

**STELLA MATUTINA COLLEGE OF EDUCATION
(AUTONOMOUS)**

Degree of Bachelor of Education [B.Ed.]

[SEMESTER SCHEME]

Regulations with effect from the academic year 2024 - 2025

1. Eligibility for Admission to the Course

Admission to the B.Ed., course is done as per the norms set by the Government of Tamil Nadu. The student is admitted either through Counselling in single window system or by direct application to the College. 50% of the total seats is through counselling and the other 50% is done by the college directly. A candidate shall be eligible for the Degree of Bachelor of Education provided that she has taken the B.A., B.Sc., or a post graduate degree of any University recognised by Tamilnadu Teachers Education University as equivalent thereof. The candidate should have obtained a minimum of 50% of marks in Part III of the UG Degree in case of OC, 45% for BC and 43% for MBC/DNC and 40% in the case of SC/ST communities.

All the candidates should produce Eligibility Certificate from the Tamilnadu Teachers Education University.

2. Duration of the Course and Medium of Instruction

The duration of study for B.Ed., Course is two academic years comprising of four semesters. This consists of 400 working days exclusive of admission and examination with a minimum of six hours per day. The 400 instructional days (100 for each semester) will include teaching practice and school-community based activities. English and Tamil shall be the medium of instruction.

Minimum duration for practice teaching shall be for a period of 16 weeks in the final year of the course. Student teachers may opt for English or Tamil Medium for teaching practice.

3. Eligibility for Admission to Examination

A candidate shall be eligible to appear for the B.Ed., degree examination only if she forwards her application for Examination with the satisfactory evidence of having qualified herself for a degree. The candidate should have put in not less than 85 percent of attendance and should have satisfactorily completed all the course requirements as given in the syllabus. Student teachers may opt either English or Tamil Medium to write their theory examinations.

4. Course of Study

The B.Ed., Degree Course shall consist of the following Theory papers and Practicals.

B.Ed.- THEORY PAPERS

SEMESTER - I

Perspectives in Education

Education in Contemporary India
Childhood and Growing Up

Pedagogy Course - I (Major Subject)

Pedagogy of Biological Science
Pedagogy of Commerce and Accountancy
Pedagogy of Computer Science
Pedagogy of Economics
Pedagogy of English
Pedagogy of Geography
Pedagogy of History
Pedagogy of Mathematics
Pedagogy of Physical Science
Pedagogy of Tamil

Enhancing Professional Capacities

Art Integrated Learning
Yoga for Well being

Value Added Course

Payanpaattu Tamil / English Proficiency Skills

Self Study Course

Food Medicine
Child Security and Protection
Application of Artificial Intelligence in Education

SEMESTER II

Perspectives in Education

Knowledge and Curriculum
Learning and Teaching
Assessment for Learning

Pedagogy Course - II (Major Subject)

Pedagogy of Biological Science
Pedagogy of Commerce and Accountancy
Pedagogy of Computer Science
Pedagogy of Economics
Pedagogy of English
Pedagogy of Geography
Pedagogy of History
Pedagogy of Mathematics
Pedagogy of Physical Science
Pedagogy of Tamil

Enhancing Professional Capacities

Digital Pedagogy

Value Added Course

Guidance and Counseling Skills / Human Values and Professional Ethics

Self Study Course

Cyber Security

Theory for Harmonious Living

SEMESTER IV

Group A - Perspectives in Education

Gender, School and Society

Creating an Inclusive School

Group C - Pedagogy Course - III (Major Subject)

Pedagogy of Biological Science

Pedagogy of Commerce and Accountancy

Pedagogy of Computer Science

Pedagogy of Economics

Pedagogy of English

Pedagogy of Geography

Pedagogy of History

Pedagogy of Mathematics

Pedagogy of Physical Science

Pedagogy of Tamil

Optional Courses

Health and Physical Education

Peace Education

Environmental Education

Women's Education

Pre-Primary Education

Human Rights Education

Enhancing Professional Capacities

Reading and Reflecting on Texts

Value Added Course

Life Skills in Education / Edupreneur Skills

Self Study Course

Travelogue and Blogging

Startups and Entrepreneurship

Credit Based Semester System.

The College has introduced credit-based (semester) system from the academic year 2005 - 2006 which includes both theory and practicals. Credits for theory is 56 and for practicals is 41 and value added course is 8.

SCHEME OF EXAMINATION

SEMESTER – I

Name of the Course	Credits	Internal Marks	External Marks	Total	Course Code
Perspectives in Education					
Education in Contemporary India	4	40	60	100	B241CECI
Childhood and Growing up	4	40	60	100	B241CCGU
Pedagogy Course - Paper I (Based on the Major Subject)					
Pedagogy of Biological Science Pedagogy of Commerce and Accountancy Pedagogy of Computer Science Pedagogy of Economics Pedagogy of English Pedagogy of Geography Pedagogy of History Pedagogy of Mathematics Pedagogy of Physical Science Pedagogy of Tamil	4	40	60	100	B241PPSS
Enhancing Professional Capacities					
Art Integrated Learning	3	100	-	100	B241EAIL
Yoga for Well-being	3	100	-	100	B241EYFW
Value Added Course					
Payanpaattu Tamil	2	-	-	-	B241VPPT
English Proficiency Skills					B241VEPS
Self Study Course					
Food Medicine	2	-	-	-	B241VFAM
Child Security and Protection		-	-	-	B241SCSP
Application of Artificial Intelligence in Education		-	-	-	B241SAAE
Total	20	320	180	500	

SEMESTER – II

Name of the Course	Credits	Internal Marks	External Marks	Total	Course Code
Perspectives in Education					
Knowledge and Curriculum	4	40	60	100	B242CKAC
Learning and Teaching	4	40	60	100	B242CLAT
Assessment for Learning	4	40	60	100	B242CAFL
Pedagogy Course - Paper II (Based on the Major Subject)					
Pedagogy of Biological Science Pedagogy of Commerce and Accountancy Pedagogy of Computer Science Pedagogy of Economics Pedagogy of English Pedagogy of Geography Pedagogy of History Pedagogy of Mathematics Pedagogy of Physical Science Pedagogy of Tamil	4	40	60	100	B242PPSS
Enhancing Professional Capacities					
Digital Pedagogy	3	100	-	100	B242EDPY
Value Added Course					
Guidance and Counseling Skills	2	-	-	-	B242VGCS
Human Values and Professional Ethics	2	-	-	-	B242VHPE
Total	21	260	240	500	

SEMESTER – III

Name of the Course	Credits	Marks	Course Code
Value Added Course			
Online Course – SWAYAM/MOOC (Related to Perspective/Pedagogy course)	2	-	B243VOLC
Total	2	-	

SEMESTER – IV

Name of the Course	Credits	Internal Marks	External Marks	Total	Course Code
Perspectives in Education					
Gender, School and Society	4	40	60	100	B244CGSS
Creating an Inclusive School	4	40	60	100	B244CCIS
Pedagogy Course					
Pedagogy of Biological Science Pedagogy of Commerce and Accountancy Pedagogy of Computer Science Pedagogy of Economics Pedagogy of English Pedagogy of Geography Pedagogy of History Pedagogy of Mathematics Pedagogy of Physical Science Pedagogy of Tamil	4	40	60	100	B244PPSS
Elective Course/Optional Course (Anyone)					
Environmental Education	4	40	60	100	B244OENE
Health and Physical Education					B244OHPE
Human Rights Education					B244OHRE
Peace Education					B244OPED
Preprimary Education					B244OPPE
Women's Education					B244OWED
Enhancing Professional Capacities					
Reading and Reflecting on Texts	3	100	-	100	B244ERRT
Value Added Course					
Life Skills in Education	2	-	-	-	B244VLSE
Edupreneur Skills	2	-	-	-	B244VEPS
Self Study Course					
Travelogue and Blogging	2	-	-	-	B244STAB
Startups and Entrepreneurship	2	-	-	-	B244SSAE
Total	21	260	240	500	

PRACTICUM COMPONENTS CREDITS AND MARKS

First Year Components	Credits	Marks
Scholastic Activities		
Micro Teaching (Level I & Level II)	2	40
Reflective Practices		
Psychology Experiments	2	30
Socially Useful Productive Work	1	25
Text Book Analysis	1	25
Module Preparation	1	25
Presentation of e-content	1	25
Co-scholastic Activities		
Citizen Training Camp	2	50
Field Trip	1	25
Institutional Visit	1	25
Total	12	270

Second Year Components	Credits	Marks
Scholastic Activities		
Demonstration	1	20
Observation (Level I & II)	1	25
Test Construction and Analysis (Level I & II)	2	50
Evaluation and Interpretation	2	30
Reflective Practices		
Teaching Competency (Level I & II)	10	200
Lesson Plans (Level I & II)	4	100
Instructional Materials (Level I & II)	2	50
Reflection on Co-teaching with Mentor Teachers	1	25
Case Study - Individual Institutional	2	30
Action Research	1	25
Co-Scholastic Activities		
Internship Activities	1	25
Research and Registers in Schools	1	25
Students Portfolio	1	25
Total	29	630

PRACTICAL COMMISSION

COMPONENTS	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL
Teaching Competency	10	200	50	250
Scholastic Activities	8	165	15	180
Reflective Practices	16	360	20	380
Co-Scholastic Activities	7	175	15	190
Total	41	900	100	1000

The academic growth of the student is evaluated through continuous internal assessment and end semester examination. 40% weightage is given for continuous internal assessment and 60% weightage to the end semester examination.

QUESTION PAPER DESIGN

The question paper pattern for Internal Test and End Semester theory papers are done as follows:

B.Ed - Internal Test (CIA) - 30 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	4 X 1	4	KI to K6
Part II	Short Answer Type (no choice)	2 X 5	10	KI to K6
Part III	Essay Type (with internal choice)	2 X 8	16	K4 to K6
Total Marks			30	

B.Ed. – Model and Semester Exam – 60 Marks

S.No.	Type of Question	Marks	Total	Levels
Part I	Objective Type	10 X 1	10	KI to K6
Part II	Short Answer Type (four out of six)	4 X 5	20	KI to K6
Part III	Essay Type (with internal choice)	3 X 10	30	K4 to K6
Total Marks			60	

PRACTICAL EXAMINATION BY BOARD OF EXAMINERS

The Board of Examiners comprising of a chairman and 7 members (selected from the panel of examiners approved by the Academic Council) will examine the Teaching Competency, Scholastic activities, Reflective practices and Co- Scholastic activities.

