

D.EI.ED
SEMESTER
3

Semester - 3

Paper - 301 Educational Psychology - Practical Experiences I

Total Score : 10

Total Time : 5 hrs

Continuous Evaluation (CE) – 10

Time per week : 1 hr

Practicals – Semester 3

Unit	Content Area	Tools	Process	Product
S2 – unit 2 <ul style="list-style-type: none"> • Factors that influence learning 	Activity – 1 <ul style="list-style-type: none"> • Creativity/Memory/Intelligence/ Aptitude/Motivation 	<ul style="list-style-type: none"> • Pre-constructed tools • Lesson planning prepared in advance 	<ul style="list-style-type: none"> • Using the tool prepared in S2 for measuring memory power it is done during the internship period. • Prepares the report • Prepares strategies for improving memory; checks the advantages. 	Activity package
S2 – Unit-3 <ul style="list-style-type: none"> • Personality 	Activity-2 <ul style="list-style-type: none"> • Try –out-Life skills/analysis. 	<ul style="list-style-type: none"> • Package of games 	<ul style="list-style-type: none"> • For making learning experiences more effective considering creativity, package is prepared connecting various subjects (S4 school internship tryout) 	Report
Semester – 1 Unit-2 Child development S2 – Unit Studies	<ul style="list-style-type: none"> • Overall development of children 	<ul style="list-style-type: none"> • Worksheet 	<ul style="list-style-type: none"> • Games package prepared in S1 uses those linked to various subjects. Prepares report study report prepared. • Various strategies employs related to knowledge construction theory. Using a worksheet, assess their effectiveness. 	Study report Study report

Semester – 3

Paper – 302 Inclusive Education and School Administration/Organization

Total score : 10

CE : 10

TE :

Total time : 60 hrs

Classroom transaction : 50 hrs

Workshop/Practical : 10 hrs

Time per week : 5 hrs

Preface	Content in detail
<p>Inclusive education, school management, school organization gender equality education are all important areas of education. Teachers should have the ability and perception to provide suitable education to all children, taking them into the fold. Teachers should be capable of running a school in a suitable manner, utilizing school resources for all students and ensuring learning outcomes. Constructive intervention and support from the parents is also needed for all educational and school activities. Parents are to be prepared well for this. All are working together in all the fields for life, without any gender discrimination. But it is a reality that women, who comprise about half of human population are made to experience lot of discrimination. The very fact that such discriminations and harassments are meted out to women adversely affects the development of the nation. A change has to be wrought out in the attitude and actions of the society to solve this (problem). Contents of this paper have been prepared with the intention of providing experiences in the fields mentioned above.</p>	<p>Unit 1 : Inclusive education – relevance and importance Unit 2 : Inclusive education – curriculum transaction and adaptation. Unit 3 : Recognizing / Identifying and assessing the differently abled : Preliminary understanding. Unit 4 : School organization and management Unit 5 : School support systems Unit 6 : Educating the parents Unit 7 : Gender Equality education</p> <p>Unit 1 : Inclusive education – Relevance and importance Objective To be convinced of the inclusive (education.) approach Content Inclusive Education – definition Various limitations Education for the differently abled Initiatives for protection of rights Agencies and organizations at the national and state levels</p>

<p>Unit 2 : Inclusive Education : Curriculum transaction adaptation</p> <p>Objective</p> <ul style="list-style-type: none"> • To understand what kinds of teaching-learning activities are needed to overcome the educational challenges of the differently-abled and to acquire get the capacity to implement them. <p>Content</p> <ul style="list-style-type: none"> • Curriculum transaction for the differently-able • Adaptation • Inclusive /Integrated education programme (IEP) • Technical support system for the differently –abled <p>Unit 3</p> <ul style="list-style-type: none"> • Identification and Assessment of the Differently-abled preliminary understanding <p>Objective</p> <ul style="list-style-type: none"> • To identify the differently-abled and formulate a preliminary understanding. <p>Content</p> <ul style="list-style-type: none"> • Methods to identify and assess the differently-abled in a classroom. <p>Unit 4</p> <ul style="list-style-type: none"> • School organization and management <p>Objectives</p> <ul style="list-style-type: none"> • To identify the structure of the education system in Kerala to develop an understanding of school administration and maintenance. • To formulate a general understanding of academic institutions in the state and their responsibilities. • Role of parents in child’s education • Role of parent in academic activities 	<p style="text-align: center;">Content</p> <ul style="list-style-type: none"> • The education system in Kerala • School administration system – K.E.R • HMs, teachers – duties and responsibilities • Important records to be prepared at schools. • Management strategies (School, classroom, time, resources) • Academic, Institutions (SCERT, SIEMAT, SIET, DIET, BRC, CRC, KITE) <p>Unit 5 : School support systems</p> <p>Objectives</p> <ul style="list-style-type: none"> • To develop an understanding of the support systems necessary for the effective functioning of a school and their relevance. • To shape the perspective related to integrated school development scheme and to acquire. The understanding for preparing the scheme. • To identify assess the best school practices and present them. <p>Content</p> <ul style="list-style-type: none"> • Perspective on effective schools • Department –wise support system • School administration and social partnership • Integrated school development scheme, Academic master plan. <p>Unit 6</p> <ul style="list-style-type: none"> • Educating the parents <p>Objective : To be convinced of the importance of educating the parents.</p>
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Unit 7 : Gender Equality Education

Objectives

- Gender, sex – recognizes their relationship and difference.
- Recognizes the relevance and the importance of women studies.
- Identifies /realizes gender differences in public life and school and adopts stance
- Understands how gender congestion/discrimination delimits/restricts the growth and development of girls.
- Formulates the concept of gender equality school and gender equality pedagogy.
- Develops perception/awareness about laws governing women’s safety.
- Find out defense methods after analyzing the problems faced by women in the present age.
- Develops an understanding of teacher empowerment for ensuring women’s safety.

Content

- Concept of gender equity in education pedagogy.
- Laws for women’s safety
- The present day problems- media, new media, various kinds of misted.
- Defense mechanisms like cyber security.

Teacher empowerment programme.

Chapter 1 - 7-15 pages

Semester 1 - 191 – 204

Semester 3 - 261 – 318

Semester 4 - 327 – 331

Unit 1 : Inclusive Education – Relevance and Importance

<ul style="list-style-type: none"> Recognize the relevance of inclusive education 	<ul style="list-style-type: none"> Inclusive education – definition concept. Humane aspect of inclusive education’ Philosophical view Whom to include? - Those who are socially and culturally backward, differently-abled, gifted children and scholastically backward. Merits and limitation of inclusive education Inclusion and democracy- vision, sociology and psychology of inclusive education. 	<ul style="list-style-type: none"> Through discussion and reference, collects information about the concept of inclusive education, the human angle, philosophical view and whom to be included. Presents them before the class. Teacher reinforces wherever necessary. Presentation by the teacher. 	<ul style="list-style-type: none"> Discussion note Assignment-Inclusive education. Essay on the philosophical, social and psychological aspects of inclusive education
<ul style="list-style-type: none"> Develops an idea about the different categories among differently-abled. Analyses what is meant by differently abled and what are the different categories among them. 	<ul style="list-style-type: none"> Differently –abled/those who deserve special consideration- definition. Characteristics of the differently abled. 	<ul style="list-style-type: none"> Group discussion on who all are differently-abled different types of disability. Prepares group presentation on the basis of discussion presents it. Collects information 	<ul style="list-style-type: none"> Discussion notes presentation Excellence in presentation (Quality of the presentation) Note on the special needs of the differently abled.

