

D.EI.ED

SEMESTER

4

Semester – 4

Papers 401 - Educational Psychology Practical Experiences – II

Total Score – 10

Total Time : 10

Continuous Assessment – 10

Class room Transaction : 5 hours

Workshop/Practical : 5 hours

Term Exam -----

Time per week : 1 hour

Practicals – Semester 4

Unit	Content Area	Learning Materials	Process	Product
Semester – 2 Unit – 2 The factors which influence the learning	Activity – 1 The using of MI	Worksheet	The activity which must be done as the continuation of the practical in “S2” <ul style="list-style-type: none">• The Possibility of MI is found at the activities of the school by using worksheet	Report
Semester – 2 The factors which influence the learning	Activity – 2 The factors which influence the Learning Creativity		<ul style="list-style-type: none">• A learning report is prepared• Action research Internship (S4)• A classroom problem is identified which is related to any of the factors which influence the learning.• Conducts, Action Research – prepares report• The package which was prepared in relation with the creativity is tried out in an effective way.	Report of Action Research

Semester – 4**Papers 403 –Malayalam School Experience and Evaluation**

Total Score – 10

Total Time : 60

Continuous Assessment – 10

Class room Transaction : 45 hrs

Workshop/Practical : 15 hrs

Term Exam -----

Time per week : 5 hrs

Units

1. Evaluation and Consolidation of the School Experience
2. Local Texts and Differences in Languages (Time – 8 hours)
3. Pedagogy – Growth of Discourses and Possibilities in the Use of Languages
4. School Experience Programme in Upper Primary Class – II nd Phase
5. Consolidation of the School Experience Programme.

Unit – 1**Evaluation and Consolidation of the School Experience**

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • The views related to teaching are formed by analyzing the School Experience and also by realizing the positive aspects and limitations of teaching 	<ul style="list-style-type: none"> • The Teaching learning Aids, Teaching process, Teaching Techniques etc.. must be altered based on the response of the students in the class • All these things help in planning the ideas of teaching thereafter. • The pedagogical analysis gives – the teacher a comprehensive perspective of teaching. • The appropriate use of the Teaching Learning Aids helps deliver the lessons 	<ul style="list-style-type: none"> • The School Experience is presented in the form of seminar • Based on the indexes, the lessons are planned and implemented and local texts, Action research etc, are also recorded accordingly. 	<ol style="list-style-type: none"> 1) Seminar Report 2) Notes related to assessment.

	<p>in an effective way</p> <ul style="list-style-type: none"> • Action Research helps in finding out and solve the problems of the children. • The possibilities of the local texts must be made useful in the learning of the language • Planning makes teaching extremely effective • The analysis and proper planning of the texts help materialize the learning outcome. • Reflective notes are formed as per the activities of the class. 	<ul style="list-style-type: none"> • Workshop on Teaching Learning Aids • Evaluation, presentation and discussion among the groups. (Each area must be presented individually and findings, positive aspects, draw backs etc must be discussed and consolidated together) 	
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Unit – 2

Dialect (Differences in Languages) and Local Texts

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Curriculum, Local curriculum, and their framing etc. are identified. • Realizes the local texts as complementary to the texts. 	<ul style="list-style-type: none"> • Since there is a diversity in language, Geography, living conditions and culture, a curriculum must be framed, which is locally flexible. • The local texts are extremely vital in enriching the concept attainment by the learners. They are comprehensively involved with the experience and environment of the children. 	<ul style="list-style-type: none"> • National curriculum, the frame work of the Kerala curriculum etc. are analyzed. • The difficulties experienced by the children regional-ly -Discussion. • Compilation of the local dictionary. • Compilation is made based on the possibilities of the Local Texts. • The analysis of the language texts in the U.P class. • The identification of the possibility of the local Text. Workshop to frame the Local Text, presentation, discussion and improvement. 	<ul style="list-style-type: none"> • Assessment notes • Local Text

Unit – 3

Pedagogy – Growth of Discourses and Possibilities in the use of Language

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> The Learning Outcome in the U.P classes, the growth of the Discourse and the possibilities of Spiralling etc are identified. 	<ul style="list-style-type: none"> There must be a sea change in the level of the language, among the U.P students compared to the L.P. students. This change must be visible in all levels like discourses, application of language and ideas. For this learners must be provided apt experiences. Expected outcomes of language discourses should be planned in advance at all levels. 	<ul style="list-style-type: none"> Languages approach, Discussion (L.P, U.P Hand Books) The analysis of the notes of the same discourse in the L.P and U.P Level – discussion, general awareness Examining and fixing of the standard of learning outcome and discourses at the L.P and U.P levels. Common discussion Precision 	<ul style="list-style-type: none"> Notes related to the growth of the Discourse Analysis note

