

**D.EI.ED**

**SEMESTER**

**1**

## Paper – 101 Educational Psychology – Theory and Practice

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Total score – 90	Total time	– 95 hrs
Continuous Assessment – 20	Class room transaction	- 85 hrs
Public Examination - 70	Workshop/ practical	- 10 hrs
	Time/ week	- 5 hrs

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The Education psychology, which was not introduced at the time of school education is generally introduced in the first semester. Here opportunities are provided for giving practical experience regarding psychology, education psychology, child development and personality.

### Objective

1. Understand the basic ideas pertaining to Educational psychology.
2. As a teacher, find out the ways to convert his/her activities child friendly by using educational psychology.
3. To utilize educational psychology in his/her teaching learning process after distinguishing its features, importance and relevance.
4. To realize psychological learning methods and research methodology and to use them at the appropriate juncture.
5. To understand the difference between growth and development.
6. To understand the nature of the children of different age groups.
7. To understand the different developmental areas such as physical-motor, cognitive, social, emotional, linguistic spheres.
8. To realize the role of pedagogy in bringing a qualitative change in the social, emotional, cognitive and linguistic development of children.
9. To achieve basic knowledge in personality and personality approaches.
10. To achieve the ability to distinguish and cultivate the personality of learners.
11. To formulate a perspective pertaining to balanced personality.
12. To understand psychological perceptions obtained can be utilized for own personality development.
13. To develop a teaching culture which has the mentality and ability to have a humane and democratic interference.

## Unit – 1

### Educational Psychology – Perspective and Practice

#### Contents

- Psychology – Earlier perspectives-modern perspectives
- Different psychological thoughts.
- Psychological branches-basic psychological branches applied psychological branches.

#### Educational Psychology – Definitions

- The relevance and importance of Educational psychology, learner, teacher, teaching-learning process.
- Limitations of Educational Psychology.
- Psychological Learning methods
- Observation, interview, experiment, single personality study (case study) anecdotes, data based study (cumulative study of records).
- Psychological research tools
- Questionnaire, checklist, rating scale, tables, psychological examination, anecdote, data based record, socio metric techniques.
- Importance of psychological approach in considering personality difference.
- Role of Educational psychology in making teaching learning delightful (joy of learning teaching)

<b>Learning outcome</b>	<b>Major concepts</b>	<b>Transaction strategies</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>Broadly explains the origin and development of psychology as a branch of science. Develops interests in learning psychology.</li> </ul>	<ul style="list-style-type: none"> <li>Psychology- earlier perspectives- modern perspectives.</li> <li>Different psychological thoughts,</li> <li>Psychological branches, applied psychological branches.</li> </ul>	<ul style="list-style-type: none"> <li>Referencing</li> <li>Discussion</li> <li>Flow chart</li> <li>Concepts Map</li> </ul>	<ul style="list-style-type: none"> <li>Referencing capability</li> <li>Invalument in discussion/presentation skill.</li> <li>Discussion note</li> <li>Concept illustration.</li> </ul>
<ul style="list-style-type: none"> <li>Prepares notes by recognizing that Educational psychology is a specialized branch of science.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the features of science and social science.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>-nature of science</li> <li>Scientific method</li> <li>How does educational psychology become science.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion participation</li> <li>concept assimilation</li> <li>presentation reception</li> <li>discussion note.</li> </ul>
<ul style="list-style-type: none"> <li>Having been convinced of the relevance, importance and limitations of educational psychology in learning process, prepares seminar thesis.</li> </ul>	<ul style="list-style-type: none"> <li>Educational Psychology- definitions.</li> <li>- relevance of educational psychology, importance, learner, teacher.</li> <li>- Levels of teaching –learning process.</li> <li>- limitations of Educational psychology</li> </ul>	<ul style="list-style-type: none"> <li>Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Seminar preparing thesis</li> <li>Presentation</li> <li>Discussion</li> <li>Report</li> </ul>
<ul style="list-style-type: none"> <li>Attains application ability by understanding psychological learning methods tools.</li> </ul>	<ul style="list-style-type: none"> <li>Methods of psychological learning –</li> <li>Observation, interview, experimental methods, single personality study (case study), anecdote, data based study, socio metric</li> </ul>	<ul style="list-style-type: none"> <li>Models prepared in advance/worksheets/form ates etc are being used. (both teachers and students use eachother)</li> <li>1. Prepares sociogram (s1), prepares</li> </ul>	<ul style="list-style-type: none"> <li>Practical record</li> <li>Completed formats, worksheets.</li> </ul>

	<p>techniques.</p> <ul style="list-style-type: none"> <li>• Psychological research tools</li> <li>• Questionnaire, check list, rating scale, tables, psychological examination, anecdotes, data collection, sociogram</li> </ul>	<p>sociogram (S3 after associate camps) comparing.</p> <ol style="list-style-type: none"> <li>2. Check list</li> <li>3. Rating scale prepares any one of the tools that help to understand the nature of the student</li> </ol>	
<ul style="list-style-type: none"> <li>• Develops a mentality to employ educational psychology to make teaching delightful.</li> </ul>	<ul style="list-style-type: none"> <li>• Each student is different and hence psychological approach should be adopted to nurture his abilities.</li> <li>• Makes learning delightful through activities, which generate interest and challenge in students.</li> <li>• To understand the child, to interact with him psychologically and to prepare child friendly activities only through the effective application of educational psychology.</li> </ul>	<ul style="list-style-type: none"> <li>• Favorite teacher teaching methods/class room experience cause-preparing experience notes, discussion, consolidation.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on experience</li> <li>• Involvement in discussion</li> <li>• Assignment (Possibilities of Educational psychology)</li> </ul>

## **Unit – 2**

### **Child Development**

#### **Contents**

- Growth, development-Preliminary understanding.
- Stages of Development – comparison.
- Nature of child-infancy, childhood
- Further stages of development-adolescence, adulthood, old age-preliminary understanding.

#### **Principles of Development**

- Development is continuous, regular and cumulative in nature.
- Development is continuous, regular and cumulative in nature.
- Development depends on heredity and environment
- Development depends on learning and maturity.
- Development is predictable and maintains the order from macro to micro

#### **Physical motor Development**

- The findings of Elizabeth Hurlock, other new relevant perspectives, principles of physical development.

#### **Factors that influence physical motor development**

- Role of parents, teachers, peer group
- Role of games in physical development

## **Emotional Development**

- Features of infant emotions-problems.
- Findings of Catherine Bridges
- Role of parents, teachers, peer groups in emotional development.
- Thoughts put forward by Daniel Golman regarding emotional intelligence.
- Importance of emotional development and emotional intelligence, emotional control
- Cognitive Development
- Stage theory – Jean piaget.
- Stages of concept formation
- Sensation and perception
- Concept formation
- Reasoning
- Problem solving, decision making

## **Language Development**

- Stages of language development
- Theories of language development
  - Conditioning-skinner
  - Imitation – Bandura
  - Ideas of piaget Bruner, Vygotsky

- Relation between language and thoughts.
- Language development-modern propensity
- Whole language approach
- Ideas of Chomsky on language development
- Neo Chomskian ideas.

#### Social Development

Psychosocial development theory of Erik H. Erikson

Factors influencing social development-family peer groups, school, neighbours etc.

Role of teachers in social development of children.

Perspectives of Albert Bandura on social development observational learning theory.

#### **Moral Development**

Lawrence Kohlberg and Jean Piaget

Influence of school, family, peer group, society etc in moral development

- Factors Influencing development

Heredity, maturity, environment problems/reasons/remedies that occur in various developmental areas.

- Developmental tasks

Findings of Robert Havighurst (infancy, childhood adolescence)

Learning Outcome	Major concepts	Transaction strategies	Assessment
<ul style="list-style-type: none"> <li>• Prepares comparison notes on identifying differences between growth and development.</li> <li>• Explains after having realized the importance of developmental stages in education.</li> </ul>	<ul style="list-style-type: none"> <li>• Growth development, primary assumptions-comparison.</li> <li>• Developmental stages-infancy childhood</li> <li>• Further development-adolescence, adulthood, old age (Preliminary understanding)</li> <li>• Nature of the child</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Preparation of notes on comparison.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Notes on comparison</li> </ul>
<ul style="list-style-type: none"> <li>• Identifies and applies the methodology to scientifically find out the characteristics and skills in a particular stage of each developmental stage.’</li> <li>• In accordance with the nature of the child in each</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis the prepared and completed forms by visiting nearby pre-primary, L.P/U.P schools, observing the nature, skills, interests, emotions etc of L.K.G, U.K.G, Ist, 4<sup>th</sup>, 7<sup>th</sup> standard children</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares format/tools</li> <li>• Observation filling up forms</li> <li>• Preparing check list</li> <li>• Discussion notes-semester 1. Study report-semester 3</li> </ul>

<p>developmental stage, gains the ability to arrange learning experience.</p>		<p>and discussing with the teachers. Finds out the related psychological concepts based on videos and observations presentation-discussion.</p> <ul style="list-style-type: none"> <li>• Preparing study report</li> </ul>	
<ul style="list-style-type: none"> <li>• Consolidating developmental principles. Explicates the features of developmental principles with examples</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Developmental principles.</b> <ul style="list-style-type: none"> <li>-Development is continuous, regular and cumulative in nature.</li> <li>Development depends on heredity and environment.</li> <li>Development depends on learning and maturity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Referring videos, observation formats authentic textbooks etc. Prepared in advance.</li> <li>• Group discussion</li> <li>• Consolidating developmental principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Consolidate activities</li> <li>• Reference ability</li> </ul>
<ul style="list-style-type: none"> <li>• Analysing the perspectives pertaining to physical motor development, formulate conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Development is predictable etc.</li> <li>• Physical motor development.</li> <li>• Findings of Elizabeth Hurlock, other relevant perspectives.</li> <li>• Motor developmental principles</li> </ul>	<ul style="list-style-type: none"> <li>• Prepares discussion notes.</li> <li>• Referencing (Findings of Hurlock)</li> <li>• Analyse chart</li> <li>• Data collected during school visit is subjected</li> </ul>	<ul style="list-style-type: none"> <li>• Chart Analysis</li> <li>• Data Analysis</li> </ul>

		<p>to comprehensive analysis and formulate assumption about physical motor development.</p> <ul style="list-style-type: none"> <li>• (Infancy, childhood, adolescence)</li> </ul> <p>Referencing-Teacher's intervention, consolidation,</p>	
<ul style="list-style-type: none"> <li>• Realises the role of parents, teachers and peer group in physical motor development.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors influencing physical motor development. <ul style="list-style-type: none"> <li>- Parents</li> <li>- Teachers</li> <li>- Role of peer group etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Examination of newspaper report, some cases etc.</li> <li>• (Positive and Negative)</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of positive and negative cases.</li> </ul>
<ul style="list-style-type: none"> <li>• Attain ability to plan learning experience by distinguishing the importance of games in the physical motor development of children</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of games in physical motor development.</li> </ul>	<ul style="list-style-type: none"> <li>• Approach of children to games. Video presentation of the games of children of different age groups. Find out the physical motor abilities in</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis-preparing table</li> <li>• Discussion notes</li> </ul>

		<p>each games and presents.</p> <ul style="list-style-type: none"> <li>• Prepare tables</li> <li>• Discussion based on the data collected</li> <li>• What are the specialties and play method? Table</li> <li>• Whether all the children are</li> <li>• Prepares list after collecting data related to games that can be used for the physical development of children.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment prepares the list of games connecting different subjects.</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse the perspectives pertaining to emotional development and formulate conclusions.</li> <li>• Recognises the role of parents, teachers, peer groups, neighbours in</li> </ul>	<ul style="list-style-type: none"> <li>• Peculiarities of child emotions-problems.</li> <li>• Emotional development – findings of Catherine Bridges.</li> <li>• Role of parents, teachers and peer groups in emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Referencing</li> <li>• Consolidation</li> <li>• Referencing-case analysis</li> <li>• Preparing group</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion <ul style="list-style-type: none"> <li>- Participation</li> <li>- Reference</li> <li>- Mode of Analysis</li> </ul> </li> <li>• Discussion participation</li> <li>• Excellence in</li> </ul>

<p>emotional development.</p> <ul style="list-style-type: none"> <li>• Analyse the concepts of emotional intelligence and consolidate conclusions.</li> <li>• Recognises the importance of emotional development and emotional intelligence in successful life, utilize in own life.</li> <li>• Recognises learners emotional development and forms a mentality to interfere.</li> </ul>	<ul style="list-style-type: none"> <li>• The thoughts putforward by Daniel Goleman pertaining to emotional intelligence.</li> <li>• Emotional control</li> <li>• Different techniques.</li> <li>• Importance of emotional development and emotional intelligence.</li> </ul>	<p>assignment.</p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Presentation of cases. Thoughts of Daniel Goleman (slide presentation)</li> <li>• Emotional intelligence measurement (teacher-students)</li> <li>• Workshop : A workshop study report which contains the activities that help to foster emotional development of teachers and students, self control (self regulations) etc-</li> <li>• Discussion</li> <li>• Completion of activity format that helps to</li> </ul>	<p>Analysis</p> <ul style="list-style-type: none"> <li>• Assignment</li> <li>• Completion of formats</li> <li>• Discussion-consolidation</li> <li>• Participation in workshop</li> <li>• Leading role – foster</li> <li>• Discussion notes</li> <li>• Format/Activity diagram</li> </ul>
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<ul style="list-style-type: none"> <li>• Analyse concepts related to cognitive development and form conclusions.</li> <li>• Attains ability to utilize knowledge related to cognitive development in lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive development stage theory-piaget-ideological formation phase-Bruner.</li> <li>• Vygotsky's concepts</li> </ul>	<p>develop emotional intelligence in learners.</p> <p>Cases-presentation-Discussion</p> <p>Teacher presents appropriate video clips, discussion.</p> <p>Importance of the ideas of piaget and Bruner-consolidation</p>	<p>Discussion notes</p> <ul style="list-style-type: none"> <li>- Discussion participation</li> <li>- Referencing ability</li> <li>- Analysing efficiency</li> <li>- Notes</li> </ul>
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Learning Outcome	Major Concepts	Transaction Strategies	Evaluation
<ul style="list-style-type: none"> <li>• Analyse ideas related to language development and constitute conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensation and perception</li> <li>• Concept formation</li> <li>• Reasoning</li> <li>• Problem solving, Decision making</li> <li>• Concept formation views of Bruner</li> <li>• Stages of language development</li> <li>• Theories of language development</li> <li>• Conditioning skinner</li> <li>• Limitation-Bandura</li> <li>• Idea of Piaget, Bruner, Vygotsky etc.</li> <li>• Relationship between language and thoughts.</li> <li>• Chomskian ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate examples, case analysis, presentation, discussion, referencing.</li> <li>• Slide presentation/video clips.</li> <li>• Discussion, consolidation</li> <li>• Preparing reference notes by using class library/school library.</li> <li>• Compiling the views of piaget and Vygotsky about language development.</li> </ul>	<ul style="list-style-type: none"> <li>• Case analysis</li> <li>• Preparation of study report.</li> <li>• How did the primary curriculum utilize knowledge related to cognitive development.</li> <li>• Reading notes. Priority to be followed in language teaching.</li> <li>• Tactfulness in comparison of views and its presentation.</li> </ul>

<b>Learning Outcome</b>	<b>Major Concepts</b>	<b>Transaction Strategies</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Analyse ideas related to social development and prepares notes.</li> </ul>	<ul style="list-style-type: none"> <li>Social development – psycho-social development theory of Erik H.Erikson</li> </ul>	<ul style="list-style-type: none"> <li>Based on the findings of Erikson analyse the social development of children of different age group.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion, notes</li> <li>Analysis</li> </ul>
<ul style="list-style-type: none"> <li>Attains the attitude and ability to work by recognizing his role ensuring the qualitative development of the learner.</li> </ul>	<ul style="list-style-type: none"> <li>Perspectives of Albert Bandura on social development-observational learning theory.</li> <li>Factors influencing social development-family peer groups, school, neighbours.</li> <li>The role of teacher in the social development of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Video presentation, Analysis</li> <li>-Position of media in the social development of children-preparation of assignment-presentation.</li> <li>Discussion</li> <li>Analysis and consolidation</li> <li>Creating slides</li> <li>Presentation of slides.</li> <li>Peer teaching and discussion, Role of teacher in ensuring qualitative social development of the children.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of assignment presentation.</li> <li>Creating slides</li> <li>Presenting slides</li> </ul>

Learning Outcome	Major Concepts	Transaction Strategies	Evaluation
<ul style="list-style-type: none"> <li>• Analyse different views related to moral development and prepare comparative notes.</li>   <li>• Understanding the importance related to factors which influence development and prepares report.</li>   <li>• Identifies the problems and reasons that may occur in</li> </ul>	<ul style="list-style-type: none"> <li>• Moral development ideas of Lawrence, Kohlberg, Jean Piaget.</li> <li>• Influence of school in moral development influence of society, family, peer group etc.</li> <li>• Factors that influence development.</li> <li>• Tradition, maturity, learning, surroundings.</li>   <li>• Developmental task</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the views of piaget, Kohlberg etc, pertaining to social development through referencing and compare.</li> <li>• Seminar</li> <li>• Presentation</li>   <li>• Referencing</li> <li>• -Panel discussion (Influence of tradition and surroundings in each developmental area) Influence of maturity, education etc.</li>   <li>• Discussion</li> <li>• Activity based on worksheet</li> <li>• Observation</li> <li>• Observation (chart) discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on comparison.</li> <li>• Seminar</li> <li>• Preparing thesis</li> <li>• Presentation</li> <li>• Seminar discussion</li> <li>• Report</li>   <li>• Participation in panel discussion</li> <li>• Proficiency in presenting ideas</li> <li>• Preparing reports</li>   <li>• Work sheet</li> <li>• Involvement in discussion</li> <li>• Role of games in the comprehensive</li> </ul>

<p>development task and attains the ability to implement solutions.</p>	<p>findings of Robert Having hurst (infancy, childhood, adolescence)</p> <ul style="list-style-type: none"> <li>•Problems/reasons that occur in different developmental area.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a package comprising games (motor/language/social/emotional/cognitive/moral domains) that promote children’s comprehensive development and creates a record for try-outs.</li> </ul>	<p>development of children-analysis note</p> <ul style="list-style-type: none"> <li>• Practical record</li> <li>• Try-out</li> </ul>
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## **Unit – 3**

### **Personality**

#### **Content**

- Personality – basic understanding, definitions.
- Personality approaches
  - Trait approach
  - Matured personality
  - Humanistic approach

Perspectives of Abraham Maslow and Carl Rogers.