	<p><u>Different disabilities (RPWD Act)</u></p> <ul style="list-style-type: none"> ● Blindness /visual impairment poor eyesight. ● Cured leper ● Limitations in movement/mobility ● Dwarfism ● Intellectually disabled ● Mental disease ● Cerebral palsey ● Special learning disability ● Limited hearing /hearing impaired ● Muscular dystrophy 	<p>about the differently abled children in the nearby schools.</p> <ul style="list-style-type: none"> ● Screening of film/documentary about the differently-abled who faces various problems and also overcome challenges and those who have become successful. 	<ul style="list-style-type: none"> ● Case report ● Note on the messages given out by the documentary/film.
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	<ul style="list-style-type: none"> • Parkinsons • Multiple sclerosis • Thalassemia • Haemophilia • Sickle Disease • Autism spectrum Disorder (A & D) • Chronic neurological disorders • Multiple disabilities • Language speech disabilities. 	<ul style="list-style-type: none"> • Who all are the others who face difficulties in school/studies? • Discussion <ul style="list-style-type: none"> • Those who fall sick constantly • Those who partake high potency medicines continuously • Those who are epileptic • Those from families having discord/insecurity. <p>How can a teacher help such people? Discussion.</p>	<ul style="list-style-type: none"> • What are the special consideration to be given in classroom learning? - Note
<ul style="list-style-type: none"> • Recognizes the educational services being provided to the differently abled. • Knows the presently available educational services to the differently – abled, formulates an idea about Rights-based education. <ul style="list-style-type: none"> • Analyses what is meant by Rights-based education. 	<ul style="list-style-type: none"> • Educational history of the differently abled. • Education of the differently-abled : aims. • In which type of schools should education be give? • General schools and special schools • Special education. • Integrated education 	<ul style="list-style-type: none"> • Guest lecture on the history and aims education for the differently abled. • Lists out the various services provided to the differently abled in general and special schools through discussion and referencing. • Visiting special school. 	<ul style="list-style-type: none"> • Discussion notes • Services available for the differently abled: assignment • Quality of the presentation • Seminar • Discussion note • Expression • Debate

	<ul style="list-style-type: none"> • Inclusive education • Special features of Inclusive education • Rights-based education • How inclusive is the present classroom? • Different methods adopted by Inclusive education. 	<ul style="list-style-type: none"> • Collecting information on special education, integrated education and inclusive education, using the existing tools- Presentation study in comparison. • Relevance of inclusive education-seminar. 	<ul style="list-style-type: none"> • Perspective Document on inclusive classrooms.
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		<ul style="list-style-type: none"> • Children’s rights-general discussion- Reading materials given about Rights-based education. Group discussion, presentation. • How should an inclusive classroom be? (Infrastructure, materials, teachers, support systems) • How inclusive is the classroom of today? Is inclusion complete or partial-debate. • Inclusive classroom experiences and activities-video show. 	
<ul style="list-style-type: none"> • Formulates an idea about the protection of the rights of the differently abled (international and national levels) the concessions accorded to them. • Finds out the rights and concessions of the differently abled. 	<ul style="list-style-type: none"> • International/global initiatives in protecting the rights (ADA, IDEA, Salamarica statement, EFA, UNCRPD)- the relevant facts in them- Rights protection laws and Acts at the national level. • Mental Health Act 1987 • R.C.I Act 1992 • P.W,D Act 1995 • National Trust Act 1999 • R.T.E Act 2009 and the differently abled. 	<ul style="list-style-type: none"> • Presentation on the important/significant international interventions with regard to the protection of rights of the differently abled. Teachers presentation-discussion. • Class, handed by an expertings on the various laws from the mental Health Act to the R.P.W.D Act of 2016. Discussion. Consolidation. • Education is child’s right. How far does the RTE 2009 provide opportunities for the differently abled? -Discussion. Presentation. 	<ul style="list-style-type: none"> • Discussion notes • Services and concessions for the differently abled – assignment.

	<ul style="list-style-type: none"> • R.P.W and Act 2016. (Important instructions) 	<ul style="list-style-type: none"> • Interview with parents of differently abled children. • Problems faced by the children • Services made available. • Visiting homebound, bedridden children, analyzing the situation. 	<ul style="list-style-type: none"> • Assignment • Note on the interview • Report of the visit.
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<ul style="list-style-type: none"> • Forms an idea about the supporting institutions for the differently abled. • Analyses and find out the importance and the functioning of the supporting institutions for the differently-abled. 	<ul style="list-style-type: none"> • Support given to the differently-abled by national level institutions like NIVH, SYJNIIH, NIOH, NIRTAT, IPH, NIMH, RCT, AIISH and NIMHANS and the departments of social justice and Health, Local governing bodies and the Department of Education 	<ul style="list-style-type: none"> • Collects information about national level institutions for the purpose of the and services of the differently abled. Collects details of the profile, services and objectives of the institutions. • What are the services provided by the departments of social justice and health and the local autonomous bodies?- Interview with experts. • Special shools, Buds schools, Autism centres-visits. • Services provided to the differently abled by various agencies and the department of education compilation of facts. 	<ul style="list-style-type: none"> • Assignment • Questionnaire • Report • Note • Report • Visitors note
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<ul style="list-style-type: none"> • Formulates an understanding about who can assist in transacting the curriculum of the differently abled; realizes the importance of parents' organizations. • Recognizes the characteristics/special features of curriculum transaction of the differently abled. 	<ul style="list-style-type: none"> • How will the curriculum transaction of the differently abled help them in classroom activities? • Who can help them? <ul style="list-style-type: none"> - General teacher - Resource teacher - Peer groups - Parents - Society • Need for parents organization • Relation between home and school 	<ul style="list-style-type: none"> • Problems faced by the differently abled in classroom activities in the light/content experiences at schools • -Discussion, suggestions for solutions. • Sharing of experiences through analysis – persons, who should help the differently abled in their studies-panel discussion-observes resource room. • Interview with experts what is the need for fellowship among parents? How should the parents be empowered for this? Discussion. Based on the prepares a presentation on parental awareness. • Interview with the office-bearers of the parents' organizations. 	<ul style="list-style-type: none"> • Discussion notes. • Panel discussion • Interview schedule • Interview notes • ICT presentation
<ul style="list-style-type: none"> • Discovery of the 	<ul style="list-style-type: none"> • Adaptation : where 	<ul style="list-style-type: none"> • Adaptation –prepares 	<ul style="list-style-type: none"> • Discussion notes

<p>possibilities of adaptation for the differently abled. Acquires the skills for preparing an adapted teaching manual.</p>	<ul style="list-style-type: none"> • Physical facilities • Curriculum • Study materials • Learning activities • Assessment/Evaluation. 	<p>notes for collecting information. Discussion on the areas <u>where adaptation is to be done to be adapted.</u></p> <ul style="list-style-type: none"> • Adaptations needed in physical facilities-what are they? • How can adaptations needed in physical facilities-what are they? • How can adaptation be effected in curriculum, textbooks and materials. • Adaptation in learning activities-how? • How to implement the suitable evaluation method 	
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	<ul style="list-style-type: none"> • Adaptive Teaching manual-things to be taken care of • Preparation of teaching-learning strategies. • Designing the study equipment • Implementation learning • Evaluation • Remedial teaching 	<ul style="list-style-type: none"> • Things to be considered while preparing a teaching manual-group discussion-how to carry out teaching manual adaptation? How to prepare-discussion. • When should be the remedial teaching? What are things to be considered? Discussion-consolidation. 	<ul style="list-style-type: none"> • Discussion notes • Adaptive Teaching manual
<ul style="list-style-type: none"> • Realizes/Recognizes the relevance of Individualizes education programmes (IEP) and develops the ability to prepare IEP. 	<ul style="list-style-type: none"> • Relevance/significance of individualized education programme (IEP) – How to prepare things to note. • Familiarizing with IEPmodel • Preparation of IEP. 	<ul style="list-style-type: none"> • Relevance of giving individualized attention to the differently abled discussion-How can it be prepared? • Things to note while preparing-IEP model-Teacher presentation. • During the teaching practice, a child's IEP is prepared as per the format. 	<ul style="list-style-type: none"> • Notes • IEP
<ul style="list-style-type: none"> • Imbibes the method of application of the assistive technologies meant for the differently-abled. 	<ul style="list-style-type: none"> • Assistive technology for the differently-abled. • Assistive technology-definition • Relevance • Importance 	<ul style="list-style-type: none"> • Assistive technology for the differently-abled – classes by experts; understands the relevance, importance and the systems, thro discussion. • PPT presentation introducing the assistive technology 	<ul style="list-style-type: none"> • Assignment • Seminar • Handling of the support system • Report

