

**B.Ed Programme**  
**SECOND YEAR SYLLABUS**

# PERSPECTIVES IN EDUCATION

## Course - 15 School Management

**Credit:4**

### Essence of the course:

The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

### Objectives:

**At the end of the course, the student teacher will be able to**

- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

### CONTENT OUTLINE

#### Unit 1: Introduction to School Management

Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

#### Unit 2: School as an Organisation

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Recommendation of various Commissions on School Plant - Infrastructural facilities for an ideal Secondary School

#### Unit 3: Teacher and School Management

Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

#### Unit 4: Head Teacher as School Manager

Importance and Roles- Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, DISE (District Information for School Education), School Discipline

**Unit 5: Management of Resources in School**

Issues related to management of Physical Resources of a School, Human Resource Management –concept of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management

**Unit 6: Community & School**

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA/School Education Committees, Views of Commissions.

**Unit 7: Child Rights and School Management**

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation.

**Unit 8: Co-Curricular Activities**

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

**Unit 9: Inspection and Supervision**

Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

**Unit 10: Latest Trends & Innovations in School Management**

School Complex - Village Education Committees - School based in-service programme - centrally sponsored Schemes, Sarva Siksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps

**Mode of Transaction:**

Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

**Practicum: Task and Assignment**

1. Critical analysis of recommendations of various committees and commissions on School Plant/ School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt, Aided and unaided schools
4. Analysis of working of PTA/School Education Committees/ School-Community Interactions
5. Search in the internet and report the problems faced by the teachers and head of the school in the school management.
6. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
7. Prepare a programme for parents meetings in a school.

8. Assume you are the head of the school, how will you manage the human resource of your school. Report it in your class and record the reflections.
9. If you want to become a creative headmaster rather than to be a status qua head master. Record a expected positive and negative problems

**Mode of Assessment:**

Written test, task and assignment.

**References:**

1. J.C. Aggarwal, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Jagannath Mohanty, Deep & Deep Publications, New Delhi
3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
8. Educational Administration : Bhatnagar (1988)
9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)

**Course - 16 Creating an Inclusive School (½)****Credit: 2****Essence of the course:**

This course covers the concept of special schools, mainstreaming and inclusion, national policies, initiatives, programmes and acts for inclusive education, nature and needs of the children having disabilities and their integration.

The objectives of this course is to highlight and reinforce a firm belief in positive and varied outcomes of inclusion. It will help student teachers in identification of factors affecting learning and participation while formulating a policy of good practice and review. This course focus on the understanding of integrating children with special needs with the normal children

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire knowledge of terms and concepts used in disability and inclusion
- understand integrate education and the importance of inclusive school for disabilities and assessment methods
- apply the policies and practices related to special education and Service programme for the disabled
- develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability child
- develop interest on support and active participation of all in the field of inclusive education
- develop the attitude towards students to interrogate their own beliefs and also of school teacher from social point of view.

**CONTENT OUTLINE****Unit 1: Historical and modern perspectives on Inclusion**

Meaning, definition – Characteristics of special education – History of special education - scope of special Education – principles of special Education – teacher’s role in special Education– factors affecting inclusion- present situation of special Education in India

**Unit 2: Policy and programme for Inclusive Education**

Challenges and prospects of Inclusive Education –Disability – five year plan allotment - Kothari Commission 1964 –National Education Policy, 1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 – Rights of the child UNESCO, 1989 – Rights of Persons with Disabilities UNESCO, 2006 – national level practices on education of Children with disabilities DPEP, - SSA – Polices and legislative measures pertaining to the disabled - Service programme for the disabled.

**Unit 3: Different Learners in Inclusive Education**

Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder ( ADHD ) – Autism – cerebral palsy

**Unit 4: Identification and Inclusion**

Early detection of disability – issues – challenges and parameters of inclusive education – parental attitude – community Awareness - models of inclusion:- Wang’s adoptive environment model - Team teaching inclusionary model- SAAL model – role of parent, community, peers, headmasters, Teachers in inclusion.

**Unit 5: Mainstreaming and integrated Education**

Meaning – characteristics of integrated education - Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.

**Mode of transaction:**

Lecture, Discussion, Assignment, Visit special school, Film show

**Practicum: Task and Assignment**

1. Make a survey and write a report based on disability learner’s status in your nearby schools
2. Study the attitude of parents and teachers as inclusive
3. Visit to inclusive school to observe classroom interaction of anyone such schools in your area.
4. Case study of one/two people with special needs in secondary
5. Preparation of teaching aids for children having any one type of disability

**Mode of Assessment:**

Oral test, Case study, Special school Report, Written test, Task and assignment

**References:**

1. Alpher, S., & Ryndak, D.L. (1992). *Educating students with severe handicaps in regular classes*. Elementary school journal, 92 (3), 373-87.
2. Arul, M., & Timmons, V. (2009). *Inclusive Education Across cultures crossing boundaries, sharing ideas*. New Delhi: SAGE publications India Pvt Ltd.
3. Berdine, W.H & Blackhurst, A.E. (1985). *An Introduction to Special Education*. Harper Collins Publishers: USA
4. Booth, T., Ainscow, M. Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing learning and participation in schools*. (Bristol, Center for Studies on Inclusive Education).
5. Chapman, C., & King, R. (2009). *Differentiated Instructional Strategies for Reading in the content areas*. Thousand Oaks, CA: Corwin Press.
6. Cook, G.B., (2004). Inclusive Teacher’s Attitudes Towards their students with disabilities: A replication and Extension. The elementary school journal, 104 (4), 307-320.
7. Farrell, P., & Ainscow, M. (2002) *Making Special Education Inclusive: From Research to Practice*. London: David Fulton Publishers.

8. Sharma, R.A. (2006). *Fundamentals of Special Education: Integrated Teaching for Mainstreaming*. Meerut: Surya Publication.
9. Bhupendra Tripathi., (2007). *Special Education*. Delhi: Bharati Book Organisation.
10. Aggarwal, J.C., (1996). *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt Ltd.
11. Anderson. Elizabeth, M., (1973). *The disabled school child: A study of integration in primary school*. London: Methuen & Co Ltd.
12. Rao, V.K., (2004). *Special Education*. New Delhi: APH Publishing Corporation.
13. Nayak, A.K, &Rao, V.K., (2004). *Classroom Teaching: Methods and Practices*. New Delhi: APH Publishing Corporation.
14. Adam Abdelnoor., (1999). *Preventing Exclusion*. Oxford: Heinemann Educational Publishers.
15. Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

## CURRICULUM AND PEDAGOGIC STUDIES

### Course - 17 Assessment for Learning

**Credit: 4**

#### **Essence of the course:**

The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

#### **Objectives:**

##### **At the end of the course, the student teacher will be able to**

- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made test vs standardized tests in assessment
- prepare, administer and interpret of results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

### COURSE CONTENT

#### **Unit 1: Basics of Educational Testing, Measurement, Assessment and Evaluation**

Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education – Steps of evaluation process – Characteristics of the evaluation - comprehensive and continuous – Formative and summative evaluation – Norm reference & criterion reference tests – Uses of evaluation

#### **Unit 2: Different domains/ areas of learning**

Educational objectives in different domains – cognitive, affective and psychomotor – Learning outcomes as behavioural changes – Relationship between educational objectives, learning experiences and evaluation – writing educational objectives-different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance – Measurable and non-measurable learning outcomes.

#### **Unit 3: Traditional and constructivist assessment**

Traditional assessment – constructivist assessment– difference – traditional and constructivist teacher – Purposes of assessment in a 'constructivist' paradigm: to engage with learners' minds in order to further learning in various dimensions – Assessment for learning and assessment of learning; relative merits and demerits – Assessment of different types of content –



Achievement, Performance, Values, Attitude and Aptitude.–Assessment for different purposes  
– Placement, Diagnosis and Grading

**Unit 4: Continuous and Comprehensive Evaluation**

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)–Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– Recording and reporting: measurement of students’ achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

**Unit 5: Major tools of Evaluation and their uses**

Paper pencil tests, Oral tests, and Performance tests – Achievement tests : standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation. – Self reporting techniques/Reflection as assessment technique for learning. – Interview and focus group discussion

**Unit 6: Characteristics of Instruments of Evaluation**

Validity - different methods of finding validity – Reliability - different methods of finding reliability – Objectivity – Interdependence of validity, reliability and objectivity – Usability – Norms

**Unit 7: Teacher made Achievement Tests**

Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Preparation of blue print – Characteristics of a good test

**Unit 8: Standardized tests**

Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

**Unit 9: Teaching effectiveness and assessment:**

Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student’s ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System(Flander’s) for observation for recording classroom interaction patterns and uses –Use of interaction analysis in the classroom for teacher assessment.

**Unit 10: Technological based Quantitative and Qualitative analysis of learning outcomes**

Quantitative and Qualitative- Meaning and difference- Data-Tabulation – measures of central tendency – measures of dispersion – normal distribution – correlation and their interpretation- Graphical representation of data-Exploration of software for assessment of CCE– Managing students Data in computer – inferences, Diagnosis, feedback and remedial learning alternatives – e-portfolio assessment – evaluation Rubrics

**Mode of Transaction:**

Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation

**Practicum: Task and Assignment**

1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
3. Framing measurable and non-measurable learning outcomes
4. Finding out the content validity of the given question paper
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
6. Framing Different types of questions
7. Preparation of Blue Print and a question paper
8. Prepare graphs and use statistics for analysis of test result
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools

**Mode of Assessment:**

Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

**References:**

1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton
2. Ashford, S. J. (1986). Feedback-seeking in individual adaptation: A resource perspective. *Academy of Management Journal*, 29, 465–487.
3. Ashford, S. J., Blatt, R., & Vande Walle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29, 773–799.
4. Assessment Action Group (AAG)/AIFL Programme Management Group (APMG). (2002–2008). AIFL– Assessment is for learning. Retrieved from
5. Atkin, J. M., Black, P., & Coffey, J. E. (Eds) (2001). *Classroom assessment and the National Science Education standards*. Washington, DC: National
6. Claire Wyatt-smith, Joy Cummin (2009), *Educational assessment in the 21st century: Connecting theory and practice*. London Springer ISBN 9781402099632E ISBN: 9781402099649.
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11. Muhammad Mohsin. Teacher's handbook of Exceptional Children .New Delhi: Anmol Publisher.
14. Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.
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14. Sharma.R.A. (2007) .Essential of measurement in Education and Psychology. Meerut: Surya Publisher.
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17. Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers*. New York: McGraw Hill Book Co.
18. Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT. LTD.
19. Yadav, M. S. and Govinda, R. (1977). *Educational Evaluation*, Ahmedabad: SahityaMudranalaya.

