

CURRICULUM FRAME WORK

B.Ed – FIRST SEMESTER

CHILDHOOD AND GROWING UP

SEMESTER – I

Marks: 100

Objective:

At the end of the course, the student teacher will be able to:

- develop an understanding of the Principles of development
- apply the knowledge of the methods of child development
- reflect the importance of heredity and environment in child development
- examine the theories of child development
- understand the child in the context of socialization
- analyse the problems of adolescence
- understand the factors influencing personality

Unit - I: Educational Psychology: Growth and Development [10 hrs]

Educational Psychology-Meaning-Scope-Growth and development - meaning, differences, Principles of Development, Stages of development: Early childhood, Later childhood, Adolescence - dimensions of development: physical, social, emotional and intelligence. Methods of studying child development: observation, case study, differential method (merits and demerits)

Unit - II: Theories of Development [10 hrs]

Bruner and Piaget's Cognitive Development
Erikson's Psycho - social development
Freud's Psycho- sexual development
Piaget and Kohlberg's Moral development
Noam Chomsky and Vygotsky's Language development

Unit - III: Heredity and Environment [10 hrs]

Concept of heredity - transmission mechanism of heredity-Principles of heredity - difference between social heredity and biological heredity - concept of environment - experimental studies regarding heredity and environment- relative importance of heredity and environment in child development

Unit - IV: Childhood and Context of Socialization [10 hrs]

Concept of socialization: family and adult-child relationship, parenting, child rearing practices

Dealing with children: separation from parents, children in crèches, children in orphanages. Schooling: peer influences, school culture, relationships with teacher expectations and school achievement, being out of school over age learner. Social, economic and culture difference in socialization: learning and behavioral difficulties, implications for inclusion

Unit - V: Adolescence [10 hrs]

Adolescence: Meaning, nature and definitions Characteristics of adolescence - Formation of self, Self - Concept - Self Identity - Self Esteem - Adolescent's Interests - Creativity - Curiosity - Developmental tasks for Adolescents - significance of understanding adolescence period -

common problems of adolescents- Role of the school in the optimum development of the Adolescents

Unit - VI: Personality and Adjustment

[10 hrs]

Personality: Meaning, characteristics - factors influencing personality-Integrated personality - Personality Assessment. Adjustment: Meaning and definitions-characteristics of well - adjusted person - frustration and conflict - maladjustment - Adjustment mechanism.

Practical Oriented Assignment

- Select any one adolescent studying at secondary / senior secondary schools. Interview him / her on the various problems pertaining to their, social or emotional or cognitive development. Prepare a report with its impact on the educational achievement (Compulsory)

Any one of the following

- Select any situation related to moral development. Explain that situation to a group of school students and collect their responses. Try to classify those responses in different stages according to Kohlberg's theory of moral development.
- Case study of any school which has significant impact on the overall growth and development of the students.

References:

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- Bhatia, H. R. (1973). *Elements of Educational Psychology, 5th edition*, Orient Longman.
- Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
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- Kuppuswamy, B. *Advanced Educational Psychology*, Sterling Brothers.
- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
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- Mangal, S.K. (2010). *Advanced Educational Psychology (2nded)*.New Dehli: PHI Learning Pvt. Ltd.

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- Meenakshisundaram.A.,(2014). *Psychology of learning and human development*. Dindigul: Kavyamala apublishers.
- Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
- Nagarajan, K., & Srinivasan, R. (2014). *Psychology of human Development* (2nd ed). Chennai. Ram Publishers.
- Nirmala, J. (2012). *Psychology of Learning and human development*. Hydrabad: Neelkamal Publications Pvt.Ltd.
- Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation*. Germany: VDM publication.
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
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- Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. In Harris Duncun (1988) *Education for the New Technologies, World Year Book of Education*. London: Kogan page Inc
- Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.
- Cole, M., (1996). *The Development of Children*. New York: Worth publishers
- Crain, W., (2005). *Theories of Development* (5th Edition). Pearson
- Kanga, F., (1991). *Trying to Grow*. New Delhi : Ravi Dayal Publishers
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers.
- Munsinger, H., (1975) (edited) *Readings in Child Development*. New York: Holt Rinehart Winson
- Sharma, N., (2003). *Understanding Adolescence*. New Delhi: NBT
- சந்தானம்,எஸ்.ரூ கணபதி, வி. (2003) *கல்வி மனவியலும் குழந்தைக் கல்வியும்*. சென்னை: சாந்தாபப்ளிஷர்ஸ்.
- சந்தானம்,எஸ். (2008) *கல்வி மனவியல்*. சென்னை: சாந்தாபப்ளிஷர்ஸ்.
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EDUCATION IN CONTEMPORARY INDIA

SEMESTER – I

Marks: 100

Objectives:

At the end of this course, the student teacher will be able to:

- understand the meaning and scope of Education, Philosophy, relationship between Education and Philosophy.
- understand the meaning of diversity and the role of education in respecting diversities.
- analyse the inequality in education and the needs of marginalised communities in the Indian constitution.
- understand the various innovative approaches to realize the constitutional provisions of education in India
- familiar with current policy framework of education in the pre-independent period.
- analyse the policy framework of education in the post-independent period.
- develop an understanding of the trends, issues and challenges facing contemporary Indian society.
- discuss the recommendations of various commissions/committees on different levels of education.

Unit - I: Meaning and Nature of Education

[10 hrs]

Education - Etymological meaning, Education: as process and product. Nature, Functions, and Modes of Education. Philosophy - Meaning, Definition. Concept of Philosophy, Relationship between Philosophy of life and Education; Significance of Philosophy of Education with respect to different aspects such as aims, methods, curriculum, discipline and the role of the teacher.

UNIT - II: Education in the Diverse Indian Society

[10 hrs]

Diversity - Meaning, Nature and, Definition, Concept of Diversity; Levels of Diversity in Indian society-Individual, Regional, Religious, Linguistic and Cultural Diversity. Diversity of knowledge and experience according to diverse community and individuals and their different demands from education-Role of education with respect to diversity, collective living and resolution of tensions.

UNIT - III: Vision of the Indian Constitution

[10 hrs]

Education in the Preamble of the constitution - Fundamental Rights & Duties, Directive Principles of state policy; Constitutional values - Meaning & concept of inequality, discrimination, marginalization and their impact on education and society - Education of Marginalized groups like women, dalits, differently abled and tribal people. Challenges of issues in equality of Educational opportunity.

UNIT - IV: Policy Framework of Education in Pre-Independent Period

[10 hrs]

Education in ancient and Medieval India: Vedic Education: Gurukula system, Buddhism, Jainism, Islamic Education; Colonial Education – Contribution of Missionaries to Education: Macaulay's Minutes, Woods Despatch, Movement of Compulsory Education - Gokale's Bill. Major Observations and Recommendations.

UNIT - V: Policy Framework of Education in Post-Independent Period [10 hrs]

Development of Indian Education during post Independent period with special reference to University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (1964), National Policy of Education (1986), Revised National Policy of Education Janardhanan Reddy Committee (1992): Major Observations and Recommendations.

UNIT - VI: Emerging Trends in Education [10 hrs]

National Knowledge Commission (NKC) 2007, Universalisation of elementary education, Sarva Siksha Abiyan (SSA), Rashtriya Madhiyamik Siksha Abiyan (RMSA), Rashtriya Uchcharat Siksha Abiyan (RUSA), Rights to Education Act-2009, National curriculum framework (NCF) 2005, National Curriculum Frame Work for Teacher Education (NCFTE) 2009, Learning the treasure – Pillar of Education. Meaning, concept & impact of Liberalisation, Privatization and Globalisation on Education.

Practical Oriented Assignment

- Reflect and identify the qualities of an “educated person”. Prepare a report on your expectation of an educated individual. **(Compulsory)**

Any one of the following:

- Critically review a related book written by a prominent educationist in India.
- Evaluate an Educational Article from a **Newspaper/Journal**.

References:

- Ashok kumar;(2004).*Current Trends in Indian Education*. New Delhi: S.B.Nangia ashish publishing house.
- Chaube. S.P; (2000).*Problems of Indian Education*. Agra: Vinod Pustak Mandir Publisher
- Dash, B.N. (2005). *A New Approach to Teacher and Education in the Emerging Indian Society*. New Delhi: Neelkamal Publication.
- Haseen Taj; (2008).*Current Challenges in Education*. New Delhi: Neelkamal publications
- Kaushik Vijaya Kumari, S. S. (2004). *Education Theory and Practice*. New Delhi: Anmol publication.
- Mittal,M.L.. (2005). *Education in Emerging Indian Society*. Meerut: International Publishing House.
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- Nagarajan., (2014). *Education in the Emerging Indian Society*, Chennai: Ram Publication.
- Pramila, Sharma. (2005). *The Aims of Education* .New Delhi: APH Publishing corporation.
- Prem Nath. (1970). *The Bases of Education- A Philosophical and Sociological Approach*. New Delhi: S. Chand & company.
- Sharma,K.Y. (2004). *History and Problems of Education*. New Delhi: Kanishka Publishers.
- Singh, B. (2004). *Modern Educational Theory and Practice*. New Delhi: Anmol Practice.
- Moorthy.S.K., Contemporary problems and current trends in Education.Ludhiana:Tandon Publications.
- NIEPA(2008):Globalisation and challenges fro education, New Delhi: Shipra Publications
- Pahuja.N.P.,(2004) Theory and principles of education, , New Delhi Anmol Publications

- Raman Behari Lal & Sinha, G. n., (2013) Development of Indian Education and its problems, Meerut, Vinay Rakeja Publishers
- Rao, V. A., (2005) History of Education, New Delhi: APH Publications
- ShashiPrabha Sharma (2008) Basic Principles of Education, New Delhi; kanishka publisher
- Suresh Bhatnagar U & Anamika saxena (2012) Development of education in india Meerut, Vinay Rakeja Publishers
- Yadav, H. S. et. al Indian education system-structure and problems, Ludhiana: Tandon Publications.
- Yogendra & Sharma .K (2007) History and problems of Education , Volume 2 New Delhi; kanishka publisher

LANGUAGE ACROSS CURRICULUM

SEMESTER – I

Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- develops knowledge about Language across Curriculum
- understands the role of language in classroom interactions and learning
- engages in discourses based on oral and written classroom interactions
- understands the skills and sub-skills in language skills
- develops linguistic competence in understanding the language of curricula of different disciplines
- understands the importance of language for instruction and communication

Unit - I: Understanding Language across Curriculum [10 hrs]

Meaning, Scope and Significance of language across curriculum Need for acquisition of first language / second language in teaching school subjects. Nature of Language diversity (multi-lingualism) in Indian classrooms. Discipline based Language – meaning, nature, variety, examples from different disciplines. The power dynamics of the ‘standard’ language. School Vs home language. Learning language and learning through language.

Unit - II: Language Acquisition and Development [10 hrs]

Language acquisition and language learning for classroom interaction and learning - Development of the four language skills: the synergistic relationship - Developing reading and writing skills in children.

Linguistic System: Phonology, Morphology, Lexis, Grammar, Syntax and Discourse.

Acquisition of Language Skills: Listening, speaking, reading and writing. Listening and Speaking: sub skills of listening and speaking: Tasks: skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials, and multimedia resources.

Reading: sub skills of reading: Importance, Nature and Levels of reading comprehension in the context areas. study skills, including using thesaurus, dictionary, encyclopedia, etc.

Writing: sub skills of writing; process of writing; formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc.

Understanding of Skills - Application of skills- Grammar and vocabulary in context

UNIT - III: Creating Language for Classroom Interaction [10 hrs]

Language of instruction-English for specific purpose (ESP) - English for Science and Technology (EST) English for Academic purpose (EAP) English for Occupational purpose (EOP) - media for curricular transaction-discussions, seminars, debates- language of explanation, nature of questioning, types of questions and teacher control, reinforcing, illustrating and other pedagogic communications.

Nature of expository texts Vs narrative texts, Transactional Vs reflexive texts, note making, note taking, summarizing. Linguistic hazards in pedagogic disciplines.

Practical Oriented Assignment

Observe two subject classes of secondary schools (one rural and the other urban) and record the discipline based language, teacher language and student language while discourse. Make a comparative analysis

References

- Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. Heinemann Educational Books.
- Behrens, L, & Rosen, L. J. (1997). *Writing and reading across curriculum*. U. S: Longman
- Corson, D. (1999). *Language policies in schools: A resource book for teachers and administrators*. Mahwah: Lawrence Erlbaum.
- Eller, R.G. (1989). *Johnny can't talk either: The perpetuation of the deficit theory in classrooms*. *The Reading Teacher*. 670-74.
- Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using languages across the curriculum: Diverse disciplinary perspectives*. Binghamton: Centre for research in Translation
- Kecht, M. & Kathrina. (2000). *Languages across the curriculum: Interdisciplinary structures and International education*. Columbus: National East Asian Language Resource Centre.
- Krueger, M. and Frank. R. (Ed.) (1993). *Language and content: discipline based approaches to language study*. Lexington: DC. Heath
- Vallabi, J.E.(2015) *Methods and Techniques of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Wallace, M. J. (1998). *Study skills in English*. Cambridge: Cambridge University Press. Web links

UNDERSTANDING DISCIPLINES AND SUBJECTS

SEMESTER – I

Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- appreciate the role of different school Subjects and Academic Disciplines.
- Understand the classification of Biglan Typology for Academic Disciplines,
- identify the terminology and notions associated with child centered education.
- acquire knowledge about the scope of work related subjects.
- appreciate the inter disciplinary nature of each school subject with life.

Unit - I: View on school subjects and academic discipline [10 hrs]

Difference between curriculum, syllabus and subject -School Subjects: Definition, Meaning Academic Discipline : Definition and Meaning-Difference Between School Subjects And Academic Discipline; Content of a School Subject; Relationship between school subjects and academic discipline; Importance of subjects in school curriculum; Evolution and Emerging Trends In Academic Disciplines. Paradigm shifts in the nature of disciplines-Classification of academic disciplines: Biglan typology (pure-hard, pure-soft, applied-hard, applied-soft types) with emphasis on nature of knowledge in each type.

Unit - II: Curriculum in the Development of the Learner [10 hrs]

Curriculum change as socio - political process. Critical understanding of Terminology and Notions associated with Child-centered Education. Interrogating disciplinary practices and Creating conducive learning environments: Relevance, Scope and Process - Inclusion of work related subjects in school syllabus and their need. (Horticulture, Animal husbandry, Tour and Hotel Management) Problems and Remedies of teaching - learning of various subjects.

Unit - III: Nature and Scope of School Subjects [10 hrs]

Meaning and nature of School subjects; interdisciplinary nature of each subject with life. Need and Importance of teaching each subject in school curriculum; Practical, disciplinary, vocational, social, moral and recreational values of school subjects; Careers related to each discipline; Inculcation of practical knowledge, community knowledge and intuitive knowledge through school subjects.

Role of Humanities, Science and Social Sciences with respect to the following global issues: Promoting peace, respecting diversity, sustainable development and health issues.

Practical Oriented Assignment (Any one)

- Draft a report after deep study on developments in school curriculum.
- Prepare a scrap book related to Global issues based on your discipline.

References:

- Deng,Z.(2013), School Subjects and Academic Disciplines. A Primer and Model. Routledge.
- Goodson, I.F & Marsh, C.J. (2005), Studying School Subjects: A guide, Routledge

- Janardan Prasad & Vijay Kumari Kaushik. (2007). *Advanced curriculum Construction*. New Delhi: Kanishka Publishers.
- Schaffarzek, J., & Harupson, D. H. (1975). *Strategies for curriculum development*. Berkeley: McCutchar.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt.
- Wood. A & Wier.K. (2003), *School Subjects and Academic Disciplines*

PEDAGOGY OF ENGLISH PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of this course, the teacher trainee will be able to:

- understand the status of English in India
- learn the aims and objectives of teaching of English
- understand the various approaches, methods and strategies of teaching English
- develop the skills of teaching English

Unit - I: Introduction to English Language Teaching [10 hrs]

The status of English language in India today - Constitutional provisions and policies of English Language Education - The rationale for learning English - Linguistic and Psychological factors involved in the teaching of English - Teaching English as a skill rather than a knowledge subject - Interference of mother tongue in second language teaching.

Unit - II: Aims and Objectives of Teaching English as a Second Language [10 hrs]

Aims of teaching English - Cultural, Literary, Utilitarian, Linguistic and Integrative. Bloom's Taxonomy of educational objectives in English Teaching. General Instructional objectives and specific Instructional objectives for the different areas in English Aims of Teaching English at the primary, secondary and higher secondary levels. Challenges of teaching English to second language learners and suggestions to improve the condition.

Unit - III: Approaches to Teaching of English [10 hrs]

Structural Approach - Situational Approach - Oral Approach - Communicative Approach - Interactive Approach - Constructive Approach - Multilingual Approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen) - Suggestopaedia - Total Physical Response Approach - The Silent Way - Natural Approach - Eclectic Approach.

Unit - IV: Methods of Teaching English [10 hrs]

Grammar - Translation Method - The Direct Method - Bilingual Method - The Textbook Method - The Audio-Lingual Method - Aims, Principles, Features, Procedure, Merits and Demerits.

Unit - V: Strategies to Teaching of English [10 hrs]

Strategies - collaborative learning, co-operative learning, supervised study, mind mapping, team teaching, mastery learning, facilitating learners for self study. Examples and illustrations from different content areas in English.

Unit - VI: Acquisition of Language Skills [10 hrs]

Teaching the Communication skills - Classification - Listening skill - Speaking skill - Reading skill - Writing skill - Nature, Sub-skills and Strategies of teaching the language skills.

Practical Oriented Assignment

- Make a comparison of the Grammar Translation Method and the Direct Method of Teaching English.

Any one of the following

- Generate any three English language activities for communicative approach.
- Bring out the differences between learning a second language and learning the mother tongue with suitable examples.

References:

- Baruah, T.C., 1994 The English Teachers Hand book. New Delhi: Sterling Publications Pvt. Ltd.
- Bloom, B.S., (Ed.) 1956 Taxonomy of Educational objectives. The Classification of Educational Goals. New York: David Mckay Company Inc.
- Nataraj, Geetha., 1996 English Language Teaching, Approaches, Methods, Techniques, Kolkata: Orient Longman Private Ltd.
- O' Malley, J.M., and Chamot, A.V., 1990 Learning Strategies in Second Language Acquisition Cambridge: Cambridge University Press.
- Richards C. Jack and Rodgers S. Theodore 1995. Approaches and Methods in language Teaching. Cambridge University Press: Cambridge.
- Rivers, W. M., 1997. Teaching Foreign Language skills. Chicago: The University of Chicago Press.
- Stern, H.H., 1983. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.
- Stoddart, John., 1987. The Practical Teaching of English in Schools. New Delhi: Orient Longman Limited.
- Tickoo, M.L., 2009 Teaching and Learning English. New Delhi: Orient Black Swan Private Ltd.
- Vallabi, J.E., 2015. Methods and Techniques of Teaching English, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Verghese Paul.C., 1989. Teaching English as a Second Language. New Delhi: Sterling Publications Pvt. Ltd.

PEDAGOGY OF MATHEMATICS PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- appreciate the contributions made by eminent Mathematicians.
- give a historical overview of great Mathematicians.
- develop skill in framing General Instructional Objectives and Specific Learning Outcomes.
- differentiate between general and specific objectives.
- compare and develop competence in various approaches and strategies of teaching and learning of Mathematics.
- acquire knowledge about the various methods of instruction in Mathematics.
- identify different individualised system of instruction to cater the students.