PASSING MINIMUM

Every candidate should appear for all the papers in the written and the practical examinations in the first attempt. A candidate shall be awarded the B.Ed., degree only if she has passed both the practical examination and the written examinations. A candidate who fails in one or more papers in the written examination shall be permitted to appear again only for those papers in which she fails. A candidate who fails in the practical examination and passes in the written examination shall be deemed to have failed in the practical examination only and shall be allowed to appear again for the same.

A candidate shall be declared to have passed the written examination in each subject if she secures not less than 50% in both continuous internal assessment and in the external examination.

A candidate shall be declared to have passed the practical examination if she secures not less than 50% in the teaching competency and for other components of the Practicum.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate failing to obtain the prescribed minimum in any subject may be permitted to repeat the examination in that particular subject only, in the subsequent Examination.

The successful candidates are classified as follows:

Distinction - 75 percentage and above

I class - 60 - 74 percentage

II Class - 50 - 59 percentage

The mark sheet issued at the end of each semester will contain all the details of the course which includes the title of the programme, the courses, the credits associated with each course, the marks secured and the grade secured by the candidate. A consolidated mark list on the completion of the course will contain the above details and the grade point average.

CURRICULUM FRAMEWORK

B.Ed.

Academic Year

2024-2025

SEMESTER – I

EDUCATION IN CONTEMPORARY INDIA
B241CECI

Marks: 100
Credits: 4

Course Objectives

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

- i) familiarize the concept of Education and Philosophy
- ii) acquaint with the historical developments in policy framework related to Education
- iii) examine the role of education in India
- iv) acquire the different values enshrined in the constitution of India
- v) appreciate the policy initiatives by Central and State Government

UNIT I: Concept and Nature of Education **[11 hrs]**

Education: Concept, Nature and Functions - Forms of Education: Formal, Non-formal and Informal - Pillars of Education - 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 Independence Period **[13 hrs]**

Education in Ancient and Medieval India: Vedic Education, Buddhism, Jainism, Islamic Education - Colonial Education: Contribution of Missionaries to Indian Education, Macaulay's Minutes, Woods Despatch - Development of Indian Education during Post Independence Period with special reference to University Education Commission (1948), Secondary Education Commission (1952), Yashpal Committee (2009).

UNIT III: Diversity Indian Society and Articles related to Education **[10 hrs]**

Concept of Diversity – Diversity in Indian Society - Free and Compulsory Education: Article 45, Article 12 - Education of Minorities: Article 30 - Language Safeguards: Article 29(1), Article 350 B, Article 351 - Instruction in Mother Tongue: Article 26(1), Article 350 A - Education for Weaker Sections: Article 15, 17, 46 - Secular Education: Article 25(1), Article 28(1), Article 28(2), Article 28(3), Article 30 - Equality of Opportunity in Educational Institutions: Article 29(1) - Higher Education and Research: Entries 63, 64, 65, and 66 - Women's Education: Article 15(1), Article 15(3) - Education for Disadvantaged Group: Women, SC, ST, and Differently Abled – Issues in Equality of Educational Opportunities.

UNIT IV: Emerging Trends in Education **[12 hrs]**

National Knowledge Commission 2007 – Indian Knowledge System - Samagra Shiksha Abhiyan: Sarva Siksha Abhiyan, Rashtriya Madhyamik Siksha Abhiyan and Rashtriya Uchchar Siksha Abhiyan - Rashtriya Avishkar Abhiyan - Rights to Education Act (2010) - National Policy on Education (1986) - National Education Policy (2020) - Impact of Liberalisation, Privatisation and Globalisation on Education – Role of Education in Sustainable Development.

UNIT V: Policy Initiatives by Central and State Government **[14 hrs]**

National Mission on Education through ICT Program: SWAYAM, MOOCs, Moodle Course Management, e-PG Pathshala and E-yantra – National Convention on Digital Initiatives for

Higher Education - NIRF- TeachR – GIAN - Policy Initiatives by Central and State Government: Betibachao, Betipaadao, Swachbharath, Swachvidhyalaya and UDISE.

Text Books

- Bhatnagar, S.U., & Saxena, A. (2012). *Development of Education in India*. Vinay Rakeja Publishers.
- Chaube, S.P. (2000). *Problems of Indian Education*. Vinod Pustak Mandir Publisher.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. Penguin Publisher.
- Muthuja, B., Usharani, R., & Vijay, K.R. (2010). *Education in the Emerging Indian Society*. Centrum Press.
- Kumar, A. (2004). *Current Trends In Indian Education*. S.B.Nangiaashish Publishing House.

References

- Basu D. D. (2009). *Commentary on Constitution of India*. Vol.3. LexisNexis Publishers.
- Dash, B.N. (2005). *A New Approach To Teacher And Education In The Emerging Indian Society*. Neelkamal Publication.
- Ghosh, S. (2009). *Education in Emerging Indian Society*. PHS Learning.
- Kaushik, V. K. (2004). *Education Theory and Practice*. Anmol Publication.
- Khurana, A. (2016). *Contemporary India and Education*. Kanishka Publishers.
- Mittal, M. L. (2005). *Education in Emerging Indian Society*. International Publishing House.
- Nath, P. (1970). *The Bases of Education- A Philosophical and Sociological Approach*. Chand & company.
- NUEPA. (2008). *Globalisation and Challenges of Education*. Shipra Publications.
- Pylee, M.V. (2002). *An Introduction to The Constitution Of India*. Vikas Publication.
- Rao, V. A. (2005). *History of education*. APH Publications.
- Sankaranarayanan, G. (2018). *The constitution of India*. Eastern Book Company.
- Taj, H. (2008). *Current challenges in education*. Neelkamal Publications.
- Yogendra., & Sharma .K. (2007). *History and problems of education (Vol. 2)*. Kanishka Publishers.
- Walia, J. S. (2011). *Modern Indian education and its problems*. Paul Publishers.

Web Resources

- National Education Policy 2020
<https://bit.ly/3zrfdR2>
- The four Pillars of Knowledge
<https://bit.ly/3G0ntdo>
- Constitutional Provisions on Education in India
<https://bit.ly/3ePo6KG>
- The Right to Education Act
<https://bit.ly/32R2Z8v>
- Swayam
<https://bit.ly/3qRWOsG>

**CHILDHOOD AND GROWING UP
B241CCGU**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) appreciate the different stages and dimensions of growth and development of a child
- ii) examine the theories of child development
- iii) reflect the importance of heredity and environment in child development
- iv) relate the various social context of a child's environment
- v) analyse the factors influencing personality.

UNIT I: Educational Psychology: Growth and Development [12 hrs]

Educational Psychology: Scope and Significance - Growth and Development: 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 [12 hrs]

Bruner and Piaget Cognitive Development -Erikson Psycho-Social Development -Freud Psycho-Sexual Development -Piaget and Kohlberg Moral Development-Noam Chomsky and Vygotsky 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- Educational Implications of Heredity and Environment in child development.

UNIT IV: Childhood and Context of Socialization [14 hrs]

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

UNIT V: Personality and Adjustment [12 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 Technique - Adjustment: Characteristics Frustration, Conflict and Defense Mechanism.

Text Books

- Agarwal, J.C. (2004). Essentials of Educational Psychology. Vikas Publishing home.
- Chaube, S.P. & Chaube, Akilesh, S. (2011). Hand Book Of Education and Psychology. Neelkamal Publications.
- Nirmala, J. (2014). Psychology of Learning and Human Development. Neelkamal Publications.

References

- Dandapani, S. (2001). A Textbook of Advanced Educational Psychology. Anmol Publications.
Dash, B.N. & Dash, N. (2014). A Textbook of Educational Psychology. Dominant Publishers.
Kalaivani, M.& Krithika, S. (2018). Advanced Educational Psychology. Samyukdha Publication
Nagarajan, K., & Srinivasan, R. (2014). Psychology of Human Development (2nd ed.). Ram Publishers.
Nirmala, J. (2014). Psychology of Learning and Human Development. Neelkamal Publications.
Talawar, M. S., & Benakanal, V. A. (2014). Advanced Educational Psychology. Centrum Press

Web Resources

- Educational Psychology: Growth and Development
<https://bit.ly/3tanbNx>
Sigmund Freud Psychosexual Theory
<https://bit.ly/3pRuQ19>
Heredity and Environment in Psychology
<https://bit.ly/32XM8ka>
Childhood and Context of Socialization
<https://bit.ly/3FWj2jM>
Personality and Adjustment
<https://bit.ly/3FN50kh>

**PEDAGOGY OF BIOLOGICAL SCIENCE I
B241PPBS**

Marks: 100

Credits: 4

Course Objectives

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

- i) develop proficiency in school content
- ii) explore the discoveries and inventions made by eminent scientists
- iii) appreciate various approaches and strategies of teaching and learning Biological Science
- iv) select suitable methods of teaching Biological Science for the classroom situation
- v) prepare programmed instructional material using the theoretical basis.

UNIT I: Knowledge of School Content - I [10 hrs]

Significant Concepts in Biological Science from Tamil Nadu State Board Syllabus for Class IX: Animal Kingdom, Organization of Tissues, Plant Physiology, Organ Systems in Animals Nutrition and Health, World of Microbes, Economic Biology, Environmental Science.

UNIT II: Nature and Scope of Biological Science [12 hrs]

Nature of Science - Importance of Biological Science; Interdisciplinary approach in teaching Biology - Aims of Teaching Biological Science – Instructional Objectives - Differences between Aims and Objectives - Bloom’s Taxonomy of Educational Objectives - Anderson’s Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives and Specific Instructional Objectives - Recent Discoveries and Inventions in the field of Biological Science.

