



Content - Semester 3

The third semester of the D.Ed course in semester system falls during the months of June and October every year. All papers will be evaluated through CCE. No public exams will be held for any of the papers. Details of all papers of Semester-3 (S₃) are given below.

9.1 Details of papers in third semester (S₃)

Of the 7 papers included in the third semester (S₃), ‘Learner and acquisition of knowledge’ is related to Educational Psychology.

“Social, Historical and Philosophical foundations of Education” is aiming at providing a social and philosophical base in education.

“Art Education and Work Experience” and “Physical and Emotional Health, and Health-Physical Education” are the papers set for the area of Art Education and Work Experience and Physical Education respectively. Under the area of mother tongue education language studies and History and under the area of English language 'Pedagogy of English language' have been included.

The students need to opt for one paper related to Mathematics, Social Science or Science.

Optional papers are:

- a) Teaching and learning of Mathematics
- b) Social Science – Content and Transaction
- c) General Science Education

In the third semester, of the 7 subjects, 5 papers –Educational Psychology, Philosophical Foundation, Art Work Education, Physical Education, Language Studies (Physical – 40 score, other subjects 60 score each) will be evaluated through public exam as well as continuous evaluation and remaining 2 papers (English Language Studies, Optional subjects Mathematics/Social Science/General Science) will only have continuous evaluation (score 20 each)

9.2 Third Semester (s.) Details of Score

No	Paper Number	Name of Paper	Details of Score		
			Continuous Evaluation	Theory Exam	Total
1	S ₃ . P ₁₃	Learner and Acquisition of knowledge	20	60	80
2	S ₃ . P ₁₄	Social Historical and Philosophical - Foundations of Education	20	60	80
3	S ₃ . P ₁₅	Art Education and Work Experience	20	60	80
4	S ₃ . P ₁₆	Physical Emotional Health and Health – Physical Education	20	40	60
5	S ₃ . P ₁₇	Literature and Learning of English Language	20	60	80
6	S ₃ . P ₁₈	Pedagogy of English Language	20	-	20
7	S ₃ . P ₁₉	a. Teaching and Learning of Mathematics b. .Social Science – Content and Transaction c.a.General Science Education	20	-	20
		Total	140	280	420

9.3 Details of each paper – Third Semester

9.3.1 Educational Psychology

The paper “Learner and Acquisition of Knowledge” aims to develop a psychological base for the teacher students. Details are given below.

S₃.P₁₃	Learner and Acquisition of Knowledge
Total	: 80 (Continuous evaluation -60 Public exam - 20)
Total houses	: 115 hrs
In a week	: 6 hrs

Content

Unit 1 : Individual Differences (Time : 25 hrs)

- Individual differences : General Understanding
- Intelligence : Different definitions
- Changes in concepts of intelligence
Unitary Method, Mental Faculty theory, Bi-factor theory, Group factor theory, structure of Intellect model, Classification of Intelligence by Raymond Catell, Intelligence Quotient, Multiple Intelligence
- MI Theory - details
- Need for MI learning activities
- Need for planning Learning activities considering individual differences
- MI and Integrated approach
- Sternberg's Triarchic Theory
- Emotional Intelligence EQ (Daniel Goleman)
- Characteristics of EQ
- Zohar & Marshall's Spiritual Intelligence Concept
- Other factors responsible for Individual differences
 - Interest
 - Attitude
 - Aptitude
 - Motivation
 - Creativity
 - Personality
- Creativity
 - Factors and stages
 - Identification methods

- nurturing creativity
- Influence of poverty, globalization and adult culture on Multiple childhood

• Inclusive Education

- Identification, Care
- Satisfying needs
- Importance of individual attention
- Need for different teaching methods

• Types of disabilities

- Early detection, care
- Reasons and solutions
- Relevance of critical age
- Need for pre-primary education
- Parental role
- Learning problems of children, Identification of learning disabilities
- Different types of education
 - Special Education
 - Integrated Education
 - Inclusive Education
- Need for Speech Therapy, Physiotherapy, Behavioural therapy
- Different teaching learning techniques
- Relevance of Individual Education Programme (IEP)
- Classroom Support
- Resource Room, Resource Center, Resource Teacher
- Intervention of Class teacher

Unit 2: Personality (Time : 25 hrs)

- Personality - General Awareness
- Approaches to personality
 - Psychoanalysis (Freud)
 - Individualistic Approach (Allport)
 - Humanistic Approach (Carl Rogers)
- **Factors influencing personality**
 - Genetic/Environment
- **Personality Test Methods**
 - Projective techniques
 - Non projective techniques
 - Adjustment inventories
 - Questionnaire, Case study, Interviews, etc

Unit 3: Context of Socialisation (Time : 20 hrs)

- Socialisation - General Awareness
- Role of family in Socialization
- Relations between elders and children
- Progressive parenting
- Parenting
- Parenting methods
- Problems of children due to parental deprivation
- Relation between teachers and students in creches and orphanages
- Teacher expectations of students
- Peer group friendship
- Interest in opposite sex
- Co-operation, competition, mental conflicts, aggression, quarrel, criminal tendency

- Social, economic, cultural differences and social skills
- General awareness and influence on educational process
- Self
- Factors responsible for self awareness
- Reactions of others
- Comparison with others
- Social Role
- Identification
- Self concept-Roger's view
- Self esteem
- Assessment of self esteem
- Relation between self esteem and self-respect
- Integrated personality
- Adjustment
- Maladjustment
- Awareness
- Reasons
- Solutions
- Adjustment techniques
- Understanding
- Examples
- Student mental health
- Influencing factors
- Role of teacher
- Mental health care
- Life skills

Unit 4: Guidance and Counselling (Time : 15 hrs)

- Guidance and counselling - General Awareness
- Guidance - Need and Relevance (Concept, Nature, Need, Areas)
- Need for guidance and counselling
- Different methods of counselling
 - Direct Counselling
 - Non direct counselling
 - Eclectic counselling
- Counselling - Group, Peergroup, Individual
- Qualities of the counsellor
- Counseling - to promote learning
- Teachers as a counsellor

Unit 5: Cognition and Language Development (Time : 30 hrs)

- Sensation, Perception, Concept formation
- " Complex cognition - Understanding
- " Memory
- " Sensory memory (SM)
- " Short Term Memory - STM
- " Long Term Memory - LTM
- " Methods to improve memory
- " Problem - solving - concepts
- " Stages of problem solving
- Methods of problem solving
 - Heuristic method
 - Algorithm
 - Insight
 - Discovery

- Problem solving - as a complex cognitive process
- Logical thought
 - Inductive reasoning
 - Deductive reasoning
 - Hypothetico - deductive reasoning
- Relation between logical thinking and stages of cognitive development
 - Language and Thought
 - Stages of language development in the child cooing, babbling, one word utterances, telegraphic speech etc.
Cooing, babbling, one word utterances, telegraphic speech etc.
- Language development theories
 - Conditioning (Skinner)
 - Limitation & Modeling (Bandura & Walters)
 - R.Shaffer, Piaget, Bruner, Vygotsky - Views on Language Development
- Relation between language and thought (views of Piaget, Vygotsky)
- Language and Neuropsychology
- Influence of social and cultural diversity on language
- Bilingualism, Influences
- Meta cognition - concept
- Meta cognition - development techniques

Transaction Methods (Semester -3)

5 units of the third semester are to be transacted using the following learning techniques

- Observation
- Analysis of experience
- Interview
- Practical
- Seminar
- Panel discussion
- Group discussion
- Debate
- Case study
- Research activities
- Use of ICT
- Workshops
- Analytical report
- Field Trip
- Project
- Survey

Assessment

The paper 'Learner and acquisition of knowledge' is to be assessed through:

1. Public written exam (60 score)
2. Continuous evaluation (including practical's) - 20 score

1. Public Written Exam

Questions that call for application of psychological principles and ideas acquired from the course, and also require an explanation of educational relevance of the ideas are to be covered in the public exam.

2. Continuous Evaluation

While continuous evaluation is done through individual and group activities for transacting the curriculum in classrooms, self and peer evaluation group evaluations can also be done. By giving a maximum score of 20 for suitable items at appropriate times, and finding the average, the CE score for the semester can be arrived at.

S₃P₁₃ : Learner and Acquisition of Knowledge - Unit Details

Content	Translation
<p>Unit 1- Individual differences (time : 25 hrs) Individual differences - General Awareness Factors influencing Individual Differences</p> <ul style="list-style-type: none"> • Internal factors (Intelligence, creativity, Aptitude) • External factors (social, economic, cultural) • Intelligence - Different perspectives • Ability for abstract thinking (Termain) ability to identify (Gator) Sum Total of Comprehensive abilities (Weschler), ability to analyse objects, (Ebbinghoms) <p>Changes in Intelligence concepts</p> <ul style="list-style-type: none"> • Unitary theory • Mental Faculty Theory • Bi-factor Theory (Features of G - factor and S-factor) • Group factor theory • Multifactor theory • Triarchiv theory • The Structure of intellect model • Raymond Catell's theory of intelligence • Intelligence Quotient (IQ) <p>Multiple Intelligence Theory - Details</p> <ul style="list-style-type: none"> • Importance of learning activities considering individual differences • MI and Integrated Approach 	<ul style="list-style-type: none"> • Intelligence is problem solving skills and the ability to analyse life experiences while grasping the lessons. • Learning activities based on multiple intelligence should be conducted • How are some students able to participate more effectively in the various learning activities (visual, spatial linguistic etc.)? • What are the benefits of providing Inclusive Education? • Examine and analyze whether learning activities based on MI are included in the primary textbooks • Preparation of learning activities based on MI

Content	Translation
<ul style="list-style-type: none"> • Sternberg -Triarchic Theory • Emotional Quotient (EQ) - Characteristics • Zohar E Marshall's Concept of spiritual Intelligence • Factors responsible for individual differences <ul style="list-style-type: none"> - Interest - Attitude - Aptitude - Motivation - Creativity - Personality • Creativity <ul style="list-style-type: none"> - Factors and stages - Identification methods - Nurturing creativity - Influence of poverty, globalization and adult culture on Multiple childhood • Inclusive Education <ul style="list-style-type: none"> - Identification, Care - Satisfying needs - Importance of individual attention - Need for different teaching methods • Different disabilities <ul style="list-style-type: none"> - Early detection, Care - Reasons and Solutions - Relevance of critical age - Need for pre-primary education 	<ul style="list-style-type: none"> - Parental role - Learning problems of children, Identification of learning disabilities - Different types of education <ul style="list-style-type: none"> • Special Education • Integrated Education • Inclusive Education - Need for Speech Therapy, Physiotherapy, Behavioural therapy - Different teaching learning techniques - Relevance of Individual Education Programme (IEP) - Classroom Support - Resource Room, Resource Center, Resource Teacher - Intervention of Class teacher ■ Identifying problems faced by teachers while teaching children with disability along with other students. Formulating remedial methods. ■ Compare learning achievements of the students with consolidated information from M1 measurement tests and Rating scales ▲ Examine correlation between performance in subjects (mark/grade) and IQ scores from standardized tests. ■ Classroom presentation on how a chosen subject area can be presented with emphasis on differently abled children ■ Conducting interviews with parents of students with cerebral palsy, autism etc and identifying their problems ■ Preparation of study report on how the mental and physical development of students as made possible in pre-schools (Anganwadi Nursery, Creche) and Special Schools (Blind/ Deaf/Dumb Schools, M.R. Schools) after a visit to any one school.

Content	Translation
	<ul style="list-style-type: none"> ■ Prepare questionnaire/checklist to identify students with learning disabilities. ■ Find out tools and support mechanisms for children with learning disabilities through interviews. ■ Findout learning activities for dyslexic students by observing students with dyslexia and interacting with their teachers ■ Find out psychological approaches to be adopted for students with stammering.