Unit – 4

School Experience Programme in the Upper Primary Class - IInd Phase

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Formulates awareness by analyzing the language texts in the U.P classes in a pedagogical way. Prepares a lesson plan 	<ul style="list-style-type: none"> • A pedagogical analysis is essential to plan the texts. • Proper planning makes activities easier and ensures efficiency. 	<ul style="list-style-type: none"> • Sharing of the first phase school experience, assessment, excellence and short comings, discussion, improvement. • Analyzes the texts and realizes the characteristics. (Group activity) 	<ul style="list-style-type: none"> • Description of the experience • Comprehensiveness of the lesson planning
<ul style="list-style-type: none"> • Acquires practical awareness related to the continuous evaluation. Implements effectively. 	<ul style="list-style-type: none"> • Continuous evaluation is necessary to observe the improvement of the learners. Its possibilities must be included as a part of lesson planning. 	<ul style="list-style-type: none"> • Preparing the lesson plan, presentation, improvement. • Continuous evaluation record-discussion-improvement with the help of evidences. • Finding out the possibility of continuous evaluation in each phase of the lesson planning and its inclusion. 	<ul style="list-style-type: none"> • Record of Lesson Plan
<ul style="list-style-type: none"> • Attains an awareness for making techniques/ tools for the Term End evaluation. • Develops suitable tools. • Achieves ability in Action research by realizing the need, possibility and implementation method of the research. 	<ul style="list-style-type: none"> • Learning outcome, Text, Discourses etc. must be considered while the evaluation tools are constructed. • The result of evaluation must be used for further learning • Action research helps in solving common academic problems in the class. • Action Research helps in planning extended activities by analyzing problems after finding out the level of the students. 	<ul style="list-style-type: none"> • Debate • Class by experts, interview • Development of the evaluation tools. • Sharing of the research experience • Research – Panel discussion • Planning and implementation of the Action Research Project. 	<ul style="list-style-type: none"> • Research (Planning Process) • Evaluation Tools • Report of the Action Research

Unit – 5

Consolidation of the School Experience Programme

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Forms views related to teaching by realizing the excellence and limitations of teaching and also by analyzing the school experience. 	<ul style="list-style-type: none"> • Proper planning is extremely helpful in the transaction of the lesson. • The pedagogical analysis gives a comprehensive view to the teachers. • The proper use of the Teaching Learning Aids helps in the effective transaction of the texts. • Action Research is extremely useful to find out and solve the problems of the children. • The possibilities of the local texts must be used in the language studies. • Planning makes teaching excellent. The analysis and proper planning of the texts are quite helpful to realise the learning outcome. 	<ul style="list-style-type: none"> • Based on the indicators, the planning, implementation, local texts, Action Research etc are recorded. • Assessment in groups, discussion, presentation among groups. • (Each area must be presented separately and the findings, excellence, problems, etc. must be discussed and consolidated). 	<ul style="list-style-type: none"> • Note on School Experience.

Total Score	10	Total time	55 hours
CE	10	Classroom hours	40 hours
TE	-	Preticals/Workshops	15 hours
		Hours in a week	5

INTRODUCTION

Modern trends in education are aimed at creating effective schools. In order to achieve this, all teachers have to develop professionally. Effective school restructuring requires motivation and commitment from the part of teachers. This semester is intended to make the teacher trainees become the part of the 'professional learning community'. The units aim at imparting an overall idea about various ways of professional development. Thus, each teacher trainee will get chances for self- analysis. They will also develop the power of critical appreciation of literary genres.

Objectives

To enable the teacher trainee to

- Apply the fluency and accuracy achieved in real classrooms.
- Develop a habit of micro level classroom planning based on the learning outcomes
- Utilize various opportunities of professional development.
- Inculcate a positive attitude towards English language through critically analysing literary genres.

Unit-1. Planning for classroom transaction

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> • Evaluate course books on the basis of the stipulated criteria • Understand the purpose and principles of planning for effective teaching. • Select and adapt Teaching Learning Materials (TLM) and resources (including digital resources) in planning. • Assess the effectiveness of materials and resources for teaching and learning. 	<ul style="list-style-type: none"> • The features of English Course Books from 6th to 8th standards at various levels • Comprehensive unit plan- Pedagogic analysis-need of concept map in terms of learning outcomes- input and output discourses, language elements and vocabulary -theme etc- Micro planning- Teaching manual up to 8th standard. • Adaptation of materials - effective use of learning resources 	<ul style="list-style-type: none"> • Develops indicators for evaluating course books from 6th to 8th standard • Analyse the course Books of Kerala and NCERT based on the indicators developed • Prepares concept map of all lessons in upper primary classes • Prepare pedagogic analysis - class wise-group wise and individually • Identifies the format of teaching manual by analysing TMs in handbooks and those prepared by practicing teachers, • Analytical class by teacher educator/practicing teacher • Prepares process based teaching manual and conduct try-outs. • TLM workshop • Prepares unit based additional discourses/strategies (stories, rhymes, language games, tongue twisters, puzzles, idioms and proverbs, scripts, list of reference 	<ul style="list-style-type: none"> • Indicators for evaluating textbooks • Analysis report of Course books. • Write-ups based on the analysis • Concept maps of units in the Course Books of Std 6th and Std 7th • Pedagogic Analysis of 3 units • Teaching Manual for internship • Unit based TLMs • 'My discourse collections.

