism in langly.
Compare the advantages and disadvantages of different Approaches and Methods.	<ul style="list-style-type: none"> • Comparison of constructivist approach with that of the conventional approaches and methods. • Approaches: <ol style="list-style-type: none"> 1. Structural Approach. 2. Situational Approach 3. Functional - National Approach. 4. Communicative Approach. 5. Natural Approach. 6. Social Constructivist Approach. 7. Congnitive Interactionist Approach. 	<ul style="list-style-type: none"> • Organizes Panel Discussion 	<ul style="list-style-type: none"> • Report of different Approaches and Method. • Appropriate entries in Reflective Journal - Approaches / Methods • Brief Notes on the factures of Methods.
Use appropriate approaches and methods of enhance teaching learning precess in the class room.	<ul style="list-style-type: none"> • Methods <ol style="list-style-type: none"> 1. Grammar translation method. 2. The Direct method. 3. Aural - oral method. 4. New Reading method. 		<ul style="list-style-type: none"> • Notes on Panel Discussion

Unit-3. Comprehensive planning for classroom transaction

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<p>Analyze course books based on common indicators and find features of a good course book.</p>	<p>Features of good Course Books - Indicators</p> <ul style="list-style-type: none"> • Integration of visual material in the text • Layout and presentation • Cultural bias against minority groups and/or women • Grading and sequencing of the materials • Glossary and language elements • Appropriacy of the text • Suitability of the tasks • Suitability of the materials to motivate students' learning 	<ul style="list-style-type: none"> • Collects and familiarises himself/herself with various course books • Prepares indicators for evaluating a course book using accepted international criteria • Evaluates course books based on the indicators developed <p>Preparing notes based on the learner centric elements in the textbooks</p>	<p>Tool /indicators for textbook analysis prepared by teacher trainees.</p> <ul style="list-style-type: none"> • Mode of Seminar based on the analysis of different texts. • Seminar Report
<p>Understand the purpose and principles of planning for effective teaching.</p> <p>Develop pedagogic analysis</p>	<p>Pedagogic analysis-need for concept mapping in terms of learning outcome- input and output discourses, language elements, vocabulary and theme.</p>	<ul style="list-style-type: none"> • Prepares concept map of all lessons in primary classes • Prepares pedagogic analysis - class wise, group wise and individually. 	<p>Concept maps of units from 1 to 5.</p> <p>Pedagogic Analysis of 3 units</p>

SCIENCE EDUCATION

Science Education is included in the curriculum for encouraging enquiry oriented learning, implementing scientific method in the class rooms and developing scientific consciousness among children. It is designed to make the children competent enough to present their ideas in the class room fearlessly and encouraging their critical and creative thoughts. The major objectives of science education are given below.

The teacher-students should attain the following skills in order to realize the significance and importance of science in modern Society for doing science education effectively.

Objectives

- To formulate an awareness regarding the nature and characteristics of science and finds out the role played by science in human progress
- To attain competency in training children acquire scientific method
- To identify the role played by science in social development and
- To prophes a future society having innovative ideas and trends in Science
- To analyze the existing social issues and to equip them suggesting scientific solutions
- To identify the aims of science education and to make analysis the lessons of science based on the aims
- To realize the importance and characteristics of scientific attitude and scientific temper

To prepare an atmosphere for science learning by utilizing the resources in schools and society

To identify the role of science teacher in implementing the teaching-learning strategies of learning science by realizing the nature of child

To attain awareness regarding the approach and strategies for science learning

To formulate awareness in ICT and various means for promoting science learning and to gain expertise in transacting curriculum by utilizing the same

To attain understanding regarding the content of science curriculum in the U.P classes, transactional strategies, learning aids and evaluation and to attain ability in planning learning activities

To achieve skills in observing and analyzing science classes and doing activities for planning and implementing of lessons

To attain skill for utilizing various assessment tools

- To formulate an awareness concerning the approach and Characteristics of science curriculum in U.P classes by realizing evaluation methods related to science learning

Details of Content

Semester 2

SCIENCE EDUCATION

Unit 1-Nature and Characteristics of Science

1.1 What is Science?

1.2 Nature and Characteristics of Science

Science sees nature objectively

Science is dynamic and developing knowledge collection

Science is knowledge construction process of continuous inquiry and method of approach

Science encourages questioning the beliefs, assumptions and concepts based on evidences

Science is universal

Science is action

1.3 Methodology of Science (Scientific Method)

Problem

Charles Darwin, Edison, Einstien etc.)

Agriculture and Science

Health and Science

Means of Communication and Science

Science and means of Transportation

2.2 Existing Socio-Ecolical problems and Solutions

Problems in Agricultural sector

Shortage of pure water-Drought

Bio-diversity Decay

Destruction of Ecologies

Problems faced by native people

Threat to Extinction-Plants, Animals

Climatic change and atmospheric contamination

Formulation of Hypothesis

Remedial method

Planning

Execution

Formation of Assumption

Reporting

Unit 2-Science and Society

2.1 Role of Science for Liberation

Contributions and Social Transformation of Science

(Bruner, Galileo, Kepler, Newton, Louise Pasteur, Aryabhata,

Learning materials of Science-Classification, Selection

Construction, use

Unit 3-Aims of Science Learning

3.1 Areas and Aims

Attaining Science Literacy

Achieving Science concepts

Developing process skills

Applying Science

Developing Science values and attitude

Promotion of Curiosity, creativity in Science

Promotion of Problem solving skills

2.3 Innovative ideas and trends in Science

Bio-Technology

Space Science

Bio-Chemistry

Information and Communication technology

Nanotechnology

Robotics

2.4 Scientific progress and Future Society

Comprehensive Development

Science and Equity

Constitutional values related to Science

Critical Thinking

Skill and interest in experimenting and collecting evidence

Communication skill

Skill and interese in using ICT

4.2 Science Curriculum-Characteristics

Process-oriented

Activity based

Child-Centred

Environment related

3.2 Scientific Attitude/ Scientific Temper-Characteristics and Importance

Life Experiences of Scientists
News and Incidents revealing unscientific nature
Importance of Scientific Attitude/ Scientific Temper
Social Progress, Conservation of Nature
Unit 4-Science Curriculum-Approach and Characteristics

