



# P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

(Govt. Aided Teacher Education Institution affiliated to Kannur University)

Recognized by NCTE included under UGC 2(f) & 12(B) category

Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

**6.5.2: The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

## CURRICULAR PLAN



Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal

### Curricular Plan

Name of the Teaching Faculty: Dr. Rekha K R

CURRICULAR PLAN OF ACTION				COURSE CODE:P101.3	
<b>GENERAL INFORMATION</b>					
Academic year:2022-23	Batch:2022-24	Semester: I			
Paper: Pedagogic	Paper code:P101.3	Paper Title:Understanding The Discipline And Subject-English	Marks:60 (50 external+10 Internal)	Total Time:50 hrs	
Name of the Teacher:Dr Rekha K R		Designation:Associate Professor in English	Submitted on: 01/06/2022		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
acquaint with the meaning, nature and characteristics of language education			1. To develop a thorough understanding of the nature ,scope of English language education		
familiarize with the nature, roles, and scope English Language and its status in the Present day world			2. To develop understanding of English language skills as process and product		
familiarize with Taxonomy of Educational Objectives			3. To achieve mastery over the methods,institutionalstrategies,Techniques of teaching English		
develop an insight into the symbiotic relationship between curriculum, syllabus and text books			4. To get an understanding of the of the principles of curriculum construction and also acquire a familiarity with different approaches of organising English language curriculum		
develop the competencies and professional qualifications for teacher in the present scenario.			5.To identify relevant psychological theories and its application in the learning of English language		
identify methods, approaches, materials and new trends for teaching English at various levels			6. To develop an understanding of the aims and objectives of teaching English at secondary level		
develop the ability to apply theories related to Language teaching					
familiarize with the approaches, methods& techniques and develop the knowledge of acquisition of basic language skills					
update Knowledge of current approaches, methods and strategies					
develop the ability to choose the most suitable approaches,					



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methods& strategies for classroom teaching				
<b>CONTENT OVERVIEW</b>				
Unit 1:	GENERAL INTRODUCTION TO ENGLISH LANGUAGE EDUCATION			
Unit 2:	AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE			
Unit 3:	CURRICULUM DESIGNING IN ENGLISH LANGUAGE EDUCATION			
Unit 4:	LANGUAGE ACQUISITION			
Unit 5:	THEORETICAL BASES OF TEACHING ENGLISH LANGUAGE			
<b>CURRICULAR TRANSACTION PROCESS</b>				
<b>UNITS</b>	<b>MODE OF INTERACTION</b>	<b>STRATEGY /TECHNIQUES</b>	<b>SUPPORT SYSTEMS/RESOURCES</b>	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Practicing teachers</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Expert lecture by teacher educator</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> <li>Teachers hand book on SCERT site</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Worksheet lessonplans prepared by student teachers</li> <li>Print outs</li> <li>School textbook of English – SCERT/Kerala syllabus</li> <li>Andrapradesh</li> </ul>
				<b>TIME:</b> 15-20 hrs



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Unit 1:	<b>GENERAL INTRODUCTION TO ENGLISH LANGUAGE EDUCATION</b>				
Sub unit1	Language: Nature, meaning & definitions, characteristics and functions				
Sub unit2	Language and Culture, Role of family and community as a resource in language acquisition				
Sub unit 3	Basic Concepts: Morphology, Phonology, Syntax, semantics				
Sub unit 4	First Language, Second Language & Foreign language				
Sub unit 5	English as a Second language & foreign Language				
Sub unit 6	Nature and Scope of English Language				
Sub unit 7	Need & Significance of English				
Sub unit 8	Language teaching and learning				
Sub unit 9	Problems of learning English as a second language				
Sub unit 10	English Language in Kerala				
Sub unit 11	Difference between Oral and Written language				
Unit 2:	<b>AIMS AND OBJECTIVES OF TEACHING ENGLISH LANGUAGE</b>				
Sub unit1	Aims and Objectives of Teaching and learning Languages				
	Socio-cultural & utilitarian aims				



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Sub unit2	Principles of Language Learning				
	Objective Based Instruction				
	Bloom's Taxonomy of Educational Objectives (original & revised)				
	Objectives and Specifications				
	Process Oriented Teaching and learning				
	Outcome based Learning (OBL)				
	Developing communicative competencies				
	Addressing learner sensibilities and abilities				
	Aims and Objectives of Teaching and learning English Language				
Unit 3:	<b>CURRICULUM DESIGNING IN ENGLISH LANGUAGE EDUCATION</b>				
Sub unit1	Curriculum: Meaning, Definition and principles				
Sub unit2	Approaches to curriculum construction				
Sub unit3	Modern Trends in Curriculum Construction				
Sub unit4	NCF (2005), KCF (2007)				
Sub unit 5	A Critical review of English Curriculum of state schools of Kerala				
Unit 4:	<b>LANGUAGE ACQUISITION</b>				
Sub unit 1	Acquisition v/s Learning				
Sub unit 2	Language Skills: LSRW				
Sub unit 3	Receptive skills & Productive skills				
Sub unit 4	Listening skill; Significance of				



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	listening				
Sub unit 5	Speaking skill: Importance of speaking, Pronunciation				
Sub unit6	Reading skill: Importance of reading skill				
Sub unit7	Writing Skill: Importance of writing skill Types of writing, Characteristics of good handwriting Creative writing				
Unit 5	<b>THEORETICAL BASES OF TEACHING ENGLISH LANGUAGE:</b>				
Sub unit 1	Application of Psychological Theories & Principles				
Sub unit 2	Models of Teaching: Basic Concepts, families and Properties				
Sub unit 3	Approaches, Methods, strategies and techniques of teaching				
Sub unit 4	Approaches, Methods& techniques and of teaching Language skills:				
Sub unit 5	Modern Strategies in language teaching & learning				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
<b>DIGITAL</b>			<b>NON DIGITAL</b>		
Metafrazi- An audio book on the recitation of original and translated work			Completion of translations (BURGEON)student teachers &teacher educator		
Funpedia-A pedago literary attempt where language related post and funs posted through whatsapp and other social media are very intrinsically analysed in terms of linguistic/literary/semantic			Framework prepared by student teachers-An elementary form of analysis of Kerala school English upto 12 <sup>th</sup> class by listing down the components of prescribed for each class/unit		



  
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CURRICULAR PLAN OF ACTION				COURSE CODE:201.3	
<b>GENERAL INFORMATION</b>					
Academic year:2022-23	Batch:2022-24	Semester: II			
Paper: Pedagogic	Paper $\rho$ code:201.3	Paper Title:Pedagogy of school subject English,Part 1 English	Marks:50+10(External+Internal)	Total Time:50hrs	
Name of the Teacher:Dr Rekha K R		Designation:Associate Professor in English	Submitted on: 01/06/2022		
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1. Familiarize With The Nature Of Text Book And Analyses Pedagogically			1. Develop a creative capacity to integrate pedagogic activities with the contemporary socio political cultural ,sports events.		
2. Understand The Pedagogical Approaches And Strategies For Acquiring Language Skills And Different Discourses Of School Curriculum			2. Develop literary and linguistic knowledge in creative ways through pedago literary activities		
3. Develop An Understanding Of Pedagogy And Its Principles			3. Utilise any socio-political ,religions, aesthetics literary event for the teaching and learning of English		
4. Develop The Ability And Acquires The Teaching Skills By Practicing Complex Skills Of Classroom Teaching			4. Organise pedago literary, linguistic and phonological event as part of teaching and learning		
5. Develop The Ability To Design Lesson Templates Incorporating The Relevant Objectives And Activities			5.Integrate pedago literary events in classrooms for learning of English		
6. Develop Knowledge Of The Importance Of Planning In Teaching			6.To achieve mastery over the methods ,institutional strategies,techniques of teaching English		
7. Familiarize With Ways Of Employing Teaching Skills For Effective Teaching					
8. Acquire The Ability To Plan Lessons And Use In Classroom Teaching					



  
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9. Acquire The Ability To Apply Suitable Teaching And Learning Resources In Classroom Teaching					
<b>CONTENT OVERVIEW</b>					
Unit 1: INTRODUCTION TO PEDAGOGIC ANALYSIS - ENGLISH					
Unit 2: ESSENTIAL REQUIREMENTS FOR TEACHING ENGLISH LANGUAGE					
Unit 3: RESOURCES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE					
Unit 4: ASSESSMENT IN ENGLISH LANGUAGE EDUCATION					
Unit 5: GLOBAL TRENDS IN ENGLISH LANGUAGE EDUCATION					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Group Discussions</li> <li>online mode</li> <li>Demonstration-Observation</li> <li>Supervised practice</li> <li>Lectures</li> <li>Practical sessions in the method lab</li> <li>Workshop for formulating lesson plan components</li> <li>Pedago literary meeting</li> <li>Peer reviews</li> <li>Lesson templates developing group</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>LPS Text books/Readers</li> </ul>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>



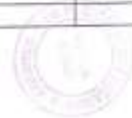
  
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		<ul style="list-style-type: none"> <li>Try outs of materials developed</li> </ul>			
Unit 1:	Introduction To Pedagogic Analysis - English				
Sub unit1	Pedagogic Science; Teacher as a pedagogue				
Sub unit2	Principles of pedagogic Analysis				
	Content Knowledge and Pedagogic Knowledge, Pedagogic Content Knowledge				
Sub unit 3	Pedagogic Content Knowledge analysis: scope, Principles and objectives				
Sub unit 4	Steps involved in pedagogic content knowledge analysis				
Sub unit 5	Pedagogic Analysis of English Language Discourses: Conversation, poem, rhyme, slogan, speech, notice, report, message, letter, poster, advertisement, Profile, biography, essay, story, narration etc.				
Sub unit 6	Pedagogic Analysis of language elements: grammar, vocabulary, structures, rhetoric & prosody etc.				
Sub unit 7	Pedagogic Analysis of English Text Books prescribed for the State				



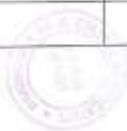
  
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	Schools of Kerala From 6th Std to 12th Std				
Unit 2:	Essential Requirements For Teaching English Language				
Sub unit 1	Perspectives in Language Learning & Teaching				
Sub unit 2	Teaching and Learning of language: Its nature and significance				
Sub unit 3	Teaching is an art and science; Learner and Teacher				
Sub unit 4	Inter dependence of Teaching & Learning, Maxims of Teaching				
Sub unit 5	English Language Teacher				
Sub unit 6	Changing concept of Teaching, learning, classroom environment; CWW (classroom without walls), VLE (Virtual Learning Environment.)				
Sub unit 7	Competency Based Language Teaching (CBLT) Language teacher competencies				
Sub unit 8	Teaching Skills: Pre teaching skills and post teaching skills Core skills in teaching: stimulus variation, introducing, explaining, questioning, response management,				
Sub unit 9	Application of ICT skills, Black Board, White Board, & Interactive Board				
	Practicing teaching skills:				



  
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Sub unit 10	Micro Teaching: Principles and definitions, Micro teaching cycles, Link practice				
Sub unit 11	Planning in Teaching: Importance of planning in teaching Objectives of Planning, Different levels of Planning: Year plan, Unit splan, lesson plan				
Sub unit 12	Planning and designing of lesson templates Steps involved in preparing lesson template				
Sub unit 13	Designing lesson templates for different language discourses & language elements				
Unit 3:	<b>Resources In Teaching And Learning Of English Language</b>				
Sub unit1	Teaching Learning Materials: Psychological Bases				
Sub unit2	Teaching aids: its design and development				
Sub unit 3	Audio, video, audio-video, Graphic and improvised aids, Projected and non projected aids, Animated and digital aids, Language Lab, Multi media aids				
Sub unit4	Library: Importance of library, types of library				



  
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	teaching				
Sub unit 7	Marking and Grading, Grading indicators				
Sub unit 8	Assessment using ICT				
Sub unit 9	Development of online tests				
Sub unit 10	Preparation and use online tests and its application				
Sub unit 11	Student evaluation: Self evaluation, Peer evaluation				
Sub unit 12	Preparation of scoring indicators for CE and CCE				
Sub unit 13	Assessment Rubrics				
Unit 5:	<b>Global Trends in English Language Education</b>				
Sub unit1	Position of English Language in the present day world				
Sub unit2	English language education in India & Kerala				
Sub unit 3	English as a foreign Language				
Sub unit 4	Pedagogic practices of English Language teaching & learning				
Sub unit 5	Critical evaluation of teaching and learning English in Kerala				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
<b>DIGITAL</b>			<b>NON DIGITAL</b>		
GRAMMAPOLIS-An Animation Video			VERSOFFERENCE-A Repertoire of Poetics		
			PYGMALION-A Sublime comedy performance		
			DIFFERENT DAY OBSERVANCES-pedagogic performance		
<b>ASSESSMENT FOR LEARNING</b>					



  
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Sub unit 5	Teaching learning resources: TB& HB, its characteristics and qualities				
Sub unit 6	Other resources: Supplementary Readers, Local Text, live Text, static text etc.				
Sub unit 7	Resource Mapping				
Sub unit 8	E- Learning and e teaching: Digital text books, Digital library & other online resources				
Sub unit 9	Designing of Digital text books, e-books and its application, Adopting down loaded resources for teaching English				
Sub unit 10	M-learning: smart phones as learning devices and its scope				
Unit 4:	<b>Assessment In English Language Education</b>				
Sub unit1	Assessment for learning & teaching				
Sub unit2	Assessment for learner achievements				
Sub unit 3	Objectives of assessment, Tools& Types; formative and summative				
Sub unit 4	Continuous Evaluation, comprehensives evaluation, Continuous and comprehensive evaluation				
Sub unit 5	Construction and administration of achievement test				
Sub unit 6	Diagnostic tests and Remedial				



  
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Beatitude -A self learning package on Question answer Transformation  
[Exclusively built in the context of World Cup Football 2022]

**ASSESSMENT FOR LEARNING**

	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questions	Skill test- speaking,listening, reading,writing,r eferencepedago literary skills	Compiling homographs Homonyms	Lecture on analysing pedagogic Analysing pedagogical pedago literary aspects of various events.	Day observance on linguistically/litera lly important occasion(Translati on day)
Unit 2:			Listing translated works in school English upto +2	Remedial/Working out the worksheets and activities :Vocabulary,Grammar and linguistic phonetic	Preparing translation of @ther own works or other works any other language English or Malayalam
Unit 3:			Preparing on analytic frame of the components	Going through CBSE/ICSE/Other states/International syllabus-English reader	
Unit 4:					
Unit 5:					

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	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questions	Lesson templates preparation		Templates of different discourses and genres	
Unit 2:	Oral questions	Worksheet preparation Worksheet on vocabulary practice,vocabulary test,grammar practice , comprehension enhancing,comprehension checking			
Unit 3:	Oral Questions	Learning aid preparation			
Unit 4:	Oral questions	Test item preparation			
Unit 5:	Oral questions	Worksheet of various types			

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CURRICULAR PLAN OF ACTION			COURSE CODE: B Ed	
Academic year: 2022-2023	Batch: 2022-24	Semester: 2		
Paper: Pedagogic	Paper code: 202.3	Paper Title: Assessment For Learning	Marks: 80+20 (external + internal)	Total Time: 80hrs
Name of the Teacher: Dr. Rekha K R		Designation: Associate professor in English	Submitted on: 01/06/2022	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)	
1. Acquire Conceptual Understanding About Assessment .			1. The student will be able to develop tools for assessment very creatively and in playway strategies	
2. Get Trained In IT- Based Modes Of Assessment				
3. Get Introduced Different Measures Of Assessment				
4. Gain A Critical Understanding Of Issues In Assessment And Evaluation				
5. Grasp Basics Of Assessment, Such As Formative And Summative Assessment				
6. Evaluation And Measurement, Test, Examination				
7. Become Proficient In Evaluation , Assessment , Measurement And Tests				
8. Assessment That Aid Student Learning				
9. Become Proficient In Administrating, Scoring And Interpreting Professionally				
10. Develop <del>And</del> Teacher Made Assessment Procedures.				
11. Understand The Assessment Of Students With Disabilities				
12. Get Trained In IT- Based Modes Of Assessment				
<b>CONTENT OVERVIEW</b>				
Unit 1: Conceptual Background Of Assessment				
Unit 2: Perspectives of Assessment and Evaluation				



  
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Unit 3:	Overview of Assessment and Evaluation				
Unit 4:	Tools and Techniques of Assessment for Learning English				
Unit 5:	Technology in assessment				
Unit 6:	Data Analysis, Feedback and Reporting				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME: Shr/week
			Digital	NonDigital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>E-Learning resources</li> <li>Support system</li> </ul>	
Unit 1:	<b>Conceptual Background Of Assessment</b>				
Sub unit1	Definition and rationale of assessment-older methods of assessment- short comings of traditional external examination.-				
Sub unit2	Radhakrishnan commission (1948-49),Secondary education commission(1952-53),Kothari commission(1964-66),National Policy Education (1986) and programme of action in (1992), National curriculum frame work(2005), National Focus Group position 156				



  
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	paper on examination reforms, The right of children to free and compulsory education act RTE act(2009),Kerala curriculum frame work (2007)				
Unit 2	<b>Perspectives of Assessment and Evaluation</b>				
Sub unit 1	Perspective on assessment and evaluation of learning in a constructivist paradigm				
Sub unit 2	Distinction between 'Assessment of Learning' and 'Assessment for Learning'				
Sub unit 3	Purposes of assessment in a 'constructivist' paradigm				
Sub unit 4	. Critical review of current evaluation practices and their assumptions about learning and development				
Sub unit 5	Evaluation as ongoing teaching-learning process and through overall performance of child.				
Unit 3	<b>Overview of Assessment and Evaluation</b>				
Sub unit1	Clarifying the terms				
Sub unit2	Kinds of tasks: projects, assignments, performances				
Sub unit3	Kinds of tests and their constructions				
Sub unit4	Observation of learning processes by self, by peers, by teacher; Self-				



  
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	assessment and peer –assessment; constructing portfolios				
Sub unit5	Quantitative and qualitative aspects of assessment.				
Unit 4	<b>Tools and Techniques of Assessment for Learning English</b>				
Sub unit 1	Performance-based assessment, developing indicators for performance based assessment in English.				
Sub unit2	Assessment of assignment and seminars in English				
Sub unit3	Assessment of participation in collaborative learning				
Sub unit 4	Assessment of experimental work in English				
Sub unit 5	Construction of test items in English and administration of tests				
Unit 5	<b>Technology In Assessment</b>				
Sub unit 1	Computer Assisted Assessment, online assessment, eportfolio-downloading online tools and rubrics for e-materials and activities – online language tests- grammar online assessment –web based creativity tests.				
Unit 6	<b>Data Analysis, Feedback and Reporting</b>				
Sub unit1	Statistical tools—				



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Sub unit2	Feedback as an essential component of formative assessment				
Sub unit3	Reporting- Place of marks, grades and qualitative descriptions				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
			Worksheet for assessment of different components of language		
			Different test on language skills		
			Unit test on high school reader		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDICATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questioning	Developing materials for assessment			
Unit 2:	Oral questioning	Preparing sample tests			
Unit 3:	Oral questioning				
Unit 4:	Oral questioning				
Unit 5:	Oral questioning				
	+Model exams				


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CONTENT OVERVIEW					
Unit 1:	TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS				
Unit 2:	E-RESOURCES IN TEACHING & LEARNING OF ENGLISH LANGUAGE				
Unit 3:	COMMUNITY BASED TEACHING & LEARNING				
Unit 4:	TEACHER AS A REFLECTIVE PRACTITIONER				
Unit 5:	RESEARCH INPUTS IN ENGLISH LANGUAGE LEARNING				
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:20 hrs.
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Reflective talks</li> <li>Student led Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	<b>Techno Pedagogic Content Knowledge Analysis</b>				
Sub unit1	TPCK- Inter relationship of Content Knowledge, Pedagogical Knowledge ,Technological Knowledge				
Sub unit2	Scope and challenges of TPCK in English language Teaching				
Sub unit3	Teacher as a techno pedagogue				
Sub unit 4	Knowledge generation/ production				
Sub unit 5	Use of web based resources of TPCK				
Sub unit 6	TPCK based content Analysis of selected units of TB of Secondary				



  
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	schools				
Sub unit 7	Programmed instruction and self instructional modules				
Sub unit 8	Critical Analysis of English H B& Text Books-Course Book/Practice Book/Work Book/Supplementary Reader/Literature Reader for VIII to X std of the state schools				
<b>Unit 2:</b>	<b>E-Resources in Teaching &amp; Learning Of English Language</b>				
Sub unit 1	E- Learning and e teaching:				
Sub unit2	Digital text books, Digital library & other online resources				
Sub unit3	Designing of Digital text books, e-books and its application				
Sub unit 4	Adopting down loaded resources for teaching English				
Sub unit 5	M-learning: smart phones as learning devices and its scope				
<b>Unit 3:</b>	<b>Community Based Teaching &amp; Learning</b>				
Sub unit1	Teaching and learning resources: Formal & informal learning contexts				
Sub unit 2	Role of Language Institutes /Universities in English language learning				
Sub unit3	Society as Language Lab				
Sub unit4	Role of films and Theatres, Mass Medias- News papers,				



  
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	magazines& electronic Medias etc				
Sub unit5	Literary Clubs and Language forums, Interview & Talks by Experts, Exposure to events of National Importance; Celebration of Language specific days				
<b>Unit 4:</b>	<b>Teacher As A Reflective Practitioner</b>				
Sub unit1	Teacher; Teaching Profession				
Sub unit2	Professional Traits and competencies				
Sub unit3	Professional Ethics				
Sub unit4	English Language Teacher: his Varying Roles Qualities and qualifications				
Sub unit5	Humanistic TEACHER attributes: Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection Know ledge worker, Facilitator, Mentor, Social Engineer, Helper, guide				
Sub unit6	Reflective Practitioner				
Subunit7	Teacher Development, Professional Development				
Sub unit8	Continuing professional Development (CPD)				
Sub unit9	Teacher Accountability				
Sub unit10	Rubrics for self assessment				
Unit 5:	Research Inputs In English Language Learning				



  
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Sub unit1	Continuing Professional Competencies				
Sub unit2	Researches in English Language Education and Second Language Pedagogy				
Sub unit3	Identifying and locating significant concerns related to English language learning				
Sub unit4	Action Research –Investigating learner issues				
Sub unit5	Review of Recent Research Studies in English Language Education				
Sub unit6	Place of English language as a source of knowledge				
Sub unit7	Networking in professional & Personal growth				
Sub unit8	Professional communities: E-twinning for institutional & professional growth				
Sub unit9	Forming forum of online learning and teaching				
Sub unit10	Use of E-mails, blogs, teacher tube etc. For promoting teaching and learning of English				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
			Lesson plans with different format		
			Different tests designed for high school/higher secondary learners		
<b>ASSESSMENT FOR LEARNING</b>					



  
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	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questions	Developing lesson templates with creative activities			
Unit 2:	Oral questions				
Unit 3:	Oral questions				
Unit 4:	Oral questions				
Unit 5:	Oral questions				

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CURRICULAR PLAN OF ACTION				COURSE CODE: P 301.3	
<b>GENERAL INFORMATION</b>					
Academic year:2022-2023	Batch:2021-2023	Semester: III			
Paper:Pedagogic	Paper code: P 301.3	Paper Title:Pedagogy of school subject English- Part II	Marks:60(50 external +10 internal)	Total Time:50hrs	
Name of the Teacher:Dr.Rekha K R		Designation:Associate Professor in English	Submitted on: 01/06/2022		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. Understand the concept and importance of techno pedagogical analysis.			1. To acquaint the student teachers with creative and reflective teaching learning exposures		
2. Develop an insight of teacher as a techno pedagogue.					
3. Familiarize with the basics of teaching and teaching profession					
4. Familiarize with the ways of professionalizing language education in a technological scenario					
5. Familiarizes with the ways of integrating Ict resources in teaching and evaluation					
6. Acquaints with professional traits and competencies					
7. Promote student effort in learning					
8. Equip to manage diverse learner needs in language classes					
9. Develop interest in innovative practices in the field of English language teaching and					
10. learning					
11. Develop the ability to apply the Ict based resources for enhancing teacher effectiveness					
12. Develop the professional competencies and personal qualities					



  
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CONTENT OVERVIEW					
Unit 1:	TECHNO PEDAGOGIC CONTENT KNOWLEDGE ANALYSIS				
Unit 2:	E-RESOURCES IN TEACHING & LEARNING OF ENGLISH LANGUAGE				
Unit 3:	COMMUNITY BASED TEACHING & LEARNING				
Unit 4:	TEACHER AS A REFLECTIVE PRACTITIONER				
Unit 5:	RESEARCH INPUTS IN ENGLISH LANGUAGE LEARNING				
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:20 hrs
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Reflective talks</li> <li>Student led Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	<b>Techno Pedagogic Content Knowledge Analysis</b>				
Sub unit1	TPCK- Inter relationship of Content Knowledge, Pedagogical Knowledge ,Technological Knowledge				
Sub unit2	Scope and challenges of TPCK in English language Teaching				
Sub unit3	Teacher as a techno pedagogue				
Sub unit 4	Knowledge generation/ production				
Sub unit 5	Use of web based resources of TPCK				
Sub unit 6	TPCK based content Analysis of selected units of TB of Secondary				



  
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	schools				
Sub unit 7	Programmed instruction and self instructional modules				
Sub unit 8	Critical Analysis of English H & Text Books-Course Book/Practice Book/Work Book/Supplementary Reader/Literature Reader for VIII to X std of the state schools				
Unit 2:	<b>E-Resources In Teaching &amp; Learning Of English Language</b>				
Sub unit 1	E- Learning and e teaching:				
Sub unit2	Digital text books, Digital library & other online resources				
Sub unit3	Designing of Digital text books, e-books and its application				
Sub unit 4	Adopting down loaded resources for teaching English				
Sub unit 5	M-learning: smart phones as learning devices and its scope				
Unit 3:	<b>Community Based Teaching &amp; Learning</b>				
Sub unit1	Teaching and learning resources: Formal & Informal learning contexts				
Sub unit 2	Role of Language Institutes /Universities in English language learning				
Sub unit3	Society as Language Lab				
Sub unit4	Role of films and Theatres, Mass Medias- News papers,				