- Post Humanistic views
- Self esteem
- Influence of ‘self’ in personality development
- Importance of positive attitude, good habits etc in comprehensive personality development.
- Adjustment, Mal adjustment, Adjustment mechanisms.
- Psycho-analytic approach-sigmund Freud-General understanding.
- Life skills-Life skills proposed by WHO and creation of circumstances for their development.

Learning Outcome	Major Concepts	Transaction Strategies	Evaluation
<ul style="list-style-type: none"> <li>• Understanding basic concepts of personality and various personality approaches, written about the characteristics of own personality.</li> <li>• Understanding the characteristics of Humanistic approach and post Humanistic views of personality through discussion prepares discussion note and presents.</li> <li>• Critically evaluate the concepts of Carl Rogets on ‘Personality’, find out and note down the points useful in teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Personality-basic understanding</li> <li>• Definitions/approaches.</li> <li>• Personality approaches-Trait approach – G.W Allport.</li> <li>• Humanistic approach.</li> <li>• Views of Abraham Maslow, Carl Rogers etc.</li> <li>• Post Humanistic approach</li> <li>• Concepts of Carl Rogets such as fully functioning personality, development of integrated personality.</li> <li>• Self concept</li> <li>• Self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Personality and its effigy</li> <li>• Discussion</li> <li>• All port’s special approach</li> <li>• Referencing</li> <li>• Group discussion</li> <li>• Referencing</li> <li>• Discussion</li> <li>• Slide presentation, discussion, preparation of assignment.</li> <li>• Abraham Maslow’s Hierarchy of needs-referencing.</li> <li>• Introducing self esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils write their own specialties.</li> <li>• Participation in discussion</li> <li>• Discussion notes</li> <li>• Participation in discussion</li> <li>• Discussion notes</li> <li>• Interest/mentality</li> <li>• Participation in discussion</li> <li>• Assignment (classroom relevance of concepts of Carl Rogers)</li> <li>• Reading note</li> <li>• Participation in discussion</li> <li>• Concept presentation</li> </ul>

<ul style="list-style-type: none"> <li>• Attains ability to use scientific ways to measure and nourish self concept and self esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities to nourish self esteem</li> </ul>	<p>standardized tool. What are the things teachers have to be careful to consider the self concept and self esteem of children in classroom transaction?-discussion - assignment</p>	<ul style="list-style-type: none"> <li>• Using tools</li> <li>• Analysis</li> <li>• Hypothesis</li> </ul>
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<ul style="list-style-type: none"> <li>• Identifies how understanding of Psycho-analytic approach becomes beneficial in his/her classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Psycho-analytic approach-sigmund Freud.</li> <li>• Adjustmen, Maladjustment, Adjustment mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate video clips/case presentation.</li> <li>• Discussion presentation.</li> <li>• Discussing classroom relevance.</li> <li>• Gets understanding on Adjustment mal adjustment and Adjustment mechanism through case analysis and discussion. Make use of class library/school library, ICT etc. preparing notes.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion analytical thought concept understanding consolidation.</li> <li>• Reading note.</li> </ul>
<ul style="list-style-type: none"> <li>• Identifies Life skills and create mentality to attain them.</li> </ul>	<ul style="list-style-type: none"> <li>• Life skills</li> <li>• -10 lifeskills proposed by WHO</li> </ul>	<ul style="list-style-type: none"> <li>• Experience analysis</li> <li>• Discussion</li> <li>• Activities fir expansion of life capacity/mechanisms-package formation – usage of appropriate ones.</li> <li>• Find out the topics which</li> </ul>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Lesson planning including appropriate activities for Lifeskill development.</li> <li>• Tryout</li> <li>• Analysis –discussion</li> <li>• Report</li> </ul>

		<p>can be presented living special importance to Life skills.</p> <ul style="list-style-type: none"><li>• Planning of lessons including appropriate activities for Lifeskills development. Try out-reporting.</li><li>• Planning of lessons including appropriate activities for Lifeskill development.</li><li>• Tryout-reporting</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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## PAPER 101 EDUCATIONAL PSYCHOLOGY THEORIES AND APPLICATION

### PRACTICAL ACTIVITIES – SEMESTER 1

Unit	Content area	Tools	Process	Product
<ul style="list-style-type: none"> <li>• Child Psychology perspectives</li> </ul>	<p><b>Activity – 1</b></p> <ul style="list-style-type: none"> <li>• Psychological learning method/familiarising devices.</li> </ul> <p><b>Activity – 2</b></p> <p>Psychological learning method/devices</p>	<ul style="list-style-type: none"> <li>• Relevant tool</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of sociogram, measures social relationship between teachers and students.</li> <li>• Equipment that helps to know the nature of child –preparation of checklist/rating scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Sociogram</li> <li>• Checklist/rating scale</li> </ul>
<ul style="list-style-type: none"> <li>• Child development</li> </ul>	<p><b>Activity – 3</b></p> <ul style="list-style-type: none"> <li>• Nature of child</li> </ul>	<ul style="list-style-type: none"> <li>• Observation papers</li> </ul>	<ul style="list-style-type: none"> <li>• Study report</li> <li>• During school surveillance time using tool prepared in Unit 1 S<sub>1</sub> activity is done based on the</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis report</li> </ul>

			nature of child, <ul style="list-style-type: none"> <li>• Prepares analysis report</li> </ul>	
<ul style="list-style-type: none"> <li>• Personality</li> </ul>	<b>Activity-4</b> <ul style="list-style-type: none"> <li>• Life skill</li> </ul>	<ul style="list-style-type: none"> <li>• 1-7 textbooks, Ullasaparavakal</li> </ul>	<ul style="list-style-type: none"> <li>• By analyzing textbook of various subjects, mapping of Lifeskill proposed by WHO. Preparation of lesson plan for tryout class.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan</li> </ul>

**SEMESTER – 1****PAPER – 102 PHILOSOPHICAL SOCIOLOGICAL AND HISTORICAL BASIS OF EDUCATION**

Total score : 90

CE : 20

Public Examination : 70

Time in one week : 4 Hrs

Total Time : 95 Hours

Class room Transaction : 85 Hours

Workshop/Practicals : 10 Hrs

The Philosophical, Sociological and historical basis of education is playing a crucial role in developing the teachers. Teaching is a field that needs continuous research regarding development of school environment basis of child centred and democratic ways, providing support to the differently abled students, planning for the students with gifted qualities etc. Hence it is highly necessary to develop such a historical, philosophical and sociological foundation. The content of this paper is to enable efficient teachers.

**Details of the Content**

Unit -1 : The growth and development of Education

Unit -2 : Kerala Education – Growth and Development

Unit- 3 : Educational Philosophics

Unit -4 : Teacher Education

## Unit -1

### Growth and Development of Education

#### Objectives :

- To find out the relation between education and society.
- To develop knowledge regarding growth and development

#### Content

- Education as social institution
- History of world education
- History of Indian education
- Reports of various commission reports-Development of rules and regulations.
- Kerala Education – Growth – Possibilities-Issues

<b>Learning outcomes</b>	<b>Main ideas</b>	<b>Transaction Strategies</b>	<b>Assessment</b>
<ul style="list-style-type: none"><li>• Analysing the relation between education and community.</li></ul>	<ul style="list-style-type: none"><li>• Education is social institution-The role of society in the development of education.</li><li>• General education as a secular democratic institution.</li></ul>	<ul style="list-style-type: none"><li>• Referencing</li><li>• Disucssion</li><li>• Preparing reports</li></ul>	<ul style="list-style-type: none"><li>• Notes of discussion</li></ul>
<ul style="list-style-type: none"><li>• Analysis the peculiarities of Indian education of different ages.</li></ul>	<ul style="list-style-type: none"><li>• Vedic education</li><li>• Budhist-Jainist Islamic Education.</li><li>• British Education</li><li>• Post Independent education</li></ul>	<ul style="list-style-type: none"><li>• Referencing</li><li>• Discussion</li><li>• Symposium</li></ul>	<ul style="list-style-type: none"><li>• Essay</li><li>• Report</li></ul>
	<ul style="list-style-type: none"><li>• Education of earlier civilization. (Egypt,</li></ul>	<ul style="list-style-type: none"><li>• Guest speech</li></ul>	<ul style="list-style-type: none"><li>• Panel discussion</li></ul>

<ul style="list-style-type: none"> <li>• Compares the education of different ages.</li> <li>• Recognizes the reasons for growth of education</li> </ul>	<p>Mesopotamia, Greece etc)</p> <ul style="list-style-type: none"> <li>• Middle era-education, education at the age of Industrialization,</li> <li>• Latest trends in education</li> </ul>	<ul style="list-style-type: none"> <li>• Referencing</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> </ul>
<ul style="list-style-type: none"> <li>• Analysis the laws and regulation, reports of various education commissions that contributed to the growth and development of Indian education.</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of Macaulay-1835</li> <li>• Woods, Despatch 1854</li> <li>• Hunter, Commission report 1882</li> <li>• Hartog committee – 1829</li> <li>• Sarjant Committee – 1944’</li> <li>• Indian Constitution – 1951</li> <li>• Secondary education Commission – 1953</li> <li>• Indian Education Commission – 1964</li> <li>• National Policy of Education – 1986</li> <li>• Programme of Action - 1992</li> <li>• Yespals Committee report – 1993</li> <li>• National Curriculum frame work – 2005</li> <li>• RTE Act - 2009</li> <li>• National Curriculum Frame work for Teacher Education – 2010</li> <li>• NEP – 2016</li> <li>• Right Person with disabilities Act (RPWD 2016</li> <li>• Rights of children</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of documents</li> <li>• Discussion preparation of reports</li> <li>• Preparation of multimedia presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Multimedia presentation</li> </ul>

<p>Acquire the competency in solving the issues.</p>	<ul style="list-style-type: none"> <li>• The statistics that shows the development of education.</li> <li>• The constitutional aim that leads to the free and compulsory education of the children up to age 14.</li> </ul> <p><b>Issues that prevents the growth of education</b></p> <ul style="list-style-type: none"> <li>- Lack of schools</li> <li>- Lack of teachers</li> <li>- Illiteracy, lack of awareness, Poverty</li> <li>- Drop out</li> <li>- Lack of women education</li> <li>- Issues of quality</li> </ul> <p><b>Remedial measures</b></p> <ul style="list-style-type: none"> <li>• Provide resources to education AT NATIONAL LEVEL.</li> <li>• Improve teacher education</li> <li>• Establish quality schools in public sector</li> <li>• Revise curriculum for the improvement of quality.</li> <li>• To make the parental education effective.</li> <li>• Distance education</li> <li>• Implementation of rules and regulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of documents</li> <li>• General discussion</li> <li>• Preperation of seminar paper</li> <li>• Seminar</li> </ul>	<p>Seminar Assessment</p>
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## **Unit 2**

### **Education in Kerala – Growth and Development**

#### **Objectives**

Analyse the growth and development of education in Kerala and formulate hypothesis.

Assessing the problems faced by education in Kerala adopt suitable policies.

#### **Contents**

Growth and development of education in Kerala-changes caused by caste – landlord-local chieftain system in social life and Educational development, role of Kudippallikoodam in spreading education, growth of education in Kerala after Independence.

Problems faced by education in contemporary Kerala-solutions.

<b>Learning outcome</b>	<b>Major concepts</b>	<b>Transaction strategies</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Analyse the positive and negative historical facts which influenced the growth and development of education in Kerala and formulate hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>• During the Jain-Budhist rule which followed the Sanghame, there existed an indiscriminate educational system.</li> <li>• “Pallikkoodangal”, “Ezhuthupallikal”, “Kalarikal”, “Madrasa”.</li> <li>• The influence exerted by caste-landlord –local chieftain system in education.</li> <li>• The role of Christian missionaries</li> <li>• The proclamation of Rani Gauri Parvathi Bai</li> <li>• The acitivities of social reformers such as Sree Narayana Guru and Ayyankali.</li> <li>• Rhe mid-day meal programme of Travancore in 1940.</li> <li>• KER of 1959.</li> <li>• Universalised Higher Secondary Education.</li> <li>• Scholarships to students</li> <li>• General Education Empowering activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Referencing</li> <li>• Group discussion (growth of education in Kerala)</li> <li>• Multimedia presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Identifies the problems of education in Kerala and suggest remedies.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative issues</li> <li>• Commercialization</li> <li>• Inadequate physical facilities</li> <li>• Structural problems</li> <li>• Problems of marginalized people (Tribal area, coastal area etc)</li> <li>• Problem solving methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Group discussion’</li> <li>• Reading and data collection</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> </ul>

## Unit – 3

### Education approaches

#### Objectives

Understands different approaches related to the aims of education.

Developing ideas regarding various approaches in education.

Understands the various educational thinkers and their influences in education. Analyses the effect of these theories in the content of new education system.

#### Content

Aims of education, definitions

Important educational theories

Idealism- Naturalism-Pragmatism and Humanitism

Philosopher and philosophies

Commenius, Montessori, Rousseau, Frobel, John Dewey, Paulo Friar, Gandhiji, Vivekandan, Tagore, Aurobindo etc.

Learning outcome	Major concepts	Transaction strategies	Assessment
<ul style="list-style-type: none"> <li>• Compare the definitions of education.</li> <li>• Recognise the importance of aims of education.</li> </ul>	<p><b>Definition of education :</b></p> <ul style="list-style-type: none"> <li>- Education is following nature – Rousseau.</li> <li>- Drawing out of the best – Gandhiji</li> </ul> <p>Social aims of education – Acquisition of knowledge, socialization, Vocationalization, Comprehensive</p>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Referencing</li> <li>• Preparing notes</li> <li>• Aim of education- Preparing notes</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Notes</li> </ul>

	development, Humanity, spirituality, Liberation		
<ul style="list-style-type: none"> <li>• Receiving appropriate stand by comparing various visions regarding the aims of education</li> </ul>	<ul style="list-style-type: none"> <li>• Aim of education- methods of education (The vision of public and parents regarding the above aspects of education)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion based on questionnaire, preparation of report.</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> </ul>
<ul style="list-style-type: none"> <li>• Comparing different educational philosophies.</li> </ul>	<ul style="list-style-type: none"> <li>• The vision regarding aims of education, content, method of teaching, autonomy etc regarding idealism, naturalism, pragmatism and humanism.</li> </ul>	<ul style="list-style-type: none"> <li>• Referencing</li> <li>• Essay writing</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Seminar</li> </ul>
<ul style="list-style-type: none"> <li>• Analysing the classroom Implications of different educational philosophies</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection of different educational philosophies regarding content, methodology, discipline and autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Class observations through tools of observation.</li> <li>• Preparing reports of observation.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of observation</li> </ul>
<ul style="list-style-type: none"> <li>• Comparing the philosophies of Western and Eastern Philosophies.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational contributions of</li> <li>• Roussos</li> <li>• Frobel</li> <li>• Poulo Frire</li> <li>• Gandhiji</li> <li>• Vivekandadan</li> <li>• Tagore</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Referencing</li> <li>• Preperation of notes</li> <li>• Developing digital album making use of ICT possibilitites</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> <li>• Digital album</li> </ul>

<ul style="list-style-type: none"> <li>• Find out how the educational philosophies influence the educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• General attributes of Kerala curriculum <ul style="list-style-type: none"> <li>- Child centred</li> <li>- Activity oriented</li> <li>- Inquiry based</li> <li>- Process oriented</li> <li>- Relation between philosophies and the above mentioned attributes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Referencing</li> <li>• Preparing</li> <li>• Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> </ul>
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## **Unit - 4**

### **Teacher Education**

#### **Objectives**

- Develop knowledge regarding preservice teacher education
- Understand the aims and objectives of school experience programme, fieldtrip, camp, workshop, field trip and the content of preservice curriculum.
- Develop idea regarding the qualifying examinations of teachers.
- Recognises the objectives, and necessity of inservice teacher education.
- Understands the knowledge regarding various teacher education institutions.

#### **Content**

- Aims and objectives of teacher education
- Courses and institutions of teacher educations
- Aptitude and attitude of teacher trainees
- Content of DELED curriculum
- Qualifying examination – Eligibility tests
- Inservice teacher training programmes.