	<ul style="list-style-type: none"> • What are the available technologies? • To whom are they helpful? • ICT in curriculum transaction 	<p>equipment.</p> <ul style="list-style-type: none"> • Relevance of the ATs – systems their use. • Visiting a centre to directly see and get acquainted with such equipment. • Influence of ICT in curriculum transaction and adaptation – seminar. 	
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Unit 3 : Identification and Assessment of the Differently abled – Basic Concepts

<ul style="list-style-type: none"> • Identifies the reasons for the differential abilities 	<ul style="list-style-type: none"> • Reasons for the limitations importance of early defection. • Identification and assessment-preliminary understanding; assessment methods. 	<ul style="list-style-type: none"> • Learners find out the reasons for the limitations and present them. • Presents the importance of early detection through case study analysis-discussion-consolidation • Video/documentary shows 	<ul style="list-style-type: none"> • Discussion notes
<ul style="list-style-type: none"> • Acquires the ability/competency to identify the differently abled in the classroom 	<ul style="list-style-type: none"> • How to identify the differently abled in a classroom? Discussion. Identified disabilities such as • Visual impairment • Hearing impairment • Limitation in intelligence • Learning disability. • Autism • ADHD • Cerebral palsy 	<ul style="list-style-type: none"> • How to identify the differently abled in classroom? Discussion. Introduces checklists for recognizing visual and hearing impairment, autism. ADHD and cerebral palsy. • Introduces Snellan chart, audiogram and case history. • Discussion-consolidation • District early intervention centre. • Visit 	<ul style="list-style-type: none"> • Notes • Accurate usage of checklist and other tools. • Report of the visit

Unit 4 : School Organization and Management

<ul style="list-style-type: none"> Identifies/realizes recognizes the structure of the education system in Kerala 	<ul style="list-style-type: none"> Director of Public Instruction (DPI) Deputy Director of Education (DDE) District Education Officer (DEO) Asst Education Officer (AEO) Headmaster/Headmistress <p>Jurisdiction and responsibilities of each.</p>	<ul style="list-style-type: none"> Collecting information from KER Prepares an organization chart showing the hierarchy 	<ul style="list-style-type: none"> Chart
<ul style="list-style-type: none"> Develops an understanding regarding school administration. Recognizes and compares the activities at various levels of school admin system. 	<ul style="list-style-type: none"> Important responsibilities of the Heads Major responsibilities of teachers Records that are to be prepared and maintained at schools. HM's class, school monitoring PTA, school management committee, class PTA-there structure and activities. 	<p>Introduction/Familiarisation –KER and RTE Act. Interview with the HM</p>	<ul style="list-style-type: none"> Note Report of the interview
<ul style="list-style-type: none"> Analyses the duties and responsibilities of the academic institutions in the state. 	<ul style="list-style-type: none"> Duties and responsibilities of SCERT, SIEMAT, SIET, KITE, DIET, BRC and CRC IASE, CTE 	<p>Guest lecture</p>	<ul style="list-style-type: none"> Note
<ul style="list-style-type: none"> Imbibes/Internalizes the basics of school class management methods. 	<ul style="list-style-type: none"> Organisational management Class management Time management Human Resources management 	<p>Gives opportunity to collect information via referencing.</p>	<ul style="list-style-type: none"> Essay writing Seminar

Unit 5 – School Support Systems

<ul style="list-style-type: none"> • Recognizes the support systems needed for effective school management and becomes convinced off aware of their relevance 	<ul style="list-style-type: none"> • Effective school-view • Support systems at department level (DDE, DEO, AEO, DIET, BRC, CRC) • Social support systems (PTA, MPPTA, SSG, SMC, Old students Association, NGO's) 	<p>Interview; general discussion</p>	<p>Interview question naïve/ schedule; Note</p>
<ul style="list-style-type: none"> • Acquires the ability to develop a vision regarding school development programmes and to prepare a plan. 	<ul style="list-style-type: none"> • Comprehensive school development programme – vision (academic, physical and social) • Process of project formation • Innovative academic programmes • Academic master plan 	<ul style="list-style-type: none"> • Brainstorming • General discussion • Review of former projects • Project formation 	<ul style="list-style-type: none"> • Comprehensive school development programme. • Academic master plan
<ul style="list-style-type: none"> • Identifies and evaluates the best school practices and presents them. 	<ul style="list-style-type: none"> • Best academic practices/Activities 	<ul style="list-style-type: none"> • Collects the best of academic practices and analyses them. • Discussion 	<ul style="list-style-type: none"> • Report

Unit 6 : Parental Education

<ul style="list-style-type: none"> • Recognizes the importance of educating the parent. 	<ul style="list-style-type: none"> • Teacher, student, parent- the three are important links of education. • Parent should have clear idea of the support to be given to the child. • Educational objectives parental interests may not necessarily with each other. Hence awareness is to be created about the real objectives of education. 	<p>Brainstorming General discussion Referencing Preparation of poster/panel, adding ideas for parental education</p>	<ul style="list-style-type: none"> • Notes • Poster/Panel
<ul style="list-style-type: none"> • Finds out strategies for promoting relationship with parents/guardians 	<ul style="list-style-type: none"> • Assigning partnership to parents in school programmes. • Deciding the programmes after consulting with parents. • Making use of the parents to improve the academic, physical and emotional environment/climate. • School resources like library, hall, ground etc- giving opportunity to use them. • Using the expertise of parents for academic activities. 	<p>General discussion Guest lecture Collection and analysis of PTA activities</p>	<ul style="list-style-type: none"> • Report

<ul style="list-style-type: none"> • Analyses the contact area of parental education. • Acquires the competence to handle class PTA. 	<ul style="list-style-type: none"> • Summary/synopsis of academic cities. • Merits and limits of the child. • Nature of the support to be given. • Review of the program organized at the school • Report of the new activities • Communication strategies • Parenting skills • Parenting styles 	<ul style="list-style-type: none"> • Discussion on the content of the module for parental education. • Observation of CPTA meetings. • Familiarising with school development plan and Academic master plan 	<ul style="list-style-type: none"> • Module • Report
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Unit 7 : Education for Gender Equality

(Gender Equality Education)

<ul style="list-style-type: none"> • Recognizes the basic concepts related to • Recognizes the importance and relevance of women studies. • Recognizes/identifies the gender differences prevalent in public life and school and adopts positions/stance. • Realizes that gender equality in a human right. • Realizes how gender discrimination/consideration restricts the growth and development of girl children 	<ul style="list-style-type: none"> • Gender-sex-difference; role of gender. • Role of women in national development-woman as a human resource powerful. • Biological • Sociological • Psychological; • Human rights • Third gender • Transgender the problems they face. • Women’s rights-observance of women’s Day. • Physical • Creates hindrance to the emotional and aesthetic development 	<ul style="list-style-type: none"> • Discussion – Familiarization of gender equality symbol – Discussion. • Referencing • General discussion preparing note. • Referencing • General discussion • Preparing note • Referencing • Gathering information • Discussion • International declarations related to protection of women’s rights • Referencing • Discrimination in the family, civil society and workplace-Group discussion. 	<ul style="list-style-type: none"> • Note • Note • Note • Slide presentation • Note
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<p>Devises activities to eliminate the discriminations being experienced by girl children</p>	<ul style="list-style-type: none"> • May be able spot out discrimination in textbooks and other publications. • Can create awareness through field activities. • Awareness can be created by planning activities with emphasis on man-woman equality. • Awareness will be possible through analyzing the anti-women attitude in the society. 	<ul style="list-style-type: none"> • Reading • Interview • Textbook analysis; field work • Camps; workshops • General discussion • Debate 	<ul style="list-style-type: none"> • Note of the Analysis) • Analytical note • Report • Evaluation of the debate
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<ul style="list-style-type: none"> • Formulates a perception of the laws governing women's safety. • Recognizes the atrocities faced by women in the present age and finds out ways to defend them. • Plans special activities for gender and implements them at the school level. • Develops the concept of gender free school 	<ul style="list-style-type: none"> • National and International laws for women safety. • Use and abuse of the laws • Domestic violence • Problems related to media • Various abuses; discriminations experienced by women within families. • Cyber safety techniques • Life skill development • Providing opportunities for taking up leadership. • Promoting healthy friendship between men and women • Activities to improve Self-confidence • Getting familiar with the biographies/life stores of women who have excelled in various fields. 	<ul style="list-style-type: none"> • Referencing • Interviewing legal experts. • Referencing • Interview with experts • Exhibition of short films. • Discussion • Referencing • General discussion • Essay writing • Gender free school prepares the indicators 	<ul style="list-style-type: none"> • Note Report of the interview • Note • Essay • Seminar
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Semester-3

