



## Content - Semester - 2

The second semester ( $S_2$ ) of the D.Ed course will correspond to the period November - March each year; all papers during this semester will be evaluated continuously. However, all the papers will not have written exams. The details of the papers in the second semester are given below.

### 8.1 Papers in Second Semester ( $S_2$ )

There are 6 papers the second semester. The paper 'Language Teaching - Theory and Application' focuses on teaching of mother tongue. For the learning of the

English language, the paper 'English Language Teaching Theory and Practice' has been suggested. The papers 'Teaching Environmental Studies', 'Learning of Mathematics at the Primary Level', 'Art Education and Work Experience' and 'Health and Physical Education' are suggested for Environmental Studies, Mathematics, Art Education and Physical Education respectively.

### 8.2. Second Semester $S_2$ - Paper - Details of Score

| No. | Paper No.          | Title of paper                                | Details of the Score  |             |            |
|-----|--------------------|---|-----------------------|-------------|------------|
|     |                    |   | Continuous Evaluation | Theory Exam | Total      |
| 1   | $S_2 \cdot P_7$    | Language teaching : Theory & Practice         | 20                    | -           | 20         |
| 2   | $S_2 \cdot P_8$    | English language teaching - Theory & Practice | 20                    | 60          | 80         |
| 3   | $S_2 \cdot P_9$    | Teaching of Environmental Studies             | 20                    | 60          | 80         |
| 4   | $S_2 \cdot P_{10}$ | Learning of Mathematics at Primary Level      | 20                    | 60          | 80         |
| 5   | $S_2 \cdot P_{11}$ | Experience                                    | 20                    | -           | 20         |
| 6   | $S_2 \cdot P_{12}$ | Education                                     | 20                    | -           | 20         |
|     |                    | <b>Total</b>                                  | <b>120</b>            | <b>180</b>  | <b>300</b> |
|     |                    | Internship                                    |                       |             | <b>200</b> |
|     |                    | <b>Total</b>                                  | <b>120</b>            | <b>180</b>  | <b>500</b> |

For the learning of English Language, Environmental Studies and Mathematics a public examination (score of 60) and continuous evaluation (score of 20 each) has been suggested. For other subjects like learning of mother tongue, Art Education and Work Experience, Health and Physical Education there will be only continuous evaluation in the S<sub>2</sub> Semester.

Teaching practice for L.P level is also included in this semester. The score for this will be 200. Details are given in the 3rd chapter.

### 8.3 Details of papers in Second Semester

#### 8.3.1 Language Teaching - Theory and Application

This paper is related to learning of mother tongue. Only continuous evaluation is suggested for this paper. The details of the contents of this paper are given below.

| <b>Paper No.</b>                   | <b>Name of the Paper</b>                           |
|------------------------------------|--|
| <b>S<sub>2</sub>.P<sub>7</sub></b> | <b>Language Teaching Theory &amp; Application</b>  |
| <b>Total Score</b>                 | <b>: 20</b><br><b>(continuous evaluation only)</b> |
| <b>Total Semester Time</b>         | <b>: 85 hrs</b>                                    |
| <b>Time in one week</b>            | <b>: 6 hrs</b>                                     |

#### **Content**

**Unit 1 : Teaching of mother tongue**  
**(Time 10 hrs)**

**Unit 2 : Fundamental Skills**  
**(Time 20 hrs)**

**Unit 3 : Language Teaching - Language Aquisition, Learning**  
**(Time 25 hrs)**

**Unit 4 : Planning and Language Teaching**  
**(Time 30 hrs)**

## S<sub>2</sub>-P<sub>7</sub> Language Teaching - Theory and Application - Unit Details

| Content   | Transaction  |
|---|--|
| <p><b>Unit 1 : Teaching of Mother Tongue (10 hours)</b></p> <ul style="list-style-type: none"> <li>• Social, culture, political background - literacy policies</li> <li>• Approaches, perspective about the teaching methods. Importance and Relevance of teaching of Mother Tongue.</li> <li>• Language teaching and learning about a language</li> </ul> <p><b>Unit 2 : Fundamental Skills (20 hours)</b></p> <ul style="list-style-type: none"> <li>• Listening - teaching methods</li> <li>• Listening and attention</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Formal and informal speech</li> <li>• Problems in speech psychological analysis</li> <li>• Techniques to improve speaking skills.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Teaching approach from general to particular (Top to Bottom approach) from particular to general (Bottom to Top approach)</li> <li>• Teaching Techniques</li> <li>• Reading for understanding the ideas</li> <li>• Critical reading</li> <li>• Use of different types of writing as reading texts (the method where one lesson is used for different learning needs)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Features of the writing system and alphabets in Malayalam-problems in teaching of writing.</li> <li>• Twin approaches : manuscripts - general to particular/particular to general. Problems, approaches</li> <li>• Features of the writing method, order of scripting, proportion</li> <li>• The function &amp; structure of various discourses</li> <li>• Beginning, organisation of sentences, titles, subtitles.</li> <li>• Symbol</li> </ul> | <ul style="list-style-type: none"> <li>■ Summarize the different perspectives of various educational commissions about teaching of mother tongue. Conditions of RTE Act after discussion.</li> <li>■ Analyses Gandhiji's argument that mother tongue should be the medium of instruction.</li> <li>■ Discusses the social conditions that result in the lessening importance of mother tongue in education.</li> </ul><br><ul style="list-style-type: none"> <li>■ Plans activities to improve listening skill</li> <li>■ Analyses different examples of speech</li> <li>■ Plans activities to improve speaking skills</li> <li>■ Finds the different approaches and methods followed in primary textbooks at different phases and compare them.</li> </ul> <ul style="list-style-type: none"> <li>• Examines the students' reading pace and comprehension using various types of reading materials/texts (different in font size, length of sentences, lay out etc)</li> <li>■ Develops reading materials based on different approaches.</li> <li>■ Discusses the scope for footnotes, questions etc.</li> <li>■ Prepares notes and plans activities to assess the reading skill.</li> <li>■ Examines various discourse forms and evaluates their structure</li> </ul><br><ul style="list-style-type: none"> <li>• Analyses and finds out the structural features of discourse forms.</li> </ul><br><ul style="list-style-type: none"> <li>■ Introduces writing methods.</li> <li>■ Decides the merits and limitation of one's own writing on the basis of clear-cut indicators</li> <li>■ Develops writing activities needed for various classes</li> <li>■ An action research to improve the article.</li> <li>■ Plans learning activities to make the learner understand the structure of language and to improve the language.</li> </ul> |

| Content   | Transaction  |
|---|--|
| <p><b>5. Expansion of Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Vocabulary of Malayalam - Problems and limitations</li> <li>• Different types/varieties of words - words and meanings</li> <li>• Metaphorical language</li> <li>• Use of dictionaries</li> <li>• Expansion of - different approaches (Inductive approach, deductive approach)</li> </ul> <p><b>Unit - 3 : Language Teaching - Learning Acquisition and Learning (25 hours)</b></p> <ul style="list-style-type: none"> <li>• Learning of mother tongue and other languages - Language teaching, approach - method - technique, two streams in language teaching - structural approach, communicative approach, cognitive approach, teaching of language skills, objective teaching, wholistic teaching, whole language approach</li> <li>• Integrated approach</li> </ul> <p><b>Unit - 4 : Language teaching and planning</b><br/>Scientific analysis of teaching (30 hours)</p> <ul style="list-style-type: none"> <li>• Analysis of learning areas in the language textbooks of classes 1 to 8 - Areas.</li> <li>• Learning objectives <ul style="list-style-type: none"> <li>- Linguistic</li> <li>- Ideological</li> <li>- Aesthetic</li> <li>- Discourse forms</li> <li>- Style</li> </ul> </li> <li>• Learning activities <ul style="list-style-type: none"> <li>- Child-centred</li> <li>- Knowledge development</li> <li>- Group activity</li> <li>- Multilevel consideration</li> <li>- Evaluation scope</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Prepares devices to examine the concept comprehension of selected words in the text-book and to test the comprehension of the learner at different levels</li> <li>• Analyses curriculum and textbooks and examines if there are skills that can be acquired through means other than learning. <ul style="list-style-type: none"> <li>■ Finds out the approach on which the selected learning activities are based on.</li> <li>■ Prepares lesson plan to transact the desired activity based on different approaches.</li> <li>■ Prepares teaching activities to transact language skills in wholistic manner.</li> <li>■ Finds out the content area in the Ist and IInd standard where there is a possibility of integration.</li> <li>■ Analyses the language textbooks of classes 1 to 8 and finds out the aesthetic level, language peculiarities and presentation skills in the lessons.</li> </ul> </li> <li>• Pedagogic analysis of learning activities.</li> <li>• Organises learning areas of various classes considering the curriculum objectives</li> </ul> |

| <b>Content</b>   | <b>Transaction</b>  |
|--|---|
| <ul style="list-style-type: none"> <li>• Advance preparations necessary for language teaching</li> <li>• Unit planning - Analysis of contents</li> <li>• Planning of Lesson</li> <li>• Daily planning</li> <li>• Choosing and constructing the materials for teaching learning process</li> <li>• Adaptation activities for CWSN</li> <li>• Evaluation strategies</li> </ul> | <ul style="list-style-type: none"> <li>■ Try out classes</li> <li>■ Analytical classes by teacher educators</li> <li>■ Analytical classes by fellow learners</li> <li>■ Analysis of lesson on the basis of units in the textbook</li> <li>■ Plans and prepares teaching - learning materials for different stages</li> <li>■ Design and prepare learning materials to suit the level of CWSN</li> <li>■ Finds out the scope for continuous and comprehensive evaluation.</li> </ul> |