<b>Learning outcome</b>	<b>Major concepts</b>	<b>Transaction strategies</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>• Recognises the importance of preservice teacher education</li> </ul>	<ul style="list-style-type: none"> <li>• The knowledge skills, attitude and competencies for teaching of the elementary level.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of curriculum</li> <li>• General discussion</li> <li>• Preperation of notes</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>
<ul style="list-style-type: none"> <li>• Analyse the content of preservice training</li> </ul>	<ul style="list-style-type: none"> <li>• Content</li> <li>• School experience programme</li> <li>• Camp</li> <li>• Education-tour</li> <li>• Workshop-regarding pre service teacher education. (objectives, planning implementation, Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of curriculum</li> <li>• General discussion'</li> <li>• Preparing notes</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>
<ul style="list-style-type: none"> <li>• Find out the relationship between various courses and teacher eligibility tests</li> </ul>	<ul style="list-style-type: none"> <li>• Pre primary teacher education</li> <li>• D.E;Ed,</li> <li>• B.Ed</li> <li>• M.Ed</li> <li>• K-TET, C-TET, SET, NET, Research in Education</li> <li>• (Structure and relationships)</li> </ul>	<ul style="list-style-type: none"> <li>• General discussion</li> <li>• Data collection</li> <li>• Preparing notes</li> </ul>	<ul style="list-style-type: none"> <li>• Notes</li> </ul>
<ul style="list-style-type: none"> <li>• Analyses the structure and work of different teacher education institutions and system.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and activities of</li> <li>• NCERT – RIE</li> <li>• NCTE</li> <li>• SCERT</li> <li>• IASE</li> <li>• CTE</li> <li>• DIET</li> <li>• BRC</li> <li>• CRC -</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing flow charm regarding history and responsibility of institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow chart</li> </ul>

# മാതൃഭാഷാപഠനം

## പൊതു കാഴ്ചപ്പാട്

ഭാഷാപഠനത്തിന്റെ രീതിശാസ്ത്രത്തോടൊപ്പം ഭാഷാപരിചയവും സാഹിത്യപരിചയവും അധ്യാപകവിദ്യാർത്ഥികളിൽ വികസിപ്പിക്കുക എന്ന ലക്ഷ്യത്തോടെയാണ് മാതൃഭാഷാപഠനത്തിന്റെ പാഠ്യപദ്ധതി തയ്യാറാക്കിയിരിക്കുന്നത്. കുട്ടികളിലെ ഭാഷാർജ്ജനത്തിന്റെ രീതിശാസ്ത്രം അനുഭവങ്ങളുടെ വെളിച്ചത്തിൽ തിരിച്ചറിയാനും വിശകലനം ചെയ്യാനും പാഠ്യപദ്ധതി അവസരമൊരുക്കുന്നു. മലയാളഭാഷയെക്കുറിച്ചും സാഹിത്യത്തെക്കുറിച്ചും സാമാന്യമായി മനസ്സിലാക്കുന്നതിനുള്ള ഉള്ളടക്കം ഉറപ്പാക്കുന്നതിന് പാഠ്യപദ്ധതിയിൽ പരിഗണന നൽകിയിട്ടുണ്ട്. ഭാഷാശാസ്ത്രം, വ്യാകരണം, ഭാഷയുടെ ചരിത്രം, സാഹിത്യപ്രസ്ഥാനങ്ങൾ, ദൃശ്യകലകൾ, വിവരവിനിമയസാങ്കേതികവിദ്യയുടെ സാധ്യതകൾ എന്നിവ പാഠ്യപദ്ധതിയിൽ ഉൾപ്പെടുത്തിയിരിക്കുന്നു.

നാല് സെമസ്റ്ററുകളിലും മാതൃഭാഷാപഠനത്തിന് അവസരമുണ്ട്. ചർച്ചകൾ, സംവാദങ്ങൾ, സെമിനാറുകൾ, പഠനൽ ചർച്ചകൾ, അഭിമുഖങ്ങൾ, ശില്പശാലകൾ, സന്ദർശനങ്ങൾ, പ്രകടനങ്ങൾ തുടങ്ങിയ വ്യത്യസ്ത പഠനതന്ത്രങ്ങളും സങ്കേതങ്ങളും പാഠ്യപദ്ധതിയിൽ ഉൾപ്പെടുത്തിയിട്ടുണ്ട്.

### ഉദ്ദേശ്യങ്ങൾ

- ഭാഷ വ്യക്തമായും ശക്തമായും പ്രയോഗിക്കാനുള്ള കഴിവു നേടുക.
- ഭാഷയുടെ വികാസപരിണാമങ്ങൾ, വിവിധ സാഹിത്യപ്രസ്ഥാനങ്ങൾ, സമകാലികസാഹിത്യം എന്നിവ സംബന്ധിച്ച ധാരണ വികസിപ്പിക്കുക.
- ഭാഷ സംസ്കാരത്തിന്റെ സ്രോതസ്സും സംസ്കാരവിനിമയത്തിനുള്ള ഉപാധിയുമാണെന്നു തിരിച്ചറിയുക.
- ആത്മവിശ്വാസത്തോടെ ഭാഷാപാഠ്യപദ്ധതി വിനിമയം ചെയ്യാനുള്ള കഴിവ് വളർത്തുക.
- മാതൃഭാഷാപഠനം മറ്റു വിഷയങ്ങളുടെ പഠനത്തെ സഹായിക്കുമെന്നു തിരിച്ചറിയുക.
- ഭാഷയുടെ ഘടന, പ്രയോഗവൈവിധ്യം എന്നിവയെക്കുറിച്ച് ധാരണ നേടുക.
- ഭാഷയിലെ പ്രാദേശികവൈവിധ്യത്തെ അറിയാനും വിശകലനം ചെയ്യാനും അതിന്റെ സാധ്യതകൾ ഭാഷാപഠനത്തിൽ പ്രയോജനപ്പെടുത്താനുമുള്ള ശേഷി കൈവരിക്കുക.
- ഭാഷാകമ്പ്യൂട്ടിങ്ങിൽ നൈപുണി വളർത്തുക.
- ഫലപ്രദമായ രീതികളിൽ പഠഭാഗങ്ങൾ ആസൂത്രണം ചെയ്യാനും സാംസ്കാരിക വിനിമയമെന്ന രീതിയിൽ വിനിമയം ചെയ്യാനും കഴിയുക.

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ആകെ സ്കോർ	- 10	ആകെ സമയം	75 മണിക്കൂർ
നിരന്തരവിലയിരുത്തൽ	- 10	ക്ലാസ്റൂം വിനിയമം	65 മണിക്കൂർ
പൊതുപരീക്ഷ	- -	ശില്പശാല/പ്രാക്ടിക്കൽ	10 മണിക്കൂർ
		ഒരു ആഴ്ചയിലെ സമയം	4 മണിക്കൂർ

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**യൂണിറ്റുകൾ**

1. വാമൊഴിവഴക്കങ്ങൾ
2. ഭാഷാപഠനത്തിന്റെ ആരംഭം
3. ഭാഷണവും വായനയും
4. കുട്ടികളുടെ സാഹിത്യം

**യൂണിറ്റ് 1**  
**വാമൊഴിവഴക്കം**

പഠനനേട്ടങ്ങൾ	പ്രധാനാശയങ്ങൾ	വിനിമയതന്ത്രങ്ങൾ	വിലയിരുത്തൽ
<ul style="list-style-type: none"> <li>നാടൻപാട്ടുകൾ, പഴഞ്ചൊല്ലുകൾ, കടങ്കഥകൾ തുടങ്ങിയവ ഭാഷയുടെ ഈടുവയ്പ്പുകളാണെന്ന് തിരിച്ചറിയുകയും ആസ്വദിക്കുകയും ചെയ്യുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>ഈണവും താളവും ചേർന്ന വാങ്മയങ്ങൾ</li> <li>ഭാഷയിലെ പ്രാചീനവും സമ്പന്നവുമായ ശാഖ-സംസ്കാരത്തിന്റെ ഉറവിടം</li> <li>തൊഴിൽവിഭജനത്തിന്റെയും അധാനത്തിന്റെയും പ്രതിഫലനം തിരിച്ചറിയൽ</li> <li>വിനോദവും ആചാരവും അനുഷ്ഠാനവും അടിസ്ഥാനമാക്കിയവ</li> </ul>	<ul style="list-style-type: none"> <li>ചൊൽക്കൊഴുപ്പ്</li> <li>അവതരണം</li> <li>ശേഖരണം</li> <li>ആസ്വാദനതലം കണ്ടെത്തൽ (സെമിനാർ)</li> <li>ഡോക്യുമെന്റേഷൻ</li> </ul>	<ul style="list-style-type: none"> <li>അവതരണം</li> <li>സെമിനാർ</li> </ul>
<ul style="list-style-type: none"> <li>പഴഞ്ചൊല്ലുകൾ, ശൈലികൾ, കടങ്കഥകൾ തുടങ്ങിയവ ശേഖരിക്കുന്നതിനും വിശകലനം ചെയ്യുന്നതിനും വ്യത്യസ്ത സന്ദർഭങ്ങളിൽ പ്രയോഗിക്കുന്നതിനും കഴിവു നേടുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>അനുഭവങ്ങളിൽനിന്ന് അറിവു നിർമ്മിച്ചതിന്റെ തെളിവുകൾ.</li> <li>ആശയങ്ങളെ ശക്തമായും സർഗാത്മകമായും പ്രകടിപ്പിക്കാനുള്ള ഉപാധി.</li> <li>പഴഞ്ചൊല്ലുകൾ, ശൈലികൾ, കടങ്കഥകൾ തുടങ്ങിയവയിലെ നർമം, വാമൊഴിവഴക്കം.</li> </ul>	<ul style="list-style-type: none"> <li>ഭാഷാകേളികൾ</li> <li>ശൈലീനിഘണ്ടുനിർമ്മാണം</li> <li>ശേഖരണവും തരംതിരിക്കലും</li> <li>പതിപ്പുനിർമ്മാണം</li> </ul>	<ul style="list-style-type: none"> <li>ശേഖരം പതിപ്പ്</li> </ul>

**യൂണിറ്റ് 2**  
**ഭാഷാപഠനത്തിന്റെ ആരംഭം**

പഠനനേട്ടങ്ങൾ	പ്രധാനാശയങ്ങൾ	വിനിമയതന്ത്രങ്ങൾ	വിലയിരുത്തൽ
<ul style="list-style-type: none"> <li>ചുറ്റുപാടുകളിൽനിന്ന് ഭാഷ ആർജ്ജിക്കാനുള്ള പ്രേരണ കുട്ടിയിൽ ജന്മസിദ്ധമാണെന്ന് തെളിവുകളുടെ അടിസ്ഥാനത്തിൽ സ്ഥാപിക്കാൻ കഴിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>നിശ്ചിതപ്രായത്തിൽ കുട്ടികൾ ഭാഷയിലൂടെ ആവശ്യങ്ങളും അഭിലാഷവും വെളിപ്പെടുത്താനുള്ള കഴിവു നേടുന്നു.</li> <li>ഭാഷാർജ്ജനം ഒരു ജൈവിക പ്രക്രിയയാണ്. വിവിധ വികാസഘട്ടങ്ങളിലൂടെ ഇത് സാധ്യമാകുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>വിവിധ പ്രായത്തിലുള്ള കുട്ടികളെ നിരീക്ഷിക്കൽ</li> <li>കുട്ടികളുടെ ഭാഷാരിതികൾ വിശകലനം ചെയ്യൽ</li> <li>കുട്ടികളുടെ ഭാഷാവികാസം സംബന്ധിച്ച ചർച്ച</li> <li>ഭാഷാർജ്ജനം സംബന്ധിച്ച വിവിധ ചിന്തകരുടെ നിരീക്ഷണങ്ങൾ പരിശോധിക്കൽ</li> </ul>	<ul style="list-style-type: none"> <li>നിരീക്ഷണക്കുറിപ്പ്</li> <li>വിശകലനക്കുറിപ്പ്</li> <li>ചർച്ചക്കുറിപ്പ്</li> </ul>
<ul style="list-style-type: none"> <li>വൈവിധ്യമുള്ള ഭാഷയുമായാണ് കുട്ടികൾ സ്കൂളിലേക്ക് കടന്നുവരുന്നത് എന്ന ധാരണയോടെ ഭാഷാപഠനത്തെ സമീപിക്കാൻ കഴിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>ഗൃഹഭാഷ, പ്രാദേശികഭാഷ തുടങ്ങിയവ ഭാഷാർജ്ജനത്തെ സാധ്യമാക്കുന്നു.</li> <li>കുട്ടിയുടെ ഭാഷയെ അംഗീകരിച്ചുകൊണ്ടു മാത്രമേ ഫലപ്രദമായി പഠനാനുഭവങ്ങൾ ഒരുക്കാനാവൂ.</li> <li>ഭാഷാചാരണത്തെ സാധ്യമാക്കുന്ന വിവിധ ഘടകങ്ങളുണ്ട് - ഉച്ചാരണവയങ്ങളുടെ പ്രത്യേകതകൾ, ശാരീരികാവസ്ഥ തുടങ്ങിയവ.</li> </ul>	<ul style="list-style-type: none"> <li>കുട്ടികളുടെ ഭാഷാരിതികൾ എഴുത്തു രീതികൾ എന്നിവ വിശകലനം ചെയ്യുന്നു.</li> <li>കുട്ടികളുടെ ഭാഷ നിരീക്ഷിച്ച് പദകോശം നിർമ്മിക്കുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>വിശകലനക്കുറിപ്പ്</li> <li>പദകോശം</li> </ul>
<ul style="list-style-type: none"> <li>ഭാഷാപഠനം സംബന്ധിച്ച പഴയതും പുതിയതുമായ കാഴ്ചപ്പാടുകൾ മനസ്സിലാക്കുകയും നിലപാടുകൾ രൂപപ്പെടുത്തുകയും ചെയ്യുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>ഭാഷാപഠനം സംബന്ധിച്ച സ്കിന്നറുടെ കാഴ്ചപ്പാട്.</li> <li>സ്കിന്നറുടെ കാഴ്ചപ്പാടുകളെക്കുറിച്ചുള്ള ചോംസ്കിയുടെ വിമർശനം.</li> <li>ഭാഷാർജ്ജനത്തെ കുറിച്ചുള്ള ചോംസ്കിയൻ കാഴ്ചപ്പാട്.</li> <li>ഭാഷയെ കുറിച്ചുള്ള വൈഗോഡ്സ്കിയുടെ കാഴ്ചപ്പാട്.</li> </ul>	<ul style="list-style-type: none"> <li>ആധികാരികഗ്രന്ഥങ്ങളുടെ വായനയും വിവരശേഖരണവും</li> <li>കുറിപ്പുകൾ തയ്യാറാക്കൽ</li> <li>സംവാദം</li> </ul>	<ul style="list-style-type: none"> <li>വായനക്കുറിപ്പുകൾ</li> <li>സംവാദത്തിലെ പ്രകടനം</li> <li>റിപ്പോർട്ട്</li> </ul>