  
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	magazines& electronic Medias etc				
Sub unit5	Literary Clubs and Language forums, Interview & Talks by Experts, Exposure to events of National Importance; Celebration of Language specific days				
Unit 4:	<b>Teacher As A Reflective Practitioner</b>				
Sub unit1	Teacher; Teaching Profession				
Sub unit2	Professional Traits and competencies				
Sub unit3	Professional Ethics				
Sub unit4	English Language Teacher: his Varying Roles Qualities and qualifications				
Sub unit5	Humanistic TEACHER attributes: Empathy, Academic Aristocracy, Commitment, Humour, Ethics, Reflection Know ledge worker, Facilitator, Mentor, Social Engineer, Helper, guide				
Sub unit6	Reflective Practitioner				
Subunit7	Teacher Development, Professional Development				
Sub unit8	Continuing professional Development (CPD)				
Sub unit9	Teacher Accountability				
Sub unit10	Rubrics for self assessment				
Unit 5:	<b>Research Inputs in English Language Learning</b>				



  
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Sub unit1	Continuing Professional Competencies				
Sub unit2	Researches in English Language Education and Second Language Pedagogy				
Sub unit3	Identifying and locating significant concerns related to English language learning				
Sub unit4	Action Research –Investigating learner issues				
Sub unit5	Review of Recent Research Studies in English Language Education				
Sub unit5	Place of English language as a source of knowledge				
Sub unit7	Networking in professional & Personal growth				
Sub unit8	Professional communities: E-twinning for institutional & professional growth				
Sub unit9	Forming forum of online learning and teaching				
Sub unit10	Use of E-mails, blogs, teacher tube etc. For promoting teaching and learning of English				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
			Lesson plans with different format		
			Different tests designed for high school/higher secondary learners		
<b>ASSESSMENT FOR LEARNING</b>					



  
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	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questions	Developing lesson templates with creative activities			
Unit 2:	Oral questions				
Unit 3:	Oral questions				
Unit 4:	Oral questions				
Unit 5:	Oral questions				

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Name of the Teaching Faculty: Dr. Maya J Pillai

CURRICULAR PLAN OF ACTION			COURSE CODE:102	
<b>GENERAL INFORMATION</b>				
Academic year:2022-23	Batch:I	Semester: I		
Paper: BEDC102	Paper code:C102	Paper Title: CONTEMPORARY INDIA AND EDUCATION	Marks:(80+20)	Total Time:80 Hrs
Name of the Teacher : Dr.MAYA J PILLAI		Designation: ASSOCIATE PROFESSOR IN EDUCATION	Submitted on:	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)		CLOs ( Teacher made if any)		
1. The course will enable the student teachers to study the unique and diversified nature of Indian Society and Education		1.To assist the future teachers to meet the challenges of the changed global scenario.		
2. To enable student-teachers to engage with studies on Indian society and education To acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children, and schools.		2.To equip them fit for meeting the developmental tasks successfully.		
3. To develop insight among the student teachers by analyzing the diversity, inequality and marginalization in society and its implications for education.		3.To make education meaningful and goal oriented,it should be linked with the traditional past which is embedded with abundance of values and the present which is blessed with scientific and technological advancements		
4.To construct and develop a comprehensive and critical understanding among the student teachers about the policy framework for public education in India		4.Individual is the constituent building unit of the Universe,there fore they should be equipped with universal brotherhood and values for realizing "Vasudhaiva Kudhumbakam"		
<b>CONTENT OVERVIEW</b>				
Unit 1:	<b>Unit-1: Social Diversity:</b> Diversities in traditional society Vedic and epic Period, Medieval society-Muslim period and modern Society Advent of the Europeans to the present society. Different levels of diversities - Individual - Regional-Religious-caste and linguistic diversities- Diverse Knowledge and experience base diversified demands			

  
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	from education-Sensitizing India as a land of diversity -Strategies to attain harmonious living in a diversified Society- Culturally responsive pedagogy - Its significance and relevance in the present Indian context.
Unit 2:	<b>Unit II: Indian Constitution and Education:-</b> Preamble -Fundamental rights Directive Principles of State Policies-Their implications in the current context Article 45 and 30 (1) - Constitutional values and aims of the education Issues related to inequality, discrimination and marginalization- Its impact on the fulfillment of the Constitutional promise of freedom, justice, equality and fraternity.
Unit 3:	<b>Unit III: Universalization of Education and Constitutional provisions (Article 30(1))</b> Right to Education India Act of 2010. Inequalities caste-colour-backwardness-cultural, Social and economic backwardness. Discrimination and marginalization Its Impacts on achieving. constitutional values. Positive Discrimination- Constitutional amendments. Child right and Child Labour-Recent amendments.
Unit 4:	<b>Unit IV: Policy frame work for public education in India-</b> Comprehensive understanding of different education commissions and reports in pre independent and post independent India - Kothari Commission Recommendation, National policy of education, NPE of 1986 and after- Reports and policies. Significance of recommendations these reports in contest of Liberalization, Privatization and globalization. Different schemes for Education in India- Naithalim, Wardha Scheme, SSA, RMSA, RUSA, Knowledge Commission reports.
Unit 5:	<b>Unit V: Educational Development in India-</b> Planned Educational Development in India Financing of Education in India- National level and state level financing- Pressure exerted by different stakeholders on education- Community, religion, political, governmental and non-governmental agencies.
Unit 6	<b>Unit VI: Education of the marginalized: Dalits, Women, Socially and culturally marginalized.. Alternative</b>



  
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	education movements in India, KANFED, Mahila Samakhya, De-Schooling movements and literary movements in Kerala and India.
Unit 7	Unit VII: Language policy for education : Basic education and mother tongue – the constitutional provisions of medium of instruction – three languages formula .Debates on colonial language policies , multilingual education
Unit 8	Unit VIII: Modern Paradigms in Pedagogy and curriculum: Pedagogical shifts across the world- Unit constructivism and issue based Pedagogy- Four pillars of Education issues in education in the context of urbanization, plebinisation, Privatization and stratification of education in India and World.
Unit9	Unit IX: Education for Building a New Nation- Different program for eradicating inequalities-gender, Caste and class. Mid day meal programme- Its social and ideological implications-significance of the Supreme Court order, Right to food campaign. Education for Nation Building.

**CURRICULAR TRANSACTION PROCESS**

UNITS	MODE OF INTERACTION <input type="checkbox"/> Expert-Teacher-Student <input type="checkbox"/> Alumni- Teacher- Student	STRATEGY /TECHNIQUES <ul style="list-style-type: none"><li>• Experiential Learning</li><li>• Participative Learning</li><li>• Problem Solving</li><li>• Brain Storming</li><li>• Focus Group Discsitions</li><li>• online mode</li></ul> <input type="checkbox"/>	SUPPORT SYSTEMS/RESOURCES		TIME: <input type="checkbox"/> No of Periods <input type="checkbox"/> Week/Month 16 periods per week,includng,on line and offline
			Digital <ul style="list-style-type: none"><li>• LMS</li><li>• E-learnin g resourc es</li><li>• Podcast</li><li>• Mobile based</li><li>• Virtual labs</li><li>• Learning apps</li></ul>	Non Digital	




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Unit 1:	Social diversity	Teacher- student Student-Student Student-Library Blended mode	Notes for each unit, Sample Tests ,typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes, Sample Tests, typical model answersheets,va lue points, Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit1	Traditional Indian Society and Social	Blended mode Teacher- student Student-Student Student-Library	Notes for each unit, Sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, sample Tests, typical model answersheets,va lue points, Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit2	Critical pedagogy	.Teacher-student .Student-Student Student-Library Blended mode	Notes for each unit, sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed notes for each unit Sample Tests, typical model answersheets,va lue points,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .



  
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 SREEGANAPURAM, ERNAKULAM

<b>Unit 2:</b>	Indian constitution and Education-	Teacher- student Student-Student Student-Library Blended mode	Notes for each unit, sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed notes for each unit, sample Tests ,typical model answersheets, value points, Previous questionpapers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit1	Preamble and fundamental rights	Teacher- student Student-Student Student-Library	Notes for each unit,sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed notes for each unit, sample Tests ,typical model answersheets, value points, Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit2	Constitutional provisions	Teacher- student Student-Student Student-Library	Notes for each unit, Sample Tests, typical model answersheets, value points, Previous question papers in chronological order  P.K.M. COLLEGE OF EDUCATION KATTIPURANA P. O., MADAMPUR SREEKANDAPURAM, KUNNUR DT., 6701	Printed matter of the notes for each unit, sample tests ,typical model answer scripts,value points,Previous question papers	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .

				in chronological order	
Unit 3:	Universalisation of Education and Constitutional Provisions	Teacher- student Student-Student Student-Library	Notes for each unit, Sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit1	Right to Education Act, Inequalities	Teacher- student Student-Student Student-Library	Notes for each unit, sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit2	Constitutional Amendments	Teacher- student Student-Student Student-Library	Notes for each unit, sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and

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ERNAKULAM DISTRICT  
KERALA

				,Previous question papers in chronological	other competitive examinations .
<b>Unit 4:</b>	<b>Policy Framework for Public Education in India</b>	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit1	Education Commissions,	Teacher- student Student-Student Student-Library	Notes for each unit,sample Tests, typical model answersheets,value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit2	Schemes for Education	Teacher- student Student-Student Student-Library	Notes for each unit, sample Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .



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DISTRICT: CHENNAI, TAMIL NADU - 600031

				in chronological order	
<b>Unit 5:</b>	<b>Educational Development in India</b>	Teacher- student Student-Student Student-Library	Tests ,typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit1	Financing of Education	Teacher- student Student-Student Student-Library	Tests ,typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit2	Different stakeholders on Education	Teacher- student Student-Student Student-Library	Tests ,typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and



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KERALA

				question papers in chronological order	other competitive examinations .
<b>Unit 6</b>	<b>Education of the Marginalized</b>	Teacher- student Student-Student Student-Library	Tests ,typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit 1	Marginalized peoples	Teacher- student Student-Student Student-Library	Tests,typical model answersheets,value points,Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit 2	Alternative Education Movements in India	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets, value points	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the

  
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				lue points ,Previous question papers in chronological order	syllabus and other competitive examinations .
<b>Unit 7</b>	<b>Language policy for Education</b>	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets,va lue points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit 1	Basic education and mother tongue	Teacher- student Student-Student Student-Library	Tests,typical model answersheets,value points,Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model answersheets,va lue points ,Previous question papers in chronological order	Necessary time is found through telephonic arrangement for clearing doubts ,regarding the syllabus and other competitive examinations .
Sub unit 2	Multi lingual Education	Teacher- student Student-Student Student-Library	Tests,typical model answersheets,value points,Previous question papers in chronological order	Printed matter of the notes for each unit, Sample Tests, typical model	Necessary time is found through telephonic arrangement for clearing doubts



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MADURAI  
TAMIL NADU - 625031

				value points, Previous question papers in chronological order	, regarding the syllabus and other competitive examinations .
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
PPTs, Pdf notes, Research Articles, short films			Copy of the same		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDICATION/ENRICHMENT	INNOVATIONS
Unit 1	Oral, unit test, mid semester and model	As per the syllabus , kannur university small paper presentations , video making , data collection procedures , Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students, Telephonic and video calling are commonly used for remedial teaching and for those who missed the classes	Creating Articles and short films of psychological significance
Unit 2	Oral, unit test, mid semester and model	As per the syllabus , kannur university small paper	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students , Telephonic and video calling are commonly used for remedial	Creating Articles and short films of psychological significance

  
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		presentations, video making ,data collection procedures, Film watching and critical analysis		teaching and for those who missed the classes	
Unit 3:	Oral, unit test, mid semester and model	As per the syllabus ,kannur university small paper presentations, video making ,data collection procedures, Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students, Telephonic and video calling are commonly used for remedial teaching and for those who missed the classes	Creating Articles and short films of psychological significance
Unit 4:	Oral, unit test, mid semester and model	As per the syllabus ,kannur university small paper presentations, video making	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students, Telephonic and video calling are commonly used for remedial teaching and	Creating Creating Articles and short films of psychological significance



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		,data collection procedures,Film watching and critical analysis		for those who missed the classes	
Unit 5:	Oral,unit test,mid semester and model	As per the syllabus ,kannur universitysmall paper presentations, video making ,data collection procedures,Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used forremedial teaching and for those who missed the classes	Creating Articles and short films of psychological significance
Unit 7	Oral,unit test,mid semester and model	As per the syllabus ,kannur universitysmall paper presentations, video making ,data collection procedures,Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used for remedial teaching and for those who missed the classes	Special assistance and clarification of doubts to needy students, Telephonic and video calling are commonly used for remedial teaching and for those who missed the classes



  
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Unit8	Oral,unit test,mid semester and model	As per the syllabus ,kannur universitysmall paper presentations, video making ,data collection procedures,Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used forremedial teaching and for those who missed the claases	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used forremedial teaching and for those who missed the claases
Unit9	Oral,unit test,mid semester and model	As per the syllabus ,kannur universitysmall paper presentations, video making ,data collection procedures,Film watching and critical analysis	Topics suitable for creating teacher attitude and aptitude	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used forremedial teaching and for those who missed the claases	Special assistance and clarification of doubts to needy students,Telephonic and video calling are commonly used forremedial teaching and for those who missed the claases




  
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CURRICULAR PLAN OF ACTION				COURSE CODE:CI101	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-23	Batch: 1	Semester: 1			
Paper: BEDC101	Paper code: BEDC101	Paper Title: PSYCHOLOGY OF CHILDHOOD AND GROWING UP	Marks: 80+20	Total Time: 80Hrs	
Name of the Teacher: Dr. Mrs. MAYA J PILLAI		Designation: ASSOCIATE PROFESSOR IN EDUCATION	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES - CLOs (as per syllabus)			CLOs (Teacher made if any)		
1. To review general conceptions about childhood and adolescence (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood and adolescence.			1. To help them to create a positive attitude towards life, society as teachers to be social engineers and class rooms the miniature society.		
2. To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks.			2. To understand the significance and worth of each and every citizen as no one is a substitute for the other and hence optimum development of each and every individual must be ensured.		
3. To enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods; within children's lived contexts; family, schools, neighborhoods and community.			3. To develop self respect, love and care so that they can give care and concern for others also		
4. To analyze the major theories of intelligence as applied to a variety of educational settings.			4. Help them to be optimistic and patient, this emotional maturity is a necessary and sufficient condition for achieving success in life.		
5. To develop an understanding of different theories of personality and to know the impact/influence of socio-cultural context in shaping personality, especially with respect to the Indian context.			5. Help them to understand the significance of individual difference and develop different strategies, approaches and methods to handle		
6. To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children					
<b>CONTENT OVERVIEW</b>					



  
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Unit1:	Unit- I : Introduction to Perspectives on Development (8 Hours) 1.1 Concept and introduction to perspectives on development (Brief introduction) - Behaviouristic, Psychoanalytic, Cognitive, Humanistic, Neuro-Biological and Eco psychology. 1.2 Enduring themes in the study of development: development as multidimensional and plural; development as continuing through the life span; socio-cultural contexts influencing development. 1.3 Principles of Growth and Development; Stages of Development (Infancy, Childhood, Adolescence). 1.4 Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods.				
Unit2:	Unit- II: Physical, Social and Emotional Development (20 Hours) 2.1. Physical Development- Gross and fine motor development skills. Role of parents and teachers in providing opportunities for physical-motor development; developmental tasks. 2.2. Psycho-social Development (Erikson); influence of early childhood experiences on later personality. Moral Development – perspective of Kohlberg: cultural variations in moral reasoning. 2.3. Cognitive Development – (Piaget & Bruner); Language Development- Stages— Chomsky and Vygotsky. 2.4 Childhood and adolescence in the context of poverty, globalization and adult culture; Commonalities and diversities within the notion of childhood and adolescence and how multiple childhoods and adolescence are constructed with particular reference to the Indian context. Adolescence: Aspirations challenges and problems.				
Unit3:	UNIT III: INDIVIDUAL DIFFERENCES AMONG LEARNERS (12 hours) 3.1. Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values. 3.2. Differences in learners based on predominant 'learning styles'. 3.3. Differences in learners based on socio-cultural contexts: impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners. 3.4. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.				
Unit4:	Unit- IV: Intelligence (20 hours) 4.1. Intelligence – Meaning and Definition 4.2. Theories of Intelligence: Spearman, Thurston and Guilford. Gardner's theory of Multiple Intelligence; how Multiple Intelligences theory defines and describes intelligence; the ways in which Multiple Intelligences theory can support teaching and learning practices 4.3. Concept of Emotional Intelligence and Sensory attractive natural eointelligence. 4.4. Measurement of Intelligence- kinds of Intelligence tests. 4.5. Exceptional Child; Educational Planning for the Individual learners; Learning Disabilities- Types, Planning and Remedial Measures.				
Unit5:	Unit- V: Personality (20 hours) 5.1. Definition and basics of personality. 5.2. Major theories on personality development; Freud, Jung, Adler, Allport, Cattell, Carl Rogers and Eric Berne. 5.3. Factors influencing development of Personality- Genetic and Environmental. 5.4. Adjustment and Mal-adjustment, defense mechanisms, mental health and mental hygiene.				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY/TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME: • No of Periods • Week/Month As per the upc norms 16 hours per week
			DIGITAL	NON – Digital	



  
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 BREECHBANGANAL, KAVARATTI, LAKSHADWEEP

Unit 1:	Introduction to Perspectives on Development (8 Hours)				
Subunit1	Fundamentals of educational Psychology	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .
Subunit2	Different Methods, schools and significance of psychology	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .
Unit 2:	Physical, Social and Emotional Development (20 Hours)	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .
Subunit1	Aspects of development, Stages of development, Principles of development	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .
Subunit2	Theories of development and their educational implications	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .

  
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Unit 3:	INDIVIDUAL DIFFERENCES AMONG LEARNERS	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>			examinations.
Subunit1	Dimensions of individual differences	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
Subunit2	Factors affecting individual differences and various measures to cater individual differences	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
Unit 4:	INTELLIGENCE	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>			
Subunit1	Types of intelligence	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
Subunit2	Theories and measurement of intelligence	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets, Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
Unit 5:	PERSONALITY (20 hours)	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>			
Subunit1	Definitions and characteristics of personality	<ul style="list-style-type: none"> <li>Teacher-Student</li> </ul>	Notes for each unit, sample	Printed Notes for each	



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		<ul style="list-style-type: none"> <li>Student-Student</li> <li>Student-Library</li> </ul>	Unit test, value points, typical answer sheets. Probable questions for SET, TET, NET	Unit, sample unit test, value points, typical answer sheets. Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
Subunit 2	Theories and measurement of personality	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Notes for each unit, sample unit test, value points, typical answer sheets. Probable questions for SET, TET, NET	Printed Notes for each unit, sample unit test, value points, typical answer sheets. Probable questions for SET, TET, NET	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.
<b>CURRICULAR PRODUCTS(Expected)-publications if any : Published research articles in reputed journals along with students</b>					
<b>DIGITAL</b>			<b>NON DIGITAL</b>		
Developed tools for measuring psychological variables			Hard copy of the same		
One Semester consists 50 students, The teacher along with each student prepares articles of educational, social and psychological significance			Printed matter of the same		
<b>ASSESSMENT FOR LEARNING</b>					
	<b>TESTS-Oral/written/midsem/model</b>	<b>TASKS</b>	<b>ASSIGNMENTS</b>	<b>REMEDATION/ENRICHMENT</b>	<b>INNOVATIONS</b>
Unit1:	Oral, unit, Mid Semester and Model	As per syllabus. Kanara University	As per the syllabus and norms of Kanara University	Clarification of doubts to needy persons, through telephonic calls and video calls most of the time.	Conduct social surveys, as part of research paper writing through on/and off-line mode
Unit2:	Oral, unit, Mid Semester and Model	Preparing Short films, as learning, research and extension are the part of effective teaching students are equipped to select research problems and prepare articles of their own with the help of teachers.	Each student teacher is instructed and familiarized with the ways of preparing assignments with special reference to Bibliography	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations.	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations. Preparation for research paper preparation
Unit3:	Oral, unit, Mid Semester and Model	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other

		arrangement for clearing doubts regarding the syllabus and other competitive examinations .	competitive examinations .		and other competitive examinations .
Unit4:	Oral,Unit,MidSemesterandModel	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .
Unit5:	Oral,Unit,MidSemesterandModel	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .	Necessary time is found through telephonic arrangement for clearing doubts regarding the syllabus and other competitive examinations .

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CURRICULAR PLAN OF ACTION			COURSE CODE:C201	
<b>GENERAL INFORMATION</b>				
Academic year:2022-23	Batch:1	Semester: 2		
Paper: BEDC201	Paper code:C201	Paper Title:Psychology of teaching and learning	Marks:(80+20)	Total Time:80 Hrs
Name of the Teacher:Dr.,MAYAJPILLAI		Designation:ASSOCIATE PROFESSOR IN EDUCATION	Submitted on:	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)	
1. * To understand the process of learning and the concept, nature and various factors influencing learning.			1.To equip the student teachers with necessary psychological basis for effective teaching.	
*To develop an understanding of the cognitive process involved in different approaches to the teaching learning process			2.To equip them to meet the challenges faced by the complex society.	
*To gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories			3.Mental readiness ,motivation,attention,interest ,are the basic necessary and sufficient conditions for effective learning,so how to create an effective learning climate is being trained.	
*To become aware of different contexts of learning and explore the possibilities of learning			4.This is the era of constructivism,therefore the collective energy of a group ,synergy how is to be made effectively utilized is made clear.	
*To familiarize different teaching learning strategies suitable to individual differences.			5.Mental health and physical health are complementary and supplementary,there fore future teachers are properly equipped with different strategies and techniques to mould the same	
*To understand constructivist views and neo constructivist methods of learning				
*To acquire different techniques of motivation for the effective class room transactions				
*To understand the concept of mental health and mental hygiene.				
*To acquaint the learner with the concept, process and importance of				
*To apply the principles of group dynamics for effective class management				
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CONTENT OVERVIEW	
Unit 1:	<p>Understanding the learner and learning process – (10 hours)</p> <p>1.1 Implicit knowledge and beliefs about learning</p> <p>1.2 Characteristics of learning – Role of learner in various situations</p> <p>1.3 Variables affecting learning process – different psychological perspectives of learning</p> <p>1.4 Learners motivation- types of motivation and Achievement motivation (McClelland)</p> <p>1.5 Powerful learning and learner's motivation. Learning curves: positive, negative and combination type</p> <p>1.6 Plateau's in learning curves; causes and elimination of plateau's</p>
Unit 2:	<p>Understanding learning: socio-cultural and cognitive processes- (30 hours)</p> <p>2.1 Behaviorist Approach (In Brief)</p> <ul style="list-style-type: none"> <li>- Ivan Petrovich Pavlov's classical conditioning</li> <li>- Edward Lee Thorndike's trial and error learning</li> <li>- Burrhus Frederik Skinner's operant conditioning</li> </ul> <p>2.2 Cognitive learning theories</p> <ul style="list-style-type: none"> <li>- Gestalt theory of learning</li> <li>- Kurt Lewin's Field theory</li> </ul> <p>2.3 Eclectic approach</p> <ul style="list-style-type: none"> <li>- Robert M Gagne</li> </ul> <p>2.4 Cognitive developmental approaches (In Detail)</p> <ul style="list-style-type: none"> <li>- Genetic Epistemology- Jean Piaget</li> <li>- Discovery learning- Jerome Seymour Bruner</li> <li>- Reception learning- David Paul Ausubel</li> </ul> <p>2.5 Social learning approaches</p> <ul style="list-style-type: none"> <li>- Socio-cultural learning- Lev Vyotsky</li> <li>- Vicarious learning theory- Albert Bandura</li> </ul> <p>2.6 Beyond constructivism: "navigationism in the knowledge era"</p> <p>2.7 Cognitive neuroscience- Brain scan to lesson plan: the role of cognition</p> <p>2.7 Transfer of learning/training – Types, theories and importance of transfer</p> <p>2.8 Learning in and out of school</p> <p>2.9 Concepts of synergy, scaffolding, psycho-osmosis</p>
Unit 3:	<p>Unit III: Cognitive Functions in learning - (15 hours)</p> <p>3.1 Sensation and Perception</p> <p>3.2 Errors in perception- Illusions and Hallucinations – (physical illusions and perceptual</p>



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	<p>illusions. Visual, auditory, taste, smell and cutaneous hallucinations)</p> <p>3.3 Concept formation -abstraction and generalization</p> <p>3.4 Cognitive functions -Thinking, Reasoning, decision making and problem solving</p> <p>3.5 Gestalt laws of perceptual organization</p> <p>3.6 Memory- Concept and types of memory</p> <p>3.7 Forgetting- causes and theories of forgetting</p> <p>3.8 Techniques for Effective Memorization- Association, Mnemonics, chunking etc</p> <p>3.9 Pre cognition and Meta cognition</p>
Unit 4:	<p>Mental Health and Mental Hygiene- (10 hours)</p> <p>4.1 Mental Health and Mental hygiene- meaning and nature</p> <p>4.2 Foundation of mental health – Heredity, Physical factors, Social factors such as the home, the school, the community, and the peer and satisfaction of basic needs.</p> <p>4.3 Characteristics of mental health</p> <p>4.3 Promotion of mental health in the learner and in teacher</p> <p>4.4 Objectives of mental hygiene</p> <p>4.5 Importance of mental hygiene in school -Values, personal relationships between teacher and Learners.</p> <p>4.6 Relationships among the learners themselves, autonomy, self-esteem and freedom experienced by learners</p> <p>4.7 Eco-psychology – ‘Realizing the connection between humans and nature is healing for both’</p>
Unit 5:	<p>Learning in Groups - (15 hours)</p> <p>5.1 Meaning and Characteristics of Psychological group</p> <p>5.2 Factors facilitating group formation – for security, self-esteem, mutual interest, physical proximity, social needs, social identity, overcome stress</p> <p>5.3 Types of Groups – primary and secondary groups, formal and informal groups, inclusive and exclusive groups, voluntary and involuntary groups, small and large groups.</p> <p>5.4 Group Dynamics - Group behavior, process and its importance in learning</p> <p>5.5 Concepts and importance of group morale, group conscience and group cohesiveness</p> <p>5.6 Sociometry: - Use and importance</p> <p>5.7 Styles of Leadership- qualities and aims</p>



  
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CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION <input type="checkbox"/> Expert-Teacher-Student <input type="checkbox"/> Alumni- Teacher- Student <input checked="" type="checkbox"/> c	STRATEGY /TECHNIQUES <ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• online mode</li> </ul> <input type="checkbox"/>	SUPPORT SYSTEMS/RESOURCES		TIME: <input type="checkbox"/> No of Periods <input type="checkbox"/> Week/Month
			Digital <ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Podcast</li> <li>• Mobile based</li> <li>• Virtual labs</li> <li>• Learning apps</li> </ul>	Non Digital	