### 8.3.2 English Language Teaching: Theory and Practice

As a part of English Language Education, in Semester 2, the paper 'English Language Teaching: Theory and Practice' is included in this semester.

| Paper No.                      | Name of Paper   |
|--------------------------------|---|
| S <sub>2</sub> .P <sub>8</sub> | <b>English Language Teaching:<br/>Theory and Practice</b> |
| <b>Total Score</b>             | <b>: 80 (CE - 20 + TE - 60)</b>                           |
| <b>Total Semester time</b>     | <b>: 90 hrs.</b>  |
| <b>Time in one week</b>        | <b>: 6 hrs.</b>   |

#### Content

- Unit 1 (Time: 45 hrs.)** : An Overview of Principles and Methods in Language Teaching
- Unit 2 (Time: 45 hrs.)** : Classroom Processes and Teaching-Learning Strategies

S<sub>2</sub>.P<sub>7</sub> English Language Teaching: Theory and Practice - Unit Details

| Content area  | Method of transaction   |
|---|---|
| <p><b>Unit 1(Time : 45 hrs.) An Overview of Principles and Methods in Language Teaching</b></p> <p><b>a) Behaviouristic and cognitive approaches to language learning</b><br/> <b>Sub topics</b><br/>           Grammar translation method, structural-oral-situational approach, audio lingual method<br/>           Communicative language teaching, total physical response, Social constructivist approaches</p> <p><b>b) Multiple intelligence</b><br/> <b>Sub topics</b><br/>           The nine domains of intelligence<br/>           Application of the MI theory in language classrooms</p> | <ul style="list-style-type: none"> <li>• This paper is intended to enable the student teachers to gain insight into the general principles in second language learning and acquisition by familiarizing them with various methodologies, techniques and strategies of teaching English. The unit also will have scope for evaluating the principles and methods with reference to the needs of the young learners. Special focus needs to be given to create awareness among the student teachers of the issues and problems of teaching English at the elementary level in Kerala. The paper also envisions to provide the student teachers hands on experience in analysing textbooks and identifying the curricular expectations of each unit and to identify the assumptions on language and language learning reflected in them. It will also help them develop awareness of effective strategies and techniques to transact the components in the different units of the textbook.</li> <li>• Three sets of English textbooks one in the structural approach another in the communicative approach and the current textbooks are distributed to the student teachers and are asked to analyze the texts, the tasks and activities given. They identify the approach(es) suggested in them. Let them comment on the differences they find in the approach to language and language learning reflected in them. Teacher educator presents behaviouristic and cognitive approaches to language learning and screens videos available on the You Tube in the series' Language Teaching Methods' to familiarize student teachers, on the nature of classroom transaction and strategies under different methods (e.g. <a href="https://www.youtube.com/watch?v=3kRT-rsKxn4">https://www.youtube.com/watch?v=3kRT-rsKxn4</a> )<br/>           Student teachers are asked to write notes on different methods/approaches in their reflective journal</li> <li>• Teacher educator presents Howard Gardner's speeches available in the links,<a href="https://www.youtube.com/watch?v=zcJyD4VR9h8">https://www.youtube.com/watch?v=zcJyD4VR9h8</a> ,<a href="https://www.youtube.com/watch?v=l2QtSbP4FRg">https://www.youtube.com/watch?v=l2QtSbP4FRg</a> and initiates a discussion on multiple intelligence - Student teachers review the tasks in the elementary English textbooks and comment on the scope of addressing multiple intelligence of the learners through them. Student teachers are asked to design activities which address the multiple intelligence of the learners for prose and poetry texts given to them</li> </ul> |

| Content area  | Method of transaction   |
|---|---|
| <p><b>c) SLA theories</b><br/> <b>Subtopics</b><br/> Stimulus response theory of the behaviourists<br/> Universal grammar theory of Chomsky<br/> Input hypothesis of Krashen<br/> Socio-cultural theory of Vygotsky</p> <p><b>Unit 2 Classroom Processes and Teaching-Learning Strategies (45 hrs.)</b></p> <p><b>a) Pedagogic analysis</b><br/> <b>Subtopics</b><br/> Analyzing Elementary English textbooks and handbooks in terms of unit objectives, texts types, activities, tasks, vocabulary, language elements etc.</p> <p><b>b) Strategies for making learning more authentic and effective</b><br/> <b>Subtopics</b><br/> children's literature, integrating ICT, Using Web resources, reference materials</p> <p><b>c) Addressing issues of learners with special educational needs</b><br/> <b>Subtopics</b><br/> Adapting the textbooks, realia, concept maps, scope of ICT, mentoring</p> | <ul style="list-style-type: none"> <li>• Teacher educator screens videos available on the You Tube to familiarize the different theories from the following sites and initiates a discussion on language acquisition<br/> <a href="https://www.youtube.com/watch?v=8Xe_nRCEPmk">https://www.youtube.com/watch?v=8Xe_nRCEPmk</a><br/> <a href="https://www.youtube.com/watch?v=vbKO-9n5qmc">https://www.youtube.com/watch?v=vbKO-9n5qmc</a><br/> <a href="https://www.youtube.com/watch?v=-2gDVZBMJLs">https://www.youtube.com/watch?v=-2gDVZBMJLs</a><br/> <a href="https://www.youtube.com/watch?v=AkBbniuiMU0">https://www.youtube.com/watch?v=AkBbniuiMU0</a><br/> Student teachers conduct a seminar on the different theoretical perspectives -and write reports in their reflective journal<br/> or<br/> student teachers organise guest talk / panel discussion / debate on language acquisition and write reports in reflective journal.</li> <br/> <li>• Student teachers in groups prepare a concept map of all the components in the textbooks and handbooks in use in different classes. Groups present their observations on the appropriacy of texts, tasks/activities in achieving the objectives listed in the handbooks.</li> <br/> <li>• Student teachers compile a book in not more than 50 pages for elementary level learners which includes stories, anecdotes, poems, memoirs, games, tongue twisters, puzzles, essays, text of speeches, skits, screenplay of short films, list of reference books etc. They prepare a preface for the book. They also have to suggest at least one extended activity to each text.</li> <li>• Student teachers prepare a slide presentation showing 25 most useful websites for elementary level learners. The presentation may contain screenshots of the home page of the site, the URL of the sites and the main purpose for which the site can be accessed.</li> <li>• Student teachers are given hands on experience in adapting a unit of the textbook for learners with special educational needs. They present the adapted version with adapted activities and substantiate the adaptations they have made. Student teachers develop adapted texts and activities to help the learners understand concepts better with the help of web resources and real objects</li> </ul> |



| Content area  | Method of transaction   |
|---|---|
| <p><b>d) Strategies for collaborative learning</b><br/> <b>Subtopics</b><br/>           Group work, games, dramatization, role play, simulation, surveys, projects, seminars, discussions, debates etc.</p> <p><b>e) Developing teaching manual</b></p> | <p>Teacher educator presents the slides from the link <a href="https://www.youtube.com/watch?v=lf9ILDhR80w">https://www.youtube.com/watch?v=lf9ILDhR80w</a> and explains the concept of mentoring. Every student teacher identifies a learner with special educational needs and establishes a mentor/mentee relationship over a period of minimum four months. Student teacher prepares a profile of the learner and records the different activities/steps he/she has taken in mentoring the learner</p> <ul style="list-style-type: none"> <li>• Teacher educator presents the slides from the link <a href="https://www.youtube.com/watch?v=KDhvvo5FBTY">https://www.youtube.com/watch?v=KDhvvo5FBTY</a> and initiates a discussion on collaborative learning strategies. Student teachers develop collaborative activities for the texts assigned to them by the teacher educator and present them. Self-assess and peer-assess the presentations. They are asked to write their reflections on collaborative learning and individual learning in the reflective journal.</li> <li>• Student teachers analyze sample teaching manuals given in the handbooks, evaluation sourcebook (SLATE prepared by SCERT) and teaching manuals of practicing teachers and identify the format and details given in the TM. Student teachers develop TMs for two different lessons at the lower primary level and try them out. Student teachers reflect on the tryout and present their observations.</li> </ul> |

### Suggested Reading

Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide*. Penguin. (New Edition)

Jack. C. Richards and Theodore Rodgers. (2001) *Approaches and Methods in Language Teaching*. New York: Cambridge University Press. (2nd edition)

George Yule. (2010) *The Study of Language*. Cambridge University Press (4th edition)

Callum Robertson and Richard Acklam. (2000) *Action Plan for Teachers: A Guide to Teaching English*. British Broadcasting Corporation (<http://englishagenda.britishcouncil.org/sites/ec/files/books-action-plan.pdf>)

SCERT Kerala, SLATE (2005)

### 8.3.3 Teaching of Environmental Studies

The paper Teaching of Environmental Studies is included in the second semester in connection with Environmental studies. There will be a public exam and continuous evaluation for this paper. The details of the paper are given below

| <b>Paper No.</b>                   | <b>Name of the paper</b>  |
|------------------------------------|---|
| <b>S<sub>2</sub>.P<sub>9</sub></b> | <b>Teaching of Environmental Studies</b>                                    |
| <b>Total score</b>                 | <b>: 80</b><br><b>(Continuous Evaluation: 20</b><br><b>Public Exam: 60)</b> |
| <b>Total Semester Time</b>         | <b>: 65 hrs</b>   |
| <b>Time in one week</b>            | <b>: 5 hrs</b>  |