ഭാഷണവും വായനയും

പഠനനേട്ടങ്ങൾ	പ്രധാനാശയങ്ങൾ	വിനിമയതന്ത്രങ്ങൾ	വിലയിരുത്തൽ
<ul style="list-style-type: none"> <li>ഭാഷാപഠനം ശക്തിപ്പെടുത്തുന്നതിന് വൈവിധ്യമുള്ള ഭാഷണസന്ദർഭങ്ങൾ ഒരുക്കേണ്ടതുണ്ടെന്നും അനായാസം ഭാഷണത്തിൽ ഏർപ്പെടാൻ കുട്ടികളെ പ്രേരിപ്പിക്കേണ്ടതുണ്ടെന്നും തിരിച്ചറിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>ആശയവിനിമയത്തിനുള്ള പ്രധാന ഉപാധി എന്ന നിലയിൽ ഭാഷണത്തിന് ഭാഷാപഠനത്തിൽ നിർണായകമായ സ്ഥാനമുണ്ട്</li> <li>നിർഭയമായി ഭാഷ പ്രയോഗിക്കാനുള്ള അവസരങ്ങൾ നൽകിക്കൊണ്ടാണ് ഭാഷാപഠനത്തിന് പശ്ചാത്തലമൊരുക്കേണ്ടത്.</li> </ul>	<ul style="list-style-type: none"> <li>ചർച്ച</li> <li>നിരീക്ഷണം</li> <li>വിവരശേഖരണം</li> </ul>	<ul style="list-style-type: none"> <li>ചർച്ചക്കുറിപ്പ്</li> <li>നിരീക്ഷണക്കുറിപ്പ്</li> </ul>
<ul style="list-style-type: none"> <li>വ്യത്യസ്ത ശ്രവണസന്ദർഭങ്ങളിലൂടെ ചിത്രരൂപത്തിൽ ആശയങ്ങൾ ഗ്രഹിക്കാൻ അവസരം നൽകിക്കൊണ്ടാണ് വായനയിലേക്ക് കുട്ടികളെ നയിക്കേണ്ടത് എന്ന ധാരണ രൂപപ്പെടുത്തുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>എഴുത്ത് പരിചയപ്പെടുത്താൻ ചിത്രവായന പോലുള്ള സങ്കേതങ്ങൾ സഹായകമാണ്.</li> <li>ഭാഷാപഠനത്തിന്റെ ഭാഗമായി ധാരാളം ശ്രവണസന്ദർഭങ്ങൾ ഒരുക്കേണ്ടതുണ്ട്.</li> <li>വായനപരിചയത്തിനുള്ള പ്രധാന മാർഗമായി ഗ്രാഫിക് റീഡിങ് പ്രയോജനപ്പെടുത്താനാവും.</li> </ul>	<ul style="list-style-type: none"> <li>ക്ലാസ്നിരീക്ഷണം</li> <li>മാതൃകകൾ വികസിപ്പിക്കൽ</li> </ul>	<ul style="list-style-type: none"> <li>നിരീക്ഷണക്കുറിപ്പ്</li> <li>പോർട്ട്ഫോളിയോ</li> </ul>
<ul style="list-style-type: none"> <li>ആശയങ്ങളുടെ ദൃശ്യരൂപമാണ് ലിഖിതഭാഷ എന്നു തിരിച്ചറിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>വ്യത്യസ്ത എഴുത്തുരീതികൾ വിവിധ ഭാഷകൾ പിന്തുടരുന്നുണ്ട്.</li> <li>മലയാളം അക്ഷരോച്ചാരണ ഭാഷയായി അറിയപ്പെടുന്നു.</li> <li>ഉച്ചാരണത്തിൽനിന്നു ഭിന്നമായ എഴുത്തുരീതിയും മലയാളത്തിലുണ്ട്.</li> <li>സൂക്ഷ്മപേശികളുടെ ചലനം എഴുത്തിനെ സ്വാധീനിക്കുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>നിരീക്ഷണം</li> <li>ചർച്ച</li> </ul>	<ul style="list-style-type: none"> <li>നിരീക്ഷണക്കുറിപ്പ്</li> <li>ചർച്ചക്കുറിപ്പ്</li> </ul>
<ul style="list-style-type: none"> <li>ഇതര ഭാഷകൾക്കെന്നപോലെ മലയാളത്തിനും സവിശേഷമായ എഴുത്തുരീതികളുണ്ടെന്ന് തിരിച്ചറിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>മലയാളം അക്ഷരോച്ചാരണരീതിയാണ് പൊതുവെ പിന്തുടരുന്നത്.</li> <li>ഉച്ചാരണത്തിൽനിന്നു വ്യത്യസ്തമായ എഴുത്തുരീതികളും മലയാളത്തിലുണ്ട്.</li> <li>ഭാഷണരീതികൾ എഴുത്തിനെ സ്വാധീനിക്കാറുണ്ട്.</li> </ul>	<ul style="list-style-type: none"> <li>എഴുത്തുമാതൃകകളുടെ ശേഖരണം</li> <li>കൈയെഴുത്തുകളുടെ താരതമ്യവും വിശകലനവും</li> </ul>	<ul style="list-style-type: none"> <li>ശേഖരം</li> <li>വിശകലനക്കുറിപ്പ്</li> </ul>

യൂണിറ്റ് 4

കുട്ടികളുടെ സാഹിത്യം

പഠനനേട്ടങ്ങൾ	പ്രധാനാശയങ്ങൾ	വിനിമയതന്ത്രങ്ങൾ	വിലയിരുത്തൽ
<ul style="list-style-type: none"> <li>മലയാളത്തിലെ ബാലസാഹിത്യത്തിന്റെ സവിശേഷതകൾ തിരിച്ചറിയുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>മലയാളത്തിൽ വൈവിധ്യമാർന്ന ബാലസാഹിത്യമുണ്ട്.</li> <li>കുട്ടികൾക്കു യോജിച്ച ഭാഷ, പ്രമേയം എന്നിവയുള്ളതാണ് ബാലസാഹിത്യം.</li> <li>ബാലസാഹിത്യം കുട്ടികളുടെ ജിജ്ഞാസ, വായന, സർഗാത്മകത എന്നിവ വളർത്തുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>തിരഞ്ഞെടുത്ത ബാലസാഹിത്യകൃതികളുടെ വായന.</li> <li>പൊതുചർച്ച</li> <li>ചർച്ചക്കുറിപ്പ് തയ്യാറാക്കൽ</li> </ul>	<ul style="list-style-type: none"> <li>ചർച്ചക്കുറിപ്പ്</li> </ul>
<ul style="list-style-type: none"> <li>ബാലസാഹിത്യകൃതികളുടെയും പ്രസിദ്ധീകരണങ്ങളുടെയും ക്ലാസ്റും സാധ്യതകൾ കണ്ടെത്തി പ്രയോജനപ്പെടുത്തുന്നു.</li> </ul>	<ul style="list-style-type: none"> <li>കുട്ടികൾക്കുവേണ്ടി മുതിർന്നവർ എഴുതുന്ന ബാലസാഹിത്യകൃതികളും കുട്ടികൾ എഴുതുന്നവയും ഉണ്ട്.</li> <li>പഠനപ്രവർത്തനങ്ങൾ ആസൂത്രണം ചെയ്യുന്നതിനും നടപ്പാക്കുന്നതിനും ബാലസാഹിത്യകൃതികൾ പ്രയോജനപ്പെടുത്താൻ കഴിയും.</li> </ul>	<ul style="list-style-type: none"> <li>ആനുകാലികങ്ങളിലെ ബാലപാഠികളുടെ ശേഖരണം.</li> <li>ക്ലാസ്റും സാധ്യതകൾ ചർച്ച ചെയ്യൽ.</li> <li>ബാലസാഹിത്യരചന</li> <li>പതിപ്പുനിർമ്മാണം</li> </ul>	<ul style="list-style-type: none"> <li>ചർച്ചക്കുറിപ്പ്</li> <li>പതിപ്പ്</li> </ul>

Total Score	10	Total time	75 hours
CE	10	Classroom hours	65 hours
TE	-	Practicals/Workshops	10 hours
		Hours in week	4 hours

### INTRODUCTION

A good proficiency in English is an essential pre- requisite for English teaching. It is a known fact that integration of different skills will lead to the overall development of the language. Accuracy and fluency can be ensured by taking teacher trainees through tasks based on the language elements. Work in this semester will focus on improving the proficiency of trainees. Conducting language proficiency oriented workshops will help teacher trainees to develop the language skills necessary for an English Teacher.

### Objectives

*To enable the teacher trainee to,*

- improve his/her language proficiency through various activities.
- read and comprehend different texts / discourses.
- write discourses such as descriptions, letters, diaries, posters and scripts.
- improve fluency, accuracy and appropriateness in language through internalizing language forms and elements.
- identify and differentiate between the concepts of first, second and foreign languages.
- extend his/her knowledge and skill in Mother Tongue for the acquisition of English language.
- analyse the factors affecting second language learning.

### Unit-1. Importance of English language

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<p>A successful learner will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between first, second and foreign languages.</li>   <li>• Analyse and compare the factors affecting second language learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of language-characteristics of language-arbitrary-learned system of symbols -living language</li> <li>• Functions of language-social-cultural-aesthetic-</li> <li>• First language, second language and foreign language- First language as a language of identity and culture- Comparative features of first, second and foreign languages.</li>   <li>a) English as a global language- Differences in English in different world contexts- English as lingua franca-World English's - Indian English</li> <li>b) Factors necessitating English language learning Developmental, socio economic and psychological factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Case presentation and discussion.</li>   <li>• Discussion</li>   <li>• Presentation using ICT</li>   <li>• Seminar Presentations using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Mode of presentation of case study by teacher - trainees</li> <li>• Discussion report</li>   <li>• Presentation of Seminar,</li> <li>• Seminar Report</li> </ul>

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> <li>• Analyse the extend of influence of Mother Tongue in SLA</li> <li>• Identify the role of language to form, maintain and transform society.</li> </ul>	<ul style="list-style-type: none"> <li>• Mother tongue influences second language classroom - similarities and differences in the process of acquiring first and second language.</li> <li>• Language and Society-Language is used to form, maintain and transform identity (cultural, social, political and religious)</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar presentation using ICT</li> <li>• Influence of Mother Tongue in English class - Debate</li> <li>• Observes video clipping of an actual classroom and prepares reflections</li> <li>• Library referencing followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of seminar paper</li> <li>• Seminar Report</li> <li>• Stages of debate</li> <li>• Observation notes based on the class reflecting the influence of Mother Tongue</li> <li>• Reflections in the journal based on the entry of the role of language in transforming society.</li> </ul>
<b>Unit-2. Developing language competence</b>			
<ul style="list-style-type: none"> <li>• A successful trainee will be able to identify the issues related to English language teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues associated with English language teaching in Kerala.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews teachers handling English and lists out the issues associated with English language teaching.</li> <li>• Group discussion based on experience - Issues related to learners, teachers, process and in frastructure.</li> </ul>	<ul style="list-style-type: none"> <li>• Report based on interview.</li> <li>• Write up on issues and remedies.</li> </ul>

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> <li>• Identify, analyse and compare the language skills and sub skills needed for developing competence in English language.</li>   <li>• Differentiate between various kinds of discourses mode of preparation .</li>   <li>• Realise the lauguage forms and elements used is discourses</li> </ul>	<ul style="list-style-type: none"> <li>• Skills necessary for language learning</li>   <li>• Discourses in English language - descriptions, letters, diaries, placards, posters, scripts, rhymes, poems, profiles, travelogues, reveiew reports, film review etc.</li>   <li>• Forms and Functions of discourses</li> </ul>	<p>The following activities can be considered for workshop in an integrated manner.</p> <ul style="list-style-type: none"> <li>• Listens speeches, stories and songs and does tasks based on them</li>   <li>• Writes scripts and conducts theatre activities such as role play, radio- drama, narration and language games, soliloquy.</li>   <li>• Reads different texts such as stories, articles, poems, elementary textbooks and undertakes tasks such as text completion, personal responses, appreciation and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of scripts of various discourses based on indicators.</li>   <li>• Preparation of individual magazines including different discourses.</li>   <li>• Scripts and performances of discourses.</li> </ul>

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
	<ul style="list-style-type: none"> <li>• Choreography - a form of discourse</li> </ul>	<ul style="list-style-type: none"> <li>• Choreography - Write scripts and perform</li> <li>• Prepares the summaries of texts and makes Power Point Presentation.</li> <li>• Makes short films in groups and prepares extended activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Powerpoint presentation developed by the trainee.</li> <li>• Short films by trainees.</li> </ul>
<b>Unit-3. Acquiring linguistic competence</b>			
<ul style="list-style-type: none"> <li>• Identify and analyse the lexical, grammatical, functional, phonological, discourse features of language use.</li> </ul>	<ul style="list-style-type: none"> <li>• Lexical features: Words and phrases - Noun phrase- Verbal phrase</li> <li>• Syntactic features</li> <li>• Semantic features</li> <li>• Language elements- Articles - Prepositions -Types of sentences -Time and tense - Reported speech - Voices- Types of questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses commonly used mispronounced words and their nature.</li> <li>• Analyses Textbooks up to 5th standard and lists out different types of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a prepared list of mispronounced words in reflective journal</li> <li>• Analytical report</li> </ul>

Learning Outcomes	Content / concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> <li>Identify the significance of functions is Eng. laug.</li> <li>Analyse the conelation of shtructures and Functions.</li> </ul>	<ul style="list-style-type: none"> <li>Functional aspects: Same structure for different functions, Different structures for same function.</li> </ul>	<ul style="list-style-type: none"> <li>Report writing.</li> <li>Daily activities done by individual/ groups in the class.</li> <li>Takes part in discussion based on passivization and contextual introduction of the voice change</li> <li>Compeers a programme</li> <li>Reporting various events.</li> <li>Workshop for preparing worksheets based on functional and structural aspects.</li> </ul>	<ul style="list-style-type: none"> <li>Collection and mode of presentation of language games</li> <li>Preformance in compeering</li> <li>Brief Notes of each item</li> <li>Worksheets</li> </ul>
<b>Unit-4. Acquiring phonological competence</b>			
<ul style="list-style-type: none"> <li>Analyse the errors and treat them appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>Phonological features: phonemic symbols, IPA</li> <li>Minimal pairs, word stress, sentence stress and intonation</li> <li>Features of discourses up to 5th standard.</li> </ul> <p>Error analysis and editing of the discourses- Thematic-Syntactic-Semantic-Morphological - Punctuation</p>	<ul style="list-style-type: none"> <li>Identifies articulatory features using ICT facilities.</li> <li>Word stress, sentence stress and intonation. Finding referent words for minimal pairs. Reads texts with phonological features.</li> <li>Editing discourses prepared in workshops</li> <li>Error Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Edited passages and paragraphs</li> <li>Refined products of each item highlighting the treatment of each error</li> </ul>

# Mathematics

## Learning and teaching

### Preface

Even before the beginning of school learning students have some basic knowledge and understandings in Mathematics. They put into practice these knowledge in their day to day life. The teachers of primary schools should foster these fundamental understandings through systematic teaching of mathematics. Students should get activity oriented and constructive experiences through their familiar contexts of day to day life. The objective of the curriculum is to prepare the teachers for developing the skills and concepts of mathematics by sustaining the interest in mathematics.

The teacher of mathematics who are qualified to teach in primary classes should fairly assimilate the ideas and concepts of various units in mathematics.

Above all a teacher of mathematics must have the knowledge in the necessary strategies and methods of learning. By emphasizing on the process of knowledge construction and through various transactional strategies the teacher education should ensure the students attained the necessary understanding.

Teacher students have to be acquainted with the analysis of mathematics texts learning teacher approach and learning – teaching methodologies of the primary classes. The curriculum aims at formulating knowledge in the pedagogical analysis. Unit planning, teaching manual, evaluation strategies, preparation of blue prints and evaluation tools, student evaluation profile and various learning- teaching materials.

### Objectives

- To understand the nature and characteristics of mathematics.
- To formulate a general understanding on the formation of mathematical concepts and the solution of mathematical problems.
- To understand the approaches, methods and strategies of learning mathematics on the basis of various theoretical foundation.
- To acquainted with the history and growth of mathematics
- To understand the use of information technology in the learning of mathematics.

- To familiarize the mathematical concepts and learning achievements in primary classes.
- To realize the possibilities of games puzzles, patterns, stories , poems, collections, tools, models, graphs, pictures, anti-similarities tessellation and visualization to create interest in learning mathematics and appreciation of beauty of mathematics.
- To find out and develop the materials of learning and teaching in primary classes.
- To familiarizing the evaluation in strategies to develop tools for continuous and term evaluation and to engage in activities necessary for familiarizing blue print and student evaluation profile in primary classes.
- To get understanding in mathematical concepts, knowledge, learning achievements and learning activities by analyzing various units in primary classes.

## Paper – 105 MATHS –

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Total score – 10	Total time	– 75 hrs
Continuous Assessment – 10	Class room transaction	- 65 hrs
Term exam –	Workshop/ practical	- 10 hrs
	Time/ week	- 4 hrs

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### Details of Content

#### 1) Nature and structure of mathematics

- Mathematics what? Why?
- Various views about mathematics,  
a language- a tool in day to day life  
Mathematics
- Mathematics of thought and logical thing in mathematics
- Visualization in mathematics
- Accuracy and precision in the learning of mathematics
- Concrete and abstract ideas in mathematics
- The relationship of mathematics with other disciplines.
- Values and attitudes of the learning of mathematics.

#### 2) Growth and the development of mathematics

- Need and significance of learning the history of mathematics.
- History of mathematics (origin of numbers, history of arithmetic's, algebra and geometry)
- Mathematicians (Keralites, other Indians and foreigners)

### **3) Approach of learning of mathematics and learning - teaching methods and strategies**

#### **a) Approach of learning mathematics**

process- oriented, activity based, meta- cognition, environmental oriented, problem analysis, generalization, divergent thinking and mental calculation

Different vies of various psychologists and philosophers in mathematical learning.

Bruner stages of concepts attainment.

Richard R Skemp on intelligent learning.

Stages of concept attainments in mathematics (ELPS)

#### **b) Methods of learning and teaching**

Inductive and deductive method

Analytical and synthetic method

Project method

#### **c) Strategies of the learning and teaching of mathematics**

Individual – group activities

Seminars, assignment, mathematical games

#### **d) Hidden curriculum (gender equality, social justice)**

#### **4) Problem solving in mathematics**

Various stages of problem solving.

Various strategies of problem solving

Problem analysis – preparation of questions

Closed questions and open-ended questions

#### **5) Information technology in mathematics**

The significance of information technology in mathematics learning

Familiarization of various applications/ software's appropriate of mathematics learning. (Geogibra, J.Fraction Lab, Kig etc – other possibilities)

#### **6) Content – analysis of mathematics in lower primary classes**

The number concepts in lower primary classes.

Number concepts fundamental operations, measurements, geometry and time at lower primary level, learning achievements, concepts, learning activities learning materials for analysis.

The continuity, growth and inter-related of ideas.