  
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Unit 1:	Understanding the learner and learning process – (10)	Teacher- student Student-Student Student-Library	Notes for each unit, Sample Tests, typical models/answersheets, value points, Previous question papers in chronological order	Printed matter of the same	
Sub unit1	Learning and its significance		Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the same	
Sub unit2	Optimising learning				
Unit 2:	Understanding learning: socio-cultural and cognitive processes-	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the same	
Sub unit1	Behaviourist theories				
Sub unit2	Cognitive theories				
Unit 3:	Cognitive Functions in learning -	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the same	
Sub unit1	Sensation and perception				
Sub unit2	Significance of sensation and perception				
Unit 4:	Mental Health and Mental Hygiene-	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the same	
Sub unit1	Meaning and definition of mental health and mental hygiene				
Sub unit2	Significance				
Unit 5:	Learning in Groups -	Teacher- student Student-Student Student-Library	Tests, typical model answersheets, value points, Previous question papers in chronological order	Printed matter of the same	

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Sub unit1	Significance of group and various types of groups				
Sub unit2	Constructive and creative use of synergy and effective leadership development strategies				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
There are 50 students in each batch, each student is enabled to publish an article with the teacher			Publishing articles in reputed journals		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIAION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral,unit test,mid semester and model	As per the syllabus Kannara university	Topics suitable for creating teacher attitude and aptitude.	Special assistance and clarification of doubts to needy students	Creating short films of psychological significance
Unit 2:	Oral,unit test,mid semester and model	Students are given training from the very beginning to write research papers and they produce articles with the help of the teacher	Topics suitable for creating teacher attitude and aptitude.	Special assistance and clarification of doubts to needy students	Creating short films of psychological significance
Unit 3:	Oral,unit test,mid semester and model	Students are given training from the very beginning to write research papers and they produce articles with the help of the teacher	Topics suitable for creating teacher attitude and aptitude.	Special assistance and clarification of doubts to needy students	Creating short films of psychological significance
Unit 4:	Oral,unit test,mid semester and model	Students are given training from the very beginning to write research papers and they produce articles with the help of the teacher	Topics suitable for creating teacher attitude and aptitude.	Special assistance and clarification of doubts to needy students	Creating short films of psychological significance

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CURRICULAR PLAN OF ACTION				COURSE CODE: C202	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-23	Batch: 1	Semester: 2			
Paper: BEDC202	Paper code: C202	Paper Title: KNOWLEDGE AND CURRICULUM PART 1	Marks: 80+20	Total Time: 80HRS	
Name of the Teacher: Dr. Mrs. MAYA JPILLAI		Designation: ASSOCIATE PROFESSOR IN EDUCATION	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES - CLOs (as per syllabus)			CLOs (Teacher made if any)		
1. To make the teacher-student realize concepts and misconceptions on Education and make her a true practitioner of education			1. To equip them with the skills needed for effective socialisation		
2. To make student teachers competent in different strategies of knowledge creation and a good facilitator of construction of knowledge			2. To understand the significance and worth of each and every individual		
3. To develop among the student teachers a culture of learning and become an active participant in learning communities			3. To develop self respect, love and care so that they can give care and concern for others also.		
4. To give insight to the student teacher on the epistemologies of different schools of philosophy and different approaches to knowledge and knowing and their impact in shaping and re-shaping educational system.			4. By analyzing the philosophical thoughts of great educational philosophers an attitudinal change is expected.		
5. To develop the competence of curriculum development and evaluation among student teachers.			5. Help them to understand the significance of individual difference and develop different strategies, approaches and methods to handle.		
<b>CONTENT OVERVIEW</b>					
Unit 1: <b>Unit- I : Epistemological Basis of Education</b> (10 Hours)					
(i) Education: Concept, meaning, definitions and approaches					
(ii) Aims of Education — traditional and Modern					
(iii) Factors Determining Educational System: Philosophical, Political, Socio-Cultural, Economic, Geographical, technological etc.					
(iv) Education as a System, as a Process and as a product.					
(v) Purpose and Roles of education					
Unit 2: <b>Unit- II: Knowledge and Knowing</b> (15 Hours)					
(i) Knowledge- Theories of knowledge, classification of knowledge and different approaches to knowledge.					
(ii) Difference between information, knowledge, skill- belief, truth and reason — teaching and training - learning and acquisition.					
(iii) Knowledge and Schooling					

  
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	(IV) Major Sources of Knowledge (V) Different ways of Knowing				
Unit3:	<b>UNIT III: Different Perspectives on Knowledge and Knowing</b> (15 hours) (i) A detailed study of the epistemologies of the different Schools of Philosophy with special reference to the concept of Knowledge and Knowing, Organization of Educational System, and Transaction of Knowledge : (i) Idealism (ii) Naturalism (iii) Pragmatism (iv) Humanism, (v) Existentialism, (vi) Futurism (ii) Bases of Modern Child Centred Education- Activity, discovery and dialogue as exemplified in the educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire				
Unit4:	<b>Unit- IV Curriculum:</b> (10 hours) Curriculum- various dimensions of curriculum and their relationship with the aims of education Curriculum as enacted, curriculum as process and practice - curriculum development - The relationship between power, ideology and the curriculum- Role of the state in curriculum- Role of various social groups in curriculum making. Different Types of Curriculum: Core Curriculum, Activity Oriented Curriculum, Content Oriented Curriculum, Hidden Curriculum, Issue based Curriculum etc. Innovations in Curriculum Construction Curriculum framework, syllabus, text books and hand books.				
<b>CURRICULAR TRANSACTION PROCESS</b>					
<b>UNITS</b>	<b>MODE OF INTERACTION</b>	<b>STRATEGY/TECHNIQUES</b>	<b>SUPPORT SYSTEMS/RESOURCES</b>		<b>TIME:</b>
			DIGITAL	NONDIGITAL	<ul style="list-style-type: none"> <li>• No of Periods</li> <li>• Week/Month</li> </ul> As per the ugc norms



  
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<b>Unit 1:</b>	<b>Unit- I - Epistemological Basis of Education</b>		Notes for each unit, sample unit test, value points, typical answer sheets	Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
Subunit1	Educational concepts	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Previous years question papers in chronological order	Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
Subunit2	Purpose and roles of Education	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>		Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
<b>Unit 2:</b>	<b>Unit- II: Knowledge and Knowing</b>				
Subunit1	Theories of knowledge	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>		Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
Subunit2	Knowledge and schooling	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>		Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
<b>Unit 3:</b>	<b>UNIT III: Different Perspectives on Knowledge and Knowing</b>				
Subunit1	Different schools of philosophy	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>		Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
Subunit2	Modern child centered education	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>		Printed matter of Notes for each unit, sample unit test, value points, typical answer sheets	
<b>Unit 4:</b>	<b>Unit- IV Curriculum</b>				
Sub unit 1	Various dimensions of curriculum	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>			

  
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Subunit2	Types of curriculum	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>			
<b>CURRICULAR PRODUCTS (Expected)-publications if any</b> Published research articles in reputed journals along with students					
DIGITAL			NONDIGITAL		
Notes for each unit, sample unit test, value points, typical answer sheets			Printed matter of the same		
Previous years question papers in chronological order			Printed matter of the same		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/midsem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit1:	Oral,Unit, Mid Semester and Model	As per syllabus, Kannur University	As per the syllabus and norms of Kannur University	Clarification of doubts to needy persons	Finalising
Unit2:	Oral, Unit, Mid Semester and Model				Preparation for research paper preparation
Unit3:	Oral, Unit, Mid Semester and Model				
Unit4:	Oral, Unit, Mid Semester and Model				
Unit5:	Oral, Unit, Mid Semester and Model				

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CURRICULAR PLAN OF ACTION				COURSE CODE:C402	
<b>GENERAL INFORMATION</b>					
Academic year:2022-23	Batch:2	Semester:4			
Paper: BEDC402	Paper code:C402	Paper Title: KNOWLEDGE AND CURRICULUM PART II	Marks: (50+10)	Total Time:50hrs	
Name of the Teacher:Dr.Mrs.MAYA JPILLAI		Designation: ASSOCIATE PROFESSOR IN EDUCATION	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To give insight to the student teacher on role of different social institutions in the process of education			1.To equip the student teachers with minimum necessary social skills		
2. To make the student teacher understand the role of education in social development.			2.To activate them for becoming effective and efficient in handling		
3. To familiarize the teacher students with the concept of culture and the relationship			3.To help student teachers to capture values from our tradition and culture		
4. To sensitize the student teachers on importance of value education in the present social scenario.			4.To ensure group cohesiveness and there by enriching social harmony		
<b>CONTENT OVERVIEW</b>					
Unit 1: Social Context of education Society, culture, modernity and education- their inter relationship Social Institutions and education- Family, school, and media- their role in knowledge creation and knowing- Role of Social Groups like Local Peer Group, Campus Peer Group, Local Community, Social Media Community and Professional Linked Online Groups in the individual, Social and Scholastic Development of an Individual					
Unit 2: Education and Social Movements (i) Changes in the nature, structure and purpose of education with reference to: Industrialization, democracy, individual autonomy and reason, Globalization and					

  
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	privatization. (ii) The process of education in different social structure and culture (iii) Perception on education in different socio economic contexts— The marginalized, the disadvantaged and the neo liberal societies.				
Unit 3:	Education and Social Development (i) Education as an Instrument for social Development - Social Mobility, Social Reforms and social transformation (ii) Education and Economic Development - Education as an Investment – Education for nation Building (iii) Education as an agent of social change and development				
Unit 4:	Unit IV: Education as a Social Tool (i) Education as an Instrument for developing Value- Nationalism, universalism and secularism- their interrelationship with education- the ideology of Tagore and Krishnamurthy on value education. (ii) Education as a cultural Process- Interaction between Culture and education – Different roles of Culture and education - Their role in meaning making, freedom and development. (iii) Education and Different Cultural Issues: Pluralism, critical multiculturalism, Cultural Lag, Cultural Conflict etc.				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month/ 14 hours per week including on line and off line mode</li> </ul>



  
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		Lecture - Dialogue - Classroom Discussion - Debate - Dramatization • Teacher-Student • Student-Student • Student-Library	Soft copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Hard copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Class hours as per Ugc norms (14 Hours per week)
Unit 1:	Social Context of education Society, culture, modernity and	Lecture - Classroom Discussion • Teacher-Student • Student-Student • Student-Library	Soft copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	
Sub unit1	Role of social institutions in socialisation	Lecture - Classroom Discussion • Teacher-Student • Student-Student • Student-Library	Soft copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	
Sub unit2	Role of on line media in socialisation	Lecture - Classroom Discussion • Teacher-Student • Student-Student • Student-Library	Soft copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	
Unit 2:	Education and Social Movement	Lecture - Classroom Discussion • Teacher-Student • Student-Student • Student-Library	Soft copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	Hard copy of the notes Attached with the notes of each unit sample unit tests, sample model answer scripts	
Sub unit1	Changes in the nature, structure and purpose of education	Lecture - Classroom Discussion • Teacher-Student	Soft copy of the notes Attached with the notes of each unit	Hardcopy of the notes Attached with the notes of each unit	

  
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		<ul style="list-style-type: none"> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	sample unit tests, sample model answer scripts	sample unit tests, sample model answer scripts	
Sub unit2	Perception of education in different socio economic strata	Lecture - Classroom Discussion <ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	
<b>Unit 3:</b>	<b>Education and Social Development</b>	Lecture - Classroom Discussion <ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	
Sub unit1	Education as an instrument of social change	Lecture - Classroom Discussion <ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	
Sub unit2	Education for nation building	Lecture - Classroom Discussion <ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	Hardcopy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	
<b>Unit 4:</b>	<b>Education as a Social Tool</b>	Lecture - Classroom Discussion <ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	Hard copy of the notes Attached with thenotes of each unit sample unit tests, sample model answer scripts	
Sub unit1	Education as an instrument for developing national and international values	Lecture - Classroom Discussion	Soft copy of the notes Attached with thenotes of each unit	Hard copy of the notes Attached with thenotes of each unit	



CURRICULAR PRODUCTS ( Expected)-publications if any					
DIGITAL			NON DIGITAL		
Short films			Hard Copy of the same		
Study materials					
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral test,Mid Semester Examination, and model examination	Preparing content for selected titles	As per the syllabus	Special assistance to needy students video-calls online and especially through	Preparing developmental trees for different topics
Unit 2:	Oral test,Mid Semester Examination, and model examination	Preparing developmental trees	Conducting social surveys	Special attention to needy students in on line andespecially through video calls and audio calls	
Unit 3:	Oral test,Mid Semester Examination, and model examination				
Unit 4:	Oral test,Mid Semester Examination, and model examination				

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		<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	sample unit tests, sample model answer scripts	sample unit tests, sample model answer scripts	
Sub unit 2	Education as a cultural process	Lecture Classroom Discussion <ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Soft copy of the notes Attached with thenotes of each unit sample unit tests, sample model	Hard copy of the notes Attached with thenotes of each unit sample unit tests, sample model	



  
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Name of the Teaching Faculty: Dr. Sholly Joseph K

CURRICULAR PLAN OF ACTION				COURSE CODE:P101.7	
<b>GENERAL INFORMATION</b>					
Academic year : 2021-2022	Batch: 2021-2023	Semester: 1			
Paper: Pedagogic	Paper code:101.7	Paper Title: Understanding the Discipline and subject Mathematics	Marks: 60	Total Time: 50 Hrs.	
Name of the Teacher: Dr. Sholly Joseph K.		Designation: Asso. Professor in Mathematics	Submitted on: 01-7-2022		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. Understanding and appreciate the characteristic and development of mathematics & its role in the development of modern society.			1. To acquire essential skills to prepare brochure and other ICT Materials		
2. To understand the development of Mathematics' and the contributions of Mathematicians.			2. To acquire various skills to organise a day of celebration and other events.		
3. To understand the essential qualities of a Mathematics teachers and professional growth of a teacher			3. To acquire essential skills to speak in front of an audience and communicate well.		
4. To compare and contrast the various instructional approaches and techniques			4. To form a Mathematics club and to organise it effectively through various activities.		
<b>CONTENT OVERVIEW</b>					
Unit 1: Mathematics as a discipline and conceptual Background of mathematics.					
Unit 2: Values and objective of Teaching Mathematics					
Unit 3: Teachers and Psychological Bases of Teaching Mathematics					
Unit 4: Instructional and learning strategies and Techniques					
Unit 5: Mathematics Curriculum					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month • Hrs.	
Unit 1:Mathematics meaning	• Alumni-student	• Experiential Learning			



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and Definition	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Seminar Presentations</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>Virtual labs</li> <li>Learning apps</li> </ul> <b>Non Digital</b>	(one week)
<b>WORKSHOP ON BROCHURE MAKING</b>				
<b>UNIT 2</b> Nature and scope of Mathematics Contributions of the Mathematics to Mathematic Contributions of Mathematics <ul style="list-style-type: none"> <li>Within the subject</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student               <ul style="list-style-type: none"> <li>Student Library</li> </ul> </li> </ul>	Focus Group discussions Brain storming Online mode  Seminar Presentations, workshop on correlation of Mathematics with other subjects. Co-operative learning on Mathematics	Learning resources Virtual labs,  Internet learning Mobile based collecting information	5 hours One week
<b>INTERNATIONAL WEBINAR ON DATA ANALYSIS AND NATIONAL STATISTICS DAY CELEBRATIONS</b>				
<b>Unit 3:</b> Aims, Objectives value of teaching Mathematics Taxonomy of Educational Objectives revised Taxonomy Objective based Instruction	Expert-Teacher student Teacher - student Student-student Student -Library	Focus group discussions Brain storming Workshop on Values of teaching Mathematics. Seminar Presentations for national Statistics day and other activities/games.	LMS e-learning resources NET-Learning apps.	5-7- hrs (One week)
<b>MATHLOVERS CLUB ACTIVITIES</b>				



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Unit 4: Qualities and competencies of Good Mathematics teacher. Professional growth of a teacher organisation of implications of Jean Piaget etc. Maxims of teaching	Teacher student student-student student-Library	Seminar presentation Focus group discussions Brain storming self study Day celebrations	e-learning mobile based learning Learning apps	5 hrs (1 week)	
<b>WORKSHOP ON HOW TO PREPARE GOOGLE FORMS</b>					
Unit 5: Curriculum : Principles of curriculum construction In short video editing ap	Alumni teacher-student Teacher – student student-student student-library	Participative of problem solving Brain storming Focus group discussion seminars	E-learning resources Mobile based Virtual lab	5 Hrs. (1 week)	
CURRICULAR PRODUCTS ( Expected)-publications if any					
DIGITAL		NON DIGITAL			
KTET QUESTIONS		Mathematicians Album			
		Picture album			
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDICATION/ENRICHMENT	INNOVATIONS
Unit 1:	Model Test	Picture Album	Assignment	Seminar presented on Mathematicians	
Unit 2:	Model Test	Seminar Presentation			



  
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Unit 3:	Model Test				
Unit 4:	Model Test	Seminar Presentation			
Unit 5:	Test Model	compare syllabus different streams			


*Dr. Shaly Joseph K.*



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CURRICULAR PLAN OF ACTION				COURSE CODE: P201.7	
<b>GENERAL INFORMATION</b>					
Academic year :2021-22	Batch: 2021-23	Semester:	II		
Paper: Pedagogic	Paper code: 201	Paper Title: Pedagogy of school subject – Part I Mathematics	Marks: 60	Total Time: 50 Hrs.	
Name of the Teacher: Dr. Sholy Joseph K.		Designation: Asso. Professor in Mathematics	Submitted on: 01-10-2022		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To develop understanding about major skills for effective teaching of Mathematics.			1. To develop competency in handling Geogebra		
2. To develop understanding about planning of instruction			2. To develop competency in video editing.		
3. To develop competency in developing achievement test.			3. To develop competency in concept map		
<b>CONTENT OVERVIEW</b>					
Unit 1: Pedagogic Analysis of Mathematics					
Unit 2: Planning for instruction in Mathematics					
Unit 3: Teaching skills in mathematics					
Unit 4: Resources for strengthening Mathematics education					
Unit 5: Formal and informal ways of Evaluation in mathematics					
<b>CURRICULAR TRANSACTION PROCESS</b>					
<b>UNITS III</b>	<b>MODE OF INTERACTION</b>	<b>STRATEGY /TECHNIQUES</b>	<b>SUPPORT SYSTEMS/RESOURCES</b>	<b>TIME:</b>	
Teaching skills in Mathematics Micro Teaching link practice/ simulation	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Teacher-Student</li> <li>• Alumni- Teacher- Student</li> </ul>	<ul style="list-style-type: none"> <li>• Actual teaching</li> <li>• Feedback session</li> <li>• Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>E-learning resources</li> <li>Language apps.</li> </ul>	<ul style="list-style-type: none"> <li>• No of Periods</li> <li>• Week/Month</li> <li>10 hrs.</li> </ul>	



  
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	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Focus group discussion</li> <li>Online Mode</li> </ul>	Mobile based learning Learning apps.	
<b>FIBANOCCI DAY CELEBRATIONS</b>				
Unit 2: Aims, Objectives value of teaching Mathematics. Celebration of national Statistic Day	Expert-Teacher student Teacher - student Student-student Student -Library	Focus group discussions Brain storming Workshop on Values of teaching Mathematics. Seminar Presentations for national Statistics day and other activities/games.	LMS e-learning resources NET-Learning apps.	5-7- hrs (One week)
UNIT 3. Lesson Planning Unit Plan & Lesson planning	Expert-Teacher student Teacher - student Student-student Student -Library	Problem solving Brain storming forum and paper discussion	E-Resources Videos of expert classes Learning APPS Mobile based learning.	10 hrs
<b>JOHN VENN DAY CELEBRATIONS</b>				
Sub unit1 Pedagogical Analysis of Mathematics John Venn Birthday	Teacher student Teacher - student Student-student Student -Library	Focus group Discussions Brain storming Online mode seminar Presentation	E-learning resources Library Virtual labs Learning apps.	10 hrs
Unit 4: Recourses for strengthening Mathematics education	Teacher student student-student student-Library	Workshop presentation Focus group discussions Brain storming	e-learning Resources Library Virtual labs Learning Apps.	10 hrs "
<b>NATIONAL MATHEMATICS DAY CELEBRATIONS</b>				



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Unit 5: Curriculum principles of curriculum construction In short video editing app. Workshop on Google form	Alumni teacher-student Teacher – student student-student student-library	Participative of problem solving Brain storming Focus group discussion seminars	E-learning resources Mobile based Virtual lab	5 Hrs. (1 week)
<b>PRE INTERNSHIP ORIENTATION BY A RESOURCE PERSON</b>				
CURRICULAR PRODUCTS ( Expected)-publications if any				
DIGITAL		NON DIGITAL		
KTET QUESTIONS				
ASSESSMENT FOR LEARNING				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1:	Test –Mid semester and Model Examination	Task to be pedagogical analysis of chapters in 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> .	Assignment	Enrichment
Unit 2 Planning –Year plan, Unit and lesson plan	Tests - Oral	Writing of discussion demonstration and criticism lesson plan		
Unit 3: Micro Teaching	Test Mid semester & Model Examination	Do actual micro teaching	Write the learning practice of the topic	Yes
Unit 4:Resources for strengthening health education	Test Model Exam	Workshop on different topics –seminars too practice learning		
Unit 5: Formal and transformal ways of evaluation	Test-Mid semester Model examination	Compare syllabusof differentstreams. CBSE-State -ICSC	Prepare achievement test for all topics	

Curricular Products



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BIRSA UNIVERSITY, RAJSHI (JHARKHAND)

ASSESSMENT FOR LEARNING				
		TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit I:	Test - Model Examination	Seminar presentation	Assignment	Seminar Presentation
Unit II	Test - Model Examination	Seminar presentation		Workshop
Unit III	Test - Model Examination	Seminar presentation		
Unit IV	Test - Model Examination	Seminar presentation		
Unit V	Test - Model Examination	Seminar presentation		

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CURRICULAR PLAN OF ACTION			COURSE CODE:	
<b>GENERAL INFORMATION</b>				
Academic year : 2021-2022	Batch: 2021-2023	Semester: II		
Paper: Core/Elective/Pedagogic/EPC	Paper code: P202.7	Paper Title: Assessment for learning	Marks: 80	Total Time: 80 Hrs.
Name of the Teacher: Dr. Sholy Joseph K.	Designation: Asso. Professor in Mathematics	Submitted on: 01-10-2022		
<b>LEARNING OBJECTIVES</b>				
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>		<b>CLOs ( Teacher made if any)</b>		
1. To gain critical awareness of issues in assessment and evaluation		1. To become proficient in standardised procedures for assessment		
2. To become proficient in developing assessment tools and technique		2. To become proficient in data analysis and its modern ways.		
3. To become proficient in grading procedures, preparing report card and communicating assessment results.		3. To be aware of CCE and the related modern educational techniques		
4. To gain awareness in the assessment of student with disabilities				



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 MATHEMATICS, P. O. MATHANPURAM,  
 MEERANGUDI, GURUGRAM, HARYANA

CONTENT OVERVIEW				
Unit 1:	Examination Reform Effectives			
Unit 2:	Theoretical foundations of learning and assured.			
Unit 3:	Education Evaluation			
Unit 4:	CCE			
Unit 5:	Criterion of good test.			
Unit 6:	Tests & Techniques for Evaluation			
Unit 7:	Types of test			
Unit 8:	Performance assessment			
Unit 9:	Port folio			
Unit 10:	Assigning grades on the basis of classroom attend.			
Unit 11:	New Trends in Education			
Unit 12:	Trends in assessment of students with disabilities			
Unit 13:	Data analysis			
CURRICULAR TRANSACTION PROCESS				
UNITS 1 and 2	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month 10 hrs.
Examination Reform Efforts Theoretical foundation of learning and assessment	Expert Teacher –student Teacher-students student-student Student library	Focus group discussions Seminars	E-learning resources Language apps. Mobile based learning Learning apps.	
Unit 3 & 4 Math 2.0 Day	Teacher student Teacher – student	Seminars experimental of	Mobile based learning E-learning rejoices	10 hrs



  
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 DISTRICT, TAMIL NADU

Celebration	Student-student Student -Library	Actual Teaching Feedback sessions		
Unit 5 & 6 Pre internship Orientation	Teacher student Teacher - student Student-student Student -Library	Seminars experimental of Actual Teaching Feedback sessions		10 hrs
Unit 7 & 8 DR. dr. Harish Chanda Birthday celebration	Teacher student Teacher - student Student-student Student -Library	Seminars Discussions feedback session	Learning app E-learning resources	10 hrs
Unit 9 & 10	Teacher student Teacher - student Student-student Student -Library	Seminars Focus group Discussions Brain storming	E-learning resources Library Virtual labs Learning app.	20 hrs
Unit 11,12 & 13	Teacher student Teacher - student Student-student Student -Library	Actual teaching, Feedback session		
<b>ASSESSMENT FOR LEARNING</b>				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1,2,3	Test/Nodal Examination	Seminars/workshop		Workshop & Seminars
Unit 4,5,6	Tests/Model exam	Seminar		Workshop/Discussions
Unit 7, 8 & 9	Tests/Model exam	Workshop & Seminars		Workshop/Discussions
Unit 10,11 & 12	Tests/Model exam	Seminars		Workshop/Discussions
Unit :13	Tests/Model exam	Seminars & Problem presentation		Workshop/Discussions

*Dr. Study Joseph K*

<b>CURRICULAR PLAN OF ACTION</b>	<b>COURSE CODE. RED C103</b>
<b>GENERAL INFORMATION</b>	




  
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 MEERANGADIPATTI, TANJORE DT., TAMIL NADU



UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month
Unit 1: Language Across Curriculum; meaning, need and benefits  Language and Communication Skill	<ul style="list-style-type: none"> <li>Alumni</li> <li>Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Actual teaching</li> <li>Feedback session</li> <li>Problem solving</li> <li>Brain storming</li> <li>Focus group discussion</li> <li>Online Mode</li> </ul>	E-learning resources Language apps. Mobile based learning Learning apps.	3 10 hrs.
<b>FILM REVIEW, WHATSAPP GROUP ACTIVITIES</b>				
Unit 2: Importance of teacher language,  General classroom language of a teacher	Expert-Teacher student Teacher – student Student-student Student -Library	Focus group discussions Brain storming Workshop on Values of teaching Mathematics. Seminar Presentations for national Statistics day and other activities/games.	LMS e-learning resources NET-Learning apps.	5-7- hrs (One week)
<b>CREATIVE WRITING WORKSHOP, WHATSAPP GROUP ACTIVITIES</b>				
Unit 3 Listening strategies and ways to improve listening	Expert-Teacher student Teacher – student Student-student Student -Library	Problem solving Brain storming forum and paper discussion	E-Resources Videos of expert classes Learning APPS Mobile based learning.	10 hrs
<b>SPEECH PRESENTATIONS, WHATSAPP GROUP ACTIVITIES</b>				
Unit 4:	Teacher student	Workshop presentation	e-learning	10 hrs