4.1 The child who learns Science

Each learner each unit
Inquiring

The child who brings with a lot of experiences from outside the class room

Curiosity and asking questions
Ability to form Hypothesis

Zealous to engage in activities

Creativity

Ability in problem solving

Tendency for collection

Reading Habit

Spiralling method
Promoting critical thinking
Developing life skill
Social constructivism

4.3 Curriculum Approach

Knowledge Area
Process area
Attitude area
Applying area
Creativity area

4.4 Science Learning Atmosphere

Democratic class-Free and fearless class atmosphere
for motivating asking questions and expressing opinions,
Sharing the science experiences that the child gained from

out side the class room, Integrating it with the portion of lesson

School Resources-Science Lab, Library, School vegetable farm, museum, aquarium, herbarium, bio-diversity garden

Science kits, digital materials, ICT

Social Resources-various institutions(Health, Labour,

Science Learning Aids-Classification, Selection, Construction, Use

4.5 Science Teacher

Assimilating the characteristics of Science

Knowledge in Science subject

Utilizing Scientific method

Psychological Awareness of Science Learning

Scientific attitude and Scientific temper

Competency in the strategies of teaching Science

Knowledge in ICT

Communication Skill

Ability in handling equipments and doing experimentations

Ability in arranging and handling Science Lab and Library

Capacity in developing and using Science kits

Seeking new knowledge regarding Science

Reading of books in Science

Unit 5 -Approach and Strategies of Learning Science

5.1 Approach to Science Learning

Constructivist Approach

Inquiry Approach

Construction, Research etc.), Local experts, Local resources

Utilizing digital materials (samagra web portal) interactive learning through ICT

Panel Discussion

Group Discussion

Seminar

Project

Experiment

Observation

Debate

Symposium

Assignment

Quiz

Collections

Exhibition

Field Trip/Expedition

Survey

Day observances

5.3 Promotion of Science Learning

talent Lab-Science lab

5.4 Tools of Science Learning

Experiential Approach

Discourse Approach

Collateral learning Approach

Problem Solving Approach

Concept Map

Self Learning

5.2 Learning Strategies

The learning strategies to be adopted must focus on knowledge construction process

Discovery Learning/ Inquiry Learning

Science Magazines

Science Blogs

Field Trips/Study tours

Science corner

Science mela

Bio-Diversity Park

Visit to local Science Centre

5.4 Formation of Science Clubs and Activities

Relevance of Science Club

Structure

Action Programmes-Preparation of Calendar

Bulletin Board

Question Box

Exhibition

Quiz

Science Co-Existence Camp

Science Club

Simple Museum

Day observances

Editions/ Wall Magazines

Engaging in experiments and observation activities in Upper Primary classes

Unit 2 -Science Teaching-Planning

Necessity and Importance of Planning

Year Plan

Unit Planning-Pedagogical Content Analysis

daily Planning (Including the activities for children with special needs)

Unit 3- Assessment and Evaluation

Continuous Assessment

Term Assessment

Things to be born in mind in organizing
Action Programmes-Preapaing minutes
Documentation-Preparation of Report
Social Contact Programmes/Orientation programmes

5.5 Bio-Diversity Park

Relevance and Importance
Academic Activities-Transaction related to lessons
Experimental-Observational activities, Simple Projects

Evaluation areas, indicators, Grading, Evaluation Tools
Recording Evaluation result, analysis
Remadial Activities

Unit 4- Analysis Class

Sharing experiences in Analysis class (Including the
utilization of samagra web portal
Science class- Indicators for Assessment
Excellence in Science Teaching-Qualitative Indicators

SEMESTER 4

SCIENCE EDUCATION-LEARNING AND TEACHING

Unit 1-Science-Text book analysis

Analyses the Science lessons based on the aims of Science
Education
and Curriculum Approaches
The basic concepts in Upper Primary classes

Unit 5-Internship

School Visit

Attaching with Mentors

Class Transaction-Attaining Practical experiences
Evaluation
Preparation of Report
Action Research

Total Score	10	Total Time	75 Hrs
Continuous assessment	10	Class room Transaction	65 Hrs
Term Examination	-	Workshop/practical	10 Hrs

Unit 1**The Nature and Characteristics of Science****Objectives**

- To formulate awareness regarding the nature and
- Characteristics of Science and the role played by Science in human progress
- To attain competency in acquiring scientific methods and training children

Content

What is Science?
The Nature and Characteristics of Science
Scientific Method

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Formulates practical definition to Science in the light of own experiences	<p>What is Science?</p> <p>Awareness in various fields</p> <p>Novel methods obtained by man for achieving knowledge</p> <p>Various cognitive Areas</p>	<p>Brain storming</p> <p>Defines what Science is through own experience</p> <p>Convincing, Open discussion and improving through authentic referencing</p> <p>Is Social Science a Science? Assess it on the basis of the definition given to Science</p>	Reflection Note(in Science Diary)
Presents and improves reports prepared in detail concerning the nature and characteristics of Science through Scientific inquiries, reference and discussion	<p>Science sees nature as it is.</p> <p>Science is dynamic and developing knowledge collection</p> <p>Knowledge of approach method to continuous inquiry</p> <p>Science is constructive process</p> <p>Encourages questioning the beliefs, assumptions, concepts etc. based on evidences</p> <p>Science is universal</p> <p>Science is action</p> <p>Phases of scientific method</p>	<p>Group Activity-Presentation of prepared notes</p> <p>Science inquiries, phenomena, problems etc which are helpful to find out the nature and characteristics of science-The presentation and discussion</p> <p>Consolidation through open discussion</p>	<p>Nature of Science</p> <p>Analysis Report</p> <p>Refection Note</p>

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Explaining by identifying various phases of scientific method through the activities of experiments, observations and project	Problem	Group Activity-Lists out the experiments, observations, projects and field trips in UP classes	Notes on Experiments and observations
	Formation of hypothesis		
	Deciding remedial method	Engages in implementing the activities after planning	Report
	Planning		
	Implementation	Explains processes by identifying phases- prepares report	
	Formation of conclusion		
Preparation of Report			

Unit 2

SCIENCE AND SOCIETY

Objectives

- To identify the role played by Science in social progress and predict future society based on innovative ideas and trends
- To analyse the existing social problems and to equip them suggesting scientific remediation

Content

The liberative role of Science

The Contributions and Social transformation of certain Scientists (Bruner, Galieleo, Kepler, Newton, Louise Pasteur, Aryabhata Charles Darwin, Edison, Einstien etc.)