**Semester -1**

**105 - Mathematics - Learning and Teaching (I)**

**Unit - 1**

**Structure and nature of mathematics**

<b>Achievements of learning</b>	<b>Principal ideas</b>	<b>Transactional concepts</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Answering in one's own language for the question of 'Why and what is mathematics'.</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics is the science of numbers</li> <li>• Mathematics is the basis of all sciences</li> <li>• Mathematics is the study of patterns and relations</li> <li>• Mathematics is not merely a practical calculation but it is free journey of rationale.</li> </ul>	Finding out quotations and definitions given to maths from the sources as experiences, internet and reference books. <ul style="list-style-type: none"> <li>• Group discussions- briefing</li> <li>• Personal preparation of definitions</li> <li>• Presentation - discussion</li> </ul>	Publicizing the wall magazines of the definitions made by persons. <ul style="list-style-type: none"> <li>• The editions of definitions (indications of evaluation, selection of definitions diversity, totality)</li> </ul>
<ul style="list-style-type: none"> <li>• Introduces different approaches existing apropos of mathematics</li> <li>a. Mathematics as a language, the possibilities of sensitization through mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics is a language</li> <li>• Transaction through maths.(graphs, tables, diagrams)</li> <li>• A medium to introduce the facts punctiliously and shortly</li> </ul>	Students introduce some linguistic sentences apropos of maths (Eg:- $2 + 2 = 4$ ) How to tell it in arithmetic sentence – discussion) After it is done each student writes some linguistic sentences and the equivalent arithmetic sentences	Notes of linguistic sentences and arithmetic sentences. <ul style="list-style-type: none"> <li>• Collecting the essays by using the mathematical techniques. The notes on the mathematical possibilities of it.</li> </ul>

Unit – 2

**The growth and Development of Mathematics**

<b>Achievements of learning</b>	<b>Principal ideas</b>	<b>Transactional concepts</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Reading the growth of development of Maths in different ages</li> </ul>	a) The necessity and significance of the learning of maths. b) The history of maths <ul style="list-style-type: none"> <li>i) The origin of numbers               <ul style="list-style-type: none"> <li>different numerical methods.</li> <li>Roman, Indo-Arab nominal, ordinal</li> </ul> </li> <li>ii) History of Geometry</li> <li>iii) History of arithmetic</li> </ul> c) History of Indian mathematics	Notes based on reference books/internet <ul style="list-style-type: none"> <li>Presentation in seminars</li> </ul>	<ul style="list-style-type: none"> <li>Presentation in seminars</li> </ul>
<ul style="list-style-type: none"> <li>Biography and contribution of mathematicians</li> </ul>	<ul style="list-style-type: none"> <li>Mathmatician</li> <li>Keralites (Sangrama Madhavan, Neela Kanta Somayaji, Ramanujanm Kaprekkar</li> <li>Foreigners (Valid, pythagons, Gose, Fibnochi, ..</li> </ul>	Reference books and internet, the biography and contributions of mathematicians are introduced. Preparing notes. <ul style="list-style-type: none"> <li>How much they contributed in the realism of primary classes</li> <li>Discussions, presentation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment</li> <li>Notes of discussion</li> </ul>

### Unit – 3

#### Approach the learning of maths, learning – teaching attitude and strategies

Achievements of learning	Principal ideas	Transactional concepts	Evaluation
<ul style="list-style-type: none"> <li>Realizing various dimensions of the approach of learning maths</li> </ul>	a) Approach of learning maths <ul style="list-style-type: none"> <li>reciprocal.</li> <li>Process – oriented (emphasizing process skill)</li> <li>Work oriented</li> <li>Meta thinking</li> <li>Question analysis</li> <li>Generalization</li> <li>Divergent thinking</li> <li>Mental maths</li> </ul>	<ul style="list-style-type: none"> <li>The various fields of the approach of maths learning are divided into each group.</li> <li>Prepare notes after examining NCF, KCF, Teacher texts and other reference books.</li> <li>Presentation in seminars</li> <li>Teacher educator presents the relevant parts in with the help of PPT</li> <li>Discussion, general briefing</li> </ul>	<ul style="list-style-type: none"> <li>Seminar essays (preparing on the basis of general debate)</li> <li>Presentation in seminars. (excellence of presentation. Content of essay)</li> </ul>
<ul style="list-style-type: none"> <li>Explifies the mathematical attitudes of different psychological and educational thinkers</li> </ul>	Bruners idea assimilating stages Enactive, Iconic symbols 2. Richard. R.Skemp intelligent learning 3. ELPS (Experience, language, picture, symbols)	<ul style="list-style-type: none"> <li>Prepare notes about the attitude of each learning with the help of reference books and internet. Presentation , finding out the functions concepts formulation through ELPS after examining text books and teacher books.</li> </ul>	Notes of debates <ul style="list-style-type: none"> <li>Functions of learning prepared for simulation</li> </ul>
<ul style="list-style-type: none"> <li>Conducting transactions with the help of different teaching methodologies of maths</li> </ul>	(i) Inductive method Deductive method Teaching of general principle concept, formula,	<ul style="list-style-type: none"> <li>Discusses learning – teaching methods by exemplifying with apt methods. Finding examples</li> </ul>	<ul style="list-style-type: none"> <li>Discussion notes</li> <li>Simulation records of class room</li> </ul>

	<p>theories</p> <p>(ii) Analytical – integrated methods are used in mathematical method. For solving mathematical problems in classroom itself.</p> <p>(iii) Inorder to solve mathematical problems which are be extended to outsides of the classrooms – project method, experimental method, research method</p>	<p>of leraning – teaching methods from text tooks presents them in simulation method</p>	
<ul style="list-style-type: none"> <li>Exemplifies various learning teaching strategies By utilizing these conducts transaction of the ideas of maths</li> </ul>	<p>Individual- Group discussions</p> <ul style="list-style-type: none"> <li>Assignment</li> <li>Seminar</li> <li>Debate</li> <li>Project</li> <li>Mathematical collection</li> <li>Mathematical story, poem</li> <li>Mathematical contests</li> <li>Mathematical puzzles</li> <li>Patterns, modeling/ visualization</li> <li>Strategies based on IST, presentations, inductive and uplets</li> </ul>	<ul style="list-style-type: none"> <li>Class room possibilities of different learning-teaching strategies – discussions</li> <li>What are things which the teach has to be vigilant while she/he teaches them in the classroom. <ul style="list-style-type: none"> <li>Presenting PPT teacher education</li> </ul> </li> <li>General discussion – briefing</li> <li>Presenting learning – teachers strategies and exemplifies them.</li> </ul>	<p>Notes of discussion (including examples from text books</p>

<ul style="list-style-type: none"> <li>Realizing the significance of hidden curriculum in the transaction of the class</li> </ul>	<p>Gender equality, approach methods for students deserving specific consideration. Social justice, individual difference.</p>	<ul style="list-style-type: none"> <li>Different cases are introduced from each field. What are the existing problems? What is the class room solution for it.</li> <li>General discussion</li> <li>Preparing notes</li> </ul>	<ul style="list-style-type: none"> <li>Discussion notes</li> </ul>
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## Unit – 4

### Problem solution in Maths

Achievements of learning	Principal ideas	Transactional concepts	Evaluation
<ul style="list-style-type: none"> <li>• Realizing various phases of problem solution</li> </ul>	<ul style="list-style-type: none"> <li>• To realize the various phases of problem solution</li> <li>• Understanding the problem</li> <li>• Design a plan for problem solving</li> <li>• Carrying out the plan</li> <li>• Look back to examine the solution obtained</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces a dramatic problem. Students solve it. Through which stages they moved- discussion</li> <li>• Solving by finding out more problems</li> <li>• Realizing the necessity and significance of each state. Briefing</li> </ul>	<p>Report of the phases of the problem solving by finding out the different dramatic questions</p>
<ul style="list-style-type: none"> <li>• Realising various strategies of problem solution</li> </ul>	<ul style="list-style-type: none"> <li>• Make a table</li> <li>• Make an organized list</li> <li>• Draw a graph/diagram</li> <li>• Look for a pattern</li> <li>• Look backward</li> <li>• Guess &amp; check</li> <li>• Solve a simple or similar problem</li> </ul>	<ul style="list-style-type: none"> <li>• Giving worksheet of 10 questions to the groups for solving problems differently analyses questions for the sake of groups. Each group presents analytical method. Describes strategies of the problem analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of work done for analyzing problems and the different strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Preparing analytical characteristics of the confined and open questions</li> </ul>	<ul style="list-style-type: none"> <li>• Problem analyzing questions/ analytical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a practical problem analytical questions necessary for the analysis</li> <li>• Presenting discussion</li> <li>• Preparing more analytical questions. Solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of problems and the analytical questions and unexpected answers</li> </ul>

<ul style="list-style-type: none"> <li>• Realizing open and confined questions</li> </ul>	<ul style="list-style-type: none"> <li>• Difference between closed questions and open questions</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing two problems in the classroom. Eg: a teacher exhibit a plan of a house (with measurement) How much is the measurement of the space. Draw a plan of a house in which 2 to 4 persons can live. What is the difference between these two works? Common discussions. Enlist and make a table of the difference between closed questions and open questions How can closed question can be made open questions <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Char of table comprised of difference between closed and open questions , collection of open questions</li> </ul>
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## Unit – 5

### Information technology in maths

Achievements of learning	Principal ideas	Transactional concepts	Evaluation
<ul style="list-style-type: none"> <li>• Realizing the possibilities of the information technology in mathematics</li> <li>• Acquire the knowledge about the software which can be used for maths</li> </ul>	<ul style="list-style-type: none"> <li>• The role of calculator computer and mobile phones in the learning of maths</li> <li>• Different applications suitable for maths</li> </ul>	<ul style="list-style-type: none"> <li>• How can the calculator, computer and mobile phone in the learning of maths               <ul style="list-style-type: none"> <li>- Discussion. Enlisting the innovations</li> <li>- Presentation</li> </ul> </li> <li>• The software using for the learning of maths               <ul style="list-style-type: none"> <li>• Geogebra</li> <li>• Kig</li> <li>• J.Fraction Lab</li> </ul> </li> </ul> <p>(To understand the softwares through workshops. To acquire experience in the possibilities in class rooms)</p>	<ul style="list-style-type: none"> <li>• Notes of discussion</li> <li>• Notes apropos of different softwares.</li> <li>• The resource CD made in workshop. (Including the report of the classroom works)</li> </ul>

## Unit 6

### Mathematics in Lower Primary Class – Analysis of content

<b>Achievements of Learning</b>	<b>Principal Ideas</b>	<b>Transactional Ideas</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>• Describing the ideas of different fields in the lower primary classes</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of numbers.</li> <li>• Four-fold functions</li> <li>• Measurements</li> <li>• Geometry</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• The textbooks of I to V standards by considering the achievements of learning, ideas, learning processes, learning materials and transaction.</li> <li>• Presents the parts with simulation.</li> <li>• General discussion, briefing.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis related to each field (learning achievements, ideas, learning process, transactional methods, learning materials)</li> </ul>
<ul style="list-style-type: none"> <li>• Realising the reciprocity, growth and continuity of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocity growth of continuity of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Make tables the growth, continuity of ideas in each class related to each field on the basis of analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Table of the continuity of ideas</li> </ul>

## LEARNING OF ENVIRONMENTAL STUDIES

### Introduction

As far as a newborn baby is concerned, colours, light, darkness, wind, rain and all living beings are miracles. When a baby grows each observation arises new questions in his/her mind. The to arise questions and find out answers is the innate nature of baby. Childs are the baby scientists. A child who gets answers finally after observation, experimentation and analysis gets also experiences directly from environment. In order to imbibe fundamental ideas through experiences a child rely on nature or environment as the real school. Each child involves in secret utterings with stones, soil, wind, birds, warms around him/her, regardless of animate or inanimate things.

These understanding shall be put in to practise in the III semester and finally the objective shall be fulfilled. Student can communicate the chapters of the lessons with teachers which would enable accurate understanding in the concepts of social environment and environment.

### Objectives

- To understand what is surroundings and environment.
- To understand various fields of environment.
- To understand how the men's interference make to critically examine the changes in the environment and also to involve in the works that would protect the environment.
- To find out the curiosity and experimental orientation and to realise the knowledge of the students.

As far as a child concerned in nature as school has no Science or Social Science. Therefore we should present environmental study to a child after integrating it. With the concepts of Social Science, Science and ecology. Environmental study should help a student to develop his/her skill in the basic concepts of environmental study and to have consciousness as to protect environment is his/her responsibility. The curriculum of environmental study is formulated in a specific method i.e., - in the first semester itself student will be able to acquire understanding in the concepts of environmental study, approach and experimental learning that he/she construct through the reciprocity with environment.

- To realise the role of environment in the development of student.
- To acquire understanding about the objective of environment study.
- To evaluate the textbooks critically on the basis of the objective of environmental study.
- To acquire fundamental understanding in the content of environmental study.
- To have acquaintance with the practical experience with the strategies of environmental study.
- To involve in the works of environmental protection.
- To acquire mastery in the lesson plan.
- To understand different evaluation methods and their

<ul style="list-style-type: none"> <li>• Acquire knowledge in the characteristics of the curriculum of environmental study.</li> <li>• Acquire knowledge in the approach of experimental learning and to have experience.</li> <li>• Acquire practical training by apt learning process and also to acquire knowledge in the stages of experimental learning.</li> <li>• Acquire and mastery in executing the modus operandi of which would improve environmental learning.</li> <li>• To evaluate by analysing on the basis of the indications of the textbooks of environmental study.</li> <li>• To describe the concepts in the textbooks of environmental study in the I to V classes.</li> <li>• Realise the cyclical ascending of the concepts of environmental study.</li> <li>• Problems facing</li> <li>• Way of solution</li> </ul> <p>1-4 Student – surroundings – learning  The nature of student – curiosity, observation, experimental, creative questions – interest in innovations etc.  Different methods to known the nature different experiences.  The ecstasy given by the relation with nature, creativity, consciousness of freedom, autonomy etc.  Unit-2 : The objective SP scope of environmental study.  2-1 : Environmental learning – objectives.  2-1 : Environmental learning – scope</p> <ul style="list-style-type: none"> <li>• About environment</li> </ul>	<p>practicability.</p> <ul style="list-style-type: none"> <li>• To acquire practical experience in the function of class.</li> </ul> <p>Details of content  Semester – I : Surroundings and learning.  Unit I – Surroundings and students  1.1 Surrounding, environment basic concepts.  Nature given environment.  Man made environment.  The socio-cultural environment  Significance  Existing condition</p> <p>Unit – 3 : Curriculum of environmental learning  3.1 : Curriculum of environmental study</p> <ul style="list-style-type: none"> <li>• Process related</li> <li>• Work based</li> <li>• Child-oriented</li> <li>• Inter related</li> <li>• Order in cyclical ascending</li> <li>• Local possibility</li> <li>• Skill acquired from life</li> <li>• Integrated</li> </ul> <p>2.2 : Approach of curriculum</p> <ul style="list-style-type: none"> <li>• Knowledge area</li> <li>• Process area</li> <li>• Practical area</li> </ul>
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<ul style="list-style-type: none"> <li>• Through environment</li> <li>• For environment</li> <li>• Creative area</li> <li>• Attitude area</li> </ul> <p>3-3 : Experimental learning</p> <ul style="list-style-type: none"> <li>• Engagement of learning questions.</li> <li>• Exploration</li> <li>• Communication of innovations</li> <li>• Undertaking</li> <li>• Continuation of works</li> <li>• Evaluation</li> </ul> <p>3-4 : Modus operandi of enriching environmental study</p> <ul style="list-style-type: none"> <li>• Club of environmental learning</li> <li>• Bulletin board</li> <li>• Editions</li> <li>• Garden of bio-diversity</li> <li>• Corner of environmental learning</li> <li>• Small museum</li> <li>• Having possibility for continuous learning</li> <li>• Inter related</li> <li>• Inclusiveness of cyclical ascending</li> <li>• Considering the local possibility</li> <li>• Considering the nature of child.</li> <li>• Charming – language, picture, layout</li> <li>• Incorporating the possibility of transfiguration</li> </ul>	<p>Library  Quiz  Question box  Observance of days  Possibilities of IST</p> <p>Semester – 3 : To the teaching of environmental study</p> <p>Unit I : Environmental learning – textbook – characteristics</p> <p>1.1 Characteristics of environmental textbooks.</p> <ul style="list-style-type: none"> <li>• Sufficient to fulfill the objectives of environmental study.</li> <li>• To confirm the integral approach</li> <li>• Process related</li> <li>• Work-oriented</li> <li>• Promoting open thinking</li> <li>• Child-friendly</li> <li>• Helping self-learning</li> </ul> <p>Unit 3 : Evaluation &amp; judgment</p> <p>Persistent evaluation  Term evaluation  Evaluation for learning</p>
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<p>1-2 : Concepts of environment touring – I to V classes</p> <p>Unit 2 : Plan of environmental learning</p> <ul style="list-style-type: none"> <li>• Annual plan</li> <li>• Unit plan</li> <li>• Day to day plan</li> <li>• Try out</li> <li>• The atmosphere of environmental learning</li> <li>• Tool of evaluation</li> <li>• Tool of judgment</li> <li>• Progress card of improvement of learning</li> </ul>	<p>Evaluation of learning</p> <p>Evaluation itself as learning</p> <p>The inter relation of these.</p> <p>Unit 4 : School experience programme</p> <p>Unit plan</p> <ul style="list-style-type: none"> <li>• Day to day plan</li> <li>• Learning materials</li> <li>• Function</li> <li>• Evaluation</li> <li>• Feedback</li> <li>• Class observation</li> <li>• Modus operandi of enriching learning</li> </ul>
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## Semester – I

Total Score – 20  
 Persistent evaluation – 20  
 General exam –

## Paper -106 Environment & Learning

Class room transaction – 65 hrs  
 Workshop / practical – 10 hrs  
 Total time – 75 hrs  
 Time of one week – 4 hrs