### Content

**Unit 1:** Curriculum for Environmental Studies  
(Time: 20 hrs.)

**Unit 2:** Towards the text book on Environmental Education (Time: 20hrs.)

**Unit 3:** Teaching of Environmental Studies- Planning, Implementation, and Evaluation. (Time: 25hrs.)

S<sub>2</sub>.P<sub>8</sub> Teaching of Environmental Studies - Unit details

| Content  | Transaction   |
|--|---|
| <p><b>Unit 1: Curriculum for Environmental studies (Time: 20hrs.)</b></p> <p><b>1.1 Features of the Environmental Studies curriculum</b></p> <ul style="list-style-type: none"> <li>• Takes into account the nature of the child.</li> <li>• Acknowledges the needs of the child.</li> <li>• Spiralling organisation</li> <li>• Performance based.</li> <li>• Process oriented.</li> <li>• Takes into account regional possibilities.</li> <li>• Helps develop life skills.</li> </ul> <p><b>1.2. Environmental Study Atmosphere</b></p> <ul style="list-style-type: none"> <li>• Physical Environment.</li> <li>• Environment itself as a class.</li> <li>• Garden</li> <li>• Vegetable Garden.</li> <li>• Garden of Medicinal Plants.</li> <li>• Lab.</li> <li>• Library.</li> <li>• Computer Lab.</li> <li>• Environment Learning Kit.</li> <li>• Eco club.</li> <li>• Science Magazine.</li> <li>• Peculiarities of Learning Environment.</li> <li>• Freedom and Fearlessness.</li> <li>• Maximum use of learning materials.</li> <li>• Considers every learner.</li> <li>• Exhibits learning products.</li> </ul> | <ul style="list-style-type: none"> <li>• Assimilates the features of Environmental Studies, critically evaluates the approaches and perspectives of the curriculum..</li> <li>■ Finds out the features of the Environmental Studies Curriculum by examining the reference HB of classes 3,4., group discussion etc.</li> <li>■ Does the EVS curriculum reflect the nature of the child?</li> <li>■ To examine whether spiralling method has been implemented in the text book from classes 1 to 5 based on themes likes water, cleanliness, health, agriculture.</li> </ul> <p>▲ What is the purpose of making Environmental Studies process oriented?</p> <ul style="list-style-type: none"> <li>• Identifies the various possibilities of utilizing the learning environment to make environmental study effective.</li> <li>• Understands that the physical and psychological environment of both the school and class has an impact on Environment Study.</li> </ul> <p>▲ What are the changes that could be made in the school environment to make environment learning more efficient?</p> <ul style="list-style-type: none"> <li>■ Suggest the changes that should be brought in the classroom environment.</li> <li>■ The emotional environment plays an important role in leading the child to success. What will be your response to this statement?</li> </ul> |

| Content   | Transaction  |
|---|--|
| <p><b>1.3 Environment studies- Methods and Techniques</b></p> <p>Environmental studies techniques</p> <ul style="list-style-type: none"> <li>• Investigative learning</li> <li>• 5 E's</li> <li>- Engage- to accept learning problems</li> <li>- Explore- investigation</li> <li>- Explain- finding out, communicate</li> <li>- Extend-follow-up activities, scope</li> <li>- Evaluate -Assessment</li> <li>• Discovery learning</li> </ul> <p>Environmental Study techniques</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Simple experiments</li> <li>• Field trip</li> <li>• Group discussion</li> <li>• Simple project</li> <li>• Seminar</li> <li>• Interview</li> <li>• Exhibition</li> <li>• Quiz</li> <li>• Survey</li> </ul> <p>1.4 Learning Tools</p> <ul style="list-style-type: none"> <li>• Natural, human-made</li> <li>• Low cost, zero cost</li> <li>• Products by the children</li> <li>• Made by the teachers, made by the teachers and the students</li> <li>• Visual aids, Audio aids, Audio-Visual aids</li> <li>• The things to be kept in mind while using the learning tools</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the various methods and techniques of environment learning and develops practical expertise.</li> <li>■ Visits public places, finds out the services provided by such public institutions (post office, village office, etc.) understands the stages and features of investigative learning through group discussion.</li> <li>■ What are the activities that suit investigative learning?</li> <li>■ How does light travel? Consolidates the different stages of discovery learning through experiments.</li> <li>■ Observation of guard cells-observes the guard cells with the help of microscope.</li> <li>■ Which of environment learning techniques are included in the activities mentioned above?</li> <li>▲ Which are the other environment learning techniques? Discuss.</li> <li>■ Finds out and consolidates the learning techniques to suit the content area (unit 2.2) of Environmental Studies as mentioned in D.Ed Curriculum.</li> <li>• Familiarizes with the learning materials of Environmental Study class and how to develop them. Acquires skills to use them effectively.</li> <li>■ Student teacher develops learning materials individuality and presents them.</li> <li>• Application scope of the developed learning materials - discussion</li> <li>• How can learning materials be classified?</li> <li>• What are the things to be kept in mind while using learning materials?</li> <li>• Every student teacher should prepare a booklet of the learning materials developed. The learning materials and the booklet are be evaluated.</li> </ul> |

| Content   | Transaction  |
|---|--|
| <p><b>1.5. Environmental Studies- Products</b></p> <ul style="list-style-type: none"> <li>• Compilation.</li> <li>• Albums.</li> <li>• Collections.</li> <li>• My Environmental note book.</li> <li>• Write - ups.</li> <li>• Reports.</li> <li>• Wall Magazine.</li> </ul> <p><b>Unit 2 - Towards Textbook on Environmental Studies (20 hrs)</b></p> <p><b>2.1 Features of textbook on Environmental Studies Sufficient enough to achieve objects of environmental studies.</b></p> <ul style="list-style-type: none"> <li>• Ensures integrated approach.</li> <li>• Activity oriented.</li> <li>• Ensures processes.</li> <li>• Encourage open thoughts.</li> <li>• Child friendly.</li> <li>• Helps self study.</li> <li>• Attractive (Language, pictures, layout).</li> <li>• Encourages learning.</li> <li>• Follows spiralling method.</li> <li>• Considers the scope at regional level.</li> <li>• Consider the child's age and nature.</li> </ul> <p><b>2.2 Fundamental Concept / ideas in Environmental Studies</b><br/>(Note: Concepts like Living environment, Habitat, disease, food, vocation, public instructions, energy, animal world, air, cleanliness, map, regional history has been considered for transacting different objectives of Environmental Studies)</p> <p><b>Other areas</b></p> <ul style="list-style-type: none"> <li>• Family, Water, Agricultural, Vehicle, Soil, Living, Conditions of habitation, diseases, food, Vocations</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies how learning products are formed in an environment study class. Understands the rationale behind the considering of learning products as the proof of learning.</li> <li>■ Introduces the environment learning products after visiting school lab.</li> <li>■ Which are the products developed as part of environment learning?</li> <li>■ Can a learning product be considered as a proof of learning? How?</li> <li>■ Prepares Environmental Study kit including the learning materials and the products. This can be considered for evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Critically evaluates EVS textbooks to develop a broad understanding of the positive feature of textbooks on environment.</li> <li>■ Evaluates the EVS textbooks from classes 1 to 5 based on indicators.</li> <li>■ Are the textbooks sufficient to help acquire the learning objective in environmental studies?</li> <li>■ Analysis of textbook can be considered for evaluation.</li> </ul> <ul style="list-style-type: none"> <li>• Acquires indepth knowledge about the basic concepts included in the Environmental Studies through suitable learning techniques. Develops learning techniques to transact them.</li> <li>• Ensures understanding of the content area for effective class-room transaction.</li> <li>• Field -trip - cultivation in a nearby locality.</li> <li>• Quiz - Vehicles. Indian Independence struggle.</li> </ul> |

| Content   | Transaction  |
|---|--|
| <ul style="list-style-type: none"> <li>• Public institutions, energy, world of flora and fauna, air, light, solar system, cleanliness, clothing, industries, maps, fire and electricity, regional history, natural calamities, independence struggle, India, Kerala General information.</li> </ul> <p><b>Unit 3 : Teaching of Environmental studies - planning, implementation, evaluation (25 hrs.)</b></p> <p>3.1. Planning</p> <ul style="list-style-type: none"> <li>• Environmental Studies - Annual plan, Unit plan, Daily plan<br/>The content area of unit plan</li> <li>• Primary information</li> <li>• Concept Map</li> <li>• Analysis of the Curriculum Objectives. <ul style="list-style-type: none"> <li>- Problem</li> <li>- Concept</li> <li>- Process Skills</li> <li>- Values / Attitude</li> <li>- Application level</li> <li>- Aesthetic level</li> </ul> </li> <li>• Learning activities, materials, evaluation, time.</li> <li>• Products and standard indicators</li> </ul> | <ul style="list-style-type: none"> <li>• Simple projects- clothing, infectious diseases</li> <li>• Experiments <ul style="list-style-type: none"> <li>- Minute organisms in water - observation</li> <li>- Plant cells - observations</li> <li>- Making fire using lens, KMNO4 and glycerine</li> <li>- Lens - forming reflection</li> <li>- Simple experiments related to air.</li> </ul> </li> <li>• Select and use suitable learning techniques like seminar, field trip, simple projects, discussion, celebration of special days etc based on the type of content. <ul style="list-style-type: none"> <li>■ Understands new trends and contemporary developments through ICT &amp; reference. Prepares booklet explaining these.</li> </ul> </li> <li>• Evaluates the content awareness of student teacher through unit tests.</li> <li>• Identifies the importance of planning at various levels and develops planning skills. <ul style="list-style-type: none"> <li>■ Transaction of the curriculum is a process. Proper planning is necessary for this. How will you respond to this statement?</li> <li>■ What are the various planning techniques necessary for effective transaction of Environmental Study?</li> <li>■ Prepare a content map after identifying the content and subcontent in a unit of classes 4 and 5.</li> </ul> </li> <li>• What is the scope of content map? <ul style="list-style-type: none"> <li>■ What all should be included in the unit planning of Environmental Studies for effective concept formation?</li> </ul> </li> <li>• Pedagogic analysis of units in Environmental Studies</li> </ul> |