Unit - I: Historical Background of Mathematics [10 hrs]

Development of Mathematics – Historical Perspective and early history of the development of Numbers and Logarithm; Important discoveries and inventions in the field of Mathematics; Contribution of Mathematicians to the development of Mathematics in India and Abroad – Aryabhatta, Baskara, Ramanujan, Euler, Euclid and Gauss.

Unit - II: Instructional Aims and Objectives of Teaching Mathematics [10 hrs]

Aims of teaching Mathematics; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Mathematics.

Unit - III: Approaches and Strategies in Teaching and Learning Mathematics [10 hrs]

Approaches and Strategies - Meaning and Differences; Approaches - conceptual approach, constructivist approach, inductive and deductive approach, analytic and synthetic approach and Problem solving in teaching and learning Mathematics;
Strategies - Mastery learning, collaborative learning, co-operative learning, Problem-based Instruction, Problem Posing and Solving; Differences between teaching of Mathematics and teaching of Science.

Unit - IV: Methods of Teaching Mathematics [10 hrs]

Criteria for selection of a method - Level of the class, size of the class, available time and subject matter; General methods of teaching Mathematics - Lecture Method, Lecture cum Demonstration Method, Laboratory Method, Heuristic Method and Project Method.

Unit - V: Individualization of Instruction [10 hrs]

Individualised instruction – Meaning and Characteristics; Approaches to individualised instruction; Programmed instruction – Definition, theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathematics, Skip and Branier; Computer Assisted

Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher’s role in CAI – Learning packages – Modules, Blocks and Programmed texts.

Practical Oriented Assignment

- Analysis of the State Board and CBSE Mathematics Syllabus of standard IX /X. (compulsory)

Any one of the following

- Preparation of a scrap book based on Recreational Mathematics
- Preparation of programmed learning material on the life and contribution of any Indian/Foreign Mathematician.

References:

- Anice James (2010), Methods of teaching Mathematics, Hyderabad: Neelkamal Publishers Pvt.Ltd.
- Anice James & Jeyanthi Alwan (2011), Skills and Strategies of Teaching Mathematics, Hyderabad: Neelkamal Publishers Pvt.Ltd
- Anice James (2005), Teaching of Mathematics,.Hyderabad: Neelkamal Publications Pvt Ltd.
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- Dr.A.K.Kulshrestha (2013),Teaching of Mathematics, Meerut: Lall Book Depot
- Kulbir Singh Sidhu (2005), The Teaching of Mathematics,New Delhi: Sterling Publishers Pvt. Ltd. S.K.Mangal (2004), Teaching of Mathematics, Ludhiana: Tandon Publications.
- Sudhir Kumar & D.N.Ratnalikar (2003), Teaching of Mathematics, New Delhi: Anmol Publishers.
- Santhanam.S. (1985). Teachers and Learners. New Delhi: Shanta Publishers.
- S.M.Aggarwal (2008), A course in Teaching of Modern Mathematics, New Delhi: Dhanpat Rai Publishing Co.

PEDAGOGY OF PHYSICAL SCIENCE PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand the discoveries and inventions made by eminent scientists.
- give a historical overview of great scientists.
- differentiate between general and specific objectives.
- develop skill in framing General Instructional Objectives and Specific Instructional Objectives.
- appreciate various approaches and strategies of teaching and learning Physical Science.
- select suitable methods and techniques of teaching Physical Science for the classroom situation.
- prepare programmed instructional material using the theoretical basis.

Unit - I: Historical Background of Physical Science [10 hrs]

History of Science Education; Important discoveries and inventions in the field of Physics and Chemistry; Contribution of eminent scientists to the field of Physical Science in India and abroad; Nobel Prize Winners in the field of Physics and Chemistry during the past five years.

Unit - II: Instructional Aims and Objectives of Teaching Physical Science [10 hrs]

Aims of teaching Physical Science; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Physical Science.

Unit - III: Approaches and Strategies in Teaching and Learning Physical Science [10 hrs]

Approaches - Scientific approach, constructivist approach, problem solving approach, inductive and deductive approach, analytic and synthetic approach; Strategies - Concept mapping, collaborative and co-operative learning, experiential learning, supervised study, facilitating learners for self study; Examples and illustrations from different content areas in Physical Science.

Unit - IV: Methods of Teaching Physical Science [10 hrs]

Criteria for selection of a method - Human factor, Subject area, Time and material factor, Objectives of teaching, General methods of teaching - Lecture method, Demonstration method, Lecture - demonstration method, Laboratory method, Heuristic method, Project method; Historic method, Biographic method.

Unit - V: Individualization of Instruction [10 hrs]

Individualised instruction - Meaning and Characteristics; Approaches to individualised instruction; Programmed instruction - Definition, theoretical bases, principles, advantages;

Types of programming - Linear, Branching; Mathematics, Skip and Branier, Teaching machines; Computer Assisted Instruction - Meaning, Modes of CAI, Benefits of CAI; Learning packages - Programmed Texts, Modules and Blocks.

Practical Oriented Assignment

- Prepare a programmed Instructional material for any content using linear style. (Compulsory)

Any one of the following

- Prepare an action plan for any one method of your choice.
- Write General and Specific Instructional Objectives for any two content areas.

References:

- Mangal, S.K. & Mangal, V. (2009). *Essentials of Educational Technology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, A. (2003). *Teaching of Physical Science*. Chennai: Mohan Padhipagam.
- Radha Mohan. (2002). *Innovative Science Teaching for Physical Science Teachers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Radha Mohan. (2010). *Teaching of Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Rajasekar, S. (2005). *Methods of Teaching Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Udai Veer. (2004). *Modern Teaching of Physics*. New Delhi: Anmol Publications Pvt. Ltd.
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PEDAGOGY OF BIOLOGICAL SCIENCE PART I

SEMESTER – I

Marks: 100

Objectives

At the end of this course, the student teacher will be able to

- to acquaint with the History of Biological Science
- to update with the important discoveries and inventions in Biology
- to familiarize with the aims and objectives of Teaching Bio-Science
- to explore the Approaches and Strategies of Teaching Bio-Science
- to familiarize with the effective methods and techniques in the classroom
- to analyse the various approaches in individualized instruction

Unit - I: Historical Background of Biological science [10 hrs]

History of Biological Science; Important discoveries and inventions in Botany and Zoology; Contribution of eminent scientists in the field of Biological Science in India and abroad; Charles Darwin, Robert Hooke, Louis Pasteur and some Indian Biologists - Jagdish Chandra Bose - Birbal Sahni, Hargobind Khurana- Nobel Prize Winners in the field of Botany and Zoology during the past five years.

Unit - II: Instructional Aims and Objectives of Teaching Biological Science [10 hrs]

Aims of teaching Biological Science; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Biological Science – Expected behavioural Input and Output.

Unit - III: Approaches and Strategies in Teaching and Learning Biological Science [10 hrs]

Pedagogical shift from Science as fixed body of knowledge to process of constructing knowledge, Approaches - scientific approach, constructivist approach, problem solving approach, inductive and deductive approach, analytic and synthetic approach.

Strategies - concept mapping, collaborative and co-operative learning, experiential learning, supervised study, facilitating learners for self study; Examples and illustrations from different content areas in Biological Science.

Unit - IV: Methods and Techniques of Teaching Biological Science [10 hrs]

Criteria for selection of a method – Level of the class, size of the class, available time and subject matter- General methods of teaching - Lecture method, Demonstration method, Lecture-demonstration method, Laboratory method, Heuristic method, Project method; Historic method, Biographic method.

Unit - V: Individualization of Instruction [10 hrs]

Individualised instruction – Meaning and Characteristics; Approaches to individualised instruction; Programmed instruction – Definition, theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathetics, Skip and Branier, Teaching machines;

Computer Assisted Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher’s role in CAI – Learning packages - Programmed Texts, Modules and Blocks.

Practical Oriented Assignment

- Prepare a programmed Instructional material for any content using linear style. (Compulsory)

Any one of the following

- Prepare an action plan for any one method of your choice.
- Write General and Specific Instructional Objectives for any two content areas.

References:

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PEDAGOGY OF COMPUTER SCIENCE PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand the fundamentals of computer.
- differentiate between general and specific objectives.
- develop skill in framing General Instructional Objectives and Specific Instructional Objectives.
- appreciate various approaches and strategies of teaching and learning of Computer Science.
- select suitable methods of teaching Computer Science for the classroom situation.
- prepare programmed instructional material using the theoretical basis.

Unit - I: Fundamentals of Computers

[10 hrs]

Computer- Definition; Generations of computers; Classifications of computers; Characteristics of a computer; Typical configuration of fifth generation computers; Recent developments in Computer Science; Use of robots; Ethical and practical issues involved in software piracy.

Unit - II: Instructional Aims and Objectives of Teaching Computer Science

[10 hrs]

Aims of teaching Computer Science; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Computer Science.

Unit - III: Approaches and Strategies in Teaching and Learning Computer Science

[10 hrs]

Approaches - scientific approach, constructivist approach, problem solving approach, inductive and deductive approach, analytic and synthetic approach; Strategies - concept mapping, collaborative and co-operative learning, experiential learning, supervised study, facilitating learners for self study; Examples and illustrations from different content areas in Computer Science.

Unit - IV: Methods of Teaching Computer Science

[10 hrs]

Criteria for selection of a method – Level of the class, size of the class, available time and subject matter- General methods of teaching - Lecture method, Demonstration method, Lecture-demonstration method, Laboratory method, Heuristic method, Project method; Historic method, Biographic Method.

Unit - V: Individualization of Instruction

[10 hrs]

Individualised instruction – Meaning and Characteristics; Approaches to individualised instruction; Programmed instruction – Definition, theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathematics, Skip and Branier, Teaching machines;

Computer Assisted Instruction (CAI) - Meaning, Modes of CAI, Benefits of CAI, Teacher's role in CAI, Learning packages - Programmed Texts, Modules and Blocks.

Practical Oriented Assignment

- Prepare a programmed Instructional material for any content using linear style. (Compulsory)

Any one of the following

- Prepare an action plan for any one method of your choice.
- Write GIO and SIO for any two content areas.

References:

- Brian W. Kernighan & Dennis, M. Ritchie. (1986). *The C-Programming language*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Byran. (1997). *Discover the Internet*, New Delhi: Comdex Computer Publishing.
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தமிழ் கற்பித்தல்

பருவம் 1

மதிப்பெண்கள்: 100

நோக்கங்கள் :

- மொழித் தோற்றக் கொள்கைகளை விவரித்தல்.
- தமிழ் மொழியின் தனித்தன்மைகளைக் கண்டு பெருமிதம் கொள்ளுதல்
- தாய்மொழி கற்பித்தலின் நோக்கங்களை அறிதல்.
- நால்வகை அடிப்படை மொழித்திறன்களையும் அவற்றை வளர்ப்பதற்கான வழி வகைகளையும் அறிந்து செயல்படுத்துதல்.
- மொழியைப் பிழையறத் திருத்தமாகக் கேட்கவும் பேசவும் படிக்கவும் எழுதவும் உதவுதல்.
- தமிழ் பயிற்றும் முறைகளையறிந்து பயிற்றுதல்
- மொழியாசிரியருக்குரிய பண்பு நலன்களை உணர்ந்து நடத்தல்.

அலகு 1 : மொழியின் தோற்றமும் வளர்ச்சியும்

(10 மணிநேரம்)

மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி - தமிழ் மொழி வரலாறு - கிளைமொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் -வரிவடிவ வரலாறு - தமிழ் மொழியின் தனித் தன்மைகள்

அலகு 2 : தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள்

(10 மணிநேரம்)

அடிப்படை மொழித் திறன்களை வளர்த்தல்-இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல்

- சொற்களஞ்சியத்தைப் பெருக்குதல் -எண்ணத்தை வெளியிடல்- படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகளை எடுத்தியம்புதல் - கற்பனைத்திறன் வளர்த்தல் - மக்கட் பண்பாட்டை அறிதல் - ஒழுக்க உயர்வை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - இறையுணர்வை ஊட்டல் - சமூக பண்பாட்டு மரபினை அறிதல் - விழுமங்களை வளர்த்தல்

அலகு 3 : அடிப்படை மொழித் திறன்கள்

(10 மணிநேரம்)

அ. கேட்டல் திறன் -கேட்டலின் வழிக்கற்றல்-கேட்டல் பழக்கத்தினை வளர்த்தல்-கேட்டலின் நோக்கங்கள் - கேட்டல் திறனை வளர்க்கும் போது ஆசிரியர் நினைவில் கொள்ள வேண்டியவை.

ஆ. படித்தல் திறன் - படித்தலில் ஆர்வமுட்டுதற்குரிய வழிகள் - படிக்கக் கற்பித்தலின் நோக்கங்கள் - வாய்விட்டுப் படித்தல், வாய்க்குட் படித்தல் இவற்றின் நன்மை, தீமைகள்- படிக்கப் பயிற்றும் முறைகள் - எழுத்து முறை, சொல் முறை, சொற்றொடர் முறை - ஆழ்ந்த படிப்பு, அகன்ற படிப்பு - நிறை, குறைகள்.

இ. பேசுதல் திறன் - வாய்மொழிப் பயிற்சியின் பயன்கள் - நோக்கங்கள் - முறைகள் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - குறைகளைப் போக்கும் முறைகள் - பயிற்சிகள் : மூச்சுப் பயிற்சி, நா பிறழ் பயிற்சி, நா நெகிழ் பயிற்சி.

ஈ. எழுதுதல் திறன் - எழுதுதலின் நோக்கங்கள் - எழுதுதலின் இரு நிலைகள் - எழுதுவதற்குத் தரப்படும் முதற் பயிற்சிகள் - நல்ல கையெழுத்தின் இயல்புகள் - எழுத்துப் பயிற்சி முறைகள் - எழுத்துப் பிழைக்குரிய காரணங்கள் - பிழைகளைக் களையும் வழிமுறைகள்.

அலகு 4 : பயிற்று முறைகள்

(10 மணிநேரம்)

பண்டையோர் கண்ட பயிற்றுமுறைகள் : விரிவுரை முறை - தடைவிடை முறை விதிவிளக்க முறை - நெட்டுரு முறை- - தற்கால முறைகள்: விதிவரு முறை - நடிப்பு முறை - செயல்திட்ட முறை- கலந்துரையாடல் முறை - குழுக்கற்பித்தல் முறை - ஒப்படைப்பு முறை- மேற்பார்வை படிப்பு முறை - திட்டமிட்டுக் கற்பித்தல் - கணினி துணையுடன் கற்பித்தல் - இம்முறைகளின் நிறை, குறைகள்.

அலகு 5 : தமிழாசிரியர்

(10 மணிநேரம்)

கல்வித் தகுதி - பண்பு நலன் - மொழிப் பற்று - இலக்கியப் புலமை - பேசும் திறன் - எழுதும் திறன் - உள நூல் வல்லுநர் - கலையார்வம் மிக்கவர் -நகைச்சுவை நாட்டம் -நல்லொழுக்கம் -

நல்லமுன்மாதிரி - நடுவுநிலைமை -உலகப்பொதுஅறிவு -உலகத்தோடு ஒட்ட ஒழுகல் -நற்குடி மக்களை உருவாக்கும் பொறுப்பு - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் (தெரிந்ததிலிருந்து தெரியாதது, எளிமையிலிருந்து கடினம், சிறப்பிலிருந்து பொது, முழுமையிலிருந்து பகுதி, பகுப்பிலிருந்து தொகுப்பு) போன்றன.

பணி மேம்பாடு: பணியிடைப்பயிற்சி, புத்தாக்கப் பயிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.

செயல்முறை ஒப்படைப்பு (கட்டாயம்)

- தமிழ்நாளிதழ்களிலுள்ள பிழைகளைக் கண்டறிந்து அவற்றைத் திருத்தி எழுதுக. ஆதாரங்களுடன் ஒப்படைக்க.

(ஏதேனும் ஒன்று)

- விழுமங்களை வளர்ப்பதில் தமிழ்ப் பாடத்தின் பங்கினை எடுத்துரைக்க.
- அப்துல்கலாம் வாழ்க்கையில் ஆசிரியர்கள் ஏற்படுத்திய நேர்மறைத் தாக்கத்தை அவர்தம் படைப்புகளின் வழி எடுத்துரைக்க.

பார்வை நூல்கள்

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- கணபதி. வி. டிசம்பர்மாதிக் கல்வி. 2005. நற்றிமிர் கற்பிக்கும் முறைகள்-பகுதி இரண்டு. டிசன்னை: சாந்தா பப்ளிசர்!.
- கலைச் டிசல்வி. டிவ..: 2012. கல்வியியல் சிறப்படித் தமிழர். நாமக்கல் : சீசீவ் டிவளியீடு.
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- தமிழண்ணல் 2008, தமிழ் இலக்கிய வரலாறு: மீனாட்சி பதிப்பகம், மதுரை
- பெராசிரியர் கணபதி. வி.இ 2007. நற்றிமிர் கற்பிக்கும் முறைகள். டிசன்னை: சாந்தா பப்ளிசர்!.
- பெராசிரியர் கணபதி வி..: 2004. தமிழ் இலக்கண இலக்கிய அறிமுகம். டிசன்னை: சாந்தா பப்ளிசர்!.
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- மீனாட்சி சுந்தரம்..: 2014. பாடப் டிபாருள் மற்றும் தமிழ் கற்றல். திண்டுக்கல் : காவ்யமாலா பதிப்பகம்.
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பாட நூல்கள்

6இ 7இ 8இ 9இ10 -ஆம் வகுப்படி தமிழ்ப் பாட நூல்கள். பள்ளிக்கல்வித்துறை. டிசன்னை: தமிழ் நாட்டுப் பாடநூல்கார்கம்

வலைத்தளப்பார்வை

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PEDAGOGY OF HISTORY PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand the historical background of History.
- familiarize the vision of teaching History.
- develop skills in framing GIO's and SIO's.
- understand the approaches and strategies of teaching History.
- understand the general methods of teaching History.
- develop effective instructional skills and competency in teaching History.

Unit - I: Historical Background of History [10 hrs]

Historical Background of History ; Vision of teaching History in NCF(2010); Contribution of Eminent Historians to the development of History - Herodotus, St. Augustine, Montesquieu, Kalhana and K.A. Neelakanda Sastri.

Unit - II: Instructional Aims and Objectives of Teaching History [10 hrs]

Aims of teaching History; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Attainment of the objectives; Bloom's Taxonomy of objectives (Revised): Significance of action verbs ;Sources of objectives; Interdependence of objectives, learning experiences and evaluation ; General Instructional Objectives (GIOs) and Specific Instructional objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in History.

UNIT - III: Approaches and Strategies in Teaching and Learning History [10 hrs]

Approaches – Meaning; Approaches - chronological approach, thematic approach, scientific approach, constructivist approach, investigatory approach, analytic and synthetic approach. Strategies - concept mapping, collaborative learning and co-operative learning, supervised study, team teaching.

Unit - IV: Methods of Teaching History [10 hrs]

Criteria for selection of a method; General methods of teaching History - Story telling method, Lecture method, Discussion method, Source method, Socialized recitation method, Project method, inductive and deductive method and Problem solving method; Methods to teach controversial issues in History.

Unit - V: Individualization of Instruction [10 hrs]

Individualized instruction – Meaning and characteristics; Programmed instruction – definition, characteristics, principles and advantages; Types of programming – Linear, Branching, Mathetics, Skip and Branier; Teaching machines; Development of the programmed instructional material in History; Computer Assisted Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher's role in CAI ; Learning packages- Modules and Blocks, Programmed Texts.