### Unit I – Environment of Student

Learning achievement	Principal ideas	Transactional strategies	Evaluation
<ul style="list-style-type: none"> <li>Realising surroundings and environment</li> <li>Forming definition</li> <li>Describing and illustrating the different fields and environment and their reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>Surrounding – environment</li> <li>Surroundings – fields</li> <li>Nature given environment</li> <li>Man made environment</li> <li>Social – cultural environment</li> </ul>	<ul style="list-style-type: none"> <li>Surroundings and environment their definition.</li> <li>Brain storming</li> <li>Observation of surroundings – features</li> <li>Discussion</li> <li>Realizing mutual relation</li> <li>Map of ideas/web chart making</li> </ul>	<ul style="list-style-type: none"> <li>Participation in brain storming.</li> <li>Definition</li> <li>Notes of observation</li> <li>Participation in discussion</li> <li>Map of ideas/web chart</li> </ul>
<ul style="list-style-type: none"> <li>Suggesting the problems of environment by realizing the nature given environment.</li> </ul>	<ul style="list-style-type: none"> <li>Nature-given environment</li> <li>Significance</li> <li>Existing condition</li> <li>Problems facing</li> <li>Solutions</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Understand the knowledge of student through the mutual relation with environment and realize the nature of students</li> </ul>	<ul style="list-style-type: none"> <li>Student – surrounding – learning – curiosity – observation – explorations – innovations.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <li>• Methods to know nature – experiences</li> </ul>		
•	•	<ul style="list-style-type: none"> <li>• Transactional strategies</li> </ul>	•
•	•	<ul style="list-style-type: none"> <li>• Environmental destruction</li> <li>• Experimental project</li> <li>• Works for solution</li> </ul>	•
•	•	<ul style="list-style-type: none"> <li>• Experiences of childhood, questions asked as child, doubts, observations.</li> <li>• Support given by parents and teachers. Notes ... of the above mentioned sharing.</li> <li>• Various ways of learning – different experiences – discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Project diary</li> <li>• Project report</li> <li>• Works of solution</li> <li>• Functions</li> </ul> <p>Notes in diaries</p> <ul style="list-style-type: none"> <li>• Notes of discussion</li> <li>• Participation in discussion</li> </ul>

Learning achievement	Principal ideas	Transactional strategies	Evaluation
<p>Finds out how construct this.</p> <ul style="list-style-type: none"> <li>Explains how to effectively use student's contact with nature. Use it for his/her comprehensive development.</li> </ul>	<ul style="list-style-type: none"> <li>To students – creativity, sense of freedom, autonomy. These are given by nature.</li> <li>The significance of inborn nature.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the contact with nature, creativity, sense of freedom, autonomy etc. through video exhibition and discussion.</li> <li>How does the interference of men in nature affect the growth and development of student.</li> <li>Discussion</li> <li>Environmental protection through students – experience with models.</li> <li>Nature deficit</li> <li>Disorder in students – seminar</li> </ul>	<ul style="list-style-type: none"> <li>Discussion notes</li> <li>Seminar essay</li> <li>Seminar report</li> <li>Recorded formal of self-evaluation</li> <li>Seminar presentation</li> </ul>
<ul style="list-style-type: none"> <li>Preparing report of comparison by analyzing the objectives of environmental study which envisages NCF-2005 and KCF 2007.</li> <li>Preparing report by critically analyzing the textbooks of environmental learning based on the objectives of environmental learning.</li> <li>Realizes how the content of environmental learning textbooks assimilate the</li> </ul>	<ul style="list-style-type: none"> <li>Environmental study-objectives</li> <li>NCF 2005 objectives of environmental study, KCF-2007 objectives of environmental study.</li> <li>Environmental study scope</li> <li>On environment (content area of environmental study)</li> <li>House – parts – construction, materials of construction – different</li> </ul>	<ul style="list-style-type: none"> <li>Analysis on group basis the objectives of environmental study based on NCF.</li> <li>Compares with the objectives of environmental study of KCF.</li> <li>Make the indications to analyze the textbooks of environmental study in I to V classes analyze the works in textbooks and objectives of environmental study.</li> <li>Prepared notes and present it.</li> </ul>	<ul style="list-style-type: none"> <li>The table of objectives.</li> <li>Making the report of comparison.</li> <li>Format of textbook analysis.</li> <li>Report of textbook analysis.</li> <li>Evaluation</li> </ul>

different dimensions of environment.	kinds of houses.	<ul style="list-style-type: none"> <li>• Transactional strategies</li> </ul>	
•	•	<ul style="list-style-type: none"> <li>• Find out the basic features through collection, house observation, learning strategies of different environment and textbook analysis.</li> <li>• Changes come in to being apropos of house construction, the relation with climate (project) thee nests of various living beings, find out their ecology, collection –</li> <li>• Clothes – different clothes making.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of observation</li> <li>• Project</li> <li>• Collection</li> <li>• Presentation</li> </ul>
•	<ul style="list-style-type: none"> <li>• Clothes – different clothes, the favourable conditions of living beings apropos of climate</li> </ul>	<ul style="list-style-type: none"> <li>• Observing materials, comparison, climate, body and their suitability, changes in the dress code, causes (project), observation of the favourable conditions that the living beings have acquire by nature, clothes and survival seminar.</li> </ul>	<ul style="list-style-type: none"> <li>• Report of comparison</li> <li>• Project report</li> <li>• Observation report</li> <li>• Preparation of seminar essay</li> <li>• Seminar report</li> <li>• Presentation</li> <li>• Participation</li> </ul>
•	<ul style="list-style-type: none"> <li>• Local history signs – local administrative bodies, public institutions, services</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing the history locality visiting local administrative centres, interview of administrators, flow chart of the three-tier panchayath system.</li> <li>• Visiting public institutions,</li> </ul>	<ul style="list-style-type: none"> <li>• Local history</li> <li>• Flow chart</li> <li>• Interview report</li> <li>• Participation in the interview</li> <li>• Visiting report</li> </ul>

		interviews, preparing visiting reports.	
•	• Trades – different types, tools of trades	<ul style="list-style-type: none"> <li>• Different trades, trade tools, observation – changes occurred in the field of trade and trade tools, (interview)</li> <li>• Trade tools - exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes</li> <li>• Interview report</li> <li>• Exhibition report</li> <li>• Participation in exhibition</li> <li>• Diary notes</li> <li>• Collection</li> </ul>
•	• Communication facilitation – old period, modern	• Communication facilities of olden period/collecting pictures – exhibition	<ul style="list-style-type: none"> <li>• Collection</li> <li>• Exhibition report</li> <li>• Participation exhibition</li> </ul>
•	• Transport – road accidents, traffic rules, signal lights	• Observation, find out the causes of road accidents with the help of observation and the collection of secondary information, understand signal lights, find out what is the reason behind using different colours.	<ul style="list-style-type: none"> <li>• Notes of observation</li> <li>• Diary notes of environmental study.</li> </ul>
•	• Kerala districts, official signs, Kerala art forms, festivals, folk arts, folk songs, musical tradition	• Collecting information about Kerala with the help of maps, books and video – folk arts of locality, folk songs, (survey) making local resource maps.	<ul style="list-style-type: none"> <li>• Collection</li> <li>• Survey report</li> <li>• Local resource maps.</li> </ul>
•	• Struggle of Indian Independence, historic incidents – non-cooperation, Dandi march, Quit India movement	• Preparing time line of Indian independence, understand the different types of struggles through the documentary exhibition of freedom struggle, dramatization/tablo exhibition	<ul style="list-style-type: none"> <li>• Exhibition</li> <li>• Collection</li> </ul>

	<ul style="list-style-type: none"> <li>• India – diversity states, central provinces, art forms, national emblems, signs</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting pictures and news about freedom fighters.</li> <li>• Realize the peculiarities of modern India with the help of maps, globe observation secondary information collection and ICT. Collect the information about art forms etc, exhibition quits on India.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes</li> <li>• Collection</li> <li>• Diary notes</li> </ul>
	<ul style="list-style-type: none"> <li>• Earth, shape, day &amp; night, landscape, seascape, planets, satellite, revolving, gait, lunar eclipse, solar eclipse, solar system, stars.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out the shape of Earth with the help of exploration and observation, how does day and night originate.</li> <li>• Find out the width of seascape and landscape with the help of globe.</li> <li>• Understand experiments, revolving through observation, gait, lunar eclipse, solar eclipse</li> <li>• Observes solar system, stars, planets through ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of experimentation</li> <li>• Observation notes</li> </ul>
	<ul style="list-style-type: none"> <li>• Map, globe, 4 directions as south, west, east and north, signs, indications and framework.</li> <li>• Matter – states, common nature, air, water, changes in the state of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of 4 directions as south north, east and west, signs, framework with the help of map and globe.</li> <li>• Experiments with the common the nature of matter.</li> <li>• Experiments with air</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes</li> <li>• Notes of experiments</li> <li>• Seminar essay</li> <li>• Leadership of panel discussion, participation - report</li> </ul>

	<p>Water – nature, sources water deficit, purification.</p> <ul style="list-style-type: none"> <li>• Hygiene – individual hygiene, environmental hygiene, diseases originated from water, food and living beings.</li> </ul>	<ul style="list-style-type: none"> <li>• Report on the nature of water, changes of states, work for protecting water resources.</li> <li>• Seminar on the individual hygiene and social hygiene.</li> <li>• Engaging in environmental hygiene works.</li> <li>• Realise the different ways of spreading diseases.</li> <li>• Diseases of the rainy season.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Soil – living beings in soil, elements of soil, different types of soil, soil erosion, soil protection, construction materials made of soil.</li> </ul>	<ul style="list-style-type: none"> <li>• The peculiarities of soil, elements – finding out these through experiments and observation.</li> <li>• Collecting different type of soil, observing the living beings of soil, making observation notes, finding out the methods of soil protection.</li> <li>• Collecting the construction materials made of soil, visiting construction fields.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes</li> <li>• Experiments notes</li> <li>• Collection</li> </ul>
	<ul style="list-style-type: none"> <li>• Plants-organs functions, nerve system, organs which can be used for food. Sprouting of seeds, monogram, dual – germ, plants protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Observing the plants organs through field trip, realize the functions of each systems of nerves, roots, leaves of germ – reciprocity seedling observation making notes</li> <li>• Realizing organs of plants for food, indigenous plants,</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of observation</li> <li>• Discussion notes</li> <li>• Slide</li> <li>• Register of bio-diversity</li> </ul>

		protein methods (Panel discussion)	
	<ul style="list-style-type: none"> <li>• Living beings in earth and water favorable conditions.</li> <li>• Ecological system, forest, environmental protection, animals, reptiles, birds, domesticated beings.</li> </ul>	<ul style="list-style-type: none"> <li>• Realizing the surrounding plants, incorporating them in the bio-diversity, unique plants-slide presentation.</li> <li>• Observing the animals through walking, the peculiarities and difference between the beings living in earth and water.</li> <li>• Favorable conditions – observation, notes of observation.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Birds, nests, ecology, food, collection of food, method of travel, observation of birds, favored conditions</li> <li>• Journey of birds, way of eating, protection from enemies, man’s interferences, protection.</li> <li>• Butterflies, body structure, life cycle favorable plants.</li> <li>• Food – nutritious food – food habits.</li> <li>• Observing birds, collecting nests of birds</li> <li>• Observing the butterflies through field trip, life</li> </ul>	<ul style="list-style-type: none"> <li>• Observing ecology, making definition, prepare the conceptual map of ecology, understand the different ecological systems, visiting forests, finding out food relations, realizing the environmental changes of localities, finding out the causes (project), organizing the process of instructing students, preparing reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes</li> <li>• Collection</li> <li>• Project report</li> <li>• Making conceptual map</li> <li>• Observation notes</li> <li>• Survey report</li> <li>• Experimental stages</li> <li>• Survey report</li> </ul>

	<p>cycle-knowing all these.</p> <ul style="list-style-type: none"> <li>• Finding out favorable plants, using bio-diversity gardens, survey about butterflies.</li> <li>• Ingredients of nutritious food, balanced – diet through experiments, and secondary information collection – making notes, changing food habits (survey).</li> </ul>		
<p>Acquire skill for selecting and realizing the different strategies of environmental study, apt for the content. To generate the attitudes for protecting environment. To engage in the practical works for the above – said task.</p>	<ul style="list-style-type: none"> <li>• Primary aid, aid-box.</li> <li>• Learning strategies through surroundings.</li> <li>• Observation, experiments, project, survey, interview, brain storming, walking in nature, seminar, panel discussion dramatization, puzzles, quiz, exhibition, debate, concept mapping etc.</li> <li>• Protection for environment.</li> <li>• Perpetual development, bio-diversity garden, environmental study corner.</li> </ul>	<ul style="list-style-type: none"> <li>• Secondary information collection apropos of primary aid, practical experience, making primary aid- box.</li> <li>• Executing different environmental-study strategies suitable for ideas.</li> <li>• What is perpetual development, How can it be fulfilled-seminar, biodiversity garden protection methods.</li> <li>• Works for protecting environment.</li> <li>• Observance of days.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary aid –box.</li> <li>• Survey report</li> <li>• Observation</li> <li>• Interview</li> <li>• Exhibition</li> <li>• Diary notes</li> <li>• Seminar essay presentation – reports</li> <li>• Diary for developing bio-diversity garden.</li> <li>• Report</li> </ul>
<p>Analyze the characteristic features of the curriculum</p>	<ul style="list-style-type: none"> <li>• Features of curriculum</li> <li>• Process oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Are the shapes of the leaves in plants as same?</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of observation</li> <li>• Format of recorded analysis</li> </ul>

<p>through observation. Report of the analysis on the approach towards the curriculum made for environmental study.</p>	<ul style="list-style-type: none"> <li>• Work oriented</li> <li>• Child oriented</li> <li>• Inter related</li> <li>• Cyclical ascending order</li> <li>• Local possibility</li> <li>• Life skill</li> <li>• Integrated</li> <li>• Approach of curriculum</li> <li>• Knowledge area</li> <li>• Process area</li> <li>• Practical area</li> <li>• Creative area</li> <li>• Attitude area</li> </ul>	<ul style="list-style-type: none"> <li>• Sum up the observation</li> <li>• Observation</li> <li>• Formulation conclusion</li> <li>• Curriculum of environmental study</li> <li>• Features of curriculum – discussion</li> <li>• Analysis of the feedback of observation by preparing the analysis format after considering the features of curriculum</li> <li>• How does rain occur? Ideas acquired by students by solving the above-said question through different works, skills, attitudes are discussed.</li> <li>• Assimilate the details of 5 areas in the curriculum of environmental study with help of reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of discussion</li> <li>• Participation in the discussion</li> <li>• Reference – report</li> </ul>
<p>Acquire skill to make plan based on experimental learning and to execute it in classroom Acquire skill to realize the modus operandi enriching the different environmental studies and also to execute them in appropriate opportunities</p>	<ul style="list-style-type: none"> <li>• Experimental learning</li> <li>• Engage in learning question</li> <li>• Exploration</li> <li>• Extending works</li> <li>• Evaluation modus operandi of environmental learning</li> <li>• Environmental learning</li> </ul>	<ul style="list-style-type: none"> <li>• Find out experimentally that why does sky seem to be blue?</li> <li>• Plan the learning works, engage in works, presents the conclusion extend the works, self evaluation.</li> <li>• Club formation preparing action plan, completion of the</li> </ul>	<ul style="list-style-type: none"> <li>• Diary notes</li> <li>• Planning</li> <li>• Notes of experiments</li> <li>• Self evaluation</li> <li>• Club work report</li> <li>• Try out report</li> <li>• Participation in the protection of bio-diversity garden.</li> <li>• Participation in making the</li> </ul>

	<p>club</p> <ul style="list-style-type: none"> <li>• Bio-diversity garden</li> <li>• Environmental learning corner</li> <li>• Small museum</li> <li>• Library</li> <li>• Quiz</li> <li>• Question box</li> <li>• Observance of days</li> <li>• ICT possibilities</li> </ul>	<p>work time – boundly</p> <ul style="list-style-type: none"> <li>• Make lay out of the possibilities of bulletin board</li> <li>• Make bio-diversity garden, protection, using it for learning works.</li> <li>• Make environmental learning corner with the materials which are necessary for class room works.</li> <li>• Building museum for collecting materials necessary to stimulate the works of environmental study.</li> <li>• Collect books for library.</li> <li>• Presenting quiz differently.</li> <li>• Tryout the practicability of the question box.</li> <li>• Plan of observing days effectively and execute it.</li> <li>• Make use of the ICT possibilities.</li> </ul>	<p>environmental learning corner.</p> <ul style="list-style-type: none"> <li>• Report of the observances of the days.</li> <li>• Report of the recorded self evaluation.</li> <li>• Tryout report</li> <li>• Report of the protection of bio-diversity garden.</li> <li>• Day observance report</li> <li>• Record of the recorded self evaluation.</li> </ul>
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## INFORMATION AND COMMUNICATIVE TECHNOLOGY (ICT)

The power of educational process of modern age lies in the incorporation of rapidly changing technology. In order to build a new tech-savvy generation it is essential to assure the role of technology in the process of education in sufficient quantity and proportion. For incorporating technology in the whole realms such as student, curriculum, content, communication, learning products/achievements, evaluation and supporting system, the new teachers should be capable of undertaking the responsibility. The information communication technology today grows comprehensively which is able to assure all theoretical, practical and process oriented features in teaching and learning. In order to achieve this objective the efforts are developing to cultivate the skills along with the ICT infrastructure in the whole world.