UNIT III: Approaches and Strategies in Teaching and Learning Biological Science [13 hrs]

Approaches: Scientific, Constructivist, Inductive and Deductive – Strategies: Concept Mapping, Team Teaching, Supervised Study, Co-operative, Collaborative, Experiential, Self, Mastery, Blended and Flipped learning.

UNIT IV: Methods and Techniques of Teaching Biological Science [13 hrs]

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

UNIT V: Individualized Instruction [12 hrs]

Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles, and Advantages -Types of Programming: Linear and Branched, - Computer Assisted Instruction: Modes and Benefits, Teacher’s Role - Instructional Module: Essential Features and Components, Development of a Module.

Text Books

- Chithra, D., & Aslam, K. (2018). Pedagogy of Biological Science – Part I. Everest Publishers.
- Sharma, R. C. (1995). Modern Science Teaching. Dhanpati Rai and Sons.
- Venugopal, K. (2006). Teaching of Biology. Ram Publications.
- Vijayalatha, R., & Sunitha, D. (2016). Pedagogy of Biological Sciences. Neelkamal Publications.

References

- Alsop, S., & Hicks, K. (2003). Teaching Science. Kogan Page India.
- Aggarwal, D.D. (2008). Modern Methods of Teaching Biology. Karanpaper Backs Publication.
- Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). Teaching of Biological Science II. Centrum Press.
- Chikara, M.S. (1985). Teaching of Biology. Prakash Brothers Publication.
- Dale, E. (1967). Audiovisual Methods in Teaching (2nd ed.). The Drygen Press.
- Das, R.C. (1985). Science Teaching in Schools. Sterling Publishers.
- Green, T. L. (1998). The Teaching of Biology in Tropical Secondary Schools. Oxford University Press.
- Hemalatha, K., & Julius, A. (2010). Teaching of Biology. Neelkamal Publications.
- Kulshrestha, S. P. (2013). Teaching of Biology. Vinay Rakheja Publication.
- Mangal, S.K., & Mangal, U. (2009). Essentials of Educational Technology. PHI Learning.
- Mohan, R. (1995). Innovative Science Teaching. Prentice Hall of India.
- Ramasamy, K. R. (2018). Pedagogy of Biological Science (2nd ed.). Samyukdha Publications.
- Vanaja, M. (2005). Methods of Teaching Biological Science. Neelkamal Publications.
- Vashist, S.R. (2004). Classroom Administration. Anmol Publications.

Web Resources

- Part –I Methodology <https://bit.ly/3sZQRfQ> Approaches & Strategies
<https://bit.ly/32BvVBrg>
Methods and Techniques
<https://bit.ly/3HtpfDT>
Individualised Instruction
<https://bit.ly/3r1mEe7>

**PEDAGOGY OF COMMERCE AND ACCOUNTANCY I
B241PPCA**

**Marks: 100
Credits: 4**

Course Objectives

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

- i To imbibe proficiency in school content
- ii To differentiate between general and specific objectives
- iii To appreciate various approaches and strategies of teaching and learning of Commerce and Accountancy
- iv To select suitable methods of teaching Commerce and Accountancy for the classroom situation
- v To develop individualized instructional material using the theoretical basis.

UNIT I: Knowledge of Commerce and Accountancy Content - I [12 hrs]

Significant Concepts in Commerce and Accountancy Tamil Nadu State Board Syllabus for Standard XI: Fundamental of Business, Forms of Business Organization, Service Business, Social Responsibilities and Ethics of Business, Business Finance, Trade, International Business, Indian Contract Act, Books of Prime Entry, Trial Balance, Subsidiary Books, Bank Reconciliation Statement, Rectification of Errors, Capital and Revenue Transaction, Depreciating Accounting, Final Accounts, Computerized Accounting.

UNIT II: Nature and Scope of Commerce and Accountancy [12 hrs]

Need and Significance of Teaching Commerce and Accountancy - Aims and Objectives of Teaching Commerce and Accountancy-Instructional Objectives- Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives - Anderson Revised Taxonomy- Need for Stating Objectives- Significance of Action Verbs – Sources of Objectives-Interdependence of Objectives, Learning Experiences and Evaluation-General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).

UNIT III: Approaches and Strategies in Teaching and Learning Commerce and Accountancy [12 hrs]

Approaches: Scientific, Constructivist, Inductive and Deductive, Problem Solving- Strategies: Concept Mapping, Team Teaching, Supervised Study, Collaborative, Co- operative, Experiential, Self, Mastery, Blended and Flipped Learning.

UNIT IV: Methods of Teaching Commerce and Accountancy [12 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 Method, Case Study Method, Demonstration Method, Lecture cum Demonstration Method, Heuristic Method, Project Method, Survey Method, Market Study.

UNIT V: Individualised Instruction [12 hrs]

Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical bases, Principles and Advantages- Types of Programming – Linear and Branched - Computer Assisted Instruction: Modes, Benefits and Teacher's Role – Instructional Modules: Essential Features and Components - Developing a Module.

Text Books

- R.P. Singh, Imtiyaj Mansoori. (2017). Pedagogy of School Subjects Commerce. R. Lall Educational Publishers.
- Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). Teaching of Commerce: A Practical Approach. New Delhi: R. Lall Book Depot.
- Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya
- Ramesh, A. R., & Rao, Bhaskar. D. (2006). Technique of Teaching Commerce. New Delhi: Sonali Publications.
- Rao, S. (2004). Teaching of Commerce. New Delhi: Anmol Publication.
- Singh, R. P (2003). Teaching of Commerce. New Delhi: R. Lall Book Depot.
- Singh, Y. K. (2003). Teaching of Commerce. New Delhi: A.P.H. Publishing Corporation

References

- Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House.
- Mangal, S. K., & Mangal, Uma. (2008). Teaching of Social Studies. New Delhi: PHI learning Kendra.
- Aggarwal, J, C. (1996). Teaching of Commerce, a Practical Approach. New Delhi: Vikas Publishing House.
- Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). Methods of Teaching Commerce. Discovery publishing house.
- Kumar, Mahesh. (2004). Modern Teaching of Commerce: Anmol Publications Pvt.ltd.
- Sharma, B. L., & Maheshwari, B.K. (2013). Teaching of Social Studies. Meerut: R.Lall Book Depot.

Web Resources

- Tamil Nadu Commerce and Accountancy Text Book
<https://bit.ly/3HySMME>
- Aim and Objectives of Teaching Commerce
<https://bit.ly/3F09fHY>
- Constructivism Approach
<https://bit.ly/3eRM87P>
- Pedagogy of Commerce [Teaching of Commerce] - B.Ed. Notes
<https://bit.ly/3eTNTRT>
- Blooms Taxonomy Action Verb
<https://bit.ly/32R7xvB>
- Methods and Strategies of Teaching Commerce
<https://bit.ly/3FWtPuj>
<https://bit.ly/3mSywxF>
<https://bit.ly/3ESfEF3>
- Teaching of Commerce Book
<https://bit.ly/3mYMv4T>
- Programmed Instruction
<https://bit.ly/3JCexwZ>
<https://bit.ly/3JI9ye7>

**PEDAGOGY OF COMPUTER SCIENCE I
B241PPCS**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) familiarize the Knowledge of computer content
- ii) value the aims and objectives of teaching computer
- iii) select appropriate teaching strategies according to the needs of the students
- iv) use various teaching methods to make pupil's learning meaningful
- v) develop a holistic understanding of Individualized instruction.

UNIT I: Knowledge of School Content - I [12 hrs]

Significant Concepts in Computer Science Tamil Nadu State Board Syllabus for Standard XI: Fundamentals of Computer, Generations of Computer: First to Sixth Generation, Operating System: Theoretical Concepts and Types, Working with Windows, Working with Linux.

UNIT II: Nature and Scope of Computer Science [13 hrs]

Recent Developments in Computer Science- Aims of Teaching Computer Science- Instructional Objectives - Differences between Aims and Objectives- Bloom's Taxonomy of Educational 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 III: Approaches and Strategies in Teaching and Learning Computer Science [10 hrs]

Approaches: Thematic, Scientific, Constructivist, Analytic and Synthetic -Strategies: Concept Mapping, Collaborative Learning, Co-operative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.

UNIT IV: Methods of Teaching Computer Science [12 hrs]

Criteria for Selection of a Method: Human Factor, Subject Area, Time and Material Factor- General Methods of Teaching Computer Science: Lecture Method, Demonstration Method, Laboratory Method, Project Method, Discussion Method, Inductive and Deductive Method and Problem-Solving Method.

UNIT V: Individualized Instruction [13 hrs]

Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages- Types of Programming- Linear and Branched - Computer Assisted Instruction–Modes, Benefits and Teacher's Role – Instructional Module: Essential Features and Components, Development of a Module.

Text Books

- Bharti, V. (2019). Pedagogy of Computer Science. Laxmi Book Depot.
Sandeep, M. J. M. (2014). Teaching of Computer Science. Neelkamal Publication.
Rajasekar, S. (2005). Methods of Teaching Computer Science. Neelkamal Publication.

References

- Devisri, K. (2018). Teaching of Computer Science. Laxmi Book Publication.
- Bhatnagar, A. B., & Bhatnagar, S. S. (2013). Teaching of Science. R. Lall Book Depot.
- Brian, W. K., & Dennis, M. R. (1986). The C-Programming Language. Prentice Hall of India.
- Byran. (1997). Discover the Internet. Comdex Computer Publication.
- Gortfried. (1991). Programming with C. Tata Mc Grow Hill Publication.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Cyber Land Publishers.
- Norton, P. (1998). Introduction to Computers. Tata Mc Grow Hill Publication.
- Rajaraman, V. (1999). Computer Programming in C. Prentice Hall of India.
- Sharma, R. C. (2013). Modern Science Teaching. Dhan Patrai Publication.
- Yadav, M.S. (2000). Modern Methods of Science Teaching in Secondary School. Anmol Publication.
- Zaidi, S. M. (2004). Modern Teaching of Elementary Science. Anmol Publication.