Paper - 303 : Malayalam Language Teaching Approaches and methods

Total score : 10 Total Time : 55 hrs

CE : - Classroom Transaction : 45 hrs

TE - 10 Workshop/Practicals : 10 hrs

Time per week : 5 hrs

Units

- 1. Characteristics/Special features of Malayalam language**
- 2. School Experience project in the primary class**
- 3. Language and Technology**

<p>Conceptualizes the teaching of mother tongue language in classes 1 & 2.</p>	<ul style="list-style-type: none"> • Method of presenting ideas/concepts • Graphic reading • Graphic reading • Graphic writing letters • Spiralling of words • Thematic approach 	<ul style="list-style-type: none"> • Scrutiny of the textbooks of chapter 1 & 2. • Teacher text reading • Preparation of note • General discussion 	<ul style="list-style-type: none"> • Notes • Discussion note
<p>Understands/convinced of the integrated approach and formulates ideas for transacting synthesized/integrated activities.</p>	<ul style="list-style-type: none"> • The child has a holistic view of the world • Continuity of the familiar view of the world • Continuity of the familiar world to be ensured in the class. • Integrated approach joins/combines subjects using various themes. 	<ul style="list-style-type: none"> • Analysis of chapter 1 and 2 textbooks. • Exploring the possibilities of various themes. • Preparing the activities 	<ul style="list-style-type: none"> • Analytical note • Activities
<p>(Forms) Formulates an understanding of letters and scripts</p>	<ul style="list-style-type: none"> • Phonetic position, organs, alphabets, vowels consonants, ചിഹ്നം • Script is the visual representation of letters 	<ul style="list-style-type: none"> • Preparation of അക്ഷരപ്പാട്ടുകൾ • Getting acquainted with phonetic models • Analysis of alphabets 	<ul style="list-style-type: none"> • Product evaluation

<ul style="list-style-type: none"> • Compares and lists out the old the new language scripts. 	<ul style="list-style-type: none"> • Old script, new script, print 	<ul style="list-style-type: none"> • Collects old and new scripts 	<ul style="list-style-type: none"> • Collection
<ul style="list-style-type: none"> • Analyses sentences and lists out the primary language facts. • Identifies the changes effected while splitting or combining words and also the conditions. • Analyses the entre words in creative writing and prepares note. 	<ul style="list-style-type: none"> • Subject, object, verb, now, gender, വചനം, tense. • Modifications/വിശ്ലേഷണങ്ങൾ • നാലു സന്ധികൾ (Conjunctions) • സമസ്തപദങ്ങൾ • വിശ്രഹാർത്ഥം • സമാസം • വിഭക്തികളും പ്രത്യയങ്ങളും 	<ul style="list-style-type: none"> • Listing • Changing the structure • Vocabulary • Word games 	<ul style="list-style-type: none"> • List • Note
<ul style="list-style-type: none"> • Develops an understanding of punctuation and paragraphing • Analyses children's works and acquires the skill to improve them. 	<ul style="list-style-type: none"> • Punctuation in prose models • Paragraphing • Understanding rules of language 	<ul style="list-style-type: none"> • Editing 	<ul style="list-style-type: none"> • Editing process

Unit 2 : School Experience Project in Primary Classes

<ul style="list-style-type: none"> • Recognizes language teaching and teaching skills and understands how to self-improve. 	<ul style="list-style-type: none"> • Many skills are to be acquire to succeed as teachers. • Only through self-improvement can one become an excellent teacher. • Prescribed lessons have to be analysed psychologically, conceptually, linguistically, culturally and pedagogically for the purpose of effective transaction. 	<ul style="list-style-type: none"> • Effective class-viewing video clips. • Simulation of activities to foster skills/competencies • Analysis. 	<ul style="list-style-type: none"> • Observation note. • Pedagogic analysis. • Lesson notes • Study materials
<ul style="list-style-type: none"> • Analyses pedagogically and formulates the necessary teaching strategies and learning materials, Prepares lesson notes. 	<ul style="list-style-type: none"> • Prescribed lessons have to be analysed psychologically, conceptually, linguistically, culturally and pedagogically for the purpose of effective transaction. 	<ul style="list-style-type: none"> • Analyses the teaching manual for teachers, teacher’s handbook, textbook, study notes in various blogs and the ‘Samagra’ portal. 	<ul style="list-style-type: none"> • Pedagogic analyses • Lesson notes • Study materials

<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Such analysis helps the students to acquire in-depth understanding. • Lesson notes can be formulated in-depth understanding. • Prepares lesson notes. Presentation; evaluation; Peer evaluation 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Recognizes the special characteristics of the learning activities. 	<ul style="list-style-type: none"> • Opportunity for knowledge construction. • Consideration for differentiated students. • Participatory • Generates interest • Poses challenges/challenging. 	<ul style="list-style-type: none"> • Presentation of learning activity-discussion 	<ul style="list-style-type: none"> • Discussion note
<ul style="list-style-type: none"> • Earns experience in the planning and implementation of learning activities 	<ul style="list-style-type: none"> • Pedagogical analysis. Preparation of learning activities. 	<ul style="list-style-type: none"> • Analysis mutual evaluation/assessment 	<ul style="list-style-type: none"> • Analytical note. • Teaching manual • Study materials/learning resources.

Unit 3 : Language and Technology

<ul style="list-style-type: none"> • Finds out through reading and analysis the need for script, importance, changes that have taken place in script (science of writing), history of script modification and the necessity for this. 	<ul style="list-style-type: none"> • The way letters should be scripted; formation of compound words; importance of using symbols. 	<ul style="list-style-type: none"> • Comparison of pages of old and new periodicals. 	<ul style="list-style-type: none"> • Project report
<ul style="list-style-type: none"> • Acquires the required understanding to handle Hi-tech classroom 	<ul style="list-style-type: none"> • Reforms in scripts brought out for the ease of printing and the changes to be effected in future. • Modern technology reinforces curriculum transaction. • Language computing • Many resources are available today that are helpful to curriculum transaction. 	<ul style="list-style-type: none"> • Blog creation, uploading of resources. • To find out quality educational blogs and to utilize the resources in them. 	<ul style="list-style-type: none"> • Exactness/Precision and accuracy in the preparation of presentation

<ul style="list-style-type: none"> • Develops the understanding for finding out the e-resources helpful for curriculum transaction and to share them 	<ul style="list-style-type: none"> • E-material preparation improves/accelerates/understanding of the contents. 	<ul style="list-style-type: none"> • IT workshop 	<ul style="list-style-type: none"> • E-material
<ul style="list-style-type: none"> • Acquires the understanding for making use of the possibilities of new media in curriculum transaction. 	<ul style="list-style-type: none"> • WhatsApp, e-mail, Facebook etc. 	<ul style="list-style-type: none"> • Possibilities and limitations of WhatsApp, Twitter and Facebook • Seminar 	<ul style="list-style-type: none"> • Seminar report
<ul style="list-style-type: none"> • Develops the skill to key-in creative works and get them published in the new media. 	<ul style="list-style-type: none"> • It is possible to type creative works and publish them in the new media. 	<ul style="list-style-type: none"> • Workshop • Animation • Presentation • Layout 	<ul style="list-style-type: none"> • Compositions/works

Total Score	70	Total time	50 hours
CE	-	Classroom hours	40 hours
TE	70	Practicals/Workshops	10 hours
		Hours in week	5

INTRODUCTION

This semester aims to develop teaching competence of trainees for effective classroom transaction. The trainees should be able to communicate effectively in the classroom using the target language by creating a language rich environment. They are also expected to utilize advanced information technology and adapted strategies catering to various needs of CWSN and other groups. The potential of the constructivist techno pedagogy is also to be utilized. The work in this semester is intended to develop a set of competencies that lead the trainees in becoming effective teachers in due course. Different teacher competencies have to be inculcated in the trainees. The aim is to link the different theories of learning with the school internship programme.