Agriculture and Science

Health and Science

Means of tele communication and Science

Science and Means of Transportation etc.
 The existing socio-environmental problems and ways of remediation
 Innovative ideas and trends in Science
 Scientific progress and future Society
 Comprehensive Development
 Science and Equity
 The Constitutional values related to Science

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Prepares seminar papers based on subjects mentioned below by collecting information through reference, interview and discussion and presents it with the help of ICT	Science and Society-The liberative role of Science Certain Scientists and social transformation	Seminar-Group Activity Deciding Subjects Data Collection	Reflection Note Seminar Report Excellence in performance
-The role played by Science in social progress	Changes made by Science in various fields	Preparation of Seminar Paper Preparation of Slides	Excellence in Discussion
-The contributions of certain Scientists and Social Transformation	Innovative ideas and trends in Science	Presentation Open Discussion	
-Innovative ideas and trends in Science	Social problems and ways of remediation	Consolidation	
-Changes made by Science in	Scientific progress and future society		

various fields

-Social problems and the ways of remediation

-Scientific progress and future society etc.

Analyses social inequalities on the basis of data collection and explains the role played by Science in achieving equality

Inequalities in Society (caste, religion, gender, locality, labour etc,)

Comprehensive Development

Science and Equity

Constitutional values related to Science

Brain storming

Data Collection

Displaying News(social inequalities)

Case presentation

Consolidation

Discussion Note

Excellence in Discussions

Unit 3

AIMS OF SCIENCE LEARNING

Objectives

To identify the aims of Science Learning and analyses the lessons in Science based on the same

To realize the importance and characteristics of scientific attitude and scientific temper

Content

Aims of Science learning (Areas and Aims)

Scientific Attitude-Characteristics and importance

Scientific Temper-Characteristics and Importance

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Engages in simple experiments (using e.g. kinds of mirrors, lenses) and states aims of Science learning by analysing the learning outcomes attained	Aims of Science learning Science literacy Science Concepts Process skills Application of Science	States the aims of Science learning by discussing experiment/ observation, analysis of stages, attaining skills, practicability in daily life, attitude to be formed, construction of creative products etc.	Experimental-Observational notes Project Report Discussion Note
Compares with the aims of Science learning stated in NCF and KCF through reference	Scientific values and attitudes Curiosity, Promoting creativity in Science promotion of problem solving skills	Comparison of the aims of Science learning with that of the aims stated in the NCF and KCF Experimental-observational activities Presentation of the life experiences of Scientists	Comparison Note Report
States the characteristics of scientific attitude through experimental and observational activities	Characteristics and importance of scientific attitude	ICT, Profile (Group Activity), Reference, Discussion Lists out the characteristics of scientific attitude through the activities mentioned above	List and Notes
Presents report after finding out the characteristics of Scientific attitude by analysing the life experiences of Scientists		Presentation after analysing the gathered news and incidents related to Science Listing of Science experiments revealing blind beliefs- Presentation of simple experiments	Reflective Note

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Responds pointing out the situations to be convinced by identifying the importance of scientific temper through referencing and discussing	Importance of scientific temper Formation of perception based on reasoning without prejudice	Reference (Discovery of India-Nehru) Presentation of current issues, Conducts discussion on the importance of scientific temper	Reflection Note

Unit 4

SCIENCE CURRICULUM-APPROACH AND CHARACTERISTICS

Objectives

To formulate understanding concerning approach and characteristics of Science Curriculum in UP classes

To prepare an ambience for Science learning by utilizing school/social resources

To attain the approach and strategies concerning Science learning

To realize the role of Science teacher in implementing the strategies of teaching-learning by identifying the nature of child

To formulate awareness regarding ICT and the tools for promoting various Science learning and to achieve expertise in transacting Science Curriculum by utilizing the same

Science learning-

Content

The child who learns Science (The nature of Child)

Characteristics of Science Curriculum

Science Curriculum Approach

Science Learning Environment

The role of Science Teacher

Learning outcomes	Major Concepts	Transactional Strategies	Assessment
Explains the nature of child at the UP level by sharing the school experiences related to Science learning	Nature of child Each child each unit	Sharing school Science learning experiences, listing out the matters related to the nature of child, preparing report	Discussion Note Report
Explains the transactional strategies in accordance with the nature of child for effective Science learning	Child having a lot of experiences out of the school Child's nature and Science learning	How can the nature of child be utilized in Science learning? What are the strategies that the teacher should implement?	Analysis Format Analysis Report
Presents the analysis report prepared by realizing the characteristics of Science curriculum through referencing and discussing	Science Curriculum-Characteristics Process-Oriented Activity Based Child centred Environment related Spiralling critical thinking Progressive Life skill development Social Constructivism	Characteristics of Science Curriculum-Formation of analysis format-Preparation of analysis by verifying the school Science curriculum(Group Activity) Listing out the method of spiralling in UP Science curriculum(Group Activity) Verifies Science concepts, principles, facts and theories in UP classes-Group discussion Finding out the process to be made use of formulating such concepts and process skills by engaging in experimental-observational activities, verifying the possibilities of it, that can be made use in the daily life, finding out the creative products and attitude formulated through this.	Prepared list Analysis Note Notes of Experimentation and observation Creative products Analysis note
Explains by identifying the curriculum approach through the activities of referencing, discussing, experimenting and observing	Curriculum approach Cognitive Area Process Area Creativity Area Attitude Area	Discusses by identifying its importance in constructing knowledge through giving suitable activities to each process skill Consolidation	