  
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Reading as a source of language development	student-student student-Library	Focus group discussions Brain storming	Resources Library Virtual labs Learning Apps.	"
<b>WHATSAPP GROUP ACTIVITIES, STORY PRESENTATIONS</b>				
<b>Unit 5:</b> Curriculum principles of curriculum construction In short video editing app. Workshop on Google form	Alumni teacher-student Teacher – student student-student student-library	Participative of problem solving. Brain storming Focus group discussion seminars	E-learning resources Mobile based Virtual lab	5 Hrs. (1 week)
<b>WHATSAPP GROUP ACTIVITIES, STORY PRESENTATIONS</b>				
Sub unit1				
Sub unit2				
CURRICULAR PRODUCTS ( Expected)-publications if any				
DIGITAL		NON DIGITAL		
COMPENDIUM OF SPEECH PRESENTATIONS		COMPENDIUM OF CREATIVE WRITING WORKSHOP		
COMPENDIUM OF MATHEMATICIANS				
ASSESSMENT FOR LEARNING				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1:	Test -Mid semester and Model Examination	PRESENTATIONS	Assignment	Enrichment
Unit 2	Tests - Oral			
Unit 3:	Test Mid semester & Model	Do actual micro teaching	Write the learning	



  
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 SREEKRISHNAPURAM, KOLLAM DT., KERALA

Unit 4:	Examination		practice of the topic	
Unit 5:	Test Model Exam	Workshop on different topics		
	Test-Mid semester		Prepare tasks	
	Model examination			

*M.H.P.*  
*Dr. Shady Joseph K.*



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 BRESA/DAPURUSA, KUVUTUR DL, 670021

CURRICULAR PLAN OF ACTION				COURSE CODE: P301.7	
<b>GENERAL INFORMATION</b>					
Academic year :2021-22	Batch: 2020-22	Semester:	III		
Paper: Core/Elective/Pedagogic/EPC	Paper code: 301	Paper Title: Pedagogy of school subject – Part II Mathematics		Marks: 60	Total Time: 50 Hrs.
Name of the Teacher: Dr. Sholy Joseph K.		Designation: Asso. Professor in Mathematics		Submitted on: 01-6-2021	
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
5. To be efficient in planning lessons based on models of teaching.			1. To develop competency in handling Geogebra		
6. To develop understanding about needs of gifted learners, slow learners and exceptional children.			2. To develop competency in video editing.		
7. To develop competency in developing programmed learning materials.			3. To develop competency in concept map		
<b>CONTENT OVERVIEW</b>					
Unit 1:	Planning for Teaching –Learning Mathematics				
Unit 2:	Strategies for Instruction				
Unit 3:	Mathematics for all				
Unit 4:	Exceptional children in Mathematics				
Unit 5:	ICT in Improving Teaching Performance				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month	



  
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 SHREEGANAPADA, BANGALURU-560031

Unit 1: Identifying concepts to be transacted at various levels	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Teacher-Student</li> <li>• Alumni- Teacher- Student</li> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>• Actual teaching</li> <li>• Feedback session</li> <li>• Problem solving</li> <li>• Brain storming</li> <li>• Focus group discussion</li> <li>• Online Mode</li> </ul>	E-learning resources Language apps. Mobile based learning Learning apps.	10 hrs.
Unit 2: Models of teaching  Programmed learning	Expert-Teacher student Teacher – student Student-student Student -Library	Focus group discussions Brain storming Workshop on Values of teaching Mathematics. Seminar Presentations for national Statistics day and other activities/games.	LMS e-learning resources NET-Learning apps.	5-7- hrs (One week)
Unit 3:  Recreational activities in mathematics learning	Experi-Teacher student Teacher – student Student-student Student -Library	Problem solving Brain storming forum and paper discussion	E-Resources Videos of expert classes Learning APPS Mobile based learning.	10 hrs
<b>National Mathematics Day Celebration</b>				
Unit 4: Recourses for strengthening Mathematics education national Mathematics Day Celebration.	Teacher student student-student student-Library	Workshop presentation Focus group discussions Brain storming	e-learning Resources Library Virtual labs Learning Apps.	10 hrs "
Unit 5: Curriculum principles of curriculum construction In short video editing app. Workshop on Google form	Alumni teacher-student Teacher – student student-student student-library	Participative of problem solving Brain storming Focus group discussion seminars	E-learning resources Mobile based Virtual lab	5 Hrs. (1 week)



  
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 575001

Reforms in Mathematics curriculum national	Teacher-student student-student student-library	Problem solving brain storming Focus group discussion seminars Workshops	-	-
Reforms International				
Sub unit1				
Sub unit2				
CURRICULAR PRODUCTS ( Expected)-publications if any				
DIGITAL		NON DIGITAL		
KTET QUESTIONS				
COMPENDIUM OF MATHEMATICIANS				
ASSESSMENT FOR LEARNING				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1:	Test –Mid semester and Model Examination	Task to be pedagogical analysis of chapters in 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	Assignment	Enrichment
Unit 2	Tests - Oral	Writing of discussion demonstration and criticism lesson plan		
Unit 3:	Test Mid semester & Model Examination	Do actual micro teaching	Write the learning practice of the topic	Yes
Unit 4:	Test Model Exam	Workshop on different topics –seminars too practice learning		
Unit 5:	Test-Mid semester Model examination	Compare syllabusof differentstreams. CBSE-State -ICSC	Prepare achievement test for all topics	



*M.H.P.*  
Dr. Shady Joseph K.

*[Signature]*  
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INDIA-625003, TEL: 0452-670021

Name of the Teaching Faculty: Dr. Veena Appukuttan

CURRICULAR PLAN OF ACTION			COURSE CODE: BED C 101.11	
<b>GENERAL INFORMATION</b>				
Academic year - 2022-2023	Batch: 2021-2023	Semester: I		
Paper: Pedagogic courses	Paper code: 101.11	Paper Title: Understanding the Discipline and subject Social Science	Marks: 60	Total Time: 50 Hrs
Name of the Teacher: Dr. Veena Appukuttan		Designation: Asst. Professor in Social Science	Submitted on: 06-06-2022	
<b>LEARNING OBJECTIVES</b>				
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>	
1. Get acquainted with Nature, scope, values and objectives of social science teaching and the relationship of social science with other subjects.			1. To enable the student teachers to examine the prevailing pedagogical practices critically and to reflect the desired changes	
2. Achieve mastery over instructional strategies, method and skills for teaching social science.			2. To sensitize and equip student teachers to handle social issues through the outreach activities	
3. To get an understanding of the principles of curriculum construction and also acquire a familiarity with different approaches of organizing social science curriculum.			3. To reflect upon their own experiential knowledge during the course period to establish a link between theory and practice.	
4. To develop an appreciation of the role and significance of social science in achieving national integration and fostering international understanding.			4. To participate in the various activities of the institution to develop life skills needed for the successful survival in the society.	
<b>CONTENT OVERVIEW</b>				
Unit 1:	Social Science as a Core Discipline			
Unit 2:	Social Science Curriculum			
Unit 3:	Learning Theories and the Teaching of Social Science			
Unit 4:	Approaches, Techniques and Methods of Social Science Teaching			
Unit 5:	Reference Materials for Social Science			
Unit 5:	Reference Materials for Social Science			
Unit 6:	Social Science and Changing Society			



*Dr. Veena Appukuttan*  
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 SREEBANGANURAM, KATTURAJ DT, 479531

CURRICULAR TRANSACTION PROCESS				
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No. of Periods • Week/Month • 5 hrs. (weekly)
Unit 1: Social Science as a core discipline Structure of social science Social Science as a core subject	<ul style="list-style-type: none"> <li>Alumni-student</li> <li>Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Seminar Presentations</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>Social media</li> <li>Virtual labs</li> <li>Learning apps</li> </ul> <b>Non Digital</b>	
Sub-unit 1.2 Aims of Teaching Social Science Curriculum  1.3 Relationship of Social Sciences and with other subjects.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	Focus Group discussions Brain storming Online mode Collaborative learning experiences Peer tutoring  Seminar Presentations, seminar on correlation of social science with other subjects.	Learning resources Virtual labs, podcasts  Internet learning Mobile based learning collecting Information Reference materials	5 hours weekly
Unit 2: Social Science Curriculum Meaning and definition of curriculum Principles of curriculum construction Organising Social Science	Expert-Teacher- student Teacher - student Student/student Student-Library	Focus group discussions Brain storming Seminar on curriculum organization... Documentary Presentations for national days observances and related curriculum formation	LMS e-learning resources NET-Learning apps	5-7 hrs. (Weekly)



  
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Social Science Library Social Science Text Book Workbook, hard book, supplementary reading material etc. Educational websites- Eric, edure, funderstanding, Edukandu etc. Uses of Inffiboot, Linux, Ubuntu. Blog creation		Seminars  Problem solving Brain storming Focus group discussion seminars Workshops Academic support for self- study courses			
Unit 6 Social Science and Changing Society Current affairs in Social Science Teaching controversial issues Utilizing Community resources National Integration International Understanding	Expos-Teacher- student Teacher – student Student-student Student -Library	Discussions on role of social science in the changing society Cooperative learning discussions on Teaching controversial issues Seminar presentations on how to utilize community resources efficiently. Academic support for self- study courses	Reference materials		
<b>CURRICULAR PRODUCTS / Expected-publications if any</b>					
<b>DIGITAL</b>		<b>NON DIGITAL</b>			
Presentations of all seminars		Local history writing			
Brochures		Concept maps			
<b>ASSESSMENT FOR LEARNING</b>					
	<b>TESTS-Oral/written/real time/odd</b>	<b>TASKS</b>	<b>ASSIGNMENTS</b>	<b>REMEDICATION/ENRICH MENT</b>	<b>INNOVATIONS</b>
Unit 1:	Class Test	Picture Album	Theory Assignment	Seminar presentations on all units	
Unit 2:	Class Test	Seminar Presentation		Presentations of focus group discussions	
Unit 3:	Class Test				



  
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 BETHENGAPOUR, TANKURU DL, KARNATAKA

Unit 4:	Class Test	Seminar Presentation			
Unit 5:	Class Test	compare syllabus of different streams			



  
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 BELLURUVAHALLI, BANGALORE 560075

CURRICULAR PLAN OF ACTION				COURSE CODE: BED C 201,11	
<b>GENERAL INFORMATION</b>					
Academic year :2022-23	Batch: 2021-23	Semester:	II		
Paper: pedagogic course	Paper code: 201.11	Paper Title: Pedagogy of school subject – Part I Social Science		Marka: 60	Total Time: 50 Hrs
Name of the Teacher: Dr. Vaena Appuluttan		Designation: Asst. Professor in Social Science		Submitted on: 03-10-2022	
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES - CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1. To acquaint with the core teaching skills and to practice micro teaching class for mastering teaching skills.			1. Prepare micro teaching lessons and practice simulated classes		
2. To apply the principles of teaching in preparing different types of instructional plan.			2. Familiarise pedagogic analysis and help to formulate learning objectives. Develop competency in designing learning activities and evaluation techniques.		
3. To undertake pedagogic analysis of social Sciences text book for secondary and Higher secondary classes and To develop ability to apply constructivist learning design in the modern classroom			3. Planning of instruction in constructivist learning design.		
4. To gain practical experience in handling software and hardware materials related to the teaching of social science.			4. Develop skill in preparing IT inputs in Social Science teaching.		
<b>CONTENT OVERVIEW</b>					
Unit 1:	Teaching Skills and Micro Teaching				
Unit 2:	Pedagogic Analysis				



  
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Unit 3:	Planning of Instruction			
Unit 4:	Shift from Behaviourism to constructivism			
Unit 5:	IT inputs in social science teaching			
<b>CURRICULAR TRANSACTION PROCESS</b>				
UNITS III	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month 10 hrs.
Unit I Teaching Skills and Micro Teaching Maxims of Teaching. Core Teaching Skills Micro Teaching Procedures	<ul style="list-style-type: none"> <li>• Alumni</li> <li>• Teacher-Student</li> <li>• Alumni- Teacher- Student</li> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>• Actual teaching</li> <li>• Feedback session</li> <li>• Problem solving</li> <li>• Brain storming</li> <li>• Focus group discussion</li> <li>• Online Mode</li> </ul>	E-learning resources Mobile based learning Learning apps	
Unit II Pedagogic Analysis Content analysis- Statement of objectives- deciding pre requisites- determining maps- assignment- activities and e valuation procedures.	Expert-Teacher student Teacher - student Students-student Student -Library	Focus group discussions on Pedagogic Analysis and Content analysis Brain storming Workshop on - activities and e valuation procedures. Seminar Presentations for national Statistics day and other activities/games	LMS e-learning resources NET-Learning apps Reference materials	5-7 hrs. (Weekly)
Sub unit 2 2.2 Analysis of relevant content of social science text book of secondary and higher secondary classes.	Expert-Teacher student Teacher - student Students-student Student -Library	Problem solving Brain storming forum and paper discussion	E-Resources Videos of expert classes Learning APPS Mobile based learning.	10 hrs.



  
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 MYSURU, KARNATAKA, INDIA-576111

CURRICULAR PRODUCTS ( Expected)publications if any				
DIGITAL			NON DIGITAL	
ASSESSMENT FOR LEARNING				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1 Teaching Skills and Micro Teaching	Test -Mid semester and Model Examination	Task to be pedagogical analysis of chapters in 3 <sup>rd</sup> , 6 <sup>th</sup> , 10 <sup>th</sup>	Assignment	Enrichment
Unit 2 Analysis of relevant content of social science text book	Tests - Oral	Writing of discussion demonstration and criticism lesson plan		
Unit 3- Planning of Instruction	Test Mid semester & Model Examination	Do actual micro teaching	Write the learning practice of the topic	Yes
Unit 4- Shift from Behaviourism to constructivism	Test Model Exam	Workshop on different topics -seminars to practice learning		
Unit 5 IT inputs in social science teaching	Test-Mid semester Model examination	Compare syllabus of different streams CBSE-State-KSC	Prepare achievement test for all topics	

Curricular Products


ASSESSMENT FOR LEARNING				
		TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1	Class Test	Seminar presentation	Assignment	Seminar Presentation



  
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 BISKANAPURAM, BISKANAPURAM, BISKANAPURAM

Unit III Planning of Instruction Need and importance of Planning Level of Planning- Year Plan, Unit Plan and Lesson Plan	Teacher-student Teacher – student Student-student Student -Library	Focus group Discussions Brain storming Online mode seminar Presentation	E-learning resources Library resources Virtual experiments Learning apps. Reference materials	10 hrs.
Unit IV: Shift from Behaviourism to constructivism 4.1 Towards social construction of knowledge • Cognitive revolution • Social Constructivism  4.2 Constructivist Learning Design • Co-operative Learning • Meta cognitive Strategies • Concept Mapping.  4.3 Objective Based Instruction	Teacher-student student-student student-Library  expert- teacher –students Alumni Teacher-student teacher- students student-student student –librarian	Academic support for self- study courses	e-learning Resources Library Virtual labs Learning Apps  e-learning Resources Library Virtual labs Learning Apps.	10 hrs.  10 hours (2 weeks)
Unit 5: IT inputs in social science teaching 5.1 Computer aided teaching 5.2 Using Presentation software's 5.3 Module preparation for e- content 5.4 Video conferencing 5.5 Free software's.	Alumni teacher-student Teacher – student student-student student-library  Teacher-student student-student student-library	Strategies of problem solving Brain storming Focus group discussion seminars  Problem solving brain storming Focus group discussion seminars Workshops Academic support for self- study courses	E-learning resources Mobile based learning Virtual experiments in geographical areas Reference materials	5 Hrs. (1 week)



  
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 SREEKANTHAPURAM, MADHURAI, TN-626001

Unit II	Class Test	Presentations on social issues		Workshop
Unit III	Class Test	presentation		
Unit IV	Class Test	presentation		
Unit V	Class Test	Seminar presentation		

CURRICULAR PLAN OF ACTION				COURSE CODE: HED C 202,11	
<b>GENERAL INFORMATION</b>					
Academic year	2022-2023	Batch	2021-2023	Semester	II
Paper: Pedagogic Course	Paper code: 202.11	Paper Title: Assessment for learning: Social Science		Marks: 100	Total Time: 80 Hrs.
Name of the Teacher: Dr. Veena Appukuttan		Designation: Asst. Professor in Social Science		Submitted on: 30-08-2022	
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1. Understand aims and objectives of Assessment for teaching & learning and Familiarize with trends & issues in assessment and evaluation.			1. To become proficient in evaluation and instructional objectives.		
2. Become proficient in evaluation, assessment, measurement and tests.			2. To become efficient in developing evaluation strategies and different styles of learning.		
3. Become proficient in grading procedures and gain critical awareness of issues in assessment and evaluation.			3. To be aware of CCE and performance assessment.		
4. Gain awareness in the assessment of students with disabilities and become proficient in computerized adaptive testing.			4. Familiar with process and product evaluation, portfolios and rubrics.		
5. Graphical representation of data and its application in educational background.			5. Become proficient in data analysis and statistics.		
<b>CONTENT OVERVIEW</b>					



  
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 KOTTAYAM, KERALA-686031

Unit 1	Instructional Objectives
Unit 2	Examination Reform Efforts
Unit 3	Educational evaluation
Unit 4	Continuous and comprehensive evaluation
Unit 5	Performance Assessments
Unit 6	Portfolios
Unit 7	New trends in evaluation
Unit 8	Trends in the assessment of students with disabilities.
Unit 9	Tools and Techniques of Evaluation
Unit 10	Data analysis

CURRICULAR TRANSACTION PROCESS				
UNITS I and II	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No of Periods • Week/Month 10 hrs.
Unit 1: Instructional Objectives 1.1 : Educational Objectives 1.2 : Evaluation and Instructional objectives 1.3 : Classification of Educational objectives – Bloom's Taxonomy Revised Bloom's Taxonomy Input – Output model of Instruction	Expert Teacher –student Teacher-students student-student Student library	Focus group discussions Seminars	E-learning resources Language apps Mobile based learning Learning apps Reference materials	
Unit 2: Examination Reform Efforts	Teacher student Teacher – student	Seminars Comparison of curriculum of	Mobile based learning E-learning resources	10 hrs.



  
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<p>National curriculum frame work (2005). National Focus Group position paper on examination reforms. The right of children to free and compulsory education act RTE act(2009) Kerala curriculum frame work (2007)</p>	<p>Student-student Student -Library</p>	<p>different streams. Academic support for self-study courses</p>		
<p>Unit 3: Educational evaluation  Concept of evaluation, Meaning, definition, purpose, functions and principles of evaluation steps involved in evaluation  Assessment paradigm: Assessment for learning, assessment as learning and assessment of learning  Distinction between Evaluation, Assessment and Measurement</p>	<p>Teacher student Teacher - student Student-student Student -Library</p>	<p>Seminars Group Discussions Inquiry Training Experiential learning for preparation of assessment tools</p>	<p>Reference materials</p>	<p>10 hrs.</p>
<p>Unit4: Continuous and comprehensive evaluation Meaning , definition and Features of continuous and comprehensive evaluation. Its merits and demerits.</p>	<p>Teacher student Teacher - student Student-student Student -Library</p>	<p>Seminars Discussions feedback session Academic support for self-study courses</p>	<p>Learning apps E-learning resources</p>	<p>10 hrs</p>



  
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Meaning, Definition, Purpose and use of Formative and Summative evaluation 4.9 Importance of feedback, diagnosis, feedback, remediation and styles of learning				
Unit 5: Performance Assessments Process and product assessment of non-cognitive behaviours. Types of performance assessment, Reliability issues in performances, Strengths of performance assessments, Weaknesses of performance assessments	Teacher-student Teacher-student Student-student Student-Library	Seminars Focus group Discussions Brain storming	E-learning resources Library Virtual labs Learning apps Reference materials	20 hrs
Unit 6: Portfolios Guidelines for developing portfolio assessment. Strength and Weaknesses of portfolio assessments. Scoring Rubrics: Holistic scoring rubrics and analytic scoring rubrics.	Teacher-student Teacher-student Student-student Student-Library	Preparations of portfolios Academic support for self-study courses		
Unit 7: New trends in evaluation Open Book Examination system. Choice based credit system and semester system.	Teacher-student Teacher-student Student-student Student-Library	Practice of different of evaluation Academic support for self-study courses	Reference materials	



  
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Evaluation of non-acholastic aspects of pupil's growth.				
Computerized adaptive testing (CAT) and others technological advance				
Unit 8: Trends in the assessment of students with disabilities,  Projective techniques- Definition, types of projection and different types of tests- their use and interpretation, Observations. Teacher's role in assessing students with disabilities.	Teacher student Teacher - student Student-student Student -Library		Reference materials	
Unit 9: Tools and Techniques of Evaluation Evaluation Tools And Techniques Qualities of evaluation tools Construction of Achievement Test Types of Test items Construction of Diagnostic Test Remedial Instruction  Development and use of Norm-Referenced and Criterion-Referenced Test	Teacher student Teacher - student Student-student Student -Library	Academic support for self-study courses	Reference materials	
Unit 10: Data analysis	Teacher student	Academic support for self-	Reference materials	



  
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Statistics: meaning, definition, need and importance. Graphical representation of data. Measures of central tendency Measures of variability. Correlation. Types of Correlation coefficients.	Teacher – student Student–student Student –Library	study courses		
ASSESSMENT FOR LEARNING				
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ ENRICHMENT
Unit 1:	Class Test	Seminars/workshop		Workshop & Seminars
Unit 4,5,6	Class Tests	Seminar		Workshop/Discussions
Unit 7, 8 & 9	Class Tests	Workshop & Seminars		Workshop/Discussions
Unit 10,11 & 12	Class Tests	Seminars		Workshop/Discussions
Unit 13	Class Tests	Seminars & Problem presentation		Workshop/Discussions



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CURRICULAR PLAN OF ACTION				COURSE CODE: BED C 301.11	
<b>GENERAL INFORMATION</b>					
Academic year : 2022-2023	Batch: 2021-2023	Semester: III			
Paper: Pedagogic course	Paper code: BED P 301.11	Paper Title: PEDAGOGY OF SCHOOL SUBJECT-PART II: SOCIAL SCIENCE	Marks: 60	Total Time: 50 Hrs	
Name of the Teacher: Dr. Vaana Appukuttan		Designation: Asst. Professor in Social Science	Submitted on: 01-11-2022		
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
5. To acquaint with the innovative practices in Social Science teaching and to develop different strategies to cater individual differences in learning			5. To enable the student teachers to examine the prevailing pedagogical practices critically and to reflect the desired changes.		
6. To acquire knowledge and understanding in the preparation and management of teaching aids and equipment for teaching Social Science.			6. To sensitise and equip student teachers to handle social issues through the outreach activities.		
7. To develop ability to becoming a professional Social Science teacher			7. To reflect upon their own experiential knowledge during the course period to establish a link between theory and practice.		
8. To get familiarity with the importance of instructional materials for Social Science teaching.			8. To participate in the various activities of the institution to develop life skills needed for the successful survival in the society.		
<b>CONTENT OVERVIEW</b>					
Unit 1:	Unit 1 Innovative Practices in Social Science Teaching				
Unit 2:	Fostering Giftedness and creativity in Social Sciences				
Unit 3:	Resources for teaching Social Sciences				
Unit 4:	Becoming a professional Social Science Teacher				
Unit 5:	Co-Curricular Activities in Social Science				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOUR	TIME:	



  
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Unit 1 Innovative Practices in Social Science Teaching Critical pedagogy and Social Sciences Issue Based learning.	<ul style="list-style-type: none"> <li>Alumni-student</li> <li>Teacher-Student</li> <li>Alumni-Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Seminar Presentations</li> </ul>	SES <b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>Virtual labs</li> <li>Learning apps</li> </ul> <b>Non Digital</b>	<ul style="list-style-type: none"> <li>No. of Periods</li> <li>Week/Month</li> <li>5 hrs. (weekly)</li> </ul>
Sub unit 1.2 Models of Teaching o Concept Attainment o Juries prudential Enquiry o Inquiry Training model Jigsaw technique for learning MI based learning subjects.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student -Library</li> </ul>	Focus Group discussions Brain storming Online mode  Seminar Presentations, workshop on correlation of Social science with other subjects. Academic support for self-study courses	Learning resources Virtual Geographical Experiments  Internet learning Mobile based collecting Informazion Reference materials	5 hours Weekly
Unit 2 Fostering Giftedness and creativity in Social Sciences Higher order thinking skills • Critical thinking • Problem Solving • Logical thinking etc. Characteristics of gifted and creative children Strategies to foster creativity and giftedness.	Expert-Teacher- student Teacher – student Student-student Student -Library	Focus group discussions Fostering Giftedness and creativity in Social Sciences Workshop on Higher order thinking skills Seminar Presentations for Strategies to foster creativity and giftedness. Academic support for self-study courses	LMS e-learning resources NET-Learning apps.	5-7 hrs. (Weekly)



  
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Unit 3 Resources for teaching Social Sciences Software and hardware Social Science Laboratory Social Science museum Maps and Globes Timelines Social Media	Expen-Teacher student Teacher - student Students-student Student-Library	Workshop on educational, objective and Revised educational objectives Group discussion on Objectives Individual learning	LMS E-learning Resources Net learning learning apps	5 hours (Weekly)
Unit 4 Becoming a professional Social Science Teacher Teaching as a Profession Professional Ethics Personal and Professional qualities of a Social Science teacher Ways and Means of improving professionalism.	Teacher student student-student student-Library	Seminar presentation Focus group discussions Brain storming Academic support for self-study courses Day celebrations  Workshop on different approaches Brain storming Focus group discussion Workshop on selected topics Academic support for self-study courses	e-learning mobile based learning Learning apps  e-learning mobile based learning Learning apps Reference materials	5 hrs (1 week)  10 hours (2 weeks)  Total 2 weeks
Unit 5 Co-Curricular Activities in Social Science Club Activities Exhibitions , Field Trips Quiz Competition Uses of Internet, Linux, Ubuntu. Blog creation	Alumni teacher-student Teacher - student student-student student-library	Academic support for self-study courses	E-learning resources Mobile based Virtual lab	5 Hrs. (1 week)



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CURRICULAR PRODUCTS ( Expected)-publications if any					
DIGITAL			NON DIGITAL		
Projects reports			Project reports		
Documentary preparation			Picture album		
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/mdl sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	Model Test	Picture Album	Theory Assignment	Seminar presentations on different gender roles	
Unit 2:	Model Test	Seminar Presentation	Theory Assignment	News reports analysis on women empowerment	
Unit 3:	Model Test		Theory Assignment	Analysis of violations of rights of women	
Unit 4:	Model Test	Seminar Presentation	Theory Assignment	Presentations on examples of	
Unit 5:	Test Model	compare evaluation schemes and syllabus of different streams	Theory Assignment		