Objectives

To enable the teacher trainee to

- use fluent and accurate teacher talk including paralinguistic features in the elementary classrooms.
- use effective assessment and feedback strategies for the enhancement of learning.
- develop adapted materials suitable for various categories of CWSN, including gifted and slow learners.
- use ICT effectively based on the constructivist techno pedagogy

Unit-1: Effective classroom transaction

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Apply the acquired oral competencies in the classroom situation. • Understand the role of paralinguistic features in teacher talk. • Identify and apply the qualities of teacher talk elements. 	<p>Teacher talk-Generating discussion- Asking questions-Eliciting responses -Giving instructions- Giving feedback- engaging in formal talk with learners</p> <ul style="list-style-type: none"> • Different strategies for performing better teacher talk. • Need of error free teacher talk. • The qualities of Teacher Talk 	<ul style="list-style-type: none"> • Observes Video clippings of elementary English classes/ actual classroom contexts and notes down the teacher talk used. • Categorises teacher talk based on functions (requests, instructions, giving motivation, introduction etc) • Finds more appropriate teacher talk which can be used for the same functions. • Discusses the quality of teacher talk in terms of pedagogy, language accuracy, variety and appropriacy. • Prepares indicators for evaluating the quality of teacher talk. • Prepares simple classroom activities with embedded teacher talk and reflects on it on the basis of indicators and peer feedback. 	<p>List of teacher talk appropriate to different contexts.</p> <p>Teacher talk embedded teaching manual.</p> <p>Discussion notes on the qualities of good teacher talk.</p> <p>Indicators of teacher talk.</p> <p>Preparation of simple class room activities emprazising the provision of teacher talk.</p>

Unit-2. Assessment in language learning

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Impart the skill of providing supportive and constructive feedback through various types of assessment. • Realize the need of portfolio and its assessment. • Develop the skill of making tools for assessment 	<ul style="list-style-type: none"> • Assessment- Purpose-Principles and types of assessment- Assessment of, for and as learning- Self- Assessment Peer Assessment • Portfolio assessment-Features of a good portfolio - How and why- Term-end assessment. Continuous and comprehensive Assessment. • Developing Assessment tools, indicators for evaluating learner products-Record assessment Feedback - verbal and written • Use of e-portfolios- • The scope of online self assessment and peer assessment of products. 	<ul style="list-style-type: none"> • Discusses the significance of assessment in language classrooms. • Prepare a write-up on assessment (purpose, types, features, principles etc) • Identifies the features of a good portfolio. • Observes portfolios developed by pupils. • Develops the skill of providing qualitative feedback in the portfolio which will lead to better learning. • Participates in a two day Term End Evaluation tool preparation workshop • Becomes competent to develop different evaluation items and to prepare term end evaluation tools with grading indicators. 	<p>Write up on assessment in reflective journal.</p> <p>Short Note on features of good portfolio.</p> <p>Information notes on portfolios</p> <p>Assignments on collecting sample portfolios with qualitative feedback.</p> <p>Pool of evaluation tools evolved from the workshop along with grading indicators.</p>

Unit-3. Adaptation and inclusion

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Acquire the skill of adapting the materials to suit the needs of differently abled learners. • Prepare adaptive Teaching Manual in tune with the needs. • Develop confidence in making materials suitable for the CWSN 	<ul style="list-style-type: none"> • Inclusive education • Issues related to Gender, CWSN and Gifted children • Inclusion in elementary language curriculum. • Strategies for ensuring inclusiveness. Preparation of adapted materials and conducting try-outs. 	<p>Analyses the textbooks of elementary classes and finds the space for,</p> <ul style="list-style-type: none"> • Children With Special Needs. (CWSN) • Gender discrimination • Socially challenged categories. • Gifted • Analysing school language curriculum in terms of adaptation • Discusses language adaptation needed for different categories of CWSN (VI, HI, PI, MR, ADHD, LD, Autism), gifted, gender and social categories in the classrooms. Children from other states. • Prepares a package of adapted activities (one for each category), • Conducts try-outs for substantiating the effectiveness of adaptation they have made. 	<p>Notes indicating the space for CWSN, gender, socially challenged, and gifted categories in elementary textbooks.</p> <p>Adapted Teaching Manual and its implementation.</p> <p>Package of adapted activities for different categories</p>

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Acquire, the skill of using ICT for language learning. • Develop and apply ICT enabled learning strategies accordingly. 	<ul style="list-style-type: none"> • Techno pedagogy • Integration of ICT in language learning. • Advantages of ICT for effective learning (Variety, effectiveness, impressiveness ease of presentation, and confidence building.) • Disadvantages (Technical issues, lack of human feedback, lack of training.) • Student blogs and institutional websites-their authenticity, accuracy, themes, intended 	<ul style="list-style-type: none"> • Discusses and prepare Digital presentation on Techno constructivism • Prepares write-up on advantages &disadvantages of ICT for effective learning. • Develops blogs and uploads materials • Evaluate different websites based on indicators • Select a text of his/her choice and hyperlink to audio video files and simulates it in class while others observe and provide feedback 	<p>Digital presentation on Techno constructivism</p> <p>Student blogs with uploaded products.</p> <p>Hyper-linked text and try out report</p> <p>Write-ups based on hyper-linked simulation classes in the reflective journal.</p>

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Identify different types of intelligence • Apply MI theory in language classroom 	<p>audience and features.- hyperlinks-</p> <ul style="list-style-type: none"> • Multiple Intelligence components for language learning • Theory of Multiple Intelligences • Linguistic • Logic • Kinesthetic • Spatial • Musical • Interpersonal • Intrapersonal 	<ul style="list-style-type: none"> • Lists out his/her talents on a chart and prepares the "Talent chart" of the whole class. • Discusses MI and categorize the talents into each MI component. • Analyse the components of talent chart and make a write-up for strengthening the weaker components for language acquisition • Analyse the present course books and identify the slots for MI components. • Design appropriate activities for utilizing the multiple intelligence of learners by analysing specific units. 	<ul style="list-style-type: none"> • Discussion note on MI in language classrooms • Prepare and Display of MI chart • Analysis report on the possibility of MI in any one unit of elementary class. • Designing activity bank for strengthening MI components.

Unit-4. Exploring school resources

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> Identify and utilize the potentials of school resources for enhancing language learning. 	<ul style="list-style-type: none"> School as a Resource Centre- school assembly, language clubs, day celebrations, reading corner, class library, English fest etc. 	<ul style="list-style-type: none"> Prepare write-up on school resources (school assembly, language clubs, day celebrations, reading corner, class library etc.) Organize English fests and documents. Publish childrens' documents in reading corner, 	<p>Write-up on school resources.</p> <p>Reports of English fests, Childrens' products.</p>
<ul style="list-style-type: none"> Plan and implement collaborative learning techniques 	<ul style="list-style-type: none"> Strategies of collaborative learning (group work, games, dramatization, role play, discussion, debate, project, seminar)-the effectiveness of each strategy with its limitations 	<ul style="list-style-type: none"> Take part in discussions on collaborative strategies- Prepare unit based teaching manual for imparting each collaborative strategy - simulation of prepared strategy. Peer and group assessment - reporting. 	<p>Write-up on collaborative strategy -</p> <p>Observation report</p>
<ul style="list-style-type: none"> Identify classroom issues and find out solutions for them. 	<ul style="list-style-type: none"> Action research - Investigating learners' issues - problem solving - Informal and formal strategies for solving the issues. 	<ul style="list-style-type: none"> Conduct action research 	<p>List of identified issues in reflective journal.</p> <p>Action plan for the selected classroom issues.</p> <p>Individual action research report.</p>
<ul style="list-style-type: none"> Develop reading text, based on expected learning outcomes. 	<ul style="list-style-type: none"> Developing skills for creating a text for a specified learning outcome. Features of reading text - 	<p>Take part in workshops for preparing reading texts paying attention to features like illustration, editing and layout.</p>	<p>Preparation of a reading text</p>

Semester-3

Paper 305 : Mathematics : Teaching and Learning (III)