Content	Transaction
<p>Unit 2 – Personality and Mental Health (25 hrs)</p> <ul style="list-style-type: none"> • Personality - General Awareness • Understanding definition <p>Personality approaches</p> <ul style="list-style-type: none"> • Freud's psychoanalysis • Allport's Traits approach • Carl Roger's Humanistic approach <p>Factors influencing personality</p> <ul style="list-style-type: none"> • Genetic factors • Environmental factor • Learning • Role of teacher in personality development of students <p>Personality test methods</p> <ul style="list-style-type: none"> • Projective techniques • Non-projective techniques <p>(Adjustment inventories, questionnaires, interviews, case studies)</p>	<ul style="list-style-type: none"> ■ Understand how personality traits influence learning. ■ Analyse personality traits of important personalities ■ Debate - whether personality is nurtured or natural ■ Analyse advertisements related to personality development. Note personal observations. ■ Analyse personality traits using various personality measurement techniques ■ Finding reasons and solutions for behavioural problems in students by conducting interviews with the teacher

Content	Translation
<p>Unit 3 - Context of Socialisation (Time : 20 hrs)</p> <ul style="list-style-type: none"> • Socialisation - General Awareness • Socialisation as an educational objective <ul style="list-style-type: none"> - Enculturation - Acculturation as part of socialization • Influence of family on socialization <ul style="list-style-type: none"> - Influence of elders - Peer influence - assessment • Progressive parenting <ul style="list-style-type: none"> - Parenting methods • Problems in children caused by parental presence and parental deprivation • Limitations in the socialization process of students in crèches, orphanages and juvenile homes. • Peer group, friendship • Relation between process of socialization and co-operation, friendship, competition, mental conflicts, aggression, quarrel, criminal tendency in students. • Affinity and attitude towards opposite sex. • Relation between socialization and social, economic and cultural differences 	<ul style="list-style-type: none"> • How does family and school influence the process of socialization? ■ Prepare questionnaire to find out the interest, attitude and support of parents in student's learning. ■ Find out the concerns and interests raised by parents in parent teacher meetings ■ Interviews with parents (for awareness about parenting methods) ■ Seminar - parenting ■ Parenting - conduct awareness classes. <ul style="list-style-type: none"> - Analysis of cases - Collect, analyse, find reasons and provide solutions to issues related to various problems in children covered in newspapers and periodicals.

Contents	Transaction
<ul style="list-style-type: none"> • Self • Factors responsible for self-awareness <ul style="list-style-type: none"> - Reactions of others - Comparison with others - Social role - Identification • Self concept - Roger's view • Self esteem <ul style="list-style-type: none"> • Nature of assessment of self esteem • Measure of how much we estimate ourselves • How low self esteem and high self esteem influences learning achievements. • Adjustment - Understanding • Maladjustment • Life Skills 	<ul style="list-style-type: none"> ■ Prepare survey sheet to understand the socio-economic conditions of 10 students from a locality in the class allotted for teaching practice. Find out factors which hinder effective study and provide solutions. ■ Make a presentation on language and content of responses by teachers towards students based on the concepts of self awareness and self esteem. ■ Conduct debate on relation between students self esteem and parental attitude <ul style="list-style-type: none"> • Find out from interviews with teachers the different activities that emerge from student interactions.

Contents	Transaction
<p>Unit 4 - Guidance & Counseling (Time. 15 hrs)</p> <ul style="list-style-type: none"> • Guidance - Need and relevance (Meaning, concept, nature, need-areas) • Difference between guidance and counselling, need • Identify and provide help for those in need of guidance • Counselling - Theories and Approaches, Skills and Processes. • Identify and carry out remedial activities for personality disorders, conflicts, emotional problems, learning difficulties. • Teacher as a Counsellor • Counselling for promoting learning. 	<ul style="list-style-type: none"> • Using counselling possibilities to solve students behavioural problems and to highlight relevance of guidance and counselling • Analysis of cases • Conduct interviews with expert counsellors.

Contents	Transaction
<p>Unit 5 - Cognition and Language Development (Time : 30 hrs)</p> <ul style="list-style-type: none"> • Sensation • Sensation • Perception • Conceptualization • Complex cognitive development concept formation • Memory (Sensory memory) • Short term memory • Long term memory • Methods to improve memory <ul style="list-style-type: none"> • Procedural memory • Semantic memory • Episodic memory • Problem solving skills/concepts • Stages of problem solving • Awareness of problems • Classification of problem solving • Methods of problem solving(heuristic, trial & error, algorithm, insight, discovery) • Need to develop problem solving skills. 	<ul style="list-style-type: none"> • Role of memory in learning achievement • Plan learning activities to increase memory power • Relation between memory and learning as a topic for debate • Is learning a matter of memorisation alone? Is there a relation between memory and intelligence? Discuss and note down observations ■ Suggest/examine learning activities that help increase memory power ■ Discuss the relation between the process of problem solving and learning activities ■ Find out problems in the learning activities of various subjects and also the mental process to be used by the learner to solve them. ■ Prepare learning activities/problems in various subjects where higher order thinking skills are to be applied. ■ Prepare questions to help the students to approach chosen concepts in an analytical way.

Contents	Transaction
<ul style="list-style-type: none"> • Logical thinking <ul style="list-style-type: none"> - Thought, as a higher mental process - Inductive thinking/reasoning - Deductive thinking/reasoning - Relation between language and thought - Stages of language development (Cooing, babbling, one word utterances, telegraphic speech) - Primary language skills (listening speaking, writing, reading) - Factors that hinder development of language skills • Language development theories <ul style="list-style-type: none"> - Conditioning (Skinner) - Modeling (Bandura & Walters) - Views of Piaget, Vygodsky, Bruner • Influence of social and cultural diversity on language • Meta cognition processes • Understanding development techniques 	<ul style="list-style-type: none"> • Formulate approaches and techniques to help students who lag behind in language skill development through discussions.

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9.3.2 Social, historical and philosophical foundations of Education

The paper "Social, historical and philosophical foundation of Education" has been suggested in the third semester to form a social, historical and philosophical foundation of education in teacher students. Details of the paper are given below.

Philosophical foundation of education - Relevance

The philosophical foundations of education aim at the realization of how education relates to broader issues triggered by human thoughts. Concepts of knowledge, learning, education and teaching have evolved through broad viewpoints. The student teachers should be able to approach these in a comprehensive manner than limiting them to a practical situation. Study of educational Philosophy is essential. Introduction to various philosophical thoughts is only a primary level of this foundation.

Aims

- Identify how the content, structure, learning/ teaching tools of the curriculum reflects various thoughts.
- Find and compare various philosophical visions within the educational aims and teaching objectives.
- Understand the viewpoints put forward by different thoughts on educational process, knowledge, personality of teacher, etc. Utilize it to shape one's own personality and teaching style.
- Relate the information, knowledge, ideas and problems presented within the limited subjects and teaching situations to broader philosophical questions.

- Assess educational trends, teaching/learning tools and teaching methods in the light of different philosophical thoughts

Historical background of Education

Relevance

This subject aims at an understanding of how the structure, content and policies of education have been derived in response to the social, cultural, economic realities prevalent in the society and the changes that took place in the different periods. It is to be realized that history is not a collection of dead facts, instead it's a strong conductor in the process of formation of social institutions like education. This area helps the learner to understand how historical factors influence the contemporary.

Objectives

- Identify how realities of various historical stages influenced educational policies and mechanisms.
- Find out the social and economic factors that influenced the origin of institutionalized education in India.
- Identify the background of traditional examples of Indian education and their possibilities and limitations in the contemporary context.
- Analyze the changing social and economic realities and evaluate contemporary examples of education based on the changes.
- Find out how recent history is reflected in lesson plans and education.

Paper No.	Name of the paper
S₁.P₁₄	Social, historical and philosophical foundations of Education
Total Score	: 80 (continuous evaluation- 60, public exam-40)
Total time for a Semester	: 105 hours
Time for one week	: 5 hours

Content

Unit 1- Sociology and Education (Time 20 hrs)

Unit 2- Educational visits (25 hrs)

Unit 3- Historical background of Indian education (30 hrs)

Unit 4 - School as a social institution (20 hrs)

Unit 5 - School system and management (20 hrs)

S₃.P₁₄ Social, Historical and Philosophical foundations of Education- Unit details

Content	Transaction
<p>Unit 1 : Sociology and Education</p> <p>A. What is sociology?</p> <ul style="list-style-type: none"> • Subjects of interest in sociology • Relation between sociology and education and social structure and education. • Aims of educational sociology (Understand how the school processes and teacher activities are related to the society and social structures) • Influence of social factors on the individual. 	<ul style="list-style-type: none"> ■ Transaction (teaching learning method, tools, evaluation, educational objectives) ■ Reach a conclusion on sociological outlooks of Kerala society/ certain sections. ■ Find out the number of high school students interested in becoming teachers. Which is Light the number of boys or girls? Discuss reasons for the differences. ■ Find out viewpoints of common people about discipline in schools. Examine how it matches with the present discipline in schools. ■ Interact with students displaying leadership skills and find out their family background and extent of interest shown by parents in the child's activities. ■ Speak to students and find out the topics discussed with parents. Examine if the information thus obtained can be related to the students learning standards.

Content	Transaction
<p>B. Institutions and agencies for education</p> <ul style="list-style-type: none"> • Official agencies, unofficial agencies • Family, society, nation, religion, school as agencies of education. <p>C. Society and education</p> <ul style="list-style-type: none"> • How does society influence education? • How does education influence society? • Education as an agent of social change. • Removing superstitions and evil social practices. <p>D. Social and economic issues of Indian education (Influence and effects of poverty, unemployment, shift from joint family to nuclear family, problems of privatization)</p>	<ul style="list-style-type: none"> ■ Discuss the social factors responsible for high literacy level in Kerala. ■ Prepare a questionnaire and collect information on how family members involve with student's academics. ■ Examine if content and process of education has been influenced by the general perception about job opportunities prevalent in various fields. ■ Find out newly introduced subjects and subject areas after examining school curricula of last 15 years. Find out how it relates to the needs of society and present understanding of education. ■ Find out the recent changes in Kerala society due to educational development and literacy. ■ Prepare a questionnaire and collect information on social and economic factors that influence the studies of school students.

Content	Transaction
<ul style="list-style-type: none"> • Problems and trends of contemporary education field. • Discrimination faced by women, weaker sections, minorities, physically and mentally challenged people. • Education of people alienated by language, culture, originality, customs, geographical peculiarities. • Dehumanization • Socialization What is socialization? Processes and factors of socialization- role of teachers, classmates and schools in socialization • Education for democratization, nationalization, national integration, international understanding and education for survival. • Education for Sustainable Development (ESD) 	<ul style="list-style-type: none"> ■ Prepare guidelines to formulate a sustainable school campus. ■ Do textbooks encourage gender discrimination? Examine. ■ Socialization is one objective of education. What activities inside and outside the classroom can be designed to achieve this objective? ■ Collect information from teachers if other students behave in a discriminatory manner towards students with special needs. Discuss approaches to be adopted to handle such problems. ■ Discuss approaches to be adopted by teachers to bring students unwilling to interact with other students into the mainstream. ■ Prepare checklist and collect information to find out if the concepts have been included in textbooks.

Content	Transaction
<p>Unit 2 : Educational visits</p> <p>A. What is philosophy? Motivational factors behind Philosophy (Curiosity, filling gaps in experiences, enquiry for meaning formation) How is it related to education?</p> <ul style="list-style-type: none"> • Ability to give a comprehensive viewpoint on any phenomenon, broad outlook on education. • Educational objectives and philosophies - General objectives: Acquisition of knowledge, socialization, acquiring jobs, comprehensive development, character formation, cultural development, humanization, spirituality, liberalization. - Self realization is the aim of life. Therefore it is also the aim of education (Idealism) - Aim of education is to train how to live in harmony with nature (Naturalism) - Education should help to acquire abilities to be helpful to the individual and society (Pragmatism) - Aim of education is creation of a society emphasizing in humanitarianism. (Humanism) <p>B. Content and philosophy of education</p> <ul style="list-style-type: none"> - Curriculum should include subjects that connect man to spiritualism and concept of God. (Idealism) 	<ul style="list-style-type: none"> ■ Find out which stream of philosophy influences the teaching methods adopted in classrooms. ■ Find out the extent of influence of educational objectives put forth by RTE 2009 ■ Among the educational objectives put forth by RTE 2009, find out the influence of educational philosophers.