**Course - 18(ii) Pedagogy of English I – Part 2****Credit: 4****Essence of the course:**

To have qualitative improvement in English language teaching the present course is designed. The English teacher should have strong content knowledge and also methodology of teaching in English. This teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching– learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire knowledge of current trends in teaching of English
- acquaint with the techniques of oral presentation and practice of language items.
- understand the structure of English language and components skills
- improve proficiency level in using-English for utilitarian purposes
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- acquire good pronunciation and fluency of speech
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- develop the writing skill of the trainees.
- analyze the units of English text book of 8 & 9th standard.
- acquaint with the preparation of various learning aids in English.

**CONTENT OUTLINE****Unit 1: Analysis of English text book and question paper**

Comparative study of a text book of English from any class of state board - Detailed analysis of Course book of class 8<sup>th</sup> or 9<sup>th</sup> -Analysis of question paper of class 8<sup>th</sup> or 9<sup>th</sup> in light of content requirement and in terms of understanding and skills.

**Unit 2: Advanced Grammar II**

The sentence connection – Devices for cohesion and coherence. Concepts-different ways in which various concepts are expressed – modal, auxiliaries and other expression, commands, instructions, suggestions, prohibition, permission, probability and likelihood, possibility, necessary, purpose and result, cause reason, comparison and contrast conditions and supposition.

**Unit 3: Reference and study skills in English**

Dictionary skills – SQ3R- methods of reading – note making and summarizing – library and reference work – bibliography and annotated bibliography.

**Unit 4: Words and expressions**

Figures of Speech – Idioms and Phrases – Idioms derived from nouns and adjectives – the same words used as different parts of speech – words confused and misused.

**Unit 5: Analyses of Errors in English**

Analysis of grammatical errors - Common mistakes/Error in spelling, pronunciation, speaking, reading and writing, Causes and types of errors- remedial measures.

**Unit 6: Developing Fluency**

Use of conventional formulae – greeting, apology, invitation, refusal, accepting, thanking – reading aloud prose passages and poems – describing and interpreting pictures, tables, graphs, maps etc. telling stories and narration incidents.

**Unit 7: Communicative Activities**

Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

**Unit 8: Language and literature**

Literature in the school curriculum: Needs and objectives- Teaching of different forms of English literature: prose, poetry, drama –Indian Writers in English: R.K Narayan, Sarojini Naidu and Tagore.

**Unit 9: Language Translation**

Translation as a creative activity: Importance and need- Translation tools- Analyze any one translation text into English from different Indian languages.

**Unit 10: Media Perspective of Language**

Print Media - Newspaper Language, Radio and TV language- Language of advertisement  
Social Networking and Language- Educational scope of social networking sites (face book, twitter, you tube, what's app) Blogging and E-Learning.

**Mode of Transaction:**

Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work

**Practicum: Task and Assignemnt**

1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compeering, presentation of views- Short speeches on topics of day to day relevance for gaining fluency / confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.
4. Review of any one novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
7. Report on the teaching of composition to the second language learners and suggest their weaknesses.

**Mode of assessment**

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project), Feedback

**References:**

1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Albert Valdman, A. (1966). Trends in language teaching. London: McGraw Hill.
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31. Jean and David Giles, Think, Talk and Write, Longmans, 1967.
32. Julian Dakin, The Language Laboratory and Language Learning, Longman, London, 1973.
33. K. Jamaludeen (2014) Effective teaching of English kerala Quality publishers
34. Knuj Schibsbya, A modern English Grammar, Oxford University Press, 1969.
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54. Tickoo, M.L. (2004). Teaching and Learning English: A Source Book for Teachers and Teacher Trainees. New Delhi: Orient Longman.
55. Ur Penny and Andrew Wright (1992). Five Minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.

### **Books Accompanied by Audio Cassettes**

1. Getting on In English by John Haycroft (The BBC Intermediate Course).
2. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
3. Advanced Learners).
4. Keep Up Your English by W. Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & Nidhi Srivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

**Course - 18(iv) Pedagogy of Malayalam I – Part 2****Credit: 4****Essence of the course:**

Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals with aims and objectives of teaching Malayalam. It includes activities for developing fluency in language, learning process and practical experience. It also opens a gateway to Malayalam literature with special reference to prominent contributors in the language.

**Objectives:****At the end of the course, the student teacher will be able**

- To understand the aims and objectives of teaching Malayalam
- To develop fluency and discourse oriented presentation
- To get acquainted with the student, learning process and acquire practical experience in creating conducive environment for effective learning
- To contribute to enrich Malayalam Literature.
- To understand Functional Malayalam
- To get acquainted with Planning of Instruction based on theories of Learning.
- To get acquainted with instruction based on Linguistics poetics, vocabulary, grammar and composition.
- To understand the principles of organizing curriculum
- To understand the techniques of using text books, Teachers hand books and other relevant materials for transacting language curriculum.

**COURSE CONTENT****Unit 1: Aims and objectives of teaching Malayalam**

Aims of Teaching Malayalam - Objectives of Teaching Malayalam at Secondary Level - Taxonomy of Educational Objectives and the objectives based on cognitive learning theories

**Unit 2: developing fluency and discourse**

Reading aloud prose passages and poems - Describing and interpreting pictures, tables, graphs, maps etc. - Telling stories and narrating incidents - Communication games - Dialogues and role play – Dramatization – Debates – Interviews - Extempore speeches on given topics.

**Unit 3: learning process and practical experience**

Physical, Psychological, Social and Emotional nature of the student - Peculiarities of learning activities - Specific peculiarities of language class - Nature of learning and learning strategies Role of teacher in the language class - Role of students in the language class -Techniques of creating conducive and democratic environment for learning - Qualities of a good learning activity - Appropriateness with the latest approach – interesting – Challenging – Feasibility - Sense of need - Considering multilevel of students.

**Unit 4 Contributors to enrich Malayalam Literature**

Contributions of foreign writers to the development of Malayalam Literature - Contributions of Gundert. - Contributions of Christian Priests to the development of Malayalam Literature -



Contributions of A.R. Raja Raja Varma - Contributions of Cherusseri, Thunjath Ezhuthachan, Kunjan Nambiar, Ulloor, Vallathol, Kumaranashan, P. Kunhiraman Nair, Vailoppilly etc - Contribution of Chandu Menon, C.V.Raman Pillai, O.V. Vijayan, M.T. Vasudevan Nair, K.P.Ramanunni, K.R. Meera, Perumbadavam Sreedharan, Ponkunnam Varki, T. Padmanabhan, Karoor Neelakanda Pilla etc. - Contribution of Kunhayeen Musaliyar, Kashi Mohammed (Mohiadden Mala), Chalilakath-Kunhammed Haji, Makti Thangal, Moyinkutty – Vaidyar, Ponkunnam Sayed Mohammed, P. Ubaid etc.

#### **Unit 5: Influence of foreign language and Malayalam literature**

The influence of Arabi – Malayalam in Malayalam Language and Literature - The influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Malayalam - Use of Scientific and Technical Words in Malayalam

#### **Unit 6: Functional Malayalam**

Punctuation, spacing, footnote, index, note taking, note making, summary, description, bio data, paraphrase, advertisement, brochures, pamphlets, posters, minutes, notice and notification, ambiguous words, government orders, amendments, references, gazette certificates, language in revenue documents, official terminology.

#### **Unit 7: Planning of Instruction based on theories of Learning**

Need and significance of Planning - Planning of Instruction - Year plan - Unit plan - Lesson plan (teaching manual) - Techniques and theories of developing year plan, unit plan and lesson plan - Techniques of developing learning equipment - Techniques of implementing learning activities and its evaluation - Process and utility of maintaining response sheet of the teaching manual.

#### **Unit 8: Linguistics poetics, vocabulary, grammar and composition**

The place of linguistics in language study - Importance of poetics in language study - Aims of teaching grammar at different levels-introduction of new approaches in teaching grammar - Aims of writing composition-General principles-composition for fostering creativity - Vocabulary – selection and gradation, Types (active, passive, content and structural) - Techniques of presenting vocabulary - Vocabulary expansion techniques - Spelling – Reasons causing spelling mistakes.

#### **Unit 9: Organizing curriculum**

Curriculum – A conceptual analysis - Curriculum and syllabus - Principles of curriculum construction - Nature of language curriculum - Modern trends in curriculum construction – spiral and open ended curriculum.

#### **Unit10: Teachers hand books**

Importance and significance of resource materials for teaching-learning process - Techniques of using teacher’s hand book, periodicals, magazines, handouts, books, and other local resources as learning materials - Techniques of using text books (prose and poetry) as learning materials.

**Mode of Transaction:**

Dialogue, seminars, discussions, and group-work

**Practicum: Task and Assignment**

1. Preparation of Aid for Teaching Malayalam speech sounds.
2. Review of any three novels and five short stories.
3. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, verbs, short stories and letter writing.
4. Preparation of an album about life and literature of some prominent writers in Malayalam.
5. An analytical study of the grammar and vocabulary in textbooks used in schools from standard VIII to standard X.

