

CURRICULUM FRAME WORK

B.Ed. – FIRST SEMESTER

Academic Year 2019-2021

CHILDHOOD AND GROWING UP
SEMESTER – I

Marks: 100

Objective

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

- i) develop an understanding of the principles of development,
- ii) examine the theories of child development,
- iii) reflect the importance of heredity and environment in child development,
- iv) understand the child in the context of socialization,
- v) understand the factors influencing personality,

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

Educational Psychology: Meaning, Scope and Significance - Growth and Development: Meaning, Differences and Principles of Development - Stages of Development: Early Childhood, Later Childhood and Adolescence - Dimensions of Development: Physical, Cognitive, Emotional, Social and Moral - Methods of Studying Child Development: Introspection, Observation, Case Study, Experimental and Survey Method.

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 - Importance of Environment in Child Development - Influence of Heredity and Environment.

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

Childhood: Aptitude, Attitude, Interest: Concept, Types and Measurement - Creativity: Characteristics, Stages, Identification and Promotion of Creativity - Concept of Socialization: Family - Children Separated from Parents, Children in Crèches, Children in Orphanages - Schooling: Peer Influences, School Culture, Teacher Expectations and School Achievement.

Unit-V: Personality and Adjustment **[10 hrs]**

Personality: Meaning, and Definitions - Factors Influencing Personality- Theories of Personality - Type Approach, Trait Approach, Type cum Trait Approach - Assessment of Personality: Projective and Non-projective Techniques - Adjustment: Meaning, Definitions and Characteristics - Frustration and Conflict - Defense Mechanism.

Task and Assignment

- Select any one stage or Dimension of development and prepare a album (Compulsory)

Any one of the following

- Case study of any school which has significant impact on the overall growth and development of the students.
- Prepare a report on how home environment influence child personality development

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- Kanga, F. (1991). *Trying to Grow*. New Delhi : Ravi Dayal Publishers
- Kuppuswamy, B. (1991). *Advanced Educational Psychology*. New Delhi: Sterling Brothers.
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- Mangal, K. S. (1981). *Psychological Foundations of Education*. Ludhiana: Parkash Bros.
- Mannivannan, M. (2011). *Psychology of Learning and Human Development*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Mohan, Jitendra. (ed.) (1993). *Educational Psychology*. New Delhi: Wiley Eastern Limited.
- Nagarajan, K., & Srinivasan, R. (2014). *Psychology of Human Development*. (2nd edition). Chennai: Ram Publishers.
- Nirmala, J. (2012). *Psychology of Learning and Human Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Oza, D. J., & Ronak, R. P. (2011). *Management of Behavioral Problems of Children with Mental Retardation*. Germany: V D M Publication.
- Papalia, D. E., & Sally, W. O. (1978). *Human Development*. New York: McGraw Hill Publishing Company.

- Phens, J. M., & Evans, E. D. (1973). *Development and Classroom Learning: An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
- Sundaram, Meenakshi, A. (2014). *Psychology of Learning and Human Development*. Dindigul: Kavyamala Publishers.
- Sharma, N., (2003). *Understanding Adolescence*. New Delhi: NBT.
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- Skinner, E. C. (1984). *Educational Psychology*. (4th edition). New Delhi: Prentice Hall of India Pvt. Ltd.
- Harris, Duncun. (1988). *Education for the New Technologies, World Year Book of Education*. London: Kogan Page Inc.
- Mukunda, K. (2009). *What did you ask at school today?*. Noida: Harper Collins Publishers.
- Munsinger, H. (ed). (1975). *Readings in Child Development*. New York: Holt Rinehart Winson
- சந்தானம், எஸ்., & கணபதி, வி. (2003). *கல்விமனவியலும் குழந்தைக் கல்வியும்*. சென்னை: சாந்தாபப்ளிர்ஸ்.
- சந்தானம், எஸ். (2008). *கல்விமனவியல்*. சென்னை: சாந்தாபப்ளிர்ஸ்.
- நாகராஜன், கி., & சீத்தாராமன். தேவ. (2014). *உளவியல் நோக்கில் கற்றலும் மனிதமேம்பாடும்*. (ஐந்தாம் பதிப்பு). சென்னை: இராம்பதிப்பகம்.

EDUCATION IN CONTEMPORARY INDIA
SEMESTER – I

B191CECI

Objectives**Marks: 100**

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

- i) understand the concept of Education and Philosophy,
- ii) familiarize the historical developments in policy framework related to education,
- iii) learn the meaning of diversity and the role of education in respecting diversities,
- iv) acquire knowledge on different values enshrined in the constitution of India and its impact on education,
- v) analyze the recommendations of various commissions on different levels of education,

Unit - I: Meaning and Nature of Education**[10 hrs]**

Education: Meaning, Nature and Functions of Education- Forms of Education: Formal, Non-formal and Informal Education - Pillars of Education- Philosophy: Meaning and 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: Policy Framework of Education in Pre & post Independent Period**[10 hrs]**

Education in Ancient and Medieval India: Vedic Education, Buddhism, Jainism, Islamic Education - Colonial Education: Contribution of Missionaries to Education ,Macaulay's Minutes, Woods Despatch- Development of Indian Education during post Independent period with special reference to University Education Commission (1948), Secondary Education Commission (1952), National policy on Education(1986), Yashpal Committee (2009) and Plan of Action (2016).

UNIT - III: Diverse Indian society and Articles, Amendments related to Education**[10 hrs]**

Diversity: Meaning, Nature and Concept of Diversity- Diversity in Indian Society- Fundamental Rights & Duties: Articles 14, 15, 16, 30 and 51A- Constitutional Values- Various Constitutional provisions related to Education: Article 28, 29, 30, 45 and 46 - Provisions in the Seventh Schedule: Article 63, 64, 65, 66 and 86th Amendment- Education of disadvantaged groups: Women, SC, ST and Differently Abled- Issues in equality of Educational opportunity.

UNIT - IV: Emerging Trends in Education**[10 hrs]**

National Knowledge Commission 2007, Universalisation of Elementary Education, SarvaSiksha Abiyan , Rashtriya Madhiyamik SikshaAbiyan , Rashtriya Uchcharat SikshaAbiyan , Rights to Education Act 2009, Impact of Liberalisation, Privatization and Globalisation on Education.

UNIT - V: Policy Initiatives by Central and State Government**[10 hrs]**

National Mission on Education through ICT program: SWAYAM, MOOCs, Moodle Course Management, e-PG Pathshala and E-yantra – Rashtriya Avishkar Abhiyan - National Convention on Digital Initiatives for Higher Education -NIRF- TeachR - GIAN- Policy initiatives by Central and State Government: Betibachao, Betipaadao, Swachbharath and Swachvidhyalaya and UDISE.

Practical Oriented Assignment

- Identify and reflect the qualities of an “educated person”. Prepare a report on your expectation of an educated individual.
- Critically review a related book written by a prominent educationist in India.

References:

- Ashok Kumar. (2004). *Current Trends in Indian Education*. New Delhi: S.B.Nangiaashish Publishing House.
- Biranchi Narayan Dash, (2004). *Teacher and Education in the Emerging Indian Society*. New Delhi: Neelkamal Pulication Pvt. Ltd.
- Chaube,S.P. (2000). *Problems of Indian Education*. Agra: Vinod Pustak Mandir Publisher.
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- Gopal Sankaranarayanan. (2018). *The Constitution of India*. Cochin: Eastern Book Company.
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- Kaushik Vijaya Kumari, S. S. (2004). *Education Theory and Practice*. New Delhi: Anmol Publication.
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- Nath, P. (1970). *The Bases of Education*. New Delhi: S. Chand Company.
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- Rao.V.A. (2005).*History of Education*. New Delhi: APH Publications.
- Sunanda Ghosh, (2009). *Education in Emerging Indian Society*. New Delhi: PHS Learning Pvt. Ltd.
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- Yogendra., & Sharma .K. (2007). *History and problems of Education*. Volume 2. New Delhi: Kanishka Publishers.

LANGUAGE ACROSS CURRICULUM
SEMESTER – I

B191PLAC

Marks: 50

Objectives**At the end of the course the student teacher will be able to;**

- i) develop knowledge about Language across Curriculum,
- ii) understand the role of language in classroom interactions and learning,
- iii) develop linguistic competence in understanding the language of curricula of different disciplines.
- iv) engage in discourses based on oral and written classroom interactions,
- v) understand the skills and sub-skills in language skills,

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

Meaning, Need, Scope and Significance of Language Across Curriculum - Nature of Multilingualism in the classrooms - Home language Vs School language - The power dynamics of the Standard language - Linguistic hazards - Theories of Language: Language Deficit Theory (Eller,1989) and Language Discontinuity Theory.

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

Need for acquisition of first language and second language in teaching school subjects - Position of English as a second language in India - Learning language and learning through language - Linguistic System: Phonology, Morphology, Lexis, Grammar, Syntax and Discourse - Acquisition of Language Skills: Listening, Speaking, Reading and Writing - Sub skills of Listening and Speaking, Reading and Writing - Tasks to develop LSRW Skills - Methods of Transaction: Direct Method, Grammar Translation Method and Bilingual Method- Relationship between Language Mastery and Subject Mastery.

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

Methods for Curricular Transaction: Discussions, Seminars, Debates and Questioning - Nature of Expository texts Vs Narrative texts - Transactional Vs Reflexive texts - Note making - Note taking - Summarizing.

Tasks and Assignment

- Prepare any writing task across the curriculum such as describing an experiment, writing analysis of a mathematical problem, describing about plants and their functions, geographical phenomena, educational content, etc., to understand their concept clarity.
- Prepare questions that develop critical thinking and problem solving leading to discussion.

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.
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UNDERSTANDING DISCIPLINES AND SUBJECTS
SEMESTER – I

B191PUDS

Marks: 50

Objectives**At the end of the course the student teacher will be able to;**

- i) appreciate the role of different school subjects and academic disciplines,
- ii) identify the terminology and notions associated with child centered education,
- iii) acquire knowledge about the scope of work related subjects,
- iv) 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 and 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]

School Subjects: Meaning and Nature - 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.

Task and 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*. New York: Routledge.
- Goodson, I. F., & Marsh, C. J. (2005). *Studying School Subjects: A guide*. New York: Routledge.
- Prasad, Janardan., & Kaushik, Kumari, Vijay. (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*. New York: Routledge.

தமிழ் கற்பித்தல்

B191PPTL I

பருவம்-1

மதிப்பெண்கள்: 100

நோக்கங்கள்

மாணவஆசிரியர்கள் இப்பாடத்தின் இறுதியில் ;

- i. செம்மொழித் தகுதிகளை விவரிப்பதோடு,
- ii. தாய்மொழிகற்பித்தலின் நோக்கங்களை அறிவர்,
- iii. நால்வகை அடிப்படை மொழித்திறன்களையும் அவற்றை வளர்ப்பதற்கான வழி வகைகளையும் அறிந்துசெயல்படுத்துவர்,
- iv. தமிழ் பயிற்றும் முறைகளையறிந்துபயிற்றுவர்,
- v. மொழியாசிரியருக்குரிய பண்புநலன்களை உணர்ந்துநடப்பர்.