1. (Learning materials required for primary classes (Lower primary-peer primary))
 - Familiarization of maths learning materials for the primary classes, collecting.
 - Developing of learning materials to the learning outcomes.
 - Engaging in the process of making the learning materials.
 - Learning materials; try out (through classroom activities)
2. Analysis of the maths portions prescribed for lower primary classes.
 - Analysis of the pedagogic content of the prescribed portions of maths
 - Lesson planning
 - Unit planning
2. Assessment in the LP Classes
 - Evaluation strategies
 - Continuous evaluation
 - Developing tools for TE
 - Familiarization of Blueprint, progress record
 - Learning improvement Record : preparation
 - Items to be evaluation
 - Teacher's evaluation
 - Self evaluation
 - Peer evaluation

Unit 1 : Learning materials required for primary classes

<ul style="list-style-type: none"> • Identifies suitable learning materials for maths teaching-learning and constructs them. 	<ul style="list-style-type: none"> • Need for learning materials. • Familiarizing the abstract mathematical concepts, using concrete objects. • Subject clarity is obtained when learning taken place through experiences using learning materials 	<ul style="list-style-type: none"> • Need of learning materials in maths class- Discussion/debate. Consolidation • Various (multiple) learning areas are given the groups. • Each group constructs learning materials related to their respective area. Records the construction method. Discussion improving. 	<ul style="list-style-type: none"> • Discussion note • Possibilities and re-use of learning materials-note. • Exhibition of the collected and constructed learning materials. • Printed copy of the learning materials (relation to learning outcome, construction method, re-use, novelty, aesthetics, suitability)
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Unit 2 : Analysis of the lessons

Prescribed for the lower Primary classes

<ul style="list-style-type: none"> • Gets familiar with the activities in the LP math textbooks 	<ul style="list-style-type: none"> • Detailed, minute analysis of the various units prescribed for the various classes in the primary (Continuation of unit 6 of semester 1). • Learning outcomes • Concepts 	<ul style="list-style-type: none"> • Analysis of the prescribed lessons (Group activity). Presentation . Discussion. • What are the characteristics of a good learning practice? • General discussion points/Indicators given in the group by the various LP class units. 	<ul style="list-style-type: none"> • Report of the analysis • Chart comprising the indicators of best learning practices. • Improved study (learning) activities.
<ul style="list-style-type: none"> • Prepares learning activities to suit the special features of the best learning practices. 	<ul style="list-style-type: none"> • Learning activities • Learning materials • Possibilities for learning teaching methods and strategies. Indicators of best maths learning practices. 	<ul style="list-style-type: none"> • Prepares the learning activities. Evaluates them on the basis of the indicators- improves. 	<p>Improved study (learning) activities</p>

<p>Recognizes the need and importance of planning in maths teaching plans</p>	<ul style="list-style-type: none"> • Need and importance of planning. • Annual planning • Unit planning (Pedagogic analysis) • Daily planner (Teaching manual) 	<p>Prepares annual planner pedagogic analysis and teaching manual with the help of textbook and teacher text.</p> <p>Presentation Discussion Improvement/modification Analysis (classes)</p>	<p>Records of the analysis. Class observation indicator Collection of activities maintaining the phases of knowledge construction. Teaching manual (Teacher, Teacher educator, co-student-thin analytical classes) Pedagogic analysis</p>
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Unit 2 : Analysis of the lessons prescribed for the lower primary classes

<ul style="list-style-type: none"> • Gets familiar with the activities in the LP math textbooks 	<ul style="list-style-type: none"> • Detailed, minute analysis of the various units prescribed for the various lasses in the primay (Continuation of unit 6 of semester 1) • Learning outcomes • Concepts • Learning activities • Learning materials 	<ul style="list-style-type: none"> • Analysis of the prescribed lessons (group activity). Presentation . Discussion. • What are the characteristics of a good learning practice? • General discussion points/indicators given in the group by the various LP class units. 	<ul style="list-style-type: none"> • Report of the analysis. • Chart comprising the indicators of best learning practices.
<ul style="list-style-type: none"> • Prepares learning activities to suit the special features of the best learning practices. 	<ul style="list-style-type: none"> • Possibilities for learning teaching methods and strategies. • Indicators of best maths learning practices. 	<ul style="list-style-type: none"> • Prepares the learning activities. Evaluates them on the basis of the indicators improves. 	<ul style="list-style-type: none"> • Improved study (learning) activities

<p>Recognizes the need and importance of planning in maths teaching plans.</p>	<ul style="list-style-type: none"> • Need and importance of planning. • Annual planning • Unit planning (Pedagogic analysis) • Daily planner (Teaching manual) 	<ul style="list-style-type: none"> • Prepares annual planner, pedagogic analysis and teaching manual with the help of textbook and teacher text. • Presentation • Discussion • Improvement/modification • Analysis (Classes) 	<ul style="list-style-type: none"> • Records of the analysis • Class observation indicator. • Collection of activities maintaining the phases of knowledge construction. • Teaching manual (Teacher, teacher educator. Co-student-their analytical classes) • Pedagogic analysis
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Unit : 3

Lower Primary Evaluation

<ul style="list-style-type: none">• Identifies/recognizes the objectives of scientific evaluation.• Explains the different levels of evaluation strategies in maths.	<ul style="list-style-type: none">• Assessment for conceptual understanding, skill assessment, Assessment for the evaluation of communication and maths reasoning.• Assessment of giftedness, various types of evaluation (assessing learning, for learning and learning as assessment)• Self –assessment, peer assessment, teacher assessment-mutual relationship/connection among them.	<ul style="list-style-type: none">• Scrutinizes the maths textbooks and handbooks for the LP classes and gets acquainted with the various strategies and methods adopted for evaluation/assessment.• Identifies the learning activities adopted for evaluation. Prepares similar activities.• Familiarizes with area of assessment and indicators. Prepares suitable assessment activities. Scrutinizes lessons, progress record etc.• Prepares an appropriate assessment approach paper.	<ul style="list-style-type: none">• Evaluation• Activities• Print copy • Areas and indicators-seminar; essay
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<ul style="list-style-type: none"> • Make use of the possibilities of continuous evaluation. • Acquires understanding assessment area, indicators and activities related to LP level 	<ul style="list-style-type: none"> • Maths learning evidences at LP/UP levels. • Collections • Worksheets • Assignments • Illustrations • Unit tests • Constructs • Maths kits • Contents of portfolio • Factors to be considered in CE • Assessment of math skills through processing ability. • Assessment areas • Indicators 	<ul style="list-style-type: none"> • Group activity prepares activities suitable for each component/item in CE. Analysis textbooks and handbooks. 	<ul style="list-style-type: none"> • Printed texts containing activities for each.
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<ul style="list-style-type: none"> • Recognises the relevance and feasibility of study progress record. 	<ul style="list-style-type: none"> • Study progress record. • SPR- recording of CE • Remedial actions. • Individualized • Remedial activities are essential for differently abled children 	<ul style="list-style-type: none"> • Discusses in groups the SPRs of various classes • CE score and TE score are graded. • Prepares model evaluation activities. • Presents and improves them. 	<ul style="list-style-type: none"> • SPR • Converting the CE, TE scores-group discussion; report.
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<ul style="list-style-type: none"> • Recognizes the importance of Response page, class observation record; record of analysis and reflective note. 	<ul style="list-style-type: none"> • Importance of response page/sheet. • Observation/analysis record should have the same indicators as those o a teaching manual. • There is connection/link between observation/analysis record and the response page. • Relationship of response page observations with CCE. 	<ul style="list-style-type: none"> • Analysis of teaching manual. • Analyses the response sheet. • Relation of response sheet of observations with CCE. • Compares and prepares a note. 	<ul style="list-style-type: none"> • Preparation of the observation note
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Semester – 3

Paper – 306- Environmental Studies – Learning and Teaching

Total score : 20

CE : 20

TE :-

Total time : 50 hrs

Classroom transaction : 40 hrs

Workshop /Practicals – 10 hrs

Time per week – 5 hrs

Unit 1 : Analysis of EVS Textbook (10 hrs)

<ul style="list-style-type: none">• Scrutinizes and analyses the EVS textbooks on the basis of indicators	<ul style="list-style-type: none">• Special features of EVS texts.• Objectives of EVS• Integrated approach• Process-oriented• Activity based• Openness• Child friendly• Self study• Opportunity for continuous education• Environment – related• Cyclic ascension• Local colour (Possibility for localization)• Nature o the child• Attractive of the child (Language,	<ul style="list-style-type: none">• Prepares the indicators for analyzing EVS textbooks of classes 1 to 5.• Analyses the textbooks in groups.• Group prepares the concept map of EVS concepts of classes 1 to 5.• Identifies the cyclic nature of the EVS concepts and records them in specific formats.	<ul style="list-style-type: none">• Indicators for analysis• Analysis format• Analysis report• Concept mapsRecorded format• Recorded self evaluation - format
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	illustration, layout) <ul style="list-style-type: none"> • Possibility for in-built adaptation. 		
<ul style="list-style-type: none"> • Is able to explain the main EVS concepts for chapter 1 to 5. 	<ul style="list-style-type: none"> • ES 	<ul style="list-style-type: none"> • Draws lots on a group basis. • Explains. Replies to the questions raised by other groups. 	<ul style="list-style-type: none"> • Completeness and accuracy in the answers peer evaluation.