**Mode of assessment:**

Written test and Task and assignment

**References:**

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2. Damodaran Nair. P – Apasabda Nighantu
3. Sankarakurup. G – Sahithya Parichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangaliloode – National Book Stall, Kottayam.
8. Raman Nair. K.P – Aksharaslokavum Kavyakeliyum oru padanam
9. Iranjyam Ravi – Malayala Vyakarana Nighandu
10. Adhunika Bhasha Sastram – K.M. Prabakaravariar
11. Bhashayum Manasastravum – K.M. Prabakaravariar
12. Malayala Bhashadhyapanam – Erumeli Parameswaran Pillai.
13. Pazhamchol Prapandham – Pro-P.C. Kartha.
14. Kairaliyude Katha – N. Krishna Pillai (DC Books)
15. Keralathinte Samskarika Charithram – Dr. P.K. Gopalakrishnan
16. Mahathaya Mappila Samskara Parambaryam – P.N. Ahd. Moulavi & Mohd Abdul
17. Allen,D & Ryan, K (1969). *Micro teaching*. London: Adison Wesley
18. Bindhu,C.M(2<sup>nd</sup> Ed.)(2009). *Mathrubhashabhodhanam: Pravanathakalum Reethikalum*. Calicut: Scorpio
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23. Ebel,L.& Frisbie,A.(1991). *Essentials of educational measurement*. New York:McGraw Hill.
24. Entwistle,N.J.(1981). *Style of learning and teaching*. London: John Wiley & Sons

25. Fosnot,C.(1996).*Constructivism: theory,perspectives and practice*. Newyork:Teachers College Press.
26. Gren,G.H.(1987).*Planning the lesson*.London: Logman
27. Gronlund,N.E(1970) *Stating Behavioural objectives for class room instruction*. London: MacMillan
28. Joyce, B & Weil, M (2003). *Models of Teaching* (5<sup>th</sup> Ed.) New Delhi.Prentice hall
29. Kumar, S.P.K & Noushad.P.P (2<sup>nd</sup> Ed.) (2009). *Social studies in the class room: Trends & methods*, Calicut: scorio
30. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: NewDelhi.
31. Lado,R (1979). *Language teaching- a scientific approach*.New York: McGraw Hill INC
32. Lee,W.R(1972). *Language teaching games and contexts*. London: Oxford University press.
33. Mayer,R.E(2003). *Language and instruction*, Upper Saddle River. Pearson education
34. Nair, Chandrashekharan,C.K(2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.
35. NCERT(2005)National Curriculum Framework. New Delhi:NCERT
36. SCERT(2007),Kerala Curriculum Frame work. Trivandrum:SCERT
37. Passi,B.K(Ed)(1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad
38. Pillai,P.E(1991) *Malayala bhasha bhodanam*.Kerala:chris printers kottayam.
39. Sivarajan,k & Sreemannuni,P.S.(2003) *Malayalabhashadhyapanam. Central cooperative stores, Calicut university*.
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**Course - 18(vii) Pedagogy of Mathematics – Part 2****Credit: 4****Essence of the course:**

This course is to enable students to specialize in Mathematics and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Mathematical Knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire the knowledge of competence in teaching Mathematics
- develop clear perception of the Secondary School Mathematics.
- develop awareness of recent trends and principles of construction of Mathematics curriculum.
- know the importance of computers in teaching and learning of Mathematics
- understand the various psychological aspects involved in teaching Mathematics
- know the importance of aesthetic and recreational Mathematics
- develop an understanding of resources of teaching and learning Mathematics.
- help the student teacher for the professional self-development
- enable the student teachers to identify gifted and slow learners in Mathematics and to meet the requirements.
- stimulate to pose and solve meaningful problems and creativity in Mathematics.
- develop insight into individual differences in learning Mathematics to cater to the needs and requirements of students.
- develop skills in construction of appropriate assessment tools for evaluating Mathematics learning

**COURSE CONTENT****Unit 1: Revisiting of Content in Mathematics**

Definitions, Concepts, Generalizations, Formulae, Laws, Rules, Properties, Axioms, Structures, Constructions, Graphs, Operations, Procedures and Processes, Axioms and Postulates, Theorems and their converse, Propositions, Proofs, Problems etc. in Mathematics  
Critical analysis of content course of Standard VI to X Mathematics.- Basic concepts in Secondary School Mathematics.

**Unit 2: Mathematics Curriculum**

Need and importance of Mathematics in School Curriculum - Recent trends in Curriculum Construction - Principles of formulating Mathematics Curriculum - Organization of Syllabus – Topical and Spiral, Logical and Psychological Approaches - Comparison of CBSE and State Board Mathematics syllabi.

**Unit 3: Planning and Designing Instruction in Mathematics**

Planning Instruction- Need and Importance - Decision Making as the Basis for Planning - Concept of Pedagogic Content Knowledge (PCK) and Components of PCK - Pedagogic Content Knowledge Analysis for selected units in Mathematics at the secondary level in terms of Content, Pre-requisites, Instructional Objectives– Selecting suitable Teaching Methods and

Strategies, Techniques, Models, Learning Activities, Selecting suitable evaluation techniques, Identifying the misconceptions and appropriate remedial measures.

**Unit 4: Learning Resources in Mathematics**

Mathematics Text Book – Mathematics Library – Mathematics Club and Mathematics Exhibition

Preparation of teaching Aids - Audio-visual Aids and Multimedia Selection and Teaching in Mathematics - Computer applications in Teaching and Learning Mathematics-Uses of ICT in Teaching-learning process.

**Unit 5: Psychological foundations of Mathematics Education**

Jean Piaget’s Cognitive theory, Bruner’s Discovery learning, Gagne’s eight types of learning and Constructivism - Critical Analysis of Mathematics Curriculum at the secondary level (state board) based on principles and organization of Mathematics curriculum and NCF 2005.

**Unit 6: Development of Problem-Solving Ability and Creativity in Mathematics**

Meaning – Problems, Problem Solving and Problem Posing – Characteristics of a Good Problem - Problem-solving Strategies and steps in Problem Solving - Gagne’s views on Problem Solving - Strategies of Mathematics Problem posing - Divergent Thinking and Creativity in Mathematics - The relation of Creativity to Problem solving and Problem Posing in Mathematics.

**Unit 7: Mathematics education for all**

Factors influencing the learning of Mathematics-Motivation, Perception, Attitude and Aptitude, Thinking (Divergent and Creativity), etc. - Gifted Children in Mathematics – Meaning, Characteristics and Enrichment programmes, NTSE – Mathematics Olympiad.

**Unit 8: Evaluation**

Construction and Use of Diagnostic test in Mathematics: Stages, Preparation of Diagnostic Chart (Error Analysis)-Co-operative and collaborative strategies: Learning together, Jigsaw technique – steps -Meaning – Test, Measurement, Assessment and evaluation- Evaluation-General Purposes – Place of evaluation in Instruction - Types of Evaluation – Placement, Formative, Diagnostic and Summative - Characteristics of a Good Measurement tool - Achievement test – Uses and Construction – Item Analysis - Comprehensive and Continuous Evaluation- Meaning and Functions - Statistics –Central Measures, Measures of Deviation and Graphical Representation

**Unit 9: Recreational programme in learning Mathematics**

Mathematics Recreational activities and Mathematics Quiz – importance and Organization. Problems: fear and failure, disappointing curriculum, crude assessment – inadequate teacher preparation- Music Mathematics.

**Unit 10: Identification of learning difficulties**

Identification of Learning difficulties - Slow Learners in Mathematics – Meaning, Characteristics, Reasons for Slow Learning and learning difficulties: dyslexia, dysgraphia and dyscalculia - remedial measures.

**Modes of Transactions:**

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments, seminars.

**Learning Activities:**

Learning the Content and practicing them appropriately, Oral work, drill, Review and Practicing Pedagogical Aspects for different areas of School Curriculum.

**Practicum: Task and Assignment**

1. Critically analyze the Mathematics Curriculum at the Secondary Level and prepare a report.
2. Prepare any two improvised teaching aids.
3. prepare the stick album based on the mathematical shapes
4. Search and collect the scrap for Mathematics
5. Prepare a power-point presentation on Mathematical Concepts, Principles and Properties.
6. Prepare remedial measures for any difficulties in learning Mathematics or prepare enrichment programmes for gifted children.
7. Create the collection of mathematical puzzles, riddles for secondary students
8. Collect the mathematical shapes and record it.
9. Search the NET about the mathematical correlation with other subjects
10. Construct any five problems that have multiple right solutions.

**Mode of Assessment:**

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

**References:**

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3. Bagyanathan, D. (2007). Teaching of Mathematics. Chennai: Tamil Nadu Text Book Society.
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18. Sidhu, K. S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers private
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20. Sudhir Kumar and Ratnalikar (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
21. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

**Web Resources**

1. [www.infodev.org](http://www.infodev.org)
2. <http://enhancinged.wgbh.org/research/eeee.html>
3. [www.classle.net](http://www.classle.net)
4. [www.ddceutkal.ac.in](http://www.ddceutkal.ac.in)
5. [www.famous-mathematicians.org](http://www.famous-mathematicians.org)
6. [www.thesecondprinciple.com](http://www.thesecondprinciple.com)
7. [www.nic.edu](http://www.nic.edu)
8. [www.nctm.org](http://www.nctm.org)
9. [www.arvindguptatoys.com](http://www.arvindguptatoys.com)
10. [www.slideshare.net](http://www.slideshare.net)
11. [www.fpmipa.api.edu](http://www.fpmipa.api.edu)
12. [www.ricum.edu.rs](http://www.ricum.edu.rs)
13. [www.teachingchannel.org](http://www.teachingchannel.org)
14. [www.classroom-aid.com](http://www.classroom-aid.com)
15. [www.ndlrn.edu.au](http://www.ndlrn.edu.au)
16. [www.bbc.co.uk/learning/subjects/math.shtml](http://www.bbc.co.uk/learning/subjects/math.shtml)
17. [www.primaryresources.co.uk/math/math.htm](http://www.primaryresources.co.uk/math/math.htm)
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**Course - 18(viii) Pedagogy of Physical Science – Part 2****Credit: 4****Essence of the course:**

After having learning this Course, student teachers understand the nature of physical science teacher, the learner, resource material including ICT for teaching physical science and evaluation process. This course comprise, pedagogical approaches for organizing science related activities; and assessment of the learner.