| Content   | Transaction  |
|---|--|
| <ul style="list-style-type: none"> <li>• Daily Planning - Teaching Manual, Process <ul style="list-style-type: none"> <li>- Preliminary Information.</li> <li>- Curriculum Objectives.</li> <li>- TLM.</li> <li>- Activity Page.</li> <li>- Multigrade activities</li> <li>- utilization of ICT</li> <li>- Evaluation (self, teacher, groups)</li> </ul> </li> <li>• - Importance of Evaluation page</li> </ul> <p><b>3.2. Execution</b></p> <ul style="list-style-type: none"> <li>• Preparation of class observation schedule, fellow students, teacher educators</li> <li>• Observation of class</li> <li>• Identification of problems.</li> </ul> <p><b>Internship</b></p> <ul style="list-style-type: none"> <li>• To attach with the mentor.</li> <li>• Visiting school.</li> <li>• Introduce timetable</li> <li>• Content Area /Fixing unit.</li> <li>• Preparation of Pedagogic analysis.</li> <li>• Evaluation.</li> <li>• Identification, Preparation of TLM.</li> <li>• Daily Plan Preparation.</li> <li>• TM improvement</li> <li>• Class implementation</li> <li>• Monitoring.</li> <li>• Organize club activities.</li> <li>• Interim evaluation.</li> <li>• Progress Report</li> </ul> <p><b>3.3 Evaluation</b></p> <ul style="list-style-type: none"> <li>• Unit Test.</li> <li>• Areas, Tools, Result / Analysis</li> <li>• Learning - Record</li> </ul> | <ul style="list-style-type: none"> <li>■ Observes and analyses the teacher educator's class; compares the teaching manual by the student teacher and by the teacher educator.</li> <li>• Discussion related to the teaching manual.</li> <li>■ The response sheet of the teaching manual is the primary and official record of continuous evaluation. Analyse this statement.</li> <li>■ How can evaluation be recorded in the responses that of the teaching manual.</li> <li>• Prepares class observation schedule based on discussions. Prepares teaching manual. Understands how to prepare effective teaching manual after discussing with the teacher educator and follow learners.</li> <li>■ Records in the response sheet.</li> <li>■ Evaluates the effectiveness of class</li> <li>■ What are the factors to be considered to improve each class? (in planning, management, learning process, use of learning materials, continuous evaluation, in scaffolding SEN children)</li> <li>■ Introduces evaluation techniques and materials used in earlier years in the environment study.</li> <li>• Formulates evaluation activities.</li> <li>• Prepares evaluation record of unit taught</li> <li>• Prepares record of improvement in learning</li> <li>• Prepares progress report.</li> </ul> |

## S<sub>2</sub>.P, Teaching of Environment - Items for Evaluation

| Units   | Items for Evaluation   |
|---|--|
| <p><b>Unit - 1</b><br/> <b>Environmental Study Curriculum</b><br/>           1 : 1 - Features of the Curriculum<br/>           1 : 2 - Environmental Studies Classroom Atmosphere<br/>           1 : 3 - Environmental Studies- Methods &amp; Techniques<br/>           1 : 4 - Learning Tools<br/>           1 : 5 - Environmental Studies- products</p> <p><b>Unit - 2</b><br/> <b>Towards the textbook in Environment Education</b><br/>           2: 1 - Environment Education textbook - features<br/>           2: 2 - Basic concepts in Environment Education</p> <p><b>Unit - 3</b><br/> <b>Teaching of Environment</b><br/> <b>Education - Planning, Execution, Evaluation</b><br/>           3: 1 - Planning<br/>           3: 2 - Execution<br/>           3: 3 - Evaluation</p> | <p>1 : 3 - Experiments<br/>           1 : 4 - Booklet - learning tools<br/>           1 : 5 - Learning kit</p> <p>2 : 1 - Analytical notes on the textbook<br/>           2 : 2 - Unit Test</p> <p>3 : 1 - Pedagogic analysis, Teaching manual<br/>           3 : 3 - Unit Evaluation activities</p> |



### 8.3.4 Teaching of Mathematics

To lay the foundation for teaching of mathematics, a paper for developing skills for Learning of Mathematics at the Primary Level is included as in Semester II.

| Paper No.                           | Name of the paper  |
|-------------------------------------|--|
| <b>S<sub>2</sub>.P<sub>10</sub></b> | <b>Learning of Mathematics at the Primary Level</b>                  |
| <b>Total Score</b>                  | <b>: 80</b><br><b>(Continuous Evaluation CE 20 + Public Exam 60)</b> |
| <b>Total Time</b>                   | <b>: 65 hrs</b>  |
| <b>Time in one week</b>             | <b>: 5 hrs</b>   |

### Content

- Unit 1 :** Application level Approach to the learning of Mathematics (Time 5 hours)
- Unit 2 :** Teaching of Mathematics and techniques at the application level (Time hours)
- Unit 3 :** Learning of Mathematics at the Lower Primary Level (Time 10 hours)
- Unit 4 :** Evaluation - Lower Primary Level (Time 10 hours)
- Unit 5 :** Teaching of Mathematics Planning at the Lower Primary Level (Time 30 hours)

S<sub>2</sub>P<sub>10</sub> Learning of Mathematics at the Primary Level - Unit Details

| Content  | Transaction  |
|--|--|
| <p><b>Unit 1 : Application Level Approach to Learning of Mathematics</b><br/> <b>Learning of Mathematics</b></p> <ul style="list-style-type: none"> <li>• Activity Based</li> <li>• Process skill based</li> <li>• Environment based</li> <li>• Problem based</li> <li>• Problem analysis</li> <li>• Historical learning</li> <li>• Appreciation and prediction</li> <li>• Open Question</li> <li>• Visualisation</li> <li>• Generalisation</li> </ul> <p><b>Unit 2 : Teaching of Mathematics and techniques at the application level (Time 10 hours)</b></p> <ul style="list-style-type: none"> <li>• Learning of Mathematics - Methods and Techniques</li> <li>• Inductive &amp; Deductive methods, Project method, various phases of knowledge production, process skills, problem solving, analysis, integration methods, research method, experimental method.</li> </ul> <p><b>Unit 3 : Learning of Mathematics at Lower Primary Level (Time - 10 hours)</b></p> <ul style="list-style-type: none"> <li>• An awareness and transaction of the curriculum objectives of classes 1 to 5 (Numbers, Geometry, Measurement, Analysis of factors)</li> </ul> | <ul style="list-style-type: none"> <li>▲ What are the methods to develop an interest towards Mathematics in the students?</li> <li>■ The core of mathematics is problem analysis. Substantiate this statement.</li> <li>■ Finds the practical applicability of Mathematics by identifying the approach towards the learning of Mathematics in the primary classes through analysis of teachers hand-book, textbook etc.</li> <li>■ Analyses and compares the different methods through which different concepts in Mathematics have been presented in textbooks.</li> <li>■ Identifies and classifies the various mathematical skills at primary level and the techniques to acquire them.</li> <li>■ Various concepts from classes 1 to 5 are examined and one activity is designed for every learning technique. Evaluation is done in groups using indicators.</li> <li>■ Finds out the scope for problem solving in the learning activities suggested in the primary level Mathematics textbook. Explains the techniques to be adopted by the teachers to develop suitable problem solving skills in students.</li> <li>■ Analyses and compares the presentation of various concepts in different textbooks.</li> </ul><br><ul style="list-style-type: none"> <li>• Acquires the mathematical concepts at the primary level by observing classes of teachers and fellow learners and utilisation of ITC.</li> <li>■ How can learning be planned by adopting mathematical approach and various learning techniques?</li> <li>■ How can we develop a tool to evaluate pedagogical integration?</li> <li>■ Pedagogical analysis for various units.</li> </ul> |

| Content  | Transaction   |
|--|---|
| <p><b>Unit 4 : Evaluation - Lower Primary Level (Time 10 hours)</b></p> <ul style="list-style-type: none"> <li>• Evaluation objectives</li> <li>• Evaluation Tools, Techniques in Mathematics</li> <li>• Self Evaluation</li> <li>• Peer Evaluation</li> <li>• Evaluation by the teacher</li> <li>• Continuous Evaluation</li> <li>• Evaluation of Mathematical Skills</li> <li>• Evaluation areas at the lower primary levels, evaluation indicators</li> <li>• Progress Card</li> <li>• Problem Solving activities</li> </ul> <p><b>Unit 5 : Teaching Mathematics Planning at Lower Primary Level (Time 30 hours)</b></p> <ul style="list-style-type: none"> <li>• Need and importance of Planning (Standard 1 - 5)</li> <li>• Annual Planning</li> <li>• Unit Planning</li> <li>• Pedagogic Analysis</li> <li>• Teaching Manual (including activities to help children with special needs)</li> <li>• Class analytical notes/observation schedule.</li> </ul> <p style="text-align: center;"><b>Semester - 2</b></p> <p><b>Evaluation Items</b><br/> Unit test<br/> Pedagogic Analysis<br/> Collections<br/> Class Analysis Sheet<br/> Evaluation tool<br/> Learning Improvement Sheet<br/> Mathematics Notebook<br/> Total Score can be recorded out of 20</p> | <ul style="list-style-type: none"> <li>■ The various units in classes 1 to 5 are examined and activities are designed to suit indicators in various evaluation areas.</li> <li>■ How does progress report facilitate skill development in students?</li> <li>■ Finds out the criteria for evaluation of different mathematical problems and explain them.</li> <li>■ Finds out the techniques and process adopted by the learner to solve problems and explains how to find and plan teaching techniques and methods suitable for teaching mathematics at the primary level</li> </ul> <ul style="list-style-type: none"> <li>• Is able to identify, plan and use the teaching techniques and methods appropriate for teaching of Mathematics at the primary level</li> <li>• Finds out the possibilities to ensure active participation of students who need special attention.</li> <li>• Planning at various levels is necessary for effective learning/ teaching. Why?</li> <li>• How are pedagogic analysis and the teaching manual related?</li> <li>• Observes the classes by the teacher educator/fellow learners and prepares analytical notes.</li> <li>• Makes clear the need and importance of planning through group discussion</li> <li>• Workshops on annual planning, unit planning</li> <li>• Teaching content-analysis-group discussion</li> <li>• Lesson plan, teaching manual-Workshop</li> <li>• Understands how to improve the teaching manual through try outs.</li> </ul> |

### 8.3.5 Art Education and Work Experience

The paper 'Art Education and work experience' is suggested for the 2nd semester to lay a foundation on education for art and work experience in the student teachers. The details are given below:

#### Part 1: Art Education

##### Rationale

Art is one of important areas related to education. The aim of art education is the social and physical skill development of the learner along with acquisition of essential values of art. For a happy, satisfactory and joyful creative life, art education is inevitable. In the curriculum it serves as a basic subject and as a medium that keeps the other subjects alive.