Content	Transaction
<ul style="list-style-type: none"> - Lesson plans should focus on science subjects like biology, physics and chemistry. (Naturalism) - Dividing knowledge into different branches is not scientific, what is required is to present subjects in an integrated manner while addressing life problems (Pragmatism) - Subjects that help arouse awareness humanism are to be included in curriculum. (Humanism) • Philosophy and teaching methods - Teaching methods put forward by Idealism, Naturalism, Pragmatism, Humanism thoughts. • Philosophy and discipline - Philosophical thoughts related to discipline and freedom. <p>C. Western and Eastern educational thoughts- Different views and contributions</p> <ul style="list-style-type: none"> • John Amoz Comenius - Teaching concepts - Stages of education - Different types of school - Universal education • Jean Jacques Rousseau - Life and thoughts - Curriculum and stages of development - Negative education - Educational objective, learning method 	<ul style="list-style-type: none"> ■ Prepare concept map of educational objectives, content, learning method, teacher student relations, discipline put forward by philosophers and compare with features of existing curriculum. ■ Special features of curriculum in Kerala - child- centric, activity based and enquiry based. Findout ideas from the philosophies of educational thinkers to support these features.

Content	Transaction
<ul style="list-style-type: none"> • Frederick August Frobel - Play activities - Kindergarten - Primary educational philosophy - Gifts and occupations • Madame Maria Montessori - Children's home - Play method - Education of mentally challenged children - Didactic materials • John Dewey - Philosophy, educational concepts, educational theories - Concept of school, curriculum, learning method, three stages • Paulo Freire - Banking education and problem posing education - Critical thinking, dialogue • Mahatma Gandhi - Aim of education, stages of education, content and method of education, primary educational concept, outlook about teachers. • Rabindranath Tagore - Educational philosophy, educational objectives, curriculum, learning method, teaching medium, discipline, teacher • Educational ideas from thoughts of Vivekananda, Aurobindo, Jiddu Krishnamurthy, Allama Iqbal. 	

Content	Transaction
<p>Unit 3 : Historical background of Indian education</p> <p>A. Education during Vedic period</p> <ul style="list-style-type: none"> • Education during Buddhism • Education during medieval times • Islamic education • Education during British period • Post Independence education <p>- Find out the period, educational objectives, educational tradition, teaching method, teacher student relations, universalism and limitations.</p> <p>B. Historical growth of education in Kerala</p> <ul style="list-style-type: none"> • Progress of the downtrodden sections in 19th century. • Struggle of organized institutions • Temple entry proclamation • Missionary activities • Intervention of Ayyankali, Sree Narayana guru, Vakkom Abdul Khadar Moulavi, etc • Peasant struggle. • Spread of progressive ideas • Influence of national movement and questioning of colonial rule • Efforts to educate girls and marginalized communities. <p>C. Education Commission and efforts to modernize education</p> <ul style="list-style-type: none"> • Abott and Wood committee (1937) • Seargent Report (1944) 	<ul style="list-style-type: none"> ■ Acquiring skills to involve in educational activities by grasping the growth and development of Indian education. ■ Acquire an understanding of protection of children's education rights. <ul style="list-style-type: none"> ▲ Education in Kerala before independence. What was the universal aspect, content and teaching methods of education? ▲ The influence of the suggestions from Education Commissions and Formation of Acts on the modernization of school education. <ul style="list-style-type: none"> ■ The influence of social reform institutions and progressive ideas on historical growth of education in Kerala? Discuss and prepare notes.

Content	Transaction
<ul style="list-style-type: none"> • Kothari Commission (1964-' 66) • National Education Policy (1986) • NCF 2005 • KCF 2007 • Right to Education Act 2009 • NCFTE 2009 <p>D. Constitution of India and Education</p> <ul style="list-style-type: none"> - Vision of Indian Constitution in relation to universal education - Policies, Laws, conditions related to children and Child Education (Article 15, 24, 39f, 45) - Formation of Acts in India <ul style="list-style-type: none"> 1933 - Children (Pledging of Labour Act) 1960 - Orphanages and other Charitable Homes Act 1989 - The Child Labour Act 2009 - Right to Education Act <ul style="list-style-type: none"> • National considerations related to education- NCF 2005 • Rights of Children • Special rights, limitations and concessions for physically and mentally challenged children. 	<ul style="list-style-type: none"> ▲ The major changes that took place in the education sector in post- independent India? ▲ What was the condition of education of women's during early times? <ul style="list-style-type: none"> ■ Prepare suggestions to reform a selected school on the basis of children's right to education. ■ Find out steps to be taken for progress of school education in Kerala considering suggestions of Education Commissions. <ul style="list-style-type: none"> ■ Prepare a comparative study of the educational scene in pre and post Independent India. ■ Collect videos of best examples honouring children's rights. Organize exhibitions.

Content	Transaction
<p>Unit 4 : School as a social institution</p> <p>A. Features of physical, academic and emotional environment to be present in schools.</p> <ul style="list-style-type: none"> - Child friendly furniture - Building as learning aid - Smart classroom - Subject based learning facilities (Lab, library, IT lab, etc - Drinking water facility, clean toilets - Environment friendly surroundings (shade of trees, garden, herbal garden, etc) - Campus empasizing sustainable development - Emotional Atmosphere formed on friendship and affinity - Healthy intervention and association of parents, society, teachers. <p>B. Role of parent, society and teacher in the process of education</p> <ul style="list-style-type: none"> - Teacher - Help learning - Give support - Co-learner and democratic leader - Planning activities considering all students 	<ul style="list-style-type: none"> ■ Generate an awareness that physical, academic, and emotional environment is essential for effective learning ■ Identify the role of parent, teacher and society in process of education ■ Identifies that effective learning takes place when adaptation to cultural surroundings of each child is done. ■ Classrooms should involve Inclusive Schooling. What are the features required for the physical, academic and emotional environment in such a school?

Content	Transaction
<p>D. Local adaptation of curriculum</p> <ul style="list-style-type: none"> - To prepare learning environment related to experiences of students in each region. - Preference to be given to the students language, tradition and cultural context. - Learning becomes effective when done in relation to one's experiential orbit. - Curriculum outside learners culture and life would result in alienation from education. <p>E. Certain ideas related to learning and schools discussed in Kerala</p> <ul style="list-style-type: none"> - Researcher - Co-learner - Facilitator - Democratic leader - Mentor - Building as learning aid - Democratization of school 	<ul style="list-style-type: none"> ■ Examine textbooks to findout lessons which require local adaptation and viablility and suggest techniques for adaptation.

Content	Transaction
<p>Unit 5 : School system and management</p> <p>A. School as a social institution</p> <ul style="list-style-type: none"> - Vision of universal education, Idea of effective school - Social surroundings of the school (various stages, HM, teachers, parents, students) - Need for development plan for school, the factors involved and role of each factor (HM, teachers, parents, LSG, etc) <p>B. Support in planning and execution of school activities- role of various factors</p> <ul style="list-style-type: none"> • Department infrastructure - DDE, DEO, AEO, DIET, SSA, SSG, PEC, SMC, PTA, Jagrata Samithi, Club activities. <p>C. Monitoring (School level, Class level)</p> <ul style="list-style-type: none"> • Factors to be monitored- Monitoring system- different types of monitoring. • Role of Principal in monitoring- Establishing direction viding and providing feedback. <p>D. Principal</p> <ul style="list-style-type: none"> • As an academic leader- Special qualities. 	<ul style="list-style-type: none"> • Identify that the vision of universal education can be made practical through collective effort of various factors (HM, teachers, parents, LSG, etc.). Each school requires a school development plan with appropriate goals. LSG has separate role in implementation of SDP (School Development Plan) ■ "Good School" can be actualized only if there is effective planning and co-ordination of various supporting mechanisms. ■ What are the areas of consideration in School Development Plan? How far should it be related to the vision of universal education? ■ How is the process of planning and execution of a school effectively influenced by consolidation of various supportive mechanisms? ■ Analyze few School Development Plans using universal education outlook indicators. ■ Prepare feedback report after observing a PEC, SMC meeting in your locality. ■ Prepare a rating scale to monitor class level activities (Academic level, Physical conditions, class management level, evaluation, etc.). Prepare a feedback report after monitoring using rating scale. <ul style="list-style-type: none"> • Consider that you are given the responsibility of a school principal. Discuss and prepare guidelines on what can be done for effective administration and academic functioning of the school. • Principal- To provide leadership for school activities in a time bound manner. Prepare a daily/weekly plan for HM to make this practically possible. Discuss.

9.3.3 Art Education and Work Experience

To provide a foundation in art education and work experience to student teachers, the paper 'Art Education and Work Experience' has been suggested in third semester. Details are given below.

Paper No.	Name of paper
S₃.P₁₅	Art education and Work Experience
Total Score	: 80 (continuous evaluation: 60, public exam:20)
Total time for a Semester	: 40 hours
Time for one week	: 2 hours

Details on Art Education in third semester are given below. Details on Work Education are given separately.

Part 1 Art Education (Semester 3)

Total score: 40

(Continuous evaluation: 10 + public exam: 30)

Total Semester time: 20 hrs

Weekly time: 1 hour

Content

Unit 1 - Art and Education- practical (Time- 1 hr)

Unit 2- Drawing- Practical (Time - 1 hr)

Unit 3 Music - Practical (Time - 1 hr)

Unit 4 - Creative drama (Time- 5 hrs)

- Drama (script, acting, direction, presentation)
- Role play
- Miming
- Mono act
- Children's drama
- Creative drama

Unit - 5 Teacher Education (VI to VIII) (Time - 4 hrs)

- Study of Art - Introduction to curriculum VI to VIII
- Pedagogical analysis
- Lesson Plan
- Adaption possibilities for students with special considerations
- Art education activities

Unit -6 Dance (Time- 5 hrs)

- Folk dance
- Classical dance
- Organizing various dance activities that include different concepts (Dance drama , Cholkoothu)
- Mudras, steps, natyadharmi / loka dharmi

Unit -7 Puppetry (Time - 3 hrs)

- Script writing
- Puppet making
- Movement of puppets in accordance with dialogues

Art Education - Unit Details

Content	Transaction
<p>Unit 1 - Art and Education- practical (Time- 1 hr)</p> <p>Unit 2- Drawing- practical (Time - 1 hr)</p> <p>Unit 3 - Music - Practical (Time - 1 hr)</p> <ul style="list-style-type: none"> • Patriotic songs • Folk songs • Classical songs • Light music <p>Unit 4 - Creative drama (Time- 5 hrs)</p> <ul style="list-style-type: none"> • Script • Acting • Direction • Presentation • Role play • Miming • Mono act • Children's drama- What? How? Method of approach • Creative drama 	<ul style="list-style-type: none"> • Discussion and sharing practical experience of teacher education done in second semester relating art and education. Assessment of improved notes on transaction. • Organise an exhibition of a drawing either freehand drawing or a technical one . Assess the drawing using specific indicators. • Examine singing ability of any selected patriotic songs, folk songs, classical songs, light music • Assess using specific indicators. • Provide learning experience by organizing theatre workshops. • Assess presentation of drama- Use of ICT • Concrete expression of concepts : Group awareness • Discussion under leadership of teacher educators to generate an awareness of psychological basis of children's drama, group discussions, presentation, consolidation by teacher, discussion notes, assessment.

Content	Transaction
<p>Unit 5 - Teacher Education (Time - 4 hrs)</p> <ul style="list-style-type: none"> • Study of Art - Teacher education (VI to VIII), Introduction to curriculum VI to VIII • Pedagogical analysis • Lesson plan • Art education activities, related activities of student who need special considerations, <p>Unit 6 - Dance, (Time- 5 hrs)</p> <ul style="list-style-type: none"> • Folk dance • Classical dance • Organizing various dance activities • Mudras • Steps • Natyadharmi / loka dharmi <p>Unit 7- Puppetry (Time - 3 hrs)</p> <ul style="list-style-type: none"> • Script writing • Puppet making • Movement of puppets in accordance with dialogues 	<ul style="list-style-type: none"> • Classroom activity with help of expert to understand creative drama and acquire acting skills based on individual imagination around a central theme. Assess the presentation on specific indicators. • Approach paper- Revision- Consolidation • Discussion related to previous experience. • Preparation of analytical note on school curriculum from class 6 to 8. • Discuss possibilities for adaptation of art education for children with special needs. • Continuous evaluation - How?. • Analysis of text - planning of lesson- production of teaching learning materials- finding possibilities of ICT. <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Curriculum Orders (COs) of Art Education in school curriculum to be used for analysis of text and planning of lessons.</i></p> </div> <ul style="list-style-type: none"> • Interviews on various dance forms- with experts interview report. • Development of bodily kinesthetic intelligence. • Short puppetry play presentation using puppets • Discussion on puppet dramas (script, puppet making, movement, etc) • Puppetry workshops can be held on script preparation, making different types of puppets, rehearsal. • Presentation of puppet plays and assessments.