Practical Oriented Assignment

- Write GIO and SIO for any two content areas in History. (Compulsory)

Any one of the following

- Prepare an action plan for any one method of your choice.
- Write 15 frames in linear/ branching programming for any topic from History.

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- NCERT Social Studies Text books for VI – XII standard.

PEDAGOGY OF GEOGRAPHY PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand and appreciate the place of Geography in the modern world.
- develop skills in framing GIO's and SIO's.
- understand the approaches and strategies of teaching Geography.
- understand the general methods of teaching Geography.
- develop effective instructional skills and competency in teaching Geography.

Unit - I: Historical Background of Geography [10 hrs]

Geography during the age of discoveries and explorations – Modern concept of Geography and Geographical techniques -Vision of teaching Geography in NCF (2010).

Unit - II: Instructional Aims and Objectives of Teaching Geography [10 hrs]

Aims of teaching Geography; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Attainment of the objectives; Bloom's Taxonomy of objectives (Revised): Significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Geography.

UNIT - III: Approaches and Strategies in Teaching and Learning Geography [10 hrs]

Approaches - Meaning; Approaches - chronological approach, scientific approach, constructivist approach, investigatory approach, analytic and synthetic approach. Strategies - concept mapping, collaborative learning and co-operative learning, supervised study, team teaching.

Unit - IV: Methods of Teaching Geography [10 hrs]

Criteria for selection of a method; General methods of teaching Geography - Laboratory method, Lecture method, Discussion method, Source method, Socialized recitation method, Project method, Regional method, Comparative method, Demonstration method and Problem solving method.

Unit - V: Individualization of Instruction [10 hrs]

Individualized instruction – Meaning and characteristics; Programmed instruction – definition, characteristics, principles and advantages; Types of programming – Linear, Branching, Mathetics, Skip and Branier; Teaching machines; Development of the programmed instructional material in Geography; Computer Assisted Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher's role in CAI ; Learning packages –Modules and Blocks, Programmed Texts.

Practical Oriented Assignment

- Write GIO and SIO for any two content areas in Geography. (Compulsory)

Any one of the following

- Preparation of a weather report with 3 months data.
- Write 15 frames in linear/ branching programming for any topic from Geography.

References:

- Aggarwal, J.C. (2003). *Teaching of Social studies: A practical Approach*, Mumbai: Vikas Publishing House.
- Kumar, S.P.K., & Naushad, P.P., (2009). *Social studies in the classroom: Trends and Methods*, Calicut University: Scorpio Publishers.
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- NCERT Social Studies Text books for VI – XII standard.

PEDAGOGY OF ECONOMICS PART I

SEMESTER – I

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand the historical background of Economics.
- differentiate between general and specific objectives.
- develop skill in framing General Instructional Objectives and Specific Learning Outcomes.
- appreciate various approaches and strategies of teaching and learning of Economics.
- select suitable methods of teaching Economics for the classroom situation.
- prepare programmed instructional material using the theoretical basis.

Unit - I: Historical Background of Economics [10 hrs]

Historical Background of Economics– Economic thought in India, Economic thought in Modern India-Contribution of Eminent Economists to the Development of Economics-Adam Smith, Keynesian, Malthusian and Alfred Marshal.

Unit - II: Instructional Aims and Objectives of Teaching Economics [10 hrs]

Aims of teaching Economics; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Economics.

Unit - III: Approaches and Strategies in Teaching and Learning Economics [10hrs]

Approaches and Strategies-Meaning and differences; Approaches - scientific approach, constructivist approach, project approach, inductive and deductive approach, analytic and synthetic approach.

Strategies - concept mapping, collaborative learning, co-operative learning, mastery learning, supervised study, review learning, facilitating learners for self study; Examples and illustrations from different content areas in Economics.

Unit - IV: Methods of Teaching Economics [10 hrs]

Criteria for selection of a method – Level of the class, size of the class, available time and subject matter- General methods of teaching - Lecture method, Discussion-Group and Panel, Problem Solving Method, Case Study Method, Demonstration method, Lecture-demonstration method, team teaching, Heuristic method, Project method, Survey Method, Market Study.

Unit - V: Individualization of Instruction [10 hrs]

Individualised instruction – Meaning and Characteristics; Approaches to individualised instruction; Programmed instruction – Definition ,theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathetics, Skip and Branier, Teaching machines;

Computer Assisted Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher’s role in CAI – Learning packages – Modules, Blocks and Programmed Texts.

Practical Oriented Assignment

- Prepare 25 frames in linear programming for any topic from higher secondary school syllabus. (Compulsory)

Any one of the following

- Write GIO and SIO for any two content areas in Economics.
- Prepare an action plan for any one method of your choice.

References:

- Aggarwal, J. C. (2005). *Teaching of Economics*. Agra: Vinod Pustak Mandir.
- Karthick, G. S. (2004). *Teaching of Economics*. New Delhi: Discovery publication house.
- Mangal,S.K., & Mangal,Uma.(2008).*Teaching of Social Studies*.New Delhi:PHI learning Pvt.ltd.
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- Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. New Delhi : Kanishka Publishers and Distributors.
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- Sharma,B.L., & Maheshwari,B.K.(2013).*Teaching of Social Studies*.New Delhi:R.Lall Book Depot.
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PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART I

SEMESTER – I

Marks: 100

Objectives

At the end of the course the student teacher will be able to:

- understand the historical background of Commerce and Accountancy.
- differentiate between general and specific objectives.
- develop skill in framing General Instructional Objectives and Specific Learning Outcomes.
- appreciate various approaches and strategies of teaching and learning of Commerce and Accountancy.
- select suitable methods of teaching Commerce and Accountancy for the classroom situation.
- prepare programmed instructional material using the theoretical basis.

Unit - I: Historical Background of Commerce and Accountancy [10 hrs]

History of Book keeping - Development of Commerce Education in India - Importance of Commerce Education - Current Trends in Commerce.

Unit - II: Instructional Aims and Objectives of Teaching Commerce and Accountancy [10hrs]

Aims of teaching Commerce and Accountancy; Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives (Revised): significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs); Stating GIOs and SIOs for teaching different content areas in Commerce and Accountancy.

Unit - III: Approaches and Strategies in Teaching and Learning Commerce and Accountancy [10 hrs]

Approaches and Strategies - Meaning and differences; Approaches of Commerce- scientific approach, constructivist approach, project approach, inductive and deductive approach, analytic and synthetic approach. Approaches of Book Keeping and Accountancy.

Strategies - concept mapping, collaborative learning, co-operative learning, mastery learning, supervised study, review learning, facilitating learners for self study; Examples and illustrations from different content areas in Commerce and Accountancy.

Unit - IV: Methods of Teaching Commerce and Accountancy [10 hrs]

Criteria for selection of a method – Level of the class, size of the class, available time and subject matter- General methods of teaching - Lecture method, Discussion-Group and Panel, Problem Solving Method, Case Study Method, Demonstration method, Lecture-demonstration method, team teaching, Heuristic method, Project method, Survey Method, Market Study.

Unit - V: Individualization of Instruction

[10 hrs]

Individualized instruction – Meaning and Characteristics; Approaches to individualized instruction; Programmed instruction – Definition ,theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathematics, Skip and Branier, Teaching machines; Computer Assisted Instruction (CAI) – Meaning, Modes of CAI, Benefits of CAI, Teacher’s role in CAI – Learning packages – Modules, Blocks and Programmed Texts.

Practical Oriented Assignment

- Prepare 25 frames in linear programming for any topic from higher secondary school syllabus. (Compulsory).

Any one of the following

- Prepare an action plan for any one method of your choice.
- Write GIO and SIO for any two content areas in Commerce and Accountancy.

References:

- Aggarwal,J.C.(1996).*Teaching of Commerce a Practical Approach*. New Delhi:Vikas Publishing House Pvt.Ltd.
- Chandra,S.S.,Sharma,N.L., & Sharma Amit.(2012).*Teaching of Commerce:A Practical Approach*.New Delhi:R.Lall Book Depot.
- Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.
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- Sharma,B.L., & Maheshwari,B.K. (2013). *Teaching of Social Studies*. Meert: R.Lall Book Depot.
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READING AND REFLECTING ON TEXTS

SEMESTER – I

Practical Course

Internal Marks: 50

Objectives:

At the end of this course the student teacher will be able to:

- improve proficiency in reading, writing, thinking and communicating in the language of instruction.
- develop an interest in reading fiction and non-fiction.
- improve ability to understand reading material.

Unit - I: Engaging with narrative and descriptive accounts (10 Marks)

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

Unit - II: Engaging with popular subject-based expository writing (10 Marks)

The selected texts could include articles, biographical writing, or extracts from popular nonfiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces). For this unit, the student teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Unit - III: Engaging with journalistic writing (10 Marks)

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student teachers can be grouped randomly for this unit.

Unit - IV: Engaging with subject-related reference books (10 Marks)

The student teachers should work in groups divided according to their subjects. Within these groups, pairs of student teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Unit - V: Engaging with educational writing (10 Marks)

Selected texts here could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspect of the above themes. Student teachers can be grouped randomly for this unit.

YOGA, HEALTH AND PHYSICAL EDUCATION

Semester - I

Practical Course

Internal Marks: 50

Objectives:

At the end of course the student teacher will be able to:

- understand the concept and importance of Physical Education
- develop positive attitude towards physical fitness and wellness
- understand the causes symptoms and prevention of lifestyle diseases
- understand the benefits of yogasanas
- demonstrate the different Yogasanas

UNIT - I: Concept of Physical Education

Physical Education - Definition, Aims and objectives of Physical Education and importance of Physical Education. Physical Fitness: Definition, Components of Physical fitness variables - Strength, Muscular Endurance, Flexibility, Cardio Vascular Endurance and Body Composition - Physical Fitness Test Battery and Benefits of Physical Fitness. Activities for developing physical fitness components: Walking, Running, Weight training, aerobics, cycling, swimming and stretching.

UNIT - II: Lifestyle Diseases and Management

Lifestyle diseases, obesity, diabetes, hypertension, osteoporosis, coronary heart disease. Causes, symptoms and consequences. Management of Life style diseases.

UNIT - III: Yoga and Health

Introduction to Yoga: Meaning and definition of Yoga - Scope of Yoga- Aims and Objectives of Yoga - The Mind - body relationship and its influence on Health. Eight limbs of Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi. Yoga for integrated personality development. Yogasanas for Health - Meditative Asanas and Relaxative Asanas in different positions - Sitting Position, Supine Position, Prone Position, Kneeling Position and Standing position.

Practical Tasks

- Demonstrate before your peer group any five asanas and write a report on them. **(20 Marks)**
- Practicing health related physical fitness programme and recording. **(10 Marks)**
- Collect information on Yogasanas by reviewing authoritative sources on Yoga and write a report on it. **(10 Marks)**
- Physical Education Record covering Unit - II: "Lifestyle Diseases and Management". **(10 Marks)**

CURRICULUM FRAME WORK

B.Ed. – SECOND SEMESTER

KNOWLEDGE AND CURRICULUM

SEMESTER - II

Marks: 100

Objectives:

At the end of the course the student teacher will be able to

- understand the meaning of Education according to the Philosophers .
- describe the meaning of knowledge and identify the different ways of knowing.
- describe the process of Knowledge Construction.
- enumerate the relative roles of Knowledge Organisation in schools.
- understand the integration between Knowledge and Curriculum.
- identify the types of Curriculum.
- state the tasks for selection, organization and integration of content.

Unit - I: Educational Thinkers and Knowledge [10 hrs]

Concept and Meaning of Education according to Indian thinkers: Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore. Western Thinkers: Froebel and Maria Montessori, Ivan Illich; Knowledge - Meaning, definition of knowledge; forms of knowledge, characteristics of Knowledge; process of Knowledge construction; Educational viewpoints-Metaphors and theories in Evolving Knowledge in Education.

Unit - II: Knowledge and its Organisation in Schools [10 hrs]

Facets of Knowledge: Meaning of knowledge organisation, Forms of Knowledge included in school Education, Selection of Knowledge categories in School Education, Agencies for selection and Organisation of categories of Knowledge in School Curriculum, Process for developing curriculum, syllabus and Text Books. Psychological basis Curriculum Development.

Unit - III: Concepts of Curriculum [10 hrs]

Curriculum - meaning, objectives, principles concepts and characteristics - Curriculum Determinants: National aspirations and needs, Culture, Social Change, Value System. social - political - cultural-geographical-economic diversity; socio - political aspirations, including ideologies and educational vision; economic necessities; technological possibilities; cultural orientations; national priorities; system of governance and power relations; and International context.

Unit - IV: Curriculum Approaches [10 hrs]

Curriculum Organisation - Educational Objectives and Curriculum Organisation, Subject matter and Curriculum Organisation, ABC'S curriculum organization: Learning and Curriculum Organization - Approaches of Curriculum organization - Types of Curricula - Subject Centered, Co-related, Fused, Core and Student Centered - values curriculum.

UNIT - V: Curriculum Development [10 hrs]

Philosophy of Curriculum - Assessing needs - formulating goals and objectives - selecting the content-organizing content - selection of curriculum experience - evaluation of the curriculum. Agencies of curriculum development: School and teachers - Principals and

Educationists - role of NCERT, NCTE and NCF 2005 & NCF 2009 for Teacher Education in curriculum development.

Tasks and Assignments

- Plan a child centered activity based on Gandhian or Tagore's thoughts.
- Distinguish between (i) Equity and Equality (ii) Knowledge and Skill (iii) Teaching and Training (iv) Knowledge and Information.
- Prepare a report and present the conception of learning in relation to the school practices and the daily routine of a classroom.

References:

- Arulsamy, S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications.
- Gagnon, J. G. W., & Michelle, C. (2006). *Constructivist learning design: Key questions for teaching to standards*. New Delhi: Corwin Press.
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- Mishra, M. (2007). *Philosophical and Sociological Foundations of Education*. New Delhi: Alpha Publication.
- Mittal, M. L. (2005). *Education in Emerging Indian Society*. Meerut: International Publishing House.
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- பாஸ்கரன், V., & பத்மப்பிரியா, B. (2008). கலைத்திட்ட வளர்ச்சி. சென்னை: சாரதா பதிப்பகம்.

LEARNING AND TEACHING

SEMESTER – II

Marks: 100

Objectives:

At the end of the course, the student-teachers will be able to

- understand the nature and importance of learning.
- gain knowledge about the concept of learning and its related theories.
- understand in-depth concepts of intelligence, thinking, memory and imagination .
- gain knowledge about relationship between teaching and learning.
- create an effective learning environment in the classroom.
- identify the nature of attention and various types of memory.
- appreciate the influence of motivation on human behaviour.
- understand evolving roles of Teacher
- understand in depth different teaching styles.

Unit - I: Approaches to Learning

[10 hrs]

Introduction to Learning - meaning, nature, characteristics and importance of learning-
Behavioural: trial and error, conditioning (classical and operant) and social learning.
Cognitive (insightful and information processing model) Constructivism: concept, planning
and development of learning experiences

Unit - II: Mental process of learning

[10 hrs]

Mental process - Memory: concepts, types and strategies' to improve memory. Forgetting:
nature and causes. Thinking process - concept - Types of thinking: divergent, convergent,
critical, reflective and lateral thinking. Imagination: meaning, types and education
implications.

Unit - III: Teaching - Learning Process

[10 hrs]

Concept of Teaching: Meaning, nature and characteristics- –Relationship between teaching
and learning-Gagne's theory on learning and instruction-Analytic concept of Teaching -
Variables in the teaching process- - learner behaviour (entry behaviour) - Teacher
behaviour (competence, expectation, personality and teaching style etc.)

Unit - IV: Factors affecting Teaching and Learning

[10 hrs]

Attention - concept, types, factors and educational implications. Motivation - concept and
theories: Maslow's theory of self actualization- achievement motivation by David McC
lelland - Intelligence: meaning nature and theories of intelligence - Thorndike's Multifactor
theory - Thurston's Group factor theory - Guilford structure of Intellect - Gardener Multiple
Intelligence theory- Emotional intelligence - Measurement of Intelligence –administration
and interpretation of Intelligence tests.

Unit - V: Teaching as a Profession

[10 hrs]

Professionalism in Teaching: concept, principles and importance of Academic freedom.
Evolving Roles of Teacher: Facilitator, Manager, Counsellor, Practitioner and Researcher -
Professional competencies for class room management: Establishing and Maintaining

Effective Learning Environment - Intervention: Rules and consequences of stopping misbehaviour. Remediation: developing student responsibility and self control, Remediating Chronic behavioural problem.

Tasks and Assignments

- Interview four school teachers & identify the challenges faced in executing various roles of teacher. (Prepare a semi structured tool to carry out the interview).
- Prepare record of any 5 psychologists and their contribution to the learning process.
- Visit any one Special Education Institution and write a report on the methods of teaching.

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ASSESSMENT FOR LEARNING

SEMESTER – II

Marks: 100

Objectives

At the end of the course the student teacher will be able to

- differentiate measurement, assessment and evaluation.
- recognize the purpose of evaluation and assessment.
- classify assessment based on purpose, scope, attributes measured, nature and context.
- understand the concept of continuous and comprehensive assessment.
- understand the characteristics of a good test.
- construct and administer an achievement test.
- apply the statistical methods to process and interpret the test scores.

Unit - I: Overview of Assessment and Evaluation [10 hrs]

Measurement, Assessment and Evaluation: differences - Different types of Measures: nominal, ordinal, interval and ratio - Need for evaluation: Identifying learning difficulties, monitoring learning, providing feedback, promotion-Purposes of assessment in a 'constructivist' paradigm-Distinction between Assessment for Learning and Assessment of Learning.

Unit - II: Classification of Assessment [10 hrs]

Assessment based on: purpose - formative, summative., diagnostic, prognostic - scope - Teacher made, standardized, Attributes Measured - Achievement, Attitude - Thurstone, Likert Aptitude - Nature of Information gathered - Quantitative, Qualitative - Mode of Response - oral, written and performance - Nature of Interpretation - Norm-referenced, criterion referenced.

Unit - III: Continuous and Comprehensive Evaluation [10 hrs]

Concept and nature of CCE - Functions of Continuous and Comprehensive Evaluation - process and implementation strategies - Continuous Evaluation and Comprehensive Evaluation - Scholastic area - Co-Scholastic area: personal, social, emotional and life skills - Evaluation - Peer rating, Teacher rating, Significance of grading.

Unit - IV: Construction and Standardization of an Achievement Test [10 hrs]

Achievement test-definition, functions, Types of achievement tests - Types of Questions- Short Answers, Objective Type, Essay questions - Characteristics of a good test - Validity - Face, Content, Construct, Predictive, Factorial. Reliability - Test - retest, parallel form, Split - half. Objectivity - Interdependence of validity, reliability and objectivity - Construction of Achievement Tests: Preparation of blue print - question wise analysis - Preparing the scoring key and marking scheme - Administration of an Achievement Test - Scoring and Recording- Item analysis .

Unit - V: Statistical analysis of Test Scores [10 hrs]

Preparation of Master sheet, frequency distribution. graphical representation - Measures of Central Tendency :Mean, Median, Mode - their uses and limitations - Measures of variability

:Range, Average Deviation, Quartile Deviation, Standard Deviation - their uses and limitations - Correlation: Meaning and uses; calculation of correlation coefficients by Rank difference and product moment methods-Characteristics of normal curve and its uses - Skewness and Kurtosis -Interpretation of Test Scores.