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Responds by realizing the necessary environment for Science Learning through discussion and class observation	Science Learning atmosphere	What are needed for Science learning environment?-Open discussion	Discussion Note
Explains by identifying how can school resources and social resources be made use of Science learning?	Ambience for stimulating in posing democratic class questions-mutual partnership-equal opportunity	Video display of excellent Science classes-Characteristics of democratic class-open discussion	Observation Note
Engages in making learning aids for Science learning	School resources-Science Lab, Library, School vegetable garden, museum, aquarium, herbarium, bio-diversity register, bio-diversity park, Science corner, Science kit	School visit, Observation of learning atmosphere, observation of school resources	Observation Report
	Social resources-various institutions, local resources, local experts etc.	Preparation of observation report	
	Science learning materials-classification, selection, construction, usage	How can the social resources be utilized for Science learning?	Discussion Note
	Improvisation	Enlisting learning aids(Unit analysis), classifying, finding out materials, collecting, construction, display	Diary of making learning aids Learning aids
Sharing the school experiences of the role of teacher in Science class, Prepares report by realizing skills necessary for Science teacher through video class observation and referencing.	Role of Science teacher	Shares school experience of the role of Science teacher in Science class	Discussion Note Reflection Note
		Observes the class/video of the class by Science teacher, prepares observation format, discussion based on class observation and note, list out skills necessary for a excellent Science teacher, prepares report	Observation Note Report

Unit 5

SCIENCE LEARNING APPROACH AND STRATEGIES

Objectives

To attain awareness regarding science learning approach and strategies

To formulate understanding about information and communication technology and various tools for promoting Science learning and to attain skill in transacting Science curriculum by utilizing the above

Content

Science Learning Approach

Science Learning Strategies

Talent Lab-Science talent

Formation of Science Club and its activities

Bio-Diversity Park

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Presents the notes concerning Science learning approach through referencing and discussing	Science Learning Approach	Group Activity-Science Curriculum analysis, discussion Presenting prepared notes	Analysis Report
Presents suitable strategies by listing out the learning strategies emphasising knowledge construction process (e.g. Pannel discussion, Symposium, Observance of Science Days etc.)	Science Learning Strategies	Conducts simulation by planning activities based on each approach. Group Discussion, listing out learning strategies, presenting suitable strategies	Prepared list Excellence in Performance
Presents the relevance and importance of Talent lab	Talent Lab	The activities of the school where Science Lab implemented-Video show Importance of Science talent and Science	Discussion Note

through video show, discussion, reference	Science Talent	Lab-Discussion	
Applies various tools for promoting Science learning related to the portions of Science lesson	Tools for promoting Science Learning	Applies by linking the tools for promoting Science learning with the concepts related to various units in the Science Text books	Tool for promoting Science learning-Action Report(Science Diary)
Engages in activities for formulating Science consciousness through Science Clubs	Formation of Science Club and its activities	Assesses the result with the help of prepared format. Group level activity	
Maintaining by constructing Bio-diversity park in the school campus and carry outs simple projects related to the park	Bio-Diversity-Relevance and Importance	Formation of Science club inclusive of all learners, Implementing the planned programmes of action	Club Activity Calendar Science Club-Action Report Reflection Note
	Academic activities	Bio-Diversity Park-Video Show/ School visit	
	Simple Projects	Bio-diversity Park-Relevance and Importance-open discussion	Simple projects
		Bio-Diversity Park in the campus-construction, maintenance	Bio-diversity registers
		Preparation of Register for Bio-diversity in the campus	
		Teaching by linking the lessons with Bio-diversity park	
		Carry out simple projects	

SEMESTER- 2**PAPER- 207 INFORMATION & COMMUNICATION TECHNOLOGY AND
TEACHING-LEARNING PROCESS**

Total score	-50	Total time	15 Hrs
Continuous Assessment	----	Class room Transaction	10
Term Exam	-50	Workshop/Practical	05
(Practical Exam)		Time/Week	01

Content**Unit-1****ICT-In planning process**

Preparation of e-Teaching manual

Digital Forms using in class room process (Templates)

Exchanging Documents through e-mail system

Image Editing, Audio-Video Editing

Unit-2**Information & Communication Technology in Subject Based****Instruction**

Finding, arranging and ensuring quality related to various subjects

L.M.S Basic awareness

Utilizing Education soft wares

Class room application of e-Teaching Manual

Digital Portfolio Assessment

Unit-3Information & Communication Technology in Inclusive
Education

Various Assistive Technologies

Online Library-Variou soft wares, Possibilities-Attaining
practical knowledge

M-learning

UNIT-1

ICT-IN PLANNING PROCESS

Learning Outcomes	Major Concepts	Transactional Strategies	Assessment
Applies Information and Communication Technology in planning and transaction of lessons	<p>e-Teaching manual-factors (Samagra) Preparation of e-Teaching Manual</p> <p>Digital forms of factors to be made use of in class room process (Templates)</p> <p>Education, web portal exclusively for teaching-learning needs</p> <p>Education soft wares ICT resource prepared for the primary classes (Kalippetty) e@ system in Upper Primary</p>	<p>Verification and analysis of Templates</p> <p>ETM-Models(Subject based) Familiarizing in groups</p> <p>Preparation of Check lists</p> <p>Mutual exchange of digital TM, making change</p>	<p>Participation, Understanding of content, practical skills, communication skill</p> <p>Practical skills</p>
Inclusion of digital resources (Text, image, animation video...)	<p>Image-Editing Tools Audio-Video editing Composer soft ware, Interface tools</p>	<p>Finding out the factors of ETM(Text, Image, Video, Animation, Audio) Editing of pictures (a concept-Unit) Practical Activities</p>	<p>Analysis Reports</p> <p>Digital Products/Portfolio</p>

UNIT-2 INFORMATION AND COMMUNICATION TECHNOLOGY-IN SUBJECT BASED INSTRUCTION

Learning Out comes	Major Concepts	Transactional Strategies	Assessment
Attains competency in arranging resources preparing subject based collections	Utilizing the subjects related to digital resources with necessary improvements	Group Activity Formation of criteria for ensuring the quality of learning resources and suitability collected from internet and Resource Portals	Digital Portfolio Check List
Attains awareness in utilizing various digital implements	Smart class room-High Tech class room Victers, Education channels, online digital content e-Padasala, Media literacy	Practical Activities-Discussion, Consolidation	Participation Discussion Note