The student-teachers will work with theoretical studies as well as on the field with school children from various backgrounds. They will capable to critically teach the science in their internship school and examine teaching learning processes also developing of self.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire knowledge about the term and concepts used in teaching physical science.
- understand nature of the learner and classroom situation.
- apply the knowledge in constructing test and developing ICT resource in teaching physical science.
- enhance skill in organizing and maintaining of physical science laboratory.
- create interest in organizing science related activities.
- develop a desirable positive attitude towards science teaching.

**COURSE CONTENT****Unit 1: Pedagogical shift in Physical Science:**

Pedagogical shift from science as fixed body of knowledge to the process of constructing knowledge – Critical pedagogy, democratising science learning and role of teachers – Pedagogical shift: planning teaching learning experiences.

**Unit 2: Exploring Learners**

Uniqueness in learner – Motivating learners to bring their previous knowledge into Classroom – Involving Learners in teaching-learning Process – Encouraging learners to raise and ask questions, collect materials from local resources.

**Unit 3: Curriculum in Physical Science**

Meaning – curriculum and syllabus – Principles and approaches of curriculum construction – selection of content –Recommendations of various commission since Kothari commission to NCF on science curriculum–Physical science syllabi and textbooks at upper primary, secondary stage.

**Unit 4: ICT Resources in Learning Physical Science**

Dale’s Cone of experience (modified) – Teaching physical science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e–picture/poster – Blended learning: eBooks, Web, Wikis, Moodle, social networking–ICT tool used in classroom– advantages of using ICT in learning–teaching processes



**Unit 5: Organizing Science Related Activities**

Science libraries, science Museum, science club, science hobbies, field trips/excursions, science Fairs/exhibitions, Science corner.

**Unit 6: Laboratory as a Learning Resource**

Objectives of laboratory work – Planning laboratory work – Approaches to laboratory work – Working plan for group of students (Batch) in the laboratory –Motivating students to maintain the regular record of laboratory work – Safety in laboratories and precautionary measures.

**Unit 7: Organization and Maintenance of Physical Science Laboratory**

Structure and design of general, chemistry and physics laboratory– Storage of chemicals and apparatus – preparation of indent – maintenance of registers – accidents and first aids – Improvisation of apparatus – science kits and advantages.

**Unit 8: Assessment of children’s learning in Physical Science**

Test, examination, measurement, assessment and evaluation –Continuous and Comprehensive Evaluation (CCE), objectives –Scholastic area: Formative, Summative Assessment– Co-Scholastic area, life skill – national talent search examination.

**Unit 9: Tools and techniques of assessment in physical science**

Purpose of assessment – tool and techniques of assessment: Project work, Field trips and field diary, Laboratory work, Concept mapping, Interview/oral test, written test including types and construction.– Recording and reporting: measurement of students’ achievements, grading system and type. – Measures of central tendency – measures of variability – correlation.

**Unit 10: Professional Development of Physical Science Teachers**

Teaching as a profession – need for pre–service professional development programmes – special qualities of a science teacher – ethics of a teacher–need for in-service professional development programmes – opportunities for in-service professional development – reflective practice – Teacher as researcher – Action research in physical science.

**Mode of transaction:**

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

**Practicum: Task and Assignment**

1. During internship, analyze and record learning abilities of pupils and their activities in class situation (observation).
2. Evaluate any 2 school science text book(Rating)
3. Surf the Internet for searching information for various concepts of physical sciences for primary/secondary/higher secondary stages. Review them and make a list of relevant websites that you would recommend to your students. Share and discuss about the websites with your friends and teacher(Discussion)
4. Write self–study report based on your visit to science exhibition or science centre (Visit).
5. Demonstrate the experiment to the peers in your college laboratory (Experimentation)
6. Creatively construct any 3 improvised apparatus (Exhibit).
7. Observe a school and draw general, physics and chemistry laboratory (Drawing)

8. Analyse and study continuous and comprehensive evaluation which is followed in your internship school(Report)
9. Construct a tool for an oral interview to assess the school children toward their academic interest (Survey).
10. Collect information related to in-service programme provided for professional development (Collection).

**Mode of Assessment:**

Written test, Task and assignment, Laboratory work, Observation

**References:**

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**Web Resources:**

1. [http://cbseacademic.in/web\\_material/cceresources/3\\_CCE\\_Manual\\_Revised\\_2011.pdf](http://cbseacademic.in/web_material/cceresources/3_CCE_Manual_Revised_2011.pdf)
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7. <http://www.edudemic.com/how-to-use-social-media-as-a-learning-tool-in-the-classroom/>
8. UNESCO Competency Framework for Teacher  
[www.unesdoc.unesco.org/images/0021/002134/213475e.pdf](http://www.unesdoc.unesco.org/images/0021/002134/213475e.pdf)
9. <http://www.unesco.org/new/en/unesco/themes/icts/lifelong-learning/21st-century-skills/>
10. ICT transforming education: a regional guide  
<http://unesdoc.unesco.org/images/0018/001892/189216e.pdf>
11. <http://www.sciencechannel.com/games-and-interactives/newtons-laws-of-motion-interactive/>

**Course - 18(ix) Pedagogy of Biological Science – Part 2****Credit-4****Essence of the course:**

This course will introduce the student teachers to know about the advanced methods of teaching the biological science and make them to acquaint to have knowledge about conduct of practical's, critically examine teaching learning process based on activity and get insight about meta – learning. This course further seeks to be self-improving through the processes of reflection, feedback, and critical inquiry. Consequently, science teacher must help their students to understand their role within the broader social community.

**Objectives:****At the end of the course, the student teachers will be able to**

- acquire knowledge about Individual learning strategies
- understand approaches of learning Biological science.
- apply the knowledge in constructing test and developing ICT resource and professional development in teaching Biological science.
- develop skill in practical work and organizing and maintaining of biological science laboratory.
- develop interest in using teaching resources and research in science education.
- develop a desirable positive attitude towards. tools and techniques of assessment of learning biological science

**COURSE CONTENT:****Unit 1: Approaches of learning Biological science**

5E learning model – Expository approach - Collaborative - Activity based learning approach– Concept attainment – Experiential learning– Inquiry approach.

**Unit 2: Community and learning resources**

Learning resources from immediate environment – using community resources – Community based learning resources in teaching of science. – Field visit to botanical garden, Science Park and zoo - scientific Lab and its equipment

**Unit 3: Teaching resources**

**Machine operated aids:** Overhead projector, digital projector, smart interactive board.

**Non– Machine operated aids:**

*Graphical aids:* flash cards, charts, flip chart, graphs, pictures, poster, and cut–outs and its effective uses.

*Display Board:* chalkboard, bulletin, flannel, magnetic, peg board and its effective uses.

*3D aids:* objects, specimens, models.

**Unit 4: Biology Laboratory**

Location, planning, organization and maintenance–practical preparation – laboratory registers – safety in the lab – common accidents and first aid – practical ethics

**Unit 5: Biology practical work**

Organizing and importance of practical work – problems in conducting practical – guidelines for teachers, evaluation of practical work – practical record work in biology

**Unit 6: Research in science education**

Types of Educational research – Status of research in science education in India – Educational research and innovation committee – utilization of science educational research

**Unit 7: ICT Resources in learning bio–science**

Dale’s Cone of Experience (modified) – Teaching Bio–science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e–picture/poster. – Blended learning: eBooks, web, wikis, Moodle, social networking. – ICT tool used in classroom – advantages of using ICT in learning–teaching processes.

**Unit 8: Professional development of biological teacher**

Professional development programmes of science teacher –seminar, conferences, online sharing – members of professional organization. –Teacher as a community of learners – collaboration of school with colleges and universities and other institutions – role of reflective practice in professional development. –Teacher as a researcher – action research in biological science– Special qualities of a science teacher.

**Unit 9: Exploring Learners**

Identification of Diverse learners in classroom-addressing the diversity of learners in the classroom.– Motivating learners to bring their previous knowledge into classroom – involving learners in teaching learning process – encouraging learners to raise and ask questions- and its techniques.

**Unit 10: Tools and techniques of assessment of learning biological science**

Performance based assessment techniques – assessment of project work – assessment of participation in collaborative learning. –construction of test items (open ended and structure) and administration of tests – developing assessment frame work. – continuous and comprehensive evaluation – assessment of experimental work. –Grading system and type – measures of central tendency – measures of variability – correlation.

**Modes of transaction:**

Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments.

**Practicum: Task and Assignment**

1. Report writing about finding resources on teaching science using web
2. Designing and carrying out of any five simple investigation of Biology (keep it in a record).
3. Preparation of laboratory instructional cards.
4. Prepare a digital content (ie. Powerpoint) on any topic related to bio-science.
5. Prepare any one working model related to bio-science.
6. Preparation of Posters / articles / stories related to science concepts / environment. (send it for publication at student journals)
7. Study and observation of how science is taught in various schools and prepare a report on teaching aids availability and show how it can be improvised further.
8. Write any one articles or science research project report. (send it for publication at student journals)
9. Visit your nearby any 2 high school and higher secondary school observe and draw Biology laboratory.
10. Arrange for a field trip and write a report

**Mode of Assessment:**

Observation, Report preparation & keeping Records, Assignment submissions, Seminar presentation, Article publications, student presentation.