Tasks and Assignments

- Identify the difficulties of the students in any subject area through administration of diagnostic test and develop remedial instruction.
- Construct an achievement test on a unit from your School Subject
- Study and Compare the implementation of CCE in different school boards

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தமிழ் கற்பித்தல் பகுதி - 2

பருவம் - 2

மதிபெண்கள்: 100

நோக்கங்கள்

ஆசிரிய -மாணவர்கள் மொழிப்பாடத்தைக் கற்றபின்

- நுண்நிலைக் கற்பித்தல் திறன்களை வகுப்பறையில் பயன்படுத்துவர்
- புளும் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாட்டினை அறிவர்
- பாடங்கற்பிப்புத் திட்டம் தயாரிப்பதற்குரிய அணுகுமுறைகளைப் பின்பற்றுவர்.
- ஐவகைப்பாடங்களைக் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் அறிந்து பயிற்றுவர்.
- துணைக்கருவிகளின் தேவையை உணர்ந்து கற்பித்தலின் போது பயன்படுத்துவர்
- நடைமுறையிலுள்ள பாடநூல்களைப் பற்றி பகுத்தாய்வர்
- நூலகம் சென்று படிக்கும் பழக்கத்தை வளர்த்துக்கொள்வர்
- தமிழ்ப்பாடத்தோடு தொடர்புடைய வலைத்தளங்களைப் பார்வையிடுவர்

அலகு 1 கற்பித்தல் திறன்கள்

(10 மணிநேரம்)

அ நுண்நிலைக் கற்பித்தல்-நுண்ணிலைக் கற்பித்தலுக்கான கொள்கைகளும், படிதளம் - திறன்கள்: தொடங்குதிறன், விளக்குந் திறன், கரும்பலகையில் எழுதும் திறன், பல்வகைத் தூண்டல் திறன், எடுத்துகாட்டுகளுடன் விளக்குந் திறன் , கிளர் வினாத்திறன், வலுவூட்டும் திறன், முடிக்குந் திறன் - நுண்நிலை கற்பித்தல் சுழற்சி - இணைப்புப் பாடம் கற்பித்தல் ஆ உற்றுநோக்கல் உற்றுநோக்கலின் பயன்கள்- உற்றுநோக்கலில் கவனிக்கத்தக்க கூறுகள்

அலகு 2 ஐவகைப் பாடங்களைக் கற்பித்தலின் நோக்கங்களும், முறைகளும் (12 மணிநேரம்)

அ. செய்யுள்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

ஆ உரைநடை: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

இ.இலக்கணம்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள் -விதிவருமுறை- விதிவிளக்குமுறை- செய்யுள், உரைநடை, கட்டுரைப் பாடங்களுடன் இணைத்துக் கற்பித்தல்.

ஈ. துணைப்பாடம்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

உ. கட்டுரை/கடிதம் : (I) கட்டுரை எழுதுதலின் நோக்கம் - கட்டுரை எழுதுவதன் வளர்ச்சி நிலைகள்-வகைகள் (கீழ் நிலை, மேல் நிலை, வகுப்புகளுக்குரியன) மொழிப்பயிற்சி- பிழைகளைத்திருத்துதல்-சில குறியீடுகளைப் பயன்படுத்தல்-மொழிப் பிழைகளை அகற்றும் வழிமுறைகள் (II) கடிதம்: எழுதுதலின் நோக்கம்- கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை

அலகு 3 பாடங்கற்பிப்புத் திட்டம்

(10 மணிநேரம்)

புளும் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு: அறிவுசார்புலம், உணர்வுபுலம் உள-இயக்கபுலம் - வருடாந்திரத்திட்டம் - அலகுத்திட்டம் - அலகுத்திட்டத்தின் படிநிலைகள் பாடங்கற்பிப்புத் திட்டம் - பாடங்கற்பிப்புத் திட்டத்தின் பயனும் இன்றியமையாமையும் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும்போது மனத்திற் கொள்ளத்தக்கன - அதன் நிறை, குறைகள்- ஹெர்பார்டின் படிநிலைகள்- ஐவகைப் பாடங்களுக்கும் பாடங்கற்பிப்புத் திட்டம் எழுதுதல்

அலகு 4 மொழிக்கற்பித்தலில் துணைக்கருவிகள்

(8 மணிநேரம்)

கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும். துணைக்கருவிகளின் வகைகள்: காட்சி துணைக்கருவிகள், கேள்வித் துணைக்கருவிகள் காட்சிக் - கேள்வித் துணைக்கருவிகள் - எட்கர்டேலின் அனுபவக்கூம்பு - தமிழ்மொழிக் கற்பித்தலுக்கான

துணைக்கருவிகள்: விளக்கப்படங்கள், வரைபடங்கள், சுழலட்டை, மின்னட்டை, மாதிரி உருவங்கள், செய்திப்பலகை, வானொலி, ஒலி- ஒளி நாடா, தொலைக்காட்சி, கணினி கைபேசி - கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும் - மொழிப் பயிற்றாய்வுக் கூடம்.

அலகு 5 கற்பித்தல் வளமுலங்கள்

(10 மணிநேரம்)

அ. பாடநூல்கள் பாடத்திட்டமும் பாடநூல்களும் - பாடநூல்களைத் தயாரிக்கும் போது மனதில் கொள்ளத்தக்கன - பாடநூல்களின் நல்லியல்புகள் - நடைமுறையிலுள்ள தமிழ்பாடநூல்களைப் பற்றிய ஆய்வு (6,7,8,9,10-ஆம் வகுப்பிற்குரியவை)

ஆ. நூலகம் நூலகத்தின் பயன்கள்- பயன்படுத்தும் முறைகள் - வகைகள் - பார்வை நூல்கள் - நூலகப்படிப்பும் மொழியாசிரியர் கடமையும்

இ. வலைத்தளம் வலைத்தளங்களின் பயன்கள் - தமிழ்ப்பாடத்தோடு தொடர்புடைய வலைத்தளங்கள்

செயல்முறை ஒப்படைப்பு (கட்டாயம்)

- இயற்கைபேரிடர் காலங்களில் தற்காத்துக் கொள்வதற்கான விழிப்புணர்வை ஏற்படுத்தும் வகையில் உயர்நிலைப்பள்ளி மாணவர்களுக்கு உரைநடைப்படம் தயாரிக்க. (நோக்கக் கூறுகள் , பழகுசெயல்கள் உட்பட)
- நடைமுறையிலுள்ள பத்தாம் வகுப்பு சமச்சீர்க்கல்வி தமிழ்ப்பாடநூலைத் திறனாய்வு செய்க
- நடைமுறையிலுள்ள சமச்சீர்க்கல்வி ஒன்பதாம் வகுப்புத் தமிழ்ப்பாடநூலிலுள்ள ஒரு அலகிற்கு அலகுத்திட்டம் தயாரிக்க.

பார்வை நூல்கள்

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பாட நூல்கள்

6, 7, 8, 9,10 -ஆம் வகுப்புத் தமிழ்ப் பாடநூல்கள். பள்ளிக்கல்வித்துறை. சென்னை தமிழ் நாட்டுப் பாடநூல்கழகம்

வலைத்தளப்பார்வை

- www.textbookonline.tn.nic.in

PEDAGOGY OF ENGLISH PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course, the student teachers will be able to:

- **develop the skills of teaching English**
- **plan and prepare lesson plans**
- **identify the resources of teaching English**
- **develop the grammatical skills**
- **understand the different kinds of English text books**

Unit - I: Teaching Skills **[10 hrs]**

Teaching skills - Definition and Classification - Microteaching - Definition, Principles - Micro teaching Cycle and Uses - Microteaching skills - Introducing a Lesson/Poem/Structural Item, Explanation, Questioning, Reading, Reinforcement, Blackboard Writing, Stimulus Variation.

Unit - II: Planning for Instruction **[10 hrs]**

Year plan - Definition, Need and Advantages - Unit plan - Steps and Advantages - Lesson plan - Definition - Functions of Lesson Planning - Advantages - Components - Steps - Format for Prose, Poem, Structural item and Composition - Digital Lesson Plan Link Lesson, Observation Lesson and Demonstration Lesson - Planning for assignments and home work.

Unit - III: Resources in Teaching English **[10 hrs]**

Teacher- made Aids - Mechanical Aids - Electronic Aids - Programmed Learning Material - Principles and Types - Language Laboratory - Nature, Individualized Instruction, and Computers in Teaching English - CALL, PPT, Identifying Websites, Multimedia Packages and Internet - Blogs - Mobile Learning.

Unit - IV: Teaching of Advanced Grammar **[10 hrs]**

The Noun Phrase - The Verb Phrase - Types of Sentences - Subordinate and Co-ordinate Clauses - Sentence Patterns - Active and Passive Voice - Direct and Indirect Speech - Question Forms - Tag Questions - Sentence Analysis - Transformation of Sentences - Analysis and Classification of Grammatical Errors - Remedial English.

Unit - V: English Readers **[10 hrs]**

Types of English Readers - Intensive Reader, Extensive Reader, Supplementary Reader, Criteria for Selection of Readers - Aims and Purpose - Approaches of Reader Lessons

Tasks and Assignments

- Critically evaluate and compare CBSE and State Board English text books.
- Prepare a Unit Plan for any one unit for English of VIII / IX Std. or prepare a package of any one of the School Lessons (English).
- Preparation of an album of collected pictures for learning English.

References:

- Baruah, T.C., 1994 *The English Teachers Hand book*. New Delhi: Sterling Publications Pvt. Ltd.
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- Darbyshire, A.E., 1987. *A Description of English*. New Delhi: Arnold – Heinemann India.
- Hooper J.S., 1980. *A Quick English reference*. New Delhi: Oxford University Press.
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- Richards, C. Jack., 1988. *Error Analysis. Perspectives on Second Language Acquisition*. London: Longman.
- Rivers, W. M., 1997. *Teaching Foreign Language skills*. Chicago: The University of Chicago Press.
- Stoddart, John., 1987. *The Practical Teaching of English in Schools*. New Delhi: Orient Longman Limited.
- Tickoo, M.L., 2009. *Teaching and Learning English*. New Delhi: Orient Black Swan Private Ltd.
- Vallabi, J.E., 2014. *Methods and Techniques of Teaching English*, Hyderabad: Neelkamal Publications Pvt. Ltd.
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PEDAGOGY OF MATHEMATICS PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- use the different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of various approaches to lesson planning in Mathematics teaching.
- develop speed and accuracy in Mathematics
- plan and prepare effective teaching –learning materials.
- differentiate the different types of teaching aids in Mathematics.
- understand the various learning resources in Mathematics.
- analyse the syllabus of state and CBSE Mathematics at school level
- appreciate the aesthetic value of Mathematics.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Significance, Definition, Characteristics, Principles and Phases - Need for Microteaching - Microteaching cycle - Microteaching skills - Skill of introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus - variation, Chalk board writing, Re - inforcement, Achieving closure - Link practice - Observation Lessons and Demonstration Lessons.

Unit - II: Planning for Instruction

[10 hrs]

Year plan - Definition, Need and Advantages - Unit plan - Steps and Advantages - Lesson plan - Definition - Principles of lesson planning - Salient features of good lesson plan - Various approaches to lesson planning - Herbartian steps - ALM: Format of a typical lesson plan - Geometry, Graph and other branches of Mathematics - Merits and Limitations of a lesson plan – Digital Lesson Plan - Practice, Assignment in Mathematics - Neatness, speed, accuracy and Precision in Mathematics.

Unit - III: Teaching Learning Materials

[10 hrs]

Teaching Learning Materials - Concept, Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching aids - Chalk board as an important visual aid to teach Mathematics - Principles in the use of Audio visual Aids, Preparation and use of Visual aids, Audio aids, Audio-visual aids, Projected Aids - Integrating Multi-Media Systems for Mathematics Education - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[14 hrs]

Identification and use of learning resources from immediate environment - Improvised apparatus - Mathematics library - Need and Importance, Books and Materials to be kept in a Mathematics library - Mathematics text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate a good text book - Core Areas of concern in school Mathematics; Analysis of Mathematics syllabi of NCERT and State Board at upper primary, secondary and higher secondary stage - Mathematics Laboratory - Organisation of

Mathematics Laboratory and list of instruments and instruction material for Mathematics laboratory - Mathematics websites - Mathematics Journals - Net based resources.

Unit - V: Recreational Mathematics

[6 hrs]

Recreational Mathematics - Puzzles, Games, Fallacies and Quiz; Mathematics Fairs and Exhibition - Aesthetic Structure of Mathematics - Order, Pattern and Sequence; Importance of providing an aesthetic image in Mathematics.

Tasks and Assignments

- Critically evaluate and compare CBSE and State Board Mathematics textbooks for high school syllabus.
- Prepare a unit plan for any one unit in Mathematics of class VIII/IX.
- Prepare any two improvised apparatus for teaching Mathematics concepts at high school.

References:

- Aggarwal S.M. (2008), *A course in Teaching of Modern Mathematics*, New Delhi: Dhanpat Rai Publishing Co.
- Anice James (2010), *Methods of Teaching Mathematics*, Hyderabad: Neelkamal Publishers Pvt.Ltd.
- Anice James & Jeyanthi Alwan (2011), *Skills and Strategies of Teaching Mathematics*, Hyderabad: Neelkamal Publishers Pvt.Ltd
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- Kulbir Singh Sidhu (2005), *The Teaching of Mathematics*, New Delhi: Sterling Publishers Pvt. Ltd. Mangal. S.K. (2004), *Teaching of Mathematics*, Ludhiana: Tandon Publications.
- Sudhir Kumar & Ratnalikar. D.N. (2003), *Teaching of Mathematics*, New Delhi: Anmol Publishers.
- Santhanam.S. (1985). *Teachers and Learners*. New Delhi: Shanta Publishers.

PEDAGOGY OF PHYSICAL SCIENCE PART - II

SEMESTER II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- use different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of planning lessons in successful Science teaching.
- plan and prepare effective teaching –learning materials.
- identify and use learning resources from immediate environment.
- analyse and evaluate Science text book.
- design and organise laboratory work.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Definition, Characteristics and Phases - Need for microteaching - Microteaching cycle - Microteaching skills - Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice - Techniques and skills related to classroom observation.

Unit - II: Planning for Instruction

[10 hrs]

Year plan - Definition, Need and Advantages - Unit plan - Steps and Advantages - Lesson plan - Definition - Principles of lesson planning - Salient features of good lesson plan - Various approaches to lesson planning - Herbartian approach - Active Learning Method: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Materials

[10 hrs]

Teaching Learning Materials - Concept, Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching aids - Chalk board as an important visual aid to teach Physical Science - Preparation and use of Visual aids, Audio aids, Audio-visual aids, Projected aids - Integrating Multi-Media Systems for Science Education - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[10 hrs]

Identification and use of learning resources from immediate environment - Improved apparatus - Characteristics and values - Physical Science library - Need and Importance, Materials to be kept in a Science library - Physical Science text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate Science text book - Analysis of Physics and Chemistry syllabi of NCERT and State Board at secondary stage - Net based resources.

Unit - V: Physical Science Laboratory

[10 hrs]

Physical Science laboratory - Need and importance of a Science laboratory - Structure and Design of laboratory - Organisation of laboratory work - Preparation of indent - Registers maintained in the laboratory – Permanent stock register, Breakable stock register, Consumable stock register, Order register, Requirement register - Care and maintenance of

apparatus - Storage of chemicals - Safety in the laboratory - Common laboratory mishaps and their remedies - Science kit - First aid kit.

Tasks and Assignments

- Prepare a unit plan for any one unit in Physical Science of class VIII/IX.
- Critically evaluate and compare CBSE and State Board Science textbooks for high school syllabus.
- Make any two improvised apparatus for teaching Science concepts.

References

- Mangal, S.K. & Mangal, V. (2009). *Essentials of Educational Technology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, A. (2003). *Teaching of Physical Science*. Chennai: Mohan Padhipagam.
- Radha Mohan. (2002). *Innovative Science Teaching for Physical Science Teachers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Radha Mohan. (2010). *Teaching of Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
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- Yadav, M.S. (2004). *Modern Teaching of Chemistry*. New Delhi: Anmol Publications Pvt. Ltd.

PEDAGOGY OF BIOLOGICAL SCIENCE PART - II

SEMESTER – II

Marks: 100

Objectives

At the end of this course the student teacher will be able to

- orient towards the use of different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of planning lessons in successful Science teaching.
- plan and prepare effective teaching –learning materials.
- identify and use learning resources from immediate environment.
- analyse and evaluate Science text book.
- design and organise laboratory work.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills – Definition and Classification - Microteaching – Definition, Characteristics and Phases - Need for microteaching - Microteaching cycle - Microteaching skills – Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice – Techniques and skills related to classroom observation.

Unit - II: Planning for Instruction

[10 hrs]

Year plan - Definition, Need and Advantages - Unit plan - Steps and Advantages - Lesson plan – Definition - Principles of lesson planning - Salient features of good lesson plan - Various approaches to lesson planning – Herbartian steps - ALM: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Materials

[10 hrs]

Teaching Learning Materials Concept, Importance - Edgar Dale's Cone of Learning Experiences – Classification of Teaching aids - Chalk board as an important visual aid to teach Biological Science - Preparation and use of Visual aids, Audio aids, Audio-visual aids, Projected Aids - Integrating Multi-Media Systems for Science Education - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[10 hrs]

Identification and use of learning resources from immediate environment – Improved apparatus – Characteristics and values - Biological Science library – Need and Importance, Materials to be kept in a Science library - Biological Science text book – Need for a text book, Qualities of a good text book, Rating scale to evaluate Science text book - Analysis of Botany and Zoology syllabi of NCERT and State Board at secondary stage - Net based resources.

Unit – V: Biological Science Laboratory

[10 hrs]

Biological Science laboratory – Need and importance of a Science laboratory - Structure and Design of laboratory - Organisation of laboratory work - Preparation of indent - Registers maintained in the laboratory – Permanent stock register, Breakable stock register, Consumable stock register, Order register, Requirement register - Care and maintenance of

apparatus - Storage of chemicals - Safety in the laboratory - Common laboratory mishaps and their remedies - Science kit - First aid kit.

Tasks and Assignments

- Prepare a unit plan for any one unit in Biological Science of class VIII/IX.
- Critically evaluate and compare NCERT and State Board Science textbooks for high school syllabus.
- Make any two improvised apparatus for teaching Bio-Science concepts.

References:

- Arul Jothi, Balaji, D.L. & Vijay Kumar. (2009). *Teaching of Biological Science II*. New Delhi: Centrum Press.
- Hemalatha, K. & Julius, A. (2010). *Teaching of Biology*, Hyderabad: Neelkamal Publications.
- Kulshreshtha, S.P. & Kulshreshtha, A.K. (2012). *Foundations of Educational Technology*. Meerut: Vinay Rakheja
- Mangal, S.K. & Mangal, U. (2009). *Essentials of Educational Technology*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneer selvam, A. (2003). *Teaching of Science*. Chennai: Mohan Padhipagam.
- Radha Mohan. (2007). *Innovative Science Teaching for Biological Science Teachers III Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Vanaja, M. (2005). *Methods of Teaching Biological Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Vashist, S.R. (2004). *Classroom Administration*. New Delhi: Anmol Publications Pvt. Ltd.
- Venugopal, K. (2006). *Teaching of Biology*, Chennai: Ram Publications.

PEDAGOGY OF HISTORY PART - II

SEMESTER II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- develop skills for effective teaching.
- use the different microteaching skills.
- practice different levels of planning lessons.
- realize the significance of planning in successful History teaching.
- acquaint with the different learning aids and their utilization in History.
- prepare suitable teaching aids
- provide familiarization with resources for History teaching.
- develop understanding about the concept of national integration and international understanding.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills – Definition and Classification - Microteaching – Definition, Characteristics and Phases - Need for Microteaching - Microteaching cycle - Microteaching skills – Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice- Techniques and skills related to classroom observation- Comparison between Microteaching and Traditional teaching.