அலகு I: செம்மொழித் தமிழ் இலக்கியங்கள் அறிமுகம்

(10 மணிநேரம்)

செம்மொழி : வரையறையும், தகுதிகளும் - செம்மொழித் தமிழ் - அறிமுகஅளவில் செம்மொழி இலக்கியங்கள்: பதினெண் மேல் கணக்கு நூல்கள், பதினெண் கீழ்க்கணக்கு நூல்கள், தொல்காப்பியம், இரட்டைகாப்பியங்கள், முத்தொள்ளாயிரம், இறையனார் அகப்பொருள்.

அலகு II: தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள்

(8 மணிநேரம்)

அடிப்படை மொழித் திறன்களை வளர்த்தல்-இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல்- படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகளை எடுத்தியம்புதல் - கற்பனைத்திறன் வளர்த்தல் - மக்கட்பண்பாட்டை அறிதல் - ஒழுக்க உயர்வை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - இறையணர்வை ஊட்டல் - சமூக பண்பாட்டு மரபினை அறிதல் - பல்துறை அறிவினைப் பெறுதல் - விழுமங்களை வளர்த்தல்.

அலகு III: அடிப்படைமொழித் திறன்கள்

(12 மணிநேரம்)

அ. கேட்டல் திறன் - கேட்டலின் நோக்கங்கள் - கேட்டலின் வழிக்கற்றல்-கேட்டல் பழக்கத்தினை வளர்த்தல்

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

கேட்டல் திறனை வளர்க்கும் போது ஆசிரியர் நினைவில் கொள்ள வேண்டியவை.

இ. பேசுதல் திறன் - வாய்மொழிப் பயிற்சியின் நோக்கங்கள், பயன்கள் - முறைகள் - திருந்தியபேச்சின் 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 - நல்லகையெழுத்தின் இயல்புகள் - எழுத்துப் பயிற்சிமுறைகள் - எழுதுதலில் ஏற்படும் பிழைக்குரிய காரணங்களை அறிதல்- அப்பிழைகளைக் களையும் வழிமுறைகள்.

அலகு IV: பயிற்றுமுறைகள்

(12 மணிநேரம்)

பண்டையோர் கண்டபயிற்றுமுறைகள் : விரிவுரைமுறை, விதிவிளக்குமுறை, நெட்டுருமுறை - தற்கால முறைகள்: விதிவருமுறை, நடிப்புமுறை, செயல்திட்டமுறை, கலந்துரையாடல் முறை, குழுக்கற்பித்தல் முறை, ஒப்படைப்புமுறை, மேற்பார்வைபடிப்புமுறை, திட்டமிட்டுக் கற்பித்தல், கூட்டுறவுக் கற்றல், இணைந்து கற்றல், மாற்றுமுறை கற்றல் - இம்முறைகளின் நிறை, குறைகள்.

அலகு V: தமிழாசிரியர்

(8 மணிநேரம்)

கல்வித் தகுதி - பண்புநலன் - மொழிப் பற்று - இலக்கியப் புலமை - பேசும் திறன் - எழுதும் திறன் - உடனூல் வல்லுநர் - கலையார்வம் மிக்கவர் - நகைச்சுவை நாட்டம் - நல்லொழுக்கம் - முன்மாதிரி - நடுவுநிலைமை - உலகப் பொதுஅறிவு - உலகத்தோடு ஒட்டஒழுகல் - நற்குடிமக்களை உருவாக்கும்

பொறுப்பு - தெரிந்ததிலிருந்து தெரியாதது, எளிமையிலிருந்து கடினம், சிறப்பிலிருந்து பொது, முழுமையிலிருந்து பகுதி, பகுப்பிலிருந்து தொகுப்பு போன்ற பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - நன்னூலார் கூறும் நல்லாசிரியார் இலக்கணம் மற்றும் ஆசிரியராகாதோர் பணிமேம்பாடு: பணியிடைப்பயிற்சி, புத்தாக்கப் பயிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.

பணியும் ஒப்படைப்பும்

தமிழ் நாளிதழ்களிலுள்ளபிழைகளைக் கண்டறிந்து அவற்றைத் திருத்தியமைத்து ஆதாரங்களுடன் ஒப்படைக்க

பார்வை நூல்கள்

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- ஆறுமுகநாவலர் (1968).*நன்னூல் காண்டிகையுரை*, சென்னை: ஆறுமுகநாவலர் அச்சகம்.
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- கலைச் செல்வி. வெ., (2012). *கல்வியியல் சிறப்புத் தமிழ்.நாமக்கல்* : சஞ்சீவ வெளியீடு.
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- தமிழண்ணல் (2008). *இலக்கியதமிழ் வரலாறு*: மதுரை: மீனாட்சி பதிப்பகம்,
- பரந்தாமன்.அ.கி., (2012). *நல்லதமிழ் எழுதவேண்டுமா?*சென்னை: எம்.கே. கிராபிக்ஸ்
- பரமசிவம்.சொ., (2008). *நற்றமிழ் இலக்கணம்*. சென்னை: பட்டுப்பதிப்பகம்.
- பேராசிரியர் கணபதி. வி.இ (2007). *நற்றமிழ் கற்பிக்கும் முறைகள்*. சென்னை: சாந்தாபப்ளிசர்!.
- பேராசிரியர் கணபதி வி., (2004). *தமிழ் இலக்கண இலக்கியஅறிமுகம்*. சென்னை: சாந்தாபப்ளிசர்ஸ்.
- மாடசாமி.ச., (2015). *போயிட்டுவாங்கசார்*. சென்னை: புகல்ஸ் .:பார்சில்ரன்.
- மாடசாமி.ச., (2016). *எனக்குரிய இடம் எங்கே*. சென்னை: சூரியன் பதிப்பகம்.
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- வீரப்பன்.பா, (2006). *உயர்நிலைதமிழ் கற்பித்தலில் புதியஅணுகுமுறைகள்*.சென்னை: ஜோதிபிரியாபதிப்பகம்.
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பாட நூல்கள்

6, 7, 8, 9,10 -ஆம் வகுப்புத் தமிழ்ப் பாட நூல்கள்.(2019)சென்னை:பள்ளிக்கல்வித்துறை.

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- www.tamilvu.org,
- www.tamilsurangam.in
- www.uq.edu.au/teach/what-is-fc
- <http://Clt.curtin.edu.au>
- <https://www2.ed.gov/pubs/OR/ConsumerGuides/cooplear.html>

PEDAGOGY OF ENGLISH PART I
SEMESTER – I

B191PPEL I

Objectives**Marks: 100**

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

- i) understand the status of English in India,
- ii) learn the aims and objectives of teaching of English,
- iii) acquire knowledge on sound system, pronunciation and fluency of speech,
- iv) understand the various approaches, methods and strategies of teaching English,
- v) 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 learning and 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: English Pronunciation and Fluency [10 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 – Verbs: Strong and Weak Form - Rhythm and Intonation - Phonetic Transcription - Dialogues - Sounds Difficult for Vernacular Learners: Reasons, Remedial Measures – Fluency: Using the Prescribed Text Books, Audio Visual Aids, Language Games, Debates, Interview, Extempore Speeches, Lectures, Role Play and Dramatization.

Unit – IV: Methods and Approaches of Teaching English [10 hrs]

Methods and Approaches: Aims, Principles, Features, Procedure, Merits and Demerits - Grammar Translation Method - The Direct Method - Bilingual Method - The Textbook Method - The Audio-Lingual Method – Approaches: Communicative Approach, Structural Approach, Situational Approach / Oral Approach, Eclectic Approach – John Dewey – Bruner - J. Piaget - L. Vygotsky – Noam Chomsky – David Krashen - Recent Trends in Education: Interactive Approach, Suggestopaedia, Total Physical Response, The Silent Way and The Natural Approach.

Unit – V Strategies of Teaching English [10 hrs]

Collaborative Learning - Co-operative Learning - Supervised Study - Mind Mapping - Team Teaching - Mastery Learning - and Facilitating Learners for Self Study.

Tasks and Assignments

- Prepare a chart file on Phonetics.
- Fluency exercises: work in groups and present dialogue, skit, conversation and submit a report.

References:

- Richards, Jack, C., & Theodore, S. Rodgers. (1981). *Approaches and Methods in Language Teaching*. Delhi: Cambridge University Press.
- 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 I
SEMESTER – I

B191PPMT I

Marks: 100

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

- i) appreciate the contributions made by eminent Mathematicians,
- ii) develop skill in framing General Instructional Objectives and Specific Learning Outcomes,
- iii) gain knowledge about the Tamilnadu high school Mathematics syllabus,
- iv) compare and develop competence in various approaches and strategies of teaching and learning of Mathematics,
- v) acquire knowledge about the various methods of instruction and teaching methods to cater the students.

Unit - I: Historical Background and Instructional Aims and Objectives of Teaching 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.

Aims of teaching Mathematics – Objectives 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 and 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 - II: Knowledge of School Subject [10 hrs]

Content of Tamilnadu State Board syllabus for classes vi, vii and viii - Number System: Simplifications of Expressions involving three brackets, Laws of Exponents with integral powers, Squares, Square roots, Cubes and Cube roots - Algebra: Multiplication of Algebraic Expressions, Identities, Factorization of Algebraic Expressions and Solving Linear Equations - Life Mathematics: Application of Percentage, Profit and Loss, Compound Interest, Fixed Deposits and Recurring Deposits, Compound Variation and Time and Work – Geometry: Symmetry, Angles, properties of Triangles and Congruence of Triangles – Measurement: Semi Circles, Quadrants and Combined Figures.

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: Supervised Study, Mastery learning, collaborative learning and co-operative learning.

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, principles and advantages - Types of programming: Linear, Branching and Mathematics - Computer Assisted Instruction (CAI): Meaning, Modes of CAI, Benefits of CAI, Teacher's role in CAI – Instructional Module: Essential features, Components and Developing a Module.

Tasks and Assignment

- Analysis of the new revised Mathematics Syllabus of high School. (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:

- James, Anice. (2010). *Methods of teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd.
- James, Anice., & Jeyanthi, Alwan. (2011). *Skills and Strategies of Teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd
- James, Anice. (2005). *Teaching of Mathematics.*: Hyderabad: Neelkamal Publications Pvt. Ltd.
- Singh, Avninder, Preeth. (2004). *Teaching of Mathematics*: Ludhiana: Tandon Publications
- Kulshrestha, A.K. (2013). *Teaching of Mathematics*. Meerut: Lall Book Depot
- Sidhu, Singh, Kulbir. (2005). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (2004). *Teaching of Mathematics*. Ludhiana: Tandon Publications.

PEDAGOGY OF PHYSICAL SCIENCE PART I
SEMESTER – I

B191PPPS

Marks: 100

Objectives

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

- i) develop skill in framing General Instructional Objectives and Specific Instructional Objectives,
- ii) acquaint with knowledge of school content,
- iii) appreciate various approaches and strategies of teaching and learning Physical Science,
- iv) select suitable methods and techniques of teaching Physical Science for the classroom situation,
- v) prepare programmed instructional material using the theoretical basis.

Unit - I: Nature and Scope of Physical Science **[10 hrs]**

Nature of Science - Aims of Teaching Physical Science - Meaning of Objectives - Differences Between Aims and Objectives - Bloom's Taxonomy of Objectives - Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) - Recent Discoveries and Inventions in the Field of Physics and Chemistry.

Unit - II: Knowledge of School Content - I **[10 hrs]**

Significant Concepts in Physics from High School Syllabus: Work, Power and Energy, Light, Heat, Electricity - Significant Concepts in Chemistry from High School Syllabus: Matter, Atomic Structure, Acids, Bases and Salts, Chemistry in Everyday Life.