There is a genius in every individual in one form or other. The promotion and manifestation of this makes a person's life meaningful. Art education helps to identify the aesthetic sense in a person and helps him express it to the maximum and it provides inspiration to enhance it according to the needs and expectations of the society. Art education also helps a person and society improve their psychological health.

Other than being the medium for a child's aesthetic development and personality, arts have one more major aim. Various art forms can be made use of to make the learning of other subjects interesting and easier. When learning takes place through art it provides an opportunity to make learning interesting and

enjoyable. Art plays a very important role in making learning experience-based, meaningful and enjoyable.

The knowledge, skills, interests and values related to art are very important. One must develop these considering every learner's needs, interests, abilities and limitations. The teacher aims at maximum individual growth and development and at the same time, provides opportunities, directions and example for the effective growth and enrichment through group activities. In order to make the teacher equipped for this, art education should be given importance in the teacher training curriculum. The student teacher must be able to plan and execute learning activities to help the development of the artistic qualities and holistic development of the child. They also need to know how various art forms can be used as a medium for the learning of the subject. Therefore it is necessary to enhance the ability of the student teacher to make use of known art forms as medium of learning, find the innate interests in the learner and give directions and training to enrich them.

The interrelation of various art forms is quite natural. We must be able to make use of this interrelation and blend art education with other subjects. Every art form gives emphasis to different areas of sensory experiences. Student teachers must understand the objectives and approaches of art education and be able to transact art education analytically and freely to the learners.

## Art Education-Objectives

- To know about the importance of art education.
- To get an idea of the rich culture of Kerala
- To form an a idea about the scope of art in communication.
- To gain an understanding of the various forms of art.
- To identify and apply mixing, balancing, rhythm etc in drawing.
- To form an idea about sketches, drawings, mixing colours, balancing, composition etc (freelance sketches, scenery, imaginative pictures)
- To form an understanding of the media, materials, canvas etc
- To introduce various styles of art like cartoon, collage etc.
- To involve in various activities related to music.
- To recite poems, sing patriotic songs, prayer songs, folk songs, group songs maintaining rhythm and expression.
- To gain an understanding of various musical instruments
- To introduce the learning techniques needed for vocal practice
- To introduce the techniques necessary for creating rhythmic sense.
- To present poems with appropriate tune, rhythm, emotion
- To learn about various musical instruments and understand the history and growth of any one or two music form.
- To understand the role and importance of multi - media in art education
- To introduce and form an idea about the school curriculum related to art education in classes from 1 to 5.
- To form an idea on the classroom transaction of art education (pedagogic analysis, teaching manual, continuous evaluation)
- To form an idea about the activities needed for the children with special needs.
- To identify the relation between mental picture and sign language in psychology.
- To acquire the skill to plan and carry out activities for creative drama
- To identify the scope of drama in the classroom learning and gain practical experience through performance
- To direct and act out the content areas as a drama
- To find out the possibilities of drama in character formation and language development and provide classroom activities
- To know about puppetry and develop script based on the learning areas
- To form an idea of arious dance forms. (steps, mudras.)
- To create a ballet from poems and songs
- To identify the similarity in the philosophy of folk songs and folk dances.

*Art education has been included in the second, third semesters of the teacher education curriculum. Opportunities are given for teaching practice in the second and the fourth semester.*

'The two areas of Art Education and Work Education' are combined in a single paper. The details of the name of the paper, score, time etc are given below.

| Paper No.                           | Name of Paper                                   |
|-------------------------------------|---|
| <b>S<sub>2</sub>.P<sub>11</sub></b> | <b>Art Education and Work Experience</b>        |
| <b>Total Score</b>                  | <b>: 20 (Continuous Evaluation C.E 20 Only)</b> |
| <b>Total Semester time</b>          | <b>: 50 hrs.</b>                                |
| <b>Time in one week</b>             | <b>: 2 hrs.</b>                                 |

The details of the second semester in Work education are given below. The details of work experience are given as next part.

## ART EDUCATION (SEMESTER 2)

*Total score: 10 (internal only), Total semester time: 25 hours,  
Time in a week: 1 hour*

### Unit 1 (Time 10 hours)

Art and Education:

1. Art- origin, development and evolution.  
Visual-Performing arts, appreciation, child art
2. Art education- What and Why ? Role of the teacher
3. Cultural traditions of Kerala
4. Multiple Intelligences and Art
5. Pedagogy and Approach to Art education

### Unit 2 (Time 8 hours)

#### Painting, Cinema : Approach and Application

- Folk paintings, Rangolis
- Canvas, medium, instrument
- Shadow, light
- Lines, Colours
- Painting, Mixing, Balancing, Rhythm, Dimension, perspective
- Painting techniques, Conceptualizations, Cartoon, Caricature, Collage, Children's pictures, Art gallery
- Cinema- children's movie, story, script, dialogue, picturisation, mixing, editing, appreciation, choosing appropriate movies for children.

### Unit 3 (Time :7 hours)

#### Music, pitch/scale, tempo

- Prayer song, patriotic song, folk songs, refrains, group songs, light music, national song, classical music, poems
- The seven notes of music (*saptaswara*), solfa phrases (*vaay tharis*), alangarams, *shruthiswaravarikal*, rhythm
- Wind instruments, percussion instruments, string instruments, accoustic instruments, wind instruments

## Art Education- Unit Details

| Content  | Transaction   |
|--|---|
| <p><b>Unit 1 Art And Education (10 hrs)</b></p> <p>1. Art- Evolution origin and development: The relation between nature and art</p> <ul style="list-style-type: none"> <li>• Audio-Visual arts</li> <li>• Performing arts</li> <li>• Appreciation of various arts</li> </ul> <p>2. Art education-What and why ?</p> <p>Role of teacher</p> <p>National-state curriculum</p> <p>Suggestions by commissions</p> <ul style="list-style-type: none"> <li>• Teaching is an art</li> <li>• The viability of the teacher essential in artistic fields.</li> </ul> <p>What is child art?</p> <ul style="list-style-type: none"> <li>• To make art a teaching medium</li> <li>• To make learning interesting and appreciable</li> </ul> <ul style="list-style-type: none"> <li>• To identify and feel proud of the rich cultural tradition of Kerala</li> <li>• Folk art</li> <li>• Ritual arts</li> <li>• Music, painting, sculpture, drama, puppetry, dance etc</li> </ul> | <p><b>Learning outcomes:</b></p> <ul style="list-style-type: none"> <li>• Learning advantage:</li> <li>• The idea that art is the foremost teacher of man as natural beauty, rhythm, variety etc leaves everlasting impressions in him. Classroom presentation-discussion of the information collected using reference, interview and ITC; consolidation by the teacher educator. Discussion note.</li> </ul> <ul style="list-style-type: none"> <li>• Formation of concepts through techniques like sharing of experiences, discussions reference.</li> <li>• Presentation-discussion</li> <li>• Report preparation</li> <li>• Identifies the positive change in the classroom atmosphere when art is integrated into the subjects.</li> <li>• Group activities</li> <li>• How art improves social interactions among the children. Anecdotes.</li> <li>• Importance of self expression</li> </ul> <ul style="list-style-type: none"> <li>• Identifies the cultural uniqueness of Kerala.</li> <li>• Growth of folk and ritual arts</li> <li>• The contemporary condition- artistic richness of Kerala</li> <li>• Reference, field trip, observation. data collection from different sources, group discussion, presentation, consolidation.</li> <li>• Discussion report</li> <li>• Presentation of simple drama by student teachers followed by discussion led by the teacher</li> <li>• Analyzes the types of intelligence employed by the participants of this drama?</li> <li>• Discussion based on indicators-consolidation</li> </ul> |