Unit - II: Planning for Instruction

[10 hrs]

Need and importance of planning- Levels of planning - Year plan, Unit plan and Lesson plan – Lesson plan – Meaning, Need and Salient features of good lesson plan - Various approaches to lesson planning – Herbartian approach - Active Learning Method: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Materials

[10 hrs]

Teaching Learning Materials - Concept and Importance - Edgar Dale's Cone of Learning Experiences – Need and significance of Teaching aids- Classification of Teaching aids – Graphic aids – Charts, Graphs, Pictures, Maps – 3D aids – Models, Realia, Globe – AV aids- TV, Tape recorder, Film and Computer- Display boards- Chalk board, Bulletin board and Interactive board- Projected aids- OHP, LCD- Integrating Multi-Media Systems for History Education - Use of Smart classrooms.

Unit - IV: Learning Resources

[10 hrs]

Community resources and ways of utilizing community resources – History text book- Need for a text book, Qualities of a good text book, Rating scale to evaluate a good History text book- History library – Need and Importance, Materials to be kept in a History library, INFLIBNET – Museum- History Room- History club - Net based resources.

Unit - V: Trends in History Education

[10 hrs]

National Integration - Meaning and Need- Role of Education - History and National Integration - Techniques for promoting National Integration.

International Understanding - Meaning, Need and Importance - Role of History - Indian History in world perspective - Techniques for promoting International Understanding - Role of History teacher.

Utilizing Current Events and Contemporary Affairs- Definition and Importance - Types of current affairs - Objective of teaching current affairs - Sources of Material - Utilization - Limitations - Role of a Teacher.

Tasks and Assignments

- Critically evaluate and compare NCERT and State Board textbooks.
- Prepare a unit plan for any one unit in History of class VIII/IX.
- Plan and prepare a current affairs bulletin board in which you have a special interest.

References:

- Aggarwal, J.C. (2003). *Teaching of Social studies: A practical Approach*, Mumbai: Vikas Publishing House.
- Birachi Narayan Doss, (2005). *Teaching of History*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Dale, Edger.(1941). *How to Read a Newspaper*, Chicago: Scott, Forestman.
- IAN Phillips. (2008). *Teaching History – Developing as a Reflective Secondary Teacher*, New Delhi: SAGE Publications India Pvt Ltd.
- Kochhar, S.K. (1992). *Teaching of History*, New Delhi: Sterling Publishers Pvt. Ltd.
- Kumar,S.P.K., & Naushad, P.P., (2009). *Social studies in the classroom: Trends and Methods*, Calicut University: Scorpio Publishers.
- Mangal,S.K., & Uma Mangal(2008). *Teaching of Social studies*, New Delhi: PHI Learning Private Limited.
- Muthumanickam, R. (2004). *Educational objectives for effective planning and teaching*, Chidambaram: Cyberland Publishers.
- Singh.Y.K., (2004). *Teaching of History*, New Delhi: A P H Publishing Corporation.
- Thirugnanasampandam,R. (2005). *Varalaru karpithal muraikal*, Chennai: Shantha Publishers.
- NCERT Social Studies Text books for VI – XII standard.

PEDAGOGY OF GEOGRAPHY PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- develop skills for effective teaching.
- use the different microteaching skills.
- practice different levels of planning lessons.
- realize the significance of planning in successful Geography teaching.
- acquaint with the different learning aids and their utilization in Geography.
- prepare suitable teaching aids
- provide familiarization with resources for Geography teaching.
- develop understanding about the concept of national integration and international understanding.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Definition, Characteristics and Phases - Need for Microteaching - Microteaching cycle - Microteaching skills - Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice- Techniques and skills related to classroom observation- Comparison between Microteaching and Traditional teaching.

Unit - II: Planning for Instruction

[10 hrs]

Need and Importance of planning- Levels of planning - Year plan, Unit plan and Lesson plan - Lesson plan - Meaning, Need and Salient features of good lesson plan - Various approaches to lesson planning - Herbartian approach - Active Learning Method: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Materials

[10 hrs]

Teaching Learning Materials – Concept and Importance - Edgar Dale's Cone of Learning Experiences - Need and significance of Teaching aids - Classification of Teaching aids - Graphic aids - Charts, Graphs, Pictures, Maps - 3D aids - Models, Realia, Globe - AV aids- TV, Tape recorder, Film and Computer- Display boards - Chalk board, Bulletin board and Interactive board- Projected aids - OHP, LCD - Integrating Multi-Media Systems for Geography Education - Use of Smart classrooms.

Unit - IV: Learning Resources

[10 hrs]

Community resources and ways of utilizing community resources - Geography text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate a good Geography text book- Geography library - Need and Importance, Materials to be kept in a Geography library, INFLIBNET - Museum - Geography Room - Geography club-Net based resources.

Unit - V: Trends in Geography Education

[10 hrs]

National Integration- Meaning and Need- Role of Education - Geography and National Integration- Techniques for promoting National Integration.

International Understanding - Meaning, Need and Importance - Role of Geography - Techniques for promoting International Understanding - Role of Geography teacher.

Utilizing Current Events and Contemporary Affairs- Definition and Importance - Types of current affairs - Objective of teaching current affairs - Sources of Material- Utilization - Limitations - Role of a Teacher.

Tasks and Assignments

- Critically evaluate and compare NCERT and State Board textbooks.
- Prepare a unit plan for any one unit in Geography of class VIII/IX.
- Plan and prepare a current affairs bulletin board in which you have a special interest.

References:

- Aggarwal, J.C. (2003). *Teaching of Social studies: A practical Approach*, Mumbai: Vikas Publishing House.
- Aggarwal, D. D.(2000). *Modern Method of Teaching Geography*, New Delhi: Sarup & Sons Publisher.
- Arora, K. L. (1989). *Teaching of Geography*, Ludhiana: Prakash Brothers.
- Basha, S.A. Salim, (2004). *Method of Teaching of Geography*. Delhi : A.P.H. Publisher.
- Kumar,S.P.K., & Naushad, P.P., (2009). *Social studies in the classroom: Trends and Methods*, Calicut University: Scorpio Publishers.
- Mangal,S.K., & Uma Mangal(2008). *Teaching of Social studies*, New Delhi: PHI Learning Private Limited.
- NCERT Social Studies Text books for VI – XII standard.

PEDAGOGY OF COMPUTER SCIENCE PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- use the different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of planning lessons in successful Science teaching.
- plan and prepare effective teaching –learning materials.
- identify and use learning resources from immediate environment.
- analyse and evaluate Computer Science text books.
- design and organise laboratory work.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Definition, Characteristics and Phases - Need for microteaching - Microteaching cycle - Microteaching skills - Introducing a Lesson, Explanation, Questioning, Stimulus variation, Reinforcement, Achieving closure - Link practice - Techniques and skills related to classroom observation.

Unit - II: Planning for Instruction

[10 hrs]

Year plan - Definition, Need and Advantages - Unit plan - Steps and Advantages - Lesson plan - Definition - Principles of lesson planning - Salient features of good lesson plan - Various approaches to lesson planning - Herbartian steps - ALM: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Planning for Teaching Learning Materials

[10 hrs]

Teaching Learning Materials – Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching aids - Chalk board as an important visual aid to teach Computer Science - Preparation and use of Visual aids, Audio aids, Audio -visual aids, Projected Aids - Integrating Multi-Media Systems for Science Education - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[10 hrs]

Identification and use of learning resources from immediate environment - Computer Science library - Need and Importance, Materials to be kept in a Science library - Computer Science text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate text book - Analysis of Computer Science syllabi of NCERT and State Board at secondary stage - Net based resources.

Unit - V: Computer Science Laboratory

[10 hrs]

Computer Science laboratory - Need and importance of a laboratory - Structure and Design of laboratory - Organisation of laboratory work - Registers maintained in the laboratory - Permanent stock register, Login logout register - Care and maintenance of computers and Laboratory.

Tasks and Assignments

- Prepare a unit plan for any one unit in Computer Science of class XI/XII.
- Critically evaluate and compare NCERT and State Board Computer Science textbooks. Syllabus.
- Effective Use of Ms office by a Computer Science Teacher.

References:

- Brian W. Kernighan & Dennis, M. Ritchie. (1986). *The C-Programming language*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Byran. (1997). *Discover the Internet*, New Delhi: Comdex Computer Publishing.
- Gortfried. (1991). *Programming with C, Schaum Series*, New Delhi: Tata Mc Grae Hill Pub. Co. Ltd.
- Muthumanickam, R. (2004). *Educational objectives for effective planning and teaching*, Chidambaram: Cyber land Publishers.
- Peter Norton. (1998). *Introduction to Computers*, New Delhi: Tata Mc Grow Hill publishing Co Ltd.
- Rajaraman, V. (1999). *Computer Programming in C*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Rajasekar. S, *Methods of Teaching Computer Science*, Sultan Bazaar, Koti Hyderabad – 500095; Neelkamal Publications Pvt. Ltd.
- Yadav, M.S. (2000). *Modern Methods of Science Teaching in Secondary School*, New Delhi: Ammul Publication Pvt. Ltd.

PEDAGOGY OF ECONOMICS PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- the use of different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of planning in successful Economics teaching.
- plan and prepare effective teaching –learning materials.
- analyse and evaluate Economics text book.
- develop understanding about the concept of current affairs and international understanding.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Definition, Characteristics and Phases - Need for microteaching - Microteaching cycle - Microteaching skills – Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice - Techniques and skills related to classroom observation.

Unit - II: Planning for Instruction

[10 hrs]

Need and importance of Planning - Levels of Planning - Year plan, Unit plan and Lesson plan - Lesson plan - Meaning, Need and Salient features, Principles of good lesson plan - Various approaches to lesson planning - Herbartian steps: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Material

[10 hrs]

Teaching Learning Materials - Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching aids - Chalk board as an important visual aid to teach Economics - Preparation and use of Visual aids, Audio aids, Audio-visual aids, Projected Aids - Integrating Multi - Media Systems for Economics - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[10 hrs]

Community resources and ways of utilizing community resources - Economics library and Economics Room - Need and Importance, Materials to be kept in a Economics library and Economics room - Economics text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate a good Economics text book - Analysis of Economics syllabi of NCERT and State Board at secondary stage - Net based resources.

Unit - V: Trends in Economics

[10 hrs]

Current Affairs - Meaning, Definition, Need and Importance - Methods of teaching current affairs - Role of the Economics teacher in Current Affairs.

International Understanding - Meaning, Need and Importance - Role of Economics - Techniques for promoting International Understanding - Role of Economics teacher.

Tasks Oriented Assignment

- Critically evaluate and compare NCERT and State Board Economics textbooks.
- Prepare a unit plan for any one unit in Economics of class XI/XII.
- Prepare a wall poster on any topic in current affairs in Economics

Reference:

- Aggarwal, J. C. (2005). *Teaching of Economics*. Agra: Vinod Pustak Mandir.
- Karthick, G. S. (2004). *Teaching of Economics*. New Delhi: Discovery publication house.
- Mangal,S.K., & Mangal, Uma.(2008).*Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.
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- Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. New Delhi: Kanishka Publishers and Distributors.
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- Sharma,B.L., & Maheshwari,B.K.(2013).*Teaching of Social Studies*. New Delhi: R.Lall Book Depot.
- Siddiqui, Hasan,M.(2004).*Teaching of Economics*. New Delhi: Ashish Publishing House.
- Tiwari, Deepak.(2006).*Methods of Teaching Economics*. New Delhi: Cresent Publishing Corporation.
- Yadav, A. (2002). *Teaching of Economics*. New Delhi: Anmol publications.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART - II

SEMESTER – II

Marks: 100

Objectives:

At the end of this course the student teacher will be able to

- the use of different microteaching skills.
- develop skills in the use of different teaching techniques.
- realize the significance of planning in successful Commerce and Accountancy teaching.
- plan and prepare effective teaching - learning materials.
- analyse and evaluate Commerce and Accountancy text book.
- develop understanding about the concept of current affairs and international understanding.

Unit - I: Teaching Skills

[10 hrs]

Teaching skills - Definition and Classification - Microteaching - Definition, Characteristics and Phases - Need for Microteaching - Microteaching cycle - Microteaching skills – Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus variation, Chalk board writing, Reinforcement, Achieving closure - Link practice- Techniques and skills related to classroom observation.

Unit - II: Planning for Instruction

[10 hrs]

Need and importance of Planning- Levels of Planning - Year plan, Unit plan and Lesson plan - Lesson plan - Meaning, Need and Salient features, Principles of good lesson plan - Various approaches to lesson planning - Herbartian steps: Format of a typical lesson plan - Digital Lesson Plan - Assignments.

Unit - III: Teaching Learning Material

[10 hrs]

Teaching Learning Materials – Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching aids - Chalk board as an important visual aid to teach Commerce and Accountancy - Preparation and use of Visual aids, Audio aids, Audio-visual aids, Projected Aids - Integrating Multi-Media Systems for Commerce and Accountancy Education - Use of Smart classrooms and Interactive White Board.

Unit - IV: Learning Resources

[10 hrs]

Community resources and ways of utilizing community resources - Commerce and Accountancy library and Commerce Room - Need and Importance, Materials to be kept in a Commerce and Accountancy library and Commerce room - Commerce and Accountancy text book - Need for a text book, Qualities of a good text book, Rating scale to evaluate a good Commerce and Accountancy text book - Analysis of Commerce and Accountancy syllabi of NCERT and State Board at secondary stage - Net based resources.

Unit - V: Trends in Commerce

[10 hrs]

Current Affairs-Meaning, Definition, Need and Importance-Methods of teaching current affairs-Role of the teacher of Commerce in Current Affairs.

International Understanding- Meaning, Need and Importance- Role of Commerce- - Techniques for promoting International Understanding- Role of Commerce and Accountancy teacher.

Task Oriented Assignment

- Critically evaluate and compare NCERT and State Board Commerce and Accountancy textbooks.
- Prepare a unit plan for any one unit in Commerce and Accountancy of class XI/XII.
- Prepare a wall poster on any topic in current affairs in Commerce.

Reference:

- Aggarwal, J.C.(1996). *Teaching of Commerce A Practical Approach*. New Delhi: Vikas Publishing House Pvt.Ltd.
- Chandra, S.S., Sharma, N.L., & Sharma Amit.(2012). *Teaching of Commerce: A Practical Approach*. New Delhi: R.Lall Book Depot.
- Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.
- Gupta, U. C. (2007). *Teaching of Commerce*. New Delhi: Khel sahitya Kendra.
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- Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). *Principles of Commerce and commercial knowledge*. New Delhi: S.Chand & Company Ltd.
- Ramesh, A.R., & Rao, Bhaskar.D.(2006). *Technique of teaching Commerce*. New Delhi: Sonali Publications.
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- Singh, Y. K. (2003). *Teaching of Commerce*. New Delhi: A.P.H. Publishing Corporation.
- Singh, R.P (2003). *Teaching of Commerce*. New Delhi: R.Lall Book Depot.
- Venkateswarlu, K., Basha, Johni, S.K., & Rao, Bhaskara.D.(2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

**DRAMA AND ART IN EDUCATION
SEMESTER – II
PRACTICAL COURSE**

Internal Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- be more aware of the drama of the significance of drama art form.
- gain competency in play making, stage craft and theatre etiquette.
- comprehend the aesthetic value of drama and develop a sense of appreciation for it.
- use theatre techniques as a method of teaching.
- understand drama and art as a form of self expression for enhancing creativity.
- understand the uses of different art forms and to respond to the beauty in different art forms.
- integrate drama and different art forms across the school curriculum.

Unit - I: Visual Arts and Crafts

History of Visual Arts-the concept and meaning of visual arts-Experimentation with different materials of visual arts such as: pastel, poster, pen and ink, rangoli materials, clay etc-Exploration and Experimentation with different methods of visual arts like painting photography, block printing, collage, clay modeling, paper cutting, origami, and display and interpretation of art work. Introduction to the craft tradition of India-details about the different crafts their classification regional distribution etc-clay, stone work, metal craft, jewelery, natural fibre weaving and textile weaving.

Unit - II: Performing Arts: Theatre, Music, Dance and Puppetry

The roots of theatre; Ritual, festivals/celebration-Listening/viewing and exploring regional art forms of music, dance-theatre and puppetry. Viewing / listening to live and recorded performances of classical and regional art forms-street plays: issues of identity, gender, relationships etc-script writing, song writing, clowning, cartooning.

Unit - III: Appreciation of Drama and Art Forms

Appreciation of the richness and variety of artistic traditions - Integration of Drama and Art Education in the school curriculum - Enhancing creativity in the different art forms - Using art for holistic development of learners-Difference between education in arts and art in education.

Activities

1. Preparation of any two visual art forms **(10 marks)**
2. Performing any two regional art forms of music/dance/drama **(10 marks)**
3. Preparation of one craft item and documenting it process **(10 marks)**
4. Write a report on a visit to a place of art/exhibition/artisan's village/cultural festival **(10 marks)**
5. How can you integrate drama and art into the school curriculum? **(Assignment-10 marks)**

CURRICULUM FRAME WORK

B.Ed – THIRD SEMESTER

தமிழ் கற்பித்தல் பகுதி - III
பருவம் - III

மதிப்பெண்கள்: 50

நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பருவத்தின் இறுதியில்:

- செம்மொழித் தகுதிகளைப் பற்றி விவரிப்பார்.
- செம்மொழி நூல்களின் சிறப்பை எடுத்துரைப்பார்.
- கலைத்திட்ட கோட்பாடுகளை விளக்குவர்
- இணை-கலைத்திட்ட செயல்பாடுகளை நடத்தும் திறனைப் பெறுவர்.
- சிறந்த தகவல் தொடர்பு திறனைப் பெறுவர்.
- வகுப்பறையை மேலாண்மை செய்யும் ஆற்றலைப் பெறுவர்

அலகு - 1 செம்மொழித் தமிழ் இலக்கியங்கள் அறிமுகம் (10 மணிநேரம்)

செம்மொழி : வரையறையும், தகுதிகளும் - செம்மொழித் தமிழ். செம்மொழி இலக்கியங்கள்: பதினெண் மேல் கணக்கு நூல்கள், பதினெண்கீழ்க்கணக்கு நூல்கள், தொல்காப்பியம், இரட்டை காப்பியங்கள், முத்தொள்ளாயிரம், இறையனார் அகப்பொருள் (அறிமுக அளவில்)

அலகு - 2 கலைத்திட்டமும் இணைகலைத்திட்டமும் (10 மணிநேரம்)

கலைத்திட்டம் - வரையறை - கலைத்திட்டக் கோட்பாடுகள் - கலைத்திட்டத்தில் தாய்மொழிபெறுமிடம்- கலைத்திட்டமும் பாடத்திட்டமும்

இணை கலைத்திட்ட செயல்பாடுகளின் இன்றியமையாமை - இலக்கிய கழகங்களின் செயல்பாடுகள் - (பேச்சு, கட்டுரை, கவிதை, நாடகம், நடனம், நாட்டுப்புறக் கலைகள், மரபு சார்ந்த விளையாட்டுக்கள், இசைப்போட்டிகள் நடத்துதல்) காலை வழிபாடு - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் - கண்காட்சி அமைத்தல் - கல்விச் சுற்றுலா - விழிப்புணர்வு முகாம்கள் நடத்துதல் - நாட்டு நலப்பணித்திட்டம் - விழாக்கள், தலைவர்களின் பிறந்த நாட்கள் கொண்டாடுதல் - கைவினை செயல்.