**References:**

1. Arulselvi, E. (2007). Teaching of science. Chennai: Saradha Publications.
2. Brandwein, P. F. (1955). The gifted as future scientist. New York, Earcourt Dcace.
3. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
4. Jonathan Anderson. (2010), *ICT Transforming Education– A Regional Guide*. UNESCO Bangkok. ISBN 978–92–9223–325–9 ISBN 978–92–9223–326–6.
5. Mangal, S. K., &Mangal, S. (2005). Essentials of educational technology and management. Meerut: Loyal Book Depot.
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8. NCERT. (2006), Elementary level syllabus vol–I. New Delhi. ISBN 81–7450–593–8
9. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
10. Sharma, R. C. (2007). Teaching of science. Delhi: Dhanpatrai publications.
11. Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.
12. SonikaRajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education. ISBN 978–81–31770–22–1
13. Tomar, Archana (2006) Teaching of Biology, Delhi: Kalpaz publication
14. Yadav, S., & Singh, A. K. (2005). Teaching of life science. Delhi: Dominant Publications

**Course - 18(x) Pedagogy of Social Science – Part 2****Credit: 4****Essence of the course:**

This course helps to sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. It helps the learner well acquaint the preparation and administration of learning resources in the meaningful way. It also develop the competency in making use of appropriate assessment system to apprise the learning outcomes. This course deals about the various social issues and mould them to face the same in a plausible way.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire basic knowledge and skills to analyse and transact the Social Science curriculum effectively following wide-ranging teaching
- acquire a conceptual understanding on the process of teaching and learning Social Science
- sensitise and equip student teachers to handle social issues and concerns in a responsible manner.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
- Acquaint with different methods, approaches and techniques of teaching social science
- Develop ability to design different evaluation tools
- Develop practical skills for analysing socio-economic, political and physical phenomena

**CONTENT OUTLINE****Unit 1: Curriculum of Social Science**

Meaning of Curriculum – Importance of Curriculum in Education – Types of Curriculum – Factors Influencing in Curriculum development –Principles of Curriculum development - Selection of Content for Social Studies Curriculum – Organization of the Social Studies Curriculum - Curriculum of Social Science at Primary Stage – Curriculum of Social Science at Secondary stage

**Unit 2: Curriculum Reforms in Social Science**

Role of Teacher in curriculum implementation and evaluation; national policies of education – reforms in social science curriculum at the secondary education level, national curriculum framework for school education (NCERT)

**Unit 3: Approaches of curriculum construction**

Correlated, Integrated, Topical, Unit, Patch, Concentric, and Spiral approaches.

**Unit 4: Models of Teaching**

Jurisprudence Model of Inquiry, Concept Attainment Model, Asubel’s Advanced organiser model and its application in social science

**Unit 5: Use of ICT in Social Science Teaching**

Uses of Computer – Internet and Intranet – e-learning – Mobile learning.

**Unit 6: Social Science Teacher**

Social Science Teacher –The profile of a competent Social Science Teacher – Characteristics, Attitude for professional development– participation in professional bodies - Role of Teacher as a National Builder – Problems of Social science Teachers

**Unit 7: Social Science Text-Book**

Meaning and Definition of Text book – Types of Text book – Essential features of text book – Criteria for evaluation of the Social Science Text book – Qualities of Good Text book

**Unit 8: Co-curricular activities in Social Science**

Co-curricular activities for developing critical thinking and attitude, planning and organization of activities like exhibition, quiz, competition, Panel discussion and Social science club.

**Unit 9: Remedial Teaching in Social Science**

Diagnostic Test – Meaning and Definition of Remedial Teaching – relevance of remedial teaching – procedure for remedial work – Remedial strategies of Social Science Teaching

**Unit 10: Social Science Laboratory: Design and Management**

Principles of designing the Social Science laboratory for secondary schools; location, norms with reference to lighting, ventilation, working space and flexibility – store room, community corner, preparation room.

**Mode of Transaction**

Lecture cum discussion, Problem Solving, Dramatization, Seminar, Field visit, Debate, Group Discussion.

**Practicum: Task and Assignment**

1. Analysis of any three years public examination social science questions papers and submission of report.
2. Discussion on Contemporary issues.
3. Organizing a Mock Parliament Session.
4. Organizing Awareness campaign or Rally.
5. Conducting educational survey of a slum area in a neighbouring village
6. preparation of report on social customs, traditions, and supercilious beliefs

**Mode of Assessment**

Unit test, Project, Preparation of assignments, Assessment of Learning Resources, Seminar Presentation.

**References:**

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi,Third Edition:1999,

2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition –Wesley Publishing Co., Reading, Massachusetts.
3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York
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5. Dhaskara Rao.D., Teaching of Social Studies, Discovery Publication House, New Delhi,2003.
6. Khan.M.A., Teaching of Social Studies, Commonwealth Publication, New Delhi, 2004.
7. Kocha S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
8. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edion:2004.
9. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004.
10. UNESCO: New Source Book for Teaching of Geography, UNESCO
11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.
12. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.



**Course - 18(xiii) Pedagogy of Commerce I – Part 2****Credit: 4****Essence of the course:**

The level of the teachers decides the level of the students and the society in general. Therefore, the competency and the quality of the teachers at the school level is essential. Moreover, the professionalization and their duties in exploring learners, remedial teaching and constructivism among the learners in the field of Commerce and Accountancy should be given importance. Considering this, the course is designed to provide reflections on the subjects to the student teachers. They must be familiar with various economic, political and social issues and the teaching techniques to teach them.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire knowledge of the terms and concepts used in the professionalization teaching Commerce and Accountancy;
- understand the different techniques and technology for the development of Commerce teachers;
- apply the knowledge in adopting the suitable methods, techniques and aids for the purpose of teaching different learners;
- develop skills in preparing the suitable techniques to adopt constructivism;
- develop interests in the recent development to achieve self -development, and
- develop a desirable positive attitude towards self, students and teaching.

**CONTENT OUTLINE****Unit 1: Commerce teacher**

Qualities required for a good teacher – roles, changing roles as facilitator, as sorter, – morale and ethics of teachers – social and environmental responsibilities - problems faced – pre service and in service programmes –Academic freedom – organizational commitments.

**Unit 2: Professionalization**

Profession, meaning, characteristics, teaching as profession, Professional development – ways and means -membership in academic bodies- participating in a network of teachers -link with commercial and business concerns and Accountant Bodies-individual and collaborative research

**Unit 3: Teacher in the classroom**

Class room interaction analysis- system approach – class room climate- types of teachers based on leadership styles- teacher dominated pattern, laissez faire pattern and democratically planned pattern- significance communication, decision making - Teacher development -job satisfaction, determinants, consequences of job dissatisfaction – Organizational commitments –Academic freedom

**Unit 4: Exploring Learners**

Diverse learners in classroom – Motivating learners to learning – encouraging and involving learners in teaching learning process – collect materials from local resources. Understanding regional background of student based on socio–economic, historical & geographical context

**Unit 5 Remedial Teaching**

Identifying slow learners – remedial programme – causes of errors – types of errors – some common errors in commerce and Accountancy by school students –practical work – organizing remedial work

**Unit 6: Constructivism**

Constructivism – Meaning – Importance – Characteristics of Constructivism – Social cultural influences on Constructivism –methodology to learn, teach and evaluate Constructivism

**Unit 7: Teaching Controversial Issues**

Teaching controversial issues in Commerce and Accountancy- World Trade Organization (WTO) - GATT –GATS – Liberalization, Privatization and Globalization (LPG) – Disinvestment –Inflation –Recession –Economic crimes –security scam- rosy picture in the financial statement– Hawala -FERA –FEMA.

**Unit 8: Quality in Education**

Quality in Education- analysis of standards- feedback mechanism- Input –Process –Output Analysis – Concept of Total Quality Management (TQM) Supervision and Inspection – function -Accreditation and certification –Role of NAAC.

**Unit 9: Research in teaching of commerce**

Research: meaning, need and importance – utilization of research in commerce and education in teaching – development of research attitude- action research

**Unit 10: Guidance and Placement in the field of commerce**

Guidance -meaning, types, importance, principles, benefits and limitations, sources of information for guidance and placement – Role of commerce teacher in guidance and placement of commerce students.

**Mode of Transaction:**

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods.

**Practicum: Task and Assignment**

1. Search in the internet and collect e-learning resources reported based on the research in Education, Accountancy and Commerce. Report them for peer reflection. Record their reflections.

2. How can you teach controversial issues in the class? Analyze and report it from present school practices.
3. Observe and report the classroom practices in the school from constructivist point of view.
4. How can professionalism be achieved in the teaching. Collect the opinions of the teachers and analyze in the class and submit a report.
5. Construct and conduct a diagnostic test in Commerce and how remedial teaching be arranged?. Report it for class review.
6. Any other field based project, task or assignment connected with the units in this course

**Mode of assessment:**

Written test and Task and assignment

**References:**

1. Govindan .K.R., and Senthilkumar.S. : Professional Ethics, Anuradha Agencies.(2004)
2. Suma Chitnis, and Altbach Philip.G.: Indian Academic Profession, Macmillan India Ltd. New Delhi.(1997)
3. In Pursuit of Equity and Excellence NCERT, National Council of Educational Research and Training. New Delhi.(2001)
4. Sharma Santosh, Constructivist Approaches to Teaching and Learning, National Council of Educational Research and Training.(2006)
5. Kochhar.S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited.New Delhi.