| Content   | Transaction   |
|---|---|
| <ul style="list-style-type: none"> <li>• Multiple intelligence and art</li> <li>• Teacher education( I -V )</li> <li>• Art education approach</li> <li>• Pedagogy</li> <li>• To acquaint with the school curriculum from classes 1- 5</li> <li>• Pedagogic analysis</li> <li>• Lesson planning</li> <li>• Construction of teaching learning tool, what is continuous evaluation and How?</li> </ul> <p><b>Unit:2 Painting, Approach And Use Of Cinema (8 Hours)</b></p> <ol style="list-style-type: none"> <li>1 Folk paintings, Rangolis</li> <li>2 Light, shadow, form, colour, surface, medium, materials/instrument.</li> </ol> | <ul style="list-style-type: none"> <li>• Can identify and make use of situations where multiple intelligence factors are used in art education.</li> <li>• Such activities can be found by the student teachers.</li> <li>• Using art to activate various areas of intelligence. The student teacher should be aware of the fact that skill factors like performance, appreciation, critical evaluation are inherent in all.</li> <li>• Discusses the approach plan based on Kerala curriculum frame work, NCF etc</li> <li>• Presentation-consolidation</li> <li>• Discussion note</li> <li>• Preparation of write ups on examining the school curriculum from 1 to5</li> <li>• Observation of art education class-discussion</li> <li>• Evaluation of observation note, Pedagogic Analysis</li> <li>• Lesson planning</li> <li>• Construction of teaching learning tools.</li> <li>• Finding out I C T possibilities</li> <li>• Classroom discussion to generate awareness on Art education-what is continuous evaluation? How can it be done?</li> <li>• Discussion note on Evaluation</li> <li>• The curriculum objectives of art education in the school curriculum should be used for lesson analysis, lesson planning.</li> </ul> <p><b>Pictorial Art Tradition</b></p> <ul style="list-style-type: none"> <li>• To introduce various folk paintings, rangoli models through ITC possibilities and other methods</li> <li>• The incorporation of geometrical shapes is strong in the folk and Rangoli type paintings</li> <li>• Provides opportunities for making various folk painting and Rangoli drawings individually and in a group. Opportunities to experiment in canvases, paper, cloth, wall, floor etc using natural colours and colour powder.</li> <li>• Provides opportunities to observe nature and materials.</li> <li>• Observation note, presentation, discussion.</li> <li>• Acquaints with various canvases, medium, instruments/materials needed for painting; classifies them</li> <li>• Evaluation of the short collection of pictures drawn using various painting surfaces, medium, materials</li> </ul> |



| Content   | Transaction   |
|---|---|
| <ul style="list-style-type: none"> <li>• Drawings, colouring</li> <li>• Mobility</li> <li>• Three dimension</li> <li>• Combining</li> <li>• Balancing</li> <li>• Rhythm</li> <li>• Painting techniques</li> <li>• Lay out</li> <li>• Computer graphics</li> <li>• Pictures of children</li> <li>• Art gallery</li> <li>• Paintings by children</li> <li>• Art gallery</li> <li>• The story, script ,dialogue, picturisation ,mixing ,editing of cinema, childrens 'films-short film production</li> </ul> | <p><b>Demonstration Through The Presentation Of Various Painting Models</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Practical training using water colour to make the learner understand the primary-secondary-tertiary colours. Training in independent creativity of drawing and colours (strokes, geometric patterns) -collection of creations-draws and evaluates desired forms</li> <li>• Introduces various painting techniques with the help of experts. (printing, spattering, spraying, marbling, wax painting, inkblot pictures, cartoon, caricature etc</li> <li>• Provides opportunities to experiment in making posters, content based drawing, cartooning etc on problem based approach through workshops .</li> <li>• What is lay out? Types of lay out. Classroom discussion</li> <li>• Presentation-conclusion-evaluation of conclusion notes-for visual - spatial development.</li> </ul> <ul style="list-style-type: none"> <li>• Paintings by children-seminar thesis. Report</li> <li>• Visit to the art gallery-planning, execution</li> </ul> <p>Review<br/>Report of the visit<br/>Art gallery-collection and exhibition of the paintings. A permanent exhibition venue of the paintings collected with the help of the children and under the leadership of the teachers<br/>Collection of childrens' films and preparation related to cinema reference, interview report, presentation, discussion</p> <ul style="list-style-type: none"> <li>• Opportunity to watch childrens' movie</li> <li>• Production of short films; practical group level activity</li> <li>• Activity report, product, evaluation</li> <li>• Cinema is an appropriate medium for teaching learning</li> </ul> |

| Content   | transaction  |
|---|--|
| <p><b>Unit:3 music,scale/pitch, tempo (7 hours)</b></p> <ul style="list-style-type: none"> <li>• Prayer song</li> <li>  Patriotic song</li> <li>  Folk songs</li> <li>  Solfa Phrases</li> <li>  Group songs</li> <li>  Light music</li> <li>  National Anthem</li> <li>  Classical music</li> <li>  Poems</li> </ul> <ul style="list-style-type: none"> <li>• The seven notes (saptaswarangal)</li> <li>  Metre</li> <li>  Rhythm</li> </ul><br><ul style="list-style-type: none"> <li>• Shruthy instruments</li> <li>• Percussion instruments</li> <li>• String instruments</li> <li>• Acoustic instrument</li> <li>• Wind instruments</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasizes the nationalistic feeling, love for language, team spirit, music consciousness etc</li> <li>• Organises vocal workshops directly or by using ICT possibilities</li> <li>• Evaluates through individual singing (practical evaluation)</li> <li>• Collection of musical branches in the content area for learning-evaluation</li> </ul><br><ul style="list-style-type: none"> <li>• Organises classes by experts and by using ICT possibilities to create systematized, recital, controlled awareness of group singing.</li> <li>• Evaluates rhythmic singing individually. Peer evaluation based on indicators.</li> <li>• Constructs experience using ICT possibilities.</li> <li>• Collection of pictures of various musical instruments and musicians.</li> </ul> |

### **DETAILS OF EVALUATION**

#### **TOTAL SCORE 10 (INTERNAL ONLY)**

The proficiency of the student teacher in art education can be evaluated based on the 10 indicators given below.

- 1 Participation in discussions
- 2 Write-ups
- 3 Creative Writings
- 4 Singing
- 5 Presentation
- 6 Observation
- 7 Production
- 8 Collection
- 9 Learning analysis, planning
- 10 Use of ICT

A maximum score of 10 may be given for every indicator. Later the total score (100) can be converted to internal mark out of 10

## Part 2: Work Education

### Rationale

Work Education puts forth the concept of dignity of labour. Mahatma Gandhi in his article "Education that Ripens through Vocation" indicated that he would begin a child's education by teaching him an occupation (handicraft) The article points out that occupations not only help the learner to earn an income but also help in accelerating intellectual and psychological development of the child.

The greatest treasure of India is its human resources. Unless we make use of this strength effectively to increase our creativity and productivity our country shall not become developed. Work education is a process that leads students to indulge in such socially useful services and productivity.

Work education at the school level does not simply aim at the development of human resources. The ability to handle raw materials and equipment instills a better work culture and thereby develops mental pleasure in the children. This not only helps in developing different values and attitudes but also creates an inclination towards labour and labourers, improves their social relations and helps the development of their personality through a co operative attitude.

Work education should be seen as a different subject but at the same time it should be taught integrated with other subjects. Every student teacher should understand the broad objectives of work education and acquire the transaction skills.

In the two year D.Ed course, work education activities are suggested in the

second and third semesters. The transaction method focuses on evaluating and improving activities continuously. Opportunities are provided for self evaluation and peer evaluation along with this.

### Objectives

- To form an idea of the perspectives related to work education.
- To identify the aims, objectives subject areas of work education
- To identify the objectives and importance of work education in teacher education and to find and implement learning activities after examining the textbooks of other subjects.
- To acquaint with the Work Education Curriculum at the primary level and find Work Education activities by examining the textbooks of other subjects
- To analyse the lessons, to integrate the learning activities according to the curriculum objectives, to implement and, to improve
- To understand the importance of the learning materials and to use self made learning materials in appropriate situations.
- To find, plan and execute learning activities suitable for children with special needs.
- To identify areas to be connected with work education and involve in the necessary activities.
- To plan and execute independent activities in connection with work education,
- To make use of ICT opportunities

## **WORK EDUCATION ( Semester 2 )**

*Total score:10 (internal only)*

*Total Semester time:2 hours*

*Time in a week:1 hour*

### **CONTENT**

#### **Unit I: (Time 5 hrs)**

##### **'Work Education-perspectives'**

- Ideational
- Importance of work education in the curriculum
- Current trends in the vocational field
- Work education areas
- Traditional Vocations

#### **Unit -2(Time 6 hrs)**

##### **Teacher Education and Work Education**

- Approach to work education-teacher skills, life skills, attitude, values
- Evaluation of work education

#### **Unit -3 ( Time 6hrs)**

##### **Work Education-Integration and Transaction**

1. Integration with the content areas of other subjects
2. Analysis-integration possibilities of content areas in the primary section, moulding activities
3. Familiarisation and listing of activities
4. Textbook analysis, lesson plan, internship