அலகு 3 :தகவல் தொடர்பு மற்றும் வகுப்பறை மேலாண்மை (10 மணிநேரம்)

தகவல் தொடர்பு - கருத்து - தகவல் தொடர்பு கூறுகள் - தகவல் தொடர்பில் ஏற்படும் தடைகள் - (அகக்காரணி, புறக்காரணி), தகவல் தொடர்பு வகைகள் : மொழிசார்ந்தது, மொழி சாராதது - பிளாண்டர்ஸ் கருத்தளவுதல் பகுப்பாய்வு.

வகுப்பறை மேலாண்மை - கருத்து, கொள்கைகள், உத்திகள் - வகுப்பறை மேலாண்மையைப் பாதிக்கும் காரணிகள் - வகுப்பறையில் மாணவர் பங்கு (தலைவர், பின்பற்றுபவர், பங்கேற்காதோர்) - வகுப்பறையில் ஏற்படும் நடத்தை பிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு (தடுத்தல், ஆதரவளித்தல், திருத்துதல்) - பரிசும் தண்டனையும் - வகுப்பறையில் நேர மேலாண்மை

ஒப்படைப்பு

- ஏதேனும் ஒரு வரலாற்றுச் சிறப்புமிக்க இடத்தைத் தேர்ந்தெடுத்து அங்கு இரண்டு அல்லது மூன்று நாட்கள் கல்விச்சுற்றுலா செல்வதற்கு எவ்விதம் திட்டமிட்டு செயற்படுத்துவீர் என்பதற்கான அறிக்கை தயாரிக்க. (வரவு - செலவு திட்டத்துடன்)
- பதினெண் கீழ்க்கணக்கு அற இலக்கியங்களில் ஏதேனும் ஒரு நூலில் காணாலாகும் கல்வியியல் கருத்துகள் குறித்துக் கட்டுரை வரைக.

பார்வை நூல்கள்

- இரத்தின சபாபதி. ,2007. செம்மொழிக் கல்வி. சென்னை: சாந்தா பப்ளிசர்ஸ்
- கணபதி. வி., ஜயராமன். பி., 2005. நற்றமிழ் கற்பிக்கும் முறைகள்-பகுதி இரண்டு. சென்னை: சாந்தா பப்ளிசர்ஸ்
- கணபதி வி., 2004. தமிழ் இலக்கண இலக்கிய அறிமுகம். சென்னை: சாந்தா பப்ளிசர்ஸ்
- கலைச் செல்வி., 2012. கல்வியியல் சிறப்பத் தமிழ். நாமக்கல் : சஞ்சீவ் வெளியீடு.
- கலைச் செல்வி., 2012. தமிழ் பயிற்றல் நுட்பங்கள். நாமக்கல் : சஞ்சீவ் வெளியீடு
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- மீனாட்சி சுந்தரம்.; 2014. தமிழ் கற்பிக்கும் முறைகள். திண்டுக்கல்: காவ்ய மாலா பதிப்பகம்.
- மீனாட்சி சுந்தரம், 2014. பாடப் பொருள் மற்றும் தமிழ் கற்றல். திண்டுக்கல்: காவ்யமாலா பதிப்பகம்
- வைத்தியநாதன். பி.கெ., ஆர். ராசகோபாலன்..2007. பள்ளி மேலாண்மை. சென்னை: சாந்தா பப்ளிசர்ஸ்
- Mangal S.K, Uma Mangal.,2009. *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt Ltd.

**PEDAGOGY OF ENGLISH PART - III
SEMESTER - III**

Marks: 50

Objectives:

At the end of this course, the student teachers will be able to:

- acquire knowledge of the sound system of English
- acquire good pronunciation and fluency of speech
- acquire a knowledge of language study for specific purpose
- develop the professional Competencies of English Teachers

UNIT - I: English Pronunciation and Fluency [12 hrs]

Pronunciation - Elements of English Phonetics - The different speech organs and their role - individual sounds - vowels, consonants and diphthongs - Place and manner of articulation. Stress: Word stress and Sentence stress - Strong and Weak forms - Rhythm and Intonation - Phonetic transcription of short passages and dialogues - Sounds difficult for Tamil learners; reasons; remedial measures; Fluency - Using the prescribed text books, Using Audio Visual Aids, Language games, Using controversial passages - debates, interview, extempore speeches and lectures, role play and dramatization.

UNIT - II: English for Specific Purpose (ESP.) [8 hrs]

English for Science and Technology; English for Business Communication; English for Academic Purpose; English for Occupational Purposes; English for International Understanding; English for Digital literacy.

UNIT - III: Professional Competencies of an English teacher [10 hrs]

Concept of Profession - Teaching as a profession - Professional Ethics for Teachers - Special qualities of a good English Teacher - Teacher appraisal and accountability - Importance of Professional Development - Programme for Quality improvement - Seminars, workshops, conference, panel discussions, field trips, online sharing, writing articles, research projects. Need for in-service training programme - Organizing events, English Literary Association.

Tasks and Assignments

- Preparation of charts on Phonetics
- Fluency exercises

References:

- Balasubramanian, T., 1981, *A Textbook of English Phonetics for Indian Students*, Delhi: Macmillan India Limited.
- Bhatnagar, M.S., 2007, *English Phonetics*. Delhi: Alpha Publications.
- Darbyshire, A.E., 1967, *A Description of English*. Delhi: Arnold Heinemann India.
- Gimson, A.C., 1980, *An introduction to the Pronunciation of English*. London: Edward Arnold Publications Ltd.
- James, Daniel., 1989, *An outline of English reference*, New Delhi: Kalyani Publications.
- Nataraj, Geetha., 1996, *English Language Teaching Approaches, Methods, Techniques* Kolkatta: Orient Longman Private Ltd.
- O'Malley. J. Chamol, A. 1990 *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press.

- Rivers, W. M., 1964, *Teaching foreign Language Skills*. Chicago: The University of Chicago Press.
- Singh, Y. k., 2005 *Teaching of English*, New Delhi: APH Publishing Corporation.
- Stern. H.H., 1983 *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Tickoo, M.L., 2009, *Teaching and Learning English*. New Delhi: Orient Black Swan Private Ltd.

**PEDAGOGY OF MATHEMATICS PART – III
SEMESTER - III**

Marks: 50

Objectives

At the end of the course the teacher trainee will be able to:

- understand the different approaches of curriculum construction.
- develop knowledge about the current trends in Mathematics Curriculum.
- obtain a clear understanding of values regarding the qualities of a Mathematics teacher.
- Recognise the means to manage various classrooms.
- acquire knowledge about the issues and difficulties in learning Mathematics.
- gain exposure about the recent research areas in Mathematics Education.

Unit - I: Curriculum Development in Mathematics and Mathematics Teacher [10 hrs]

Curriculum - Concept, Meaning and Definition; Principles of Curriculum Construction; Guidelines for selecting the topic in the Mathematics Curriculum; Organisation of the Curriculum - Principles of Curriculum Organisation; Approaches to Curriculum Organisation - Topical - Spiral - Logical and Psychological - Unitary and Integrated; Current Trends in Mathematics Curriculum - KUMON - ABACUAS- WOLFRAM - UCMAS.

Mathematics Teacher: Qualities and Characteristics - Personal qualities - Professional qualities - social qualities; Role of a Mathematics teacher in improving the image of a school; Professional development of Mathematics teachers.

Unit-II: Classroom Management, Issues and Difficulties in Mathematics Learning [10 hrs]

Classroom Management: Meaning, steps and Significance - Role of students in a classroom - Role of teachers in classroom - Common mistakes in classroom behavior; Managing behavior problems in a classroom: Preventive, supportive and correction - Time Management in Mathematics classroom.

Issues: Lack of basic knowledge - Language Problem in learning Mathematics - Nature of the topic - Testing Modalities - Learning Style - School Environment and Teacher-Student relationship; Difficulties: Dysfunctions in learning Mathematics - Mathematics Phobia - Mathematics Anxiety and Difficulty in handling Mathematics instruments in constructing figures.

Unit - III: Research in Mathematics Education [10 hrs]

Purpose and Scope of Research in Mathematics Education; Survey of Research in Mathematics Education in India and abroad; Contemporary and Emergent issues in Mathematics Education; Research in policy making, teaching and student-learning; Agencies of Research in Mathematics Education.

Tasks and Assignments

- Analyse the Indian Mathematics Curriculum in comparison with any foreign Mathematics Curriculum for high school.
- Prepare a report about the difficulties faced by slow learners in Mathematics in your class during internship.

References:

- Anice James (2005). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt Ltd.
- Kulshrestha. A.K (2013).Teaching of Mathematics. Meerut: Lall Book Depot
- Kulbir Singh sidhu (2005). The Teaching of Mathematics. New Delhi: Stirling Publishers Pvt. Ltd.
- Mangal S.K. (2003). Teaching of Mathematics. Ludhiana: Tandon Publishers.
- Santhanam.S. (1985). Teachers and Learners. New Delhi: Shanta Publishers.
- Aslam.k. (2015).Pedagogy of Mathematics. Chennai: Everest Publishers.

**PEDAGOGY OF PHYSICAL SCIENCE PART - III
SEMESTER - III**

Marks: 50

Objectives

At the end of this course the student teacher will be able to

- understand the basics of curriculum construction in Physical Science.
- acquaint with the approaches to curriculum organisation.
- plan and organise various co-curricular activities.
- analyse the concept and process of classroom communication.
- understand the importance of classroom management and time management.
- prevent problems in Physical Science classroom.
- gain knowledge of the roles and responsibilities of Science teacher.
- familiarise with the various programmes for the professional development of teachers.

UNIT - I: Physical Science Curriculum

[10 hrs]

Concept of Curriculum; Need for Physical Science curriculum; Principles of curriculum construction; Process of curriculum construction; Approaches to curriculum organization: Topical, Spiral, Logical and Psychological, Subject Centered, activity centered, Functional, and integrated approaches; Co-curricular activities - Importance, advantages; Guidelines for conducting co-curricular activities; Organising events on specific days; Field trips, Science club: organization, activities and values; Science exhibition: objectives, organization, criteria for evaluating exhibits; Science Projects.

UNIT - II: Class Room Communication and Management

[10 hrs]

Classroom Communication: Definition, Elements, Process; Types of communication; Communication networks; Barriers to communication; Methods to overcome barriers to communication; Skills required for Science teachers - acquisitive, organizational, creative, manipulative, communicative; Classroom Management; Concept, Principles, Techniques, Factors influencing classroom management; Managing behavior problems in classroom: Preventive, Supportive and Corrective; Time Management.

UNIT - III: Professional Competencies of Physical Science Teacher

[10 hrs]

Concept of Teaching Profession; Professional ethics for teachers; Special qualities of a good Science Teacher; Scientific Attitude; Scientific temper; Changing roles and responsibilities of Science teacher; Teacher appraisal and accountability; Importance of professional development; Need for In-service training; Participation in seminar, workshop, conference, writing articles, research; Proforma for evaluation of teaching effectiveness - Peer, self, organization and community.

Tasks and Assignments

- Evaluate the teaching effectiveness of one peer student.
- Plan, organize and report one co-curricular activity in the practicing school.

Reference:

- Arulsamy.S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Michal Golby. (1975). *Curriculum Design*. Croom Helm Publishers.

- Panneerselvam, A. (2003). *Teaching of Physical Science*. Chennai: Mohan Padhipagam.
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- Radha Mohan. (2002). *Innovative Science Teaching for Physical Science Teachers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Radha Mohan. (2010). *Teaching of Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Rajasekar, S. (2005). *Methods of Teaching Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Udai Veer. (2004). *Modern Teaching of Physics*. New Delhi: Anmol Publications Pvt. Ltd.
- Yadav, M.S. (2004). *Modern Teaching of Chemistry*. New Delhi: Anmol Publications Pvt. Ltd.

**PEDAGOGY OF BIOLOGICAL SCIENCE PART - III
SEMESTER – III**

Marks - 50

Objectives:

At the end of this course the student teacher will be able to:

- understand the basics of curriculum construction in Bio. Science
- acquaint with the approaches in curriculum organisation.
- plan and organise various co-curricular activities.
- analyse the concept and principles of classroom communication.
- understand the importance of classroom management and time management.
- familiarise with the programmes for the professional development of science teachers.

UNIT - I: School Biological Science Curriculum [10 hrs]

Curriculum - Meaning and definition; Need for Biological Science curriculum; Principles of curriculum construction; Process of curriculum construction; Approaches to curriculum organization - Spiral, Unitary, topical, Logical, Psychological integrated approach, Environment based approach, Contemporary and functional approach.

Co-curricular activities - Organising events on specific days, Field trips, Science club, Science debates, Science exhibition - Science Projects - Appreciating and conserving bio diversity.

UNIT - II: Classroom Communication and Management [10 hrs]

Classroom Communication - Definition, Elements, and Process - Types of communication - Communication networks - Communication skills required for teachers - Barriers to communication - Developing language and communication skills required for Science Teacher.

Classroom Management - Concept, Principles, Techniques, Factors influencing classroom management - Time Management - Classroom Climate - autocratic, democratic, laissez faire - Flanders Interaction analysis.

UNIT - III: Professional Competencies of Bio Science Teacher [10 hrs]

Concept of profession - Teaching as a profession - Professional ethics for teachers - Special qualities of a good Science Teacher - Changing roles and responsibilities of Science teacher - Teacher appraisal and accountability - Importance of professional development - Need for In-service training - Limitations in current in-service programme - Participation in seminar, workshop, conference, online sharing, membership in academic bodies, writing articles, research - Evaluation of teaching effectiveness: Peers, Self, Organisation, Community - Proformas.

Tasks and Assignments

- Plan, organize and report any one co-curricular activity.
- Prepare a report on the recommendations of BSCS. (Biological Science Curriculum Study)

Reference:

- Mangal, S.K. & Mangal, V. (2009). *Essentials of Educational Technology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, A. (2003). *Teaching of Physical Science*. Chennai: Mohan Padhipagam.

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- Radha Mohan. (2010). *Teaching of Physical Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Rajasekar, S. (2005). *Methods of Teaching Biological Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Udai Veer. (2004). *Modern Teaching of Physics*. New Delhi: Anmol Publications Pvt. Ltd.
- Yadav, M.S. (2004). *Modern Teaching of Chemistry*. New Delhi: Anmol Publications Pvt. Ltd.

**PEDAGOGY OF HISTORY PART - III
SEMESTER - III**

Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- know the principles underlying curriculum construction.
- understand the concept and principles of classroom communication.
- evaluate the effectiveness of classroom communication.
- organize co-curricular activities
- get familiarized with the various programmes for professional effectiveness.
- identify the diverse needs of students and develop suitable programmes.

UNIT - I: History Curriculum

[10 hrs]

Curriculum - Meaning and definition - Need for History curriculum, principles of curriculum construction, Process of curriculum construction - Approaches to curriculum organization – Correlated, Integrated, Chronological / Sequential, Spiral - Evaluation of the existing Content of History at the secondary level.

Co curricular activities - Meaning, principles and importance - Various co curricular activities - organizing events on specific days, Morning Assembly, field trips, Exhibition, Drama and thought provoking activities: quiz and word searches and Cartographer.

UNIT - II: Classroom Communication and Management

[10 hrs]

Communication - definition, concept and principles - Barriers to communication - Classroom communication: Verbal and Non-verbal communication, Criteria for effective classroom communication - Classroom Interaction analysis - meaning and characteristics, Flanders Interaction analysis.

Classroom Management - Meaning, steps and significance - Role of students in a classroom - Role of teachers in classroom - Common mistakes in classroom behavior, managing behavior problems in a classroom - preventive, supportive and corrective - Time management in History classroom.

UNIT - III: Professional Competencies of a History Teacher and Diverse needs of the Learners

[10 hrs]

Teaching as a profession - Professional ethics - Qualities of a History teacher - Professional development of History teacher: Pre-service, in-service Programme - Challenges for Teaching History.

Interest and attitude of students towards learning History - Difficulties in learning History - Slow learners and gifted learners - Remedial and enrichment programmes.

Tasks and Assignments:

- Conduct a discussion on the changing role of a History teacher and submit a report.
- Make an observation of a place of historical significance / monument nearer to your residence & prepare a report on it.

References:

- Aggarwal, J.C. (2003). *Development and Planning of Modern Education*, New Delhi: Vikas Publishing House Pvt. Ltd.

- Arora, K.L. *Teaching of History*, Ludhiana: Tandon Publications.
- Arul Jothi, Balaji, D.L. & Sunil Kapoor. (2009). *Teaching of History II*. New Delhi: Centum Press.
- Birachi Narayan Doss, (2005). *Teaching of History*, Hyderabad: Neelkamal Publications Pvt. Ltd.
- Geoff, T. (2008). *Teaching and Learning History*, New Delhi: SAGE Publications.
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- Kochhar, S.K. (1992). *Teaching of History*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kumar, S.P.K., & Naushad, P.P., (2009). *Social Studies in the classroom: Trends and Methods*. Calicut University: Scorpio Publishers.
- Mangal, S.K. & Mangal, U. (2009) *Essentials of Educational Technology*, New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K., & Uma Mangal (2008). *Teaching of Social studies*: New Delhi: PHI Learning Private Limited.
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*, New Delhi: Pearson.
- Singh, Y.K., (2004). *Teaching of History*, New Delhi: A P H Publishing Corporation.
- www.oecd.org/berlin/43541636 – pdf
- www.adprima.com/managing.htm
- bed.ister.com/pdf/20_fouler/Flandor.pdf
- www.idreamcareer.com/blog/importance-of-co-curricular-activities-for-students.

**PEDAGOGY OF GEOGRAPHY PART - III
SEMESTER – III**

Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- know the principles underlying curriculum construction.
- understand the concept and principles of classroom communication.
- evaluate the effectiveness of classroom communication.
- organize co-curricular activities.
- get familiarized with the various programmes for professional effectiveness.
- identify the diverse needs of students and develop suitable programmes.

UNIT - I: Geography Curriculum [10 hrs]

Curriculum - Meaning and definition - Need for Geography curriculum, principles of curriculum construction, Process of curriculum construction - Approaches to curriculum organization - Topical Correlated, Integrated, Spiral - Evaluation of the existing content of Geography at the secondary level.

Co curricular activities - Meaning, principles and importance - Various co curricular activities - organizing events on specific days, Morning Assembly, Drama, field trips, Exhibition and thought provoking activities: quiz and word searches and Cartographer.

UNIT - II: Classroom Communication and Management [10 hrs]

Communication - definition, concept and principles - Barriers to communication - Classroom communication: Verbal and Non-verbal communication, Criteria for effective classroom communication - Classroom Interaction analysis-meaning and characteristics, Flanders Interaction analysis (FIACS).

Classroom Management - Meaning, steps and significance - Role of students in a classroom - Role of teachers in classroom - Common mistakes in classroom behavior, managing behavior problems in a classroom - preventive, supportive and corrective - Time management in Geography classroom.

UNIT - III: Professional Competencies of a Geography Teacher and Diverse needs of the Learners [10 hrs]

Teaching as a profession - Professional ethics - Qualities of a Geography teacher- Professional development of Geography teacher - Pre-service, in-service Programme – Challenges for Teaching History.

Interest and attitude of students towards learning Geography - Difficulties in learning Geography - Slow learners and gifted learners - Remedial and enrichment programmes.

Tasks and Assignments:

- Conduct a discussion on the changing role of a Geography teacher and submit a report.
- Prepare a plan for a visit to Planetarium / museum. Visit the place and write a report.