Web Resources

- Tamil Nadu XI Standard Computer Science Textbook
<https://bit.ly/3BbLxZg>
- Tamil Nadu XI Standard Computer Application Textbook
<https://bit.ly/3QziSmU>
- Tamil Nadu XI Standard Computer Technology Textbook
<https://bit.ly/3qsThRZ>
- Fundamentals of Computers
<https://bit.ly/3BAe1xz>
- Introduction to Operating System
<https://bit.ly/3BbTihQ>
- Theoretical Concept of Operating System
<https://bit.ly/3QBJXFK>
- Introduction to Linux Operating System
<https://bit.ly/3BuzaJo>
- Bloom's Taxonomy of Educational Objectives
<https://bit.ly/3HxrwY8>
- Blended and Flipped Learning
<https://bit.ly/3eJETyL>
- Programmed Instruction
<https://bit.ly/3sS3h9G>

**PEDAGOGY OF ECONOMICS I
B241PPEE**

**Marks: 100
Credits: 4**

Course Objectives

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

- i develop proficiency in school content
- ii differentiate between general and specific objectives
- iii appreciate various approaches and strategies of teaching and learning of Economics
- iv select suitable methods of teaching Economics for the classroom situation
- v develop individualized instructional material using the theoretical basis.

UNIT I: Knowledge of Economics - I [12 hrs]

Significant Concepts in Economics Tamil Nadu State Board Syllabus for Standard XI: 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 II: Nature and Scope of Economics [12 hrs]

Need and Significance of Teaching Economics - Aims and Objectives of Teaching Economics- Instructional Objectives - Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives - Anderson Revised Taxonomy - Need for Stating Objectives- Significance of Action Verbs - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs).

UNIT III: Approaches and Strategies in Teaching and Learning Economics [12 hrs]

Approaches: Scientific, Constructivist, Inductive and Deductive, Problem Solving - Strategies: Concept Mapping, Team Teaching, Supervised Study, Collaborative, Co - operative, Experiential, Self, Mastery, Blended and Flipped Learning.

UNIT IV: Methods of Teaching Economics [12 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 Method, Case Study Method, Demonstration Method, Lecture cum Demonstration Method, Heuristic Method, Project Method, Survey Method, Market Study.

UNIT V: Individualised Instruction [12 hrs]

Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical bases, Principles and Advantages - Types of Programming – Linear and Branched - Computer Assisted Instruction: Modes, Benefits and Teacher's Role - Instructional Modules: Essential Features and Components - Developing a Module.

Text Books

Aggarwal, J. C. (2005). Teaching of Economics.

Vinod Pustak Mandir. Karthick, G. S. (2004). Teaching of Economics. Discovery publication house.

Siddiqui, H. M. (2004). Teaching of Economics. Ashish Publishing House.

References

Mangal, S.K., & Mangal, U. (2008). Teaching of Social Studies. PHI learning.

Misra, B. (2004). Curriculum Reform and Educational Development. Muhit Publications.

Muthuja, B., Usharani, R., & Mahajan, A. (2009). Teaching of Economics-I. Centrum Press.

Prasad, J., & Kumar, K. V. (1997). Advanced Curriculum Construction. Kanishka Publishers and Distributors.

Rudramamba, B., Kumari, L. V., & Rao, B.D. (2004). Methods of Teaching Economics. Discovery publishing house.

Sharma, K., & Tuteja, T. (1995). Teaching of Economics. Common Wealth Publishers.

Sharma, S. (2004). Modern Technologies of Teaching Economics. Anmol Publishing House.

Sharma, B. L., & Maheshwari, B. K. (2013). Teaching of Social Studies. R. Lall Book Depot.

Tiwari, D. (2006). Methods of Teaching Economics. Crescent Publishing Corporation.

Yadav, A. (2002). Teaching of Economics. Anmol publications.

Web Resources

Tamil Nadu Economics Text Book

<https://bit.ly/3HySMME>

Constructivism Approach

<https://bit.ly/3eRM87P>

Blooms Taxonomy Action Verb

<https://bit.ly/32R7xvB>

Methods and Strategies of Teaching

<https://bit.ly/3FWtPuj>

<https://bit.ly/3mSywxF>

Programmed Instruction

<https://bit.ly/3JCexwZ>

<https://bit.ly/3JI9ye7>

**PEDAGOGY OF ENGLISH I
B241PPEL**

Marks: 100

Credits: 4

Course Objectives

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

- i) imbibe the relevant meaning of the status of English in India
- ii) value the aims and objectives of teaching of English
- iii) acquire awareness on phonetics, pronunciation and fluency of English speech
- iv) implement the various approaches, methods and strategies of teaching English
- v) employ the various 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 [12 hrs]

Aims of Teaching English: Cultural, Literary, Utilitarian, Linguistic and Integrative - Bloom's Taxonomy of Educational Objectives in English Teaching - General Instructional Objectives (GIOs) and Specific Instructional Objectives (SIOs) 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 [16 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 [16 hrs]

Methods: Grammar Translation, The Direct, Bilingual, The Textbook and The Audio - Lingual Approaches: Communicative, Situational / Oral and Eclectic - Recent Trends: Interactive Approach, Total Physical Response and The Natural Approach - Theories of language Learning: John Dewey, Bruner, J. Piaget, L. Vygotsky, Noam Chomsky and Stephen Krashen.

UNIT V: Strategies of Teaching English [6 hrs]

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

Text Books

Anamika, S., Seema, S., & et al. (2019). Teaching of English Language. Lall Book Publication.

Bhatnagar, M. S. (2007). English Phonetics. Alpha Publications.
Singh, Y. K. (2005). Teaching of English. APH Publishing Corporation.

References

David. N. (2018). Practical English Language Teaching. McGraw Hill Publication.
Gimson, A. C. (1980). An introduction to the Pronunciation of English. Edward Arnold Publications.
James, D. (1989). An Outline of English Reference. Kalyani Publications.
Nataraj, G. (1996). English Language Teaching Approaches, Methods, Techniques. Orient Longman.
O'Malley, J., & Chamol, A. (1990). Learning Strategies in Second Language Acquisition. Cambridge University Press.
Richards, J. C., & Theodore, S. Rodgers. (2016). Approaches and Methods in Language Teaching. Cambridge University Press.
Tickoo, M. L. (2009). Teaching and Learning English. Orient Black Swan.

Web Resources

Introduction to English Language Teaching
<https://bit.ly/3eKB4tg>
Aims and Objectives of Teaching English as a Second Language
<https://bit.ly/3qJ0UmR>
English Pronunciation and Fluency
<https://bit.ly/3HuYNda>
Methods and Approaches of Teaching English
<https://bit.ly/3zpROj6>
Strategies of Teaching English
<https://bit.ly/3HpocoG>

**PEDAGOGY OF GEOGRAPHY I
B241PPGE**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) familiarize the Knowledge of Geography content
- ii) value the aims and objectives of teaching Geography
- iii) select appropriate teaching strategies according to the needs of the students
- iv) use various teaching methods to make pupil's learning meaningful
- v) develop a holistic understanding of Individualized instruction.

UNIT I: Knowledge of Geography Content - I [10 hrs]

Significant Concepts in Geography Tamil Nadu State Board Syllabus: Earth, Resources, Disaster and Disaster Management, Agriculture and Industry, Geographical Information Systems.

UNIT II: Nature and Scope of Geography [15 hrs]

Nature and Scope of Geography - Historical Development of Geography - Aims of Teaching Geography - Instructional Objectives - Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives - Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO).

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

Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.

UNIT IV: Methods of Teaching Geography [15 hrs]

Criteria for Selection of a Method: Human Factor, Subject, Area, Time and Material Factor- General Methods of Teaching Geography: Laboratory Method, Lecture Method, Discussion Method, Regional Method, Source Method, Socialized Recitation Method, Project Method, Inductive and Deductive Method and Problem-Solving Method.

UNIT V: Individualized Instruction [10 hrs]

Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages - Types of Programming – Linear and Branched - Computer Assisted Instruction - Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.

Text Books

Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Vikas Publishing House.

Arora, P. (2014). A Democratic Classroom for Social Science. University of Delhi. Kumar,

S.P.K. & Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.

Mangal, S. K. & Mangal, U. (2008). Teaching Social Studies. PHI Publications. NCERT Social Studies Text Books for VI – XII standard.

References

Batra, P. (2010). Social Science Learning in Schools- Perspectives and Challenges. Sage Publication.

Gallivan, & Kottler. (2008). Secrets to Success for Social Studies Teachers. Sage Publication.

Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Cyberland Publishers.

Noushad, P.P. & Musthafa, M.N. (2010). Taxonomy Reframed: Educational Objectives for the 21st century. Edutracks, 9, 16-22.

UNESCO. (1982). Source Book for Geography Teaching. Longman's Green and company.

Web Resources

Knowledge of Geography Content

<https://bit.ly/3EV29nX>

Bloom’s Taxonomy of Educational Objectives

<https://bit.ly/3Hxrwy8>

Blended and Flipped Learning

<https://bit.ly/3eJETyL>

Methods of Teaching History

<https://bit.ly/3FUtY1k>

Programmed Instruction

<https://bit.ly/3sS3h9G>

<https://bit.ly/3JCexwZ>

<https://bit.ly/3JI9ye7>

**PEDAGOGY OF HISTORY I
B241PPHS**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) familiarize with the History content in schools
- ii) value the aims and objectives of teaching History
- iii) select appropriate teaching strategies according to the needs of the students
- iv) use various teaching methods to make pupil's learning meaningful
- v) develop a holistic understanding of Individualized instruction.

UNIT I: Knowledge of School Content - I [10 hrs]

Significant Concepts in History Tamil Nadu State Board Syllabus: 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 II: Nature and Scope of History [15 hrs]

Nature and Scope of History - Historical Development of History - Aims of Teaching History - Instructional Objectives - Differences between Aims and Objectives - Bloom's Taxonomy of Educational Objectives - Anderson's Revised Taxonomy - Sources of Objectives - Interdependence of Objectives, Learning Experiences and Evaluation - General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO).