UNIT-3 INFORMATION AND COMMUNICATION TECHNOLOGY IN INCLUSIVE EDUCATION

Learning Out comes	Major Concepts	Transactional strategies	Assessment
<p>Attains awareness regarding the ICT support systems necessary for those who experiencing learning disability and those who have differences in learning pace</p>	<p>Assistive Technology</p> <p>ICT possibilities for those who are facing various challenges such as VI, OH, MR, PH, HI, Autism, ADHD and LD</p> <p>Separate soft ware, Hard ware systems</p> <p>Sarada Braille, Text to speech, Speech to text, Recognition soft wares Audio-Library etc.</p>	<p>Familiarizes the various Assistive Technologies through group discussion and practical experience</p> <p>Referencing</p>	<p>Participation</p> <p>Discussion Note</p>
<p>Comprehends the basic understandings and class room possibilities of M-Learning</p>	<p>M-Learning</p> <p>M-Learning-Basic Awareness</p> <p>M-Learning Technology</p> <p>M-Learning possibilities in Education</p> <p>M-Learning in Inclusive Education</p>	<p>Performs the presentation prepared on the possibilities of M-Learning-Group discussion-Consolidation</p>	<p>Discussion Note</p> <p>Participation</p>

SEMESTER-2**PAPER-208 ART, WORK EDUCATION, PEDAGOGY**

Total Score	-20	Total Time	15 Hrs
Continuous Assessment-		Class room Transaction	10 Hrs
Term Exam	-20	Work shop/ Practical	05 Hrs
		Time/week	01 Hr

Part-1-ART EDUCATION**Unit-1 Records, Varnas****Objectives**

To realize painting a suitable tool for communication
 To attain awareness regarding child art

To attain understanding about lay out and techniques of writing
 To formulate understanding in lines, shapes and colours
 To familiarize free line pictures, picturisation in accordance with concept, Cartoon, caricature and collage
 To achieve awareness in various media related to painting, tools and canvases

Content

Communication through painting, pace of conceptualization, clarity

Child art-Pictures of children-Class approach of art of painting
 Deployment of pictures and letters in canvas, Art of painting and techniques of writing
 Various kinds of lines, 3 dimension shapes, blending of lines and colours, balancing, area division
 Technology of composition of cartoon, caricature, collage and poster
 Blending, balancing and rhythm of painting

UNIT-1 LINES, COLOURS

Learning out comes	Major Concepts	Transactional strategies	Assessment
To communicate Explains how does painting be a suitable tool?	Visual-spatial intelligence Painting and vision Various visual angles Communication possibilities	Discussion Consolidation	Discussion Note
Prepares class room activities by identifying children's method of painting and class room approaches	Children have a different and imaginary method of painting than the older ones In children's drawing there should natural enrichment The pictures drawn by the children should be subject to qualitative assessment The children with special needs should be improved through picture drawing	Makes analysis the pictures of children by finding out ICT possibilities Preparation of analysis report Seminar (Method of picture drawing by children and class room approaches) Paper Presentation	Analysis Note Seminar Paper Seminar Report
Attains understanding of lay out and techniques of composition	The pictures and ideas shall be deployed in the canvas of paper, black & white board, etc. aesthetically and obviously. Picture art has a lot of techniques of picture drawing Anybody can easily draw vegetable printing, pictures based on geometrical shapes, cut out pictures, spray painting, marbling, spattering, printing, thread pictures, folding pictures, letter pictures, charcoal pictures, sand pictures, natural colour pictures, shadow pictures etc.	Workshop Poster, Cover drawing Prepares and collects compositions Techniques of drawing-finding out through referencing; Interview Preparing report regarding process Collection of compositions	Report of workshop Notice, Poster, Cover picture Report of workshop Various drawings

UNIT-2 LYRICS AND INSTRUMENTS

Objectives

- To realize relevance and importance of art of music in Education
- To understand basically what music, pitch and style are.
- To attain the skills of performance and teaching by knowing Separately the folk songs and classical music
- To attain capacity in carrying out the presentation of poems In the text books by keeping music, pitch and style
- To familiarize and sing various branches of music
- To improve the children with special needs through music

Content

- The impact of music in human life-The position of art of Musical art in Education-Musical Intelligence-Children's Music
- Folk songs, the details of classical music, acquiring performing skill, Areas to be focused
- Poem in the text books- Things to be cared in singing, Inclusion of music, pitch and style
- Prayer song, national devotional songs, group song, light Music, film songs
- Pitch, percussion, string, wind, khanam-Division of instruments
- Influence of music in the differently abled.

Learning out comes	Major concepts	Transactional strategies	Assessment
<p>Draws pictures by identifying the combination and balancing with the awareness regarding the lines and shapes</p>	<p>Various line pictures Picturization of three dimensional shapes Primary colours, secondary colours and tertiary colours Solids, Shade and Light</p>	<p>Demonstration Observation Discussion Consolidation Various media, canvases Work shop Tools, Used compositions- Abbreviation of compositions</p>	<p>Reflection Note Work shop Report Drawn pictures</p>
<p>Familiarizes and practices the method of composition of free Compositions, drawing in accordance with the given idea, cartoon, caricature, collage etc.</p>	<p>Cartoons and caricature are humorous and thought provoking branch of drawing Through collage composition it is much possible to develop in children colour sense, shape sense and communication skill at the LP/UP level</p>	<p>Work shop Conducts free compositions in class Gathers cartoon and caricature separately Class level critical discussion on gathered cartoon and caricature, composes caricature, collage</p>	<p>Cartoon, Caricature collection-Self drawn cartoon and caricature Appreciation Note Collage picture by self composed</p>

Learning out comes	Major concepts	Transactional strategies	Assessment
Realizes and explains the relevance and importance of music art inn Education	Musical intelligence-Desire of man in appreciation and performance in music Capacity of music in consoling distress mind Kerala's rich tradition in music-Sopanam music-Kadhakali music-Well known musicians	Discussion by providing discussion points Consolidation Prepares discussion points Reference Prepares reading note	Discussion Note Reading Note
Finds out difference in pitch and rhythm	Swaras in Karnatic Music Ascending, Descending Importance of Pitch, Rhythm	Work shop Listening-Appreciation Discussion-Consolidation Reference	Report of workshop Interview
Compares folk songs and classical music	Songs related to folk songs and culture Bharatheeya classical music - Two main branches-Karnatic and Hindustani	Demonstration- PPT Listening-Appreciation	Presentation Experience Note Discussion Note