References:

- Aggarwal, J.C. (2003). *Development and Planning of Modern Education*, New Delhi: Vikas Publishing House Pvt. Ltd.
- Aggarwal. (2008). *Teaching of Social Studies: A practical approach*. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- Archer, R.L. and Lewis, W.J. (1924). *The Teaching of Geography*, London, A& C Black Ltd.
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- Duplass, J. A. (2009). *Teaching Elementary Social Studies*. New Delhi: Atlantic Publishers.
- Gopsil, G .H. (1973): *The Teaching of Geography*, London, Macmillan Education Ltd.
- Kumar, S.P.K., & Naushad, P.P., (2009). *Social Studies in the classroom: Trends and Methods*. Calicut University: Scorpio Publishers.
- Mangal, S.K. & Mangal, U. (2009) *Essentials of Educational Technology*, New Delhi: PHI Learning Pvt. Ltd.
- Mangal, S.K., & Uma Mangal (2008). *Teaching of Social Studies*: New Delhi: PHI Learning Private Limited.
- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*, New Delhi: Pearson.
- www.oecd.org/berlin/43541636 – pdf
- www.adprima.com/managing.htm
- bed.ister.com/pdf/20_foulder/Flandor.pdf
- www.idreamcareer.com/blog/importance-of-co-curricular-activities-for-students

**PEDAGOGY OF COMPUTER SCIENCE PART - III
SEMESTER - III**

Marks: 50

Objectives

At the end of this course the student teacher will be able to

- understand the basics of curriculum construction.
- acquaint with the approaches to curriculum organisation.
- plan and organise various co-curricular activities.
- analyse the concept and process of classroom communication.
- understand the importance of classroom management and time management.
- manage ways of preventing problems in classroom.
- gain knowledge of the roles and responsibilities of Science teacher.
- familiarise with the various programmes for the professional development of teachers.

UNIT - I: School Computer Science Curriculum

[10 hrs]

Concept of Curriculum; Need for Computer Science curriculum; Principles of curriculum construction; Process of curriculum construction; Approaches to curriculum organization: Unitary, topical, spiral and integrated approaches; Co-curricular activities – Importance, advantages; Guidelines for conducting co-curricular activities; Field trips, Science club: organization, activities and values; Science exhibition: objectives, organization, criteria for evaluating exhibits.

UNIT - II: Class Room Communication and Management

[10 hrs]

Classroom Communication: Definition, Elements, Process; Types of communication; Communication networks; Communication skills required for teachers; Barriers to communication; Methods to overcome barriers to communication; Classroom Management: Concept, Principles, Techniques, Factors influencing classroom management; Managing behavior problems in classroom: Preventative, Supportive and Corrective; Time Management; Suggestions to effectively utilize the time availability. Classroom Climate - autocratic, democratic, laissez faire - Flanders Interaction analysis.

UNIT - III: Professional Competencies of Computer Science Teacher

[10 hrs]

Concept of Teaching Profession; Professional ethics for teachers; Special qualities of a good Science Teacher; Changing roles and responsibilities of Computer Science teacher; Teacher appraisal and accountability; Importance of professional development; Need for In-service training; Participation in seminar, workshop, conference, writing articles, research; Evaluation of teaching effectiveness: Peers, Self, Organisation, Community.

Tasks and Assignments

- Evaluate the teacher effectiveness of one peer student.
- Plan, organize and report any one co-curricular activity in the practicing school.

Reference:

- Arulsamy.S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mrunalini.T & Sudhakar. V. (2008). *Curriculum Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.

- Gortfried. (1991). *Programming with C, Schaum Series*, New Delhi: Tata Mc Grae Hill Pub. Co. Ltd.
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- Rajaraman, V. (1999). *Computer Programming in C*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Rajasekar. S, *Methods of Teaching Computer Science*, Sultan Bazaar, Koti Hyderabad – 500095; Neelkamal Publications Pvt. Ltd.
- Yadav, M.S. (2000). *Modern Methods of Science Teaching in Secondary School*, New Delhi: Ammul Publication Pvt. Ltd.

**PEDAGOGY OF ECONOMICS PART - III
SEMESTER - III**

Objectives

Marks: 50

At the end of the course the student teacher will be able to

- know the principles underlying curriculum construction.
- familiar with various co curricular activities related to Economics.
- organize co-curricular activities
- understand the concept and principles of classroom communication.
- evaluate the effectiveness of classroom communication.
- get familiarized with the various learning resources for professional effectiveness.
- identify the diverse needs of students and develop suitable programmes.

UNIT - I: School Economics Curriculum

[10 hrs]

Curriculum - Meaning and definition - Need for Economics curriculum, principles of curriculum construction, Process of curriculum construction - Approaches to curriculum organization - Unitary, topical, spiral, logical and Psychological and integrated approaches - Evaluation of existing Content of Economics at the secondary Level.

Co curricular activities - Meaning, principles and importance - Co-curricular activities - Field trips, Club activities, Debates, Exhibition, Quiz, Role play and Mock Budgeting

UNIT - II: Classroom Communication and Management

[10 hrs]

Communication - definition, concept and principles - Barriers to communication - Classroom communication: Verbal and Non-verbal communication, Criteria for effective classroom communication - Classroom Interaction analysis-meaning and characteristics, Flanders Interaction analysis (FIACS).

Classroom Management – Meaning, steps and significance - Role of students in a classroom - Role of teachers in classroom - Common mistakes in classroom behavior, managing behavior problems in a classroom - preventive, supportive and corrective - Time management in Economics classroom.

UNIT - III: Professional Competencies of a Economics Teacher and Diverse needs of the Learners

[10 hrs]

Teaching as a profession - Professional ethics - Qualities of a Economics teacher - Professional growth of Economics teacher: Pre-service and In-service Programs - Challenges for Teaching Economics.

Interest and attitude of students towards learning Economics - Difficulties in Learning Economics - Slow learners and gifted learners - Remedial and enrichment programmes - Supporting Student with special needs in Economics class.

Tasks and Assignments

- Conduct any co curricular activity in your class during internship and submit a report.
- Evaluate the teacher effectiveness of one peer student.

References:

- Aggarwal, J. C. (2005). *Teaching of Economics*. Agra: Vinod Pustak Mandir.
- Brintha.S., (2015). *Teaching of Commerce*. New Delhi. A.P.H Publishing Corporation

- Karthick, G. S. (2004). *Teaching of Economics*. New Delhi: Discovery publication house.
- Mangal,S.K., & Mangal, Uma.(2008).*Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.
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- Sharma, K., & Tuteja, T. (1995). *Teaching of Economics*. New Delhi: Common Wealth Publishers.
- Sharma, S. (2004). *Modern technologies of teaching Economics*. New Delhi: Anmol Publishing House
- Sharma,B.L., & Maheshwari,B.K.(2013).*Teaching of Social Studies*. New Delhi: R.Lall Book Depot.
- Siddiqui, Hasan,M. (2004).*Teaching of Economics*. New Delhi: Ashish Publishing House.
- Tiwari,Deepak.(2006).*Methods of Teaching Economics*. New Delhi: Cresnet Publishing Corporation.
- Yadav, A. (2002). *Teaching of Economics*. New Delhi: Anmol publications.

PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART - III
SEMESTER - III

Objectives

Marks: 50

At the end of the course the student teacher will be able to

- know the principles underlying curriculum construction.
- familiar with various co curricular activities related to Commerce and Accountancy.
- organize co-curricular activities
- understand the concept and principles of classroom communication.
- evaluate the effectiveness of classroom communication.
- get familiarized with the various learning resources for professional effectiveness.
- identify the diverse needs of students and develop suitable programmes.

UNIT - I: School Commerce and Accountancy Curriculum [10 hrs]

Curriculum - Meaning and definition - Need for Commerce and Accountancy curriculum, principles of curriculum construction, Process of curriculum construction - Approaches to curriculum organization - Unitary, topical, spiral, logical and Psychological and integrated approaches - Evaluation of existing Content of Commerce and Accountancy at the secondary level.

Co curricular activities - Meaning, principles and importance - Co-curricular activities - Field trips, Club activities, Debates, Exhibition, Quiz and Role play.

UNIT - II: Classroom Communication and Management [10 hrs]

Communication - definition, concept and principles - Barriers to communication - Classroom communication: Verbal and Non-verbal communication, Criteria for effective classroom communication - Classroom Interaction analysis-meaning and characteristics, Flanders Interaction analysis (FIACS).

Classroom Management - Meaning, steps and significance - Role of students in a classroom - Role of teachers in classroom - Common mistakes in classroom behavior, managing behavior problems in a classroom - preventive, supportive and corrective - Time management in Commerce and Accountancy classroom.

UNIT - III: Professional Competencies of a Commerce and Accountancy Teacher and Diverse needs of the Learners [10 hrs]

Teaching as a profession - Professional ethics - Qualities of a Commerce and Accountancy teacher- Professional growth of Commerce and Accountancy teacher: Pre-service and in-service Programs – Challenges for Teaching Commerce and Accountancy

Interest and attitude of students towards learning Commerce and Accountancy - Difficulties in Learning Commerce and Accountancy - Slow learners and gifted learners - Remedial and enrichment programmes - Supporting student with special needs in Commerce and Accountancy class.

Tasks and Assignments

- Conduct any co curricular activity in your class during internship and submit a report.
- Evaluate the teacher effectiveness of one peer student.

References:

- Aggarwal,J,C.(1996).*Teaching of Commerce A Practical Approach*. New Delhi:Vikas Publishing House Pvt.Ltd.
- Brintha.S.,(2015).*Teaching of Commerce*. New Delhi. A.P.H Publishing Corporation
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- Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.
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- Mangal,S.K., & Mangal,Uma.(2008).*Teaching of Social Studies*. New Delhi: PHI learning Pvt.ltd.
- Mangal,S.K., & Mangal,Uma.(2009).*Essentials of Educational Technology*. New Delhi: PHI learning Pvt.ltd.
- Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). *Principles of Commerce and commercial knowledge*. New Delhi: S.Chand & Company Ltd.
- Ramesh,A.R., & Rao,Bhaskar.D.(2006).*Technique of teaching Commerce*. New Delhi: Sonali Publications.
- Rao, S. (2004). *Teaching of Commerce*. New Delhi: Anmol Publication.
- Sharma,B.L., & Maheshwari,B.K. (2013). *Teaching of Social Studies*. Meert: R.Lall Book Depot.
- Singh, Y. K. (2003). *Teaching of Commerce*. New Delhi: A.P.H. Publishing Corporation.
- Singh,R.P (2003).*Teaching of Commerce*. New Delhi: R.Lall Book Depot.
- Venkateshwarlu,K., Basha, Johni,S.K., & Rao, Bhaskara.D.(2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

CURRICULUM FRAME WORK

B.Ed – FOURTH SEMESTER

GENDER, SCHOOL AND SOCIETY
SEMESTER – IV

Marks: 100

Objectives:

At the end of the course the student teacher will be able to

- develop basic understanding of meaning , concept and perspectives of gender, feminist theories.
- understand the influence of social institutions (family, caste, religion, region) on gender identity and gender bias.
- examine sexual abuse, violence, influence of social network and the role of school responsibilities in school routines and classroom interaction.
- critically analyze curriculum framework, gendered roles, textbooks ,teacher as a agent and life skills.
- appreciate the role of government, legal provisions, NGO's and women groups in sensitizing society towards gender parity

UNIT - I Gender: Concept and perspectives

[10 hrs]

Meaning of Gender, Gender and sex ,Gender Identity in developmental stages, Concept of Gender - Patriarchy, Masculinity, Feminist, sexuality, equity and equality; Feminist Perspectives: Radical, Liberal, Psychoanalyst, Socialist and Communist; Concept, Issues and concerns of transgender; Emergence of gender roles: sociological, psychological and Economical perspectives; LGBT (Lesbian, Gay, Bisexual and Transgender) in Indian context.

UNIT - II Gender and Society

[10 hrs]

Gender and socialization practices in families in India; Gender and its intersection with caste, religion, Culture, disability and region (rural, urban and tribal areas)-Socialization in school, occupation and identity; Gender in Health and nutrition, stereotyping, education and employment Influence of media and popular culture (films, advertisements, songs) on gender identity.

UNIT - III Gender and School

[10 hrs]

Positive notions of gender and Sexuality: perceptions of safety at school, understand the importance of addressing sexual abuse, Reversal abuse, Influence of Social Network on gender: cyber bullying, cyber grooming and its verbalisation in school; Role of school in gender balance: Distribution of roles and responsibilities in schools rituals, school routines and classroom interaction.

UNIT - IV Gender and Education

[10 hrs]

Gender roles, relationships and ideas in textbooks and curricula; Construction of gender in curriculum frameworks since independence; Gender and the hidden Curriculum (teacher attitudes, expectations and peer culture); Teacher as an agent of change; Gender orientation to students-Life skill courses in school-Open verbalisation: discussions, group work, brainstorming, audio - visual engagements, Documentaries together with the co-participation of school, home and society.

UNIT - V Gender Equality and Empowerment in Indian Society

[10 hrs]

Legal provisions and recent initiatives of government of India for gender equality in society; Schemes and programmes on girls education-Preventive measure on addressing sexual harassment-Role of family, religion and media in reinforcing gender parity - Role of NGO's and women action groups in striving towards gender equity in Indian society, National Commissions for women.

Tasks and Assignments:

- An article on issues and concerns of Transgender.
- Examine the policies and schemes on Girls Education.
- A report on any one group / Organisations working for women.

References:

- Beasley, Chris (1999). *What is Feminism: An Introduction to Feminist Theory*. Sage: New Delhi.
- Bhasin Kamala (2002). *Understanding Gender, Kali for Women*, New Delhi.
- Chanana, Karuna (1998). *Socialization, Education and Women*. Nehru memorial museum and library: New Delhi.
- Chodhuri, Maitreyee (2004). *Feminism in India*, Women Unlimited ,New Delhi
- Conway, Jill et al. (1987). "Introduction: The Concept of Gender", *Daedalus*, vol.116, No:4
- Dalvinder kumar, Alka Rani (2016). *Gender School and Society*. Nirmal publishing first Edition.
- Dube, Leela (2000). *Anthropological Explorations in Gender: Intersecting Fields*. Sage Publications: New Delhi.
- *Gender Analysis of school curriculum and Text books*, UNESCO, Islamabad (2004).
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**CREATING AN INCLUSIVE SCHOOL
SEMESTER - IV**

Marks: 100

Objectives

At the end of this course the student teacher will be able to

- develop an understanding of the concept of inclusive education.
- analyse the concepts of special education, integrated education and inclusive education.
- gain awareness of the policies, schemes and facilities made available for the children with diverse needs.
- develop critical understanding of the recommendations of various national policies, commissions and acts towards inclusive education.
- identify and address the diverse needs of all learners.
- gain knowledge of the assessment methods for identifying special needs children.
- identify and utilize assistive technology for promoting inclusive practice.
- acquaint with the curricular adaptations and strategies for inclusive environment.
- appreciate the role of teachers in giving guidance, counseling, maintaining records, networking and liaising.

UNIT - I: Introduction to Inclusive Education [10 hrs]

Concept, meaning, Need and importance of Inclusive Education; History of inclusion-a paradigm shift from segregation to inclusion; Difference between special education, integrated education and inclusive education; Benefits of inclusive education; Beneficiaries of inclusive education: socially disadvantaged children due to socio-cultural diversity - caste, class, tribe, educationally backward, economic status, transgender, juvenile delinquent, leprosy cured, affected and effected HIV /Aids Children and differently - abled children; Teacher preparation for inclusive education; Issues and Challenges of Inclusive Education.

UNIT - II: Educational Policies on Inclusion [10 hrs]

National Policies: National Curricular Framework (2005), National Policy for Persons with Disabilities (2006); **National Commissions:** National Commission on Minority Education (NCMEI); National Commission for Education of SC, ST; **National Acts:** The Persons With Disabilities Act (PWD Act, 1995), National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to free and compulsory Education (RTE Act 2009); Role of SSA, SCERT, UGC in inclusion; Government schemes, facilities, educational concessions and allowances for differently - abled children.

UNIT - III: Identification of Children with Diverse Needs [10 hrs]

Concept and meaning of diverse needs; Nature, Characteristics and Needs of children with Visual Impairment, Hearing Impairment, Intellectual Disability (MR), Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Spasticity, Locomotor Disability, Cerebral Palsy, Epilepsy and Multiple Disability; Importance of Early Identification; Guidelines for identification of children with diverse needs.

UNIT - IV: Curricular Adaptations and Strategies [10 hrs]

Concept of Curricular Adaptation; Principles of Curricular Adaptation; Educational Programmes for Special Children; Early Intervention; Environmental Modification;

Classroom Intervention Strategies: Activity based learning, Peer tutoring, Cooperative / Collaborative learning, Individualized educational plan; Assistive technology; Role of assistive technology for visually, hearing, speech, learning and orthopaedically disabled students; Flexibility in Assessment and Evaluation in inclusive classroom.

UNIT - V: Role of Teacher in an Inclusive School [10 hrs]

Guidance and counseling; Counseling to parents, peers, children with special needs; Maintenance of records / case profiles for identification, assessment and intervention; Maintenance of resource room; Networking and Liaising with parents, teachers, heads of the institutions, NGOs and community.

Tasks and Assignments

- Group Discussion on the issues and Challenges of Inclusive Education.
- Prepare an album on the various assistive technologies / environmental modifications for inclusive setting.
- Visit an inclusive school and prepare a reflective report on the curricular adaptations undertaken for inclusion.

(or)

Interview a teacher working in an inclusive school and write a report.

References

- Barki, B.G., & Mukhopadhyay, B. (2008). *Guidance and Counselling A Manual*. New Delhi: Sterling Publishers Pvt.Ltd.
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**OPTIONAL - HEALTH AND PHYSICAL EDUCATION
SEMESTER – IV**

Marks: 100

Objectives:

At the end of the course the student teacher will be able to

- understand the concept of Health Education
- develop positive attitude towards health as individuals and be responsible to achieve it
- be aware about body systems and equip them with first aid measures about common sickness and injuries
- learn and practice healthy food habits and equip them to know their health status
- acquire the skills for physical fitness
- be aware about safety measures in hazardous situations in Games and sports
- learn yogic practices to improve health.

UNIT - I: Concept of Health Education [8 hrs]

Aims and objectives of Health Education, Dimensions and determinants of health, Health needs of children, adolescents and differently - abled children. Health services, Role of teachers in developing health.

UNIT - II: Understanding of the Body System [12 hrs]

Effects of exercises on various systems of body - Circulatory, Muscular and Digestive system - fatigue. Injuries - Common injuries of muscles - Strain, Sprain, Contusion, Laceration and abrasion. Bone injuries - Dislocation and fracture, Causes, Prevention and first aid. Posture – Importance of posture Causes for poor posture, postural defects, Exercises for improving postural defects.

UNIT - III: Food and Nutrition [6 hrs]

Food habits, timing of food, classification of food, main functions of food, Balanced diet, Importance of natural food. Malnutrition, causes of malnutrition, Diet for obesity and underweight.

UNIT - IV: Physical fitness and Safety Measures [12 hrs]

Physical Fitness - Aims and objectives of Physical Education. Definition, Components of Physical fitness variables - Strength, Muscular Endurance, Flexibility, Cardio Vascular Endurance and Body Composition - Physical Fitness Test Battery and Benefits of Physical Fitness.

Safety and security - Disasters in the play field, road, home and school (fire accidents, snake and dog bites animal attacks Prevention and treatment.