**WEB Resources**

1. [www.slideshare.net](http://www.slideshare.net)
2. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
3. [www.ala.org](http://www.ala.org)
4. [www.edudemic.com](http://www.edudemic.com)
5. [www.sciencedirect.org](http://www.sciencedirect.org)
6. [www.consumer.vic.gov.au](http://www.consumer.vic.gov.au)
7. [www.ctforg.in](http://www.ctforg.in)
8. A resource book for teaching and learning in commerce.
9. [http://www.tutorialspoint.com/e\\_commerce/](http://www.tutorialspoint.com/e_commerce/)
10. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
11. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
12. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
13. <http://www.tallytraining.in/>
14. <http://www.tallyschool.com/free-tally-course-online/>
15. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
16. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

**Course - 19(ii) Pedagogy of English II – Part 2****Credit: 4****Essence of the course:**

Equipping the student teacher with English knowledge for communication and appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

**Objectives:****At the end of the course, the student teacher will be able to**

- enable the student teachers to
- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

**CONTENT OUTLINE****Unit 1: Lesson plan format grammar**

Planning for teaching Grammar and usage -Steps of preparing a lesson plan for grammar. – Types of grammar (Formal and Functional) - Methods of teaching grammar (Inductive and Deductive)

**Unit 2: Lesson plan format - composition**

Planning for teaching composition- Kinds of composition (Guided, Controlled and Free)-Steps of preparing a lesson plan for teaching composition-Correction of a composition work.

**Unit 3: Approaches to teaching English language**

Structural approach- Situational approach- Communicative approach- Eclectic approach- constructive approach- S-O-S approach.

**Unit 4: Teaching pronunciation**

Teaching Pronunciation and Spoken English. Standard Indian Pronunciation with reference to GIE/RP. - English sound system – Vowels, Consonants - Minimal contrasts – consonant clusters- Focusing on difficult sounds – comparison with sounds of Indian languages. Syllabification – stress, intonation, rhythm.

**Unit 5: Teaching of vocabulary**

Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary.

**Unit 6: Skill of speaking**

Concept of speaking in English as a second language.-Use of pronouncing dictionary-  
Technique of teaching speaking skills and pronunciation practice and drills – Ear Training,  
Repetition, Dialogues and conversation: Role of A.V. aids in teaching speaking skills.

**Unit 7: Skill of writing**

Mechanics of writing; Skills of writing- Discourse skill and Judgment Skill Reference skills-  
note making and note taking, reporting, summarizing, paragraphing, Characteristics of good  
hand writing, methods to develop good handwriting.

**Unit 8: Challenges of teaching English language**

Problems cropped up while teaching English in Indian schools - Difficulties faced by English  
teachers in the classrooms and suggestions to overcome them. Interference and influence of  
mother tongue.

**Unit 9: Analysis of syllabus, textual materials and professional competency of English teachers**

Understanding the relationship between curriculum, syllabus and text book. Qualities of a good  
text book- Selection of materials -Development of activities and tasks. Connecting learning to  
the outer world – rote learning to constructivism- Qualities of a good language teacher-  
Professional development of English teacher.

**Unit 10: Assessment and evaluation in English**

Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous  
and Comprehensive Evaluation (CCE) in English- Types of tests - Achievement test,  
proficiency test, Diagnostic test, Prognostic test.-Preparation of an Achievement test- Concept  
and need of remedial teaching.

**Mode of Transaction:**

Demonstration of teaching specific grammar items, Seminar on different expressions,  
Comparative study of various forms of compositions, Demonstration of steps followed in different  
methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage  
of Language games, Presentation of good models by native speakers, Through language lab, Framing,  
evaluating and interpreting a question paper.

**Practicum: Task and Assignment**

1. Projects on methods of teaching grammar
2. Language games on grammatical structure
3. Activities & competitions for Creative writing,
4. Practicing Formal and Informal Letter
5. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue,  
Role play, Brain storming
6. Watching video recordings
7. Oral Communication tasks
8. Language Lab activities
9. Workshop on preparation of blue prints, question papers, marking scheme and question wise analysis.

## 10. Construction of test items for diagnosis and achievement test and interpretation of test data

**Mode of assessment:**

Analysis of Group discussion, Participant Observation, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project)

**References:**

1. Ahuja and Pramila Ahuja, G.C. (1994) How to increase reading speed, Sterling Publishers.
2. Balasubramaniam.T (1990), The Text Book of English phonetics for Indian Students, Macmillan.
3. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
4. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
5. Billows, F. L.: The Techniques of Language Teaching, London Longman, 1975.
6. Bista, A.R.: Teaching of English. Sixth Edition. Agra: Vinod Pustak Mandir, 1965.
7. Bright and McGregor: Teaching English as Second language, Longman.
8. Bright, J.A.: Teaching English as Second Language. London: Long Man Group, 1976.
9. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199–224). New York: McGraw Hill.
10. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
11. Chaudhary, N.R.: Teaching English in Indian Schools. New Delhi: H Publishing Corporation, 1998.
12. Davidson, (2008). New methods of teaching English, NewDELhi-2: Karan Paper packs.
13. Elizabeth, M.E.S. (2010). Methods of Teaching English, Discovery Publishing House.
14. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156–157.
15. Françoise Grellet. (1986) Developing reading skills, CUB.
16. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
17. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold.
18. Heaton. J.B (1986), English Language Tests, Longman.
19. John Seely (1998) The Oxford guide to writing and speaking OUP
20. Lado, Robert (1971). Language teaching, New Delhi: Tata Mcgraw Hill Publishing house
21. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge
22. Paliwal A.K.(2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur.
23. Palmer, H.L. (1964-65): The Principles of language study, London: O.U.P.
24. Richards J.C. and Rodgers, T.S. : Approaches and methods in language Teaching, Cambridge
25. Roach, peter, (1991): English Phonetics and Phonology. Cambridge, C.P.U.
26. Singh, M.S. (2007): Teaching of English. New Delhi: Adhyayan Publisher and Distributors.
27. Tarafder, S.K. (2008) Teaching of English, New Delhi: A.P.H Publisher Corporation.
28. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
29. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House

**Course - 19(iv) Pedagogy of Malayalam II – Part 2****Credit: 4****Essence of the course:**

This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. This course deals with Malayalam usage and society. Usage of ICT, research in Malayalam language, professional traits of Malayalam teachers are reflected. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

**Objectives**

**At the end of the course, the student teacher will be able to**

- appreciate the role of Malayalam in the society
- familiarize the IT related professional inputs of teaching.
- understand the meaning, importance and concept of models of teaching in Malayalam language teaching.
- Use of Malayalam on Computers
- Apply phonetics of Malayalam
- Critical thinking and creative writing
- Know about action research
- be a professional Malayalam teacher.
- acquaint with the co-curricular activities in Malayalam.

**CONTENT OUTLINE****Unit 1: Reading and Writing**

The method best suited to Malayalam – mixed and composite method. The use of pictures, flash cards, charts sentence strips, etc., in taking to read, word selection, word frequency – the aims of silent reading and reading aloud training in each – introduction to independent reading initiation reading chart - Increasing use of silent reading and rapid silent reading – initiation to extensive to improve it – introduction to literary work use of a dictionary - Intensive and extensive reading – training in skimming and skipping – library work – dictionary – encyclopedia of different types – further training in effective loud reading - Writing with pen and ink – graded copy book – graphic devices in writing transcription – characteristics of good handwriting – legibility, beauty, proportion and speed – how to serve them – handwriting scales.

**Unit 2: Malayalam language and Society**

Malayalam language and society, language and culture, Mother tongue and folklore, colloquial language and dialects - Community resources – Types and utilization.

**Unit 3: ICT usages in Malayalam**

ICT in language teaching - Computer aided teaching, e-learning resources in teaching Malayalam, Video conferencing - Module preparation for e-content - Models of Teaching – meaning and scope - Suitable models for Malayalam language teaching – Concept Attainment and Synetics.

**Unit 4: Malayalam on computers**

Text editing tools – word processing and desktop publishing – Free Malayalam computing – Malayalam keyboard – Inscript keyboard – Zero width joiner (ZWJ) – Phonetic keyboard – Unicord - Malayalam unicord script - Malayalam softwares - Font – lalitha, sulekha, swanalekha, kartika – Aspal Malayalam – Payyans dictionary – Fix M.R – Malayalam Capcha – Fortune Malayalam – Mozhi, varnam, paral peru, sharika – Auto correct for Malayalam – Malayalam Wikipedia – Digital technology in classroom.

**Unit 5: Phonetics of Malayalam**

The different speech organs and their role - The individual sounds – vowels and consonants – their place and manner of articulation- Errors in pronunciation and the remedial measures to be employed- The text sentence connection – Devices for cohesion and coherence. The sentence – Types of sentences – Subordinate and co-ordinate clauses – Question forms – Analysis and classification of grammatical errors.

**Unit 6: Critical thinking and writing**

Critical thinking and creative writing - Critical appreciation of a poem - Novel, drama or a short story - Writing criticism of a contemporary novel, short story and a poem - Analysis of important critical works in Malayalam.

**Unit 7: Research in Malayalam**

Action research - steps in an action research - action research for language teachers.

**Unit 8: Professional traits of a Malayalam Teacher**

Professional development of Malayalam teacher - Teaching as a profession - Professional ethics - Personal and professional qualities of a teacher - Special qualities of Malayalam teacher - Ways and means of improving professionalism among Malayalam teachers - Traits of professionalism competencies listed by NCTE.

**Unit 9: Activities in learning Malayalam**

Co-curricular activities based on school related activities like literary club, drama club etc. - Malayalam language and Cinema.