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

Approaches: Chronological, Thematic, Scientific, Constructivist, Analytic and Synthetic - Strategies: Concept Mapping, Collaborative Learning, Cooperative Learning, Supervised Study, Team Teaching, Blended and Flipped Learning.

UNIT IV: Methods of Teaching History [15 hrs]

Criteria for Selection of a Method: Human Factor, Subject, Area, Time and Material Factor - 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: Individualized Instruction [10 hrs]

Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles and Advantages - Types of Programming – Linear and Branched - Computer Assisted Instruction - Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.

Text Books

- Aggarwal, J.C. (2009). Teaching of History - A Practical Approach. Vikas Publishing House.
Kochhar, S.K. (2009). Teaching of History. Sterling Publishers.
Mangal, S. K. &Mangal, U. (2008). Teaching Social Studies. PHI Publications.

Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications.
NCERT Social Studies Text Books for VI – XII Standard.

References

Ahir, R. (2009). A Brief History of Modern India. Spectrum Books.
Arora, P. (2014). A Democratic Classroom for Social Science. University of Delhi.
Batra, P. (2010). Social Science Learning in Schools - Perspectives and Challenges. Sage Publication.
Daniel, J. (2014). Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches. Honors Senior Theses.
Doss, B. N. (2005). Teaching of History. Neelkamal Publications.
Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication.
Geoff, T. (2008). Teaching and Learning History. SAGE Publications.
Kumar, S. P. K. & Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.
Singh, Y.K. (2004). Teaching of History. A P H Publishing Corporation.
Thirugnanasampandam, R. (2005). Varalaru karpithal Muraikal. Shantha Publishers.

Web Resources

Knowledge of History Content
<https://bit.ly/3qOsChZ>
Bloom's Taxonomy of Educational Objectives
<https://bit.ly/3Hxrwy8>
Blended and Flipped Learning
<https://bit.ly/3eJETyL>
Methods of Teaching History
<https://bit.ly/3FUtY1k>
Programmed Instruction
<https://bit.ly/3sS3h9G>
Teaching of History
<https://bit.ly/3FRI9Fo>

**PEDAGOGY OF MATHEMATICS I
B241PPMT**

Marks: 100

Credits: 4

Course Objectives

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

- i) gain problem solving skills in the Tamil Nadu high school Mathematics syllabus
- ii) appreciate the contributions made by eminent Mathematicians
- iii) develop skill in framing general and specific instructional outcomes
- iv) compare and develop competence in various approaches and strategies of teaching and learning Mathematics
- v) differentiate the various methods of instruction to cater to the students.

UNIT I: Knowledge of Mathematics School Content - I [12 hrs]

Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for Class IX: Set Language, Algebra, Coordinate Geometry, Trigonometry, Mensuration, Probability and Geometry.

UNIT II: Historical Background, Aims and Objectives of Teaching Mathematics [15 hrs]

Development of Mathematics: Early History of the Development of Numbers and Logarithm and Important Discoveries and Inventions in the Field of Mathematics - Contribution of Mathematicians to the Development of Mathematics in India and Abroad: Aryabhata, Baskara, Ramanujan, Euler, Euclid and Gauss - Aims and Objectives of Teaching Mathematics: Need for Stating Objectives and Differences between Aims and Objectives - 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 - Bloom's Taxonomy of Educational Objectives - Anderson's Revised Taxonomy of Educational Objectives.

UNIT III: Approaches and Strategies in Teaching and Learning Mathematics [13 hrs]

Approaches: Conceptual, Constructivist, Inductive and Deductive, Analytic and Synthetic and Problem-Solving Approach in Teaching and Learning Mathematics - Strategies: Concept Mapping, Team Teaching, Supervised Study, Mastery Learning, Collaborative, Co-operative, Flipped and Blended 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, Lecture cum Demonstration, Laboratory, Heuristic and Project Method.

UNIT V: Individualised Instruction [10 hrs]

Individualised Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles, Advantages and Types of Programmed Instruction: Linear and Branched - Computer Assisted Instruction (CAI): Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.

Text Books

James, A. (2010). Methods of Teaching Mathematics. Neelkamal Publishers.
James, A., & Alwan, J. (2011). Skills and Strategies of Teaching Mathematics. Neelkamal Publishers.
James, A. (2005). Teaching of Mathematics. Neelkamal Publications.
Kulshrestha, A.K. (2013). Teaching of Mathematics. Lall Book Depot.
Mangal, S.K. (2004). Teaching of Mathematics. Tandon Publications.
Pratap, N. (2008). Teaching of Mathematics. Lall Book Depot.
Sidhu, K.S. (2005). The Teaching of Mathematics. Sterling Publishers.

References

Dhir, R.C., & Das, S. (2019). Pedagogy of Mathematics. Kalyani Publishers
Kulshrestha, A.K. (2017). Pedagogy of School Subject Mathematics. Neelkamal Publishers
Raja, B., & Babu, R. (2019). Pedagogy of Mathematics. Neelkamal Publishers
Sahni, M. (2020). Pedagogy of Mathematics. Vikas Publishers

Web Resources

History of Mathematics
<https://bit.ly/3sQsPUE>
Biography of Ramanujan
<https://bit.ly/3sSqxVa>
Anderson's Revised Taxonomy
<https://bit.ly/3JDxnnt>
Constructivist Learning Theory
<https://bit.ly/3sS8D4X>
Strategies of Teaching Mathematics
<https://bit.ly/3mSwkWR>

PEDAGOGY OF PHYSICAL SCIENCE I
B241PPPS

Marks: 100
Credits: 4

Course Objectives

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

- i) develop proficiency in school content
- ii) explore the discoveries and inventions made by eminent scientists
- iii) appreciate various approaches and strategies of teaching and learning Physical Science
- iv) select suitable methods of teaching Physical Science for the classroom situation
- v) develop individualised instructional material using the theoretical basis.

UNIT I: Knowledge of Physical Science Content - I **[11 hrs]**

Significant Concepts in Physical Science from Tamil Nadu State Board Syllabus for Standard IX: Measurement, Motion, Fluids, Electric Charge and Electric Current, Magnetism and Electromagnetism, Light, Heat, Sound, Universe, Matter Around Us, Atomic Structure, Periodic Classification of Elements, Chemical Bonding, Acids, Bases and Salts, Carbon and its Compounds, Applied Chemistry.

UNIT II: Nature and Scope of Physical Science **[13 hrs]**

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

UNIT III: Approaches and Strategies in Teaching and Learning Physical Science **[12 hrs]**

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

UNIT IV: Methods of Teaching Physical Science **[13 hrs]**

Criteria for Selection of a Method: Human Factor, Subject Area, Time and Material Factor, Objectives of Teaching - General Methods of Teaching: Lecture, Demonstration, Lecture Cum Demonstration, Laboratory, Heuristic, Project, Historical Method and Biographic Method.

UNIT V: Individualised Instruction **[11 hrs]**

Individualized Instruction: Characteristics and Approaches - Programmed Instruction: Theoretical Bases, Principles, Advantages and Types of Programming: Linear and Branched - Computer Assisted Instruction: Modes, Benefits and Teacher's Role - Instructional Module: Essential Features and Components, Development of a Module.

Text Books

Mohan, R. (2010). Teaching of Physical Science. Neelkamal Publications.

Nayak, A.K. (2004). Teaching of Physics. A.P.H. Publishing Corporation.

Panneerselvam, A. & Rajendran, K. (2005). Teaching of Physical Science. Shantha Publishers.

References

- Aslam, K. (2016). Pedagogy of Physical Science. Everest Publishers.
- Jothi, A.(2009). Teaching of Physical Science -II. Centrum Press.
- Kulshrestha, S.P., & Gaya, S. (2011). Teaching of Physical Science. Lal Book Depot.
- Mangal, S.K., & Mangal, V. (2009). Essentials of Educational Technology. Prentice Hall of India.
- Rajasekar, S. (2005). Methods of Teaching Physical Science. Neelkamal Publications.
- Veer, U. (2004). Modern Teaching of Physics. Anmol Publications.
- Vanaja, M., & Bhaskara, R. D. (2004). Methods of Teaching Physics. Discovery Publishing House.
- Yadav, M.S. (2004). Modern Teaching of Chemistry. Anmol Publications.

Web Resources

- Teaching Strategies
<https://bit.ly/31ke5SC>
- Methods of Teaching Physical Science
<https://bit.ly/3FQxUA5>
- Programmed Instruction
<https://bit.ly/3qMYsf6>

தமிழ் கற்பித்தல் I
B241PPTL

மதிப்பெண்கள்: 100
தகுதிப் புள்ளிகள்: 4

படிப்பின் நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்

- i செவ்வியல் இலக்கியங்களின் சிறப்பை எடுத்துரைப்பர்
- ii தாய்மொழி கற்பித்தலின் நோக்கங்களை அறிவர்
- iii மொழியைப் பிழையறத் திருத்தமாகக் கேட்கவும் பேசவும் படிக்கவும் எழுதவும் பள்ளி மாணவர்களுக்கு உதவுவர்
- iv தமிழ் பயிற்றும் முறைகளையும் உத்திகளையும் பயன்படுத்தி வகுப்பறையில் பயிற்றுவர்
- v மொழியாசிரியருக்குரிய பண்பு நலன்களை உணர்ந்து தம்மைத் தகுதிப்படுத்திக்கொள்வர்.

அலகு 1: தமிழ் செவ்வியல் இலக்கியங்கள் அறிமுகம் (12 மணி நேரம்)

அறிமுகஅளவில் செம்மொழி இலக்கியங்கள்: பதினெண் மேல்கணக்கு நூல்கள், பதினெண் கீழ்க்கணக்கு நூல்கள், தொல்காப்பியம், இரட்டைகாப்பியங்கள், முத்தொள்ளாயிரம், இறையனார் அகப்பொருள்.