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> Develop contextual language activities for internalising language elements. 	<ul style="list-style-type: none"> Innovative grammar tasks for contextual language learning. 	<ul style="list-style-type: none"> Refers books/websites, theme related entry activities) up to 8th standard Lists language elements from 6th to 8th stds. Takes part in workshops for developing innovative language tasks for transacting language elements. 	<ul style="list-style-type: none"> 'My Grammar Activity Book' prepared by trainees based on the units. Participatin and Contribution of trainees in Workshops.
Unit-2. Continuing professional development			
<ul style="list-style-type: none"> Internalise the relevant aspects of professional development Build capacity in becoming professionally developed Express arguments concerning the need of professional development. 	<ul style="list-style-type: none"> Different modes of professional development Innovative practices Self analysis of the teacher for reflective practice- Reflective teaching -Learning from oneself-learning from others. Norms and codes of professional practice within specific local context. Issues linked to professional conduct and accountability to their own work and behaviour. Awareness of career paths and developments taking account of opportunities and constraints 	<ul style="list-style-type: none"> Takes part in discussions on the need for change based on motivational videos like "starfish" "peacock in the land of penguins"..... Reflects on his/her school days and list down the qualities of language teachers: who influenced them most. Prepares a concept map of traits of good English teachers (vision, knowledge of subject matter, empathy, confidence, communication skills, time management, planning) 	<ul style="list-style-type: none"> Listing of the reflection on professional development Preparing and displaying concept map of traits of good English teacher Write ups on the qualities of a good English teacher

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> Developed confidence in during the teaching processes professionally Develop capacity in conducting Action Research in various aspects / issues regarding English Laug. teaching 	<ul style="list-style-type: none"> Attend in-service courses/ workshops, educational conferences and seminars. Visit other schools. Participate in professional associations of teachers. Observe mentoring teachers Conduct peer observation. Reads professional literature like journals. Action Research - Investigating learners' issues - problem solving - Informal and formal strategies for solving the issues 	<ul style="list-style-type: none"> Develops a power point presentation for a seminar on "Continuing Professional Development". Prepares Action Plan Conducts Action Research Action Research Report 	<ul style="list-style-type: none"> Mode of digital Presentation- Seminar report and seminar paper. List of problems in reflective journal. Action plan for the selected language problems. Preparation of AR Proposal Action Research Report. Evaluation based on indicators
Unit-3. Innovative language learning strategies			
<ul style="list-style-type: none"> Organises innovative language learning strategies for developing English language teaching skills. 	<ul style="list-style-type: none"> English clubs - English fest, Reading Clubs, Reader's Theatre, Language Broadcast Radio in school, Language Lab - can develop English language teaching skills. 	<ul style="list-style-type: none"> Takes part in discussions on innovative strategies and prepare notes on various strategies Conducts try- out of these strategies in the classroom situation 	<ul style="list-style-type: none"> Prepared notes on innovative strategies and classroom implication in the reflective journal.

Learning Outcomes	Concepts	Transactional strategies	Assessment
<ul style="list-style-type: none"> Realize the significance of childrens' literature in English Language Teaching and prepare appropriate childrens' literature for elementary classes. 	<ul style="list-style-type: none"> Childrens' literature - significance-features- Different types of children's literature- Conversion of authentic texts into childrens' literature 	<ul style="list-style-type: none"> Document and analyse the classroom implication of each strategy. Takes part in discussion on Childrens' literature Become familiar with various types of childrens' literature Takes part in workshops for preparing class appropriate children's literature. Conduct try- out of the prepared materials in actual classroom. 	<ul style="list-style-type: none"> Digital documentation showing the involvement of trainees in any one innovative practice Sample childrens' literature prepared by teacher trainee Evaluating the effectiveness childrens' literature in classroom.
Unit-4. Critical appreciation			
<ul style="list-style-type: none"> Develops critical appreciation of various literacy genres. 	<p>Literary appreciation of the suggested books as listed below.</p> <ol style="list-style-type: none"> The English Teacher _ R.K Narayan My story - Kamala Das Selected two Short Stories. An Anthology of Poems (Selected two poems) Adventures of Huckleberry Finn (These can be changed each year) 	<ul style="list-style-type: none"> Reads the books listed and prepares appreciation notes- Presents critical reviews in various occasions- Converts the text into various discourses. Conducts Talk show 	<ul style="list-style-type: none"> Notes of appreciation Sample discourses prepared by teacher trainees Report of Talk Show

D. El. Ed

SEMESTER – 4

Semester – 4

Papers 405 – Maths – Learning and Teaching

Total Score – 70

Continuous Assessment: –

Term Exam – 70

Total Time: : 55 hours

Class room Transaction : 40 hours

Workshop/Practical : 15 hours

Time in one week : 5 hour

Details of the Content

1. The Analysis of the Maths lessons in the Upper Primary class.

- Pedagogical analysis of the content of the Maths lessons in the Upper Primary classes.
- Identifying the growth of the learning outcome
- Planning of the lesson
- Planning of the unit

2. Evaluation in the Upper Primary Class,

- Familiarize the evaluation techniques
- Continuous evaluation
- Familiarize the Blueprint, Student Evaluation Profile

- Preparing the Student Evaluation Profile.
- Peer Assessment.
- Assessment of the teacher
- Self assessment

3. Comparison of the Kerala Mathematics Curriculum and other curriculum.

- Identifying the salient features of the Kerala Mathematics Curriculum
- Comparison of the Kerala Mathematics Curriculum with the National Mathematics Curriculum.
- Comparison of this curriculum with any of the foreign Curriculum

Unit – I

Analysis of the Maths lessons in the Upper Primary Classes.