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

Approaches: Scientific Approach, Constructivist Approach, Inductive and Deductive Approach - Strategies: Concept Mapping, Collaborative and Co-operative Learning, Experiential Learning, Supervised Study, Self Learning and Flipped Learning.

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 Cum Demonstration Method, Laboratory Method, Heuristic Method, Project Method, Historic Method and Biographic Method.

Unit - V: Individualised Instruction **[10 hrs]**

Individualised Instruction: Meaning and Characteristics - Programmed Instruction: Definition, Theoretical Bases, Principles, Advantages - Types of Programming - Linear, Branched, Mathetics - Teaching Machines - Computer Assisted Instruction: Meaning, Modes of CAI, Benefits of CAI - Instructional Modules: Essential Features, Components of Module, Developing a Module.

Task and Assignments

- Write General and Specific Instructional Objectives for any two content areas.
- Prepare a programmed instructional material for any content using linear style.
- Prepare an action plan for any one method and demonstrate.

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.
- Yadav, M.S. (2004). *Modern Teaching of Chemistry*. New Delhi: Anmol Publications Pvt. Ltd.

Websites

- www.textbooksonline.tn.nic.in
- www.celt.iastate.edu
- www.scribd.com

PEDAGOGY OF BIOLOGICAL SCIENCE PART I
SEMESTER – I

B191PPBS I

Marks: 100

Objectives

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

- i) understand the discoveries and inventions made by eminent scientists,
- ii) to familiarize interdisciplinary approach in teaching biology,
- iii) to familiarize with the aims and objectives of teaching bio-Science,
- iv) acquaint with knowledge of school content,
- v) to explore the approaches and strategies of teaching bio-science,
- vi) to familiarize with the effective methods and techniques in the classroom,
- vii) to analyze the various approaches in individualized instruction.

Unit - I: Nature and Scope of Biological Science (10 hrs)

Nature of Science: Meaning and Concept- Importance of Biological Science- Interdisciplinary Approach in Teaching Biology- Aims of Teaching Biological Science- Meaning of Objectives- Differences between Aims and Objectives-Bloom's Taxonomy - Anderson's Revised Taxonomy -Sources of Objectives-Interdependence of Objectives-Learning Experiences and Evaluation- General Instructional Objectives and Specific Instructional Objectives-Recent Discoveries in Biological Science.

Unit - II: Knowledge and School Content – I (10 hrs)

Content from VIII, IX, X Classes: Living World of Plants: Plant Physiology-Living World of Animals: Diversity in living Organism-Health and Hygiene: Food for Living- Cell Biology: Plant cell, Animal Cell and Cell Organelles -Conservation of Plants and Animals.

Unit - III: Approaches and Strategies in Teaching and Learning Biological Science (10 hrs)

Approaches: Scientific Approach, Constructivist Approach, Inductive and Deductive Approach -Strategies: Concept Mapping, Collaborative Learning, Co-operative learning, Experiential learning, Supervised Study, Self Learning and Flipped Learning.

Unit - IV: Methods and Techniques of Teaching Biological Science (10 hrs)

Subject Matter- General Methods of Teaching : Lecture Method, Demonstration Method, Lecture cum Demonstration Method, Laboratory Method, Heuristic Method, Project Method - Criteria for Selection of a Method: Level of the Class, Size of the Class, Available Time and Historic Method and Biographic Method.

Unit - V: Individualized Instruction (10 hrs)

Individualized Instruction: Meaning, Characteristics and Approaches-Programmed Instruction: Definition, Theoretical Bases, Principles, and Advantages-Types of Programming: Linear, Branching, Mathetics-Teaching Machines-Computer Assisted Instruction: Meaning, Modes of CAI, Benefits of CAI– Learning Packages: Programmed Texts, Modules and Blocks-Instructional Modules: Essential Features, Components of Module and Developing a Module.

Task and Assignments

- Write General and Specific Instructional Objectives for any two content areas.
- Prepare a programmed Instructional Material for any content using Linear Style.

References:

- Alsop, S. & Hicks, K. (2003). *Teaching science*. New Delhi: Kogan page India Private Ltd.
- Aggarwal, D.D. (2001). *Modern Methods of Teaching Biology*. New Delhi: Sarup Teaching Series. Sarup& Sons.
- Aggarwal, D.D. (2008) .*Modern Methods of Teaching Biology*. New Delhi: Karanpaper backs Publication.
- Chikara, M.S.(1985). *Teaching of Biology*. Ludhiana: Prakash Brothers Publication.
- Dale, E. (1967). *Audiovisual Methods in Teaching*. (2nd ed.). New York: The Drygen Press, Inc. 117
- Das, R.C. (1985). *Science Teaching in Schools*. New Delhi: Sterling Publishers.
- Green, T. L. (1998). *The Teaching of Biology in Tropical Secondary Schools*. London: Oxford University press.
- Hemalatha,K. & Julius, A. (2010). *Teaching of Biology*. Hyderabad: Neelkamal Publications.
- Mangal, S.K. &Mangal,U. (2009). *Essentials of Educational Technology*, New Delhi: PHI Learning Pvt. Ltd.
- Radha Mohan (1995). *Innovative Science Teaching*. New Delhi :Prentice Hall of India
- Sharma, R. C. (1995). *Modern Science Teaching* .New Delhi: Dhanpati Rai and Sons.
- Venugopal, K. (2006). *Teaching of Biology*. Chennai: Ram Publications.

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- www.scribd.com

PEDAGOGY OF COMPUTER SCIENCE PART I
SEMESTER – I

B191PPCS

Marks: 100

Objectives

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

- i) develop skill in framing general instructional objectives and specific instructional objectives,
- ii) acquaint with the knowledge of school content,
- iii) appreciate various approaches and strategies of teaching and learning of computer science,
- iv) select suitable methods of teaching computer science for the classroom situation,
- v) prepare programmed instructional material using the theoretical basis.

Unit-I: Nature and Scope of Computer Science

[10 hrs]

Recent Developments in Computer Science - Aims of Teaching Computer Science - Meaning and Definition of Objectives - Differences between Aims and Objectives - Bloom's Taxonomy of Objectives, Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).

Unit-II: Knowledge of School Content-I

[10 hrs]

Fundamentals of Computer - Generations of Computer (First to Sixth Generation) - Operating System: Theoretical Concepts and Types - Working with Windows - Working with Linux.

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

[10 hrs]

Approaches: Scientific approach, Constructivist approach, Inductive and Deductive approach - Strategies: Concept Mapping, Collaborative and Co-operative Learning, Supervised Study, Self Learning and Flipped Learning.

Unit-IV: Methods of Teaching Computer Science

[10 hrs]

Criteria for Selection of a Method: Human Factor, Objectives of Teaching, Subject Area, Time and Material Factors - General Methods of Teaching: Lecture method, Demonstration method, Lecture cum Demonstration method, Laboratory method or Individual Practical Work method, Heuristic method, Project method, Historic method, Biographic method.

Unit-V: Individualised Instruction

[10 hrs]

Individualised Instruction: Meaning, Definition, Need and Characteristics - Programmed Instruction (PI): Definition, Characteristics, Principles, Advantages and Disadvantages - Types of Programming: Linear, Branched and Mathetic- Teaching Machines- Computer Assisted Instruction (CAI) - Meaning, Modes and Benefits - Modules: Instructional Modules, Essential Features, Components and Developing a Module.

Task and Assignments

- Write General and Specific Instructional Objectives for any two Content Areas.
- Prepare a Programmed Instructional material for any content using Linear Style.
- Prepare an Action Plan for any one method and demonstrate.

References:

- Byran. (1997). *Discover the Internet*. New Delhi: Comdex Computer Publishing.
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**PEDAGOGY OF HISTORY PART I
SEMESTER – I**

B191PPHS

Marks: 100

Objectives

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

- i) understand the nature and scope of History,
- ii) familiarize the Knowledge of History content,
- iii) learn the approaches and strategies of teaching History,
- iv) acquire the knowledge on general methods of teaching History,
- v) develop effective instructional skills and competency in teaching History.

Unit - I: Nature and Scope of History**[10 hrs]**

Meaning, Nature and Scope of History – Historical Development of History -Need and Significance of Teaching History - Aims and Objectives of Teaching History: Meaning and Definition of Objectives, Need for stating Objectives, Differences between Aims and Objectives-Bloom’s Taxonomy of Objectives- Significance of Action Verbs- Sources of Objectives- Interdependence of Objectives, Learning Experiences and Evaluation- General Instructional Objectives and Specific Instructional Objectives.

Unit - II: II knowledge of School Content - I**[10 hrs]**

The South Indian Kingdoms - Vijayanagar and Bahmani kingdom – Bhakti and Sufi movements- The great revolt of 1857 – The Nayak rule in Tamil Country – World between the two world wars – United Nations Organization- Freedom movement in India.

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 and Team Teaching.

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

Criteria for Selection of 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, Types and Advantages- Teaching Machines- Development of the Programmed Instructional Material in History - Computer Assisted Instruction – Meaning, Modes and Benefits- Teacher’s Role in CAI - Learning Packages- Modules.

Tasks and Assignment

- Write GIO and SIO for any two content areas in History.
- Prepare 25 frames in linear programming for any topic from Social Science text book.

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**PEDAGOGY OF GEOGRAPHY PART I
SEMESTER – I**

B191PPGE

Marks: 100

Objectives

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

- i) understand the nature and scope of Geography.
- ii) familiarize the Knowledge of Geography content.
- iii) learn the approaches and strategies of teaching Geography.
- iv) acquire the knowledge on general methods of teaching Geography.
- v) develop effective instructional skills and competency in teaching Geography.

Unit - I: Nature and Scope of Geography [10 hrs]

Meaning, Nature and Scope of Geography – Historical Development of Geography -Need and Significance of Teaching Geography - Aims and Objectives of Teaching Geography: Meaning and Definition of Objectives, Need for stating Objectives, Differences between Aims and Objectives-Bloom’s Taxonomy of Objectives- Significance of Action Verbs- Sources of Objectives- Interdependence of Objectives, Learning Experiences and Evaluation- General Instructional Objectives and Specific Instructional Objectives.

Unit - II: Knowledge of Geography content – I [10 hrs]

Earth- Resources- Disaster and Disaster Management- Agriculture and Industry – Geographical Information systems.

UNIT - III: Approaches and Strategies in Teaching and Learning Geography [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 and Team Teaching.

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

Criteria for Selection of Method- General Methods of Teaching Geography: Laboratory 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 Geography.

Unit - V: Individualization of Instruction [10 hrs]

Individualized instruction : Meaning and Characteristics- Programmed instruction: Definition, Characteristics, Principles, Types and Advantages- Teaching Machines- Development of the Programmed Instructional Material in History - Computer Assisted Instruction – Meaning, Modes and Benefits- Teacher’s Role in CAI - Learning Packages- Instructional Modules.

Tasks and Assignment

- Write GIO and SIO for any two content areas in Geography.
- Prepare 25 frames in linear programming for any topic from Social Science text book.

References:

- Aggarwal, J.C. (2003). *Teaching of Social studies: A practical Approach*, Mumbai: Vikas Publishing House.
- Arora, M.L. (1979). *Teaching of Geography*. Ludhiana: Prakash Brothers.
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PEDAGOGY OF ECONOMICS PART I
SEMESTER – I

B191PPEE

Marks: 100

Objectives

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

- i) understand the nature and scope of economics,
- ii) acquaint with knowledge of school content,
- iii) appreciate various approaches and strategies of teaching and learning of Economics,
- iv) select suitable methods of teaching Economics for the classroom situation,
- v) prepare programmed instructional material using the theoretical basis.