**Unit 10: Teaching of Prose, Poetry and Composition**

Aims of teaching prose – different types of prose lessons and different approaches – Non-detailed prose – Training for independent and extensive reading – Methods of teaching the non-detailed text in lower and higher classes – Poetry – Appreciation, rhythm, dictions, ideas, emotions, imaginary expressions, suggestions etc. – Different types of poetry – composition – General principles.

**Mode of Transaction**

Dialogue, seminars, discussions, and group-work

**Practicum: Task and assignment**

1. Prepare a newsletter on the topic Malayalam language in Kerala.
2. Prepare and presentation of a minimum 5 discourses in language class.



3. Prepare a collection of poems and stories of your choice.
4. Planning and Preparing of language games to teach grammar and vocabulary items.
5. Preparing instructional materials in teaching Malayalam.
6. Prepare a review of any literary work of Indian writer in Malayalam published in last ten years.
7. Keeping in view the needs of children with special needs prepare 2 activities for Malayalam Teachers.
8. Prepare a report on challenges faced by teachers and learners in teaching and learning of Malayalam in Kerala.
9. Develop a Power Point presentation to teach any topic from Malayalam reader
10. Preparation of author's album, stick figure albums, flash cards for classroom teaching.

**Mode of assessment:**

Written test and Task and assignment

**References:**

1. Sabdasodhini
2. Keralapanineeyam
3. Bhashabhooshanam
4. Malayalasaili
5. Vrithasilpam
6. Keralabhasahavijnaneeyam
7. Vrithavicharam
8. Kairaliyute Katha
9. The teaching of Mother tongue by W.M. Rhyburn
10. Malayalasaahithaycharithram
11. Enthanu Blog? Blogging engane thudangam
12. Vijayam nedan social media.
13. Brooks,N(1964). *Language and language learning: Theory and practice*, NewYork:Harcourt, Brace &world, Inc.
14. Sivarajan,k & Sreemannuni,P.S.(2003) *Malayalabhashadhyapanam.Central cooperative stores,Calicut university*.
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16. NCERT(2005)National Cruuiculum Framework. New Delhi:NCERT
17. SCERT(2007),Kerala Curriculum Frame work.Trivandrum:SCERT
18. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: NewDelhi.
19. Prof. Erumeli Parameswaran Pillai (2005) *Malayala Sahithyam – Kalakhatangaliloode*, Prathiba books, Mavelikkara.
20. Dr. C.K. Chandrasekharan Nair (2002) *Malayalabodhanam*, The State Institute of languages, Thiruvananthapuram.
21. Dr. Sivarajan. K, Sreemanunni. P (2006) *Malayalam Bhashadhyapanam*, Calicut University Press.

**Course - 19(ix) Pedagogy of Commerce II– Part 2****Credit: 4****Essence of the course:**

The competencies of the teachers at the school level teaching is essential as they are to be a role model for the learners to enable them to proceed to further learning in the field of Commerce and Accountancy. Considering the importance of teaching and learning, the commerce teachers should have the strong basic knowledge and skills in commerce. They should be familiar with the developments in Commerce and Accountancy. Considering this, the course is designed to provide sound knowledge on the basic subject to the student teachers. They can be familiar with the techniques and approaches in the teaching of the basic subject by using learning resources and assessment techniques.

**Objectives:****At the end of the course, the student teacher will be able to**

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy;
- understand lesson planning and evaluation aspects in teaching Commerce and Accountancy;
- apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques;
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

**CONTENT OUTLINE****Unit 1: Analysis of commerce content at school level**

Analysis of commerce content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

**Unit 2: Analysis of Accountancy content at school level**

Analysis of Accountancy content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

**Unit 3: Construction of Achievement test**

Achievement test –characteristics-objectivity, reliability, validity and practicability - forms of test items – multiple choice type - short answer type and essay type – construction of achievement test - steps – blue print, weight age tables, question wise analysis and scoring key

**Unit 4: Interpretation of learners Achievement**

Data collection - Tabulation - Measures of central tendency – measures of variability – correlation. Parametric and non-parametric Statistics, difference.

### **Unit 5: Management**

Objectives of Management – Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB (Planning, Organization, Direction, Motivation, Coordination ,Control) – Modern Functions, Planning, Organizing, Leading, Controlling – Management skills, Conceptual skills, Human skills, Technical skills

### **Unit 6: Managing classroom**

Classroom management – classroom management, meaning - in allocated time and in transition time need, basic and necessary components -rules and procedure - consequences- relationships - reasons for disruptive behavior in the classroom -proactive classroom management strategies productive environment– de-escalation strategies – with-it-ness – proximity and body language-laughter is the best medicine -develop effective behavior cues.

### **Unit 7: Commerce Department**

Commerce Department - commerce laboratory – essential and desirable records, registers, and equipment - teacher’s diary- Commerce club or association activities- school bank – school cooperative society

### **Unit 8: Instructional Materials**

Textbook- reference books –periodicals- business journals, technical documents, survey reports- business documents –newspapers-research journals and reports –e-resources- importance of collateral readings.

### **Unit 9: Community Resources**

Community resources – meaning- types - their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community- field trip- work experience – guest speakers- activities to developing commercial interest and attitude.

### **Unit 10: Approaches in teaching Accountancy**

Journal, ledger, balance sheet, equation, spiral development, complete cycle: approaches- Teaching skill subject –software’s in Book keeping and Accountancy

### **Mode of Transaction**

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods

### **Practicum: Task and Assignment**

1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.

5. Commerce is a practical subject which cannot be taught under four walls- Justify and submit a report in the class as how best commerce can be taught?
6. Any other field based project, task or assignment connected with the units in this course

**Mode of Assessment:**

Written test, task and assignment

**References:**

1. Singh, Y.K. (2005) Teaching of Commerce, New Delhi: A.P.H. Publishing Corporation.
2. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
3. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects,  
New York: Mc. Graw – Hill Book Company Inc.
5. Musselman Vernon A et al (1979) Method of Teaching accountancy, New York: Mc Graw Hill.
6. Dalf Richard.L. : Management (E5) ,The Dryden Press, London.
7. Kochhar.S.K.: Methods and Techniques of Teaching, Sterling Publishers Private Limited. New Delhi. (1981)
8. Bining Arthur .C., and, Bining David. H. : Teaching the Social Studies in Secondary Schools, Tata McGraw –Hill Publishing Company LTD, Bambay, New Delhi.
9. Banerjee.M. : Business Administration - Principals and Techniques, Asia Publishing House, London
10. Bruce Joyce , Marsha Weil ,and Beverly Showers: Models of Teaching (E4), Prentice Hall of India PVT LTD . New Delhi.(1992)
11. De Cecco John.P., and William Crawford: The Psychology of Learning and Instruction (E2), Prentice Hall of India PVT LTD . New Delhi.(1988)
12. Learning To Do : Towards a Learning and Working Society, Ministry of Education , Social Welfare, Govt.of. India. New Delhi.(1978)
13. Petrovsky.A.V., and Yaroshevsky.M.G. : A Concise Psychological Dictionary, Progress Publishers .Moscow.
14. Sampath.K., Pannerselvam.A., and Santhanam.S. : Introduction to Educational Technology, Sterling Publishers Private Limited.New Delhi.
15. Sharma.R.C.: Modern Science Teaching, Dhanpat Raj & Sons, Delhi.

**WEB Resources**

1. [www.scholastic.com](http://www.scholastic.com)
2. [www.nepcam.org.an](http://www.nepcam.org.an)
3. [www.educatorstechnology.com](http://www.educatorstechnology.com)
4. [www.ecsu.edu](http://www.ecsu.edu)
5. [www.studentguide.org](http://www.studentguide.org)
6. [www.slideshare.net](http://www.slideshare.net)
7. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
8. [www.ala.org](http://www.ala.org)
9. [www.edudemic.com](http://www.edudemic.com)

10. [www.sciencedirect.org](http://www.sciencedirect.org)
11. [www.consumer.vic.gov.au](http://www.consumer.vic.gov.au)
12. [www.ctforg.in](http://www.ctforg.in)
13. A resource book for teaching and learning in commerce.
14. [http://www.tutorialspoint.com/e\\_commerce/](http://www.tutorialspoint.com/e_commerce/)
15. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
16. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
17. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
18. <http://www.tallytraining.in/>
19. <http://www.tallyschool.com/free-tally-course-online/>
20. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
17. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

**Course - 20(iv) Environmental Education****Credit: 2****Essence of the course:**

Understanding and coping with the nature is the essential need for human beings. Keeping this in mind, this paper tries to develop interest among the student teachers about the environment which would help them to find the solution for environmental problems. It also intends to develop a growing concern about the environment and its related issues.

**Objectives:****At the end of the course, the student teacher will be able to**

- understand the concept of environment, ecology and the problems concerning environment.
- visualize the importance of environmental education
- develop the skill of planning and organizing ecological activities in the school.
- apply different techniques and materials for the effective dissemination of environmental information.
- sensitize towards conservation of natural resources.
- enable the students to practice environmental friendly life style.
- develop positive attitude towards protecting the environment.
- organise field trips, survey, environmental games and hobbies locally.

**COURSE CONTENT****Unit 1: Nature and scope of environment and environmental education**

Environment: Meaning, components – Environmental Education –Meaning, Scope, importance, objectives of environmental education. –Environmental education at Primary, Secondary and higher Secondary level.

**Unit 2: Ecosystem and biodiversity**

Ecosystem: Structure and function of ecosystem, types, Energy and its flow in ecosystem, biogeochemical cycle – Biodiversity, conservation of biodiversity: In-situ and Ex –situ conservation – hot spots.

**Unit 3: Natural resources and conservation movement**

Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Social forestry scheme – Environmental ethics

**Unit 4: Environmental Problems**

Pollution: Soil, water, air, noise, nuclear causes, effects and control – Global warming – ozone depletion – population explosion – Urbanization – deforestation – sanitation.