அலகு 2: தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள் (8மணி நேரம்)

கலைத்திட்டமும் பாடத்திட்டமும் - கலைத்திட்டத்தில் தாய்மொழிபெறுமிடம் - அடிப்படைமொழித் திறன்களை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல் - படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகளை எடுத்தியம்புதல் - கற்பனைத்திறன் வளர்த்தல் - மக்கட் பண்பாட்டை அறிதல் - ஒழுக்க உயர்வை வலியுறுத்துதல் - மொழிப்பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - இறையுணர்வை ஊட்டல் - சமூகப்பாட்டு மரபினை அறிதல் - பஸ்துறை அறிவினைப் பெறுதல் - விழுமங்களை வளர்த்தல்.

அலகு 3: அடிப்படை மொழித் திறன்கள் (15மணி நேரம்)

அ. கேட்டல் திறன் - கேட்டலின் நோக்கங்கள் - கேட்டலின் வழிக்கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல் - கேட்டல்திறனை வளர்க்கும் போது ஆசிரியர் நினைவில் கொள்ளவேண்டியவை.

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

இ. படித்தல் திறன் -படிக்கக் கற்பித்தலின் நோக்கங்கள் - படித்தலில் ஆர்வமுட்டுதற்குரிய வழிகள் - வாய்விட்டுப் படித்தல், வாய்க்குட் படித்தல் இவற்றின் நிறை,குறைகள் - படிக்கப் பயிற்றும் முறைகள்: எழுத்துமுறை, சொல்முறை, சொற்றொடர் முறை - ஆழ்ந்தபடிப்பு, அகன்றபடிப்பு - நிறை, குறைகள்.

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: பயிற்று முறைகளும் உத்திகளும் (15மணி நேரம்)

பண்டையோர் கண்ட பயிற்றுமுறைகள் : விரிவுரை, விதிவிளக்கு, நெட்டுருமுறை தற்காலம்: விதிவரு, நடிப்பு, செயல்திட்டம், கலந்துரையாடல், குழுக்கற்பித்தல், ஒப்படைப்பு, மேற்பார்வைபடிப்பு, திட்டமிட்டுக்கற்பித்தல், சிந்தனைகிளர்த்தல் - கூட்டுறவுக்கற்றல், இணைந்துகற்றல், மாற்றுமுறைகற்றல் - இம்முறைகளின் நிறை, குறைகள்.

அலகு V: தமிழாசிரியர்

(10 மணி நேரம்)

கல்வித் தகுதி - பண்புநலன் - மொழிப் பற்று - இலக்கியப் புலமை - பேசும் திறன் - எழுதும் திறன் - உளநூல் வல்லுநர் - கலையார்வம் மிக்கவர் - நகைச்சுவைநாட்டம் - நல்லொழுக்கம் - முன்மாதிரி - நடுவுநிலைமை - உலகப்பொது அறிவு - உலகத்தோடு ஒட்ட ஒழுகல் - நற்குடி மக்களை உருவாக்கும் பொறுப்பு - தெரிந்ததிலிருந்து தெரியாதது, எளிமையிலிருந்து கடினம், சிறப்பிலிருந்துபொது, முழுமையிலிருந்துபகுதி, காட்சியிலிருந்து கருத்து, பகுப்பிலிருந்து தொகுப்பு போன்ற பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - நன்னூலார் கூறும் நல்லாசிரியார் இலக்கணம் மற்றும் ஆசிரியராகாதோர்.

பணிமேம்பாடு: பணியிடைப் பயிற்சி, புத்தாக்கப் பயிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.

Text Books

இரத்தினசபாபதி. பி., (2007). செம்மொழிக்கல்வி கல்வி..சாந்தாபப்ளிசர்ஸ்.
கணபதி. வி. (2007). நற்றமிழ் கற்பிக்கும் முறைகள். சாந்தாபப்ளிசர்ஸ்.

References

கணபதி வி. (2004). தமிழ் இலக்கண இலக்கிய அறிமுகம். சாந்தாபப்ளிசர்ஸ்.
கணபதி. வி.(2005). நற்றமிழ்கற்பிக்கும் முறைகள்-பகுதி இரண்டு. சாந்தாபப்ளிசர்ஸ்.
கலைச்செல்வி. வெ., (2012). கல்வியியல் சிறப்புத் தமிழ். சஞ்சீவ் வெளியீடு.
கலைச்செல்வி. வெ., (2012). தமிழ் பயிற்றல் நூட்பங்கள். .சஞ்சீவ் வெளியீடு.
தமிழண்ணல் (2008). இலக்கியதமிழ் வரலாறு: மீனாட்சிபதிப்பகம்.
பரந்தாமன்.அ.கி., (2012). நல்லதமிழ் எழுதவேண்டுமா? . எம்.கே. கிராபிக்ஸ்.
பரமசிவம்.சொ., (2008). நற்றமிழ் இலக்கணம். பட்டுப்பதிப்பகம்.
மாடசாமி.ச., (2015). போயிட்டுவாங்கசார். புகல்ஸ் .:பார்சில்ரன்.
மாடசாமி.ச., (2016). எனக்குரிய இடம் எங்கே. சூரியன் பதிப்பகம்.
வரதராசனார்.மு, (2015). தமிழ் இலக்கிய வரலாறு. சாகித்தியஅகாடமி.
வீரப்பன்.பா,(2006).உயர்நிலைதமிழ்கற்பித்தலில் புதியஅணுகுமுறைகள் ஜோதிபிரியா பதிப்பகம்.
பள்ளிப் பாடநூல்கள்
தமிழ்ப் பாட நூல்கள். (2021). 6,7,8,9,10 - ஆம் வகுப்பு பள்ளிக் கல்வித்துறை.

Web Resources

செவ்வியல் இலக்கியங்கள் அறிமுகம்
<https://bit.ly/34dx9TC>
தமிழ்மொழிக் கற்பித்தலின் நோக்கங்கள்
<https://bit.ly/3EVmAkS>;
<https://bit.ly/3mZuN1f>
அடிப்படைமொழித் திறன்கள்
<https://bit.ly/3EXewjF>
பயிற்றுமுறைகளும் உத்திகளும்
<https://bit.ly/3mWWWpO>
தமிழாசிரியர் பண்புநலன்கள்
<https://bit.ly/3pXi1Cw>

**ART INTEGRATED LEARNING
B241EAIL**

**Marks: 100
Credits: 3**

Course Objectives

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

- i) use visual art in teaching learning process
- ii) identify the importance of dramatic way of presentation
- iii) integrate different art and craft across the school curriculum
- iv) understand the efficacy of arts and craft in inclusive classroom
- v) develop arts and craft skills for productive efficiency.

UNIT I: Introduction to Arts Education **[12 hrs]**

Meaning and scope of Art and Craft Education - Concept: Visual, performing arts and craft - Art as An Experience: Developing Aesthetic Sensibility - Artistic Expression: Meaning and Strategies - Art Therapy: Concept and Application for Normal and Differently abled students - Linking Art Education with Multiple Intelligence - Understanding Emerging Expression of Art by Students - Knowledge of Regional Arts and Crafts.

Task: Individual Expression (presentation) of any two art forms

UNIT II: Visual Arts and Crafts **[14 hrs]**

Meaning, Need and importance of Visual Arts and Craft - Experimentation with different materials of Visual Arts and Crafts: Pencil, Pastel colour, Poster colour, Pen and Ink, Rangoli, Clay, Mixed Material and Craft Material - Experimentation with different Methods of Visual Arts and Crafts: Drawing, Painting, Block Painting, Collage Making, Mask and Puppet Making, Clay Modelling, Paper Cutting and Folding - Learning through Visual Art in Inclusive classroom - Exposure to Selective Basic Skills in Visual Art.

Task: Preparation of any two visual art forms related to your subject's discipline

UNIT III: Performing Arts **[14 hrs]**

Meaning, Need and Importance of Performing Arts - Elements in different Performing arts: Music, Dance, Theatre, Puppetry - Integration of all performing art forms - Learning through Performing arts - Learning Through Performing in Inclusive classroom - Exposure to Selective Basic Skills required for Performing Arts.

Task: Performance of any two performing art forms during talent day

UNIT IV: Planning and Organization of Arts Education **[10 hrs]**

Planning of Art Experience for School- - Lesson Planning based on Art Experience - Organisation of Material and Space of Art Experience - Organisation and Facilitation for Art Experience: Process of Facilitation - Facilitating Interest among Learners - Planning and Implementing Activities - Correlating Art Activities with other School Activities - Role of Teacher in Teaching Art Education.

Task: Presentation of a lesson using any one technique of Arts and craft in your major subject.

UNIT V: Assessment in Art Education

[10 hrs]

Assessment in Art Education: Meaning and Need for Assessment in Art Education - Performance Indicators for Assessment - Various Tools and Techniques for Assessment - Making of Portfolio: Significance of Portfolio - Maintaining a Portfolio - Use a Portfolio for Evaluation.

Task: Preparation of Self-portfolio for the work done during this course

Text Books

Baruna.S., & Partha C. (2021). Drama and Art in Education. Aaheli Publishers.

Mukesh.K. (2019). Drama and Art in Education. Foundation Publishing House.

Rajesh.G.(2017). A Text Book of Art Education. Paragon International Publishers.

Rekha.K., & Ragini.M.(2017). Drama, Art and Aesthetics in Education. Rakhi Prakashan Publishers

References

Baruna.S., & Partha C. (2021). Drama and Art in Education. Aaheli Publishers.

Mukesh.K. (2019). Drama and Art in Education. Foundation Publishing House.

Rajesh.G.(2017). A Text Book of Art Education. Paragon International Publishers

Rekha.K., & Ragini.M.(2017). Drama, Art and Aesthetics in Education. Rakhi Prakashan Publishers.

Jas R.J., & Satish K.P. (2016). Drama and Art in Education. R. Lall Educational Publishers.

Web Resources

Drama and Art in Education Modules

<https://bit.ly/3JGc98r>

<https://bit.ly/3pXOaJO>

<https://bit.ly/31PjBss>

**YOGA FOR WELL BEING
B241EYFW**

**Marks: 100
Credits: 3**

Course Objectives

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

- i) understand the general guidelines of Yogic Practice
- ii) practice Pranayama to improve Breathing
- iii) know about life style diseases and manage through yoga
- iv) develop personality through yoga
- v) manage stress through Yoga.