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CURRICULAR PLAN OF ACTION				COURSE CODE : BED C401	
<b>GENERAL INFORMATION</b>					
Academic year : 2022-2023	Batch: 2021-2023	Semester	IV		
Paper: Core paper	Paper code: BED C 401	Paper Title: Gender School and Society		Marks: 60	Total Time: 50 Hrs
Name of the Teacher: Dr. Venna Appukutan		Designation: Asst. Professor in Social Science		Submitted on: 01-12-2022	
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
9. Developing a critical aware of the processes of socialization at home and school and their roles in shaping the identity and Reflects critically on the roles of teacher and Pedagogy in instilling the concepts of gender, shaping gender identity.			9. To enable the student teachers to examine the prevailing pedagogical practices critically and to reflect the desired changes.		
10. Develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'			10. To sensitize and equip student teachers to handle social issues through the outreach activities.		
11. Develop critical insight on the transformations around the world with respect to gender and gender roles.			11. To reflect upon their own experiential knowledge during the course period to establish a link between theory and practice.		
12. Perceive and realize the roles pedagogy and teachers in developing a gender fair society.			12. To participate in the various activities of the institution to develop life skills needed for the successful survival in the society.		
<b>CONTENT OVERVIEW</b>					
Unit 1	Issues and Concepts of Gender				
Unit 2	Gender Equality and Empowerment				
Unit 3	Theories of Gender and Education				
Unit 4	Gender Issues and Curriculum				
Unit 5	Gender, Sexuality, Sexual Harassment and Abuse				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: • No. of Periods • Week/Month	
UNIT 1: Issues and Concepts of	• Alumni-student	• Experiential Learning			



  
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Gender Gender and gender identity, sex, patriarchy - masculinity and feminine - Gender bias, gender stereotyping, trans gender and empowerment,	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Alumni- Teacher- Student</li> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• Seminar Presentations</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>• LMS</li> <li>• Virtual labs</li> <li>• Learning apps</li> </ul> <b>Non Digital</b>	5 hrs. (weekly)
Gender Roles – Influence of institutions such as the family, caste, religion, culture, the media and popular culture - Equity and equality in relation with caste, class, religion, and ethnicity.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student -Library</li> </ul>	Focus Group discussions and Brain storming Gender Roles - Influence of institutions.  Seminar Presentations Equity and equality in relation with caste, class, religion, ethnicity Co-operative learning strategy on gender roles in caste, religion, race, class, religion etc.	Learning resources Virtual labs  Internet learning Mobile based collecting information	5 hours Weekly
UNIT 2: Gender Equality and Empowerment - Significance of gender just education- Role of social reform movements on women's education and empowerment. Shift from women studies to gender studies - impact of policies, programme and scheme for promotion of gender equality.	Expert-Teacher- student Teacher - student Student-student Student -Library	Focus Group discussions and Brain storming Gender Roles - Influence of institutions.  Seminar Presentations Equity and equality in relation with caste, class, religion, ethnicity Co-operative learning strategy on gender roles in caste, religion, race, class, religion etc.	LMS e-learning resources NET-Learning apps	5-7 hrs. (Weekly)
UNIT 3: Theories of Gender and	Expert-Teacher student	Workshop on educational,	LMS	5 hours (Weekly)



  
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Education Theories on Gender and Education: Socialization theory- • Gender difference - Structural theory, Deconstructive theory - Schooling of Girls- inequalities and resistances.	Teacher - student Students-student Student-Library	objective and Revisal educational objectives Group discussion on Objectives Individual learning	E-learning Resources Net learning Learning apps Reference materials	
UNIT 4: Gender Issues and Curriculum Role of schools, peers, teachers, curriculum, Pedagogy and textbooks in challenging gender inequalities-gender and classroom interaction - Curriculum and gender - hidden curriculum - Gender in text and context-Significance of life skill education- Gender fair pedagogy.	Teacher student student-student student-Library	Seminar presentation Focus group discussions Brain storming  Workshop on different approaches Brain storming Focus group discussion Workshop on selected topics	e-learning mobile based learning Learning apps  e-learning mobile based learning Learning apps Reference materials	5 hrs. (1 week)    10 hours (2 weeks)   Total 2 weeks
UNIT 5: Gender, Sexuality, Sexual Harassment and Abuse - Sexual Harassment and Child Sexual Abuse - reproductive rights and sexual rights - Institutions for redressing sexual harassment and abuse - Policies and enactments. Blog creation	Alumni teacher-student Teacher - student student-student student-library	Participative of problem solving Brain storming Focus group discussion seminars  Problem solving brain storming Focus group discussion seminars Workshops	E-learning resources Mobile based learning resources Virtual videos and documentaries Reference materials	5 Hrs. (1 week)
CURRICULAR PRODUCTS ( Expected-publications if any)		NON DIGITAL		
DIGITAL				



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Project on women on electronic medias			Project Reports		
Project on Women on print medias			Seminar reports		
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/and sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	Class Test	Project on women on electronic medias	Theory Assignment	Seminar presented on influence of Gender roles on women	
Unit 2:	Class Test	Seminar Presentation	General Assignment on gender issues	Seminar on gender equality schemes	
Unit 3:	Class Test	Project on Women on print medias	Theory Assignment	Discussion on Gender Theories	
Unit 4:	Class Test	Seminar Presentation	Theory Assignment	Discussion on Gender far Pedagogy	
Unit 5:	Class Test	Seminar presentation	General Assignment on gender issues	Gender fairness in classroom activities	



  
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Name of the Teaching Faculty: Dr. Prasanth Mathew

CURRICULAR PLAN OF ACTION			COURSE CODE:BED C 101.9	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-23	Batch: 2022-24	Semester: SEMESTER 1		
Paper: PEDAGOGIC COURSE	Paper code: BED P 101.9	Paper Title: Understanding the Discipline and Subject-Physical Science	Marks:60 (50 External+10 Internal)	Total Time: 50hrs
Name of the Teacher: Dr. Prasanth Mathew		Designation: Assistant Professor in Physical Science	Submitted on:01-06-2022	
<b>LEARNING OBJECTIVES</b>				
<b>COURSE LEARNING OUTCOMES-CLOs (as per syllabus)</b>		<b>CLOs (Teacher made if any)</b>		
1. Understand the nature significance and scope of physical science.		1.To Explore " HOW SCIENCE WORKS"		
2. Understand science as both process and product.		<ul style="list-style-type: none"> <li>• to explore the <b>Structure of the Subject ( Scientific Products )</b></li> <li>• to explore the <b>Scientific Process of</b> <ul style="list-style-type: none"> <li>▪ Scientific Question to Scientific Answer</li> <li>▪ Scientific Problem to Scientific / Technological Solutions</li> <li>▪ Scientific Issues to Responsible Action</li> </ul> </li> </ul>		
3. Facilitate development of scientific attitude and scientific aptitude in learners.				
4. Aware of the various instructional strategies and curricular approaches in teaching physical science.				
5. Achieve mastery over the methods techniques contents of physical science for transacting.		2. To Design		
6. Understand scientific method of enquiry.		<ul style="list-style-type: none"> <li>• "Strategies for teaching and Learning Science"</li> <li>• "Pedagogical Process for Teaching and Learning Science"</li> </ul>		
7. Appreciate the fact that every child possesses curiosity about his/her natural surroundings.				
<b>CONTENT OVERVIEW</b>				
Unit 1: Nature of Physical Science				
1.1. Science – as a domain of enquiry- as a dynamic and expanding body of knowledge- as a process of constructing knowledge-as interdisciplinary area of learning. Process skills in science at secondary stage.				
1.2. Facts, concepts, principles, theories and laws – their characteristics in context of physical science.				

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	<p>1.3. Physical science for environment, health, peace, equity.</p> <p>1.4. Contribution of eminent scientists.</p> <p>1.5. Scientific Attitude, Scientific Aptitude, Scientific Creativity, Scientific sensitivity.</p>
Unit 2:	<p><b>Curriculum in Physical Science</b></p> <p>2.1. Curriculum – principles of construction, factors affecting.</p> <p>2.2. Approaches to curriculum organization – concentric plan, type study integrated, disciplinary and inter disciplinary approaches.</p> <p>2.3. Science curricular projects- Chemstudy, Nuffield project, PSSC.</p> <p>2.4. Science education as envisaged by NCF and KCF.</p>
Unit 3:	<p><b>Approaches and Strategies of Learning Physical Science</b></p> <p>3.1. Scientific Method-steps involved.</p> <p>3.2. Science a Process Approach (SAPA)</p> <p>3.3. Behaviorist approach Vs Constructivist approach; Critical Pedagogy.</p> <p>3.4. Inductive and Deductive approach of teaching – Mill's canons of induction</p> <p>3.5. Communication in Science, Lecture cum demonstration, Problem solving, Project method, Heuristic method, Historical method, Brain storming, Group discussion, Seminar.</p> <p>3.6. Graphic Organizers, Concept mapping, Collaborative learning and experiential learning.</p> <p>3.7. Facilitating Learners for self-study</p> <p>3.8. Models of Teaching- Concept Attainment Model and Inquiry Training Model.</p>
Unit 4:	<p><b>Exploring Learners</b></p> <p>4.1. Learning as a generative process- Learner as Little Scientist.</p> <p>4.2. Encouraging learners to raise questions; appreciating dialogue amongst peer group; Ensuring equal partnership of learners with special needs.</p> <p>4.3. Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in science.</p> <p>4.4. Stimulating creativity and inventiveness in science; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.</p>
Unit 5:	<p><b>Professional Development of Science Teachers</b></p> <p>5.1. Professional development programmes for science teachers.</p> <p>5.2. Participation in seminar, conferences, online sharing, membership of professional organizations.</p> <p>5.3. Teachers as a community of learners, collaboration of schools with universities.</p>

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5.4. Role of reflective practices in professional development of teachers. 5.5. Teacher as a researcher: Learning to understand how children learn science—action research in physical science						
CURRICULAR TRANSACTION PROCESS						
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non Digital</b>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul> No. of hours per week=16 (Lecture-7+Seminar-1+ Tutorial-2+Practical-2+Contact hours-4)	
<b>Unit 1:</b>						
1.1	Teacher-Student interaction	Participative Learning	e-learning resources	Reference book	15 hours	
1.2	Teacher-Student interaction	Brainstorming	e-learning resources			
1.3	Student-student interaction	Group Discussions, Online mode	Mobile based			
1.4	Student- Library	Focus group discussion	e-learning resources			Library book
1.5	Teacher-Student interaction, Student-student interaction	Brainstorming				
<b>Unit 2:</b>						
2.1	Teacher-Student interaction	Participative learning	e-book		10 hours	
2.2	Teacher-Student interaction	Focus group discussion				
2.3	Student-student interaction	Group Discussions	Audio aids			
2.4	Student- Library		Audio-video teaching aid			
<b>Unit 3:</b>						

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3.1	Teacher-Student interaction	Participative Learning, Brainstorming	Mobile based		15 hours
3.2	Teacher-Student interaction	Differentiated instructions, visualization	Video aids		
3.3	Teacher-Student interaction	Participative Learning, Brainstorming		Websites	
3.4	Teacher-Student interaction	Online mode, discussion			
3.5	Student-student interaction	Seminar	Podcast		
3.6	Student-student interaction	Cooperative learning	Podcast		
3.7	Student- Library	Peer teaching			
3.8	Teacher-Student interaction	Brainstorming, discussions, Lecture		Text book-based examples	
<b>Unit 4:</b>					
4.1	Teacher-Student interaction	Collaborative learning	Multimedia		5 hours
4.2	Student- Library	Discussions		textbook	
4.3	Student-student interaction	Cooperative learning	Podcast		
4.4	Student- Library	Cooperative learning		worksheet	
<b>Unit 5:</b>					
5.1	Student- Library	Discussions			5 hours
5.2	Student-student interaction	Cooperative learning	e-learning resources		
5.3	Student-student interaction	Cooperative learning	e-learning resources		
5.4	Teacher-Student interaction	Experiential Learning		Reflective journals	
5.5	Teacher-Student interaction	Differentiated instructions		Action research	
<b>CURRICULAR PRODUCTS (Expected)-publications if any</b>					
<b>DIGITAL</b>			<b>NON-DIGITAL</b>		
1. Prepare a documentary on LIFE HISTORY OF SCIENTISTS			1. PAST-PRESENT AND FUTURE OF SCIENCE		
2. Graphical Design of HOW SCIENCE WORKS?			2. COMMUNICATING SCIENCE		

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3. Graphical Design of cone of experiences for Pedagogical Process					
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	Questions for model exam Quiz	Seminar Choose a topic •Science is a particular way of looking at nature •Science is rapidly expanding body of knowledge •Science is an interdisciplinary area of learning •Science is a truly international enterprise	Cite two examples from your experience which bring out the difference between the outlook of a common person and a scientist.		Exploration on the Theme: <b>How Science Works?</b>
Unit 2:			Discussion on various curricular projects		
Unit 3:		Lesson plan based on concept attainment model and inquiry training model. Workshop on communication in science			
Unit 4:					Workshop on learners as little scientist

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					<p>Learning as a generative process- Learner as Little Scientist.</p> <ul style="list-style-type: none"> <li>•Practise on Encouraging learners to raise questions; appreciating dialogue amongst peer group;</li> <li>•Practise on Ensuring equal partnership of learners with special needs.</li> <li>•Practise on Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in science.</li> <li>•Practise on Stimulating creativity and inventiveness in science; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.</li> </ul>
Unit 5:				Research methods through value added course	

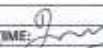
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CURRICULAR PLAN OF ACTION			COURSE CODE: BED P 201.9	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-23	Batch: 2022-24	Semester: SEMESTER II		
Paper: PEDAGOGIC COURSE	Paper code: BED P 201.9	Paper Title: Pedagogy of School Subject- Part 1: Physical Science	Marks: 60 (50 External+10 Internal)	Total Time: 50 hours
Name of the Teacher: Dr. Prasanth Mathew		Designation: Assistant Professor in Physical Science	Submitted on: 01-12-2022	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs (as per syllabus)			CLOs (Teacher made if any)	
1. Analyse the text book prescribed for secondary level classes.			1. Analyse the scientific facts, concepts, theories and laws	
2. Analyse the context of physical science as a pedagogue.			2. Analyse secondary level textbook of all boards	
3. Acquaint with the planning of instruction according to the objectives.			3. Develop modular lesson plans	
4. Develop unit plan and innovative lesson plans.			4. Analyse teacher's handbook of SCERT textbook	
5. Develop Micro Lesson in core teaching skills.			5. Practice micro skills in the context of constructivist classroom.	
<b>CONTENT OVERVIEW</b>				
Unit 1: Analyse the text book prescribed for secondary level classes.				
1.1. Meaning and steps of Pedagogic Analysis.				
1.2. Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State-curricular objectives- terms, facts, concepts - process skills learning outcomes - classroom learning activities and supplementary aids- resources evaluation activities.				
Unit 2: Planning for Teaching –Learning of Physical Science				
2.1. Planning of instruction - year plan, unit plan, and resource unit.				
2.2. Lesson plan – significance - Herbartian steps – Constructivist format- Outcome Based Format.				
Unit 3: Development of Teaching Skills				
3.1. Core Teaching skills, Essential skills for science teaching				
Micro Teaching: Phases – cycle – link practice.				
3.2. Development of teaching skills: Set Induction, explaining, questioning, Stimulus variation, demonstration				
<b>CURRICULAR TRANSACTION PROCESS</b>				
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME: 

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	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non-Digital</b>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul> <b>No. of hours per week=16</b> (Lecture-7+Seminar-1+ Tutorial-2+Practical-2+Contact hours-4)
<b>Unit 1:</b>					
1.1	Teacher-Student	Participative learning	e-learning resources	textbook	<b>15 hours</b>
1.2	Student-Student Expert-Teacher-Student	Experiential Learning Visualisation		Science lab apparatus and materials	
<b>Unit 2:</b>					
2.1	Student-Student Teacher-Student	Participative learning Brain Storming	e-learning resources	Textbook Worksheets	<b>20 hours</b>
2.2	Teacher-Student	Discussion, Differentiated instruction	e-learning resources Audio- video aids		
<b>Unit 3:</b>					
3.1	Student-Student	Focus Group Discussions	Mobile based Audio-video aid		<b>15 hours</b>
3.2	Student-Library	Student centred inquiry		Reference book	
<b>CURRICULAR PRODUCTS (Expected)-publications If any</b>					
DIGITAL			NON-DIGITAL		

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1. Discussion, Demonstration and Criticism Lesson plan for Physics and Chemistry content portions of Secondary school textbooks of Kerala State		1. Preparation of digital and non-digital learning aids			
2. Microlesson plans					
3. Recorded micro lessons on Starter activity, Main Activity and Plenary Activity					
ASSESSMENT FOR LEARNING					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Quiz on SCIENCE CONTENT	Pedagogic Analysis of the Physics and Chemistry content portions of Secondary school textbooks of Kerala State			
Unit 2:		Preparation of year, Unit and Lesson plan		Designing module based lesson plans	Prepare modular lesson plan for secondary level textbooks
Unit 3:			Write microteaching lesson plans	Remedial sessions for improvement of teaching skills	Submit the video classes of microteaching lesson plan through google classroom



  
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CURRICULAR PLAN OF ACTION			COURSE CODE: BED 202.9	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-23	Batch: 2022-24	Semester: SEMESTER II		
Paper: PEDAGOGIC COURSE	Paper code: BED 202.9	Paper Title: Assessment for Learning- Physical Science	Marks: 100 (80 External+20 Internal)	Total Time: 80 hours
Name of the Teacher: Dr. Prasanth Mathew		Designation: Assistant Professor in Physical Science	Submitted on: 01-12-2022	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs (Teacher made if any)	
1. Understand aims and objectives of teaching physical science in Secondary Schools.			1. To Design assessment for learning based on the changing paradigms in Education and Assessment	
2. Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)			2. To have a deeper understanding of the implications of constructivism in the assessment process	
3. Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination			3. To have a deeper understanding of the Scales of Measurement and the concepts of Ratio, Interval, ordinal and nominal variables us statistical tool to analyze the assessment	
4. Be exposed to different kinds and forms of assessment that aid student learning.				
5. Become the user of a wide range of assessment tools, and learn to select and construct these appropriately and				
6. Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view.				
<b>CONTENT OVERVIEW</b>				
Unit 1: Aims and objectives of Teaching Physical Science				
1.1 Aims and objectives of teaching physical science. Definition, role and function of objectives- specific objectives. Objectives – learning experience – evaluation, objective based instruction, objective based evaluation.				
1.2 Taxonomy of educational objectives – Bloom's Taxonomy- Revised Bloom's Taxonomy, Objectives of physical science suggested by NCERT, Taxonomy of Science teaching (Mc Cormack & Yager). Overview of different taxonomies of science education.				
Unit 2: Perspectives of Assessment and Evaluation				
2.1. Perspective on assessment and evaluation of learning in a constructivist paradigm				
2.2. Distinction between 'Assessment of Learning' and 'Assessment for Learning'				

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	<p>2.3. Purposes of assessment in a 'constructivist' paradigm</p> <p>2.4. Critical review of current evaluation practices and their assumptions about learning and development</p> <p>2.5. Evaluation as ongoing teaching-learning process and through overall performance of child.</p>
Unit 3:	<p><b>Overview of Assessment and Evaluation</b></p> <p>3.1. Clarifying the terms</p> <ul style="list-style-type: none"> <li>• assessment, evaluation, test, examination, measurement</li> <li>• internal and external evaluation</li> <li>• formative and summative evaluation</li> <li>• criterion referenced and norm referenced evaluation</li> <li>• continuous and comprehensive assessment</li> <li>• grading.</li> </ul> <p>3.2. Kinds of tasks: projects, assignments, performances</p> <p>3.3. Kinds of tests and their constructions</p> <p>3.4. Observation of learning processes by self, by peers, by teacher; Self-assessment and peer-assessment; constructing portfolios</p> <p>3.5. Quantitative and qualitative aspects of assessment.</p>
Unit 4:	<p><b>Tools and Techniques of Assessment for Learning Physical Science</b></p> <p>4.1. Performance-based assessment, developing indicators for performance-based assessment in physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio.</p> <p>4.2. Assessment of assignment and seminars in physical science</p> <p>4.3. Assessment of project work in physical science</p> <p>4.4. Assessment of participation in collaborative learning</p> <p>4.5. Assessment of experimental work in Physical science</p> <p>4.6. Construction of test items in Physical Science and administration of tests: Different types of test items-merits and demerits; Construction and administration of Achievement tests and Diagnostic tests; Blue print (Mc Comark &amp; Yager Taxonomy Using Learning outcomes and/or process). Qualities of a good test</p> <p>4.7. Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels. Evaluation of non-cognitive areas like creativity, skill, attitude in science learning contexts</p>
Unit 5:	<p><b>Technology in assessment</b></p> <p>5.1. Technology in Assessment: Computer Assisted Assessment, online assessment, e-portfolio downloading online tools and rubrics for e-materials and activities.</p>
Unit 6	<p><b>Data Analysis, Feedback and Reporting</b></p>



  
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6.1. Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation 6.2. Feedback as an essential component of formative assessment, Use of assessment for feedback, For taking pedagogic decisions, Types of teacher feedback (written comments, oral), Peer feedback 6.3. Reporting- Place of marks, grades and qualitative descriptions-Developing and maintaining a comprehensive learner profile- Purposes of reporting-Reporting a consolidated learner profile.					
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non Digital</b>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> <li>No. of hours per week-16</li> <li>{Lecture-7+Seminar-1+ Tutorial-2+Practical-2+Contact hours-4}</li> </ul>
<b>Unit 1:</b>					
1.1	Teacher-Student, Student-Library	Participative learning	e-learning resources		<b>15 hours</b>
1.2	Teacher-Student	Collaborative learning		Reference book	
<b>Unit 2:</b>					
2.1	Alumni- Teacher- Student	Cooperative learning	Learning app		<b>10 hours</b>
2.2	Alumni- Teacher- Student	Discussion	Mobile based		
2.3	Alumni- Teacher- Student	Collaborative learning	Podcast		
2.4	Teacher-Student	Group discussion		Reference book	
2.5	Teacher-Student	Focus group discussion	E-learning resources	Textbook	

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<b>Unit 3:</b>					
3.1	Teacher-Student	Brainstorm, Focus group discussion	Audio-video aids		<b>20 hours</b>
3.2	Student-Student	Cooperative learning	Mobile based		
3.3	Student-Library	Open discussion		Reference book	
3.4	Student-Library	Participative learning		Reference book	
3.5	Student-student	Cooperative learning	e-learning resources, learning apps		
<b>Unit 4:</b>					
4.1	Alumni- teacher-student	Collaborative learning	Mobile based	Field diary	<b>15 hours</b>
4.2	Student-Student	Seminar	e-learning resources		
4.3	Student-Student	Seminar	e-learning resources		
4.4	Student-Student	Seminar	e-learning resources		
4.5	Student-Student	Seminar	e-learning resources		
4.6	Teacher-Student	Heuristic, problem solving		Reference book, School textbook, Previous year question papers	
4.7	Teacher-Student	Brain storming		Reference book School textbook Previous year question papers	
<b>Unit 5:</b>					
5.1	Student-Student, Student-Library	Cooperative learning	Mobile based, learning app		<b>10 hours</b>

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Unit 6:					
6.1	Expert-Teacher-Student Teacher-Student, Student-Library	Discussions, Visualisation, Collaborative	Online statistical tools	Statistical tools, graphic organisation	10 hours
6.2	Teacher-Student, Student-Student	Differentiated instructions		Concept maps	
6.3	Student-Student	Peer teaching and peer assessment	Mobile based		
<b>CURRICULAR PRODUCTS (Expected)-publications if any</b>					
DIGITAL			NON-DIGITAL		
Construct a blue print(Mc Comark & Yager Taxonomy Using Learning outcomes and/or process)					
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDICATION/ENRICHMENT	INNOVATIONS
Unit 1:	Model test	Prepare a learning outcome for a lesson based on Bloom's taxonomy			
Unit 2:			Critically analyse different perspectives of assessment		
Unit 3:			Prepare the criteria for the assessment of seminar, assignment and work project in physics/chemistry		
Unit 4:		1. Construction of achievement test 2. Construction of diagnostic test comprising			

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		minimum ten test items			
Unit 5:					Downloading online tools for e-portfolio and rubrics for e-materials and activities.
Unit 6:			Analyse different online statistical tools		Construction of Statistical tools— Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation



  
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CURRICULAR PLAN OF ACTION			COURSE CODE: BED P 301.9	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-23	Batch: 2021-23	Semester: SEMESTER III		
Paper: PEDAGOGIC COURSE	Paper code: BED P 301.9	Paper Title: Pedagogy of School Subject- Part II: Physical Science	Marks: 60 (50 External+10 Internal)	Total Time: 50 hours
Name of the Teacher: Dr. Prasanth Mathew		Designation: Assistant Professor in Physical Science	Submitted on: 01-06-2022	
<b>LEARNING OBJECTIVES</b>				
COURSE LEARNING OUTCOMES-CLOs (as per syllabus)			CLOs (Teacher made if any)	
1. Acquaint with the digital and non-digital learning resources			1. To be able to analyse the technological, pedagogical and content knowledge and to design lessons	
2. Develop awareness in designing science laboratory and precautions and first aid.			2. To be able to manage Science Laboratories, Libraries, clubs etc and to organise science field trips.	
3. Develop skills in organizing science library and its classroom utilization.				
4. Explore various co-curricular activities in science and their significance in developing				
5. skills and attitude.				
6. Apply techno pedagogic skills in teaching-learning process in science.				
<b>CONTENT OVERVIEW</b>				
Unit 1: Learning Resources in Physical Science				
1.1 Resource materials. Text book, workbook, supplementary reader, hand book, reference book 1.2. Digital resources – CD ROM such as Encyclopaedia – Britannica, Microsoft Encarta, Edubantu of it@ school, Kerala DVD, Websites, open sources – e-books and e-journals.				
Unit 2: Library and Laboratory as resources				
2.1 Science library – organization and its utilization. ERIC, INFUBNET, DELNET, Digital Library, Library Networks. 2.2 Co-curricular Activities – Science club – pattern, organization and activities, science fairs, science exhibitions, science dramas, poster making, observance of days of scientific importance. Field trip, Science park, Museums.				