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> Plans Mathematics Teaching learning process at UP level and analyses pedagogy. 	<ul style="list-style-type: none"> The need and importance of planning Annual Plan, Unit Plan Pedagogical analysis Analysis classes and analysis of its quality 	<ul style="list-style-type: none"> Group Discussion, TB, HB Analysis Analysis classes Pedagogical Analysis Daily Planning Simulation Class of the Co – learner Class of the teacher educator Analysis class The records and materials for these are prepared and improved. 	<ul style="list-style-type: none"> Records of the Analysis Class Monitoring tool and report of the Analysis Class Record of Pedagogical Analysis Observation notes of the Analysis Class Record of Daily Plan Assessment page
<ul style="list-style-type: none"> Prepares analysis notes by making the upper Primary texts and teacher – texts, 	<ul style="list-style-type: none"> Class : 6 units Angles, average, Fractions, factors, multiples, volume, Decimal forms, Decimal methods, joining angles, percentage, algebra (letter Maths), statistics Class : 7 units Parallel lines, changing numbers and un 	<ul style="list-style-type: none"> Classifies Arithmetic, Algebra, Geometry, Mathematics of data into separate units In each area, the units are carefully examined on the basis of indicators and the notes are prepared Concepts. Practical problems and their solving The continuity and growth of concepts The use of learning materials Methods of teaching Teaching strategies Group activity in different groups, discussion 	<ul style="list-style-type: none"> Notes on analysis of the text books in classes VI, VII, VIII Note on discussion Analysis notes on Texts

	<p>changing relations.</p> <ul style="list-style-type: none"> • Repeated multiplication • Area of triangle, square and square root, (Mathematics of speed, constructions of triangles) • Ratio • Money transactions, Numbers and Algebra, Squares and Right Triangles, Negative Numbers, Circular Pictures <ul style="list-style-type: none"> • Class VIII units • Equal triangles, Equations, Polygons, • Money Transaction, Construction of Quadrilaterals, Negative Numbers, Statistics - from each unit, appropriate examples are found out as per the teaching strategies. 	<ul style="list-style-type: none"> • Examples as per various teaching strategies are noted on the basis of unit. <ul style="list-style-type: none"> • Group activity (appropriate activities are prepared for each item in the continuous evaluation) <ul style="list-style-type: none"> • Texts, handbooks etc. are analyzed • With the support of evaluation source book (Prepared by SCERT) NCF and KCF evaluation norms. • Blue print, records for learning improvement, activities for assessment etc are prepared.. 	<ul style="list-style-type: none"> • Learning Materials • Project reports • The assignment given to the children • Resource C.D • Children's Mathematics Dictionary
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Unit – 2

Evaluation in the Upper Primary Class

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Makes use of the possibilities of the continuous assessment • Identifies the evaluation areas in the Upper Primary Classes, Indicators, activities etc are identified 	<ul style="list-style-type: none"> • Evaluation strategies • Continuous evaluation • Blue print, student evaluation profile. • Preparation of SEP 	<ul style="list-style-type: none"> • Group activity (appropriate activities are prepared for each item in the continuous evaluation) • Texts, handbooks, etc. are analyzed • With the support of evaluation Source Book on Assessment (prepared by SCERT) NCF and KCF assessment approaches. • Blue print, school evaluation profile, activities for assessment etc. are prepared 	<ul style="list-style-type: none"> • Activities for continuous assessment.
<ul style="list-style-type: none"> • Realizes various levels of assessment techniques. • Identifies tools in Mathematics. 	<ul style="list-style-type: none"> • Various types of assessments • Self assessment • Peer assessment • Teacher assessment 	<ul style="list-style-type: none"> • By examining the Mathematics Course Books and Resource Books from 6 – 8 classes, various strategies and methods of assessment are familiarized • The learning activities which are used for assessment are listed. • Familiarize the areas of evaluation and indicators. Appropriate evaluation activities are prepared. 	<ul style="list-style-type: none"> • Assessment • Edition

Unit – 3

Comparison of Mathematics Curriculum in Kerala with other Curricula

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none">Familiarizes and compares the Mathematics curriculum in Kerala and other curricula.	<ul style="list-style-type: none">Mathematics Curriculum in KeralaNational Mathematics CurriculumOther foreign Mathematics Curricula (any one)	<ol style="list-style-type: none">ProjectPreparation of report by analyzing various Curricula (Internet, Library reference)	<ol style="list-style-type: none">Project reportVarious curricula note.

SEMESTER – 4 (Science)

Semester – 4

Papers 406 – Science education - Learning and Teaching

Total Score – 70
Continuous Assessment: –
Term Exam – 70

Total Time : 55 hours
Class room Transactions : 45 hours
Workshop/Practical : 10 hours
Time per week : 5 hours

Objectives	Content
<ul style="list-style-type: none">• To acquire the ability to plan the learning activities and make the understanding related to the content of the U.P school science curriculum, Transaction strategies, Learning Aids and evaluation• To acquire the ability to observe and analyse the science classes and perform the activities to make the lesson plan perfect.• To acquire the ability to make use of the various assessment techniques by identifying methods of assessment related to Science learning.	<ul style="list-style-type: none">• Analysis of the Science Course Book• Basic concepts, transaction strategies, evaluation in the Science texts.• Pedagogical analysis of the Science texts.• Science teaching- planning• Assessment and evaluation• Analysis Class• Internship