**Unit 5: Solutions to environmental problem**

Waste management: Solid, Industrial, e-waste. – Alternative source: Green energy, Green plastics, organic farming and eco-friendly life style –Environmental acts: Air, water, Forest and wild life conservation act

### Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

### Practicum: Task and Assignment

1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Prepare a list of Eco friendly, bio-degradable products and write its advantages.
3. Write a report on any one of the concept of ecosystem, greenhouse effect, global warming, depletion of ozone layer, Acid rain, and acts related to conservation of environment.
4. Write a report on environmental issues and role of any agencies in protecting that issues.
5. Arrange a programme for environmental awareness and write a reflective report.

### Mode of Assessment

Written test, Task and Assignment.

### References:

1. Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing
2. Mishra, Shubharata R. &Yada, P.R.(2004). Environmental Ecology. New Delhi: Discovery Publishing House
3. Misra, S.P. &Pandey, S.N. (2011). Environment and Ecology. New Delhi: Ane Books Pvt. Ltd.
4. Nagor, A.P.(1996). Biological Diversity and International Environmental Laws. New Delhi: A.P.H. Publishing Corporation.
5. Nasrin, Dr. (2008). Environmental Education. New Delhi: APH Publishing Corporation
6. Rana, S.V.S. (2007) Essentials of Ecology & Environmental Science. New Delhi: Prentice Hall of India Pvt Ltd.
7. Sharma B.L. &Maheswari. B.K. (2008). Education for Environmental and Human Value. Meerut: R.Lall Books Depot.
8. Sharma, R.A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
9. Singh, Lalan Kumar & Kumar, Aravind (2006), Advanced Ecology. New Delhi: Daya Publishing House
10. Singh, Y.K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing
11. Tripathy, A.K. & Panday, S.N. Water Pollution. New Delhi: Ashish Publication House

### Web resources:

1. [www.ehow.com/list\\_6506519\\_list-environmental-protocols.html](http://www.ehow.com/list_6506519_list-environmental-protocols.html)
2. [www.unpeacemaker.org/international-environmental-law.html](http://www.unpeacemaker.org/international-environmental-law.html)
3. [www.ec.europa.eu/environment/international\\_issues/agreements\\_en.htm](http://www.ec.europa.eu/environment/international_issues/agreements_en.htm)
4. [www.biodiversity.govt.nz/picture/biodiversity/state/destruction.html](http://www.biodiversity.govt.nz/picture/biodiversity/state/destruction.html)
5. [www.controllingpollution.com/need-for-environmental-education/](http://www.controllingpollution.com/need-for-environmental-education/)
6. [www.nrdc.org/globalwarming/](http://www.nrdc.org/globalwarming/)
7. [www.worldviewofglobalwarming.org/](http://www.worldviewofglobalwarming.org/)
8. [www.globalwarming.com/2009/03/the-greenhouse-effect/](http://www.globalwarming.com/2009/03/the-greenhouse-effect/)
9. [www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions](http://www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions)

## **ENGAGEMENT WITH THE FIELD**

### **a. Task and Assignment related to theory courses**

At the end of course outline in the each of the theory paper offered during the second academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

### **b. Teaching Competency (16 weeks of School Internship)**

Each student teachers will be attached to a school or two schools in one or two blocks of internship. The total duration of internship will be 16 weeks. during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). Each student teacher will spend first week of internship for observation. During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen. The details of roles to be performed and records to be produced with respect to Course 21 and Course 22 at the end or given below.

### **Course - 21 Pedagogy of School Subject 1**

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject I)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject I (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

#### ***The records to be produced at the end of the internship:***

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students



## Course - 22 Pedagogy of School Subject 2

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject II)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject II (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

### ***The records to be produced at the end of the internship:***

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students

## Course – 23 c. Yoga, Health & Physical Education

**Credit: 2**

### Essence of the course:

The focus of the present course is on understanding the physical, mental fitness for healthy life. This course discourses the yogic exercise, health, and its importance. It also helps to understand the recent diseases and precaution.

### Objectives:

**At the end of the course, the student teacher will be able to**

- create awareness on difference aspects of health and fitness.
- acquire the knowledge of Yoga & exercises
- understand the physical fitness & Yoga.
- learn good health habits.
- develop total personality and suitable leadership
- enable student teacher organize physical activities

### CONTENT OUTLINE

#### Unit 1: Yogic exercises

Yogic exercises: breath – normal – yogic breath: inhale, exhale – Asanas: Padmasana, Vajrasana, Yogamudra, Salabasana, Sarvangasana, Halasana, Pujangasana, Dhanurasana and Suryanamaskaram – role of yoga meditation in life situation – importance of yoga in school education.

#### Unit 2: Yoga in daily life

Yoga in daily life – mudras – yoga exercises for numbness in fingers – 13 stages and its uses. Bandage – accidents in classrooms, burns – preparing first aid, fainting – kits (use and its maintenance), sprain, massage.

#### Unit 3: Growth and requirements

**Human body:** Growth & development a children at different ages, their needs and interests, psychological development – Physical, emotional and mental changes during adolescence.

**Sexual abuse:** Myths and misconceptions regarding growing up, Management of stress and strain and life skills.

**Nutrition:** Dietary requirements needs according to age, sex – Need for diet planning: Food and water.

#### Unit 4: Communicable and Non-communicable diseases

Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases-Beta Thal Major, Sickle Cell Anemia, Hemophilia; Diagnosis, Prevention & Prognosis.

Pollution: Types, Causes, effect and control of various pollution

**Unit 5: Health and sports**

Fundamental skills of games & sports: Sports for recreation and competition, Rules and regulations of sports, Sports ethics, Sports awards and scholarships, Sports – personship – Develop of physical fitness, Postures, Importance of relaxation, Health and physical education and its relationship with other the subject areas like science, social science & languages.

**Mode of Transaction**

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

**Practicum: Task and Assignment**

1. General guidelines for performance of the practice of yoga for the beginners
  1. Guidelines for the practice of *kriyas*
  2. Guidelines for the practice of *asanas*
  3. Guidelines for the practice of *prāṇāyāma*
  4. Guidelines for the practice of *kriya yoga*
  5. Guidelines for the practice of *meditation*
2. Project on health / Sports and Yoga
3. Organisation of games & sports
4. Visit sports stadium and report
5. Participating various games and discuss all the games in class.
6. Health education and yoga – Analysing various topics by using various charts, photographs and other materials.
7. Surfing to know the different sport and games in India and report
8. Prepare the portfolio for Yoga and its advantages.
9. Make a sports album.

**Mode of Assessment**

Written test, Task and Assignment.

**References:**

1. Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
5. Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers
6. Kancle., B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Burean& NCERT , NewDelhi – 16.
8. Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra

9. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.
10. Agarwal, Satya P. (1998), The social role of the Gītā: how and why, MotilalBanarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010
11. Goel Devraj&Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, M.S. University of Baroda, Vadodara.
12. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
13. Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
14. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
15. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
16. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.
17. [www.FalunDafa.org](http://www.FalunDafa.org)
18. [www.http://greatist.com/health/19-worst-tech-related-health-risks](http://greatist.com/health/19-worst-tech-related-health-risks)

**d. COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)****Course - 24 EPC4: Understanding the Self (½)****Credit: 2****Essence of the course:**

Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

**Objectives:****At the end of the course, the student teacher will be able to**

- Understand the meaning and importance of self-concept and self-esteem.
- Be aware of different factors related to self-concepts and self-esteem.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Explain the different limbs of Aṣṭāṅga yoga.
- State the different types of yoga.
- Derive how Haṭha yoga and Aṣṭāṅga yoga are complementary to each other.
- Name the ṣatkarma and describe their use in cleansing the body and the mind.
- Demonstrate some important āsanās, and prāṇayāma.

**CONTENT OUTLINE****Unit 1: Self-concept**

Meaning and Definition of self-concept – Importance of self-concept – Components of self-concept – Factors influencing self-concept – Development of self-concept – Impact of Positive and negative self-concept - Trust building – revisiting one’s childhood experiences – empathising with other childhoods and peers.

**Unit 2: Professional identity of teacher**

Sensibilities, dispositions, resilience and skills personal growth: communication skills ability to listen and observe – holistic and integrated understanding self and personality – Teambuilding, respecting, sharing responsibility – the change agent –designing and leading change /social action

**Unit 3: Modes of expression**

Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations –culture for listening and accepting through story making, self-disclosure, art, dance and theatre

**Unit 4: Self-esteem and Identities of self**

Meaning and concept of self-esteem – Importance of self-esteem – Types of self-esteem – Strategies for positive behaviour – Keys to Increasing Self-Esteem

Gender, relational, cultural –beliefs, stereotypes and prejudices – identities awareness in political, historical, and social forces– personal narratives, life stories, group interactions, film reviews, addressing conflicts, Nature walk/field visit, adventure.

**Unit 5: Meditation and Yoga enhance abilities of body and mind**

Meditation and Yoga, meaning, practice and importance– Live in peace and harmony with one’s surroundings –promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts

**Mode of transaction**

Lecture-cum-discussion, workshop sessions, assignments, presentations by students

**Practicum: Task and Assignment**

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

**Mode of Assessment**

Written test, Task and Assignment

**References:**

1. **Stevens, N. (2008).** *Learning to Coach.* United Kingdom: Howtobooks.
2. **Rohrer, J. (2002).** *ABC of Awareness.* Oberurnen: UTD Media.
3. **Adair, J. & Allen, M. (1999).** *Time Management and Personal Development.* London: Hawksmere.
4. **Simanowitz, V. and Pearce, P. (2003).** *Personality Development.* Beckshire: Open University Press.