Learning Outcomes	Major Concepts	Transactional strategies	Assessment
<p>Attain competency in reciting poems in the text books by keeping the elements of music</p>	<p>In the text books there are poems with vritha and rhythm</p> <p>Recitation should be done without losing the aspect of imagery It should have clarity in pronunciation and sense of rhythm</p> <p>Recitation inclusive of pitch and style in music-Recitation with idea- The things that make songs live.</p>	<p>Collection of systematic poems in the text books</p> <p>Demonstration related to recitation of collected poems</p> <p>Discussion after demonstration</p> <p>Recitation practice Improving Recording of poems using simple mechanisms (poems that can be made use of during internship)</p>	<p>Reflection Note</p> <p>Poems by student-teacher -recorded</p>
<p>Knows various songs; recites</p>	<p>National song, National devotional song, prayer song ,group song, light song, drama song, sopana music, kadhakali music, introducing song, child song etc.</p> <p>It should be sung by keeping suggested tunes and rhythm</p>	<p>Collection of writings of various branches of music</p> <p>Group presentation of certain collected songs Improving with the interventions of experts Interview with Experts Improving-Completion</p>	<p>Collection</p> <p>Singing of group songs</p> <p>Report of Interview</p> <p>Interview ideas</p>

Learning outcomes	Major concepts	Transactional Strategies	Assessment
Classifies various musical instruments	<p>Percussion instrument, wind instrument, string instrument, khanavadya, pitch instrument</p> <p>Musical instruments that can be made easy in the class room-Play instruments e.g. Ganjira, drum, khadam, flute, ilathalam, jalatharangam</p>	<p>Musical instruments-data collection, Listening of playing with the support of ICT Picture collection</p> <p>Making of play instruments</p>	<p>Album</p> <p>Efficiency of play instruments</p>
Improves the learners in the CWSN through music	Adaptation activities using art of music	<p>Makes the differently abled children listening songs</p> <p>Presents certain concepts through songs</p>	Examining how is adaptation possible in lesson planning

UNIT- 2

ART OF CAMERA

Objectives

Developing skill in enjoying cinema and understanding from

Various levels

To realize the educational possibilities by finding out the

Characteristics in children's film and to engage in short film

Making by identifying the techniques of cinema

To familiarize various form of cinema and to attain understanding

And skill in implementing it in the transaction of curriculum

To achieve skill in assessing short films

Content

The vision and analysis of variety of cinemas, -Art films,

Commercial films

Artistic combinations of cinema-light, music, background sounds-editing, dubbing....

Use of camera, still photography, videography, mobile camera

Children's cinema- story, screen play, action, costumes, shooting, editing

Documentary films, Animated films, short films

Cinemas for effecting class room learning, Video clippings

Film club-Video Library-Film Fest

Genesis, growth and development of cinema

Assessment of short films

UNIT- 3 ART OF CAMERA

Learning out comes	Major concepts	Transactional strategies	assessment
<p>Enjoys variety of films; presents the characteristics by analyzing it</p>	<p>Cinema is a powerful communication media</p> <p>Appreciating films at various levels</p>	<p>Show of variety cinemas</p> <p>Finding out the features of cinemas seen</p> <p>Interview with experts working in the cinema field</p> <p>Examining books by film critics(Reference)</p>	<p>Questionnaire for interview</p> <p>Seminar Report</p> <p>Reading Notes</p>
<p>Attains skill in making short films having the possibilities of learning by finding out features in children's films</p>	<p>Artistic combinations of cinema</p> <p>Light, Music, Costumes</p> <p>Camera, still photography, videography, mobile camera</p> <p>Children's film-Class room implications</p> <p>Documentary films</p> <p>Animated films</p> <p>Short film</p> <p>Shooting, Editing, Dubbing</p>	<p>Children's film show: Noting down the characteristics</p> <p>How does cinema emerge?</p> <p>Discussion</p> <p>Camera-Sharing experience with expert</p> <p>Practicing camera technique</p> <p>Making short films in groups</p> <p>Editing and presentation of cinemas made</p>	<p>Reflection Note</p> <p>Short films by groups</p>
<p>Attains skill in making cinema for effecting class room activities</p>	<p>Film club</p> <p>Video Library</p>	<p>Formation of Film Club</p> <p>Film show</p>	<p>Panel Discussion Note</p> <p>Reflection Note</p>

Semester-2 **PAPER- 208** **ART, WORK EDUCATION- PEDAGOGY**

Total score	- 20	Total time	- 15 Hrs.
Continuous Assessment—	- ---	Class room Transaction	- 10 Hrs.
Term Exam	- 20	Work shop/Practical	- 05 Hrs.
		Time / Week	- 01 Hr.

Part-2- Work Education

Objectives

Unit-1-Work Education-Primary Curriculum (LP/UP)

To list out the activities in various areas (6 areas) by

Examining the source book (LP/UP level)

To realize the possibility of linking inclusive idea, skill and Assessment to learning subject

To find out, consolidate and to plan activities of the possibilities of learning work education by analyzing the text books of various subjects

Unit-2 Pedagogy of Work Education

To analyse the text and to integrate the learning activities in accordance with the selected learning outcome and plan the lesson and improve it independently

To achieve skill in organizing by formulating awareness regarding Work Experience Melas

Content

Unit 1-Work Education-Primary Curriculum (LP/UP)

Work Learning Activities and Six subject areas (LP/UP)

Work Education and Other subjects

Work Education activities promote the learning of other

Subjects

Unit 2- Pedagogy of Work Education

Lesson analysis, Lesson Planning

Unit 3- Making and melas of learning aids and stationery articles

Making and using of learning aids

Making of school stationery articles, Work Experience Mela

Unit-1 WORK EDUCATION- PRIMARY CURRICULUM

Learning Outcomes	Major Concepts	Transactional strategies	Assessment
Explains about primary curriculum of work Education	All the work learning activities include any one area or more than one area	Verification of source book Lists out by analyzing activities correlated with the areas of work learning	List Assignment Interview
Records concepts, and skills related activities by correlating with other subjects	In each activity different kinds of concepts and skills are integrated. It can be correlated with other subjects also.	Verification of source book Finding out the correlation to other subjects through discussion Prepares Note	Notes
Consolidates by finding out the possibilities of work learning through analyzing the text books of other subjects; plans activities.	Almost all the activities in the text books can be correlated with Work Education Work Education activities enriches the learning of other subjects Correlated learning of teaching are more meaningful and interesting.	Primary Text Book analysis- Enlisting activities having the possibility for integration Enlisting by classifying towards the areas of Work Education	Probability list of activities Analysis note on activities having possibility of integration