Unit – I

Analysis of the Science Text

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Analyses Science text books on the basis of aims of science learning and curriculum approach in the UP Classes. 	<ul style="list-style-type: none"> • Science texts - salient features 	<ul style="list-style-type: none"> • The groups are formed and the analysis of the science texts in the U.P classes is done. • Prepares Analysis Format - improves • Preparing of the Analysis Report (group wise) presentation 	<ul style="list-style-type: none"> • Format for Analysis • Report of Analysis
<ul style="list-style-type: none"> • Engages in the experimental and observational activities of the Science texts in the U.P class 	<ul style="list-style-type: none"> • Experimentations and observations • Experimental report 	<ul style="list-style-type: none"> • Listing of the activities of the experiments and observation. • Engaging in the experiments 	<ul style="list-style-type: none"> • Report for experiments and observation
<ul style="list-style-type: none"> • Develops transaction methods through discussion and the clearing of doubts based on the concepts in the Science Text Books. 	<ul style="list-style-type: none"> • Basic concepts of the Science subject in the U.P classes. 	<ul style="list-style-type: none"> • Listing the complex Science concepts, preparing the activities in a scientific way, simulation, discussion, assessment 	<ul style="list-style-type: none"> • Appropriate method, process, activities, transaction, reflection note (in the Science Diary)

Unit – 2

Planning of the Science Class

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Prepares Annual Plan, Unit Plan and Daily Plan. 	<ul style="list-style-type: none"> • Need and importance of Planning • Annual Plan • Unit plan (pedagogical analysis) Structure • Preliminary details • Concept Map, Analysis of the objectives of curriculum. • Learning outcome • Concepts • Process • Process skills • Application level • Creativity level • Values/Attitudes • Learning activities, materials, assessment item, indicators, time. • Materials, expected products • Assessment • Extended activities • Reflective Notes 	<ul style="list-style-type: none"> • A format is prepared by including the units in the science texts, time and term. The lessons are examined. Annual Plan is prepared. (group activity) • Necessity of Unit Planning – discussion • Learning areas of Science, process skills - renewal of understanding . • Preparing of the concept Map, based on this, the objectives of the curriculum are analyzed – recording of the learning outcomes, finding out concepts, deciding the process, appropriate learning activities, materials , products, discussion making (group discussion) Unit Plan is prepared, the participation in process is assessed. • Realizing the necessity of the Daily Plan - Discussion • The pedagogical analysis is checked and the Daily Plan is made by including the-concepts. Proper learning aids are prepared. 	<ul style="list-style-type: none"> • Prepare format of annual Plan • Participation • Self assessment report • Concept Map • Unit Planning • Participation • Self – assessment report • Daily Plan • Self Assessment report

Unit – 3

Assessment and Evaluation

Learning Outcome	Major Concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Prepares reports and formats by applying various assessment methods and evaluation. 	<ul style="list-style-type: none"> • Evaluation and assessment • Term assessment • Areas of evaluation, indicators, grading, evaluation tools • recording of the result of evaluation • Remedial activities • Tools for evaluation • unit test 	<ul style="list-style-type: none"> • The lessons are simulated by using the early prepared daily plan. • The assessment phases are discussed. Self – assessment format is prepared. The situations for feedbacks are also created. New Teaching manual is prepared and simulated. Assessment is made using formats. • From assessment to evaluation – Discussion, Classes, Science Diary, Recording, feedback of analysis, examining of the portfolio, selection of the portfolio for grading, by identifying its growth individually. • Familiarization of term unit test, evaluation tools, • Familiarization of approach, making of the sample. • Recording the result of the evaluation, discussion, acquiring experiences • Remedial activities 	<ol style="list-style-type: none"> 1) Prepared assessment format 2) Simulation report 3) Grading discussion note 4) Format prepared for grading 5) Evaluation tools

Unit : 4

Implementation of Science Class

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none">• Conducts assessment• Prepares the Teaching Manual• Conducts class and makes self assessment.	<ul style="list-style-type: none">• Analysis Class• Class observation• Assessment	<ul style="list-style-type: none">• The class is conducted by preparing Teaching Manual. Analysis is made on the basis of the format. A self assessment is made. (The expertise is acquired to prepare the Electronic Teaching Manual)• Interactive class with the help of Samagra web portal	<ul style="list-style-type: none">• Teaching manual (Planning of the lesson)• Report of Analysis• Self-assessment• Electronic Teaching Manual

Unit – 5
INTERNSHIP

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Conducts class through the internship experience. Evaluates by preparing unit test tool. • Identifies the challenges and problems experienced in Science teaching. 	<ul style="list-style-type: none"> • Conducting the class • observation of the class • Unit Test – making the Tool for Evaluation – grading • The challenges and problems in the Science teaching 	<ul style="list-style-type: none"> • The class is conducted as per the schedule of the Unit Plan and Daily Plan. The class is completed with the observation and evaluation of the co – learners and the Mentor Teacher. Evaluation is made by preparing Tool - Blue print, question paper, answer key, grading profile • The problems which were identified are listed (through the self – assessment of the internship). One problem is solved through Action Research. 	<ul style="list-style-type: none"> • Unit Planning • Daily Planning • Report of the mentor • Report of the co – learner • Unit Test tool • Unit Test Analysis report • Report of Action Research

SEMESTER – 4 (Science)

Semester – 4

Papers 408 – Planning and Execution of Work Education and Art (U.P. Level)