UNIT I: Introduction to Yoga

[12 hrs]

Yoga: Meaning, Importance and History - Yogic Practices: Objectives, General Guidelines
Common Yogic Practices - Difference between Asanas and Exercise.

Task: Write a report on general guidelines for yogic practices and distinguish between yoga and exercise.

UNIT II: Pranayama Techniques and Types

[12 hrs]

Meaning of Pranayama - Techniques of Pranayama: Puraka, Kumbhaka, Rechaka - Types of Pranayama: Anuloma-Viloma, Bhastrika, Kapalapathi, Ujjayi, Bhramari, Shitali, Suryabhedana and Sitakari Pranayama.

Task: Practice Pranayama techniques every day and write a report on the effect of practicing pranayama.

UNIT III: Management of Life Style Diseases

[12 hrs]

Knowledge of Common diseases and their Prevention and Management by Yoga - Life style / Hypokinetic Diseases Diabetes, Hypertension, Obesity, Osteoporosis, Coronary Heart diseases and Back pain.

Task: Prepare a report on the management of lifestyle diseases by practicing yoga asanas.

UNIT IV: Yoga for Personality Development

[12 hrs]

Yogic Practices for Personality Development, Eight limbs of Yoga, Surya Namaskar, Tadasana, Simhasana, Mandukasana, Kukkutasana, Matsyasana, Bhujangasana, Makarasana, Shalabhasana, Dhanurasana.

Task: Select the asanas for personality development, practice those asanas with your peers and collect the feedback and write a report.

UNIT V: Yogic Practices for Stress Management

[12 hrs]

Postural Deformities - Corrective measures of Asanas and its Effects - Padmasana - Bhujangasana, Shalabhasana, Hanurasana, Shavasana, Vajrasana, Chakrasana, Trikonasana Padahasthasana, Laughter Yoga, Relaxation Techniques for Stress Management - Jacobson's relaxation technique.

Task: Prepare a report about the kind of asanas practiced by the teachers for the stress management and relaxation techniques.

Text Books

Sharma, P.D. (1984). Yogasana and Pranayama for Health, Navneet Publications.
Tripathi, B.K. (2015) Yoga a Healthy Way of Living. Shree Vrindavan Graphics.

References

Iyenger, B.K.S. (1982). Light of Yoga, Geroga Allen & Unwin.
Moorthy, D.M. & Alagesan, S. (2004). Yoga Therapy, TPH.
Pramanik, T. (2015). Yoga Education. Sports Publication.

Web Resources

General Guidelines of Yoga
<https://bit.ly/3HkFgfw>
Pranayama Techniques
<https://bit.ly/3qLkPsp>
Yoga for Personality Development
<https://bit.ly/3mP9AqW>
Yoga for Stress Management
<https://bit.ly/34f5Fgy>

**பயன்பாட்டுத் தமிழ்
B241VPPT**

நேரம்: 30
தகுதிப்புள்ளிகள்: 2

படிப்பின் நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்

1. தமிழின் தனித்தன்மையைக் கண்டு பெருமிதம் கொள்வர்
2. அடிப்படைத்திறன்களில் செம்மையுறுவர்
3. அன்றாடத் தேவைக்கான மொழிப்பயன்பாட்டைக் கைவரப்பெறுவர்

அலகு 1: பேச்சுத்திறன்

(12 மணி நேரம்)

தமிழ் எழுத்துகளின் பிறப்பும் முயற்சியும் - வரவேற்புரையளித்தல் - இணைப்புரைவழங்கல்- நன்றியுரைநவில் - குறிப்பிட்டத் தலைப்பில் உரையாற்றல்; எடுத்தல், தொடுத்தல், முடித்தல் - மேடைப்பேச்சு - நேர்காணல் - பிறமொழிக் கலப்பின்றிப் பேசுதல்

அலகு 2: எழுதுதல்திறன்

(11 மணி நேரம்)

தமிழ் முதல் எழுத்துகளின் வகைகள் - தமிழ் நெடுங்கணக்கு - வல்லொற்றுமிகும் இடங்கள் - வல்லொற்றுமிகா இடங்கள் - மொழிமுதல் எழுத்துக்கள் - மொழி இறுதிஎழுத்துக்கள் - இனஎழுத்துகள் அறிதல். நிறுத்தற்குறியீடுகளின் பயன்கள், நிறுத்தற்குறியீடுகளின் வகைகள் - படையாற்றல் உத்திகள் - மெய்ப்புத்தருத்தல்

அலகு 3: நடைமுறைபயன்பாடு

(7 மணி நேரம்)

அஞ்சலகம்,வங்கி, பயணம் சார்ந்தபடிவங்கள் நிரப்புதல்,மின்படிவங்கள் நிரப்புதல் - கடிதம் எழுதுதல் - தமிழ்ச்செயலிகளை அறிந்து பயன்படுத்தல், வலைப்பதிவுகளில் எழுதுதல்

Text Books

தமிழ்ப் பாடநூல்கள்.(2021). 6,7,8,9,10 -ஆம் வகுப்பு. பள்ளிக் கல்வித்துறை.

References

புலியூர் கேசிகன் (2019) ஆறுமுகநாவலரின் நன்னூல் காண்டிகையுரை, அமராவதி அச்சகம். இரத்தினசபாபதி. பி. ,(2007). செம்மொழிக் கல்வி. சாந்தாபப்ளிசர்ஸ். கணபதி. வி.இ (2007). நற்றமிழ் கற்பிக்கும் முறைகள். சாந்தாபப்ளிசர்ஸ். கலைச் செல்வி.வெ, (2012). கல்வியியல் சிறப்புத் தமிழ். சஞ்சீவ் வெளியீடு. பரந்தாமன்.அ.கி., (2012). நல்லதமிழ் எழுதவேண்டுமா?. எம்.கே. கிராபிக்ஸ்.

Web Resources

பயன்பாட்டுத்தமிழ்

<https://bit.ly/3qIXMHY>

எழுதுதல்திறன்

<https://bit.ly/3EQ5pkE>

நிறுத்தற்குறியீடுகள்

<https://bit.ly/3pVEUWF>

**ENGLISH PROFICIENCY SKILLS
B241VEPS**

**Hours: 30
Credits: 2**

Course Objectives

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

- i) acquire competency over grammatical structure and skills
- ii) able to read with correct pronunciation and diction
- iii) apply the learnt communication skills during interviews

UNIT I: Grammatical Usage

[7 hrs]

Introduction to the Grammatical Usage: Pronouns, Determiners, Articles, Adjectives, Prepositions, Adverbs Verbs, Relative pronouns, Phrase and Clause - Modals - Question tags - Phrasal verbs - Voice and Transformation of Sentence, Homophones, Analogy.

UNIT II: Reading Skills

[6 hrs]

Introduction to Critical Reading - Skimming, Scanning, and Reading and Listening for Gist and for Detail - Informative Texts: Facts, Dates, and graphs - Academic Texts: Authorship, Citation and Sources.

UNIT III: Conversation

[5 hrs]

Greetings - Presentation - Introduction - Request, Invitation - Refusal - Leave Taking - Interrogation - Reply. Accept and Decline Invitations - Commands - Directions - Communication Skills - Interview Skills.

Text Books

Anand, S. (2006). English Word Roots. CBH Publishers.

Balasubramanian, T. (2002). A Textbook of English Phonetics for Indian Students. Macmillan Publication.

Shastri, K. & Rajee, R. (2007). Understanding Idioms. Alpha Land Books

Yule, G. (2002). The Study of Language. Cambridge University Press.

References

Cambridge English: Proficiency Handbook for Teachers.

CIEFL. (2006). Methods of Teaching English: developing integrated skills and the elements of language, Block-IV, PGCTE Course, Central Institute of English and Foreign Languages, Hyderabad.

Chandra Sekhar, C. R. (2015). The Intelligibility of English Sounds: A study of phonetics. www.esp-world.info., JOUR. Issue 46.

Neha, K. (2021). Polish Your English Language Skills.

Web Resources

<http://www.aspiringminds.com/research-reports>

<http://www.brookings.edu/research/reports2/2014/09/english-skills#/M10580>

<http://www.collinsdictionary.com/>

<http://www.merriam-webster.com/>

<http://www.oxforddictionaries.com/>

<https://www.pearson.com/news/announcements/2015/december/businesses-need-to-invest-in-employees-english-skills-to-avoid-p.html>

<https://www.collegedekho.com/study-abroad/articles/best-books-to-polish-english-languageskills>

<http://trak.in/tags/business/2015/08/11/reality-indian-engineers-97-cant-speak-english/>

<http://www.yementimes.com/en/1624/report/1607/Lack-of-English-language-skills-burden-job-seekers.html>

**FOOD AS MEDICINE
B241VFAM**

Marks: 50

Credits: 2

Course Objectives

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

- i) develop healthy eating habits for optimal nutrition and overall health
- ii) understand and incorporate plant-based foods for enhanced well-being
- iii) promote organ health through specific dietary recommendations and practices

UNIT I: Optimal Food Habits

[10 hrs]

Importance of Eating Breakfast – The Right Way to Drink Water - Preventing Nutritional Deficiency Through Proper Eating Habits - A Balanced Daily Eating Guide from Morning to Night – Right Intervals between Meals – Right Time to Have Dinner.

Task: Design Your Own Balanced Daily Meal Plan.

UNIT II: Exploring Nature Based Food

[10 hrs]

Unleashing the Power of Nature Based Food - Fish - Fruits: Guava, Papaya, Amla, Red Banana, Black raisins - Vegetables: Ridge Gourd, Bottle Gourd, Sweet Potato, Elephant Foot Yam - Spices: Cumin, Fenugreek, Black Cumin, Coriander – Herbs: Haritaki, Curry Leaves, Ginger - Seeds: Flax, Pumpkin, Sunflower - Millets: Little, Kodo, Banyard and Foxtail.

Task: Create and Submit a Report on Millet-Based Recipe.