Kerala State is utilizing the ICT in its curriculum and in the development area of teaching skills. In the sphere of public education, hi-tech systems and smart classrooms are widely used. The learning materials and communication methods are becoming techno-based today. It is nothing but the technology that ought to be the nucleus of teacher-training which should assure an education for the posterity and such an education should be based on equality and quality. The curriculum of the elementary teacher education programme is prepared to cherish the above mentioned objective.

### Objectives

- Make use of the ICT possibilities in all the stages of transactions of teacher education curriculum.
- Use ICT in acquiring the teaching skills and their improvement.
- Practically incorporating the Learning Management System (LMS) in all disciplines.
- Make use of the complete web portal in the spheres of planning, text analysis, evaluation, and in preparing supporting system.
- Assure the practical training for each teacher-student so as to acquire the technological skill based on ICT.
- Make use of the ICT system for content analysis, communication the performance of each teacher-student, production and unit evaluation techno-based.
- Apropos of the Inclusive Education to find out the differently-abled students and address their problems. To solve their problems, acquire practical knowledge in using assistive technology.
- Realize the use of ICT regarding the social progress and the relevance of Cyber rules in it.
- Understand the possibilities of M-Learning in the learning-teaching process, and make use of the same.

## Semester I

### Possibilities & Practice

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<i>Total Score</i>	- 10	<i>Total time</i>	:	35
<i>Continuous evaluation</i>	- 10	<i>Classroom communication</i>	:	25
<i>Public Exam</i>	- -	<i>Workshop/Practical</i>	:	10
		<i>Time in One week</i>	:	2

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### Content

#### Unit 1 - ICT Significance & Relevance

- ICT enabled education

#### Unit -2- ICT – Basic Skills

- Presentation skills
- Malayalam computing
- Internet
- Web-based learning.

#### Unit 3 - ICT Class room possibilities

- Basic understanding about cyber laws.
- Collection of resources and practice
- Using ICT associated instruments in the learning-teaching process.
- Providing practical experiences
- Application of ICT in the process of evaluation

**Unit – 1 ICT – Significance & Relevance**

<b>Achievements</b>	<b>Principal Ideas</b>	<b>Transactional Strategies</b>	<b>Evaluation</b>
Gain knowledge in ICT enabled Education	<ul style="list-style-type: none"> <li>• Computer enabled Education (CAL)</li> <li>• Educational Software</li> <li>• Online possibilities</li> <li>• Internet, E-learning</li> <li>• Websites, Portals, Blogs</li> <li>• Online digital library</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplifies with the help of ICT online possibilities and different approaches</li> <li>• Preparing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>

**Unit -2 ICT – Basic skills Presentation Software-acquire practical experiences**

<b>Achievements</b>	<b>Principal Ideas</b>	<b>Transactional Strategies</b>	<b>Achievements</b>
<ul style="list-style-type: none"> <li>• Presentation software</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation software</li> <li>• Inter phases, tools and applications</li> <li>• Story board</li> </ul> Presentation skills (formatting, editing)	<ul style="list-style-type: none"> <li>• Make story boards for each groups/related to different subjects, discussion, reforming</li> <li>• Prepare presentation, introducing, keeping in digital portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Story board</li> <li>• Digital portfolio.</li> </ul>
Acquire knowledge in Malayalam computing	<ul style="list-style-type: none"> <li>• Familiarize keyboard</li> <li>• Keyboard setting</li> <li>• Practical know-how</li> <li>• Prepare report in Word Process.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes on areas of subjects.</li> <li>• Keep in digital portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Portfolio</li> <li>• Notes</li> </ul>
Familiarizing the possibilities of internet in teaching and putting it into practice.	<ul style="list-style-type: none"> <li>• Internet browser</li> <li>• Search engines</li> <li>• Information collection</li> <li>• Searching</li> <li>• Downloading, E-library, E-book</li> <li>• Websites, blogs, social media networks.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire practical experience in websites, blogs, social media networks etc., through internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Portfolio</li> </ul>

### Unit -3 ICT Classroom Possibilities

Achievements	Principal Ideas	Transactional Strategies	Evaluation
<ul style="list-style-type: none"> <li>• Gets knowledge in cyber laws.</li> </ul>	<ul style="list-style-type: none"> <li>• Online authentication</li> <li>• Copyright, copy left</li> <li>• Data collection</li> <li>• Storage in digital portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Misuse of internet, cybercrime, cyber laws etc. are being explained with examples. Discussion – conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion notes</li> </ul>
<p>Attains practical experience in collecting and applying ICT resources for classroom activities.</p>	<ul style="list-style-type: none"> <li>• Wikipedia</li> <li>• School wiki</li> <li>• Creating blogs</li> <li>• Collecting Data</li> <li>• Improving available resources based on their authenticity.</li> <li>• Exchange and distribution of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ICT for the collection of data on various subjects – discussion-collecting information from Wikipedia related to topics. Introducing page making collecting available resources from various websites. Creating blogs.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating collected information</li> </ul>
<p>Gains practical experience in applying ICT in evaluation process.</p>	<ul style="list-style-type: none"> <li>• Application of ICT in evaluation process.</li> <li>• Evaluation using spread sheets.</li> <li>• Data entry</li> <li>• Formating</li> <li>• Making p\graphs</li> <li>• Getting acquainted with CE recording methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing results with the help of graphs by reparing scores of various subjects in spread sheets for evaluating children.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital portfolio</li> <li>• Participatio n</li> </ul>

# ART EDUCATION

As teaching being a creative work art education has been given due importance in the curriculum. The students who engage in the teacher training should realize their creative talents and thereby acquire the required skills for the transaction of elementary curriculum. As it is said that teaching is an art, the teacher-student should realize what art is and what the function of it is. Through this realization, the teacher should identify the creative talent of the student and undertake the accountability to nurture it. The teacher-student must understand the basic concepts of the realms of music, picture, drama, cinema, dance etc. Besides, each teacher-student should develop the capacity to cultivate art in the classroom in its original sense, and should attain the capacity to integrate, appreciate and evaluate. Thus finally these functions should help one to build one's own skills.

## Content

### **Semester I**

#### **Unit – I Art and Education**

- The significance of art in daily life.
- A brief history of art and its relation to culture.
- The perspectives of the National Curriculum Framework (NCF) and Kerala Curriculum Framework (KCF)
- The perspective of the elementary school curriculum and art education.
- To ensure the development of the multi-faceted intelligence of the students through art education.
- The activities related to art learning to be given to children with special needs.
- The appreciation, expression and evaluation of different arts.
- To transform classroom art learning as simple workshops and thereby facilitate the transaction of the curriculum of art education.
- Art and education-study of the existing condition

#### **Unit – 2 – Drama –Acting**

- Drama: The status of drama in the social scenario
- The scope of drama in education
- Writing play, acting, direction and presentation

- What is creative drama? Why?
- Pavanatakam (puppetry), presentation of Pavanatakam.
- Classroom observation, Tryout
- Evaluation of different types of play.

## **Semester 2**

### **Unit – 1 – Lines, Colours**

- The communication skills through painting.
- The painting of students and the classroom approaches.
- Layout and strategies of composition.
- Rhythm, balance and fusion in painting.
- Different kinds of painting.
- Understanding of the evaluation of different painting styles.

### **Unit – 2 Songs & Instruments**

- The significance and relevance of music in art education
- Folksong and classic music
- The singing of poems in textbooks keeping its musical essence.
- Diverse branches of music and singing.
- Kinds of musical instruments.
- Improving the students who deserve special consideration through the art of music.
- Evaluation of different musical expressions, class room observation, tryout.

### **Unit – 3 The Art of Camera**

- The appreciation and criticism of Cinema
- Children’s film and its scope in education.
- Making short films.

**SEMESTER 1****PAPER – 108 ART, WORK EDUCATION APPROACH AND PRACTICE**

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<i>Total Score</i>	– 5	<i>Total time</i>	:	<i>15 hrs</i>
<i>Continuous evaluation</i>	– 5	<i>Classroom transaction</i>	:	<i>10 hrs</i>
<i>Term exam</i>	– ....	<i>Workshop/Practical</i>	:	<i>5 hrs.</i>
		<i>Time One week</i>	:	<i>1 hrs.</i>

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**Part – I (Art Education)****Unit – I  
Art and Education****OBJECTIVES**

- To realise the inevitability and significance of art in day-to-day life.
- To realise the relation with culture and the brief history of art.
- To involve the ideas envisaged in the NCF and KCF to accept own stance.
- To familiarize the curriculum of art education at the elementary level.
- To convince how the development of Multiple Intelligence in child develops through art education.
- To gain understanding in the adaptation of learning activities in arts for the children with special needs.
- To achieve the skill in appreciation, assessment and performance of different arts.

**CONTENT**

- The influence of art in living beings and human beings, defining art, brief history of art, and art and culture.
- Perspectives of NCF and KCF, analysis of the present status, curriculum of lower primary school, child art, the universality of art, the self-confidence of teachers.
- Multiple intelligence in art learning, influence of creative intelligence – the possibilities of other fields of subjects which are intrinsic in arts and the fields which deserve special consideration.
- Appreciate and assess the presentation of different arts.
- Adapt art learning as small workshops, the development of creative skills through collective art learning works, qualitative assessment, developing culture.

## Unit – 1 Art and education

Learning outcomes	Major concepts	Transactional strategies	Assessment
<p>Describes the significance of art in day-to-day life</p>	<ul style="list-style-type: none"> <li>• Art influences the life of all living beings directly and indirectly.</li> <li>• Art plays a key role in the internal and external growth of man.</li> <li>• Art helps to aesthetically systematize individual's innate rhythm, color sense, voice and movements.</li> <li>• Art is an excellent medium of response. It helps individuals to access untold ecstasy.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides opportunity of free performance of art for teacher students.</li> <li>• Making opportunity to watch and hear the instrumental music and songs by finding out the possibilities of ICT.</li> <li>• Examine the book "Art is Life" itself. Make notes, discuss.</li> <li>• Sharing experiences of the appreciation of art, note making.</li> </ul>	<ul style="list-style-type: none"> <li>• Notes of discussion</li> <li>• appreciation notes.</li> </ul>
<p>Assimilating the concepts that the NCF and KCF envisages and describing them.</p> <p>To be acquainted with the curriculum of the art education of elementary school: analyse learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Art is to be considered in curriculum as a general discipline of learning.</li> <li>• Art education should consider all students.</li> <li>• Creative intelligence of all students is to be developed and the related experience should be shared by all students.</li> <li>• The art education in elementary level ought to be improved from the existing state.</li> <li>• To achieve this goal, the teachers of mainstream have a prominent role.</li> <li>• To familiarize learning achievements, activities and assessment with the help of the source books (LP and UP) of art education.</li> </ul>	<ul style="list-style-type: none"> <li>• Making notes by examining NCF – 2005, KCF – 2007</li> <li>• Consolidating the approach of art learning – (Tr. Educator)</li> <li>• Art Education of LP, UP - Examine the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Panel discussion</li> <li>• notes</li> <li>• Curriculum</li> <li>• Analytical notes of the learning achievements</li> <li>• Interview.</li> </ul>

<p>Describes how the intellectual development is possible through art learning.</p> <p>Prepare the activities of adaptation that is to be given to the children with special needs.</p>	<ul style="list-style-type: none"> <li>• Human beings sensorium is gifted by MI Possibilities.</li> <li>• All functions of art are helpful to the development of Multiple Intelligence.</li> <li>• Development of the creative intelligence is possible through systematic process learning.</li> <li>• <b>There are differently abled students.</b></li> <li>• For the differently abled students, art is used as a medium.</li> <li>• Ideas can be owned through adaptation.</li> <li>• Considering the different limitations that the students have, art can be used as a medium for intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>• discussion</li> <li>• Presenting the developed discussion notes.</li> <li>• describes the activities of a branch (music, painting, drama, dance) of art</li> <li>• differently abled students and their problem solving.</li> <li>• Open discussion</li>   <li>• Interview with resource teachers and making report of it.</li> </ul>	<ul style="list-style-type: none"> <li>• discussion notes</li>   <li>• reflective notes</li>   <li>• Interview report</li> </ul>
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## Unit – 2

### Drama – acting

#### Objectives

- To realise what is drama and what is its role in the Social Scenario.
- To understand the educational possibilities of drama
- To comprehend the skills in script writing, acting, direction and presentation and thereby acquiring the ability to transact the primary school curriculum of drama.
- To get practice in the features of play as role play, miming, mono act, mimicry etc.
- To know more about children’s play.
- To acquire knowledge in the approach.
- To understand creative play? Why? How? To know the methods of approach and presentation.
- To acquire knowledge and practical skill in using pavanatakam (puppetry) for the cause of education.

#### Content

- The role of play in social change.
- different plays: Professional, Amateur, one-act, dance-music presentation, street play, psychological-scientific, Radio - puppetry, etc.
- Collective conscious, space conscious, response conscious, Multiple Intelligence through play- educational possibilities.
- Children’s play- what and how? approach, style, evaluation.

The initial exercise of play: movements, dialogue, emotion, signs, role play, miming, monoact, dubbing, details of histrionic (including costumes)

- Scripting, acting, gesticulatory, dialogue, Satwika means related to Sattava, the essence, histrionic, direction and performance.
- What is creative play? How? classroom possibilities, assessment.
- What is puppetry, types of puppets, methods of making, classroom possibilities, performance and assessment
- Class observation – tryout
- different plays: assessment features of plays.

Learning outcomes	Major concepts	Transactional Strategies	Assessment
<p>Refers to “What is play?” and ”what is the role of play in the social progress.</p> <p>Making notes by realising the educational possibility of the play.</p> <p>Scripting for communication</p>	<ul style="list-style-type: none"> <li>• acting is play</li> <li>• Play has a vital role in social progress and social change that can be shown to the whole world and in Kerala.</li> <li>• Play has extensive significance in the classroom.</li> <li>• Multiple Intelligence can be achieved naturally through plays.</li> <li>• There are different types of plays.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion under the leadership of teacher educator-Consolidation</li> <li>• Movement of Drama - the role played by drama in the social life and social change</li> <li>• Children’s play, classroom play – discussion related to the above discussion approach</li> <li>• Workshop</li> <li>• Preparing a script based on any theme pertaining to any branch in LP/UP classes.</li> </ul>	<ul style="list-style-type: none"> <li>• discussion notes</li> <li>• Participation</li> <li>• discussion notes</li> <li>• Performance of script.</li> </ul>
<p>To communicate the Primary School curriculum by acquiring consciousness in scripting, acting, direction and performance.</p> <p>To acquire understanding and skill about the training that is necessary for the</p>	<ul style="list-style-type: none"> <li>• It is imperative that a play needs the collectivity of three types of people i.e., Authored audience and actors.</li> <li>• gesticulative, verbal, essential (virtuous) and histrionic are 4 features of acting.</li> <li>• The educational relevance of creative play- The development of observation skill through performing characters, social consciousness, cooperation and sense of unity.</li> <li>• role play, miming, monoact, mimicry.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatization of the written script. Random performance.</li> <li>• discussion after performance</li> <li>• (Scripting skill, acting, direction, other features of performance are to be incorporated in discussion)</li> <li>• One-act plays - practice (workshop)</li> <li>• make appreciation notes.</li> <li>• make discussion notes.</li> <li><b>Workshop</b></li> <li>• role-play practice</li> <li>• miming practice</li> <li>• mono act practice</li> <li>• mimicry (in different pitches)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of play.</li> <li>• appreciation notes</li> <li>• discussion notes</li> <li>• play</li> <li>• role play</li> <li>• miming</li> <li>• monoact</li> <li>• mimicry</li> <li>• Tryout analysis</li> </ul>

growth and development of play.			<ul style="list-style-type: none"> <li>• Improvement notes.</li> </ul>
Performance of pavanatakam (puppetry)	<ul style="list-style-type: none"> <li>• The classroom possibilities of Pavanataka</li> <li>• Interesting</li> <li>• Collective work</li> <li>• development of different skills</li> <li>• Script of Pavanataka</li> <li>• Styles of scripting.</li> <li>• making puppets</li> <li>• performance</li> <li>• assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration class</li> <li>• The classroom possibilities of Pavanataka</li> <li>• Scripting by accepting the concepts of school textbooks as language, maths, science, social science</li> <li>• making of puppets.</li> <li>• performance with full equipments</li> <li>• development of the indicators of assessment</li> <li>• scientific assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Observation notes of classroom</li> <li>• discussion notes</li> <li>• prepared script</li> <li>• evaluation of the performance.</li> </ul>

## WORK-ORIENTED EDUCATION

In every educational project which aims at the balanced and comprehensive development of students, the work learning is an essential factor. The word 'work' denotes any action which needs labour and leads to a product or service. In bygone periods the content of education was the job of society and the associated skill. Later on the thought that academic education is high above all and that the physical labour is bad, became popular. When the universal education came into being academic disciplines got prominence in educational institutions. But the educational thinkers like Gandhiji and John Dewey emphasized the significance of learning through work. Even though the idea of vocational education by Gandhiji has its own flaws, the relevance of job oriented education has not abated. In job or work-oriented education project physical labour has its role. In the concepts of 'learning to do', and 'learning to live together' there is the keynote notion of job-oriented education.