Total Score – 8

Continuous Assessment: –

Term Exam – 8

Internship : 8

Total Time: 8 hours

Class room Transaction : 5 hours

Workshop/Practical : 13 hours

Time per week : 1 hour

Part – I Art Education

Objectives	Content
<p>Unit – I Art learning (UP) : Learning outcome, analysis of the lessons, planning of the lessons, adaptation</p> <ul style="list-style-type: none"> • To find out the learning outcome related to work learning by examining the Source book (Art learning U.P) • To conduct the analysis of the lessons and to make the lesson plan as per the areas • To plan proper adaptation activities <p>Unit – 2 Class room Transaction, Evaluation</p> <ul style="list-style-type: none"> • To transact the lesson at the class (on the basis of the Teaching Manual in the U.P level) • To assess the Learning outcomes 	<p>Unit - 1 Work experience (UP)</p> <ul style="list-style-type: none"> • Learning Outcome, analysis of the lessons, planning of the lesson, adaptation • Work learning – UP curriculum, Learning – outcome as per the areas • Independent analysis of the text, planning of the lesson • Integrated Analysis of the text, planning of the lesson. • Proper adaptation activities <p>Unit – 2 Classroom Transaction, Evaluation</p> <ul style="list-style-type: none"> • Analysis Classes, school experience • Evaluation related to learning outcomes • Unit Test

Unit – 1

Art Learning - UP Learning outcomes, analysis of the lesson, Planning of the lesson, adaptation

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Art Learning – Lists the learning outcomes of the U.P levels (area wise) • Prepares the analysis of the lessons, planning of the lessons etc. in the U.P level. (both independent and integrated) • Integrates appropriate adaptation activities in the planning of the lesson 	<ul style="list-style-type: none"> • Related to the learning outcome, there are conceptual skills and professional skills. • Along with the learning outcome, the attitudes and values are acquired. • In the learning of the art, there are both independent activities and integrated activities • Both the activities mentioned above must be given in the U.P classes. Accordingly, a separate lesson plan is needed. • For the proper transaction of the text, suitable adaptation activities are extremely vital. 	<ul style="list-style-type: none"> • Art learning -examining the U.P Source Book • Discussion • The learning outcome is listed as per the areas. • An independent and integrated lesson plan is prepared (By considering suitable adaptation activities) 	<ul style="list-style-type: none"> • Table • Assessment of the understanding • Lesson plan record (independent and integrated)

Unit – 2

Classroom Transaction, Evaluation

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none">• Makes the class room transaction as per the lesson plan and assesses learning outcomes	<ul style="list-style-type: none">• The learning outcome must be ensured through the classroom transaction• Through appropriate method ensure the achievement of the learning outcome by the children.	<ul style="list-style-type: none">• Analysis Class• School Experience• Preparing the self – reflection notes• Unit Test, practical assessment, recording	<ul style="list-style-type: none">• Transaction• reflection notes• records of assessment

Semester – 4

Total Score – 7

Continuous Assessment: –

Term Exam

Internship – 7

Papers 408 – Art, Work Education Planning and Execution – U.P level

Total Time: 12 hours

Class room Transaction : 7 hours

Workshop/Practical : 5 hours

Time per week : 1 hour

Part – 2 Work Education

Objectives	Content
<p data-bbox="289 662 394 686">Unit – I</p> <p data-bbox="289 695 873 792">Work Education(UP) : Learning outcome, analysis of the lesson, planning of the lesson, adaptation</p> <ul data-bbox="212 837 873 1040" style="list-style-type: none"> <li data-bbox="212 837 873 935">• To find out learning outcomes related to education by examining the Source Book (Work education UP) <li data-bbox="212 943 873 1008">• To conduct planning of the lessons and analysis of the lessons as per the areas <li data-bbox="212 1016 873 1040">• To plan proper adaptation activities <p data-bbox="289 1081 394 1105">Unit – 2</p> <p data-bbox="289 1114 758 1138">Class room Transaction, Evaluation</p> <ul data-bbox="212 1187 873 1276" style="list-style-type: none"> <li data-bbox="212 1187 873 1243">• To transact as per the lesson plan (U.P) prepared <li data-bbox="212 1252 873 1276">• To assess the learning outcome 	<p data-bbox="982 662 1087 686">Unit – I</p> <p data-bbox="982 695 1692 760">Work Education (UP) : Learning outcome, analysis of the lessons, planning of the lesson, adaptation</p> <ul data-bbox="940 805 1692 976" style="list-style-type: none"> <li data-bbox="940 805 1692 870">• Work Education - UP curriculum, learning outcome as per the areas. <li data-bbox="940 878 1692 902">• Independent analysis of the lesson, planning of the lesson <li data-bbox="940 911 1692 935">• Integrated analysis of the lesson, planning of the lesson. <li data-bbox="940 943 1692 976">• Proper adaptation activities <p data-bbox="982 1081 1087 1105">Unit – 2</p> <p data-bbox="982 1114 1444 1138">Classroom Transaction, Evaluation</p> <ul data-bbox="940 1154 1461 1252" style="list-style-type: none"> <li data-bbox="940 1154 1461 1179">• Analysis classes, school experience <li data-bbox="940 1187 1461 1211">• Evaluation related to learning outcome <li data-bbox="940 1219 1461 1252">• unit test