Unit 2- PEDAGOGY OF WORK EDUCATION

Learning Outcomes	Major concepts	Transactional strategies	Assessment
Prepares analysis, lesson analysis and lesson planning of primary curriculum aimed at possibilities of integration pedagogically	<p>Pedagogical analysis is necessary for curriculum transaction.</p> <p>There are activities which can be done by integrating and independently</p> <p>Lesson analysis and lesson planning have definite manual</p> <p>Assimilation of concepts is as important as activity skill</p> <p>Adaptive activities and TLM are planned in necessary situations</p>	<p>Prepares analysis of text books and lesson analysis on the basis of Text Book and Source Book</p> <p>Preparing adaptive activities and learning aids</p> <p>Analysis classes</p> <p>Discussion</p>	<p>Lesson analysis</p> <p>Lesson planning</p> <p>Learning aids</p> <p>Adaptive activities</p> <p>Interview</p>

Unit 3 MAKING AND MELAS OF LEARNING AIDS AND STATIONERY ARTICLES

Learning outcomes	Major concepts	Transactional strategies	Assessment
<p>Makes learning materials and school stationery articles skillfully</p> <p>Formulates understanding regarding Work Experience Mela</p> <p>Organizes Work Experience Mela</p>	<p>Learning materials are essential for curriculum transaction</p> <p>Making of learning materials and school stationery articles are necessary for developing teaching skill</p> <p>Making of learning materials and stationery materials promote work learning</p> <p>Melas are the platforms for exhibiting work skills attained through Work Education</p> <p>In order to conduct melas, there is definite manual. Organization of melas should be accordingly</p> <p>The items and evaluation indicators included in melas are given in the manual</p>	<p>Work shop for making Learning materials</p> <p>Work shop for making school stationery materials</p> <p>Preparation of work diary</p> <p>Verification of the manual od Work Experience mela</p> <p>Attaining understanding concerning the items</p> <p>Organizing Work Experience melas at school level</p> <p>Participation in melas at state level and district level</p>	<p>Work diary, Products</p> <p>Participation in organizing Work Experience melas- Awareness (Viva-Voce)</p> <p>Report prepared by assessing mela-organized or participated</p>

SEMESTER-II PAPER- 209 HEALTH AND PHYSICAL EDUCATION

Total score	-10	Total Time	-15 Hrs.
Continuous Assessment	-10	Class room Transaction	-10 Hrs.
Term Exam	- --	Work shop/Practical	-05 Hrs.
		Time/week	-01 Hr.

Introduction

In second semester, three units are included in the paper named, 'Health and Physical Education in day to day life'. Moral Education, Life skills, Physical activities, Yoga and Rhythmic movements are major content.

UNIT 1
MORAL EDUCATION AND LIFE SKILLS

Objectives

- To systematize ideal habits
- To uphold the values in life
- To face various life situations
- To comprehend life skills

Content

- Moral Education: Relevance and Importance
- What are life skills? Why?

Learning Outcomes	Major concepts	Transactional strategies	Assessment
Realizes the relevance and importance of Moral Education	Moral Education- Definition Moral awareness- Necessity	Class room Presentation Debate	Debate Report
Attains awareness regarding life skills	Life skills-Definition Life skills	Reference Presentation Discussion	Discussion Note

UNIT 2
PHYSICAL ACTIVITIES

Objectives

- To identify the importance of physical fitness
- To practice the elements of health related fitness
- To attain awareness regarding warming up and warming down
- To familiarize minor games
- To understand the peculiarity of major games
- To familiarize the rules of plays and measurement of play grounds
- To achieve understanding in athletics competition rules

Content

- Definition of physical fitness, elements and importance
- Health related elements of physical fitness
- Elements of physical fitness related to performance
- warming up, warming down- Necessity
- Minor Games, folk plays
- major Games
- Athletics

Learning Out comes	Major concept	Transactional strategies	Assessment
Gains awareness about basic physical fitness	Physical Fitness- Definition Health related Performance related	Physical Fitness Detection	Participation Performance
Attains knowledge about warming up and warming down	Scientific and importance of Warming up and Warming down	Performance Coaching	Performance
Realizes the importance of Minor Games	Minor Games-Definition Different Types of Minor games- Importance	Performance Coaching	Participation Performance
Familiarizes Major Games	Major games-Different types of Major games-Importance Foot ball Volley ball Kabady Badminton	Performance Coaching Discussion	Discussion Note Performance
Familiarizes the items in Athletics	Track Items -Short Race -Middle Race -Long Race Field Items -Jumping Items -Throwing Items	Performance Coaching	Performance

UNIT 3

YOGA AND RHYTHMIC MOVEMENTS

Objectives

To understand the importance of Yoga and to practice it.
 To familiarize various rhythmic movements

Content

Yoga
 Rhythmic Movements

Learning outcomes	Major concepts	Transactional strategies	Assessment
Gains physical, mental and emotional sustainability through yoga practice	Savasanam Thadasanam Vrukshasanam Vajrasanam Sukhasanam Naukasanam Ardhasalabhasanam Bhujangasanam Pranayamam Kriyakal Yoga Olimpyad-State level- national level-International Yoga day	Presentation Practice	Performance
Gains Cardiac breathability through practicing rhythmic movements	Aerobics Wellness Dance	Presentation Practice	Participation Performance

SEMESTER-2		PAPER- 210		SOCIAL SCIENCE-LEARNING AND TEACHING - I	
Total Score	-10	Total Time	- 75		
Continuous Assessment	- 10	Class room Transaction	- 65		
Term Exam	- --	Work shop/Practical	- 10		
		Time/week	- 04		

Introduction

The paper 'Social Science-Learning and Teaching' is distributed in the second and the fourth semesters. Public examination is in the fourth semester only. It is envisaged that basic understandings, capabilities and skills for effectively transacting the Curriculum of Social Science, as a part of elementary school system of education, shall be formed in the teacher students. The teacher students have to acquire an understanding that how to develop the capability for assessing the society critically and obtaining stances by identifying social realities on the basis of place, age, time, incidents, power structure, institutions, natural phenomena and socio-economic relations. Then it should be developed in the learners of Social Science. In addition to this, they have to attain basic understandings for transacting the concepts in the Social Science text books of classes V, VI, VII and VIII. The content included in the second semester is suitable to serve the purpose. But in the fourth semester, suitable subject matters are included in order to achieve understandings and skills connected with curriculum planning, assessment, research and school experience programme.