The concept that all physical activities do not require intelligence and intelligent people do not involve in such action is nothing but a distorted notion.

In an age of differently-intellectual development such concept has no justification.

The work oriented education should enable the students to realise the greatness of labour, respect workers and to do work oneself. In a society where unwillingness to work and the lack of working skill exist, the relevance of work is explicit.

The teacher/learner should attain the skill to understand activity-oriented learning pedagogy and execute learning works by integrating effectively with other subjects. In order to achieve this they must have knowledge in the pedagogy of work education. D.El.Ed. students ought to have the capability to do easily the constructive works that is instructed in the curriculum of work experience. They should imbibe the comprehensive knowledge in the content of the Work Experience Fair procedures of conducting such Fair and evaluation through the transaction of curriculum. The curriculum envisages the learning process based on work and conceptual and skills related to the content. The approach basing the reciprocity is to be pursued throughout the learning process.

### Objectives

- To recognize the importance of work or job in the success of life.
- To understand the reciprocity among different jobs.
- To formulate knowledge by analysing the traditional work fields in our society, the existing condition and the problems facing it.
- To be convinced the importance of learning jobs in education.
- To convince the importance of work education in the field of education.

- To formulate understanding regarding the history of work education and its views.
- To get awareness on aims and subject areas of work education.
- To analyse the units of different subjects and find out the possibilities in work education and also to consolidate and plan the learning activities.
- To acquire skills in making learning materials and stationery items of school.
- Lesson analysis must be done in accordance with selected learning outcomes by integrating independently, to plan and to improve the lesson.
- To acquire skill in organizing work experience fair by formulating awareness.
- The skills and awareness acquired by the learner and to achieve competency in planning and implementing remedial activities in connection with work education.

## **Content**

- The basic factor of progress of society depends on the effort of individuals involved in various labours.
- The labour diversity skills and human progress developed simultaneously.
- There is a correlation between various labours, and labour and life.
- The traditional labour sector face crisis, though innovative enterprises are in force.
- The significance, history, and perspectives of work education in curriculum.
- The national aims and approaches of work education.
- The subject areas of work education.
- Work learning - primary curriculum (LP/UP)
- Work education and other subjects.
- The pedagogy of work education.
- Unit analysis and lesson plan evaluation.
- The making and using of learning materials.
- The making of school stationery items.
- Sharing excellent models in work experience fair.
- School experience programme (internship)
- Evaluation.

## DETAILS OF CONTENT

### Semester 1

Unit I Labour and human progress

Unit II Work education significance, aims, history, perspective, psychological background, approach.

Unit -3- The subject areas of work education.

### Semester 2

Unit -1 – work education – Curriculum of Primary (LP/UP)

Unit – 2 – The pedagogy of work education

Unit – 3 – Production cum fair of learning materials and stationery items.

### Semester -3

Unit – I – work education – relevance, significance, approach, application level

Unit – II – work education – teaching methods, application level

Unit – III – Work learning of LP curriculum

- Learning outcomes, unit analysis, lesson planning, integrated lesson planning, adaptation.

Unit – IV- classroom transaction, evaluation

### Semester – 4

Unit I – Work learning UP: learning outcomes, unit analysis, lesson planning, and adaptation.

Unit II – classroom transaction, evaluation.

## Semester I

### PAPER – 108 ART – WORK EDUCATION – APPROACHES AND APPLICATIONS

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Total Score	- 5	total time	- 10 hrs
Continuous assessment	- 5	classroom transaction	- 10 hrs
(Practical exam)		workshop/practical	- 5 hrs
		Time per week	- 1 hr

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#### **Work education (Part -2)**

##### **Objectives**

Unit –I labour and human progress

- To realise the importance of labour in life.
- To understand the interrelation between different works and life
- To formulate the problems related to the traditional labour, the present status and the problems.

#### **Unit – 2 Work education – significance – aims – history – perspectives**

Psychological background – approach

- To convince the importance of work education in education.
- To gain understanding of history, perspectives, objectives and approaches of work education.

#### **Unit – 3 – The subject areas in work education.**

- To realise the subject areas in work education.

## Content

### Unit – 1 – Labour and human progress

- The relationship between labour and human progress.
- Education and labour.
- Work area – interrelation, the problems of traditional work areas, etc.

### Unit – 2 – Work education

- The importance of work education, aims, history, perspectives, psychological background
- The approach of work education.

### Unit – 3 – The subject areas in work education

- subject areas ( 6 numbers)

Learning outcomes	Major concepts	transactional strategies	Assessment
<b>I Labour and Human Progress</b>			
<ul style="list-style-type: none"> <li>• describes the relation between labour and human progress</li> <li>• Prepares a note on how labour is alienated from educational process.</li> </ul>	<ul style="list-style-type: none"> <li>• Labour and human progress</li> <li>• In the early stage of social life, labour was only meant for the collection of food materials.</li> <li>• When the production of food began, various work areas formed in the social life.               <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Domestication of animals</li> <li>• Food processing</li> <li>• Tool making.</li> </ul> </li> <li>• In early stage labour itself was education</li> <li>• Vocational subjects were alienated from curriculum when labour was</li> </ul>	<ul style="list-style-type: none"> <li>• reference</li> <li>• analysis</li> <li>• discussion</li> <li>• examining books</li> <li>• discussion</li> <li>• preparation of analysis notes</li> <li>• examining books</li> <li>• reference</li> <li>• discussion</li> <li>• analysis notes</li> <li>• examining books</li> </ul>	<ul style="list-style-type: none"> <li>• assessment of notes</li> <li>• Interview to assess understanding of concepts</li> <li>• analysing notes</li> <li>• assessment of understanding - interview</li> </ul>

	<ul style="list-style-type: none"> <li>diversified.</li> <li>• Intellectual development was given priority over physical labour</li> <li>• <b>Special consideration to subject areas</b></li> <li>• Education became mere academic learning.</li> </ul>		
<ul style="list-style-type: none"> <li>• Prepares report on the interrelation of labour, production cum sale after industrial visits.</li> </ul>	<ul style="list-style-type: none"> <li>• There is interrelation between different labours.</li> <li>• There is relation between labour and style of living.</li> <li>• Trends prevalent in traditional labour areas. <ul style="list-style-type: none"> <li>• decline</li> <li>• mechanization</li> <li>• diverse products.</li> <li>• The gender justice in job areas</li> <li>• child labour</li> <li>• New labour fields, possibilities and challenges.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• visiting work centres</li> <li>• preparation of tools</li> <li>• collection of data based on above tools</li> <li>• interview</li> <li>• analysis</li> <li>• seminar, report making</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in seminar assessment</li> <li>• Seminar report</li> <li>• Assessment of awareness.</li> </ul>
<b>2- Work education – significance, aims, history, perspectives, psychological background, approach</b>			

<ul style="list-style-type: none"> <li>• Prepare articles on the significance, aims, history, perspectives, psychological background of work education based on discussion with experts and reference books.</li> </ul>	<ol style="list-style-type: none"> <li>1. Objectives of work education <ul style="list-style-type: none"> <li>• development of human resources</li> <li>• readiness to work</li> <li>• self reliance in the field of production</li> <li>• balanced personality development</li> <li>• nurturing values and attitudes</li> </ul> </li> <li>2. Work education – historic growth <ul style="list-style-type: none"> <li>• Gurukula (Ancient India method) education</li> <li>• Basic education.</li> <li>• reports of various commissions</li> <li>• National Curriculum Framework (NCF 2005)</li> <li>• Kerala Curriculum Framework (KCF – 2007)</li> <li>• Policy draft of Kerala education document – 2013</li> <li>• National Skill Qualification Framework NSQF</li> <li>• National Entrepreneurial Skill Development Policy – 2015.</li> </ul> </li> <li>3. Work education and intellectual development – MI (Multiple Intelligence) <ul style="list-style-type: none"> <li>• National skill Gap study by NSDC</li> </ul> </li> <li>4. work education approach <ul style="list-style-type: none"> <li>• experience based</li> <li>• need based</li> <li>• process oriented</li> <li>• environment related</li> <li>• interrelated</li> <li>• considering development of Multiple</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• examining different records</li> <li>• discussion</li> <li>• assignment</li> <li>• examining records</li> <li>• analysis</li> <li>• panel discussion</li> <li>• report making</li> <li>• one or two activities eg: greeting card making with the help of locally available materials.</li> <li>• Explanation of process</li> <li>• reading relevant parts of NPE, NCF</li> <li>• discussion</li> <li>• analysis of MI-related activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Importance of the assessment of understandings, awareness, significance, aims, history, interview.</li> <li>• process assessment</li> <li>• report</li> <li>• evaluation of understanding interview</li> <li>• participation in discussion</li> <li>• Notes</li> <li>• Assessment of understanding</li> </ul>
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<ul style="list-style-type: none"> <li>To record the approach of work education by observing activities.</li> </ul>	<p>Intelligence</p> <ul style="list-style-type: none"> <li>creative</li> <li>productive</li> </ul>		
<p><b>3. SUBJECT AREAS IN WORK EDUCATION</b></p>			
<p>Prepares table by dividing learning activities into different areas</p>	<ul style="list-style-type: none"> <li>work education areas <ul style="list-style-type: none"> <li>food and agriculture</li> <li>Health and hygiene</li> <li>clothing</li> <li>shelter</li> <li>recreation</li> <li>social services and production of usable materials</li> <li>discussion on the actions that can be put into practice in the schools in Kerala.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>makes lists of the works around us</li> <li>classifies them through discussion</li> <li>redeploys them to the proposed areas (6 areas)</li> <li>make tables</li> </ul> <p>NB:- Some works may be included in more than one area eg: making of artifacts should be both amusing and useful for daily life.</p>	<ul style="list-style-type: none"> <li>Prepare notes on the logical analysis of different areas in work learning</li> <li>understanding of different subject areas.</li> </ul>

# HEALTH - PHYSICAL EDUCATION

## Preface

The main aim of general education is the comprehensive development of students. Therefore, health-physical education should be an integral part of general education. Maintaining health deserves utmost importance in modern society. A person with sound health is considered as the wealth of a nation. Health is not only the absence of disease but the sustainable health of physic, mind, and social life of every individual. Besides food safety, distribution of potable water, shelter, hygiene and health services influence health. Health - physical education aims at emphasizing physical fitness. Physical fitness means the state of health and well-being and more specifically, the ability to perform aspects of sports, occupations and daily activities without fatigue. Health - physical education envisages the physical, mental emotional and social development of students. Lack of any of these create imbalance in individuals.

The imbalance of these causes many social problems. In order to solve the problems necessary activities and suggestions should be given for implementing health – physical activities effectively. The period of primary education is considered as the vitally significant period of growth and development of a child. In such stage the students shall get maximum, opportunity to engage in health physical activities. Health-Physical education enables students to form and sustain a robust lifestyle. The curriculum of health-physical education is prepared in such a way to enable the teacher - students effectively plan the health-physical activities from primary level by realising the significance of health-physical education. The curriculum of D.El.Ed envisages the transactional approach by integrating other subjects if necessary. And it is also imperative to study the pedagogy of health - physical education. It is to be realized that those who are differently-abled and children with special need are to be considered.

## Details of content

### Semester 1

#### Paper 109 Health – Physical Education

Unit I Health-physical education - relevance and significance.

Unit II Health habits and food habits

Unit III My School

## **Semester 2**

### **Paper 209-Health-Physical Education**

Unit-I Moral education and life skills

Unit II Physical activities

Unit III Yoga exercises and rhythmic movements

## **Semester 3**

### **Paper 310- Health- Physical Education**

Unit I health – physical education – teaching methods school curriculum (LP)

Unit II First aid and safety education

Unit III The organisation of Sports Meet

Unit IV Physical Fitness and physical disabilities.

## **Semester 4**

### **Paper 410 – Health – Physical Education.**

Unit I Health – Physical Education teaching methods (UP)

Unit II Research activities

<b>Semester 1</b>
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## **Paper 109 Health Physical Education**

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Total Score	-	10	total time	-	15 Hrs
Continuous assessment	-	10	classroom transaction	-	10
Term Exam			workshop/practical	-	5
			Time per week	-	1

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### **Preface**

This semester focuses on the need of enabling the health habits and physical activities as part of routine works from primary class itself. In this paper of health-physical education there are 3 units as follows: - The Significance of Health - Physical Education, Sound Habits, and My School

### **Unit I Health – Physical education: Significance and relevance.**

#### **Objectives :**

- To identify the significance and importance of health - physical education
- To understand the aims of health-physical education
- To understand the learning approach of health-physical education

#### **Content**

- Health-Physical Education
- The aims of Health-Physical Education
- Health-Physical Education approach paper
- NCF approach paper
- KCF approach paper
- UNESCO approach paper

<b>Learning outcomes</b>	<b>Major concepts</b>	<b>Transactional strategies</b>	<b>Assessment</b>
<p>to realise the relevance and significance of health-physical education.</p> <p>to understand the aims of health-physical education.</p> <p>to understand the learning approach of Health - Physical education</p>	<ul style="list-style-type: none"> <li>• All-round development</li> <li>• development of physical fitness.</li> <li>• Mental health and social merits</li> <li>• healthy lifestyle</li> <li>• sports culture</li> <li>• physical literacy</li> <li>• physical fitness</li>   <li>• physical development</li>   <li>• mental development</li>   <li>• development of kinesthetic movements</li>   <li>• social development</li>   <li>• NCF approach</li> <li>• KCF approach</li> <li>• UNESCO</li> <li>• Health to all</li> <li>• Physical fitness</li> <li>• The resistance against lifestyle diseases</li> <li>• The effective use of leisure</li> <li>• healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>• To get familiarized with new ideas through minor games.</li> <li>• Discussion</li>   <li>• classroom presentation with the help of ICT discussion</li>   <li>• Seminar</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Performance</li> <li>• Diary</li> <li>• discussion notes</li>   <li>• Performance</li> <li>• Discussion notes.</li>   <li>• Performance</li> <li>• Report</li> </ul>

## Unit -2

### Health Habits and Food Habits

#### Objectives :-

- To get awareness on health habits
- To get awareness on healthy food habits
- To get awareness on the lifestyle diseases and its remedial activities

#### Content:

- Health
- Personal hygiene
- Environmental hygiene
- Balanced diet
- Lifestyle diseases
- Body Mass Index (BMI)

Learning outcomes	Major concepts	Transactional strategies	Assessment
To understand what health is  achieve health habits	<ul style="list-style-type: none"><li>• Physical, mental, emotional and social fitness</li> <li>• effective use of leisure</li><li>• individual hygiene</li></ul>	<ul style="list-style-type: none"><li>• recording pulse rate</li><li>• discussion</li><li>• consolidation</li> <li>• self evaluation (checklist)</li></ul>	<ul style="list-style-type: none"><li>• Participation</li><li>• Performance</li><li>• Recording</li> <li>• checklist</li></ul>

<p>understanding regarding healthy food habits</p>	<ul style="list-style-type: none"> <li>• environmental hygiene</li> <li>• sleeping</li> <li>• leisure</li> </ul>	<ul style="list-style-type: none"> <li>• survey</li> </ul>	<ul style="list-style-type: none"> <li>• survey report</li> </ul>
<p>attains knowledge concerning lifestyle diseases and remedial measures</p>	<ul style="list-style-type: none"> <li>• timetable</li> <li>• Nutrition</li> <li>• balanced diet</li> <li>• need of water</li> <li>• obesity</li> <li>• diabetes</li> <li>• heart diseases</li> <li>• mental pressure</li> <li>• cancer, depression</li> </ul>	<ul style="list-style-type: none"> <li>• minor game</li> <li>• discussion</li> <li>• consolidation</li> <li>• video clippings</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• expression</li> <li>• content</li> <li>• discussion note</li> </ul>
<p>to understand about the body mass index.</p>	<ul style="list-style-type: none"> <li>• The proportion between weight and height</li> <li>• The healthy features of physical fitness.</li> <li>• Expressive features of physical fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• determining body mass index</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• recording</li> <li>• Analysis of tables.</li> </ul>

## Unit – 3

### My School

#### Objectives

- Objectives of assembly
- To conduct school assembly effectively
- To understand the basic commands
- To get clarity on different class formations
- To conduct the Day observances meaningfully.

#### Content

- School assembly
- basic commands
- class formations
- Day observances.

Learning outcomes	Major concepts	Transactional strategies	Assessment
acquires knowledge concerning school assembly	<ul style="list-style-type: none"> <li>• Types of school assembly</li> <li>• Formation</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• discussion</li> <li>• practice</li> <li>• organization</li> </ul>	<ul style="list-style-type: none"> <li>• participation</li> <li>• excellence in organization</li> <li>• performance.</li> </ul>

**Unit – 3**  
**My School**

**Objectives**

- Aims of assembly
- To conduct school assembly effectively
- To understand the basic commands
- To get clarity on different class formations
- To conduct the Day observances meaningfully.

**Content**

- School assembly
- basic commands
- class formations
- Day observances.

<b>Learning outcomes</b>	<b>Major concepts</b>	<b>Transactional strategies</b>	<b>Assessment</b>
To get familiarized with the school assembly	<ul style="list-style-type: none"> <li>• Types of school assembly</li> <li>• Formation</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• observation</li> <li>• discussion</li> <li>• practice</li> <li>• organization</li> </ul>	<ul style="list-style-type: none"> <li>• participation</li> <li>• skill of organization</li> <li>• presentation.</li> </ul>