SEMESTER – 3

Paper : The Planning and Implementation of the Work Learning Classes – UP level

1. Work Education - UP : Learning outcome, analysis of lessons, planning of the lesson, adaptation.

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • The learning outcome as per the areas of UP level work education is listed. • The analysis and planning of the lessons in the UP classes are prepared both independent and integrated. • Proper adaptation activities are integrated in the planning of the lesson 	<ul style="list-style-type: none"> • Related to the learning outcome, there are skills associated with concepts and profession • Along with the learning outcome attitudes and values are acquired. • In the work learning there are independent activities and integrated activities. • Both of these must be imparted at the UP classes • As per this, particular planning of the lesson is necessary. • For the proper transaction of the lessons, suitable adaptation activities are necessary. 	<ul style="list-style-type: none"> • Work learning- examining UP Source Book • Discussion • As per the areas, the learning outcome is listed. • An independent and integrated lesson plan is prepared, (By considering proper adaptation activities) 	<ul style="list-style-type: none"> • Table • Assessment of the understanding • Record of lesson planning (independent and integrated)

2. Classroom Transaction, Evaluation

Learning Outcome	Major concepts	Transaction Strategies	Assessment
<ul style="list-style-type: none"> • Prepares the lesson plan, • As per the prepared lesson plan the classroom transaction is made and the learning outcome is also assessed. • Attains skill in teaching art through pedagogical analysis, analysis of the lessons and planning of the lesson 	<ul style="list-style-type: none"> • The learning outcome is ensured through classroom transaction • The effectiveness of the learning outcomes of the students, must be evaluate during suitable methods. • UP wing (VI – VIII) School Art Education curriculum • Pedagogy: What? Why? How? • Analysis of the lessons • Format : • Learning outcome, Major concepts, activity/process, assessment, the possibilities of adaptation, Learning Material, Time • School Art Education curriculum - the analysis of the learning outcomes • Improving content understanding 	<ul style="list-style-type: none"> • Analysis Class • School Experience • Preparing the self – reflection note • Unit Test, practical assessment, recording • discussion on the basis of indicators • Consolidation • Selection of appropriate methodology, which is suitable for developing concepts and practical skills in Art Education. • Familiarization of the UP school curriculum (VI – VIII) • Learning outcomes – analysis • Improving content awareness • Analysis of the existing UP level Arts Source Book • The analysis and planning of the separate teaching methods for the CWSN is also done 	<ul style="list-style-type: none"> • Transaction • reflection notes • records of assessment • A note on discussion • School curriculum analysis note on learning outcome. • Reflection note • A note on lesson plan • Teaching learning materials

	<ul style="list-style-type: none"> • Assessment, What? Why? How? • Details of the score , grading <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> • Possibilities of adaptation for the children with special needs (HI, VI, MR, LD, Handicapped) • Special planning • Use of methodology for attaining specific aim • qualitative assessment • Maximum encouragement • Providing chances for performance and exhibition • Planning of the lesson • Making of Learning Material • Assessment </div>		
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SEMESTER - IV

Paper – 409 - Health and Physical Education

Total Score : 10
CCE : -
Public Examination : -
Internship : - 10

Total Time : 15 Hr
Class room Transaction : 10 Hr
Workshop/Practical : 5 Hr
Time in one week : 1 Hr

Unit – 1

Teaching Learning Methods of Health and Physical Education

(Upper Primary Level)

Introduction

Two units are included in Semester IV of Health and Physical Education. The details of school curriculum of Health and Physical education (Upper primary) and research activities (School level) are included.

Score of Internship: 10

Objectives

- To familiarize with the Health and Physical education at the upper primary level.
- To develop competency in the pedagogic analysis.
- To understand the details of Health and physical education and lesson plan.
- To recognize the value points and indicators for assessing Health and Physical educations.

Contents

1. Pedagogic analysis
2. Analysis of the teacher text and activity book of the primary classes.
3. The growth and development of curriculum.

Unit – 1
Analysis of Health and Physical Education

Learning Outcomes	Main ideas	Transaction techniques	Assessments
Develop competency in pedagogic analysis	Pedagogic Analysis	Pedagogic analysis	Document of analysis
Familiarizing the Health and Physical education in upper primary classes.	Analysis and Detailing of Health and physical education	Comprehensive analysis	<ul style="list-style-type: none">• Document of pedagogic analysis.• Comprehensive plan• Teaching manual

Unit – 2
Research Activities (School Level)

Objectives

- To identify the physical deformation and plan remedial measures.
- To test the physical fitness and provide follow up activities

Content

- Physical structural deformities – Research and Remedies.
- Physical fitness test and follow up activities

Learning Outcomes	Main ideas	Transaction techniques	Assessments
<ul style="list-style-type: none"> • Acquire knowledge by analysing to the reasons and remedies of physical deformities. • Develop competency in assessing physical fitness • Implementing the remedial measures 	<ul style="list-style-type: none"> • Main structural deformities. <ul style="list-style-type: none"> - Kaifosis - Lordosis - Scoliosis - Knock-knee - Bow-legs - Flat Foot • Reasons • Remedies • Test of physical fitness • Remedial exercises 	<ul style="list-style-type: none"> • Power point presentation. • Video presentation • Follow up activities <ul style="list-style-type: none"> - Planning - Implementation • Familiarizing Test manual. • Implementation of Tex 	<ul style="list-style-type: none"> • Participation • Performance • Report • Participation • Performance Report • Participation • Performance • Report