Unit 3 : Assessment and Evaluation

<ul style="list-style-type: none"> • Understands the various types of assessment and their applicability. 	<ul style="list-style-type: none"> • Assessment and evaluation • CE • TE • Assessment for learning • Assessment of learning • Learning as assessment 	<ul style="list-style-type: none"> • Analyzing the classes handled by experts • Observes the analysis classes of teacher students, prepares the report • Recognizes/identifies the differences and relations between the following, through panel discussion. • Assessment evaluation • CE • TE • Assessment for learning • Assessment of learning • Learning as assessment 	<ul style="list-style-type: none"> • Reports of the analysis sessions. • Self assessments • Note on panel discussion • Seminar report
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Modules operand of assessment; characteristics. 	<ul style="list-style-type: none"> • Familiarization with the model; recognition of the characteristics; discussion. • Tool preparation in groups, peer evaluation 	<ul style="list-style-type: none"> • Discussion note. • Unit-wise assessment' • Tool-evaluating each other

Unit 4

School Experience Programme

<ul style="list-style-type: none"> • Acquires practical experience in class management 	<ul style="list-style-type: none"> • School Experience project <ul style="list-style-type: none"> - Classroom management - Unit planning - Lesson planning - Learning materials - Management/performance - Assessment - Feedback 	<ul style="list-style-type: none"> • Preparation of unit plan lesson plan, required learning materials, transaction , assessment and giving 	<ul style="list-style-type: none"> • Unit plan • Lesson plans
	<ul style="list-style-type: none"> • Class observation 	<ul style="list-style-type: none"> • Observing the teacher's class and that by a trainee 	<ul style="list-style-type: none"> • Learning materials • Note on class observation /assessment
	<ul style="list-style-type: none"> • Methods for fostering learning 	<ul style="list-style-type: none"> • Trying out the methods of fostering learning 	<ul style="list-style-type: none"> • Try out report
	<ul style="list-style-type: none"> • Environment for EVS 	<ul style="list-style-type: none"> • School climate study 	<ul style="list-style-type: none"> • Study report
	<ul style="list-style-type: none"> • Assessment tool • Evaluation tool 	<ul style="list-style-type: none"> • Preparation of assessment and evaluation, assessing the result /outcome 	<ul style="list-style-type: none"> • Assessment tools • Evaluation tools
	<ul style="list-style-type: none"> • Study progress Record 	<ul style="list-style-type: none"> • Preparation of SPR 	<ul style="list-style-type: none"> • SPR • Recorded self evaluation format

Semester – 3

Planning and Implementation of Art and Work Education – LP

Total score – 5

CE – 5

TE -

Total time – 8 hrs

classroom transaction – 5 hrs

Workshop/Practicals – 13 hrs

Time per week – 1 hr

Part 1 – Art Education

Objectives

- To provide opportunities for appreciating/engaging and presenting familiar/known dance forms.
- To recognize the artistic values of dance forms as cultural heritage of Kerala; transaction; skill development.
- To familiarize with the dance forms of Kerala and other regions.
- To imbibe the movement techniques and transact them.

Content

- Contemporary dance forms in visual media and art festivals-their special features-folk dance, free dance movements, semiclassical and classic dances.
- Costumes, make-up, orchestra, background score, (Percussion) (Accompanying instruments)
- Kerala's own treasured dance forms, folk dances, social dances, those marking festivals, Thiruvathira, oppara, margamkali.
- Classic forms of dance : Mohinuyattam-Kathakali-kooduyattam.
- Indian dance forms- Kuchupudi, Bharatanatyam, Kathak, Sattriya, Manipuri, Odissi.
- Classical dances, folk dances, differences based on vocation-caste-religion-region.

- Dance as an art and multiple intelligences.
- Dance as acting-special features of dance steps-dance synthesizing rhythm and song.
- Dance : Visual treat, performance
- Primary curriculum : Art of Dance

Unit 1 : Chilampoli

<ul style="list-style-type: none"> • Enjoys classical dance forms and is able to distinguish their techniques. 	<ul style="list-style-type: none"> • Ottanthullal • Kathakali • Koodiyattam • Mohiniyattam • Kerala natanam • Kerala Kalamandalam 	<ul style="list-style-type: none"> • CD presentation of visuals classical dances. • Similarities and differences • Recording • Presentation • Classical dance forms Kerala • Seminar • Reference 	<ul style="list-style-type: none"> • Discussion notes • Seminar paper • Interview note
<ul style="list-style-type: none"> • Gets introduced to the dance forms of India 	<ul style="list-style-type: none"> • Bharatanatyam • Kuchuppudi • Yakshagana 	<ul style="list-style-type: none"> • Discussion • Demonstration : RP/ICT • Interview • Transcript of interview 	<ul style="list-style-type: none"> • Assesses understanding through interview

<ul style="list-style-type: none"> • Recognizes the dance tradition of Kerala 	<ul style="list-style-type: none"> • Performances of dance forms like Thiruvathirakkali, Oppana, Margamkali, Kummi, Kolattam, Aivarkali, Parichamuttu, Duffmut, Kanyarkalu, Padayani and Tribal dance-peculiarities of vocation, caste, religion and region-customs, festivals/celebration, intermediary dance forms. • Special features in performance • Movement – speed 	<ul style="list-style-type: none"> • Collecting pictures • Making albums • Note, reference • Interview question • Interview with a local artiste • Presentation of folk dance forms • Note an performance style 	<ul style="list-style-type: none"> • Album • Interview questions • Dance performance • Note
<ul style="list-style-type: none"> • Analyses curriculum and prepares notes 	<ul style="list-style-type: none"> • Primary curriculum-40s connected to dance 	<ul style="list-style-type: none"> • Curriculum scrutiny analysis. 	<ul style="list-style-type: none"> • Analysis note Interview

Unit 2 – Pedagogy of Arts – LP

<ul style="list-style-type: none"> • Acquire the ability to teach arts through pedagogic analysis, lesson planning 	<ul style="list-style-type: none"> • School curriculum for Art Education (LP) • What is meant by lesson analysis? For what? • How? Lesson planning • Constructing TLM • Assessment • Detailing of score • Grading system • Feasibility for adaptation for the special needs children. 	<ul style="list-style-type: none"> • Selection of a suitable methodology for developing concepts of art education and practical skills. • Familiarization of LP (I- V) school curriculum. • Analysis of learning outcomes (Pedagogic analysis) • Teaching manual • Improve understanding o content. • Analysis o the existing LP art education sourcebook. • Does analysis of and planning for special teaching methods for CWSN. • Discussion on TLM construct. 	<ul style="list-style-type: none"> • School curriculum • Learning achievement analysis note. • Reflection note • Reflection note • Note on lesson planning • TLM
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Semester – 3

Planning and Implementation of Art and Work Education – LP level

Total score : 5

CE : 5

TE : -

Total time : 7 hrs

Classroom transaction : 5 hrs

Workshop/practicals : 12 hrs

Time per week : 1 hr

Part 2 – Work Education

Objectives

Unit : 1

- WE – Relevance, importance, approach : (Practice)
- To bring aims psychological background application into the practical plane in the WE classes.