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	2.3 Science Laboratory – Designing, Selection and purchase and maintenance of chemicals, apparatus and equipments, Accidents in the lab. Precaution and first aid. Improvised aids.				
Unit 3:	Techno Pedagogic Content Analysis				
	TPCKA- Science Teacher as techno pedagogue- techno pedagogic skills and competencies- pedagogical designs using ICT in physical science- Digital Lesson Plans- use of interactive white boards- relevance of online publishing-using blog, forum, wikis-online journals.				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>• Expert-Teacher-Student</li> <li>• Alumni- Teacher- Student</li> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• online mode</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Podcast</li> <li>• Mobile based</li> <li>• Virtual labs</li> <li>• Learning apps</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• No of Periods</li> <li>• Week/Month</li> </ul>
Unit 1:					
1.1	Student-Library, teacher-student	Cooperative learning		Text book, workbook, supplementary reader, hand book, reference book	15 hours
1.2	Student-Library, Student-student	Cooperative learning, discussions	e-books and e-journals websites, learning app		
Unit 2:					

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2.1	Student-student	Participative learning	ERIC, INFLIBNET, DELNET, Digital Library, Library Networks		20 hours
2.2	Student-student, teacher-student	Discussions, Collaborative learning		Library books	
2.3	Teacher-student	Cooperative learning, experimental learning		Science lab apparatus and materials	
<b>Unit 3:</b>					
3.1	Teacher-Student	Collaborative learning, participative learning, brainstorming	Digital lesson plan	Lesson plan	15 hours
<b>CURRICULAR PRODUCTS (Expected)-publications if any</b>					
DIGITAL			NON-DIGITAL		
Digital lesson plan					
E-Contents in Science					
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDICATION/ENRICHMENT	INNOVATIONS
Unit 1:					Development of E contents in physical science
Unit 2:		Prepare a report on field trip that is organized and executed.			
Unit 3:		Prepare a TPCKA of any topic at secondary level			

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CURRICULAR PLAN OF ACTION			COURSE CODE: EPC 03	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-23	Batch: 2021-23	Semester: SEMESTER IV		
Paper: EPC COURSE	Paper code: EPC 03	Paper Title: Critical Understanding of ICT	Marks: 50 (Internal assessment 50)	Total Time: 2 hours per week
Name of the Teacher: Dr. Prasanth Mathew		Designation: Assistant Professor in Physical Science	Submitted on: 01-12-2022	
<b>LEARNING OBJECTIVES</b>				
<b>COURSE LEARNING OUTCOMES-CLOs (as per syllabus)</b>		<b>CLOs (Teacher made if any)</b>		
The course should enable prospective teachers to learn integrating technology tools for teaching learning material development, developing collaborative networks for sharing and learning. This course shall be integrated with every day teaching learning process and special training can be given through well-equipped ICT labs in teacher education colleges under the guidance of faculty members. ICT learning materials are to be produced based on all courses.		The student teachers to be digital experts. The student teachers to be acquainted with latest technological advancements and will be trained to acquire digital and AI tools and techniques		
<b>CONTENT OVERVIEW</b>				
Unit 1: Perspectives on ICT				
1.1. The Comprehensive Nature of the Term ICT 1.2. Difference between ICT Learning and ICT in Learning 1.3. ICT and Teacher: Misconceptions and the Reality 1.4. Significance of ICT in Schooling with Reference to New Generation Routines 1.5. Factors to be considered when Using ICT in School				
Unit 2: ICT in Classroom (Practical Sessions only)				
2.1. Major Software to be Made Use of in Daily Classroom Teaching and Related Guidelines 2.2. PPT Presentations: Creation of Standard and Attractive PPT Presentations- Image, Audio & Video Inserting in PPT 2.3. You Tube Videos: Downloading, Editing and Effective Using of You Tube Videos. 2.4. E- Collage Preparation : Training in Collage Preparation by Making Use of Latest Softwares, Available 2.5. Projector Handling: Training in LCD Projector Handling- Possible Technical Failures- Cell Phone Projectors and other Devices that can overcome power failures. 2.6. Image Downloading, Editing and Simple Designing for Classroom Use				

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	2.7. Handling of CDs, DVDs and USBs: CD and DVD Writing, and Possible Errors- Storing In and Using USB Drives 2.8. Familiarizing Animation Software: Providing Information on Animation Software like Flash by Showing Animated Videos and encouraging them Attend Courses on Such Softwares (Optional) 2.9. Assessment, Using ICT: E-Quiz Programmes-Development of online tests-Preparation and use online tests and its application- Students Self evaluation, Peer evaluation-Preparation of scoring indicators for CE and CCE 2.10. Interactive Discussion Outdoor- 7 X 24 Hours Contact with Students through e-mailing, SMSing, FB Posting, Personal blogs and websites.			
Unit 3:	<b>ICT for Self-Development and Updating (Purely Practical Sessions)</b>			
	3.1. Online Searching: Effective Keyword Using- Downloading Word and PDF Documents, Editing and Saving Necessary Parts- Note Making- Summarizing-Rewriting 3.2. Infliibnet Searching: Searching for Synopsis and Full Research Papers 3.3. Online Purchasing of Books and Learning Materials: 3.4. Publishing PPT Presentations on Slideshare 3.5. Online Chatting with Educational Experts- Downloading and Using Skype and Such Video Chatting Soft wares 3.6. Attending Webinars and Presenting Papers (Optional) 3.7. Information on Online Courses provided by Sites like Lynda.com 3.8. Information on LinkedIn.com and Such Career Development Sites			
Unit 4:	<b>Ethics in using ICT</b>			
	4.1. Concept of Plagiarism and its Bad Effects 4.2. Dangers of Pornography, Immoral Online Chatting etc 4.3. Consequences of Excessive Use of ICT- Mental Dryness, Autism, Indifference, Degeneration of Teaching Skills etc.			
<b>CURRICULAR TRANSACTION PROCESS</b>				
<b>UNITS</b>	<b>MODE OF INTERACTION</b>	<b>STRATEGY /TECHNIQUE S</b>	<b>SUPPORT SYSTEMS/RESOURCES</b>	
	<ul style="list-style-type: none"> <li>• Expert-Teacher-Student</li> <li>• Alumni- Teacher- Student</li> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Podcast</li> <li>• Mobile based</li> <li>• Virtual labs</li> <li>• Learning apps</li> </ul>	<b>Non Digital</b>
				<b>TIME:</b>
				<ul style="list-style-type: none"> <li>• No of Periods</li> <li>• Week/Month</li> </ul>

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		<ul style="list-style-type: none"> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• online mode</li> <li>•</li> </ul>			
<b>Unit 1:</b>					
1.1	Teacher-student interaction	Participative learning	e-learning resources		
1.2	Teacher-student interaction	Discussion		Reference book	
1.3	Teacher-student	Focus group discussion	e-learning resources		
1.4	Teacher-student	Discussions	e-learning resources		
1.5	Alumni-teacher-student	Collaborative learning	Mobile based, learning app		
<b>Unit 2: Practical session</b>					
2.1	Student-student, Student- library	Cooperative learning	e-learning resources		
2.2	Student-student, Student- library	Discussions	e-learning resources, Microsoft PowerPoint		
2.3	Student-student, Student- library	Peer teaching	e-learning resources, Google account, YouTube channel		
2.4	Student-student, Student- library	Group discussions	e-learning resources		
2.5	Student-student, Student- library	Collaborative learning	e-learning resources, LCD projector		

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2.6	Student-student, Student- library	Experimental learning	e-learning resources		
2.7	Student-student, Student- library	Peer teaching	e-learning resources, Harddisk		
2.8	Student-student, Student- library	Group discussions	e-learning resources		
2.9	Student-student, Student- library	Cooperative learning	e-learning resources		
2.10	Student-student, Student- library	Peer discussions			
Unit 3:					
3.1	Student-student, Student- library	Collaborative learning	e-learning resources		
3.2	Student-student, Student- library	Peer teaching	e-learning resources, Infilibnet		
3.3	Student-student, Student- library	Group discussion	e-learning resources, e-journals and e-book		
3.4	Student-student, Student- library	Experimental learning	e-learning resources		
3.5	Student-student, Student- library	Group discussion	e-learning resources, online video conference platform		
3.6	Student-student, Student- library	Peer teaching	e-learning resources		
3.7	Student-student, Student- library	Cooperative learning	e-learning resources, MOOC		
3.8	Student-student, Student- library		e-learning resources, Career Developing site		
Unit 4:					
4.1	Teacher-student, Student-student, Student- library	Participative learning	Plagiarism checking site		

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4

4.2	Teacher-student, Student-student, Student- library	Experimental learning			
4.3	Teacher-student, Student-student, Student- library	Focus Group discussions			
<b>CURRICULAR PRODUCTS (Expected)-publications if any</b>					
DIGITAL			NON-DIGITAL		
YouTube channel for students					
Uploading 5 Video of classroom teaching during internship in you tube channel					
Development of E-content based on their optional subjects					
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	TESTS		Different perspectives in ICT		
Unit 2:		<ul style="list-style-type: none"> <li>* Preparation of Power Point documentar y (Individual task)</li> <li>* Handling of Class (Optional/G eneral) by using ICT resources – one</li> </ul>			
Unit 3:		<ul style="list-style-type: none"> <li>*Indulging in Chatting with at least one</li> </ul>			*Preparation of Educational Video of 5 minutes duration

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		Educational Expert and Submitting its E-Report			(Individual product)
Unit 4:				Resource talk by experts in the field	



  
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 SREEKANDAVARAM, KATTANUR ST., KOTTAYAM

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Name of the Teaching Faculty: Jomol Jose

**SEMESTER I**  
**BED P 101.8 UNDERSTANDING THE DISCIPLINE AND SUBJECT – NATURAL SCIENCE**  
**Hours of Instructions: 50 hours**  
**Maximum Marks 60 (50 External + 10 Internal)**

CURRICULAR PLAN OF ACTION			COURSE CODE: BED P 101.8	
<b>GENERAL INFORMATION</b>				
Academic year: 2022-2023	Batch:2022-2024	Semester: First Semester		
Paper: Pedagogic	Paper code: BED P 101.8	Paper Title: UNDERSTANDING THE DISCIPLINE AND SUBJECT – NATURAL SCIENCE	Marks: 60	Total Time: 50 hours
Name of the Teacher: Mrs. Jomol Jose		Designation: Assistant Professor in Natural Science	Submitted on: 30-03-2022	
<b>LEARNING OBJECTIVES</b>				
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>		<b>CLOs ( Teacher made if any)</b>		
1. To acquaint with the nature of Science.		1. To develop scientific attitude.		
2. To develop understanding of the place of science in National School Curriculum.		2. To understand the extension of Natural Science in daily life and other fields.		
3. To familiarize the evolution of Teaching of Science.		3. To develop scientific interest and sensitivity.		
4. To update the present practices of learning and instruction prevailing in the state schools of Kerala.		4. To understand and develop skills to collaborate different teaching strategies and methods according to the need of the hour.		
5. To understand Approaches, Method & Techniques of Teaching Science.		5. To develop skills in finding resources of teaching natural science.		
6. To understand the principles of organizing curriculum.		6. To develop naturalistic intelligence, environmental consciousness, conservation of environment, awareness in biodiversity, nutritional.		



  
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					value of locally available food etc.
	7. To provide familiarization with resources for teaching/learning Science.				7. To develop ICT skills.
	8. To be a Professional Science Teacher.				8. To become a socially committed Natural Science Teacher.
<b>CONTENT OVERVIEW</b>					
Unit 1:	Nature and scope of Natural Science/Biological Science.				
Unit 2:	Science Curriculum and Resources in Teaching Biological Science Education.				
Unit 3:	Approaches and strategies of learning Biological Science.				
Unit 4:	Learning Resources in Biological Science.				
Unit 5:	Professionalising Science teacher				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non Digital</b>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1: Nature and scope of Natural Science/Biological Science.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> <li>Field experiences</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Publications</li> <li>Day observations</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>8 periods per week</li> </ul>



  
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		<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Project</li> <li>• Workshop</li> </ul>			
<b>Unit 2:</b> Science Curriculum and Resources in Teaching Biological Science Education.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	8 periods per week
<b>Unit 3:</b> Approaches and strategies of learning Biological Science.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Collage</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	8 periods per week
<b>Unit 4:</b> Learning Resources in Biological Science.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> <li>• Student- sample resource materials</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	8 periods per week
<b>Unit 5:</b> Professionalising	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference</li> </ul>	8 periods per week



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Science teacher	<ul style="list-style-type: none"> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	week
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
SCIENCE MAGAZINE			BIOLOGISTS ALBUM		
PROJECT			ASSIGNMENTS		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>mid semester</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>Project</li> <li>Seminar</li> <li>Publications</li> </ul>	<ul style="list-style-type: none"> <li>Historical background of Science Education</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> <li>Remedial teaching</li> <li>Publications</li> <li>Project</li> </ul>	<ul style="list-style-type: none"> <li>Science magazine</li> </ul>
Unit 2:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>mid semester</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Hidden Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Hidden curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> <li>Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>Task on curriculum</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>mid semester</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Publications</li> <li>Brain Storming session</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, Maxims of teaching</li> <li>Inductive, deductive, discovery approaches of Teaching</li> <li>Lecture, Lecture cum demonstration method, project</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> <li>Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> </ul>



  
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			method, Problem solving method <ul style="list-style-type: none"> <li>• Questioning Technique, Brain storming &amp; Role Playing, seminar and debate.</li> <li>• Discussion method, programmed learning</li> </ul>		
Unit 4:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Distinguish learning resources</li> </ul>	<ul style="list-style-type: none"> <li>• Resource materials in teaching Natural Science</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Real samples of learning resources</li> </ul>
Unit 5:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• List out Teacher competencies- NCTE</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalising Science Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching skills - table</li> </ul>

  
 Mrs. Jamal Jose  
 Asst. Prof. in Natural Science  
 PKM College of Education, Madampam



  
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**SEMESTER II**  
**BED P 201.8 PEDAGOGY OF SCHOOL SUBJECT – PART 1: NATURAL SCIENCE**  
**Hours of Instructions: 50 hours**  
**Maximum Marks 60 (50 External + 10 Internal)**

CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 201.8	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch: 2022-2024	Semester: Second Semester			
Paper: Pedagogic	Paper code: BED P 201.8	Paper Title: PEDAGOGY OF SCHOOL SUBJECT – PART 1 – NATURAL SCIENCE		Marks: 60	Total Time: 50 hours
Name of the Teacher: Mrs. Jomol Jose		Designation: Assistant Professor in Natural Science		Submitted on: 30-03-2022	
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To understand the significance of planning and different types of planning in Teaching Learning Process.			1. To develop skills in writing year plan, unit plan and lesson plan.		
2. To develop skills for effective teaching to understand the meaning, scope and importance of models of teaching.			2. To understand and develop skills in using models of teaching.		
3. To understand and practice the pedagogic analysis of 8 <sup>th</sup> 9 <sup>th</sup> and 11 <sup>th</sup> Biology.			3. Prepare content analysis booklet.		
4. To acquaint with the co-curricular activities in Science.			4. To understand the need and significance of co-curricular activities in science.		
5. To have a hands-on approach in organizing and maintaining library and laboratory in science.			5. To understand the educational implications of science library and science laboratory		
6. To familiarize the I. T, related professional inputs of			6. To understand the significance of virtual laboratory.		



*(Signature)*  
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**SIVAKAMAM DISTRICT, TAMIL NADU**

teaching.					
<b>CONTENT OVERVIEW</b>					
Unit 1: Planning for Teaching Learning Biological Science.					
Unit 2: Micro Teaching and Models of teaching					
Unit 3: Co-curricular Activities in Biological Science					
Unit 4: Science and Technology					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1: Planning for Teaching Learning Biological Science:	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> <li>Field experiences</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Focus Group Discussions</li> <li>Publications</li> <li>Day observances</li> <li>Assignment</li> <li>Seminar</li> <li>Tasks</li> <li>Project</li> <li>Workshop</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>8 periods per week</li> </ul>
Unit 2:	<ul style="list-style-type: none"> <li>Teacher-Student</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> </ul>	<ul style="list-style-type: none"> <li>8 periods per</li> </ul>




  
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 SREEBANGURAM, ERANUR DT., 670024

Micro Teaching and Models of teaching	<ul style="list-style-type: none"> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	week
Unit 3: Co-curricular Activities in Biological Science	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	8 periods per week
Unit 4: Science and Technology	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	8 periods per week
<b>CURRICULAR PRODUCTS [ Expected]-publications if any</b>					
DIGITAL			NON DIGITAL		
BOOKLET			HERBARIUM		
PUBLICATIONS			ASSIGNMENT		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Seminar</li> <li>• Publications</li> </ul>	<ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Lesson plan</li> <li>• Unit Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Sample preparation</li> </ul>



  
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				<ul style="list-style-type: none"> <li>• Publications</li> <li>• Project</li> </ul>	
Unit 2:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Presentations</li> <li>• Microteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Models of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Task on microteaching</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Presentations</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Science club</li> <li>• Science fairs</li> <li>• Science exhibition</li> <li>• Science debates</li> <li>• Seminar</li> <li>• Nature calendar</li> <li>• Science library</li> <li>• Science laboratory</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Complementarities between Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Field survey</li> <li>• booklet</li> </ul>

  
 Mrs. Jamal Jose  
 Asst. Prof. in Natural Science  
 PKM College of Education, Madampam



  
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 SREEKANDAPURAM, KARIKKAL DT.-670621

**SEMESTER II**  
**BED P 202.8 ASSESSMENT FOR LEARNING – NATURAL SCIENCE**  
**Hours of Instructions: 80 hours**  
**Maximum Marks 100 (80 External + 20 Internal)**

CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 202.8	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch: 2022-2024	Semester: Second semester			
Paper: Pedagogic	Paper code: BED P 202.8	Paper Title: ASSESSMENT FOR LEARNING – NATURAL SCIENCE	Marks: 100	Total Time: 80 hours	
Name of the Teacher: Mrs. Jamol Jose		Designation: Assistant Professor in Natural Science	Submitted on: 30-03-2022		
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1. To understand the aims and objectives of Teaching Science.			1. To understand and apply the importance of teaching Natural Science in real life situations.		
2. To develop a critical understanding about assessment and evaluation.			2. To develop skills in assessment and evaluation		
3. To exposed to different kinds and forms of assessment tools.			3. To develop evaluation criteria portfolio.		
4. To develop skill in construction and administration of achievement and diagnostic tests.			4. To apply the test in real classrooms.		
5. To develop skills in using different statistical treatment for data analysis.			5. Apply statistical techniques in data analysis in classrooms.		
<b>CONTENT OVERVIEW</b>					
Unit 1: Aims and objectives of Teaching Natural Science.					
Unit 2: Overview of Assessment and Evaluation.					




  
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Unit 3: Assessment of subject based learning.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	8 periods per week
Unit 4: Kinds of tests and their constructions.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	8 periods per week
Unit 5: Data analysis using different statistical treatment.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	8 periods per week
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
SCIENCE MAGAZINE			PROJECT		
			ASSIGNMENTS		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Broad National Goals</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> </ul>	<ul style="list-style-type: none"> <li>Question bank</li> </ul>



  
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 EREKANGAPURAM, THRISSUR DT., 680031

	<ul style="list-style-type: none"> <li>• mid semester model</li> </ul>	<ul style="list-style-type: none"> <li>• Question bank</li> </ul>		<ul style="list-style-type: none"> <li>• Remedial teaching</li> </ul>	
Unit 2:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Distinguishing assessment, evaluation, test, examination and measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Need and significance of evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Task on curriculum</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> <li>• Evaluation criteria portfolio</li> <li>• project</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Criteria portfolio</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Group work</li> <li>• Test construction</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative and quantitative aspects of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Sample test construction</li> </ul>
Unit 5:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical tools</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• presentations</li> </ul>

Mrs. Jomol Jose

Asst. Prof. in Natural Science

PKM College of Education, Madampam



  
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 DISTRICT PALNADU, MADURAI-625001

**SEMESTER III**  
**BED P 301.8 PEDAGOGY OF SCHOOL SUBJECT – PART II – NATURAL SCIENCE**  
**Hours of Instructions: 50 hours**  
**Maximum Marks 60 (50 External + 10 Internal)**


CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 301.8	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch: 2021-2023	Semester: Third semester			
Paper: Pedagogic	Paper code: BED P 301.8	Paper Title: Pedagogy of School Subject – Part II- Natural Science.	Marks: 60	Total Time: 50 hours	
Name of the Teacher: Mrs. Jomol Jose		Designation: Assistant Professor in Natural Science	Submitted on: 30-03-2022		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To understand and apply skills in Pedagogic transaction			1. To develop skills in using collaborative teaching methods.		
2. To understand and find inter relationship of different areas of TPACK			2. To apply TPCK in real class rooms.		
3. To develop skills in technological pedagogical analysis of content knowledge (TPACK)			3. To develop skill in using improvised learning aids.		
4. To understand the scope of networking in science teaching			4. Prepare different learning aids, models.		
5. To develop skill in networking through different ways			5. Develop skills in using digital learning aids.		
6. To understand the use of video conferencing and smart class rooms.			6. Application of virtual laboratory in classrooms.		
7. To understand various strategies to address the learners with special needs.			7. Fostering scientific interest among students.		



  
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 ETTIMADAI, MADURAI DT., 625035


CONTENT OVERVIEW					
Unit 1: Pedagogic Analysis					
Unit 2: Techno Pedagogic Analysis of Content Knowledge (TPACK)					
Unit 3: Learning through Networking					
Unit 4: Biological Science – Life Long Learning					
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni-Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>	<b>Non Digital</b>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1: Pedagogic Analysis	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> <li>Tasks</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based learning</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>8 periods per week</li> </ul>
Unit 2: Techno Pedagogic Analysis of Content Knowledge (TPACK) and evaluation.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>8 periods per week</li> </ul>



  
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Unit 3: Learning through Networking	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	8 periods per week
Unit 4: Biological Science – Life Long Learning	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	8 periods per week
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
ACTION RESEARCH			ASSIGNMENTS		
RESOURCE UNIT			PRACTICE TEACHING RECORD		
ALL RECORDS					
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid- sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRI- CHMENT	INNOVATIONS
Unit 1:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>mid semester</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Assignment</li> <li>Task</li> </ul>	<ul style="list-style-type: none"> <li>General Instructional Objectives and specific instructional objectives</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> <li>Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>Content analysis</li> </ul>
Unit 2:	<ul style="list-style-type: none"> <li>Oral</li> <li>Written</li> <li>mid semester</li> <li>model</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> <li>Task</li> </ul>	<ul style="list-style-type: none"> <li>TRACE</li> </ul>	<ul style="list-style-type: none"> <li>Timely corrections</li> <li>Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plan</li> </ul>



  
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Unit 3:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Networking</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentatio n</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> <li>• assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating learning progress of learners with various needs in biology.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentatio n</li> </ul>

  
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 Asst. Prof. in Natural Science  
 PKM College of Education, Madampam



  
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**SEMESTER IV**  
**BED C 403 CREATING AN INCLUSIVE SCHOOL**  
**Hours of Instructions: 50 hours**  
**Maximum Marks 60 (50 External + 10 Internal)**

CURRICULAR PLAN OF ACTION				COURSE CODE: BED C 403	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch:2021-2023	Semester: Fourth semester			
Paper: Pedagogic	Paper code: BED C 403	Paper Title: Creating an Inclusive School	Marks: 60	Total Time: 50 hours	
Name of the Teacher: Mrs. Jomol Jose		Designation: Assistant Professor in Natural Science	Submitted on: 30-03-2022		
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1. Understand the concept, meaning and significance of inclusive education.			1. To develop a positive attitude towards inclusiveness.		
2. Analyse special education, integrated education, mainstream and Inclusive education practices.			2. To develop a deep knowledge in the schemes available for different categories.		
3. Develop critical understanding of the recommendations of various commission and committees towards teacher preparation for inclusive education.			3. To understand about different assistive devices.		
4. Understand the nature of difficulties encountered by children with disability.			4. Prepare report on institutions practicing innovations.		
5. Identify need based programme for all children with varied abilities.			5. Understand different curriculum adaptations and evaluation techniques for children with diverse needs.		
6. Understand the policy perspective status related to inclusive education.					
7. Reformulate attitudes towards children with special needs.					
8. Appreciate the need for promoting inclusive practice and the					



  
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**CHENNAI - 600031**

roles and responsibilities of the teachers;					
<b>CONTENT OVERVIEW</b>					
Unit 1: Education and children with special needs.					
Unit 2: Legal and Policy Perspectives.					
Unit 3: Curriculum adaptations and evaluation for children with diverse needs.					
Unit 4: Current issues in Inclusive Education.					
Unit 5: Classroom for all and support network.					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode.</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1: Education and children with special needs.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Focus Group Discussions</li> <li>Assignment</li> <li>Seminar</li> <li>Tasks</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based learning</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> <li>Articles</li> <li>Magazine</li> </ul>	<ul style="list-style-type: none"> <li>4 periods per week</li> </ul>
Unit 2: Legal and Policy Perspectives.	<ul style="list-style-type: none"> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Focus Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Mobile based</li> </ul>	<ul style="list-style-type: none"> <li>Library books</li> <li>Reference books</li> <li>Journals</li> </ul>	<ul style="list-style-type: none"> <li>4 periods per week</li> </ul>



  
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		<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Articles</li> <li>• Magazine</li> </ul>	
Unit 3: Curriculum adaptations and evaluation for children with diverse needs.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> <li>• Assignment</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	4 periods per week
Unit 4: Current issues in Inclusive Education.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> <li>• Magazine</li> </ul>	4 periods per week
Unit 5 Classroom for all and support network.	<ul style="list-style-type: none"> <li>• Teacher-Student</li> <li>• Student-Student</li> <li>• Student-Library</li> <li>• Student-online resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning</li> <li>• Participative Learning</li> <li>• Problem Solving</li> <li>• Brain Storming</li> <li>• Focus Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• LMS</li> <li>• e-learning resources</li> <li>• Mobile based</li> <li>• Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>• Library books</li> <li>• Reference books</li> <li>• Journals</li> <li>• Articles</li> </ul>	4 periods per week
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
			ASSIGNMENTS		
			REPORT		
<b>ASSESSMENT FOR LEARNING</b>					
TESTS-Oral/written/mid		TASKS	ASSIGNMENTS	REMEDATION/ENR	INNOVATIONS



  
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	sem/model			ACHIEVEMENT	
Unit 1:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Task</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers to learning and participation</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> </ul>
Unit 2:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Task</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• BMF</li> <li>• UNCRPD</li> <li>• PND</li> <li>• RCI</li> <li>• RTE</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum adaptations and evaluation for children with diverse needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> <li>• assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Current issues in Inclusive Education</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> </ul>
Unit 5:	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• mid semester</li> <li>• model</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Discussion</li> <li>• assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom for all and support network.</li> </ul>	<ul style="list-style-type: none"> <li>• Timely corrections</li> <li>• Remedial teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Discussions</li> </ul>



  
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 DISTRICT: MADURAI, COOBER DT.-670831

Mrs. Jomol Jose  
 Asst. Prof. in Natural Science  
 PKM College of Education, Madangam

Name of the Teaching Faculty: Dr. Sinoj Joseph

CURRICULAR PLAN OF ACTION				COURSE CODE:BED C 104	
<b>GENERAL INFORMATION</b>					
Academic year: 2021-2023	Batch:2021-23	Semester: 1			
Paper: practical:- strength testing	Paper code:	Paper Title: Physical education practical	Marks:30	Total Time:30Hrs	
Name of the Teacher: Dr. Sinoj Joseph		Designation: Assistant post in Physical education Education	Submitted on:06/06/2022		
<b>LEARNING OBJECTIVES</b>					
1. comprehension of the fitness principles and the test's measurement criteria			5. Development of organic fitness.		
2. educate yourself on health			6. Development of neuro muscular Skill, desirable social behaviour, worth use of leisure, desirable health habits.		
3. recognizing the significance of a healthy diet					
4. create healthy, long-lasting habits.					
<b>Course learning outcomes CLOS</b>			<b>CLOs (Teacher made if any)</b>		
1.get orientation and understanding fitness testing procedure			1.Self-awareness about their health and fitness		
2. student will understand the value of good nutrition and physical fitness			2. make the students to be the masters of administrate the test		
3. student teacher liable to interpret the fitness test according to the understanding			3. general understanding of the test procedure		
			4. test gives self-motivation, self-awareness of health		
			5.it will lead the student teachers towards individualized fitness programmes		
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION - lectures - demonstration	STRATEGY /TECHNIQUES - Lecture the topic - Video of the test with explanation.	SUPPORT SYSTEMS/RESOURCE S 1. Stop Watch	TIME: - No of Periods - Week/Month	
<b>MODE OF TRANSACTION</b>					
	1.Demonstration of fitness components		4.practice of fitness test		
	2.teaching of their test procedure		5.recording the test scoring		
	3.participation in conditioning activities		6.interpretation of the test score.		