SEMESTER – 4

Paper – 410- Social Science – Learning and Teaching II

Total score - 70
 CE - 10
 Public Exam - 80

Total Time - 55 hrs
 Class Room Transaction - 45 hr
 Workshop/Practicals - 10 Hr
 Time in one week - 6 hr

Unit 1 – Planning and Transaction of Curriculum

Learning Outcomes	Main ideas	Transaction Techniques	Assessment
<ul style="list-style-type: none"> Analysing and presenting the planning levels of curriculum transaction. 	<ul style="list-style-type: none"> Curriculum Transaction planning <ul style="list-style-type: none"> Annual plan Unit plan Daily plan Work calendar 	<ul style="list-style-type: none"> Discussing the structure relevance and importance of annual plan and unit plan with the help of documents. 	<ul style="list-style-type: none"> Discussion points. Unit plan (modified)
<ul style="list-style-type: none"> Develop the teaching manuals by realizing it's importance in teaching learning process. 	<ul style="list-style-type: none"> Teaching manuals 	<ul style="list-style-type: none"> Develop teaching manuals in groups based on the presentation of the teaching manual by the teacher education, presentation, Discussion, modification and develops teaching manual individually based on selected lessons. - Presentation- 	<ul style="list-style-type: none"> Discussion points Teaching manual develops by the trainers.
<ul style="list-style-type: none"> Develops tables by realising the importance of teaching learning materials. 	<ul style="list-style-type: none"> Teaching learning materials. Importance of Teaching learning materials. <ul style="list-style-type: none"> Guidance and suggestions Possibilities of ICT Sources 	<ul style="list-style-type: none"> The role of teaching learning materials in class rooms transaction. Find out the methods of developing teaching learning materials, develops tables. 	<ul style="list-style-type: none"> Notes

<ul style="list-style-type: none"> Identifying and recording the sources of digital resources. 		<ul style="list-style-type: none"> Discussion and note making based on developing teaching learning materials. Finding out the digital resources and websites with the assistance of teacher educator. 	
<ul style="list-style-type: none"> Developing calendar based on the action plan of various subjects. 	<ul style="list-style-type: none"> School working calendar. <ul style="list-style-type: none"> Annual working calendar. Club activities Field visit Exhibitions 	<ul style="list-style-type: none"> Develop annual working calendar based on a group discussion. Finding out different progress to be conducted in the present academic year. Develops calendar based on discussion and conclusion. Discuss the importance of presenting it in the S.R.G. 	<ul style="list-style-type: none"> Participations in discussion. Tool developed for interview.
Unit 2			
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<ul style="list-style-type: none"> Developing the evaluation tools with the help of guidelines by recognizing the importance of evaluation techniques. 	<ul style="list-style-type: none"> Question paper. <ul style="list-style-type: none"> Evaluation tools Guide lines Question paper Steps of development Answer key Evaluation 	<ul style="list-style-type: none"> Analyses question papers with the help of teacher educator. Discuss the importance. Familiarise the answer key. 	<ul style="list-style-type: none"> Participation in discussion. Notes of discussion
<ul style="list-style-type: none"> Develops question for assessment. 	<ul style="list-style-type: none"> Assessment questions <ul style="list-style-type: none"> Structure of questions Connection with the content Benefits of questions. 	<ul style="list-style-type: none"> Teacher presents sample questions. Discussion Consolidation Develop questions based on the learning outcomes selected by the group. 	<ul style="list-style-type: none"> Questions developed

	- Score	Presentation Modification	
Unit 3 – Social Science			
<ul style="list-style-type: none"> Recognises and explains the recordings of progress report. 	<ul style="list-style-type: none"> Research and solving issues of social science. Research methods in social science. <ul style="list-style-type: none"> Project, survey case study. Research tools Analysis Conclusion Report 	<ul style="list-style-type: none"> Listing the social issues felt locally. Discuss the possibilities of research. Develops tools for data collection. Writes report by analyzing data collected by the trainee. Importance of Social science-Discussion 	<ul style="list-style-type: none"> Report Discussion notes
<ul style="list-style-type: none"> Takes up research projects by realizing the importance of research in Social science. 	<ul style="list-style-type: none"> Action research <ul style="list-style-type: none"> Relevance Steps 	<ul style="list-style-type: none"> Teacher educator presents the experience of action research-Discussion Discussion on Action research. Relevance of Action research in Social science Education. 	<ul style="list-style-type: none"> Participation in discussion Notes of discussion
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Unit – 4 School experience Programme			
<ul style="list-style-type: none"> Develops teaching manual by realising the importance of school experience programme, Develops teaching manual. 	<ul style="list-style-type: none"> School experience programme Planning for classroom teaching. <ul style="list-style-type: none"> Observing original classes Observation classes 	<ul style="list-style-type: none"> Observing classes of teacher educators and social science teachers – Discussion. Assessing and discussing the teaching manual developed after classroom transaction (Including response page and reflection notes) 	<ul style="list-style-type: none"> Annexure documents Performance in the classroom

	<ul style="list-style-type: none">- Analysis classes- Teaching manual- Development of tools for teaching (teaching aids)- School experience programme- Assessment of class		
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