Objectives

- To get an understanding of meaning, scope, nature, aim and significance Of Social Science
- To attain clarity over approach and methodology of Social Science Learning through application
- To get awareness about the aims of Social Science learning
- To attain clarity over major concepts related to the Social Science subjects
- To get practical experience in formulating ideas of Social Science among the children at the Upper Primary level learning
- To get practical experience in learning strategies and teaching methods Suitable to the learning of Social Science
- To get practice in developing learning-teaching materials
- To attain mastery over data collection, consolidation, analysis and formulating Assumptions as a part of Research/Action Research
- To attain skill in implementing learning strategies through the effective transaction of Information and communication technology.

Content

- Social Science-Meaning, Relevance, Scope
- Basic concepts of Social Science subjects
- Social Science learning-Strategies and Approach
- Social Science learning-through Technology

Unit-1

Social Science-Meaning, Relevance, Scope

- Definition-Aim-Nature-Aim
- Sub titles and its mutuality
- Social Science
 - Definition
 - Meaning
 - Scope
 - Nature
 - Aim
 - Significance
- Various Social Science Branches used for Social Analysis
 - History
 - Geography
 - Economics

-Political Science

-Sociology

Unit 2- Social Science- Teaching strategies and Transactional Approach

Social Science Learning

Why?

How?

-Learning materials

-Technology

-Information and communication Technology

Samagra Web portal, Websites, Softwares

Learning Process

Learner

Teacher

Learning Activity

Important methods of Teaching Social Science

Approach of Social Science Transaction

-Learner-Centred

-Activity Based

-Environment linked

-Involving problem posing approach

-Enquiry based

-Focused on Constructivism

-Developing critical thinking

SEMESTER-4

Content

Unit 1-Curriculum Transaction and Planning

Curriculum Transaction-Planning

-Yearly Planning

-Unit Planning

-Daily Planning

-Activity Calendar

Teaching manual

Learning-Teaching Manual

Importance of Learning –Teaching materials

- Developing method

-Guide lines

Unit 3- Analysis of Social Science Curriculum

Analysis of Social Science Curriculum

-Concepts

-Understandings

-facts

-Values, capabilities, skills, attitudes

-Learning activities

-Learning materials

-Products

-Learning outcomes

Unit 4-Social Science Learning and Technology

Technologies utilized for Social Science learning

-Possibilities of ICT

-Sources

School Activity Calendar

-Annual Activity calendar

-Day observances

-Club Activities

-Field Visit

-Exhibitions

Unit 2- Assessment of Social Science Learning

Question Paper

-Evaluation Tools

-Guide line

-Question Paper

-Preparation stages

-Question Paper

-Answer key

-Evaluation

Questions for Assessment

-structure of question

-Relationship with content

-Qualities of questions

-Score

Unit 3-Social Science Learning and Research

Social Science Research and problem solving

Social Issues-Learning problems, Research method-Project, Survey

Case study

Tools for research

Analysis

Formulation of assumption

Report

Action Research

-Relevance

-Stages

Learning Progress Report

T.E, C.E Recording of scores

Unit 4—School Experience Programme

School Experience Programme

Preparations for class room teaching

-Observation of actual classes

-Analysis classes

-Teaching Manual

-Preparation of learning materials

UNIT 1- SOCIAL SCIENCE-MEANING, SIGNIFICANCE, SCOPE

Learning Out comes	Major concepts	Transactional strategies	Assessment
Explains with examples by realizing definition, meaning, scope, nature, relevance and aim of Social Science	Social Science -Definition -Meaning -Scope -Nature -Aim -Relevance	Discussion and Seminar about the definition, meaning, scope, nature, relevance and aim of Social Science with the help of reference books	Reading Notes Seminar Report Participation in Seminar
Conducts social analysis by utilizing the knowledge of various branches of Social Science	Various branches of Social Science utilized for social analysis- -History -Geography -Economics -Political Science -Sociology	Discussion and Presentation of various branches of Social Science that can be utilized for social analysis and the relationship of its content with Social Science with the help of examples	Participation in Discussion Discussion Note

UNIT 2—SOCIAL SCIENCE-TEACHING TECHNIQUES AND TRANSACTIONAL APPROACH

Learning Outcomes	Major concepts	Transactional strategies	Assessment
Explains the relevance and methodology of Social Science Learning	Social Science Learning Why? How? Learning Process Earner Teacher Learning activity	Relevance, aims and teaching methods of Social Science learning--Content related discussion of various subjects	Participation in Discussion Discussion Note
Interprets the role of learner, process and teacher in Social Science Learning	Important methods of Social Science Teaching	Role of learner in learning, teacher and process- Data collection –Presentation by utilizing Survey method	Survey Report Participation
Presents the characteristics by realizing transactional approach of Social Science	Transactional Approach of Social Science -Learner-Centred -Activity-Based -Environment linked -Involving problem posing approach -Enquiry based -Thrust on Constructivism -Developing critical thinking	Prepares notes on transactional approach through referencing Teacher Educator presents suitable activity in order to assimilate transactional approach-Discussion	Note Participation

UNIT 3—ANALYSIS OF SOCIAL SCIENCE CURRICULUM

Learning Out comes	Major Concepts	Transactional strategies	Assessment
Lists out by identifying various elements in curriculum through the analysis of lesson	Analysis of Social Science Curriculum -Concepts -Understandings -Facts -Values, capabilities, skills, attitudes -Learning Activities -Learning materials -Products -Learning out comes	Preparation of format suitable for lesson analysis Presentation after analyzing the text books and teacher texts of classes 5,6,7 &8 in small groups- Discussion	Accuracy in the findings, Comprehensiveness in Presentation, clarity Participation in Discussion

UNIT 4 --LEARNING OF SOCIAL SCIENCE AND TECHNOLOGY

Time: 6 hrs

Records the importance of technology in effecting curriculum transaction	Technologies that can be utilized in Social science Learning -Learning Materials -Technology -ICT	Finds out the resources, which are helpful in class room transaction through discussion	
Lists out by finding out the possibilities of ICT in transacting the curriculum	Samagra Web Portal, Websites, Soft wares	Presents a portion of lesson with the help of Samagra Web Portal- Discussion—Enlisting Possibilities	List