## Unit Details Semester 2

| Content  | Transaction   |
|--|---|
| <p><b>UNIT-1 (TIME-5hrs)</b><br/> <b>Work education-perspectives</b></p> <p>Ideational</p> <ul style="list-style-type: none"> <li>• Process that leads the children to social services and productive work</li> <li>• Importance of work experience in the curriculum</li> </ul> | <ul style="list-style-type: none"> <li>• Understands that social service activities and productive work are included in the child's learning activities</li> <li>• Subject integrated activities (tip activity) are given. Discussions are held on the basis of the childrens' activities ,products etc</li> <li>• All activities lead the child to social service or productive work</li> <li>• Realises that work education has linkages with other subjects even when it is considered as a separate subject.</li> <li>• Discussion on considering any one learning activity as unique and as integrated.</li> </ul> |

| Content   | Transaction  |
|---|--|
| <ul style="list-style-type: none"> <li>• Current trends in the vocational field               <ul style="list-style-type: none"> <li>- Dignity of labour</li> <li>- Equality and gender justice</li> <li>- Child labour and work education in schools</li> <li>- Work culture, work ethics, attitudes</li> </ul> </li> <br/> <li>• Areas in work education               <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 service and productive work</li> </ul> </li> <br/> <li>• Traditional vocations-today<br/>Influence of new techniques in the vocational field</li> </ul> | <ul style="list-style-type: none"> <li>• The inclusion of Multiple Intelligence possibilities</li> <li>• When all the activities are taken up by all the students, it develops an attitude against the malpractices like gender discrimination, difference in wages in the field of employment. Realises that activities related to work education is not child labour. Gains an understanding of work culture. Understands the need for waste management.</li> <br/> <li>• School Visit: Observation of all activities. becomes participants in -planning and execution Prepares write-up based on current trends in the vocational field. What should be the nature of the classroom activities to change such malpractices?</li> <li>• Understands that fundamental skills for life forms the basic areas in work education.</li> <li>• Concept mapping, discussion, finding out areas related to the concept 'basic components of life'.</li> <li>• Finds the activities that can be given to classes 1 to 8 and classifies them under the desired areas.</li> <li>• Application of new techniques, realises that it has helped the growth of traditional vocations.</li> <li>• Visit to the factories and traditional vocational centres where new techniques are used.</li> <li>• Comparative study</li> </ul> |

| Content  | Transaction  |
|--|--|
| <p><b>Unit -2 Teacher Education And Work Experience.</b><br/>(Time 6 hrs)</p> <ul style="list-style-type: none"> <li>- Work education approach-teaching skills, life skills, attitude, values</li> <li>- Experience based, process oriented, need- based, environment based, integrated ,considering MI, aesthetic, productive.</li> <li>- Approach based teaching skills</li> <li>- Life skills<br/>Thinking skills, social skills ,emotional skills</li> <li>- Attitudes<br/>Attitude towards teachers, elders. schoolmates. school programmes, environment, society</li> <li>- Analysis of primary texts based on the curriculum objectives of work education</li> <li>- Integration- possibilities, ICT scope</li> <li>- Moulding Activities, TLM</li> <li>- Content analysis, lesson plan</li> <li>- Internship (L.P level)</li> <li>-</li> </ul> | <ul style="list-style-type: none"> <li>• Classifies the life skills, values and attitudes that can be acquired through integrated activities individually and in a group. Discussion.</li> <li>• Plans more activities related to this</li> <li>• What are the skills, attitudes and values that a student teacher should nurture as a member of this society?-Discussion</li> <li>• Develops evaluation tools by assessing the activity and the product</li> <li>• Evaluation guidelines-revised edition(Reference)</li> <li>• Acquires proficiency of the primary curriculum analysis , lesson analysis,lesson planning ,transaction etc which are aimed at integration possibilities.</li> <li>• Conducts textbook analysis,lesson planning based on textbook, handbook, sourcebook etc,plans activities, TLM. Analytical classes; discussion, teaching practice (LP level)</li> <li>• (The student teacher has to teach the two classes at the L.P level during the internship related to work education. The maximum score for this will be 10.)</li> </ul> |



## Work Education S<sub>2</sub> (Mode Of Transaction)

The techniques given below can be used as transactional tools to indulge in Work Education related activities.

1. Discussion, interview
2. Write-up preparation, Report preparation, Observation sheet preparation
3. Reference, data collection, finding of learning activities, tip activity.
4. School visits, observation of class, participation in workshops, industrial visits.
5. Use of ICT

### **Work Education - Evaluation Semester 2**

Total score in semester 2 : 10 (continuous evaluation only)

The evaluation indicators for continuous evaluation are given below

1. Participation in discussions
2. Preparation of write-ups
3. Pedagogic analysis
4. TLM preparation
5. Participation in the workshop
6. Work diary

7. Use of ITC

8. Reports

Evaluation can be done considering 10 as the maximum score for each. Later the score can be converted to 10.

### **Work Education -internship Semester 2**

The maximum score for internship is 10.

The student teacher has to teach 2 classes at the primary level in connection with Work Education in the second semester.

### **Indicators For Internship Evaluation**

- Teaching manual
- Class management
- Transactional skills
- Materials used
- Evaluation

The decision as to the score to be given out of 10, can be made based on these indicators.

### 8.3.6 Health and Physical Education

The paper 'Health & Physical Education' in the second semester is expected to lay a foundation in health and physical education in the students teachers.

#### Rationale

Health and physical education emphasizes the development of a holistic health culture. It creates the proper health and physical awareness and emphasises that it is not just a learning device but the right of the student.

General Education should lay emphasis on creating a healthy society. In order to create such a society, it is important that an individual possesses a healthy mind and body. Primary Education period is considered as the crucial period in the growth and development of the child. Children must be given maximum opportunities to participate in health and physical activities during this period. Theoretical and practical awareness should be developed in students in the class rooms. The student teachers must be able to develop an active life style in the students. Health and Physical education is a preparation for this.

The close relationship of health and physical education with general education explains the need of this course. Even though the relevance of health and physical education in general education is widely acknowledged its influence in general education should be given more importance.

Health & Physical education plays an important role in leading a child to the peak of excellence by serving as a link between all the activities of the child in the school.

The holistic health perspective denies the notion that health is a condition when one is free from disease. The fundamental philosophy of Health and Physical Education is based on the vision that health is the sum-total of social, organic, mental, psychological, economic and material factors.

The new approach to education does not concentrate on the formation of desirable operational changes alone. On the other hand, it enables the teacher and learner to identify the physical health problems from the social cultural level, critically evaluate them and find solutions.

The student teacher should scaffold learners in order to create awareness for meaningful intervention in real life situations.

This course provides opportunity to understand children in the light of their life situations. This makes it possible to device activities aimed at the social - cultural enrichment of the learners.

Along with this the student teacher gets varied experiences through practical training in Health and Physical Education

## Objectives

1. To gain a holistic conceptual awareness on health - physical education. To understand its importance, aims, approach etc at the practical level.
2. To gain an insight on different physical activities - to find minor games, local games and understand their positive aspects, to train them. To get an awareness about aerobics and attain proficiency to transact it in the class - to use them to introduce simple yoga postures.
3. To acquire leadership qualities and implementation of skills through the organization of Sports meet, school assembly, observation of mass drill etc.
4. To understand the importance of maintaining health care of children; to plan and execute suitable learning techniques
5. To attain moral education and life skills through health - physical education. To strength them in the children at the school level through this.
6. To get practical training in first aid, safety education, disaster management at the school level.
7. To get a scientific idea of physical condition and disability.
8. To identity the importance of balanced food and nutritious food. To get a scientific awareness of food habits and life style diseases.
9. To acquire physical fitness, to acquaint with simple exercises to maintain fitness
10. To acquaint with curriculum objectives.

11. To understand the role of games and athletics in reducing mental conflicts in children. To get training and to bring it to the practical level.
12. To identify the students who need special consideration and find suitable activities.

## Content Distribution

The student teacher should understand that health and physical education shares a close relationship with other subjects - especially, Biology, Physics, Psychology, social science etc. By imbibing the essence health and physical education, the student teacher acquires leadership qualities and implementation skills, gains awareness on the structure of the body and functions of physical activity. The learners understand the physical mobility of the body and acquire the ability to channelize children's excess energy. They are able to motivate the students and control stress, develop a favourable attitude towards children who need special consideration. Ultimately it helps in the development, creates moral awareness and attitude to observe rules in children. Subject content has been distributed so as to provide opportunities for this.

This subject provides opportunities for value education and for making the student teacher effective leaders by empowering them for the holistic development of the child.

This subject strengthens the student teacher to help the overall development of the child and provide suitable value education to acquire life skills.

| No of Paper                     | Name of the paper                  |
|---------------------------------|------------------------------------|
| S <sub>2</sub> .P <sub>12</sub> | Health - Physical Education        |
| Total Score                     | 20 Continuous Evaluation (20 only) |
| Total Semester Time             | 20 hours                           |
| Time in a week                  | 1 hours                            |

**Unit 1: Relevance and importance of Health- Physical Education (Time 4 hours)**

- Health - Physical Education - Importance
- Health - Physical Education - Objectives
- Health - Physical Education - Learning Approach

**Unit 2: Health and wellness. Health education - Physical Education - correction (Time 5 hours)**

Physical (Activity)/Exercise

- Warm up, warm down
- Major games
- Minor games
- Country games
- Yoga
- Aerobics

**Unit 3: Planning and implementation of public programmes in school (Time 5 hours)**

- School Assembly
- Sports Meet
- Celebration of special days

**Unit 4 : Health and Physical education Curriculum Analysis - Primary level (Time 6 hour)**

- Acquaintance with the content
- Curriculum analysis
- Teaching Manual
- Physical Education - Planning- LP level
- Evaluation