Unit - I: Nature and Scope of Economics

[10 hrs]

Economics : Meaning, Nature and Scope -Need and Significance of Teaching Economics - Aims and Objectives of Teaching Economics-Meaning and definition of Objectives- Need for stating objectives- Differences between aims and objectives- Bloom's Taxonomy of objectives-Anderson revised Taxonomy- Significance of Action Verbs- Sources of objectives- Interdependence of objectives, learning experiences and evaluation- General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).

Unit – II knowledge of School Content - I

[10 hrs]

Micro and Macro Economic Concept-Demand Analysis-Production Analysis-Market Structure and Pricing-Modern Utility Analysis-Indian Economy-Rural Development-Infrastructure-Human Development Indicators-Statistical Methods in Economics-Mathematical Methods in Economics.

Unit - III: Approaches and Strategies in Teaching and Learning Economics

[10 hrs]

Approaches and Strategies: Meaning and Differences- Approaches: Scientific Approach- Constructivist Approach- inductive and deductive approach. Strategies: Concept Mapping- Collaborative Learning- Co-operative Learning- Mastery Learning- Supervised Study- Flipped Learning- Review Learning- Facilitating learners for Self-learning.

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 Method, Problem Solving Method, Case Study Method, Demonstration method, Team teaching, Heuristic method, Project method, Survey Method, Market Study.

Unit - V: Individualised Instruction

[10 hrs]

Individualised instruction: Meaning and Characteristics-Programmed instruction : Definition, Concept, Principles, Advantages and Disadvantages-Types of programming: Linear, Branching, Mathematics - Teaching machines - Computer Assisted Instruction (CAI): Meaning, Modes of CAI, Benefits of CAI, Teacher's role in CAI – Instructional Modules: Essential Features, Components of Module , Developing a Module.

Practical Oriented Assignment

- Write GIO and SIO for any two content areas in Economics.
- Prepare an action plan and demonstrate for any one method of your choice.
- Prepare 25 frames in linear programming for any topic from higher secondary school syllabus.

References:

- Aggarwal, J. C. (2005). *Teaching of Economics*. Agra: Vinod Pustak Mandir.
- Karthick, G. S. (2004). *Teaching of Economics*. New Delhi: Discovery publication house.
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PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART I
SEMESTER – I

B191PPCA I

Marks: 100**Objectives****At the end of the course the student teacher will be able to;**

- i) understand the nature and scope of Commerce and Accountancy,
- ii) acquaint with knowledge of school content,
- iii) appreciate various approaches and strategies of teaching and learning of Commerce and Accountancy,
- iv) select suitable methods of teaching Commerce and Accountancy for the classroom situation,
- v) prepare programmed instructional material using the theoretical basis.

Unit - I: Nature and Scope of Commerce and Accountancy [10 hrs]

Meaning, nature and scope of Commerce and Accountancy-Need and significance of teaching Commerce and Accountancy - Aims and objectives of teaching Commerce and Accountancy-- Meaning and definition of objectives; Need for stating objectives; Differences between aims and objectives; Bloom's Taxonomy of objectives ;Anderson revised Taxonomy; significance of action verbs; Sources of objectives; Interdependence of objectives, learning experiences and evaluation; General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).

Unit-II: Knowledge of School Content - I [10 hrs]

Commerce: meaning, definition –Fundamental of business-forms of Business organization-Service business- social responsibilities and Ethics of Business- Business Finance -Trade-International Business- Indian Contract Act. Accountancy: Meaning, definition-Conceptual Framework of Accounting-Books of Prime Entry-Trial Balance-Subsidiary Books-Bank Reconciliation Statement-Rectification of Errors-Capital and Revenue Transaction-Depreciating Accounting -Final Accounts-Computerised Accounting.

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

Approaches and Strategies-Meaning and differences; Approaches - scientific approach, constructivist approach, inductive and deductive approach. Strategies - concept mapping, collaborative learning, co-operative learning, mastery learning, supervised study, Flipped learning, Blended learning, review learning, facilitating learners for self-learning.

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; Programmed instruction – Definition , theoretical bases, principles, advantages; Types of programming – Linear, Branching, Mathetics; Teaching machines; Computer Assisted Instruction (CAI) – Meaning,

Modes of CAI, Benefits of CAI, Teacher's role in CAI – Instructional Modules-Essential Features, Components of Module, Developing a Module.

Practical Oriented Assignment

- Write GIO and SIO for any two content areas in Commerce and Accountancy.
- Prepare an action plan and demonstrate for any one method of your choice.
- Prepare 25 frames in linear programming for any topic from higher secondary school syllabus.

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.
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- <https://ctl.boisestate.edu/idea/teaching-with-tech/primer/using-a-modular-approach-to-course-design/>

YOGA, HEALTH AND PHYSICAL EDUCATION
Semester - I
Practical Course

B191EYHP

Internal Marks: 50

Objectives:

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

- i) understand the concept and importance of Physical Education,
- ii) describe the causes symptoms and prevention of lifestyle diseases,
- iii) understand the benefits of Yoga and health.

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**

B192CKAC

Marks: 100

Objectives:

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

- i) understand the meaning of Education according to the Philosophers.
- ii) enumerate the relative roles of Knowledge Organisation in schools.
- iii) understand the integration between Knowledge and Curriculum.
- iv) identify the types of Curriculum.
- v) 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, Maria Montessori and Ivan Illich; Knowledge – Meaning and definition of knowledge ,Characteristics of knowledge, Forms of knowledge, Facets of Knowledge, Process of Knowledge construction.

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

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 Schools, Process for developing curriculum, syllabi and Text Books-Principles of formulating syllabus, The process of Curriculum Development in India.

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 and national priorities in 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, Student Centered and Value Oriented 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

- Prepare 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.
- Kenneth, A. L. (2006). *Teaching for deep Understanding-What every educator should know?* New Delhi: Corwin Press.
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- Rao, V. K. (2008). *Instructional technology*. New Delhi: APH Publishing Corporation.
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**LEARNING AND TEACHING
SEMESTER – II**

B192CLAT

Marks: 100

Objectives:

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

- i) gain knowledge about the concept of learning and its related theories,
- ii) understand in-depth concepts of intelligence, thinking, memory and imagination,
- iii) gain knowledge about relationship between teaching and learning,
- iv) appreciate the influence of motivation on human behavior,
- v) understand evolving roles of Teacher.

Unit - I: Approaches to Learning**[10 hrs]**

Introduction to Learning: Meaning, Nature, Characteristics and Importance of Learning- Behavioral: Pavlov Classical Conditioning, Skinner Operant Conditioning, Thorndike Trial and Error Learning and Albert Bandura Social Learning - Cognitive: Kohler Insight Learning, Miller Information Processing Theory of Learning-Constructivism: Concept, Planning and Development of Learning Experiences- Roger Experiential Learning.

Unit - II: Mental process of Learning**[10 hrs]**

Attention: Meaning, Nature, Characteristics and Types-Factors Influence Attention- Memory: Concepts, Process, Types and Strategies to Improve Memory -Forgetting: Nature, Causes and Theories of Forgetting- Thinking: Process, Concept and Types of Thinking: Concrete, Abstract, Critical, Reflective and Creative Thinking-Imagination: Meaning, Types and Education Implications.

Unit - III: Teaching - Learning Process and Action Research**[10 hrs]**

Teaching: Meaning, Concept, Nature and Characteristics- Relationship between Teaching and Learning-Gagne's Theory on Learning and Instruction- Action Research: Definition, Meaning, Steps and Process- Action Research in Education, Teaching Learning Process, and Classroom- Action Research to solve Behavioral Problem of Children.

Unit - IV: Factors Affecting Teaching and Learning**[10 hrs]**

Motivation : Concept, Types, Principles, Techniques of Motivation in Classroom Situation- Maslow's Theory of Self-Actualization- David Mclelland Achievement Motivation - Intelligence: Meaning, Nature and Theories of intelligence : Thorndike Multifactor Theory, Thurston Group Factor Theory, Guilford Structure of Intellect, Gardener Multiple Intelligence Theory- Emotional Intelligence - Classification of Intelligence Tests: Individual, Group-Intelligence Quotient- Uses and Limitation of Intelligence Test.

Unit - V: Teaching as a Profession**[10 hrs]**

Teaching Profession: Concept, Characteristics, and Principles, Need of Professional Ethics- Professional Obligation: towards Profession, Students, Parents, Society and Higher Authorities-Types of Maxims of Teaching -Evolving Roles of Teacher: Facilitator, Manager, Counselor, Practitioner and Researcher - Professional Competencies for Class room Management.

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**

B192CAFL

Marks: 100

Objectives

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

- i) recognize the purpose of evaluation and assessment,
- ii) classify assessment based on purpose, scope, attributes measured, nature and context,
- iii) understand the concept of continuous and comprehensive assessment,
- iv) construct and administer an achievement test,
- v) 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 and Prognostic - Based on Scope: Teacher Made, Standardized - Based on Attributes Measured: Achievement, Attitude: Thurstone and Likert, Aptitude – Based on Nature of Information Gathered: Quantitative, Qualitative - Based on Mode of Response: Oral and Written, Selected Response and Supply Response - Based on Nature of Interpretation: Norm-referenced, Criterion referenced.

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

Continuous and Comprehensive Evaluation (CCE): Concept, Nature and Functions - Process and Implementation Strategies - Continuous Evaluation and Comprehensive Evaluation - Scholastic Area - Co-Scholastic Area: Personal, Social, Emotional and Life Skills – Significance of Grading.

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

Achievement Test- Definition, Functions and Types - Types of Questions: Objective, Short Answers, Essay questions - Characteristics of a Good Test: Validity: Face, Content, Construct, Predictive and Factorial - Reliability: Test-retest, Parallel Form and 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 Method - 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

B192PPTL II

பருவம் - 2

மதிப்பெண்கள்: 100

நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்

- i. நுண்ணிலைக் கற்பித்தல் திறன்களை வகுப்பறையில் பயன்படுத்துவர்,
- ii. ஐவடிவத் தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் அறிந்துபயிற்றுவர்,
- iii. பாடங்கற்பிப்புத் திட்டத்திற்கான அணுகுமுறைகளைப் பின்பற்றுவர்,
- iv. துணைக்கருவிகளின் தேவையை உணர்ந்து கற்பித்தலின் போது பயன்படுத்துவர்,
- v. கற்பித்தல் வளமுலங்களை தமிழ் கற்பித்தலுக்குப் பயன்படுத்துவர்.