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SEMESTER 1	
TEST COMPONENTS	
Unit 1:	coopers 12 minute run/ walk - measure aerobic endurance
PROCEDURE	1. explanation on the theory part
	2. demonstration by the students
	3. explanation on the test procedure consists of-
	a) history
	b) purpose
	c) equipment required
	d) procedure
	e)scoring
	f) self-evaluation on the test
Unit 2:	Sit and teach test to assess trunk flexibility and upper body flexibilities
PROCEDURE	( as above discussed)
Unit 3 :	Push up or modifies push up- to measure the strength and endurance
Unit 4:	Body mass index or percentage of body mass
CONTENT OVERVIEW	
1.Students participation in conditioning activities	
2.instruction on test items	
3. assessment on fitness level	
4. planning individualized fitness programmes and setting goals	
ASSESSMENT	
TOTAL MARKS	30
UNDERSTANDING THE FITNESS COMPONENTS	10
INVOLVEMENT AND CONDUCTS OF THE TEST	5
REPORT ON THE FITNESS SCORE AND THE INTEPRETATION	10
FITNESS SCORE OF THE REPRESENTATIVE INDIVIDUAL	5



  
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<b>SEMESTER 2</b>	
<b>PHYSICAL EDUCATION PRACTICAL COMPETITIONS</b>	
<b>OBJECTIVE</b>	
1. Involvement and participation in wholesome physical activities	
2. Intramural and extramural competitions	
3. students active participation in sports, games and athletic event in the semester programs	
<b>COURSE LEARNING OUTCOME</b>	
1. get more knowledge about the sports activities	
2. develop sports culture and mental health	
3. development on individual sports skills	
4. get general fitness and wellness	
<b>TEACHER MADE OUTCOMES</b>	
1. orientation classes on sports activities	
2. different training methodologies were introduced	
3. skill development training program were introduced	
4. physical preparation for sports and games individual and group	
<b>STRATEGY AND TECHNIQUES</b>	
1. training with other students	
2. coaching from outside source	
3. participating other competitions	
4. practice competitions on the games and sports	
<b>ASSESSMENTS</b>	
<b>TOTAL MARKS</b>	<b>30</b>
participating in intramural and athletic event	10
involvement in organizing an intramural sports/ games	10
any position in intramural competitions	5
participating in extramural competitions	5



  
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<b>SEMESTER 3</b>	
<b>OBJECTIVES</b>	
1. To handle the health and physical education classes	
2. Acquire the knowledge about school health program	
<b>COURSE LEARNING OUTCOMES</b>	
1. Professional teaching quality improves	
2. Help the student teacher to know about the health and fitness program	
3. Promote good health of the society	
4. Get more information regarding the food and health habits	
<b>TEACHER MADE OUTCOME</b>	
1. Get self-awareness about health	
2. Get more knowledge about health awareness program.	
3. To give courage to handle the class with fearless mind	
4. Teacher students will be able to handle all the life situation	
<b>MODE OF TRANSMISSION</b>	
1. orientation class on the teaching lesson plan	
2. teaching note writing theory part	
3. teacher note practical section among the school student peer group	
4. Teaching practicing with school atmosphere	
5. teaching note writing and preparations	
<b>STRATEGY AND TECHNIQUES</b>	
1. Demonstration, lecturing, lesson plan writing	
<b>ASSESSMENT</b>	
TOTAL MARKS	20
HANDLING THE PHYSICAL EDUCATION CLASS	10
VIVA VOCE EXAMINATION	10



  
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 PIN - 686011

<b>SEMESTER 4</b>		
<b>OBJECTIVES</b>		
<b>LEARNING OBJECTIVES</b>		
1. Assessing, awarding people current performance		
2. Supporting student's learning capacity.		
3. Focus on the most significant teaching of health and fitness.		
<b>COURSE LEARNING OUTCOMES CLOS</b>		
1. It provides information on student's strength, weakness and education requirements which inform future planning and teaching.		
2. It has been described as ongoing and cast place during teaching in physical education.		
<b>TEACHER MADE IF ANY (CLOs)</b>		
1. This formed assessment has been regarded as group centred as comparison within the group.		
2. To probe a subject knowledge.		
To focus and engage students		
To enrich discussions.		
To respond to learning activity.		
To understand the key concepts.		
To self-access performance.		
<b>CURRICULAR TRANSACTION PROCESS</b>		
<b>UNITS</b>	<b>MODE OF INTERACTION</b>	<b>SUPPORTING SYSTEM / RESOURCES</b>
	1. LECTURING	1. LIBRARY (E- RESOURCES)
	2. DEMONSTRATION	2. REFERENCE
	<b>MODE OF TRANSACTION</b>	
	1. Executive summary:-The executive summary of an evaluation report is a shortened version of the full report.	
	2. Introduction to the project.	
	3. Methodology	
	4. Evaluation findings.	
	5. Strength1D of project / organisation.	
	6. Areas of improvement.	



  
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TEST COMPONENTS	
UNIT 1	Undergo a project on health, fitness, lifestyle, nutrition, common injuries, etc.
UNIT 2	1. Prepare a record of physical education, health. 2. Health and physical education in school.
ASSESSMENTS	
TOTAL MARKS	10
PROJECT OBJECTIVE	2
DEVELOPMENT OF	2
IMPACT	2
OUTCOME	2
SUMMITIVE EVALUATION	2



  
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HEALTH AND PHYSICAL EDUCATION		
BED E 401.2: HEALTH AND PHYSICAL EDUCATION		
LEARNING OBJECTIVES		
1. To introduces the student teacher with the concept of holistic health.		
2. To enable them to understand the various dimensions and determinants of health.		
3. To acquaint them to school health program and its importance.		
4. To create awareness regarding the areas that concerns for health and hygiene.		
5. To enable them to understand the need and importance of physical education.		
6. To introduce them to the benefits of practice of yoga.		
7. To enable the students to be equipped with the knowledge and practice of first aid and emergency care.		
8. To motivate them to resort to physical activity for the fitness development.		
COURSE LEARNING OUTCOME CLOS		CLOs(TEACHER MADE IF ANY)
1. Promotion of health and physical fitness programme for secondary school children.		1. Physical growth and development.
2. Health and fitness issue of physical examination. Review of students health records, health appraisal and conduct of health appraisal.		2. Emotional development.
3. Health counselling and physical education programming.		3. Social adjustment.
4. Comprehensive school health programming and creating health club in the schools are suggested.		4. Mental development.
CURRICULAR TRANSACTION PROCESS		
UNITS	MODE OF INTERACTION	STRATEGY/TECHNIQUES
	1. LECTURER	1. EXPENSE INTRACTION- GROUP DISCUSSIONS, SELF ASSESSMENT ON THE TOPIC.
	2. DEMONSTRATION	2. PRACTICE TEACHING- INDIVIDUAL LEARNING ON THE CLASSROOM.
		3. FIELD TRIP
		4. BOOK READING AND DISCUSSION.
UNIT 1		SUPPORTIVE SYSTEM
UNIT 2		1. E-LEARNING RESOURCES
UNIT3		2. MOBILE BASED LEARNING APPS.
UNIT4		
UNIT5		




  
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ASSESSMENT FOR LEARNING	TASKS	ASSIGNMENTS
Written test / mid / model	Taking class to the peer-group,	Individual assessments given on
Written test assignment	group discussions/ interaction with experts	each unit.
on the topic		

LESSON PLAN									
<b>LEARNING OBJECTIVE</b>									
1. It is the instrument which guides the teacher in teaching subject or activity.									
2. It gives confidence to the teacher in handling the class and he is able to cope up with the problems that arise in the class.									
3. It helps the teacher to be very fluent and more convincing in his teaching.									
4. It avoids vagueness and prevents the teacher from going out of the subject matter to be taught.									
5. It helps the teacher in fixing the portion of subject matter to be taught within the time of his disposal.									
<b>COURSE LEARNING OUTCOME CLOS</b>					<b>TEACHERS MADE IF ANY(CLOs)</b>				
1. The teacher must have mastery over the lesson					1. The content of the lesson plan should lead to some definite objective or purpose.				
2. He must be suitably dressed					2. The activities chosen for the lesson should not only be suitable to the concerned age groups but				
3. He must insist upon the wearing of proper uniform by the students					also be meaningful to the changing situations.				
4. He should take safety precautions.					3. The lesson plan must be flexible and not rigid. It must be adaptable to the changing situations.				
5. He should always put in his best.					4. There should be progression in a lesson and from lesson to lesson. Proceed from simple to				
					complex , known to unknown and concrete to abstract.				
<b>TYPES OF LESSON PLANS</b>									
1. General lesson plan.									
2. Particular lesson.									



  
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CURRICULAR TRANSACTION PROCESS				
UNITS	MODE OF INTERACTION	STRATEGY / TECHNIQUES	SUPPORTIVE SYSTEM/RESOURCES	TIME
	lectures demonstration			
	1. LECTURES	1. CLASS FORMATION.	1. E-LEARNING RESOURCES	1. NO. OF PERIODS
	2. DEMONSTRATION	2. DEMONSTRATION.	2. MOBILE BASED LEARNING APPS	2. WEEK/MONTH
		3. TEACHING BY COUNTS.	3. LIBRARY, BOOKS	
		4. DOING CONTINUOUSLY AND RHYTHMICALLY		
	<b>MODE OF TRANSACTION</b>			
	1. INTRODUCTORY ACTIVITIES OR WARMING UP			
	2. FORMAL ACTIVITIES.			
	3. RECREATE ACTIVITY.			



  
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**UNIT 1: HEALTH AND HYGIENE**

- Health: concept, definition, dimensions and determinants.
- Health Education: definition, aims and objectives.
- School Health Program: health services, health supervisions and health instructions.
- Hygiene Education: definition, aims and objectives.
- Role of teacher in development and good hygienic habits.

**UNIT 2: AREAS OF CONCERN FOR HEALTH AND HYGIENE**

- Communicable Diseases: mode of transmission, methods of prevention and control.
- Nutrition: Elements of Balanced Diet, food habits, functions of food and malnutrition.
- Modern lifestyle and hypo kinetic diseases: prevention and management.
- Postures: Importance of good posture, common posture defects and remedial exercises.

**UNIT 3: PHYSICAL EDUCATION**

- Physical Education: concept and understanding.
- Need, scope and importance of physical education.
- Principles of training, benefits of physical activity, Aerobic and Anaerobic activities.
- Concept of yoga and its practice. Benefits of yoga, meditation and relaxation.

**UNIT 4: PHYSICAL FITNESS**

- Components of physical fitness, factors affecting physical fitness.
- Type of fitness – health related physical fitness; performance related to physical fitness.
- Activities for developing physical fitness.
- Energy systems and psychological effects of exercise.

**UNIT 5: FIRST AID AND EMERGENCY CARE**

- Meaning, Importance, Aims and principles of first aid.



  
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Name of the Teaching Faculty: Minimol George

CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 101.6	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch: 2022-2024	Semester: I			
Paper: Pedagogic	Paper code: BED P 101.6	Paper Title: Understanding the Discipline and Subject-Malayalam	Marks: 50+10	Total Time: 50 hours	
Name of the Teacher: Ms Minimol George ( Karolin FCC)		Designation: Assistant prof. in Malayalam	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To enable the learners understand the concept, and nature of Languages.			1.		
2. To acquaint the learners with the concept of Language Acquisition			2.		
3. To enable the learners to understand the communication process			3.		
4. To develop positive attitude towards mother tongue, the rich and vivid culture of Kerala			4.		
5. To familiarize the learners with nature and scope of functional languages.					
6. To enable the learners understand the professional role of language teachers.					
<b>CONTENT OVERVIEW</b>					
Unit 1:	Introduction to Languages and its relation to other disciplines. Concept of Natural Language. Design Features of Language. Piaget, Bruner, Vygotsky Chomsky views about language learning.				
Unit 2:	Language Acquisition Vs. Language Learning. Universal Grammar (UG) and Language Acquisition Device (LAD). Stages of Language Acquisition.				
Unit 3:	Communication process in teaching-learning. Meaning and significance of communication process				



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Unit 4:	Importance of mother tongue, Designing year plan, unit plans and lesson plans				
Unit 5:	Nature and Scope of Functional Languages, Language and Education ,Methods and Strategies in Language Teaching.				
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>● Expert-Teacher-Student</li> <li>● Alumni- Teacher- Student</li> <li>● Teacher-Student</li> <li>● Student-Student</li> <li>● Student-Library</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Experiential Learning</li> <li>● Participative Learning</li> <li>● Problem Solving</li> <li>● Brain Storming</li> <li>● Focus Group Discussions</li> <li>● online mode</li> <li>● Lecture</li> <li>● Group learning</li> <li>● Demonstration</li> <li>● Practice and Observation</li> <li>● Seminar</li> <li>● Project</li> <li>● Panel discussion</li> <li>● Debate</li> <li>● ICT enabled learning</li> <li>● Team teaching</li> <li>● Modular approach</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>● LMS</li> <li>● e-learning resources</li> <li>● Podcast</li> <li>● Mobile based</li> <li>● Virtual labs</li> <li>● Learning apps</li> <li>● PPT</li> <li>● Pdf(notes)</li> <li>● Online resources</li> <li>● Google meet</li> <li>● Google classroom</li> <li>● E-tutoring</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Reference books</li> <li>Journals</li> <li>Text book</li> <li>Hand book</li> <li>Newspapers &amp;articles</li> </ul>	<ul style="list-style-type: none"> <li>● No of Periods</li> <li>● Week/Month</li> </ul>



  
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		• Field trip			
Unit 1:					
Sub unit1	Introduction of languages and its relation to other disciplines.				
Sub unit2	Concept of natural languages. Design features of languages.				
Sub unit3	Speech Vs writing				
Sub unit4	Piaget, Bruner, Vygotsky, Chomsky.				
Sub unit5	Chomsky's competence and performance .				
Unit 2:					
Sub unit1	Language acquisition vs language learning. Universal grammar (UG) and language acquisition device (LAD).				
Sub unit2	Mother tongue , second language and foreign language , concept of three language formula.				
Sub unit3	Use of language in society . concept of communicative competence. Role of media				
Unit 3:					
Sub unit1	Communication process in teaching -learning				
Sub unit2	Meaning and significance of communication process.				
Sub unit3	Inter - personal and intrapersonal communication .				



  
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Sub unit4	Factors affecting communication ,				
Sub unit5	Verbal and non- verbal communication.				
<b>Unit 4:</b>					
Sub unit1	Importance of mother tongue-medium of thought and communication of ideas and emotions-creativity and aesthetic sense-medium of instruction – cultural transformation.				
Sub unit2	Planning instruction – designing year plan, unit plan and lesson plan.				
<b>Unit 5:</b>					
Sub unit1	Nature and scope functional languages.				
Sub unit2	Language and education				
Sub unit3	Methods and strategies in language teaching				
Sub unit4	Lexicography , translation and stylistics. Dialects ,folklore – an overview				
<b>UNIT 6:</b>					
Sub unit1	Teachers role & professional ethics				
Sub unit2	As a facilitator of learning .				
	Competencies and qualities of language teacher in preparing students to encounter future challenges .				
Sub unit3	Teacher as a link between school & community .				



*[Handwritten Signature]*

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BETHKANDAPURAM, KANNUR DT., 476031

Sub unit4	As a mobiliser of community resources.				
Sub unit5	Concept and dimensions of professional ethics of teachers.				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
Project , year plan ,			Book reviews, models, reports, posters, peace art ,day observance		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDIATION/ENRICHMENT	INNOVATIONS
Unit 1:	oral- questioning	Assignment on language	Importance of mother tongue - article making		Magazine
Unit 2:	model- evaluation	Making year plan			
Unit 3:	oral-questioning	Prepare a project report	scope of Malayalam language in the present-day life.		Publications.
Unit 4:	oral-questioning	Role of teacher – mediation , modelling and coaching , to be discussed in groups.	The Role of the Language Teacher In Cultivating Humanity		
Unit 5:	oral-questioning	Identification and debating on the various issues and challenges in teaching field .	The history of Malayalam language		
Unit 6:	Written -	Participative discussion on importance of mother tongue.			

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CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 201.6	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-2023	Batch:2022-2024	Semester: II			
Paper: Core/Elective/Pedagogic/EPC	Paper code: BED P 201.6	Paper Title:Pedagogy of School subject – Part I: Malayalam	Marks: 50	Total Time:50 hr	
Name of the Teacher: Ms.Minimol George		Designation: Assistant Professor in Malayalam	Submitted:		
<b>LEARNING OBJECTIVES</b>					
<b>COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)</b>			<b>CLOs ( Teacher made if any)</b>		
1.To understand the status, role and the nature of Malayalam language			1.		
2. To analyze the nature of Malayalam language in the school curriculum including its relation to other disciplines and its social and cultural history as a subject in the school curriculum.			2.		
3. To appreciate the importance of teaching Malayalam at various levels and the aims and objectives of teaching it.			3.		
4. To understand and execute the teaching skills,			4.		
5.To develop an understanding of the aims and pedagogical approaches for teaching Malayalam at different stages of school					
6.To acquire the theoretical knowledge of different methods and approaches of teaching Malayalam and apply them in classroom teaching					
7.To know the different methods of teaching different types of lesson in Malayalam teaching.					
8.To develop a deeper theoretical understanding of how children in diverse social contexts construct knowledge of specific subject					



  
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concept areas.					
9.To acquire the knowledge of the kinds of Curriculum and syllabus.					
10.To understand planning and organization of teaching Malayalam.					
11.To acquire the knowledge of the different resources for teaching Malayalam					
12.To appreciate the importance of suitable teaching materials in language teaching and prepare/ select them for the use in class room teaching effectively.					
<b>CONTENT OVERVIEW</b>					
Unit 1: Introduction to language, the status of Malayalam, objectives of teaching Malayalam at primary, secondary and higher secondary level.					
Unit 2: General principles and maxims of language teaching, bloom's taxonomy, micro teaching.					
Unit 3: Methods of teaching Malayalam.					
Unit 4: Language curriculum , curriculum and syllabus, planning for instruction.					
Unit 5: Resources in teaching Malayalam and co-curricular activities.					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>● Expert-Teacher-Student</li> <li>● Alumni- Teacher- Student</li> <li>● Teacher-Student</li> <li>● Student-Student</li> <li>● Student-Library</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Experiential Learning</li> <li>● Participative Learning</li> <li>● Problem Solving</li> <li>● Brain Storming</li> <li>● Focus Group Discussions</li> <li>● online mode</li> <li>● co-operative learning</li> <li>● reflective practices</li> <li>● lecture</li> <li>● group learning</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>● LMS</li> <li>● e-learning resources</li> <li>● Podcast</li> <li>● Mobile based</li> <li>● Virtual labs</li> <li>● Learning apps</li> <li>● Educational CDs</li> <li>● E-journals</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Reference books</li> <li>Journals</li> <li>Text book</li> <li>Hand book</li> <li>Newspapers &amp;articles</li> </ul>	<ul style="list-style-type: none"> <li>● No of Periods</li> <li>● Week/Month</li> </ul>



  
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		<ul style="list-style-type: none"> <li>• seminar</li> <li>• debate</li> <li>• demonstration – practice &amp; observations</li> <li>• practical sections</li> <li>• CIA</li> <li>•</li> </ul>			
Unit 1:					
Sub unit1	Introduction to language- nature ,need ,aims and objectives of teaching Malayalam				
Sub unit2	The status of Malayalam-Need and importance of mother tongue- official language-three language formula.				
Sub unit3	Objectives of teaching Malayalam at primary, secondary and higher secondary level-cultural background, problems of multi lingualism and mother tongue as medium of instruction.				
Sub unit4	Teaching language as a skill rather than knowledge subject. Teaching the communication skills-listening-speaking-reading-writing.				
Unit 2:					



  
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Sub unit1	General principles and maxims of language teaching .				
Sub unit2	Bloom's taxonomy of educational objectives-cognitive-affective-psychomotor domains –general and specific instructional objective – process skills,issue based approach ,critical pedagogy –curricular statements.				
Sub unit2	Micro teaching , various teaching skills.				
Sub unit3	Teaching of prose - Aims and procedure of teaching intensive reader and extensive Reader - Teaching of Poetry - Method - Differences between teaching Prose and Poetry- Teaching of Grammar - Method – theoretical and practical grammar- Teaching of various discourses.				
<b>Unit 3:</b>					
Sub unit1	Methods of Teaching Malayalam-merits and limitations- direct, indirect methodstructural method - project method-play way method, constructivist method-cooperative learning-collaborative learning-Lecture method, inductive, Deductive methods - Merits and Demerits- Integration of content and				



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	methods.				
Sub unit2	Communicative approach. Eclectic approach. Constructivism (NCF 2005)- synetic model of teaching- Recent trends in the teaching of Malayalam				
Sub unit3	Technique – Observation – Demonstration- Discussion – Assignment, Supervised Study- Interview, Role playing, Team teaching, programmed learning, Questioning, Narration, Dramatization, Explanation, Brain storming, simulation, peer tutoring, reflective learning, experiential learning strategies, etc.				
Sub unit4	Syllabus - Kinds - Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus				
Unit 4:					
Sub unit1	Language curriculum, meaning and principles (with reference to NCF2005) and teaching language through literature and discourses.				
Sub unit2	Curriculum and Syllabus – Meaning and definition- Principles of curriculum construction- different approaches of organizing curriculum Modern trends in curriculum.				



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	Structural syllabus, Notional syllabus, Situational syllabus, Communicative syllabus- local text.				
Sub unit3	Planning for Instruction - Designing year plan, unit plans and lesson plans- an overview.				
<b>Unit 5:</b>					
Sub unit1	Linked in teaching,Need,Importance, types- Audio, Visual and Audio Visual Aids.				
Sub unit2	teacher made aids - Flash cards, Pictures, Charts, Models.				
Sub unit3	Mechanical aids - recorder, Radio, Television.				
Sub unit4	Programmed learning- Language laboratory				
Sub unit5	Computer assisted language learning - Power point presentation				
Sub unit6	Multi-media and Internet- e learning, social media, blogs - Identifying websites.				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
<b>DIGITAL</b>			<b>NON DIGITAL</b>		
Paper publications,ppt,			Magazine(hand –written),models,learning aids , literary items list (malayalm literature )		
<b>ASSESSMENT FOR LEARNING</b>					
	<b>TESTS-Oral/written/mid sem/model</b>	<b>TASKS</b>	<b>ASSIGNMENTS</b>	<b>REMEDATION/ENRICHMENT</b>	<b>INNOVATIONS</b>
Unit 1:	ORAL- Questioning,	Discussion on the use and	Listing out different types different types of	Peer evaluation Reflection	Magazine



  
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		applicability of skills to relevant topics .	literary items included in secondary school text book.		
Unit 2:	ORAL- Questioning	Practice of micro skills.	Identifying suitable approaches, methods and strategies for transacting secondary school text book.		
Unit 3:	ORAL- Questioning	Preparation of lesson plans	Preparation of suitable learning aids for transacting curriculum.		Publications
Unit 4:	ORAL- Questioning	Preparation of unit plan .	Conducting study on various curricular reformation movements.		Project
Unit 5:	ORAL- Questioning	Preparation of modules,presentations etc	Preparation of self-learning material.		
	+model exams				


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CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 202.6	
<b>GENERAL INFORMATION</b>					
Academic year: 2022-23	Batch:2022-24	Semester: II			
Paper: Core/Elective/Pedagogic/EPC	Paper code: BED P 202.6	Paper Title: Assessment for Learning- Malayalam	Marks:80	Total Time:80 hr	
Name of the Teacher: Ms.Minimol George		Designation: Assistant professor in Malayalam	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1.To enable the learners understand the concept, nature and types of measurement and evaluation.			1.		
2.To develop a critical understanding of issues in assessment and evaluation			2.		
3.To understand Taxonomy of educational objectives.			3.		
4.To explore realistic, comprehensive and dynamic assessment processes for use in the classroom.			4.		
5.To enable the learners to construct an achievement test					
6.To understand new trends of evaluation in education					
7.To critically look at the prevalent practices of assessment and evaluation					
8.To develop diagnostic test and suggest remedial measures					
9.To enable the learners to apply basic statistics in education					
<b>CONTENT OVERVIEW</b>					
Unit 1: Concept of Measurement, Assessment and Evaluation in Education.					
Unit 2: Taxonomy of educational objectives, Test construction , different types of tests, achievement test, construction of a good test.					
Unit 3: New trends in evaluation.					
Unit 4: Diagnostic test and remedial teaching .					