ART EDUCATION- SEMESTER 3

Details of assessments

Total score:40 (continuous assessment-10, public exam- 30)

Continuous assessment- Score-10

Skills related to art education in student teachers can be evaluated using the following indicators

1. Participation in discussions
2. Notes
3. Creative products
4. Singing
5. Presentation
6. Class observation
7. Construction
8. Collection
9. Analysis and planning of lesson
10. Use of ICT

Each item will carry a maximum score of 10. The total score obtained out of 100 may be converted as score out of 10.

Public Exam

Score- 30

The paper S₃ P₁₅ "Art Education and Work Education" will have two parts (1) Art Education (2) Work Education. Question for the public exam will be drawn from the area of art education transacted in the third semester. Time for the exam will be 1 hour.

Art Education- Internship

In the area of art education, the student teacher should teach two classes at the LP level in the second semester and two classes at the UP level in the fourth semester. Maximum score for each semester will be 10. All matters related to internship are to be completed in the second term. The planning for UP level internship scheduled during fourth semester need to be completed in third semester as far as possible. One period during the fourth semester could be set apart for discussing further details.

Part 2

Work Education (Semester 3)

Total score- 40

(Continuous evaluation- 10 + public exam- 30)

Semester Time- 20 hours

In a week- 1 hour

Introduction

Work Education is a meaningful activity emphasizing on goals. The idea of learning through activity helps in the development of different abilities and skills of students. Along with this, affinity to jobs and respect for working people is developed. Work education helps the student to develop attitudes to undertake social issues and participate in socially productive activities. Hence development of various abilities of students is possible through work education. It aims at preparing student teacher to develop these abilities in the classroom.

Content (semester 3)

Unit 1- Work Education- Vision and Action Plan (Time : 1 hour)

Unit 2- Work Education- Approaches and Assessment (1 hour)

- Development of appropriate teaching skills for work education approach.
- Work Education- Assessment

Unit 3: Work education- Possibilities of integration and transaction
(Time: 2 hours)

- Work Education- Analysis of possibilities of integration
- Transaction

Unit - 4 Work experience and practical experience(7 hours)

- Training in activities of different areas.

Area 1

- Related to everyday life
 - Prepare and use timetables (bus, train, flights)
 - Prepare family budget, keep accounts of daily expenses
 - Prepare food items
 - Event management

Area 2

- Repair and maintenance of household articles
 - Electrical equipment
 - Carpentry/ products made of coconut shells
 - Production of doormat/ coir mat
 - Making of soap
 - Plumbing

Area 3

- Production of stationery items
 - File/file board
 - Book binding
 - Cover/ paper bags

Area 4

- Dress making
 - Dress making
 - Embroidery/ stitching
 - Fabric painting/printing

Note: One activity to be done from each area.

Unit 5: Work education and possibilities of ICT (5 hours)

- Preparation of video documentary, editing
- Computer assembling, repair
- Prepare software for presentation

Note: To get requisite understanding and skills in any one area.

Unit 6: Society and work education (2 hours)

- Self reliant society
 - Waste disposal
 - Conservation and distribution of drinking water
 - Kitchen garden
 - Other sources of income

Unit 7: Internship (2 hrs)

- Analytical class for teaching practice
- To gain practical efficiency in teaching

Note: Advance preparation of internship alone to be done in third semester. Teaching practice is scheduled in fourth semester (2 classes).

Work Education - Unit details

Content	Transaction
<p>Unit -1 Work Education- Vision and action plan (1 hour)</p> <p>Unit -2 Work education- Approaches and Assessment (1 hour)</p> <ul style="list-style-type: none"> • Development of teaching skills appropriate for work education approach. • Life skills, attitudes, values • Assessment <p>Unit - 3 Work Education- Possibilities of integration and transaction (2 hours)</p> <ul style="list-style-type: none"> • Work education- Analysis of possibilities of integration and transaction (UP level) <p>Unit-4 Work Education and Practical Experience (7 hrs)</p> <ul style="list-style-type: none"> • Training in activities of different areas. <p>Area 1</p> <ul style="list-style-type: none"> • Related to everyday life <ul style="list-style-type: none"> - Prepare and use timetables (bus, train, flights) - Prepare family budget, keep accounts of daily expenses - Prepare food items - Event management <p>Area 2</p> <ul style="list-style-type: none"> • Repair and maintenance of household articles <ul style="list-style-type: none"> - Electrical equipment - Carpentry/ products made of coconut shells - Production of doormat/ coir mat - Making of soap - Plumbing 	<ul style="list-style-type: none"> • Introduction to practical situations for awareness of conceptual, educational and vocational viewpoints of work education • School visits, work place visits, observation of activities, participation • Noting down experiences <ul style="list-style-type: none"> • Introduction to work education approaches and assessment techniques through classroom experiences • Practical application of life skills, attitudes and values through classroom activities • Classroom transaction- use of assessment techniques <ul style="list-style-type: none"> • Work Education-Identify possibilities of integration, implementing analysis and transaction • Assessment of preparation for teaching <ul style="list-style-type: none"> • Attain a holistic outlook through training of activities in different areas <ul style="list-style-type: none"> • Practical training in different activities based on areas • Preparing work diary

Content	Transaction
<p>Area 3</p> <ul style="list-style-type: none"> • Production of stationery items <ul style="list-style-type: none"> - File/file board - Book binding - Cover/ paper bags <p>Area 4</p> <ul style="list-style-type: none"> • Dress making <ul style="list-style-type: none"> Dressmaking Embroidery/ stitching Fabric painting/printing <p>Note: One activity to be done for each area.</p> <p>Unit-5 Work education and possibilities of ICT (5hrs)</p> <ul style="list-style-type: none"> • Preparation of video documentary, editing • Computer assembling, repair • Preparing software for presentation <p>Note: The students are expected to gain understanding and skills in at least one area.</p> <p>Unit-6 Society and work education (2 hrs)</p> <ul style="list-style-type: none"> • Self reliant society • Waste disposal • Conservation and distribution of drinking water • Kitchen garden • Other sources of income <p>Unit-7 Internship (2 hrs)</p> <ul style="list-style-type: none"> • Analytical class for teaching practice 	<ul style="list-style-type: none"> • Maximum use of ICT possibilities in student's learning activities • Documents construction activities. Edit and convert to CD for classroom study (Seek help from experts) • Acquire understanding of assembling and repairing of computer • 2 day workshop (With help from experts) • Acquire understanding of how to prepare software for different learning activities (eg: seminar) • Workshop with advice from experts <ul style="list-style-type: none"> • Acquire expertise to identify the factors involved in developing a self reliant society and to involve in awareness activities. <ul style="list-style-type: none"> - Visit to houses in school locality - Collecting information - Assessment - Reporting - Awareness (seminar) <ul style="list-style-type: none"> • To gain practical efficiency in teaching <ul style="list-style-type: none"> - Analytical class, discussion (UP level) <p>Note: Advance preparation of internship alone to be done in third semester. Teaching practice is scheduled in fourth semester (2 classes).</p>

Work Education Transaction Method (Semester 3)

Following techniques can be used as modes of transaction for activities related to Work Education

1. Discussion, interview
2. Prepare notes, reports, observation notes
3. Reference, collect information, identify learning activities, Tip activity
4. School visit, Class observation, Participate in workshops, workplace visit, study visits, celebration of special days
5. Use of ICT
3. Pedagogic analysis
4. Preparation of TLM
5. Demonstration in workshop
6. Work diary
7. Use of ICT
8. Reports

Work Education- Assessment- semester 3

Total score for semester: 40 (continuous evaluation-10 + public exam-30)

Continuous evaluation (score 10)

Indicators considered for continuous evaluation are given below

1. Participation in discussion
2. Preparation of notes

Assessments can be done with 10 as maximum score for each indicator. Following which total score can be converted to 10.

Public Written Exam (score 30)

Public exam for work education will be held as part of paper S3 P15 Art Education and Work Education. Of the total score 60, distribution would be 30 score for art education and 30 score for work education.

9.3.4 Health- Physical Education

The paper "Physical and emotional health and Health & Physical Education" included in the third semester is aimed at providing a foundation in concept of health and physical education. Details are given below.

Paper No.	Name of Paper
S ₃ P ₁₆	Physical and Emotional Health and Health & Physical Education

Total score	: 60 (continuous evaluation: 20 public exam: 40)
Total time	: 40 hours
In a week	: 2 hours

Content

Unit -1 Value Education and Life Skills (Time : 4 hrs)

- What is Value education? Definition.
- Definition of Life Skills.

Unit-2 Health and healthy habits (Time: 4hrs)

- Physical development- What? How?
- Healthy habits in children
- Way of life- Life style diseases

Unit -3 Physical fitness in children (Time: 5 hrs)

- Basic physical fitness
- Health related physical fitness test (HRPFT)

Unit-4 Body Posture (Time: 3 hrs)

- Posture Deformities

Unit-6 Physical Games (Time: 10 hrs)

- Athletics
- Major games

Unit - 7 Analysis of health and physical curriculum
(Std VI-VIII)(Time: 10 hrs)

- Introduction to content
- Analysis of curriculum
- Teaching manual
- Physical lesson planning-UP level
- Assessments

Unit- 8 Health and physical education for learners with special needs
(LWSN) (Time: 3hrs)

S₃P₁₆ Physical and Emotional Health and Health-Physical Education- Unit Details

Content	Transaction
<p>Unit -1 Value Education and Life Skills (Time : 4 hrs)</p> <ol style="list-style-type: none"> 1. What is Value education? Definition. Fundamental principles of the Olympic charter. 2. Joy of effort 3. Fair play 4. Respect for others 5. Pursuit of excellence 6. Balance between body, will and mind <p>1.2 Definition of Life Skills</p> <p>Skills</p> <p>Goal, definition</p> <p>Problem solving</p> <p>Active thought</p> <p>Unit 2 Health and healthy habits (4hrs)</p> <p>2.1 Physical development- What? How?</p> <p>Cardiovascular system</p> <p>Respiratory system</p>	<p>Transaction Method</p> <ul style="list-style-type: none"> • Developing an understanding of the contents through discussions and referencing • Recognize relevance of values through discussions, events from sports and games. • Discuss, identify details and prepare notes on basic concepts of Olympic Charter to understand further the need for Value Education. <p>Learning tool: ICT, Newspaper clippings</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Discussion notes, active participation, presentation <p>Learning achievements:</p> <ul style="list-style-type: none"> • Identify the relevance and importance of Value Education <p>Transaction method</p> <ul style="list-style-type: none"> • Grasping the content through referencing and finding out definitions. • Locating and listing more skills • Role of Physical Education in formation of Life Skills- Debate <p>Learning Tool: ICT, Library</p> <p>Assessment: Debate report, Participation, Presentation</p> <p>Learning achievement :</p> <ul style="list-style-type: none"> • Identify the role of Physical education in promoting efficiency in life skills <p>Transaction method</p> <ul style="list-style-type: none"> • Ascertaining basic concepts of two conditions with help of visual aid <p>Learning Tool : Visual Aid (for both conditions)</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Class test <p>Learning achievements:</p> <ul style="list-style-type: none"> • Acquire a comprehensive awareness of physical development and activities.