அலகு I: கற்பித்தல்திறன்கள்

(10 மணிநேரம்)

அ. நுண்ணிலைக் கற்பித்தல் - நுண்ணிலைக் கற்பித்தலுக்கான கொள்கைகளும் ,படிகளும் - திறன்கள்: தொடங்குதிறன், விளக்குந் திறன், கரும்பலகையில் எழுதும் திறன், பல்வகைத் தூண்டல் திறன், எடுத்துக்காட்டுகளுடன் விளக்குந் திறன்,கிளர் வினாத்திறன், வலுவூட்டும் திறன்,முடிக்குந் திறன் - நுண்ணிலைக் கற்பித்தல் சுழற்சி - குறுநிலைக் கற்பித்தல் (Mini Teaching)

ஆ. உற்றுநோக்கல் உற்றுநோக்கலின் பயன்கள்- உற்றுநோக்கலில் கவனிக்கத்தக்க கூறுகள்

அலகு II: ஐவடிவத் தமிழ்ப்பாடங்களைக்கற்பித்தலின் 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: கட்டுரை எழுதுதலின் நோக்கம் - கட்டுரை எழுதுவதன் வளர்ச்சி நிலைகள்-வகைகள் (கீழ் நிலை,மேல் நிலை, வகுப்புகளுக்குரியன) மொழிப்பயிற்சி- பிழைகளைத் திருத்துதல் - குறியீடுகளைப் பயன்படுத்தல் - மொழிப் பிழைகளை அகற்றும் வழிமுறைகள் -கடிதம்: எழுதுதலின் நோக்கம்- கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை

அலகு III: பாடங்கற்பிப்புத் திட்டம்

(10 மணிநேரம்)

பெஞ்சமின் புளுமின் கல்விசார் நோக்கங்களின் வகைப்பாடு: அறிவுசார் புலம், உணர்வு புலம், உள -இயக்கபுலம் - ஆன்டர்சனின் திருத்தப்பட்ட கல்விசார் நோக்கங்கள் - வருடாந்திரத்திட்டம் - அலகுத்திட்டம் - அலகுத்திட்டத்தின் படிநிலைகள்- பாடங்கற்பிப்புத் திட்டம் - பாடங்கற்பிப்புத் திட்டத்தின் பயனும் இன்றியமையாமையும் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும் போது மனத்திற் கொள்ளத்தக்கன - அதன் நிறை, குறைகள்-ஹெர்பார்டின் படிநிலைகள்- ஐவடிவத் தமிழ்ப்பாடங்களுக்கும் பாடங்கற்பிப்புத் திட்டம் எழுதுதல்

அலகு IV: மொழிக்கற்பித்தலில் துணைக்கருவிகள்

(8 மணிநேரம்)

கற்பித்தல் துணைக் கருவிகளின் பயனும் இன்றியமையாமையும். துணைக் கருவிகளின் வகைகள்: காட்சி துணைக் கருவிகள், கேள்வித் துணைக் கருவிகள், காட்சி - கேள்வித் துணைக் கருவிகள் - எட்கர்டேலின் அனுபவக்கூம்பு - தமிழ்மொழிக் கற்பித்தலுக்கான

துணைக் கருவிகள்: விளக்கப்படங்கள், வரைபடங்கள், சுழலட்டை, மின்னட்டை, மாதிரி உருவங்கள், செய்திப்பலகை, வானொலி, குறுந்தகடு தொலைக்காட்சி, கணினி, கைபேசி - மொழிப் பயிற்றாய்வுக் கூடம்.

அலகு V: கற்பித்தல் வளமுலங்கள்

(10 மணிநேரம்)

அ பாடநூல்கள்: பாடத்திட்டமும் பாடநூல்களும் - பாடநூல்களைத் தயாரிக்கும் போதுமனதில் 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. இணையவளங்கள்: மின்-நூல்கள், மின்-இதழ்கள், வலைத் தளங்கள், வலைப்பதிவுகள், செயலிகள்.

பணியும் ஒப்படைப்பும்

- இயற்கைபேரிடர் காலங்களில் தற்காத்துக் கொள்வதற்கான விழிப்புணர்வை ஏற்படுத்தும் வகையில் உயர்நிலைப் பள்ளி மாணவர்களுக்கு உரைநடைப் பாடம் தயாரிக்க. (நோக்கக் கூறுகள், பழகுசெயல்கள் உட்பட)

பார்வை நூல்கள்

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பாட நூல்கள்

6, 7, 8, 9, 10 -ஆம் வகுப்புத் தமிழ்ப் பாட நூல்கள். (2019) சென்னை: பள்ளிக் கல்வித்துறை.

வலைத்தளப்பார்வை

- www.textbookonline.tn.nic.in
- <https://teachernolla.weebly.com/deles-cone-of-experience.html>
- <http://vikaspedia.in/education/teacher-corner/bloom-s-taxonomy-of.learning-domains>
- www.cetl.iastate.edu/teaching/effetive-teaching-practices/revised-blooms-taxonomy.
- <https://thesecondprinciple.com/teaching-essentials/beyond-bloom-cognitive-taxonomy-revised>.
- [www.dundee.ac.uk/library/resources/types of resource](http://www.dundee.ac.uk/library/resources/types%20of%20resource).

PEDAGOGY OF ENGLISH PART – II
SEMESTER – II

B192PPEL II

Marks: 100

Objectives

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

- i) acquire knowledge on LSRW skills,
- ii) identify the resources of teaching English,
- iii) develop the grammatical skills,
- iv) plan and prepare lesson plans,
- v) develop the various skills of teaching English.

Unit: I Acquisition of Language Skills **[10 hrs]**

Teaching Communication skills: Nature, Sub-skills, Strategies of Teaching the Language Skills, Listening Skill, Speaking Skill, Reading Skill and Writing Skill.

Unit - II: Micro Teaching Skills **[10 hrs]**

Teaching Skills: Definition and Classification – Micro Teaching Skills: Definition, Principles, Micro Teaching Cycle and Uses, Introducing a lesson / Set Induction, Skill of Explanation, Probing Questioning, Reinforcement, Blackboard Writing, Stimulus Variation and Mini Teaching.

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

Year Plan: Definition, Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Definition, Functions, Advantages, Components and Steps - Format of Lesson Plan: Prose, Poem, Grammar, Letter Writing, Supplementary Reader and Link Lesson - Observation Lesson and Demonstration Lesson - Planning for Assignments and Home Work.

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

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

Unit - V: 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 – Question Tag - Sentence Analysis - Transformation of Sentences - Analysis and Classification of Grammatical Errors - Remedial English.

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).
- Prepare an Album of Collected Pictures for Learning English.

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PEDAGOGY OF MATHEMATICS PART – II
SEMESTER – II

B192PPMT

Marks: 100

Objectives:

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

- i) use the different microteaching skills,
- ii) realize the significance of various approaches to lesson planning in Mathematics teaching,
- iii) gain knowledge about the Tamilnadu high School Mathematics Syllabus,
- iv) understand the various learning resources in Mathematics,
- v) 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 and Microteaching cycle - Microteaching skills: Skill of introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus - variation, Chalk board writing, Reinforcement, Achieving closure – Mini Teaching.

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 lesson plan, Merits and Limitations of a lesson plan and Digital Lesson Plan - Various approaches to lesson planning: Herbartian approach, ALM (Tiger Method in Mathematics), Unit approach, RCEM approach, Bloom's Evaluation approach - Format of a typical lesson plan - Assignment in Mathematics – Developing Neatness, speed, and accuracy in Mathematics.

Unit - III: Knowledge of School Content**[10 hrs]**

Content of Tamilnadu State Board Syllabus for Classes ix and x – Set Language; Types of Sets, Operations, Cardinality and practical problems on set operations, De-morgan laws and Relations and Functions - Co-ordinate Geometry: Distance between any two points, Section Formula, Area of a triangle, Collinearity of three points and General Equation of Straight lines – Mensuration: Surface Area, Volume and Combination of Solids – Trigonometry: Trigonometric Ratios, Trigonometric Identities, Trigonometric Ratios for Complementary Angles and Heights and Distances.

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 and Mathematics Journals.

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 Assignment

- 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:

- James, Anice. (2010). *Methods of teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd.
- James, Anice., & Jeyanthi, Alwan. (2011). *Skills and Strategies of Teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd
- James, Anice. (2005). *Teaching of Mathematics.*: Hyderabad: Neelkamal Publications Pvt. Ltd.
- Singh, Avninder, Preeth. (2004). *Teaching of Mathematics*: Ludhiana: Tandon Publications
- Kulshrestha, A.K. (2013). *Teaching of Mathematics*. Meerut: Lall Book Depot
- Sidhu, Singh , Kulbir. (2005). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mangal, S.K. (2004). *Teaching of Mathematics*. Ludhiana: Tandon Publications.

PEDAGOGY OF PHYSICAL SCIENCE PART – II
SEMESTER II

B192PPPS

Marks: 100

Objectives

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

- i) acquaint with the knowledge of school content,
- ii) develop skills in the use of different teaching techniques,
- iii) realize the significance of planning lessons in successful Science teaching,
- iv) plan and prepare effective teaching learning materials,
- v) design and organise laboratory work.

Unit - I: Knowledge of School Content - II**[10 hrs]**

Significant Concepts in Physics from High School Syllabus: Measurements, Magnetism, Sounds, Fluids - Significant Concepts in Chemistry from High School Syllabus: Air, Water, Chemical Reactions, Periodic Classification of Elements, Applied Chemistry.

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

Teaching Skills: Definition and Classification – Microteaching: Definition, Characteristics, Phases and Need for Microteaching - Microteaching Cycle - Microteaching Skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement, Achieving Closure - Mini Teaching - Techniques and Skills Related to Classroom Observation.

Unit - III: 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 - Importance of Home Assignments.

Unit - IV: Learning Resources**[10 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids, Audio-Visual Aids, and Projected Aids - Multimedia Package - Improvised Apparatus: Characteristics and Values - Physical Science Textbook: Need for a Textbook, Qualities of a Good Textbook, Rating Scale to Evaluate Science Textbook - E – Resources: Websites, E - Journals, E - Books, Blogs, Apps.

Unit - V: Physical Science Laboratory**[10 hrs]**

Physical Science Laboratory: Need and Importance - Structure and Design of Physics and Chemistry Laboratory - Organisation of Laboratory Work - Preparation of Indent - Registers Maintained in the Laboratory: Permanent Stock Register, Breakable Stock Register, Consumable Stock Register, Order Register and 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.

- Perform Physics Experiments (Any Five) and Chemistry Experiments from School Syllabus and submit Record.
- Make any two improvised apparatus for teaching concepts in Physics and Chemistry.

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.
- Yadav, M.S. (2004). *Modern Teaching of Chemistry*. New Delhi: Anmol Publications Pvt. Ltd.

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- www.textbooksonline.tn.nic.in
- www.celt.iastate.edu
- www.scribd.com

PEDAGOGY OF BIOLOGICAL SCIENCE PART II
SEMESTER – II

B192PPBS

Marks: 100

Objectives

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

- i) acquaint with the knowledge of school content,
- ii) orient towards the use of different microteaching skills,
- iii) develop skills in the use of different teaching techniques,
- iv) analyse and evaluate Science text book,
- v) design and organise laboratory work.

UNIT - I: Knowledge and School Content – II**[10 hrs]**

Significant Botany and Zoology Topics from VIII, IX, X Classes - Environmental Biology: Resource Use - Conservation and Management of Plants and Animals- Economic Biology- Applied Biology: Breeding in Plants, Parts of Flowers-World of Microbes- Circulation and Transportation- Hormones and Reproduction in Plants and Animals.

Unit - II: 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 – Mini Teaching - Techniques and Skills Related to Classroom Observation.

Unit - III: 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- IV: Learning Resources**[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 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 Classroom and Interactive White Board-Biological Science Text Book : Need for a Text Book, Qualities of a Good Text Book, Rating Scale to Evaluate Science Text Book - 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 Accidents 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 Publication.
- Mangal, S. K. & Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Panneerselvam, 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.