Unit : 2

WE – Teaching methods : Practice/Application

- To practically implement WE teaching methods in classes

Unit 3

- WE- LP : Learning outcomes, lesson analysis, lesson planning, adaptation.
- To find out the WE- related learning outcomes after scrutinizing the sourcebook (WE – LP)
- To carry out area-wise lesson analysis and lesson planning.
- To plan appropriate adaptation

Unit 4

Classroom transaction, evaluation

- To transact on the basis of the prepared lesson planning g(LP)
- To assess the learning outcomes.

Content

Unit – 1

- Work Education – Relevance, Importance, approach : Practice/Application.
- Integration of relevance, importance and approach of WE in learning activities

Unit : 2

- WE – Teaching methods : Application
- Independent and Integrated lesson analysis, lesson planning.

Unit 3

- WE LP : Learning outcomes, lesson analysis, Lesson planning, adaptation
- WE – Teaching methods : Practice
- WE – LP curriculum, area- wise learning outcomes
- Independent lesson analysis, lesson planning.
- Integrated lesson planning
- Appropriate adaptation activities

Unit 4

- Classroom transaction, evaluation
- Classes for analysis, school experience
- Outcome- based evaluation

Semester : 3

Paper : WE classes : Planning and Implementation – LP level

1. WE : Relevance, Importance, Approach : Application			
<ul style="list-style-type: none"> Plans WE activities integrating relevance, importance and approach. 	<ul style="list-style-type: none"> WE Aims, Psychological background and approach are integrated in work studies. Besides acquiring work competency, understanding should be gained about equipment and raw materials, 	<ul style="list-style-type: none"> Tip activity Reference Discussion Integrated aims, psychological background and approach are to be identified 	<ul style="list-style-type: none"> Notes Assessment of understanding
2. WE – Teaching methods : Application			
<ul style="list-style-type: none"> Prepares independent and integrated lesson analysis and lesson planning after analyzing the primary curriculum. 	<ul style="list-style-type: none"> WE has independent and integrated teaching methods. 	<ul style="list-style-type: none"> Conducting activity Discussion Finding out independent and integrated possibilities Recording 	<ul style="list-style-type: none"> Notes Assessment of understanding Planned activities
3. WE – Teaching methods : Application			
<ul style="list-style-type: none"> List out area-wise learning outcomes in work education (after consulting sourcebook) 	<ul style="list-style-type: none"> There are conceptual and vocational competencies related to learning outcomes. 	<ul style="list-style-type: none"> Study of work (LP). Scrutiny of sourcebook. Discussion Listing out of learning outcomes. 	<ul style="list-style-type: none"> List Assessment of understanding

Semester 3

Paper : Planning and Implementation of WE classes – LP level

<ul style="list-style-type: none"> • Prepares independent, and integrated lesson analysis and lesson planning for LP classes 	<ul style="list-style-type: none"> • There are independent as well as integrated activities among the learning activities. • Both have to be provided to the LP classes. • Special lesson planning is needed for this purpose. • Suitable adaptation activities are also essential for an accurate (perfect) lesson transaction 	<ul style="list-style-type: none"> • Prepares independent and integrated lesson plans, considering appropriate adaptation activities. • Compares the concepts and understanding as identified in learning outcomes and lesson analysis and tries to improve. 	<ul style="list-style-type: none"> • Lesson planning (Independent and integrated) • Considers the improving given to schedule, educational objectives concepts and skills and evaluates
4. Classroom transaction, evaluation			
<ul style="list-style-type: none"> • Carries out classroom transaction on the basis of the lesson plans prepared; assesses the learning outcomes. 	<ul style="list-style-type: none"> • Learning outcomes are to be ensured through classroom transaction. • Whether the children could achieve the learning outcomes is to be assessed in a suitable manner. 	<ul style="list-style-type: none"> • Classes for analysis • School experience • Preparation of reflection note • Evaluation- practical assessment, recording 	<ul style="list-style-type: none"> • Transaction • Reflection note • Assessment records

SEMESTER – III

Paper 309 : Health and Physical education

Total score – 40

CE – -

TE – 40

Total score – 20 hrs

Classroom, transaction – 15 hrs

Workshop/Practicals – 5 hrs

Time per week :

Unit – 1 – Health and Physical Education – Teaching methods – School Curriculum (LP)

Preface

- In the third semester, 4 units have been included in the paper, ‘Health and Physical Education’ teaching methods, First aid and safety education, organization of sports meets body post and postural deformities are given in detail.

Objectives

- To understand the teaching methods for health and physical education
- To get familiar with the Health and Physical education curriculum in the LP classes.
- To understand Health and physical education curriculum analysis and lesson planning.
- To understand Health and physical education evaluation in the LP.

Content

- Familiarization of the LP teacher text
- Scrutinizes the LP teacher text.
- Scrutinizes the activities in the Health and Physical fields, planning; execution.

<ul style="list-style-type: none"> • To understand the teaching methods • Familiarizes with the Health and Physical education curriculum (LP) 	<ul style="list-style-type: none"> • Pedagogic analysis Health and Physical education curriculum in LP classes 	<ul style="list-style-type: none"> • Getting to know the models • Analysis 	<ul style="list-style-type: none"> • Pedagogic analysis • Lesson analysis document • Teaching manual
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Unit : 2
First Aid and Safety Education

Objectives

- To form an understanding of first aid.
- To get trained in various first aid methods/practices.
- To understand the need and importance of safety education.

Content

- First aid-definition
- Basic principles
- Accidents and first aid
- Responsibilities of a first aid given
- Priorities in first aid
- First aid box and contents
- Rehabilitation
- Safety education – definition
- Safety education – needed

<ul style="list-style-type: none"> • Acquire proficiency in first aid. • Understands the need and importance (significance) of safety education 	<ul style="list-style-type: none"> • First aid-basic principles • Accidents and first aid • First aid box • Safety education • Disaster mitigation 	<ul style="list-style-type: none"> • Presentation • Training • Newspaper analysis • Discussion 	<ul style="list-style-type: none"> • Partnership/sharing • Expression • Analysis report
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Unit : 3
Organizing Sports meets

Objectives

- To know about the important sports events.
- To become familiar with the methods of organizing sports festivals.
- To get trained in organizing sports events.

Content

- Olympics, Asian Games, National Games
- Sports meet – Pre Meet work
- Meet work
- Post meet work

<ul style="list-style-type: none"> • Knows about major sports meets • Gains an understanding of pre-meet and meet work 	<ul style="list-style-type: none"> • The Olympics, Asian Games, National Games. • Sub-district (school level) Sports meet organization • Intramural • Extramural 	<ul style="list-style-type: none"> • Presentation • Discussion • Organizing sports events at school level. 	<ul style="list-style-type: none"> • Excellence in presentation • Discussion note • Observation note • Partnership/sharing • Leadership
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Unit : 4
Body Posture and Postural deformities

Objectives

- To understand what is correct body posture
- To recognize various postural deformities and their causes
- To recognize the rights of the differently abled
- To plan and implement sports activities for the differently-abled

Content

- Body posture : definition
- Various body postures
- Postural deformities and their causes
- Rights of persons with Disabilities Bill – 2016
- Planning and execution of sports activities for the differently abled

<ul style="list-style-type: none"> • Understands the need for correct body posture. • Recognizes what are the major postural deformities 	<ul style="list-style-type: none"> • Various body postures (reproduce from the original) 	<ul style="list-style-type: none"> • Presentation • Observation • Discussion 	<ul style="list-style-type: none"> • Observation note • Partnership/sharing • Discussion note
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<ul style="list-style-type: none"> • Understands the reasons for postural deformities • Gains understanding of the rights of the differently abled. • Plans and executes Physical activities for the differently abled children. 	<ul style="list-style-type: none"> • Habits; imitating • Accidents • Tradition/genetic • Work- related • Life style – related • Rights of persons with disabilities Bill 2016 • Sports/Physical activities for the differently abled 	<ul style="list-style-type: none"> • Observation • Discussion • Presentation • Discussion 	<ul style="list-style-type: none"> • Observation note • Partnership (Sharing) • Discussion note • Excellence in presentation • Sharing • Discussion note
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