Content	Transaction
<p>2.2 Healthy habits of children Personal hygiene Environmental hygiene Balanced diet Nutritional diet</p> <p>2.3 Way of life- lifestyle diseases Cardiac disease Diabetes Obesity</p>	<p>Transaction method</p> <ul style="list-style-type: none"> • Conduct survey with suggestions from Health Inspector of nearest primary health center to acquire further understanding of different areas • Personal hygiene survey- In students of class 4 • Environmental hygiene survey- 20 houses near the school • Balanced diet- nutritional diet (Interview with expert) <p>Learning Tool: Model questionnaire Assessment: Planning, Survey report, Interview report Learning achievements:</p> <ul style="list-style-type: none"> • Identify the social reality related to this field <p>Transaction method</p> <ul style="list-style-type: none"> • Forming an understanding of way of living and lifestyle diseases through the project <p>Learning tool: Library, ICT experts, WHO reports Assessments: Planning, Application, Consolidation, Project report Learning achievements:</p> <ul style="list-style-type: none"> • Acquire competency to identify unhealthy living and habits and recognize healthy living
<p>Unit 3 Physical fitness in children (5hrs)</p> <p>3.1 Basic physical fitness Definition of physical fitness Physical fitness a. Health related b. Performance level Health related factors Cardio Respiratory Endurance Muscular strength Muscular endurance Body composition</p> <p>3.2 Health Related Physical Fitness Test HRPFT</p>	<p>Transaction method</p> <ul style="list-style-type: none"> • Identify factors and importance of basic physical fitness • Understand importance of physical fitness and make students undergo physical fitness test. <p>Learning tools: Visual Aids, Power point, Test (HRPFT) Assessment: Physical fitness test report Learning achievements:</p> <ul style="list-style-type: none"> • Form a personal understanding about physical fitness. Attain competency to assess physical fitness scientifically.

Content	Transaction
<p>Unit 4 First Aid and Safety Education (5 hrs)</p> <p>4.1 First Aid Definition of First Aid Basic concepts , accidents and related first aid Tools and use of first aid box Cardio Pulmonary Resuscitation (CPR) Heimlich Manoeuvre</p> <p>4.2 Safety Education Definition Need and importance Disaster Management- school level</p> <p>Unit 5 Body postures (3hrs)</p> <p>5.1 Types of postures- sitting-standing-walking 5.2 Posture deformities- Khyphosis, Lordosis, Scolosis 5.3 Body structure deformities- reasons and solutions</p>	<p>Transaction method</p> <ul style="list-style-type: none"> Understanding the necessity of First Aid through visual aid and ICT. Experience application of first aid. <p>Learning tool: Visual Aid, ICT, First Aid box Assessment: Practical exam (CPR- use dummy only) Learning achievements:</p> <ul style="list-style-type: none"> Acquire competency to apply understanding of scientific knowledge of First Aid in critical situations <p>Transaction method</p> <ul style="list-style-type: none"> List out accidents and disasters from news reports over a week and hold discussions and analysis based on these reports Identify reasons Recognise the necessity for Safety Education and Disaster Management based on it. <p>Learning Tool: News report, Video clips Assessment: Analysis report Learning achievements:</p> <ul style="list-style-type: none"> Acquire skills to avoid increasing accidents and disasters in the society and to face such situations scientifically and with presence of mind. <p>Transaction method</p> <ul style="list-style-type: none"> Form a basic understanding of body posture, different types of postures and the deformities through visuals and ICT On the basis of this understanding the teacher student should observe and list out deformities in students of class VI. Suggest remedies (Suitable minor games) <p>Learning tools: CD, ICT, Observation report Assessment</p> <ul style="list-style-type: none"> Observation report Remedial suggestions Organisation <p>Learning Achievement Acquire skill to detect commonly seen posture deformities and conduct remedial teaching</p>

Content	Transaction
<p>Unit 6 - Sports and games (10 hrs) Unit 6 (10 hrs) Physical games 6.1 Athletics 6.1.1 Running a. Running ABC b. Crouch start 6.2 Major Games- Basic concepts- 6.2.1 Volleyball 6.2.2 Football 6.2.3 Badminton 6.2.4 Kabaddi } History, rules and regulations Court Markings- Kabaddi, Badminton, Volleyball</p> <p>Unit 7 Health- Physical curriculum (6 hrs) • Analysis • Introduction to contents • Analysis of curriculum • Teaching manual • Lesson planning in Physical Education - UP level • Assessments</p> <p>Unit- 8 Health and Physical Education for Learners with Special Needs (LWSN) (Time: 3hrs) • Hearing impaired learners • Speaking impaired learners • Visually challenged learners • Characteristics of learners • Physical potential of this group</p>	<p>Transaction method</p> <ul style="list-style-type: none"> • Introduction to different sports using ICT possibilities • Student teachers are trained under the leadership of teacher • Make use of services of mathematics teacher to ascertain mathematic possibilities in marking of tracks and courts. <p>Learning tools: Visual aids, ICT, Measuring tape</p> <p>Assessment</p> <ul style="list-style-type: none"> • Individual merit (CCE) • Learning achievements: • Acquire skills to understand, participate, organize and transact physical games. <p>Transaction method Analysis of curriculum through comprehensive study and presentation</p> <p>Learning tools: Health-Physical curriculum of classes 6-8 Models of pedagogic analysis, teaching manual</p> <p>Assessment:</p> <ul style="list-style-type: none"> • Guidelines to lesson integration, teaching manual, assessment guidelines • Learning achievements: • Acquire skills for comprehensive analysis of curriculum and planning lessons to handle classes <p>Transaction method</p> <ul style="list-style-type: none"> • Play a game imitating any category of students from LWSN • Discussion on their characteristics • Role Play • Visit a local school to understand activities given to learners with special needs <p>Learning tool: Minor games</p> <p>Assessment: Observation note, presentation</p> <p>Learning achievement:</p> <ul style="list-style-type: none"> • Identify the characteristics of learners with special needs. Formulate activities required.

9.3.5 Learning of mother tongue

The paper ' Learning of Language and Literature' has been suggested in semester 3 for Student teachers to gain a foundation in learning of mother tongue. Details are given below.

S₃.P₁₇	Learning of Language and Literature
Total score	- 80 (Continuous Assessment : 20, public exam : 60)
Total time	- 100 hours
In a week	- 5 hours

Content

Unit 1: Importance of literature in learning of language (10 hrs)

Unit 2: Poetic Traditions (25 hrs)

Unit 3: Evolution of poetry - few milestones (25 hrs)

Unit 4: Short story and novel (10 hrs)

Unit 5 Literature and theatre (10 hrs)

Unit 6 : Scientific literature (10 hrs)

Unit 7 Children's literature (10hrs)

S₃P₁₇ Learning Language and Literature - Unit Details

Content	Transaction
<p>Unit 1: Importance of literature in learning of language (10 hours)</p> <ul style="list-style-type: none"> • Learning of literature and cultural transaction • Literature and critical thought • Literature and creativity - Three approaches to Learning literature - Cultural model, Language model, Personality development model, - Teaching of poetry, structure and lyrical quality of poetry, different kinds of poetry, reciting of poetry- teaching methods and approaches - Prose literature and learning of language - Types of prose literature for learning of language- teaching methods <p>Unit 2: Poetic Traditions (25hrs)</p> <ul style="list-style-type: none"> • Folk Songs - Rhythmic nature - Poetic images, statistic forms - Picturisation of social life <p>Unit 3: Evolution of poetry- few milestones (25 hrs)</p> <ul style="list-style-type: none"> • Gatha • Kilipattu • Thullal • Khandakavyam • Lyrical songs • Modern poetry 	<p>Transaction Method</p> <ul style="list-style-type: none"> • Examine the approaches followed in the language curriculum and find out the relevance of literature in the curriculum • Does the varied rhythm in folk songs provide strength to the expressions? • Formulate lessons for different classes based on folk songs • Analyze diversity in folk songs • Examine the writings of the poetic trinity and later poets, identify and present aspects of literary quality and style. • Do didacticism and criticism function as a basic stream in medieval poetry? • Find out linguistic, literary and cultural characteristics of lessons which come under schools of gatha, kilipattu and thullal in the textbooks

Content	Transaction
<ul style="list-style-type: none"> • Theme of text, rhythm, rhetoric, different levels of meaning, social criticism, linguistic peculiarities, relevance in history of literature, etc. <p>Unit 4: Short story and Novels</p> <ul style="list-style-type: none"> • Major evolutionary stages of novel and short story in Malayalam • Narrative styles • Appreciation of stories <p>Unit 5: Literature and Theatre (10 hrs)</p> <ul style="list-style-type: none"> • Literary forms related to theatre • Dramatic literature- growth and development • Social criticisms, characterization, language <p>Unit 6: Scientific literature (10 hrs)</p> <ul style="list-style-type: none"> • Autobiography/ Biography • Travelogue • Science literature • Criticism and literary studies <p>Unit 7: Children's literature (10 hrs)</p> <ul style="list-style-type: none"> • Children's stories • Folk stories • Children's poetry • Children's drama 	<ul style="list-style-type: none"> • Identify rhythms like keka, kakali,manjari, tarangini. Create lines in similar rhythm • How does number of letters, lines, duration of utterance, etc influence the melody? • Analyze elements like theme, style of narration, characterization, social background of short stories and novels in the textbooks. <ul style="list-style-type: none"> • Develop models to introduce performing arts. <ul style="list-style-type: none"> • Analyze learning possibilities of literary forms related to theatre in lessons <ul style="list-style-type: none"> • Find out the characteristics of knowledge based writing in the textbooks <ul style="list-style-type: none"> • Develop lessons for primary classes based on concepts from science, social science and mathematics. <ul style="list-style-type: none"> • Children's literature- What? Why? <ul style="list-style-type: none"> • Analyze pieces of children's literature from textbooks <ul style="list-style-type: none"> - Theme - Language - Style of writing - Characterisation • Workshops on story, poetry and drama writing

9.3.6 Teaching of English

As a part of English Language Education, in Semester 3, the paper 'Pedagogy of English Language' is suggested for learning. The details are given below.

Paper No.	Name of Paper
S₃.P₁₈	Pedagogy of English Language
Total Score	: 20 (CE - 20 only)
Total Semester time	: 50 hrs
Time in one week	: 3 hrs

Content

Unit 1 (Time: 25 hrs.) : Planning Effective Classroom Transaction

Unit 2 (Time: 25 hrs.) : Assessment for Effective Learning

S₃, P₁₈ Pedagogy of English Language - Unit Details

Content area	Method of transaction
<p>Unit 1. (Time: 25 hrs.) Planning Effective Classroom Transaction</p> <p>a) Comprehensive plan Sub topic Considering the unit as a whole, identifying different sub units, deciding the time frame, developing materials, techniques activities.</p> <p>b) Designing classroom strategies Sub topics Teaching of prose, poetry, language elements and vocabulary: using appropriate triggers to channelize learners thoughts, activities for teaching vocabulary and language elements, language games, activities and games for integrating listening, speaking, reading and writing</p> <p>c) Micro level planning of lessons Subtopics Identifying the objectives, planning activities and tasks, designing materials, resources and aids, planning teacher talk, designing assessment tasks</p>	<ul style="list-style-type: none"> • The paper focuses on familiarising the student teachers with the objectives of the units/lessons in the elementary level textbooks in terms of knowledge, skills and attitudes. It also aims at enabling the student teachers to design appropriate activities and tasks for a learner centred classroom. This paper also intends to enable the student teachers to prepare/collect teaching aids and resources for effectively transacting the lesson and develop teaching manuals, effective assessment strategies and the competence for providing appropriate feedback for promoting better learning. It also intends to provide hands on experience in designing various learner assessment tools. • Student teachers prepare a concept map of a unit showing different texts, activities/ tasks in a unit and comprehensive unit plan. • Teacher educator provides/suggests six to eight reading texts including stories, articles, poems etc. and six to eight triggers including pictures, videos, news reports, collage etc. and asks the student teachers to select the appropriate triggers for the texts they are going to simulate. • Student teachers simulate at least two reading texts using the triggers and substantiate the use of the trigger • Student teachers develop an observation schedule to assess English classes in terms of classroom process, teacher talk, learner participation, effectiveness of activities developed, integration of skills, use of ICT, assessment components, feedback etc. • Teachers educator and expert teachers demonstrate teaching of prose and poetry lessons to the student teachers. • Student teachers engage in tryout classes and each of them simulates a prose and poetry lesson with detailed TM - compare the TMs of the teacher educator/expert teachers with the TMs they have developed. Peers assess the class based on the observation schedule and give feedbacks. Student teachers prepare a write-up on teaching vocabulary at lower primary and upper primary stages and teacher educator initiate a discussion. • Student teachers prepare indicators for assessing a TM and analyses various TMs of practising teachers and the ones given in handbooks, evaluation sourcebooks etc. Student teachers develop three TMs for elementary classes including class eight and refine their TMs on the basis of self-assessment and peer-assessment and record what they have learned in their reflective journals.