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- <https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/>

PEDAGOGY OF COMPUTER SCIENCE PART – II
SEMESTER – II

B192PPCS

Marks: 100

Objectives

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

- i) acquaint with the knowledge of school content,
- ii) use the different microteaching skills,
- iii) realize the significance of planning lessons in successful science teaching,
- iv) plan and prepare effective teaching –learning materials,
- v) design and organise laboratory work.

Unit-I: Knowledge of School Content-II**[10 hrs]**

Multimedia: Concepts, Elements and its Applications - Web Designing using HTML- Networking: Types, Topology and Layers - Computer Ethics - Computer Virus - Ethical and Practical issues involved in Software Piracy.

Unit-II: 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, Stimulus Variation, Reinforcement, Questioning, Chalkboard Writing, Demonstration, Achieving Closure - Mini Teaching - Techniques and Skills related to Classroom Observation.

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

Year Plan: Definition, Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Definition, Principles, Salient Features of Good Lesson Plan - Various Approaches to Lesson Planning: Herbartian approach, Active Learning Method (ALM) - Format of a Typical Lesson Plan - Digital Lesson Plan - Assignments.

Unit-IV: Learning Resources**[10 hrs]**

Teaching Learning Materials (TLM): Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual aids, Audio aids, Audio-Visual aids and Projected aids - Multimedia Package - Computer Science Text Book: Need, Qualities, Rating Scale to Evaluate Computer Science Text Book - e-resources: Websites, e-journals, e-books, Blogs, Apps.

Unit-V: Computer Science Laboratory**[10 hrs]**

Computer Science laboratory: Need and Importance - Structure and Design of Laboratory - Organisation of Laboratory Work - Registers Maintained in the Laboratory: Permanent Stock Register, Login and 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.
- Perform Computer Lab Activities (any five) and submit report.
- Effective Use of Ms-Office by a Computer Science Teacher.

References:

- Byran. (1997). *Discover the Internet*. New Delhi: Comdex Computer Publishing.
- Brian, W. Kernighan., & Dennis, M. Ritchie. (1986). *The C-Programming Language*. New Delhi: Prentice Hall of India Pvt. Ltd.
- 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.
- Norton, Peter. (1998). *Introduction to Computers*. New Delhi: Tata Mc Grow Hill Publishing Co. Ltd.
- Rajasekar, S. (2005). *Methods of Teaching Computer Science*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Rajaraman, V. (1999). *Computer Programming in C*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Yadav, M. S. (2000). *Modern Methods of Science Teaching in Secondary School*. New Delhi: Anmol Publication Pvt. Ltd.

Websites

- www.apa.org
- www.scribd.com

PEDAGOGY OF HISTORY PART II
SEMESTER – II

B192PPHS

Objectives**Marks: 100****At the end of the course the student teacher will be able to;**

- i) acquaint with knowledge of school content,
- ii) use the different microteaching skills,
- iii) realize the significance of planning in successful History teaching,
- iv) provide familiarization with resources for History teaching,
- v) develop understanding about the concept of national integration and international understanding.

Unit-I: Knowledge of School Content**[10 hrs]**

The kingdoms of Deccan – Arab and Turkish Invasions – Sultanate of Delhi – The Great Mughals- Advent of the Europeans – Rule of the English East India Company.

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

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

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

Need and Importance of Planning- Levels of Planning: Year plan, Unit Plan and Lesson Plan – Meaning, Need and Salient Features of Good Lesson Plan - Various Approaches to Lesson Planning: Herbartian Approach and Active Learning Method - Format of a Typical Lesson Plan - Digital Lesson Plan - Assignments.

Unit - IV: Teaching Learning Material and Learning Resources**[10 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and ways of utilizing Community Resources - History Library and History Room - History Text Book: Need for a Text Book, Qualities of a good Text Book-Rating Scale to evaluate a good History Text Book - Net Based Resources.

Unit - V: Trends in History Education**[10 hrs]**

National Integration: Meaning, Need and Role of Education - History and National Integration - Techniques for promoting National Integration- International Understanding – Meaning and importance- Role of History teacher - Role of History - Techniques for promoting International Understanding- 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

- 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.(1992). *Teaching of History-A Practical Approach*. New Delhi: Vikas Publishing House.
- Birachi Narayan Doss. (2005). *Teaching of History*.Hydrabad: Neelkamal Publications Pvt. Ltd.
- 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 : Scorpio Publishers.
- Mangal,S.K., & Uma Mangal.(2008). *Teaching of Social studies*. New Delhi: PHI Learning Private Limited.
- Rajiv Ahir. (2009). *A Brief History of Modern India*. New Delhi: Spectrum Books (P) Ltd.
- Shaik Ali,B.,(1978). *History : Its Theory and Methods*. New Delhi: Macmillan India Pvt Ltd.
- Singh.Y.K., (2004). *Teaching of History*.New Delhi: A P H Publishing Corporation.
- Thirugnanasampandam,R. (2005). *Varalarukarpithalmuraikal*. Chennai: Shantha Publishers.
- NCERT Social Studies Text books for VI – XII standard.
- Sharma, R.N. (2008). *Techniques of Teaching History*. Jaipur: ABD Publications.
- Rai, B.C. (1991). *Method: Teaching of History*. Meerut New Agarwal Offset Printing.
- Mehta, D.D. *Teaching History & Civic*. Ludhiana: Tandon Publications.
- Kohli, A.S. (1996). *Teaching of Social Studies*. New Delhi: Ammal Publications Pvt. Ltd.
- திருஞானசம்பந்தம்.ஆர்.(2007). வரலாறு கற்பித்தல் முறைகள். சென்னை: சாரதா பதிப்பகம்.
- கண்ணம்மாள்.ஆர்.(2016). வரலாறு கற்பிக்கும் முறைகள். சென்னை: சாரதா பதிப்பகம்.

PEDAGOGY OF GEOGRAPHY PART – II
SEMESTER – II

B192PPGE

Marks: 100

Objectives

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

- i) acquaint with knowledge of school content,
- ii) use the different microteaching skills,
- iii) realize the significance of planning in successful Geography teaching,
- iv) provide familiarization with resources for Geography teaching,
- v) develop understanding about the concept of national integration and international understanding.

Unit-I: Knowledge of School Content **[10 hrs]**

An introduction to oceanography – Weather and Climate - Mining – Trade – Population- Environmental Issues.

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

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

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

Need and Importance of Planning- Levels of Planning: Year plan, Unit Plan and Lesson Plan – Meaning, Need and Salient Features of Good Lesson Plan - Various Approaches to Lesson Planning: Herbartian Approach and Active Learning Method - Format of a Typical Lesson Plan - Digital Lesson Plan - Assignments.

Unit - IV: Teaching Learning Material and Learning Resources **[10 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and ways of utilizing Community Resources - Geography Library and Geography Room - Geography Text Book: Need for a Text Book, Qualities of a good Text Book-Rating Scale to evaluate a good Geography Text Book - Net Based Resources.

Unit - V: Trends in Geography Education **[10 hrs]**

National Integration: Meaning, Need and Role of Education - Geography and National Integration - Techniques for promoting National Integration- International Understanding – Meaning and importance- Role of Geography teacher - Role of Geography - Techniques for promoting International Understanding- 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

- 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.
- Arora, M.L. (1979). *Teaching of Geography*. Ludhiana :Prakash Brothers.
- Garnett, Olive., (1967). *Fundamentals in School Geograph*. London: Harrap and company.
- 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.
- Noushad, P.P., & Musthafa, M.N. (2010). *Taxonomy Reframed: Educational Objectives for the 21st Century*, *Edutracks*, 9, 16-22.
- NCERT Social Studies Text books for VI – XII standard.
- Varma, O.P., & Vedanayagam, E.G., (1987). *Teaching of Geography*. New Delhi :Sterling Publishers Private Limited.

PEDAGOGY OF ECONOMICS PART – II
SEMESTER – II

B192PPEE

Marks: 100

Objectives:

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

- i) acquaint with knowledge of school content.
- ii) develop skills in the use of different teaching techniques.
- iii) realize the significance of planning in successful Economics teaching.
- iv) plan and prepare effective teaching –learning materials.
- v) develop understanding about the concept of current affairs and international understanding.

Unit-I: Knowledge of School Content - II**[10 hrs]**

Economic Growth and Economic Development-Population and Human Resource Development-Poverty and Unemployment-Theories of distribution-Theories of employment-International Trade-Monetary and Fiscal Policies-Tamilnadu Economy and Resource Management -Environment and Sustainable Development with Special reference in Tamilnadu- Statistical Techniques in Economics-Basic Econometrics.

Unit - II: 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 – Mini Teaching - Techniques and skills related to classroom observation.

Unit - III: 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 - IV: Teaching Learning Material and Learning Resources**[12 hrs]**

Teaching Learning Materials - Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material – Visual Aids, Audio Aids, audio-Visual Aids. Community Resources and Ways of Utilizing Community Resources - Economics Library-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**[8 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 in International Understanding.

Tasks Oriented Assignment

- Prepare a unit plan for any one unit in Economics of class XI/XII.
- Critically evaluate and compare NCERT and State Board Economics textbooks.
- 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.
- Misra, B. (2004). *Curriculum reform and educational development*. New Delhi: Muhit Publications.
- Muthuja, Babu., Usharani, R., & Mahajan, Ashwani. (2009). *Teaching of Economics-I*. New Delhi: Centrum Press.
- Prasad, J., & Kumar, K. V. (1997). *Advanced curriculum construction*. New Delhi: Kanishka Publishers and Distributors.
- Rao, Ranga, B., & Rao, Bhaskara, Digumarti. (2007). *Techniques of teaching Economics*. New Delhi: Sonali Publications.
- Rudramamba, B., Kumari, Lakshmi, V., & Rao, Bhaskara, D. (2004). *Methods of Teaching Economics*. New Delhi: Discovery publishing house.
- 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: Crescent Publishing Corporation.
- Yadav, A. (2002). *Teaching of Economics*. New Delhi: Anmol publications.

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PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART – II
SEMESTER – II

B192PPCA

Marks: 100

Objectives:

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

- i) acquaint with knowledge of school content.
- ii) develop skills in the use of different teaching techniques
- iii) realize the significance of planning in successful Commerce and Accountancy teaching.
- iv) plan and prepare effective teaching - learning materials.
- v) develop understanding about the concept of current affairs and international understanding.

Unit-II: Knowledge of School Content - II**[10 hrs]**

Basics of Management- Financial Market-Human Resource Management-Marketing-Consumer Protection-Business Environment-Sale of Good Act 1930 and Negotiable Instruments Act-Entrepreneurship Development-Company Law and Secretarial Practice. Accounts from Incomplete Records – Accounts of Non- Profit Organisations- Partnership Accounts-Company Accounts-Financial Statement Analysis-Computer Applications in Accounting.

Unit - II: 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 – Mini Teaching - Techniques and Skills related to Classroom Observation.

Unit - III: 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 - IV: Teaching Learning Material and Learning Resources**[12 hrs]**

Teaching Learning Materials - Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of Teaching Learning Material – Visual Aids, Audio Aids, Audio-Visual Aids. Community Resources and Ways of Utilizing Community Resources - Commerce and Accountancy library - Commerce and Accountancy Room - Need and Importance, Materials to be kept in a Commerce and Accountancy library- Commerce and Accountancy Room - Commerce Text Book - Need for a Text Book, Qualities of a Good Text Book, Rating scale to evaluate a good Economics text book - Analysis of Commerce and Accountancy syllabi of NCERT and State Board at secondary stage - Net Based Resources.