## Unit Details - Health -physical Education

| Content   | Transaction  |
|---|--|
| <p><b>Unit-1 : The Importance And Relevance Of Health And Physical Education (4 Hrs)</b></p> <p>1.1 Health and Physical Education- importance:<br/> Health Education<br/> Definition-WHO Technical Report 1954<br/> Physical Education<br/> Definition-H.C Buck<br/> What is recreation?</p> <p>1.2 Health and Physical Education- objectives<br/> Physical development<br/> Mental development<br/> Motor development<br/> Social development</p> <p>1.3 Health and Physical Education-learning approach<br/> philosophic perspectives<br/> Aristotle<br/> Froebel<br/> Vivekanda<br/> Mahatma Gandhi<br/> National-State health and physical education policies</p> | <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>Acquires basic understanding of health education, physical education, recreation, objectives of health and physical education from discussions based on the main concepts in the definition, objectives etc</li> <li>Finds the details related to health and physical education from library/internet reference prepares short notes and power point presentations</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Notes prepared by student teachers, participation in the common discussion, presentation</li> </ul> <p><b>Learning outcome</b></p> <ul style="list-style-type: none"> <li>Identifies the need for health and physical education for the overall development of the child</li> </ul> <p><b>Transaction method</b></p> <ul style="list-style-type: none"> <li>Collects the philosophic perspectives about health and P.E, acquires understanding about national-state approaches towards health and physical education through group discussions.</li> </ul> <p><b>Learning tools</b></p> <ul style="list-style-type: none"> <li>Pamphlets of national-state health and physical education</li> </ul> <p><b>Assessment:</b> participation, presentation, discussion note</p> <p><b>Learning achievement</b></p> <ul style="list-style-type: none"> <li>Identifies the philosophic and practical dimensions of health and physical education.</li> </ul> |

| Content   | Transaction   |
|---|---|
| <p><b>1.4 Health And Wellness</b><br/>           Definitions<br/>           Health-WHO<br/>           Wellness</p> <p>1.5 The relation between Health Education and Physical Education<br/>           Personality development<br/>           Leadership quality<br/>           Health- physical fitness</p> <p><b>Unit 2 : Physical Activities (4 Hrs)</b></p> <p>2.1 Basic information<br/>           Warming up<br/>           Warming down</p> <p>2.2 Major games<br/>           a. Outdoor game<br/>           b. Indoor game</p> | <p><b>Transaction method</b></p> <ul style="list-style-type: none"> <li>• Gets an awareness about the conditions like health, wellness etc with the help of ICT</li> <li>• The student teachers finds out the relation between health education and physical education based on this through reference</li> </ul> <p><b>Assessment: Presentation, Report</b></p> <p><b>Learning achievements:</b></p> <ul style="list-style-type: none"> <li>• Identifies the extent of the influence of health, wellness and health &amp; physical education in personality development</li> </ul> <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>• Introduces various areas of physical activities with the help of visual aids.</li> <li>• The student teachers makes collections based on this through research activities</li> </ul> <p><b>Learning tools</b><br/>           Visual aid, Library/ICT</p> <p><b>Assessment</b><br/>           Research report, participation</p> <p><b>Learning achievements</b><br/>           The skill to identify various physical activities and their scope</p> |

| Content  | Transaction   |
|--|---|
| <p>2.3 Aerobics</p><br><p>2.4 Minor Games</p> <ol style="list-style-type: none"> <li>1. Dodge Ball</li> <li>2. Standing kho-kho</li> <li>3. Fox and hen</li> <li>4. Simon says</li> <li>5. Rat and rabbit</li> <li>6. Relay-different types</li> <li>7. Snatching the handkerchief</li> <li>8. Fire in the mountain, run run run</li> <li>9. Fishermens net</li> <li>10. Seven tiles</li> </ol> <p>2.5 Folk games</p> <ul style="list-style-type: none"> <li>Thalapanthu kali</li> <li>Kilithattu</li> <li>Pandi kali</li> <li>Kottu kali</li> <li>Paara kali</li> </ul> | <p>Training in aerobics</p> <p><b>Learning tools</b><br/>Visual aid, Library/ICT</p> <p><b>Assessment</b><br/>Research report, participation</p> <p><b>Learning achievement</b><br/>Ability to identify various physical activities and assess their scope</p> <p><b>Mode of transaction</b><br/>Introduces this area with the help of visual aid Reinforces the basic understanding</p> <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>• To reinforce the knowledge about minor games and folk games through training and to find out the folk games in the respective areas.</li> </ul> <p><b>Learning tools</b> : C D</p> <p><b>Assessment</b><br/>Performance, participation, collection note, minor games, folk games-handbook</p> <p><b>Learning achievement</b></p> <ul style="list-style-type: none"> <li>• To identify the importance of minor games and folk games in physical and mental health. Gains opportunity to train and use them.</li> </ul> |

| Content   | Transaction  |
|---|--|
| <p>2.6 Yogasana</p> <ul style="list-style-type: none"> <li>- Tadasana</li> <li>- Vrikshasana</li> <li>- Vajrasana</li> <li>- Sughasana</li> <li>- Naukasana</li> <li>- Arthashalabhasana</li> <li>- Shavasana</li> <li>- Bhujangasana</li> </ul>                                  | <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>• Collects information related to yoga. Reinforces the understanding through observation and discussion</li> </ul> <p><b>Learning tool :</b> C D</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Participation, explanatory notes with illustrations</li> </ul> <p><b>Learning achievements:</b></p> <ul style="list-style-type: none"> <li>• Acquires physical and mental health through yoga.</li> </ul>   |
| <p><b>Unit 3 : The Organisation And Implementation Of Public Programmes Meets At The School Level (5 hrs)</b></p> <p>3.1 School Assembly- organization<br/> Important commands<br/> Sportsmeet-organisation<br/> Sports meet of student teachers<br/> School level sportsmeet</p> | <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>• Observes the assembly, and sportsmeet at school</li> <li>• Gains an understanding of planning and organization with the help of teachers.</li> <li>• Opportunity to plan and organize assembly and sportsmeet. (at school)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Understanding about planning and organization</li> <li>• Participation in organization, excellence</li> </ul> <p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Gains understanding of planning, organization and practice of various public functions / meets at the school level.</li> </ul> |



| Content   | Transaction  |
|---|--|
| <p>3.2 Celebration of special days<br/> National Sports Day (August 29)<br/> State Sports Day (October 13)<br/> World health Day<br/> Days of national importance (August 15, January 26)</p> <p><b>Unit 4: Primary (I-v) Analysis Of Health And Physical Education Curriculum (6 hrs)</b></p> <ul style="list-style-type: none"> <li>- To get acquainted with the content</li> <li>- Curriculum analysis</li> <li>- Teaching manual</li> <li>- Planning of Physical learning-LP level</li> <li>- Assessment</li> </ul> | <p><b>Mode of transaction</b><br/> Makes the student teacher aware of the importance and relevance of the mentioned days through discussion. collects information related to this</p> <p><b>Learning tools</b><br/> Chart including pictures and simple explanations</p> <p><b>Assessment</b><br/> Discussion note</p> <p><b>Learning achievements</b><br/> Holistic health-physical awareness</p> <p><b>Mode of transaction</b></p> <ul style="list-style-type: none"> <li>• Finds activities related to health and physical areas in school subjects in classes one and two</li> <li>• Analyses the activities in health and physical education from classes one to five</li> <li>• Planning based on pedagogic analysis of selected areas in the curriculum of classes 1-5</li> <li>• Teaches using the prepared manual</li> <li>• Analyses the curriculum through holistic analysis and presentation</li> </ul> <p><b>Learning tool</b></p> <ul style="list-style-type: none"> <li>• concepts related to health and physical education</li> <li>• excellence in handling the classes</li> </ul> <p><b>Learning achievements</b></p> <ul style="list-style-type: none"> <li>• gains skills to handle classes after a comprehensive curriculum analysis and planning of lessons</li> </ul> |

## **Health and Physical Education - Internship - Semester 2**

The maximum score for internship is 20. The student teacher must conduct two classes related to Health and Physical Education during the second semester for the primary level.

Indicators for evaluating internship practice

- Pedagogic Analysis
- Teaching Manual
- Class Management
- Communicative Skills
- Materials used
- Evaluation

On the basis of these indicators, a score out of 10 shall be decided.

### 8.3.7 School Internship- Semester 2

The first 10 days of the 25 days must be spent to get school experience and the rest 15 days for teaching practice in the semester 2. The first 10 days should be utilized for acquainting oneself with the school lab, school library activities and to help in the classroom activities under the teacher who is deputed as the mentor. (every trainee can be attached to a teacher). The various practical activities which involves the observation of children and surveys in connection with other subjects can be made use of. The division of periods for each subject for the 15 days during the teaching practice for the L.P section is given below.

|                               |   |                      |
|-------------------------------|---|----------------------|
| Malayalam                     | - | 5 periods            |
| English                       | - | 5 periods            |
| Environment studies           | - | 5 periods            |
| Mathematics                   | - | 5 periods            |
| Art education                 | - | 5 periods            |
| Work education                | - | 5 periods            |
| Physical and health education | - | 5 periods            |
| Std I or Std II               | - | 2 DAYS               |
|                               |   | (5 PERIODS * 2 DAYS) |

If one spends 2 periods a day for teaching practice as a trainee, It would be more beneficial for him/her for planning and evaluation.

The 15 days for teaching practice should be utilized to observe one class of every practicing teacher and the fellow learners in each subject. These classes should help to give feedback of the trainees. At least one class in every subject should make use of the possibilities of ICT.

One should acquaint with the techniques of internal evaluation by conducting unit test in one language and other non language subjects (EVS or Maths). The comprehensive evaluation of various activities related to school internship in a semester should be completed within that semester itself. The total score for school internship in the second semester is 200. The division of the score for various subjects based on this is given below. This division includes the score of the unit tests.

|                               |   |           |
|-------------------------------|---|-----------|
| Malayalam                     | - | 40 score  |
| English                       | - | 30 score  |
| Environmental study           | - | 40 score  |
| Mathematics                   | - | 40 score  |
| Art education                 | - | 10 score  |
| Work education                | - | 10 score  |
| Physical and Health education | - | 20 score  |
| Personality development       | - | 10 score  |
| Total                         | - | 200 score |

The guidelines for evaluation related to the personality development should be given by the SCERT.

The evaluation of each subject should be done by the teacher concerned and should be consolidated at the institution level.

A student teacher will be considered to have completed his/her internship successfully only if he/she gets a C+ grade (50-59% score) in the semester two.