Content area	Method of transaction
<p>d) Using school and classroom as a resource Subtopics Using the school building and campus as a learning aid, English clubs and tests, reading corner, library, wall magazines, manuscript magazines, school/classroom blogs, e-journals, school website</p> <p>Unit 2. Assessment for Effective Learning (Time : 25 hrs.) a) Formative and summative assessment Subtopics Examination, evaluation, assessment Assessment of learning, assessment for learning, Self-assessment and peer-assessment, Continuous and comprehensive assessment, giving feedback</p> <p>b) Portfolio assessment Subtopics Features of a good portfolio, contents to be included in the portfolio Feasibility of portfolio assessment, the how and why of it</p> <p>c) Term-end assessment Subtopics Designing assessment tools, developing indicators for evaluating learner products, reporting assessment</p>	<ul style="list-style-type: none"> • Student teachers engage in a panel discussion on how the school as a whole can be utilized as learning aids and workout detailed plan for implementing it in schools. Student teachers organize an English Fest and document the programmes they have conducted and discuss the scope of conducting such fests in schools. The products developed in the fest are exhibited in the reading corner and publish the best ones in their institute's blog. • Teacher educator initiates a discussion on examination, evaluation and assessment. Student teachers are encouraged to read a text available in the website (http://www.ou.nl/web/ico/assessment-evaluation-and-examination and note down their observations. Student teachers read the evaluation sourcebook in English (SLATE) prepared by SCERT and prepare a write up on 'assessment of learning and assessment as learning' and present it using a presentation software. Student teachers conduct a debate on continuous and comprehensive assessment Teacher educator distributes various written products of the student teachers among themselves and asks them to write their feedbacks. Student teachers assess different learner products collected from schools and provide feedbacks • Student teachers are encouraged to discuss the feedback given and the nature of feedback to be given (reminder prompt , scaffolding prompt and example prompt - refer http://www.decd.sa.gov.au/assessment/files/pages/strategies/Closing_the_Gap_Feedback_P.pdf for more information) and record their observations in their reflective journal. • Student teachers identify features a good portfolio and discuss items to be included in it and read the article on portfolio assessment from the link http://www.nationalforum.com/Electronic%20Journal%20Volumes/Thomas,%20Conn Portfolio %20 Assessment %20 A%20 Guide%20 For%20 Teachers %20 And %20 Administrator.pdf and discuss the feasibility of portfolio assessment in their classes. They peer assess portfolios and write down suggestions in the reflective journal. • Teacher educator conducts a two day workshop for designing term end evaluation tools, developing qualitative statements to be used in reporting assessment results to parents, recording language growth of each child graphically and preparing Student Evaluation Records for parents.

Suggested Reading

- Brenda Keogh, John Dabell, Stuart Naylor: Active Assessment in English: Thinking Learning and Assessment In English, Mill Gate House Publishers, Routledge,
- CBSE: Formative Assessment Manual for Teachers English
- Cinnamon S.Katherine, John Douglas Ross, Peggy A. Ertmer, Wardsworth: Technology Integration with Meaningful Classroom Use: A Standards-Based Approach, 2010
- Cook Vivian: Second language learning and language teaching
- Marshall Bethan, Brenda Keogh, John Dabell, Stuart Naylor: Testing English: Formative and Summative Approaches to English Assessment, Continuum International Publishing Group, 2011
- SCERT, Kerala: SLATE, Sourcebook for Learner Assessment for Teachers of English
- Wajnryb Ruth: Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers, CUP, 1992
- Woodward Tessa: Planning lessons and courses: designing sequences of work for the language ..., Cambridge Handbook for Language Teachers

9.3.7 Teaching Mathematical Science/Teaching Social Science/Teaching General Science

These are subjects that teachers and students can opt for, to make teaching at the upper primary level effective. The student teacher may select one among these papers for study.

Paper No.	Name of Paper
S ₃ .P ₁₉	a. Learning and Teaching in Mathematics b. Social Science - Content and Transaction/ c. General Science Education
Total Score for each subject : 20 (Continuous Evaluation 20 only)	
Total Semester time : 50 hours	
Time for one week : 2 hours	

(a) Learning & Teaching Mathematical Science

Preface

- Mathematical learning at the primary stages is intended to develop ideas for systematic application in Social life. As part of this, the child must assimilate concepts and skills related to mathematics. Further skills development in Mathematics is possible only by accruing concepts related to concises tatements, generalisation, mathematical arguments and using mathematical symbols. Student teachers should acquire proper understanding which emphasizes on common skill development like problem-solving and logical thinking An understanding on content and activity

is gained through the study of basic mathematics, geometry and algebra. It also helps to achieve deep insight into mathematics, development of skills, growth of mathematical aptitude etc.

Aims of Mathematical Study (Semester III and IV)

- Empower students to identify mathematical fact cause effect relations.
- Develop insight based on mathematical logical thinking.
- Create an understanding and appreciation of basic mathematical study.
- Form geometrical insights.
- Gain skills in analysis, summing up, illustration etc related to factual details.
- To assess mathematical skills and knowledge of students, to identify drawbacks and provide guidance and support.
- To understand the content at the upper primary level and the methods of transaction.

S₃.19(a) Learning and Teaching of Mathematics Science

Total Score : 20 (Continuous Evaluation only)

Total Semester time : 50 hours

Time for one week : 2 hours

Content

Unit - 1 Mathematics and Logical Thinking (Time - 8 hours)

Unit - 2 Basic Mathematical Thought Learning and Teaching (Time - 12 ours)

Unit - 3 Learning and Teaching of Arithmetics(Time - 12 hours)

Unit - 4 Geometry - Learning & Teaching (Time - 18 hours)

S₃.P₁₉ (a) Learning and Teaching of Mathematics - Unit Details

Content	Transaction
<p>Unit - 1 Mathematics and Logical Thinking (Time - 8 hours)</p> <ul style="list-style-type: none"> • Structure of Mathematical Science <ul style="list-style-type: none"> • Mathematical Concepts • Mathematical Principles • Mathematical theories and proofs • Mathematical problems • Relation of Mathematical concepts • Generalisation Process <ul style="list-style-type: none"> • Identifying pattern • Forming pattern • Forming principles through inductive method • Values imbibed through the study of mathematical science <ul style="list-style-type: none"> • Practical value • Intellectual value • Aesthetic value • National International value • Vocational • Cultural • Social Value • Process of solving mathematical problems • Creative thought of mathematics • Techniques for problem solving 	<ul style="list-style-type: none"> • Understands the significance of the inductive method and generalisation in the formulation of mathematical principles and using it. • Solving whatever problem one faces on the basis of logical thinking. <ul style="list-style-type: none"> ▲ The deductive method is appropriate for formulation of principles in the upper primary classes - substantiate. ▲ What are the different stages at which teachers should assist the student while solving a mathematical problems? <ul style="list-style-type: none"> ■ After examining TB, HB of classes 6, 7, 8, identifying mathematical facts, concepts, principles, theories etc in each unit through group discussion. ■ Solves practical problems related to units of different texts through the analytic - integrated method ■ Analyse various techniques of problem solving, problems appropriate to them etc and presenting seminars.

Content	Transaction
<ul style="list-style-type: none"> • Make a table • Make an organised list • Look for a pattern • Guess and check • Draw a picture or graph • Work backwards • Solve a simpler problem <p>Unit - 2 Basic Mathematical Thought - Learning and Teaching (Time - 12 hours)</p> <ul style="list-style-type: none"> • Understands the content regarding mathematical concepts given below. • Common characteristics of number patterns/Use of unknown numbers in generalisation process based on structure <ul style="list-style-type: none"> • Basic Mathematical relations • Forms and solving simple equations • Problem solving based on basic mathematics • Basic operations relating to basic mathematical statements • Indices • Roots and square roots • Developing various instructional methods and techniques based on content. 	<ul style="list-style-type: none"> • Common characteristics of number patterns/forming an idea of making generalisations based on structure. • Gains competence in identifying and applying pedagogical methods and techniques needed for empowering students with knowledge of the content related to curriculum. ▲ What is the relevance of the branch of Basic Mathematics in Mathematics? ▲ Explain basic mathematics as a continuation of algebra? ■ Examines the textbook, Teacher sourcebook for classes 6, 7, 8, finding out basic mathematical relations, simple equations, problem solving etc and the significance of basic mathematics - workshop ■ Familiarizes different portions of basic mathematics through team teaching. Presents through simulations. ■ Prepares prints of scripts containing the mutual relationship between basic mathematics and geometry.

Content	Transaction
<p>Unit - 3 Learning and Teaching Arithmetics (Time - 12 hours)</p> <p>a) Handling data</p> <p>b) Practical Arithmetics</p> <ul style="list-style-type: none"> • Gains an understanding about the content related to the mathematical concepts given below. Presents different pedagogical methods and techniques for their transaction. <p>a) Dealing with data</p> <ul style="list-style-type: none"> - Data Collection - Tabulation - Classification - Analysis - Forming conclusions - Illustration <ul style="list-style-type: none"> • Average • Reading Tables • Odd Numbers • Fractions and Decimals <p>b) Practical Arithmetics</p> <ul style="list-style-type: none"> • Percentage, Ratio, Proportion, Interest, Discount, Time and Distance, Profit and Loss 	<ul style="list-style-type: none"> • Gains a clear understanding of the analysis of factual details, consolidation, illustration, formation, history, application of odd numbers. • Helps to use the knowledge of arithmetics in day-to-day life and take appropriate decisions. • Becomes skilled in identifying and applying teaching methods and strategies required to empower students with knowledge of the content • How much profit, loss, interest, discount, profit percentage, percentage of loss etc influences day-to-day life. Explain giving examples. • How much reading tables, illustrations etc become useful to fulfil the aim of 'Mathematics for Communication'? • Discuss the relevance of decimals in day-to-day life. Which of the two, fractions or decimals, is used more in day-to-day life? Substantiate. • Different types of numbers in the number system (eg: integers, natural numbers, whole numbers....) • Masters skills to handle data through projects related to arithmetics based on a mathematical problem of day-to-day life. • Identifies problem situations related to concepts of practical arithmetic through group discussion. ▲ Familiarises different portions of practical Mathematics through team teaching and presenting through simulations. ▲ Pedagogical analysis and lesson plan of portions related to practical arithmetics - workshop

Content	Transaction																		
<p>Unit - 4 Geometry - Learning and Teaching (Time - 18 hours)</p> <ul style="list-style-type: none"> • Geometrical thought - Van Heilis • Two - dimensional and three - dimensional shapes • Geometrical terms, concepts • Congruence and similarity • Transformation in geometry • Geometrical shapes and measurements (Area, volume, circumference) • Constructing geometrical shapes <p style="text-align: center;">Semester 3</p> <p>Continuous Evaluation Items</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Unit Test</td> <td style="text-align: right;">- 10</td> </tr> <tr> <td>Project</td> <td style="text-align: right;">- 5</td> </tr> <tr> <td>Practical problem solving</td> <td style="text-align: right;">- 5</td> </tr> <tr> <td>Assignment (Note taking)</td> <td style="text-align: right;">- 5</td> </tr> <tr> <td>Experiment</td> <td style="text-align: right;">- 5</td> </tr> <tr> <td>Learning Tool</td> <td style="text-align: right;">- 5</td> </tr> <tr> <td>Pedagogic Analysis</td> <td style="text-align: right;">- 10</td> </tr> <tr> <td>Teaching Manual</td> <td style="text-align: right;">- 10</td> </tr> <tr> <td>Mathematics Notebook</td> <td style="text-align: right;">- 5</td> </tr> </table> <p>(Total score should be recorded out of 5)</p>	Unit Test	- 10	Project	- 5	Practical problem solving	- 5	Assignment (Note taking)	- 5	Experiment	- 5	Learning Tool	- 5	Pedagogic Analysis	- 10	Teaching Manual	- 10	Mathematics Notebook	- 5	<ul style="list-style-type: none"> • Enables developing geometrical insight and constructing different geometrical shapes. • Promotes, appreciation of geometrical aesthetics using ICT possibilities among students. ▲ The formation of geometric principles and construction of geometric shapes promote visual sense among children - Record your opinion. ▲ How are the surface areas of geometric shapes having the same circumference related? ■ Construct two-dimensional and three-dimensional shapes and identify features through workshops. ■ Explore ICT possibilities, appreciate beauty and mobility of geometry. ■ Examine the textbooks of classes 6, 7, 8 and find out the growth and progress of concepts in portions related to geometry. ■ Construct a court in the school ground using concepts and principles gained through geometry - (Practical).
Unit Test	- 10																		
Project	- 5																		
Practical problem solving	- 5																		
Assignment (Note taking)	- 5																		
Experiment	- 5																		
Learning Tool	- 5																		
Pedagogic Analysis	- 10																		
Teaching Manual	- 10																		
Mathematics Notebook	- 5																		