Unit - V: Trends in Commerce**[18 hrs]**

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

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

Tasks Oriented Assignment

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

Reference:

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DRAMA AND ART IN EDUCATION
SEMESTER – II
PRACTICAL COURSE

B192EDAE

Internal Marks: 50

Objectives:

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

- understand drama and art as a form of self expression for enhancing creativity.
- 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 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**[15 hrs]**

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 - Application of Visual Arts and Crafts in their respective disciplines.

Unit - II: Performing Arts: Theatre, Music, Dance and Puppetry**[10 hrs]**

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- Application of Performing Arts in their respective disciplines.

Unit - III: Appreciation of Drama and Art Forms**[5 hrs]**

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 related to your school subjects **(10 marks)**
2. Performing any two regional art forms of music/dance/drama **(10 marks)**
3. Preparation of one craft item and documenting its process **(10 marks)**
4. Write a report on a visit to a place of Dakshin Chitra/exhibition/cultural festival **(10 Marks)**
5. Prepare any two assignment incorporating Drama and Art in their respective disciplines **(10 Marks)**

READING AND REFLECTING ON TEXTS
SEMESTER – II
Practical Course

B192ERRT

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.

CURRICULUM FRAME WORK
B.Ed. – THIRD SEMESTER

**UNDERSTANDING ICT
SEMESTER – III
PRACTICAL COURSE**

B193ECUI

Internal Marks: 50

Objectives

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

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

Unit-I: Developing Basic Computing Skills

[20 Marks]

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 Marks]

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 Marks]

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 - III
PRACTICAL COURSE**

B193EUTS

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.)

CURRICULUM FRAME WORK

B.Ed. – FOURTH SEMESTER

GENDER, SCHOOL AND SOCIETY
SEMESTER – IV

B194CGSS

Marks: 100

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

- i) develop basic understanding of meaning , concept and perspectives of gender, feminist theories,
- ii) understand the influence of social institutions (family, caste, religion, region) on gender identity and gender bias,
- iii) examine sexual abuse, violence, influence of social network and the role of school responsibilities in school routines and classroom interaction,
- iv) critically analyze curriculum framework, gendered roles, textbooks ,teacher as a agent and life skills,
- v) 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]**

Gender: Meaning, Concept, Difference Between Gender and sex ,Gender Identity in developmental stages- 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 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 Verbalization 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

[10hrs]

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 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:

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- Beasley, Chris. (1999). *What is Feminism: An Introduction to Feminist Theory*. New Delhi: Sage Publication.
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**CREATING AN INCLUSIVE SCHOOL
SEMESTER - IV**

B194CCIS

Marks: 100

Objectives

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

- i) analyze the concepts of special education, integrated education and inclusive education,
- ii) gain awareness of the policies, schemes and facilities made available for the children with diverse needs,
- iii) identify and address the diverse needs of all learners, and utilize assistive technology for promoting inclusive practice,
- iv) acquaint with the curricular adaptations and strategies for inclusive environment,
- v) 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 and Principles of Curricular Adaptation - Educational Programmes for Special Children - Early Intervention - Environmental Modification - Classroom Intervention Strategies: Activity based learning, Peer tutoring, Cooperative and Collaborative learning - Individualized educational plan - Assistive technology: Role of assistive technology for Visually, Hearing, Speech, Learning and Orthopedically disabled students - Flexibility in Assessment and Evaluation in inclusive classroom.

UNIT - V: Role of Teacher in an Inclusive School

[10 hrs]

Counseling: Counseling to Parents, Peers, Children with Special needs - Maintenance of records and 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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- Biggie, J. & Sirvis, B. (1986). *Physical and Health Impairments*. In N.G. Having Exceptional Children and Youth. Columbia: OH Mernil.
- Chauhan, S.S. (1996). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future*. The Falmer Press.
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- Pankajam, G. (2009). *Care and Education of Differently Abled*. New Delhi: Concept Publishing Company.
- Sharma, R. A. (2013). *Fundamentals of Special Education (Integrated Teaching for Mainstreaming)*. Meerut: Vinay Rakheja.

தமிழ் கற்பித்தல் பகுதி - 3
பருவம் - 4

B194PPTL III

மதிப்பெண்கள்: 50

நோக்கங்கள்

மாணவஆசிரியர்கள் இப்பாடத்தின் இறுதியில் ;

- i. மொழித் தோற்றக் கொள்கைகளை விவரிப்பதோடு,
- ii. கலைத்திட்ட இணைசெயல்பாடுகளை நடத்தும் திறனைப்பெறுவர் ,
- iii. தமிழ் மொழியின் தனித்தன்மைகளைக் கண்டுபெருமிதம் கொள்ளுவர் ,
- iv. சிறந்ததகவல் தொடர்புதிறனையும்,
- v. வகுப்பறையமைலாண்மைசெய்யும் ஆற்றலையும் பெறுவர்.

அலகு I: மொழியின் தோற்றமும் வளர்ச்சியும்

(10 மணிநேரம்)

மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி-தமிழ் மொழிவரலாறு- கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - வரிவடிவவரலாறு - தமிழ் மொழியின் தனித் தன்மைகள்

அலகு II: கலைத்திட்டமும் கலைத்திட்ட இணைச் செயல்பாடுகளும் (10 மணிநேரம்)

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

கலைத்திட்ட இணைச் செயல்பாடுகளின் இன்றியமையாமை - இலக்கிய கழகங்களின் செயல்பாடுகள்: இசைப் போட்டி, பேச்சுப்போட்டி, கட்டுரைப்போட்டி, கவிதைப்போட்டி, நாடகப்போட்டி, நடனப்போட்டி, நாட்டுப்புறக் கலைகள், மரபுசார்ந்த விளையாட்டுக்கள், போன்றவற்றை நடத்துதல் - சொற்பொழிவு, பட்டிமன்றம், கவியரங்கு, கருத்தரங்கு போன்ற நிகழ்ச்சிகளை நடத்துதல் - கலைவழிபாடு - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் எழுதிச்சேகரித்தல் - கண்காட்சி அமைத்தல் - கல்விச் சுற்றுலா, களப்பயணம் மேற்கொள்ளுதல் - விழிப்புணர்வு முகாம்கள் நடத்துதல் - விழாக்கள் மற்றும் தேசியத் தலைவர்களின் பிறந்தநாட்கள் கொண்டாடுதல் - கைவினைப் பொருட்கள் தயாரித்தல்.

அலகு III: 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 கருத்தளாவுதல் பகுப்பாய்வு.

வகுப்பறைமேலாண்மை - கருத்து, கொள்கைகள், உத்திகள் - வகுப்பறைமேலாண்மையைப் பாதிக்கும் காரணிகள் - வகுப்பறையில் மாணவர் பங்கு-வகுப்பறையில் ஏற்படும் நடத்தைபிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு பரிசுத் தண்டனையும் - வகுப்பறையில் நேர மேலாண்மை.

பணியும் ஒப்படைப்பும்

- ஏதேனும் ஒருவரலாற்றுச் சிறப்புமிக்க இடத்தைத் தேர்ந்தெடுத்து அங்கு இரண்டு அல்லது மூன்று நாட்கள் கல்விச் சுற்றுலா செல்வதற்கு எவ்விதம் திட்டமிட்டு செயற்படுத்துவீர் என்பதற்கான அறிக்கையை வரவு-செலவுத் திட்டத்துடன் தயாரிக்க.

பார்வை நூல்கள்

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**PEDAGOGY OF ENGLISH PART – III
SEMESTER – IV**

B194PPEL III

Marks: 50

Objectives

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

- i) acquire knowledge of LSRW skills of English
- ii) acquire good pronunciation and fluency of speech
- iii) acquire a knowledge of language study for specific purpose
- iv) develop the professional Competencies of English Teachers

Unit - I: English Readers

[10 hrs]

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

Unit - II: English for Specific Purpose (ESP)

[10 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

- Draft an Essay on ESP / Qualities of English Teachers
- Prepare a dialogue/ skit and enact.

References:

- Balasubramanian, T. (1981). *A Textbook of English Phonetics for Indian Students*. Delhi: Macmillan India Limited.
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- Nataraj, Geetha. (1996). *English Language Teaching Approaches, Methods, Techniques*. Kolkatta: Orient Longman Private Ltd.
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- Tickoo, M. L. (2009). *Teaching and Learning English*. New Delhi: Orient Black Swan Private Ltd.

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

B194PPMT III

Marks: 50

Objectives

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

- i) understand the different approaches of curriculum construction.
- ii) obtain a clear understanding of values regarding the qualities of a Mathematics teacher,
- iii) Recognise the means to manage various classrooms,
- iv) acquire knowledge about the issues and difficulties in learning Mathematics,
- v) 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 - Principles of Curriculum Organisation - Approaches to Curriculum Organisation: Topical, Spiral, Logical and Psychological, Unitary and Integrated - Current Trends in Mathematics Curriculum: KUMON, ABACUS, WOLFRAM and UCMAS - Mathematics Teacher: Qualities and Characteristics , Personal Qualities , Professional Qualities and 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 Emerging issues in Mathematics Education - Research in policy making, Teaching and Student-Learning - Agencies of Research in Mathematics Education.

Tasks and Assignment

- 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:

- James, Anice. (2010). *Methods of teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd.

- James, Anice., & Jeyanthi, Alwan. (2011). *Skills and Strategies of Teaching Mathematics*. Hyderabad: Neelkamal Publishers Pvt. Ltd
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- Singh, Avninder, Preeth. (2004). *Teaching of Mathematics*: Ludhiana: Tandon Publications
- Kulshrestha, A.K. (2013). *Teaching of Mathematics*. Meerut: Lall Book Depot
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- Mangal, S.K. (2004). *Teaching of Mathematics*. Ludhiana: Tandon Publications.

PEDAGOGY OF PHYSICAL SCIENCE PART – III
SEMESTER - IV

B194PPPS

Marks: 50

Objectives

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

- i) understand the basics of curriculum construction in Physical Science,
- ii) understand the importance of classroom management and time management,
- iii) 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 and 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 - Classroom Management: Concept, Principles, Techniques, Factors influencing Classroom Management - Managing Behaviour Problems in Classroom: Preventive, Supportive and Corrective - Time Management - Suggestion to Effectively Utilize the Time Availability -Classroom Interaction Analysis: Meaning and Characteristics -Flander's Interaction Analysis (FIACS).

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 and Research.

Tasks and Assignments

- Event Management – Organise Science Quiz/Exhibition for Peer Group.
- Analyse the classroom interaction of one peer student using FIACS.

References:

- Arulsamy.S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Mangal, S.K. & Mangal, V. (2009). *Essentials of Educational Technology*. New Delhi: Prentice Hall of India Pvt. Ltd.
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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.

Websites:

- www.apa.org
- www.scribd.com

PEDAGOGY OF BIOLOGICAL SCIENCE PART – III
SEMESTER – IV

B194PPBS III

Marks - 50

Objectives

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

- i) understand the basics of curriculum construction in Bio Science,
- ii) acquaint with the approaches in curriculum organization,
- iii) plan and organise various co-curricular activities,
- iv) analyse the concept and principles of classroom communication,
- v) understand the importance of classroom management and time management,
- vi) 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 : Organizing 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 and Time Management - Classroom Climate : Autocratic, Democratic and Laissez Faire.