UNIT - V: Health and Yoga [12 hrs]

Concept of Yoga, Benefits of yoga; Physical, Physiological, Psychological and therapeutic Eight limbs of yoga. Pranayams and yogasanas for Health - sitting Position, supine Position, Prone Position, Kneeling Position and standing position.

Tasks and Assignments

- Health and Physical Education and its relationship with other subject areas like Science, Social Science and languages.
- Activities for the development of Physical fitness through fundamental sports skills.
- Preparation of Diet charts.

References:

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**OPTIONAL - PEACE EDUCATION
SEMESTER - IV**

Marks: 100

Objectives

At the end of this course, the teacher trainee will be able to

- acquire knowledge of peace as a dynamic social reality.
- reflect on the attitudes that generates conflict and strategies to resolve those conflicts.
- impart knowledge about the effect of violence and non-violence.
- develop talent, creativity as skills for the peaceful way of life in school education.
- develop mutual respect based on the essence of rights, obligation, and responsibilities.
- guide the students to develop love for nature and humanity.
- develop attitudes that highly value diversity, social justice and religious life.
- take independent responsibility in creating a peace and civilized society.

UNIT - I: Peace Education: Meaning and Associated Concepts [10 hrs]

Peace Education: Meaning, Nature and Concept of Peace Education, Need for Peace Education, Aims and Objectives of Peace Education; Peace as a dynamic social reality; Various personalities in promoting Peace: Mahatma Gandhi, Mother Teresa, Nelson Mandela, Martin Luther King, Dalailama, and Malala Yousafzai.

UNIT - II: Understanding Conflicts, Violence and Non Violence [10 hrs]

Conflicts: Meaning and definitions, Types of Conflicts, Positive and Negative aspects of Conflicts, Dysfunctional Conflicts, Conflict Management, Conflict Resolution and conflict resolution skills - Relationship between Peace and Violence, Effects of Violence, and Exposure to violence through Media - Tolerance - meaning, definition and need for Tolerance - Non Violence- Meaning, Factors that influence Non Violence.

UNIT - III: Approaches to Peace Education in Schools [10 hrs]

Teaching Methods - Cooperative learning, Group Discussion, Peer teaching, Brain Storming, Role Play, Energizies, Storytelling, Peace Pedagogy, Service Learning, Experimental Teaching, Dialogues, Inquiry Based Learning and teaching; Co curricular Activities-Assembly, Sports, Debate, Club Activities, Cultural Meet, Uniformed Group; Teaching and Practice of Yoga, Meditation, Anger and Stress Management, Arts, Music, Dance and Drama.

UNIT - IV: Empowerment of Self and Promotion of National and World Peace [10 hrs]

Ecological Thinking and respect of life; Tolerance and respect for Human Rights-Life Skills: Self Understanding, Self Expression, Assertiveness, Active Listening-Guidance and Counseling for Developing Self Acceptance, Family Culture, Nation-Role of World Organization in promoting Peace: UNESCO, UNICEF, WPHO, WHO-Promotion of International Understanding, Non-Aligned Movement- Objectives and Principles.

UNIT - V: Orienting Education for Peace Building [10 hrs]

Evaluation of peace building Processes: Importance of Knowledge, Attitude, Belief, Value of Peace in India-Values that foster inner Peace viz; Compassion, Cooperation, Love etc and Constitutional Peace of Justice, Equality, Freedom etc. Mass Education on Effective Parenting-Role of Mass Media in Popularizing ideas of great crusaders of Peace-Role of Judiciary-Role of Religious Principles; Protection of Environment.

Tasks and Assignments

- Find solutions to conflict experienced at home /in family/in school/in society.
- Role of Media and local community in developing Peace.
- Highlight the value of Peace using the content from your related school subject.

References:

- Aber, J.L. Brown, .Henrich, C.C. (1999). *Teaching conflict resolution: An effective School-based approach to violence prevention*. New York: Columbia University, National Centre for Children in Poverty.
- Adams,D. (Ed) (1997). *UNESCO and a Culture of Peace: Promoting a Global Movement*. Paris: UNESCO.
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- Conference Proceedings, Seoul. (1982). *Role of education in developed and developing countries for the international understanding and peace*.
- Diwahaar,R.R. and Agrawal, M. (eds.) (1984). *Peace Education (special issue) Gandhi*. New Delhi: Marg.
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- Ingelstam, M. et.al. (1996). *Empowerment for peace service: A curriculum for education and training in violence prevention, non-violent conflict transformation and peace building*. Stockholm: Christian Council of Sweden.
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**OPTIONAL - ENVIRONMENTAL EDUCATION
SEMESTER – IV**

Marks: 100

Objectives

At the end of this course, the student teacher will be able to

- understand the fundamentals of Environmental education and Ecosystem.
- understand the socio economic impacts of Environmental Degradation.
- understand the various Environmental hazards.
- apply the remedial ways to protect the Environment in daily life.
- generate an awareness about Environmental issues and awareness.
- acquire knowledge of population growth and its impact on Environment.
- acquire knowledge of tools and techniques for the evaluation of Environmental Education.

UNIT - I: Fundamentals of Environmental Education [10 hrs]

Environment: Meaning, Components (Biotic and Abiotic), Concept of Ecosystem, Ecological Pyramids and Food Web; Environmental Education: Meaning, Objectives, Nature, Scope, Guiding principles and Importance of Environmental Education; Socio Economic Impacts of degradation of Environment and Major Constraints for its Implementation at School Level.

UNIT - II: Environmental Hazards and Management [10 hrs]

Environmental Pollution: Air, Land, Water, Noise, Radiation; Extinction of Flora and Fauna; Deforestation; Soil Erosion; Ozone Depletion; Depletion of Natural Resources; Protection of the Environmental Heritage – Sustainable Environmental practices: Rain water harvesting, Preserving and Restoring the Environment.

UNIT - III: Environmental Issues and Awareness [12 hrs]

Environmental Problems of India (Climatic change and loss of Bio diversity); Laws of Conservation and Protection; Role of Media and Ecotourism in creating Environmental awareness; Environmental Movements in India: Chipko Movement, Narmada Valley Movement, Green Peace Movement; Projects: Tiger Project and Ganga Action plan; Salient Recommendations of Stockholm Conference 1972, the Nairobi Conference 1982, the RIO Summit 1992 - RIO Declaration, Kyoto Protocol (2005) and Tbilisi (2007) & (2012)..

UNIT - IV: Environmental Education in Curriculum [10 hrs]

Human Ecology : Human beings as part of the Environment, Human adaptations to Environment, Population and its effect on Environment; Dimensions of Curriculum in Environmental Education-Natural Resources (Water, Forests, Wild Life, Fisheries, Biodiversity); Methods – Lecture, Demonstration, Discussion, Seminar, Workshop, Dialogues, Problem Solving, Projects, Exhibition and Role of ICT.

UNIT - V: Evaluation in Environmental Education [8 hrs]

Environmental Impact Assessment: Meaning, steps and significance; Outcomes in Environmental Education - Estimating Awareness, Understanding and Application of Knowledge for Protection of environment; Tools and Techniques: Achievement and Performance tests, Attitudes and Value Scales, their use and limitations.

Tasks and Assignments

- Preparation of record on Environmental issues (in any one of the themes).
- Preparation of a report on Ecological reserve and suggest measures to promote Ecotourism.
- Preparation of one poster on Environmental awareness.

References:

- Aruljothy, Balaji.D.L. & Rajesh Verma. (2009).*Environmental Education*. New Delhi: Centrum Press.
- Arvind Kumar. (2004).*A Text Book of Environmental Science*. New Delhi: APH Publishing Corporation.
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- Reena Mohanka, Ananya Sen & Singh,M.P.(2009).*Environmental Education-Vol.1*. New Delhi: APH Publishing Corporation.
- Sharma,V.S .(2008).*Environmental Education*. New Delhi: Anmol Publications Pvt., Ltd.,
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**OPTIONAL - WOMEN'S EDUCATION
SEMESTER - IV**

Marks: 100

Objectives

At the end of this course, the teacher trainee will be able to

- understand the need, significance and scope of Women's Education in India
- develop awareness about women entrepreneurship in India
- analyse the issues related to women's education and rights in India
- get oriented towards the place of women in society
- analyse the concept of women's empowerment

UNIT - I: Need, Significance and Scope of Women's Education [10 hrs]

Women's Education - Definition, Nature, Scope ; Need and Significance of Women's Education - Genesis and Growth; Studying Women's Education as a Subject for Student teachers; Status of Women in India; Position of Women in Indian Society from Early era to Modernity.

UNIT - II: Women Entrepreneurship in India [10 hrs]

Concept and Evolution of Women Entrepreneurship; Importance of Women Entrepreneurship; Organisations Promoting Women Entrepreneurship in India; Financial institutions assisting women in India; Schemes for Women Entrepreneurship in India; Government agencies promoting women entrepreneurship in India; Successful Indian Women Entrepreneurs.

UNIT - III: Women Education and Rights [10 hrs]

Women access to and participation in formal education; Women and non-formal education; Media and women ; National effort to protect women's rights; Articles related to Women in Indian Constitution (73rd and 74th Amendments) - Fundamental Rights - Directive Principles of State Policy - Marriage Registration Act (2005) - Dowry Prohibition Act (1961) - The Sexual Harassment of Women at Workplace Prevention Prohibition and Redressal Act (2013) - Domestic Violence Prohibition Act (2005) - The Maternity Benefit Act (1961) - Child Marriage Act (2006) - Enforcement Machinery: Policy and Judiciary, Family Courts, National Commission for Women (NCW), State Commission for Women (SCM) and Convention on the Elimination of All Forms of Discriminations Against Women (CEDAW).

UNIT - IV: Women and Society [10 hrs]

Women in society and economic life; Socio Economic determinants; Employment policy - women in social work, AIDWA, AIWA and SHG; Women in organised and unorganised sector, Problems of working women - urban and rural, a comparative study, dual stress

UNIT - V: Empowerment of Women [10 hrs]

Concept and importance; Women and sustainable development; Gender difference in Personality - Gender and Academic Achievement; Women's Leadership and Participation in Management; Special role of women as protector of environment.

Tasks and Assignments

- A survey on Women Status in the neighborhood
- Conduct interview with any two women activists and submit a report of the same

Reference

- Anjani, Kant. (2008). *Women and the law*. New Delhi: A.P.H Publishing Corporation.
- Dalbir, Bharathi. (2008). *Women and the law*. New Delhi: A.P.H Publishing Corporation.
- Lotika, Sarkar. (1995). *Women's movement and the legal process*. New Delhi: Centre for Women's Development Studies.
- Kaushik, P.D. (2007) *Women rights – Access to justice*. New Delhi: Bookwell.
- R.C.Mishra, R.C. (2009) *Women education*. New Delhi: APH Publishing Corporation.
- Mary John. (2008). *Women's studies in india: A reader*. New Delhi: Penguin Publications.
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**OPTIONAL - PRE - PRIMARY EDUCATION
SEMESTER - IV**

Marks: 100

Objectives:

At the end of the course the student teacher will be able to:

- understand the need and importance of Pre-primary Education.
- know the trends of Pre-primary Education in India.
- acquire the knowledge of physical structure and facilities of pre schools.
- realize the concepts relating to the methods of teaching Pre primary children
- get knowledge about co-curricular activities at Pre-primary level.
- develop positive attitude to tackle the problems of pre-school children.
- develop interest to know the nutrition for the pre-school children.
- understand the qualification and responsibility of pre-school teacher.

UNIT - I: Trends in Pre-primary education in India [10 hrs]

Pre-primary education: Meaning, importance, objectives - Types of pre-school education: Kinder garten, Anganwadis, Balwadis, Nursery School and Montessori schools - Problems of Pre-primary Education - Recommendations by the Kothari Commission (1964 - 66), National Policy on Education (1986) - Integrated Child Development Services.

UNIT - II: Physical Structure and Facilities [10 hrs]

Design of a pre-school: Site and surrounding, building plan, safety precautions, setting up a pre-school classroom- Records maintained in a Pre-school: Admission record, Stock register, Attendance register, Health register- Equipment and materials in a pre-school - Pre-School admission: Age, duration and procedure.

UNIT - III: Teaching Methods and Co-curricular Activities [10 hrs]

Methods - Storytelling, music, clay modeling, drawing and painting, dramatization and games - Co-curricular activities - Celebration of festivals, field trips, gardening ,Individual, and group activities- Development of self help skills- Developing thematic curriculum : Themes found in children environment: family, school, flowers, trees, fruits, animals and birds.

UNIT - IV: Health, Nutrition and Problems of pre-school children [10 hrs]

Nutrition for pre - school children - Deficiency - Diseases among pre-school children - Common childhood illness - Adjustment problems- Bedwetting, anxiety, fear, aggression, crying, stealing, withdrawal - Remedies and Preventive measures.

UNIT - V: Pre-School Teacher and Parents: [10 hrs]

Pre-school teacher - Special qualities, Qualifications, Teacher - pupil ratio, Role and responsibilities - Home visit by the teacher - School visit by the parents - Parents involvement in school activities - Principles to communicate with parents.

Tasks and Assignments

- Visits to a Nursery school and preparing a school profile.
- Preparation of toys and low cost equipments for preschool children.

- Collection of list of materials needed for pre-primary classes.

References:

- Aggarwal, J.C. (1983). *Methods and Materials of Nursery Education*. Delhi: DOABA House.
- Berk, L. E. (2003). *Child development*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Child Development: A symposium, NCERT, New Delhi, 1964.
- Mujibul Hasan Siddiqui. (2004). *Early childhood education*. New Delhi: APH Publishing Corporation.
- Nayak, A. & Rao,V. (2002). *Primary education*. New Delhi: A P H Publishing Corporation.
- Pankajam, G. (2005). *Pre-primary education: philosophy and practice*. New Delhi: Concept Publishing Company.
- Singh,U. & Sudarshan,K. (2006). *Primary education*. New Delhi: Discovery Publishing House.
- Swaminathan, M. (1990). *The First three-year: A source book on early childhood care and education*. Paris: UNESCO.

**OPTIONAL - HUMAN RIGHTS EDUCATION
SEMESTER - IV**

Marks: 100

Objectives

At the end of the course the student teacher will be able to

- critically examine the role of human rights in the world
- understand the concept, meaning and theories of human rights
- analyse the need for human rights in the International context
- appreciate the role and functions of the National and International level institutions to enforce human rights
- develop insight regarding the various issues related to human rights violations
- realise the significance of teaching methods in promoting human rights

Unit - I: Concept and theories of Human Rights [10 hrs]

Human Rights: Evolution - Concept and Meaning - Fundamental Rights - Directive Principles - Fundamental Duties; Theories of Human Rights - Natural - Legal - Social Welfare - Idealist and Historical.

Unit - II: Human Rights in the International Context [12 hrs]

UN Charter (1945) - Universal Declaration of Human Rights (1948) - International covenant on Economic, Social and Cultural Rights (1966) - International Covenant on Civil and Political Rights (1966) - Covenant on the Rights of the child (1989) - UNICEF - Convention on the Rights of Persons with Disabilities (2006).

Unit - III: Human Rights Commissions and International Mechanisms [10 hrs]

National Human Rights Commission - State Human Rights Commission - Human Rights Courts - National Commission and State Commission for women, SC/ST, Backward Classes and Minorities.
International Court of Justice - International Criminal Tribunals and Criminal Courts - Amnesty International - International Red Cross Organisation.

Unit - IV: Issues on Human Rights [10 hrs]

Poverty - Population - Illiteracy - Ragging - Eve Teasing - Human Trafficking - Rape - War - Terrorism and Genocide - Child abuse - Child Labour - Patriarchism - Domestic Violence - Sexual Harassment - Female Infanticide and Refugees.

Unit - V: Methods of teaching Human Rights [8 hrs]

Lecture - Discussion - Brain Storming - Cooperative Learning - Case study - Role Play - Puppet show - Simulation - Mock Trials and Appeals - Social Activities.

Tasks and Assignments (Any Two):

- Prepare a presentation about the United Nations Organisation.
- Critically analyse any two cases dealt by the National Human Rights commission in any issue of your choice
- Prepare an album in detail about any one of the major issues in Human Rights in the global scenario

References:

- Jagannaty Mohanty (2000). Human Rights Education. New Delhi: Deep & Deep Publications.
- Jayapalan.N. (2000), Human Rights. New Delhi: Atlantic Publishers
- Nayyar Shamsi. (2003). Human Rights in the New Millennium. New Delhi: Anmol Publications Private Limited.
- Nirmal.J. (2000). Human Rights in India. New Delhi: Oxford University Press.
- Sankar Sen (1998). Human Rights in a Developing society. New Delhi: A.P.H. Publishing Corporation.
- Sen. A.N (2002). Human Rights. Faridabad: Sri Sai Law Publications.
- Shukla.R.P. (2004). Value Education and Human Rights. New Delhi: Sarup & Sons.

**UNDERSTANDING ICT
SEMESTER - 1V
PRACTICAL COURSE**

Internal Marks: 50

Objectives:

At the end of the course the student teacher will be able to:

- develop understanding about the operating system and making presentations.
- familiarise them with the understanding and skills of integration of ICT in Teaching-Learning.
- acquire the skill in using interactive boards for smart classrooms.
- gain expertise to use computer technology for sharing the ideas through blogs.

Unit - I: Developing Basic computing skills **[20 mks]**

Each student teacher will be asked to submit a presentation in the form of a hand out from any topic in their major subject involving text, pictures, graphs and tables and prepare a question paper for the same content. (The proficiency gained about the operating system, typing, saving, editing and formatting texts inserting charts, pictures and tables for creating presentations are assessed).

Unit - II: Place of ICT in Teaching-Learning **[20 mks]**

Each student teacher will be asked to submit a digital lesson plan on their major subject and explore the net based resources for teaching learning. They must perform peer teaching with the use of smart board technology for the developed lesson plan. (The student teachers are given practice to use the interactive white board in groups).

Unit - III: Creation of Educational Resources **[10 mks]**

Each student teacher will be asked to create a subject blog and share resources such as texts, audio-visuals, views and comments to the peer community. (Hands on training are given to the trainees by the mentors to explore about participating, interacting and evaluating social network sites).

**UNDERSTANDING THE SELF
SEMESTER - IV
PRACTICAL COURSE**

Internal Marks-50

Objectives

At the end of this course the student teacher will be able to

- build an understanding of life situations
- reflect on experiences and aspirations of oneself
- understand about values and professional ethics as a person as well as a teacher
- develop the capacity to observe and analyse
- develop mindfulness through relevant exercises

UNIT - I: Journal Writing

[15 marks]

Each student-teacher will be asked to maintain a regular Journal, in which they write a) short reflective accounts of significant life experiences b) observations of life situations that evoke questions and responses c) questions on learning and teaching.

The Journal should be periodically shared with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

UNIT - II: Development of Professional Self and Ethics

[20 marks]

Each student-teacher will be asked to write an Educational autobiography with respect to their experiences as a learner. The student teacher should work in groups to discuss and prepare a report about development of values and professional ethics as a teacher. This will be shared to the entire group. This could be done through participatory approach including group discussion; self-study, seminar/presentations by students etc.

UNIT - III: Development of Mindfulness

[15 marks]

The student-teacher will be asked to observe a situation, analyse and present a report. Reflective discussions and writing reviews on films / documentaries. The faculty should offer comments and suggestions on important ideas that are omitted – Development of Assertiveness. The student-teacher will be asked to do Individual breathing exercises and exercises related to self-awareness of body and mind (Meditation and Yoga may be used for this purpose-Practicing selected asanas, pranayama and meditation.)