S₃.P₁₉ (b) Social Science - Content & Transaction

Total Score : 20 (Continuous Evaluation only)

Total Semester Score : 50 hours

Time for one week : 2 hours

Significance

Social Science includes themes related to the diverse development of the society. Factors of History, Economics, Political Science, Geography and Sociology are part of Social Science. A thorough understanding of Social Science is imperative to build a foundation for social life. Teachers have a major role in the constructive transaction of Social Science which is an indispensable part of the school curriculum. Experiences that fulfil the demands of the study of Social Science, in accordance with a modern perspective on education, blending theory and practical, should be made available to student teachers. Constructing history and interpretation are devices that mobilize society. Along with this, an investigation of the nature of man interpreting history should also be done. Skills that enable to critically understand the society in the backdrop of time and space, power structures, organizations, processes, relations etc and that help identifying social realities, should be made available through study of Social Science. A teacher education appropriate to meet this is aimed in the learning of Social Science.

Mutual relationship between Content areas

The content of History, Geography, Social Science, Political Science, Economics and the mutual relationship between them must be the foundation for Social Science. Analysing the curriculum and the text, the role of these in moulding the individual and society should be identified. The content for So-

cial Science is prepared in such a way that the methodology for transacting each subject area enables activity-based assimilation for teachers and learners.

Structure and Transaction of Curriculum

At the lower primary level, Social Science lessons, as part of Environmental Studies, are transacted using the integrated approach. Social Science comes up as a separate subject of study at the Upper Primary level. Hence, it is in the third and fourth semesters of the D.Ed course that social science is included as a separate subject in the curriculum. Social Science learning must occur in such a way that one gains knowledge and skills, engaging with his surroundings. Creativity, aesthetic sense, critical temperament, awareness of history, environment consciousness, analyzing changes in society, availing the possibilities of modern communication technology in curriculum transaction etc are all part of Social Science.

Aims

- To identify the mutual relationships between man and nature, his/her fellow beings and society.
- To get acquainted with the methodology of different Social Science subjects and developing different skills related to it.
- To gain the ability in data collection, analyzing it and forming conclusions.
- To assimilate values like freedom, equality, justice, democracy and secularism and to develop the view of 'Unity in Diversity'.
- To identify the significance of public places, resources that promote socialization and striving for their sustenance.

- To become aware of the status of the human community today, comparing them with the past and developing a futuristic perspective.
- To improve knowledge and skills to observe and analyse the society we live in, on the basis of social science content areas like history, geography, politics, economics and sociology.
- To analyse school level Social Science curriculum (study objectives, content, textbooks) and formulate a scientific basis for curriculum transaction.
- To identify different teaching techniques and learning equipment required for the transaction of the social science curriculum such that they cater to the learners' curiosity and spirit of enquiry and to gain a practical understanding of utilizing them.
- To gain process skills to apply the possibilities of ICT in Social Science learning.
- To analyse the process of evaluation for Social Science prevailing at the school level and develop clear insight into continuous evaluation, term evaluation, grading etc.
- To develop the investigative, research aptitude related to Social Science.
- To promote international understanding and perspective.

S₃.P₁₉. (b) Social Science - Content & Transaction

Total Score : 20 (Continuous Evaluation only)

Total Semester Time : 50 hours

Time for one week : 2 hours

Content

Unit - 1 : The meaning and extent of
Social Science (Time 10 hours)

Unit - 2 : Politics (Time 15 hours)

Unit - 3 : Sociology (Time 15 hours)

Unit - 4 : Economics (Time 10 hours)

S₃P₁₉ (b) Social Science - Content & Transaction - Unit Details

Content	Transaction
<p>Unit - 1 : The meaning and extent of Social Science (Time 10 hours)</p> <ul style="list-style-type: none"> • Social Science - Nature & Objectives • The relationship between the content of Social Science, History, Geography, Economics, Political Science, Sociology etc • The relevance of Social Science concepts • The relationship of Social Science with Science, Language, Mathematics etc • Social Science Learning Models - (Disciplinary Model, Problem Enquiry Model, Humanistic/Personal Model) • Social Science/Study objectives • Social Science Study Approach 	<ul style="list-style-type: none"> ■ Identifies how the scientific method has been applied in the activities/concepts selected in Science and Social Science. ■ Analyses some contemporary social issues and identifying the details for solving them. ■ Analyses certain concepts of History, Geography, Economics, Political Science and identifying how each of them is related to other Social Science subjects. ■ How the concepts of History, Geography, Economics, Political Science etc are transacted within the framework of the subject and how they are transacted in the vast background of Social Science - Presentation to be conducted and comparison made. ■ Presentation to be conducted for selected concepts of Social Science in the following models - Disciplinary, Multidisciplinary, Problem Enquiry, Humanistic/Personal.

Content	Transaction
<p>Unit - 2 Politics (Time 15 hours)</p> <ul style="list-style-type: none"> • Political Science- a branch of Social Science • Political Science - significance as a subject area • Growth and development • Various forms of administration • Monarchy • Military rule • Autocracy • Dictatorship • Democracy 	<ul style="list-style-type: none"> • Legal system and government imperative for progress of a nation. • The growing generation should be aware of the importance of the established legal system and form of government. • Duties, responsibilities and fundamental rights should be transacted through education. • Study of Political Science will help ensure high civic sense and political perspective. • Through different forms of government we have grown to 'democracy'. • The form of government that existed in India before today's democratic setup? • Forms of government that existed world-wide. • Did the democratic form of government exist all over the world during these times? • How can concepts related to the forms of government of the textbook be presented in class? What are the best techniques for this? • Group discussion and presentation based on multimedia presentation, interview, hand-outs on different forms of government.

Content	Transaction
<p>Democracy</p> <ul style="list-style-type: none"> • Merits of Democracy • Direct Democracy • Indirect Democracy • Parliamentary method • Presidential method • Unitary system • Federal system • Decentralization of power • Panchayathi Raj (Three-tier system) (Preliminary concepts with examples) <p>Indian Constitution</p> <ul style="list-style-type: none"> • Preamble • Sovereign • Secularism • Democracy • Republic • Fundamental Rights • Fundamental Duties • Directive Principles • Right to Education Act <p>Units of government</p> <ul style="list-style-type: none"> • Legislature Parliament Assembly • Executive President Governor Ministry Employees • Judiciary Supreme Court High Court Other courts 	<ul style="list-style-type: none"> • Characteristics of Indian democracy • Compares the democracy in different nations with Indian democracy. • Decentralization of power - Panchayati raj system - prepares flow chart. <ul style="list-style-type: none"> • What are the characteristics of the Indian constitution? • Getting acquainted with the Preamble of the Constitution and prepare notes on important concepts • Our constitutional rights and duties - Seminar <ul style="list-style-type: none"> • Preliminary findings on different units of government and on their nature of intervention and system. • Through what mechanisms does the 'government' influence our public life? • The organizations, mechanisms to ensure supreme power of the people, security, justice and equality? • Model Parliament

Content	Transaction
<p>Unit - 3 Sociology (Time 15 hours)</p> <p>Sociology - Relevance and Significance</p> <ul style="list-style-type: none"> • Origin • Development - Relevance <p>Social Structure</p> <ul style="list-style-type: none"> • Family, Society, Organizations, Institutions - Nation <p>Social Change</p> <ul style="list-style-type: none"> • Social change - reasons • Process - factors - nature <p>Social control</p> <ul style="list-style-type: none"> • Devices, formal - informal methods 	<ul style="list-style-type: none"> • Identifies the significance and relevance of Social Science as a field of knowledge which develops continuously and examine the possibilities of Social Science in the Social Science curriculum. • Observe changes that occurred in the social structure - Prepare Project • Identify the factors that determine social change in your locality through survey and analyse. • Prepares note on the formal and informal fields in the process of social control.

Content	Transaction
<p>Unit - 4 Economics (Time 10 hours)</p> <ul style="list-style-type: none"> • Nature and Objectives of Economics - Definition • Basic questions of economics (what to produce, how to produce, how to distribute products) <p>Key concepts in Economics</p> <ul style="list-style-type: none"> • Scarcity concept (The conflict between limited resources and infinite demands prevails in all societies) • Due to the scarcity of resources man tries to produce more things in less time - this leads to specialization. • Interdependence occurs due to specialization • Special modes become necessary for the distribution of products. • General policies, welfare policies influence the economic system. • Economic activities • Primary field • Secondary field • Tertiary field • Factors of production • Land • Labour • Capital • Characteristics , significance of organization • Money and financial institutions • Barter system • Banks • System of banking • Non-banking institutions 	<ul style="list-style-type: none"> ■ Analyses whether it is possible to relate selected concepts included in the school curriculum with concepts of economics. ■ Analyses how certain concepts of mathematics are related to concepts of economics ■ Formulates ideas as to how simple concepts of economics can be presented at the primary level. ■ Prepares lesson plan for presenting the economic concept, 'money' by students of different levels. ■ Prepares lesson plan based on the concept, 'capital'. ■ What may be the reasons for the change from the barter system to the money system? Prepares study activities for transacting this field. ■ Prepares a graphic presentation to make students understand banking activity.

Content	Transaction
<ul style="list-style-type: none"> • Development of basic amenities for economic growth - Transportation, Broadcasting, Power Development, Information Technology <ul style="list-style-type: none"> • Industrialization • Different types of industrial enterprises • Public Sector • Private Sector <ul style="list-style-type: none"> • Mixed Sector • Co-operative Sector • Sustainable Development • Judicious use of resources. Eco-friendly development perspective • Agriculture and life of the masses • Influence of agriculture on life in Kerala 	<ul style="list-style-type: none"> ▶ How do transportation, broadcasting, energy development, information technology etc become helpful to economic growth? ■ Tabulates the progress seen in this field after independence was won. Lists the progress been in each field in your locality. ■ Are all the industries in India owned by government? Lists out the names of important industrial establishments. Classifies them on the basis of ownership. Tabulates. • Judicious and eco-friendly use of resources will lead to sustainable development. ▶ What type of development can ensure progress? ■ Tabulates natural resources in the locality. ■ Identifies areas where controlled exploitation of resources occur ■ Conducts interviews with environmentalists on how judicious use of resources can be ensured ■ Visits an industry and finds out whether the activities there are eco-friendly or not. Suggests solutions ■ Tabulates the main agriculture of Kerala and the regions where they are cultivated ■ Collects data on festivals related to agriculture. • Food security is ensuring that necessary food is available for the people of a region.

Content	Transaction
<ul style="list-style-type: none"> • Food security, food self-sufficiency, public distribution system in Kerala. • Influence of land reform on agriculture. • Role of the Indian agricultural Scenario in the economic and food security. • Green Revolution • White Revolution • Blue Revolution • Globalization and the Indian agriculturists <p>Social Evolution</p> <ul style="list-style-type: none"> • Labour and the development of Knowledge • The role of labour in the growth of human society. 	<ul style="list-style-type: none"> ■ Can food security be ensured when food self-sufficiency is achieved? ▶ Identifies the food demand of India and the food production of India and find out whether India has achieved self sufficiency. ■ Collects data on the different schemes carried out by the government to ensure food security and prepare note. ■ What was the status of the agriculturists of Kerala before land reform? ■ Finds out through discussion and reference the changes in the agricultural field when the agriculturalist procured land on his own. The field of agriculture is the basic factor of Indian Economy. ■ What is the role of the agricultural field in economy and food security? ■ Discusses the advantages and disadvantages of the Green Revolution. ■ Finds out how the White Revolution helped the economy of India. ■ Finds out through factual details how much was the patronage of the Blue Revolution for the Indian Economy. ■ Finds out through interview and reference how globalization affects agriculturalists and agriculture. ■ How much was labour supportive to improve knowledge and knowledge supportive to improve labour in human history? ■ Explains with examples how the milestones of human development viz. the use of fire, agriculture and invention of the wheel became instrumental for human progress later. ■ Assesses how much the technology of modern world influences the mutual relationship between knowledge and labour.