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 Proforma for Evaluation of Teaching Effectiveness.

Tasks and Assignments

- Event Management – Organise Science Quiz/Exhibition for Peer Group.
- Prepare a report on the recommendations of BSCS. (Biological Science Curriculum Study)

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.
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PEDAGOGY OF COMPUTER SCIENCE PART – III
SEMESTER - IV

B194PPCS

Marks: 50

Objectives

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

- i) understand the basics of curriculum construction, and acquaint with the approaches to curriculum organization,
- ii) plan and organise various co-curricular activities, and analyse the concept and process of classroom communication,
- iii) 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, Subject Centered, Activity Centered - Co-curricular Activities: Importance and Advantages - Guidelines for Conducting Co-curricular Activities - Field Trips - Computer Science Club: Organization, Activities and Values - Computer Science Exhibition: Objectives, Organization, Criteria for Evaluating Exhibits.

UNIT-II: Class Room Communication and Management [10 hrs]

Classroom Communication: Definition, Elements and 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 and Factors influencing Classroom Management - Managing Behavior Problems in Classroom: Preventative, Supportive and Corrective - Time Management - Suggestions to Effectively Utilize the Time Availability- Classroom

Interaction Analysis: Meaning and Characteristics - Flander's Interaction Analysis (FIACS).

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

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Good Computer 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.

Task and Assignments

- Analyse the Classroom Interaction of one peer student using FIACS.
- Event Management – Organize Quiz / Debate / Exhibition for Peer Group.

References:

- Arulsamy, S. (2014). *Curriculum Development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Gortfried. (1991). *Programming with C*. Schaum Series. New Delhi: Tata Mc Grow Hill Pub. Co. Ltd.

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- Yadav, M. S. (2000). *Modern Methods of Science Teaching in Secondary School*. New Delhi: Anmol Publication Pvt. Ltd.

Websites

- www.apa.org
- www.scribd.com

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

B194PPHS

Marks: 50

Objectives:

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

- i) organize co-curricular activities
- ii) understand the concept and principles of classroom communication.
- iii) familiarise with the various programmes for professional effectiveness.

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

B194PPGE

Marks: 50

Objectives:

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

- i) organize co-curricular activities.
- ii) understand the concept and principles of classroom communication.
- iii) get familiarized with the various programmes for professional effectiveness.

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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- 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.
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PEDAGOGY OF ECONOMICS PART – III
SEMESTER – IV

B194PPEE

Marks: 50

Objectives

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

- i) know the principles underlying curriculum construction.
- ii) familiar with various co-curricular activities related to Commerce and Accountancy.
- iii) understand the concept and principles of classroom communication.
- iv) evaluate the effectiveness of classroom communication.
- v) 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, Integrated, Logical and Psychological - 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

- Prepare a plan for a Field Trip. Visit the place and write a report.
- Prepare an action plan on Remedial and Enrichment Programmes for Slow learners and Gifted learners.

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.
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- Sharma, K., & Tuteja, T. (1995). *Teaching of Economics*. New Delhi: Common Wealth Publishers.
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PEDAGOGY OF COMMERCE AND ACCOUNTANCY PART – III
SEMESTER – IV

B194PPCA

Marks: 50

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

- i) know the principles underlying curriculum construction.
- ii) familiar with various co-curricular activities related to Commerce and Accountancy.
- iii) understand the concept and principles of classroom communication.
- iv) evaluate the effectiveness of classroom communication.
- v) 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, Integrated, Logical and Psychological - 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, 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

- Prepare a plan for a Field Trip. Visit the place and write a report.
- Prepare an action plan on Remedial and Enrichment Programmes for Slow learners and Gifted learners.

References:

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- Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). *Methods of Teaching Commerce*. New Delhi: Discovery publishing house.

**OPTIONAL - HEALTH AND PHYSICAL EDUCATION
SEMESTER – IV**

B194OHPE

Marks: 100

Objectives

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

- i) understand the concept of Health Education,
- ii) be aware about body systems and equip them with first aid measures about common sickness and injuries,
- iii) learn and practice healthy food habits and equip them to know their health status,
- iv) acquire the skills for physical fitness,
- v) 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 and 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, 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 Bite) - Animal attacks: Prevention and treatment.

UNIT - V: Health and Yoga [12 hrs]

Concept and 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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- Ravisankar, N. S. (2002). *Yoga for Health*. New Delhi: PustakMahal.
- Reema, K. (1996). *Physical Fitness*. New Delhi: KhelSahitya Sports Publication.

**OPTIONAL - PEACE EDUCATION
SEMESTER - IV**

B194OPED

Marks: 100

Objectives

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

- i) acquire knowledge of peace as a dynamic social reality,
- ii) impart knowledge about, effect of conflict, violence and nonviolence,
- iii) develop talent, creativity as skills for the peaceful way of life in school education,
- iv) develop attitudes that highly value diversity, social justice and religious life,
- v) take independent responsibility in creating a peace and civilized society.

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

Peace Education: Meaning, Nature, Concept - 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, Definitions, Types of Conflicts, Positive and Negative aspects of Conflicts - Conflict Management - Conflict Resolution and Conflict resolution skills - Relationship between Peace and Violence - Effects of Violence - Exposure to violence through Media - Tolerance : Meaning, Definition and Need - 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, Energizes, 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 -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: Compassion, Cooperation, Love - Constitutional Peace of Justice, Equality, Freedom - 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.

Task 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.
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- Charles, kiruba., & Arulsevi, V. (2012). *Peace and Value Education*. New Delhi: Neelkamal Publications.
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**OPTIONAL - ENVIRONMENTAL EDUCATION
SEMESTER – IV**

B194OEED

Marks: 100

Objectives

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

- i) understand the fundamentals of Environmental education and Ecosystem,
- ii) understand the various Environmental hazards,
- iii) apply the remedial ways to protect the Environment in daily life,
- iv) generate an awareness about Environmental issues and awareness,
- v) 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) -Natural Resources (Water, Forests, Wild Life, Fisheries, Biodiversity) - Concept of Ecosystem: Ecological Pyramids and Food Web - Human Ecology : Human beings as part of the Environment and Human adaptations to Environment- Environmental Education: Meaning, Objectives, Nature, Scope, Guiding principles and Importance of Environmental Education.

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

Environmental Pollution: Air, Land, Water, Noise and Radiation - Depletion of Natural Resources: Deforestation, Soil Erosion and Ozone Depletion - Socio Economic Impacts of degradation of Environment- Population and its effect on Environment- Environmental Problems of India : Climatic change and loss of Bio diversity (Extinction of Flora and Fauna) - Socio Economic Impacts of degradation of Environment - Protection of the Environmental Heritage – Sustainable Environmental practices: Rain water harvesting, Preserving and Restoring the Environment.

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

Laws of Conservation and Protection - Role of Media and Ecotourism in creating Environmental awareness -UN Environment- Environmental Movements in India: Chipko Movement, Narmada Valley Movement, Tiger Project and Ganga Action plan - Environmental Concerns Across the Globe : Green Peace Movement (1971), Stockholm Conference (1972), the Nairobi Conference (1982), the RIODDeclaration (1992) , Kyoto Protocol (2005), Tbilisi (2007) & (2012),RIO Summit (2012) and.

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

Dimensions of Curriculum in Environmental Education- Methods of teaching Environmental Education – Lecture, Demonstration, Discussion, Seminar, Workshop, Dialogues, Problem Solving, Projects, Exhibition and Role of ICT - Major Constraints for the Implementation of Environmental Education at School Level.

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.
- Kumar, Arvind. (2004). *A Text Book of Environmental Science*. New Delhi: APH Publishing Corporation.
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**OPTIONAL - WOMEN'S EDUCATION
SEMESTER - IV**

B194OWED

Marks: 100

Objectives

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

- i) understand the need, significance and scope of women's education in India,
- ii) analyse the issues related to women's education and rights in India,
- iii) get oriented towards the place of women in society,
- iv) analyse the concept of women's empowerment,
- v) develop awareness about women entrepreneurship in India.

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

Women's Education: Definition, Scope, Need, Significance, Genesis and Growth - Status of Women in India: Ancient time, Medieval and Modern – Importance of Women's Education in Teacher Education.

UNIT - II: Women's Education and Rights [10 hrs]

Women's Education: Accessibility, Formal Education, Non-Formal Education and Mass Media – Women's Rights: Constitutional Rights, Fundamental Rights and UNO - Directive Principles of State Policy – Compulsory Marriage Registration Act 2009 - Dowry Prohibition Act 1961 - The Sexual Harassment at Workplace Prevention Prohibition and Redressal Act 2013 - Domestic Violence Prohibition Act 2005 - The Maternity Benefit Act 1961 and the Maternity Benefit Amendments in Tamil Nadu - Child Marriage Act 2006 - Enforcement Machinery: Policy, Judiciary and 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 - III: Women and Society [10 hrs]

Women in Society: Economic life, Socio Economic Determinants, Employment Policy, Social Work, AIDWA and SHG - Women in Organised and Unorganised Sector - Problems of Women: Home, Work Place, Single Parent, Spinster and Widow.

UNIT - IV: Empowerment of Women [10 hrs]

Concept – Importance - Women and Sustainable Development - Gender Difference in Personality - Gender and Academic Achievement - Women's Leadership and Participation in Management - Role of Women as Protector of Environment.

UNIT - V: 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 - Government Agencies and Schemes for Promoting Women Entrepreneurship in India - Successful Indian Women Entrepreneurs.

Tasks and Assignments

- Undertake a survey of neighborhood Women with respect to Educational Qualification, Employability and Number of Children.
- Interview any two of the women Entrepreneur with regard to their contribution towards the society.

Reference:

- Anjani, Kant. (2008). *Women and the Law*. New Delhi: APH Publishing Corporation.
- Arun, R. K. (2014). *Women's Education*. New Delhi: Centum Press.
- Dalbir, Bharathi. (2008). *Women and the law*. New Delhi: APH Publishing Corporation.
- D'Souza, Philomena. (2005). *Women Icon of Liberation*. Mumbai: Published by Better Yourself Books.
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**OPTIONAL - PRE - PRIMARY EDUCATION
SEMESTER - IV**

B194OPPE

Marks: 100

Objectives

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

- i) understand the need and importance of pre-primary education,
- ii) know the trends of pre-primary education in India,
- iii) acquire the knowledge of physical structure and facilities of pre schools,
- iv) realize the concepts relating to the methods of teaching pre primary children,
- v) get knowledge about co-curricular activities at pre-primary level,
- vi) develop positive attitude to tackle the problems of pre-school children,
- vii) develop interest to know the nutrition for the pre-school children,
- viii) 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.
- Siddiqui, Hasan, Mujibul. (2004). *Early Childhood Education*. New Delhi: A.P.H Publishing Corporation.
- Nayak, A., & Rao, V. (2002). *Primary Education*. New Delhi: A.P.H Publishing Corporation.
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**OPTIONAL - HUMAN RIGHTS EDUCATION
SEMESTER - IV**

Marks: 100

Objectives

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

- i) critically examine the role of human rights in the world,
- ii) understand the concept, meaning and theories of human rights,
- iii) analyse the need for human rights in the International context,
- iv) appreciate the role and functions of the National and International level institutions to enforce human right,
- v) develop insight regarding the various issues related to human rights violations,
- vi) 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.
- Sen, Sankar. (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.