  
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Unit 5: Statistics in education.					
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>co-operative learning</li> <li>reflective practices</li> <li>lecture</li> <li>group learning</li> <li>seminar</li> <li>debte</li> <li>demonstration – practice &amp; observation.</li> <li>Practical section .</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> <li></li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Reference books</li> <li>Journals</li> <li>Text book</li> <li>Hand book</li> <li>Models</li> <li>Newspapers &amp; articles</li> </ul>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	Concept of Measurement, Assessment and Evaluation in Education.				
Sub unit1	Meaning of measurement, assessment and evaluation.				
Sub-unit2	Nature of measurement, assessment and evaluation.				



  
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Sub unit3	Types of evaluation, continuous and comprehensive evaluation – Formative, Summative and Diagnostic evaluation, Grading pattern.				
Sub unit4	Tools of Evaluation.				
Sub unit5	Characteristics of a good test - Objectivity - Reliability - Validity - Feasibility				
Unit 2:					
Sub unit1	Taxonomy of Educational Objectives- Revised edition of Bloom's Taxonomy of educational objectives				
Sub unit2	Test construction – its steps, types and criteria of a good test.				
Sub unit3	Different types of tests - Achievement tests - Aptitude tests - Proficiency tests - Diagnostic tests.				
Sub unit4	Types of achievement tests - oral test - written test - teacher made test - standardized test.				
Sub unit5	Objective tests - One word answer - Fill in the blanks - Matching - Multiple choices - Error Recognition.				
Sub unit6	Written test- Short answer type - Paragraph type - Essay type.				
Sub unit7	Construction of a good test - Preparation of blue print - Scoring key - Marking scheme. Item analysis				



  
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	- Item difficulty - Discriminative index.				
Sub unit8	Planning and preparation of teacher made test				
Unit 3:	New Trends in Evaluation.				
Sub unit1	Quantitative Evaluation- Types and techniques (written and oral).				
Sub unit2	Qualitative Evaluation – Types and techniques (Observation, Check list, Rating scale and Anecdotal records).				
Sub unit3	Internal Assessment – Cumulative records, anecdotal, portfolio etc.				
Sub unit4	Credit system and Grading system.				
Sub unit5	Continupus Comprehensive Evaluation – concept, tools and techniques				
Unit 4:	Diagnostic test and Remedial Teaching.				
Sub unit1	Concept, meaning and nature.				
Sub unit2	Preparation of diagnostic test, diagnostic chart, item analysis.				
Sub unit3	Remedial teaching- reason for under scoring and suggesting remedies.				
Unit 5:	Statistics in Education				
Sub unit1	Statistics-meaning, need, and application.				
Sub unit2	Frequency distribution-meaning, grouping and tabulation of data.				
Sub unit3	Graphical representation-Frequency				



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	polygon, - Cumulative frequency curve – OGIVE, Histogram and Bar diagram, Pie- diagram.				
Sub unit4	Measures of Central tendency, Variation and Correlation				
Sub unit5	Mean, Median and Mode – their meaning, calculation & application				
Sub unit6	Measures of variability – Range, Average Deviation , Standard Deviation & Quartile Deviation – their meaning, calculation & application				
Sub unit7	Correlation – meaning				
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
Vedios,			Portfolio , models, worksheet for assessment of different components of language		
			Different test on language skills.		
			Unit test on high school reader.		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	ORAL- Questioning	Statistical analysis of data	Project on language		
Unit 2:	ORAL- Questioning	Preparing sample test.	Development and standardization of an achievement test		
Unit 3:	ORAL- Questioning	Developing materials for assessment.	Prepare a report of seminar/symposium/ discussion/ debate		



  
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Unit 4:	ORAL- Questioning	Graphical representation of data	Developing Diagnostic Test		
Unit 5:	ORAL- Questioning	3. Preparing learner profile	Prepare e-portfolios.		
	+model exams				

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CURRICULAR PLAN OF ACTION				COURSE CODE: BED P 301.6	
<b>GENERAL INFORMATION</b>					
Academic year: 2023-24	Batch:2022-24	Semester:3			
Paper: Core/Elective/Pedagogic/EP C	Paper code: BED P 301.6.	Paper Title: Pedagogy of School Subject- Part II: Malayalam	Marks: 60 (50 External+10 Internal)	Total Time: 50 Hours	
Name of the Teacher: Minimal George ( Sr.Caroline FCC)		Designation: assistant professor in Malayalam	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To analyse curriculum, syllabus, text book and content of the Subject of Malayalam			1. Collaborative discussion ,cooperative learning etc. to overcome the obstacles		
2. To acquaint with professional teacher preparation programmes.			2. To acquire reference skills and study skills and using it for lesson transaction		
3. To understand reference and study skills and using it for lesson transation			3.		
4. To understand the need and importance of discourses in Language teaching			4.		
5. To acquire reference skills and study skills and using it for lesson transation					
6. To practice evaluation tools and techniques in learning process.					
7. To acquire the knowledge of remedial instruction					




  
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CONTENT OVERVIEW	
Unit 1:	Introduction (Curriculum, syllabus, Text book and content of the subject of Malayalam)
Unit 2:	Professional Competencies of a Malayalam teacher.
Unit 3:	Reference and Study Skills
Unit 4:	1. Various discourses- 2. Reflecting texts
Unit 5:	Transactional Strategies
Unit 6:	Evaluation

CARICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME: 20 hrs
			Digital	Non Digital	
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Student led seminar</li> </ul>	Digital <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> <li></li> </ul>		<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	Introduction ( Curriculum, syllabus, Text book and content of the subject of Malayalam)				
Sub unit1	Syllabus ,Text book-Critical study & analysis of Malayalam text book for secondary school in Kerala				
Sub unit2	Content analysis .The syllabus for 8-12 of Malayalam text books prescribed by the text book committee of the government of Kerala - time to time.				



  
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	Malayalam language curriculum Transaction –Scope & Limitations in the existing school Malayalam language curriculum –Qualities of good Malayalam language text book				
Unit 2:	<b>Professional Competencies of a Malayalam teacher</b>				
Sub unit1	Professional Competencies of a Malayalam teacher-pre service, in service training				
Sub unit2	Programmes for quality improvement- Seminars, Workshops, panel discussion, field trips, project and Techno pedagogy.				
Unit 3:	<b>Reference and Study Skills</b>				
Sub unit1	1.Study skills-note-taking ,note-making Summarizing and paraphrasing				
Sub unit2	2.Reference Skills-library-dictionaries- Internet-thesaurus-encyclopedia- bibliography-annotated bibliography.				
Unit 4:	<b>1. Various discourses- 2. Reflecting texts</b>				
Sub unit1	1.Various discourses 2.Reflecting texts -Summarizing-Abstracting-Translation- Comprehension				
Sub unit2	3.Editing and publishing				



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Unit 5:	<b>Transactional Strategies</b>				
Sub unit1	1. Lesson planning:- concept, construction and administration				
Sub unit2	2. Unit plan & Unit test - construction and administration. 3. Resource Materials.				
Unit 6:	<b>Evaluation</b>				
Sub unit1	1. Aims & objectives of Evaluation, 2. Importance of Evaluation in Malayalam, Concept, nature of evaluation, 3. Tools of evaluation- Quantitative, Qualitative, Various types of Questions.				
Sub unit2	4. Diagnostic Test-pupil's linguistic ability. 5. Remedial Teaching- identifying the reason for under achieving- Suitable remedial measures for different types of problems.				

**CURRICULAR PRODUCTS ( Expected)-publications if any**

DIGITAL	NON DIGITAL
	Lesson plan with different format
	Different tests designed for high school/higher secondary learners

**ASSESSMENT FOR LEARNING**

	TESTS-Oral/written/mid semester /model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Oral questions	Developing lesson templates with creative activities	Preparing year plan, unit plan and lesson plan		



  
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Unit 2:	Oral questions	Peer teaching sessions	Making notes on different literary items		
Unit 3:	Oral questions	Think/pair share	Developing standardized achievement test		
Unit 4:	Oral questions	Debates	Construction of model unit		
Unit 5:	Oral questions	Self Assessment	Analyzing existing secondary school Malayalam text book		
Unit 6:	Oral questions	Peer evaluation	Preparing Formal/Informal letters		

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CURRICULAR PLAN OF ACTION				COURSE CODE: E 401.3	
<b>GENERAL INFORMATION</b>					
Academic year:2022-2023	Batch:	Semester: 4			
Paper: E 401.3: PEACE EDUCATION Core/Elective/Pedagogic/EPC	Paper code: E 401.3	Paper Title: PEACE EDUCATION	Marks:50	Total Time: 50+50 hours.	
Name of the Teacher: Miss.Mini Mol George		Designation: Assistant professor in Malayalam	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To broaden insight of student teachers about peace and peace education .			1. To make aware about peace for the mental health.		
2. To aware the student teacher about the dynamics of transformation of violence into peace.			2. To aware about the dynamic transformation of peace		
3. To make student teachers aware of the scale and variety of conflicts affecting contemporary life.			3. To develop sustainable peace and interact with peace activist, involve peace activities and manage peace clubs		
4. Develop personal initiative, resources for the pursuit, promotion of peace, attitudes and skill for resolving conflicts in creative manner in school and society.			4. Conduct personality, to make peace in ourselves.		
5.To give insight to the student teachers into the complex role that institutionalized education plays in the context of different types of conflicts.			5. To improve the quality of education in the institution,		
<b>CONTENT OVERVIEW</b>					
Unit 1: Understanding Peace as a social Reality					
Unit 2: Conflicts , Meditation and Transformation					
Unit 3: Empowerment of Self					
Unit 4: Education for Peace					



  
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Unit 5: Humanistic Approach to Evaluation					
CURRICULAR TRANSACTION PROCESS					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES		TIME:
	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Interaction with expert</li> <li>Teacher student</li> <li>Online webinar</li> <li>Teacher student media</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Workshop</li> <li>Add on course</li> <li>Field Trip</li> <li>Team Teaching</li> <li>Collaborative Learning</li> <li>Meditation</li> <li>Reflection</li> <li>Discussions</li> <li>Music therapy</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> <li>e content</li> <li>Webinar</li> <li>Graphics</li> <li>Cartoons</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Chart</li> <li>Arts</li> <li>Graphics</li> <li>Herbel Garden</li> <li>Vegetabl e garden</li> <li>Flower Garden</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	Unit 1: Understanding Peace as a social Reality				
	<ul style="list-style-type: none"> <li>Relevance of peace education in the present Indian context</li> <li>Challenges of peace education</li> <li>Foundation of peace</li> <li>Approach of Peace education</li> <li>Developing life skills</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution strategies</li> <li>Stress management techniques</li> <li>Identify Inter intra conflict</li> <li>Problem solving</li> <li>Experiential Learning</li> <li>Participative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Webinar</li> <li>Virtual labs</li> <li>Musical therapy</li> <li>Peace walk</li> <li>Peace prayer</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Journals</li> <li>Seminar</li> <li>Webinar series</li> <li>Peace Assembl Y</li> </ul>	14 hour



  
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 SREEGANDAPURAM, KANNUR DT., 576531


				<ul style="list-style-type: none"> <li>Vegetable garden</li> </ul>	
Sub unit2	To develop sensitivity	<ul style="list-style-type: none"> <li>Music therapy</li> <li>Add on course</li> <li>Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Mobile based</li> <li>Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Natural Flower bouquet</li> <li>Tri Bouquets</li> <li>Salads</li> </ul>	8 hour
Unit 3:	<b>Peace, Progress and Harmony</b>				
Sub unit1	Conflict Management and Conflict resolution	<ul style="list-style-type: none"> <li>Team Teaching</li> <li>Online mode</li> <li>Meditation</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon</li> <li>e content</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> <li>Arts</li> <li>Photos</li> </ul>	6 hour
Sub unit2	Peace and peace building	<ul style="list-style-type: none"> <li>Music therapy</li> <li>Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Ppt</li> </ul>	<ul style="list-style-type: none"> <li>Herbal medicines</li> <li>Chart</li> <li>Cooking</li> </ul>	6 hour
Unit 4:	<b>Integrating the self: Connectivity of mind-body and spirit</b>				
Sub unit1	Holistic integration of mind body and spirit	<ul style="list-style-type: none"> <li>Brain Storming</li> <li>Meditation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>News report</li> </ul>	<ul style="list-style-type: none"> <li>Flower garden</li> <li>Publications</li> <li>Journals</li> </ul>	6 hour
Sub unit2	To understand different life skills	<ul style="list-style-type: none"> <li>Add on course</li> <li>Interact with expert</li> </ul>	<ul style="list-style-type: none"> <li>Study materials</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable</li> </ul>	20 hour



  
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 KATTAPPURAM, P. O., MADANPAM  
 SREEKANDAPURAM, KASHEE ST., 670021

			<ul style="list-style-type: none"> <li>Channel report</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable garden</li> <li>Filed trip</li> </ul>	
Unit 3:	<b>Facilitating Personal Growth: Applications in teaching</b>				
Sub unit1	Self reflective practices	<ul style="list-style-type: none"> <li>Decision making</li> <li>Reflection</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Features</li> <li>Webinar</li> <li>e content</li> </ul>	<ul style="list-style-type: none"> <li>News Report</li> <li>Channel report</li> </ul>	5 hour
Sub unit2	Personal growth and personal development	<ul style="list-style-type: none"> <li>Participating Learning</li> <li>Workshop</li> <li>Brain Storming</li> </ul>	<ul style="list-style-type: none"> <li>Virtual labs</li> <li>Mobile based</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Publications</li> </ul>	8 hour
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
<b>DIGITAL</b>			<b>NON DIGITAL</b>		
Ppt, Videos , Features, Study materials ,Games , Newspaper reports and channel reports, digital photos			Newspaper report , channel report , Vegetable garden, Flower garden, Herbal garden , tri bouquets , natural Flower bouquet, salads, reports , Arts , photos , journals, publications, cooking items , vegetables, Herbal medicines		
<b>ASSESSMENT FOR LEARNING</b>					
	<b>TESTS-Oral/written/mid sem/model</b>	<b>TASKS</b>	<b>ASSIGNMENTS</b>	<b>REMEDICATION/ENRICHMENT</b>	<b>INNOVATIONS</b>
Unit 1:	Self Reflections, questionnaire	<ul style="list-style-type: none"> <li>Meditation</li> <li>Reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>Write up – daily reflection</li> <li>Review daily event</li> <li>End of the reflection</li> </ul>	Individual consideration	Reflective journal One two one sharing Peer influence
Unit 2:	Self reflection Evaluation Sharing	<ul style="list-style-type: none"> <li>Interact with expert</li> </ul>	<ul style="list-style-type: none"> <li>Flower garden making</li> </ul>	<ul style="list-style-type: none"> <li>Individual consideration</li> <li>Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable garden</li> </ul>



  
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 CHENNAI-600044

		Different type of garden making Bouquet making Nature Meditation Develop listening capacity Inspiration role model Empathy building	<ul style="list-style-type: none"> <li>Herbal garden making</li> <li>Interviews</li> <li>Tri bouquets</li> </ul>	<ul style="list-style-type: none"> <li>Developing communication skill</li> </ul>	<ul style="list-style-type: none"> <li>Herbal garden</li> <li>Exhibition of tri bouquets</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>Self Assessment</li> <li>Group Discussion</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution strategies</li> </ul>	<ul style="list-style-type: none"> <li>To understand inter and intra conflict</li> <li>Challenges of peace initiatives</li> <li>Peace initiative in PKM</li> </ul>	<ul style="list-style-type: none"> <li>To help understand student to overcome conflict</li> </ul>	<ul style="list-style-type: none"> <li>Codes of peace</li> <li>Peace building models</li> <li>Conflict resolution strategies</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>Self reflection</li> <li>Self Assessment</li> <li>Evaluation</li> <li>Observation</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>Meditation</li> <li>Discision making</li> <li>Encouraged diversity of thought</li> <li>Self reflection and conscious ness</li> </ul>	<ul style="list-style-type: none"> <li>Write auto biography</li> <li>Reflective journal</li> <li>Conduct meditations</li> </ul>	<ul style="list-style-type: none"> <li>To connect body mind and spirit</li> </ul>	<ul style="list-style-type: none"> <li>Auto biography</li> </ul>



  
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 KUTHAPPAM, P. O., MADAMPY  
 SREEKANAPURAM, KOTTAYAM, KERALA


CURRICULAR PLAN OF ACTION				COURSE CODE:EPC 04	
<b>GENERAL INFORMATION</b>					
Academic year:2022--2023	Batch:	Semester: 4			
Paper:EPC 04: UNDERSTANDING THE SELF Core/Elective/Pedagogic/EPC	Paper code: EPC 04	Paper Title:UNDERSTANDING THE SELF	Marks:50	Total Time: 80 hours.	
Name of the Teacher: Miss.Mini Mol George		Designation: Assistant professor in Malayalam	Submitted on:		
<b>LEARNING OBJECTIVES</b>					
COURSE LEARNING OUTCOMES-CLOs ( as per syllabus)			CLOs ( Teacher made if any)		
1. To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.			1. To develop self awareness through regular meditation.		
2. To help student teachers develop the capacity for sensitivity, sound. Communication skills and ways to establish peace and harmony.			2. To develop sustainable peace and interact with peace activist, involve peace activities and manage peace clubs		
3. Develop the capacity to facilitate personal growth and social skills in their own students			3. Conduct personality development courses for students		
<b>CONTENT OVERVIEW</b>					
Unit 1: Exploring the Aim of Life & Discovering Ones True Potential					
Unit 2: Developing Sensitivity					
Unit 3: Peace, Progress and Harmony					
Unit 4: Integrating the self: Connectivity of mind-body and spirit					
Unit 5: Facilitating Personal Growth: Applications in teaching					
<b>CURRICULAR TRANSACTION PROCESS</b>					
UNITS	MODE OF INTERACTION	STRATEGY /TECHNIQUES	SUPPORT SYSTEMS/RESOURCES	TIME	



  
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	<ul style="list-style-type: none"> <li>Expert-Teacher-Student</li> <li>Alumni- Teacher- Student</li> <li>Teacher-Student</li> <li>Student-Student</li> <li>Student-Library</li> <li>Interaction with expert</li> <li>Teacher student</li> <li>Online webinar</li> <li>Teacher student media</li> </ul>	<ul style="list-style-type: none"> <li>Experiential Learning</li> <li>Participative Learning</li> <li>Problem Solving</li> <li>Brain Storming</li> <li>Focus Group Discussions</li> <li>online mode</li> <li>Workshop</li> <li>Add on course</li> <li>Field Trip</li> <li>Team Teaching</li> <li>Collaborative Learning</li> <li>Meditation</li> <li>Reflection</li> <li>Discussions</li> <li>Music therapy</li> </ul>	<b>Digital</b> <ul style="list-style-type: none"> <li>LMS</li> <li>e-learning resources</li> <li>Podcast</li> <li>Mobile based</li> <li>Virtual labs</li> <li>Learning apps</li> <li>e content</li> <li>Webinar</li> <li>Graphics</li> <li>Cartoons</li> </ul>	<b>Non Digital</b> <ul style="list-style-type: none"> <li>Chart</li> <li>Arts</li> <li>Graphics</li> <li>Herbel Garden</li> <li>Vegetabl e garden</li> <li>Flower Garden</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>No of Periods</li> <li>Week/Month</li> </ul>
Unit 1:	<b>Exploring the Aim of Life &amp; Discovering Ones True Potential</b>				
Sub unit1	Conscious direction of their life and personal growth	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Experiential Learning</li> <li>Participative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Webinar</li> <li>Virtual labs</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Journals</li> </ul>	5 hour
Sub unit2	Self-reflection and personal integration	<ul style="list-style-type: none"> <li>Collaborative Learning</li> <li>Focus Group Discussions</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>e content</li> <li>Learning apps</li> </ul>	<ul style="list-style-type: none"> <li>Graphics</li> <li>News reports</li> <li>Channel reports</li> </ul>	6 hour
Unit 2:	<b>Developing Sensitivity</b>				
Sub unit1	To develop the capacity for perspective talking their point of view	<ul style="list-style-type: none"> <li>To develop listening capacity</li> <li>Empathy bulding</li> </ul>	<ul style="list-style-type: none"> <li>LMS</li> <li>Webinar</li> <li>Podcast</li> </ul>	<ul style="list-style-type: none"> <li>Herbal garden</li> </ul>	10 hour



  
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 BIRENAGI, District, Uttarakhand

				<ul style="list-style-type: none"> <li>Vegetable garden</li> </ul>	
Sub unit2	To develop sensitivity	<ul style="list-style-type: none"> <li>Music therapy</li> <li>Add on course</li> <li>Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Mobile based</li> <li>Graphics</li> </ul>	<ul style="list-style-type: none"> <li>Natural Flower bouquet</li> <li>Tri Bouquets</li> <li>Salads</li> </ul>	8 hour
Unit 3:	<b>Peace, Progress and Harmony</b>				
Sub unit1	Conflict Management and Conflict resolution	<ul style="list-style-type: none"> <li>Team Teaching</li> <li>Online mode</li> <li>Meditation</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon</li> <li>Video content</li> </ul>	<ul style="list-style-type: none"> <li>Reports</li> <li>Arts</li> <li>Photos</li> </ul>	6 hour
Sub unit2	Peace and peace building	<ul style="list-style-type: none"> <li>Music therapy</li> <li>Group Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Videos</li> <li>Ppt</li> </ul>	<ul style="list-style-type: none"> <li>Herbal medicines</li> <li>Chart</li> <li>Cooking</li> </ul>	6 hour
Unit 4:	<b>Integrating the self: Connectivity of mind-body and spirit</b>				
Sub unit1	Holistic integration of mind body and spirit	<ul style="list-style-type: none"> <li>Brain Storming</li> <li>Meditation</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Games</li> <li>News report</li> </ul>	<ul style="list-style-type: none"> <li>Flower garden</li> <li>Publications</li> <li>Journals</li> </ul>	6 hour
Sub unit2	To understand different life skills	<ul style="list-style-type: none"> <li>Add on course</li> <li>Interact with expert</li> </ul>	<ul style="list-style-type: none"> <li>Study materials</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable</li> </ul>	20 hour



  
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 SREEKANTHAPURAM, KANNUR DT., 670331

			<ul style="list-style-type: none"> <li>Channel report</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable garden</li> <li>Filed trip</li> </ul>	
Unit 5:	Facilitating Personal Growth: Applications in teaching				
Sub unit1	Self reflective practices	<ul style="list-style-type: none"> <li>Decision making</li> <li>Reflection</li> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Features</li> <li>Webinar</li> <li>e content</li> </ul>	<ul style="list-style-type: none"> <li>News Report</li> <li>Channel report</li> </ul>	5 hour
Sub unit2	Personal growth and personal development	<ul style="list-style-type: none"> <li>Participating Learning</li> <li>Workshop</li> <li>Brain Storming</li> </ul>	<ul style="list-style-type: none"> <li>Virtual labs</li> <li>Mobile based</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Publications</li> </ul>	8 hour
<b>CURRICULAR PRODUCTS ( Expected)-publications if any</b>					
DIGITAL			NON DIGITAL		
Ppt, Videos , Features, Study materials ,Games , Newspaper reports and channel reports, digital photos			Newspaper report , channel report , Vegetable garden, Flower garden, Herbal garden , tri bouquets , natural Flower bouquet, salads, reports , Arts , photos , journals, publications, cooking items , vegetables, Herbal medicines		
<b>ASSESSMENT FOR LEARNING</b>					
	TESTS-Oral/written/mid sem/model	TASKS	ASSIGNMENTS	REMEDATION/ENRICHMENT	INNOVATIONS
Unit 1:	Self Reflections, questionnaire	<ul style="list-style-type: none"> <li>Meditation</li> <li>Reflective journal</li> </ul>	<ul style="list-style-type: none"> <li>Write up – daily reflection</li> <li>Review daily event</li> <li>End of the reflection</li> </ul>	Individual consideration	Reflective journal One two one sharing Peer influence
Unit 2:	Self reflection Evaluation Sharing	<ul style="list-style-type: none"> <li>Interact with expert</li> </ul>	<ul style="list-style-type: none"> <li>Flower garden making</li> </ul>	<ul style="list-style-type: none"> <li>Individual consideration</li> <li>Counselling</li> </ul>	<ul style="list-style-type: none"> <li>Vegetable garden</li> </ul>



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 KATTAPPURAM, P. O, PUNALPRAM  
 CUDDALORE DISTRICT, TAMIL NADU

		Different type of garden making Bouquet making Nature Meditation Develop listening capacity Inspiration role model Empathy building	<ul style="list-style-type: none"> <li>Herbal garden making</li> <li>Interviews</li> <li>Tri bouquets</li> </ul>	<ul style="list-style-type: none"> <li>Developing communication skill</li> </ul>	<ul style="list-style-type: none"> <li>Herbal garden</li> <li>Exhibition of tri bouquets</li> </ul>
Unit 3:	<ul style="list-style-type: none"> <li>Self Assessment</li> <li>Group Discussion</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Conflict resolution strategies</li> </ul>	<ul style="list-style-type: none"> <li>To understand inter and intra conflict</li> <li>Challenges of peace Initiatives</li> <li>Peace initiative in PKM</li> </ul>	<ul style="list-style-type: none"> <li>To help understand student to overcome conflict</li> </ul>	<ul style="list-style-type: none"> <li>Codes of peace</li> <li>Peace building models</li> <li>Conflict resolution strategies</li> </ul>
Unit 4:	<ul style="list-style-type: none"> <li>Self reflection</li> <li>Self Assessment</li> <li>Evaluation</li> <li>Observation</li> <li>Case study</li> </ul>	<ul style="list-style-type: none"> <li>Meditation</li> <li>Discion making</li> <li>Encouraged diversity of thought</li> <li>Self reflection and consciousness</li> </ul>	<ul style="list-style-type: none"> <li>Write auto biography</li> <li>Reflective journal</li> <li>Conduct meditations</li> </ul>	<ul style="list-style-type: none"> <li>To connect body mind and spirit</li> </ul>	<ul style="list-style-type: none"> <li>Auto biography</li> </ul>



  
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 THRISSUR DISTRICT, KERALA

Unit 5:	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questionnaire</li> <li>• Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Initiative dialogue</li> <li>• Personality development courses</li> <li>• Workshop</li> <li>• Self reflective practices</li> <li>• Recognition of tragedy</li> <li>• Daily meditation and reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Daily meditation</li> <li>• Reflective journal</li> <li>• Nature related Videos</li> </ul>	<ul style="list-style-type: none"> <li>• To conduct meditation</li> <li>• To conduct self awareness classes</li> <li>• To conduct workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Different variety meditations</li> <li>• Publications</li> <li>• Journals</li> </ul>
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