S₃.P₁₉ (c) General Science Education

Significance

There is no field in the modern world untouched by Science. The horizon of Science is expanding every moment. Science is a powerful device for social development. The development in the fields of science and technology is an indicator of the progress of the nation. Study of Science is inevitable for achieving the developmental needs of modern society and for overcoming challenges faced by society. Only a genuine teaching community, empowered by the scientific temperament, can equip the forthcoming generation to solve problems in the fields of pollution, waste disposal, spread of diseases, treatment of diseases, challenges in the agricultural field, use of land and water, draining of natural resources, sustainable development etc. It is essential to equip primary students in observing the problems and phenomena of their surroundings, analyzing them and forming inferences, making solutions possible; thereby inculcating the scientific method. This again enhances the significance of science study in teacher education. Along with this, scientific attitudes and values should be promoted among children.

Objectives

The objectives given below for identifying the relevance and significance of science in the modern society are to be achieved by teachers and students.

- To gain the skill to impart varied experiences necessary for all children of the primary classes to achieve science literacy.
- Science literacy includes the areas: science concepts, process skills, application - sector, scientific values and attitudes and science creativity
- To equip students in applying the scientific method to analyse problems of daily life and solving them effectively.
- To achieve teaching skills to procure new science concepts and transact them to students
- To identify problems of one's society, intervene and solve them scientifically, to equip oneself and also transacting to students.
- To achieve a comprehensive view of the characteristics of the school science curriculum of the UP level, content, transaction techniques, study equipment, evaluation etc.
- To use the possibilities of information transmission technology intelligently in the classroom.
- To identify the advantages and limitations of the theoretical basis of the school science study approach and the different techniques of science study.
- To select the most appropriate learning method according to the content and applying it.
- To form an idea of different devices that strengthen science study, develop and transact them.
- To create an atmosphere for making science study the best in the school and class.
- To identify the different types of devices for the propagation and growth of science in one's society and using them.
- What is evaluation in the study of Science? How? To identify this and formulating an idea of different evaluation techniques and using them.

S₃.P₁₉. (c) General Science Education

Total Score : 20 (Continuous Evaluation only)

Total Semester Time : 50 hours

Time for each week : 2 hours

Content

Unit - 1

Science - Nature and Method (20 hours)

1.1. Nature of Science

- Science is systematic knowledge
- Science is a constant search to gain knowledge.
- Science is discovery
- Science is problem solving
- Science is subject to constant change
- Science is universal
- Science has a social plane
- Science has an integrated nature (Arts and sports, different subjects etc)
- Science has a creative as well as destructive side.
- There is a unique historical background for the growth and development of science (origin, growth, development)
- The progress in today's science and technology seems the result of the hard work and discoveries of several scientists.

1.2. The Method of Science

- The process of science
- Problem - forming hypothesis - planning problem solving method - execution-drawing conclusions - reporting
- Relying on the method of science for solving problems of daily life.

Unit - 2

**Science Curriculum - Approach and characteristics
(30 hours)**

2.1. Objectives of Science Study

Science Literacy

- To acquire concepts of science
- To develop process skills
- To apply science
- To form scientific values and attitudes
- To develop designing skills

2.2. Nature of student - for the science class

- Spirit of enquiry
- Ability to form hypothesis
- Deviant thinking
- Curiosity
- Designing skill
- Problem solving skill
- Critical thinking
- Ability to raise questions
- Interest and ability to experiment and collect evidence.
- Communication skill
- Interest in using ICT

2.3. Atmosphere for Science Study

Physical

- Science corner, laboratory, library, science kit, bulletin board, question box, school vegetable garden, medicinal garden, science club, museum, aquarium, herbarium

Emotional

- Democratic class, atmosphere inspiring to ask questions, teacher - pupil, pupil-pupil, pupil - material interaction

2.4. Techniques, methods of science study

- Study techniques must be of a kind incorporating the scientific method.
- Emphasising the process of knowledge construction. Discussion, group discussion, seminar, project, observation, debate, assignment, quiz, collections, panel discussion, symposium, experiment, field trip, survey, observance of days.
- Study through discovery, investigative study, novel methods

2.5. Science Learning equipment

- Classification - natural, manmade
- Constructed by the student ,constructed by student and teacher
- Low cost, Zero cost
- Selection, construction, use

2.6. Characteristics of the school science curriculum

- Process oriented
- Activity based
- Child - centred
- Environment related
- Developing life skills
- Spiralling method
- Progressive
- Nurturing critical thinking
- Based on social constructivist principles

S₃P₁₉ (c). General Science Education - Unit Details

Content	Transaction
<p>Unit 1 - Science - Nature and Method (20 hours)</p> <p>1.1. Nature of Science</p> <ul style="list-style-type: none"> • Science is systematic knowledge • Science is a constant search to gain knowledge • Science is discovery • Science is subject to constant change • Universality of science • Science has a social plane • There is a unique historical background for the growth and development of science • The progress in today's science and technology is the result of the hard work and discoveries of several scientists. • Science has an integrated nature • Science has a creative as well as a destructive face. <p>1.2. The Method of Science</p> <ul style="list-style-type: none"> • The process of Science-Problem - forming hypothesis - problem solving method - planning - execution - forming inferences - reporting • Depending on the method of science for solving problems of day-to-day life. 	<ul style="list-style-type: none"> ■ Discoveries that revolutionized the world, Biographies of scientists - (Reference ICT) - Preparing profile - group activity. ▲ How is the method of Science applied in the important discoveries of Science? <p>Presentation - Discussion</p> <ul style="list-style-type: none"> ▲ How have the physical comforts we enjoy today been made available to mankind? ▲ Science is a search, a discovery - evaluate this statement. ▲ There have been several instances when scientific discoveries were misused for personal gains. Find instances. ▲ Consolidating minute aspects related to the nature of science through group discussion - preparing booklet. ■ Find out the situations/activities that can be used to prove the nature of science by analyzing the science curriculum, textbooks etc. ■ Profile - Nature of Science -Booklet etc may be evaluated. ▲ What concepts in science should a science teacher master? • We usually look with doubt that a chemical present in the tinfood we generally eat may cause diseases. How can this be ascertained? Analyse how the method of science can be utilized in this activity? ■ Discussion after activity. • What is the social relevance of the activity you carried out? • What are the stages undertaken for the problem solving? • What care must be taken of to carry out science activities in the method of Science? Energy crisis is one of the important challenges we are facing today. Suggest practical methods to overcome this. ▲ What are the activities one can undertake to create awareness about energy conservation? • How can the method of science be made use of to solve the problems of daily life? ■ Comprehensive analysis of any one unit of the Science textbook of classes 6, 7 - Group activity.

Content	Transaction
<p>Unit 2 : Science Curriculum - Approach and Peculiarities (30 hrs)</p> <p>2.1. Objectives of Study of Science</p> <ul style="list-style-type: none"> • Acquiring Science Literacy • Gaining Science Concepts • Developing Process Skills • Application of Science • Developing scientific values and attitudes • Developing creativity in Science <p>2.2 Nature of child - In the Science class</p> <ul style="list-style-type: none"> • Enquiring nature • Ability to form hypothesis • Independent thinking • Curiosity • Creativity • Ability to solve problems • Critical thinking • Ability to raise questions • Ability to experiment • Interest and ability to experiment and collect evidence • Communicative skills • Interest to use ICT 	<p>Indicators</p> <ul style="list-style-type: none"> ■ Identifies the science concepts, process skills gained by students through this unit. ■ Is there any instance or instruction being given in the portion to apply a scientific concept? What are they? ■ Finds out the values and attitudes formed in the student through the experiences of this unit. ■ Creativity in Science has to be developed through study of Science. Evaluate this statement. ■ How are the aims of Science study reflected at various levels in the science text-book? ■ What are the characteristics in the nature of students that can be specifically made use of in the Science class?

Content	Transaction
<p>2.3. Atmosphere for the study of Science</p> <p>Physical</p> <ul style="list-style-type: none"> • Science Lab, Library, Sciencekit, Bulletin board, Question box, School Vegetable garden, Science club, Museum, Acquarium, Herbarium <p>Emotional</p> <ul style="list-style-type: none"> • Democratic class - atmosphere inspiring to ask questions, teacher - learner - study material interaction. <p>2.4. Methods of Science Learning</p> <ul style="list-style-type: none"> • Should be scientific learning techniques • Should emphasize on knowledge construction • Devices for nurturing science learning - discussion, group discussion, seminar, project, observation, debate, assignment, quiz, collections, panel discussion, symposuim, experiment, field trip, survey, observing important days. • Learning through discovery, investigation, novel methods. <p>2.5. Equipment for Science Learning</p> <ul style="list-style-type: none"> • Classification - (Natural, Man-made) <ul style="list-style-type: none"> • Constructed by the student • Constructed by student and teacher • Low cost, Zero cost • Selection • Construction • Use 	<ul style="list-style-type: none"> ■ Exhibition of video clippings of good Science classes - Discussion. ▲ What all are the physical situation to be ensured to have a good atmosphere for the science class? ▲ The effectiveness of the science class depends on its atmosphere - Respond to this statement. Develop science kit, bulletin board etc. Subject them to evaluation. ▲ Analyses how the physical, emotional atmosphere of the Science class influences Science learning. <ul style="list-style-type: none"> ■ Prepares learning activities - Different content areas are divided and allotted to small groups. Each group decides the appropriate technique for the transaction of content areas. ■ Prepare learning activity package - Examine using check list. ■ Teacher educator presents checklist - Analysing the learning activity in class on the basis of the checklist. ■ The learning activity package may be evaluated. <ul style="list-style-type: none"> ■ Workshop on construction of learning equipment. ■ Unit analyses - listing learning equipment - classification - identifying material, collection - deciding method of construction - constructing - using. ■ Learning equipment - method of construction - concept transacted - preparing note including all these. ■ Learning equipment, notes may be evaluated.

Content	Transaction
<p>2.6. Features of Science Curriculum</p> <ul style="list-style-type: none"> • Process oriented • Activity based • Child centred • Environment related • Spiralling method • Promoting Critical Thinking • Progressive • Developing life skills • Based on social constuctivism 	<ul style="list-style-type: none"> ■ Does the production capacity of main crops in the nearby region go down due to environmental problem (eg: famine, soil erosion, plant diseases, filling paddy fields)? Project - execution, presentation, evaluation Discussion - Indicators ▲ What are the chief characteristics of this learning method? ■ The spiralling method is adopted in the Science curriculum Find some examples. ■ Prepares creativity album Topic - Environmental issues and man (Cartoon/Statement/Message/Picture/Caption - different such items) ■ Presentation, Analysis of album ▲ What are the products reflecting critical thinking in this activity? ▲ What are the life skills achieved through this? ▲ How should the science learning class be? What are the features? Creativity album may be evaluated.

S₃P₁₉ (C) Items of Evaluation - General Science Education

Score 20 (CE)

Total Time - 50 hours

Units	Items of Evaluation
<p>Unit 1 - Science - Nature and Method 1.1. Nature of Science 1.2. Method of Science</p> <p>Unit -2 - Science Curriculum - Approach and Features 2.1.Aims of Learning Science 2.2. Nature of child - For the science class 2.3. Atmosphere for Science learning 2.4. Methods of Science Learning 2.5. Equipment for Science Learning 2.6. Science Curriculum - Features</p>	<p>1.1 Nature of Science - Booklet 1.2 Unit Test</p> <p>2.3 Science kit, Bulletin board 2.4 Learning activity package 2.5 Learning equipment, Write up 2.6 Creativity album Unit test</p>