UNIT III: Food that Nourishes Organs

[10 hrs]

Strengthening the Organs through Food - Best Food to keep our Organs Healthy: Heart, Lungs, Kidney, Liver, Pancreas and spleen - Habits to be Avoided Immediately After Eating for better health,

Task: Reflect on One-Month Post-Meal Habits and Summarize the Health Observations.

Text Books

- Chauhan, S. K. (2017). *Natural food and health: A family book*. Notion Press.
- Gandhi, M. K. (1948). *Key to health* (S. Nayar, Trans.). Navajivan Publishing House.
- Gandhi, M. K. (1949). *Diet and diet reform*. Navajivan Publishing House.
- Hartvig, K. (2023). *Food as medicine: A handbook of natural nutrition*. Aeon Books.

References

- Cohen, E. (2021). *How food heals: A look into food as medicine for our physical and mental health* (Paperback ed.).
- Essa, M. M., & Memon, M. A. (Eds.). (2013). *Food as medicine*. Nova Science Publishers. <https://novapublishers.com/shop/food-as-medicine/>
- Khalsa, D. S. (2003). *Food as medicine: How to use diet, vitamins, juices, and herbs for a healthier, happier, and longer life* (Illustrated ed.). Simon and Schuster.
- Pieroni, A., & Price, L. (2006). *Eating and healing: Traditional food as medicine* (1st ed.). CRC Press. <https://doi.org/10.1201/9781420037382>.

Web esources Optimal Food Habits

<https://www.youtube.com/channel/UCuF6pSfG-1giB-kLkik7YNQ>

Exploring Plant-Based Food

<https://www.youtube.com/@Healthta>
[milnadu](https://www.youtube.com/@healthcaf)

<https://www.youtube.com/@healthcaf>

etamil Food that Nourishes Organs

<https://www.youtube.com/@theyogainstituteofficial>

**CHILD SECURITY AND PROTECTION
B241SCSP**

**Marks: 50
Credit: 2**

Course Objectives:

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

- i) Understand the key concepts and principles of child security and protection.
- ii) Identify and assess various risks and threats to child safety in educational settings.
- iii) Develop and implement effective strategies for preventing and responding to safety issues.

Unit I: Foundations of Child Security**[7 hrs]**

Definition and importance of child security- Historical and contemporary perspectives on child protection-Understanding Child Abuse and Neglect: Types of abuse (physical, emotional, sexual, neglect)-Signs and symptoms of abuse - Impact of Trauma and Strategies in Shaping Student Behavior and Social Interactions.

Task: Prepare a Case Study Analysis on Child Abuse and Neglect

Unit II: Risk Assessment and Prevention**[11 hrs]**

Identifying Risks and Vulnerabilities: Common risks in educational settings - Environmental and behavioral factors contributing to risks - Preventive Measures and Safety Protocols: Designing and implementing safety policies - Creating a safe and supportive classroom environment - Promoting Safe Behavior and Healthy Relationships: Teaching personal safety and boundaries - Encouraging positive peer interactions and conflict resolution.

Task: Report on the identification of environmental and behavioural factors that may contribute to these risks (e.g., poor lighting, inadequate staff training, peer pressure)

UNIT III: Legal and Ethical Considerations**[12hrs]**

Child Protection Laws and Regulations: Juvenile Justice (Care and Protection of Children) Act, 2015, The Protection of Children from Sexual Offences (POCSO) Act, 2012, The Right of Children to Free and Compulsory Education (RTE) Act, 2009, The prohibition of child Marriage Act 2006, The Child Labour (Prohibition and Regulation) Act, 1986, Vishaka Committee – Suppression of Immoral Traffic in Women and Girls Act 1956 (SITA),- Child Safety Schemes in Tamil Nadu: Child Protection Services (CPS) Scheme, Integrated Child Protection Scheme (ICPS), Poshan Abhiyaan, Anganwadi Services (under ICDS), Bal Sakthi Kendra- Helplines in Tamil Nadu: Childline 1098, Tamil Nadu State Child Rights Commission Helpline, Women’s Helpline 181, Police Helpline 100, Tamil Nadu Child Protection Helpline - Mandatory reporting requirements and procedures - Ethical Issues in Child Protection: Confidentiality and privacy considerations - Balancing intervention with respect for families

Task: Daily News Paper Reading (DNR) Visit Child Protection Agencies

References:

Barlow, J. E. (1998). *The safe child: How to protect your child from abuse*. Perennial.
Centers for Disease Control and Prevention (CDC). (2021). *Preventing child abuse and neglect*. CDC.

<https://www.cdc.gov/violenceprevention/childabuseandneglect/prevention.html>

Dunn, J. C. (2004). *Child protection and the law: A practical guide for educators*. Jossey-Bass.

Gilbert, R., Parton, N., Skivenes, M., & Sidebotham, P. (Eds.). (2014). *Child protection systems: International trends and orientations*. Oxford University Press.

Hearn, J. (2019). *The violences of men: How men talk about and how agencies respond to men's violence to women*. Routledge.

U.S. Department of Health and Human Services. (2019). *Preventing child abuse & neglect*. Administration for Children and Families.

<https://www.childwelfare.gov/topics/preventing/>

World Health Organization (WHO). (2022). *Child maltreatment*.

<https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>

**APPLICATION OF ARTIFICIAL INTELLIGENCE IN EDUCATION
B241SAAE**

**Mark: 50
Credits: 2**

Course Objectives:

By the end of this course, participants will:

- i) assess AI's impact on personalized learning and teaching
- ii) integrate AI into lesson plans and classroom management
- iii) address ethical issues and use AI for feedback and progress tracking.

Unit I: Foundations of AI in Education

[8 Hrs]

Artificial Intelligence: Definition, Evolution – AI in Education: Significance, Role, Types – Challenges and Ethical Consideration in AI.

Task: Explore and prepare a presentation on using any one AI educational tool.

Unit II: AI Enhanced Teaching and Learning

[12 Hrs]

Personalized Learning: Meaning, Need, Benefits and Limitation – AI tools in teaching and learning – Integrating AI in Lesson Plan – Strategies for Interactive AI Learning Environments - AI in Classroom Management and Instruction- Role of Teacher in AI.

Task: Submit a Lesson Plan incorporating AI Tools

Unit III: AI-Driven Assessment and Feedback

[10 Hrs]

Overview of AI in Assessment - Types of AI Assessments: Adaptive Testing, Formative Assessments, Gamified Assessments, Performance-Based Assessments, Collaborative Assessments - Pros and Cons of using AI for student assessments - Feedback: Using AI for Personalized Feedback - Tools for Tracking and Analyzing Student Progress.

Task: Create an AI-driven Assessment Plan Using any one Type of Assessment.

Reference

- Padmavathy, R. D., & Talreja, R. (2024). *AI in Education: Transforming learning and teaching* (1st ed.). Redshine Publication.
- Jaiswal, A., & Arun, C. J. (2021). *Potential of Artificial Intelligence for Transformation of the Education System in India*. International Journal of Education and Development Using Information and Communication Technology, 17(1), 142-158.
- Singh, R., & Singh, R. K. (2021). *Artificial Intelligence in Indian Education: Emerging Trends and Practices*. Sage Publications.
- Raj, R., & Patel, M. (2021). *Innovations in AI for Education: Perspectives from India*. Springer.
- Sharma, R., & Sharma, A. (2020). *Artificial Intelligence in Education: Applications and Innovations*. Springer.
- Mohan, S., & Rao, V. (2020). *AI in Education: Transforming Learning and Teaching in India*. Bloomsbury Publishing.
- Panigrahi, A. (2020). *AI in Indian Education: Revolutionizing the Indian education system*. In Revolutionizing Indian Education System (pp. 102-120). New Delhi: ABC Publishers.
- Sethuraman, T. A., & Ramamoorthy, S. (2020). *AI in Indian Higher Education Institutions: A quantitative study on adoption and perceptions*. International Journal of System Assurance Engineering and Management.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial Intelligence in Education: Promises and implications for teaching and learning*. Independently Published.

Web Reference

<https://mitsloanedtech.mit.edu/ai/teach/getting-started/>

<https://examin8.com/blog/ai-tools-in-education/>

<https://lessonbud.com/blog/ai-lesson-planning-streamline-your-teaching/>

[Adaptive Learning: A Critical Element of AI in Education](#)

SEMESTER - II

**KNOWLEDGE AND CURRICULUM
B242CKAC**

**Marks: 100
Credit: 4**

Course 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) describe the meaning of knowledge and identify the different ways of knowing
- iii) describe the process of Knowledge Construction
- iv) enumerate the relative roles of Knowledge Organisation in Schools
- v) understand the integration between Knowledge and Curriculum.

UNIT I: Educational Thinkers and Knowledge [12 hrs]

Concept 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 [12 hrs]

Concept of Knowledge Organization - 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.

UNIT III: Concepts of Curriculum [12 hrs]

Curriculum: Concept, Objectives, Principles and Characteristics - Curriculum Determinants: National Aspirations and Needs, Culture, Social Change, Value System, Political, 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 [12 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, Student Centered, Co-related, Fused, Core, Value Oriented Curriculum.

UNIT V: Curriculum Development [12 hrs]

Philosophy of Curriculum - Assessing Needs - Formulating Goals and Objectives - Selecting the Content - Organizing Content - Selection of Curriculum Experience - Evaluation of the Curriculum - Models of Curriculum Development: Ralph Taylor, D.K. Wheeler and Hilda Taba -Agencies of Curriculum Development: School and Teachers - Principals and Educationists - Role of NCERT, NCTE, NCF 2005 and NCF 2009 for Teacher Education in curriculum development.

Text Books

- Mishra, M. (2007). Philosophical and Sociological Foundations of Education. Alpha Publication.
- Mittal, M. L. (2005). Education in Emerging Indian Society. International Publishing House.
- Sharma Ramnath. (2000). Textbook of Educational Philosophy, Kanishka Publishers and Distributors.

References

- Arulsamy, S. (2014). Curriculum Development. Hyderabad: Neelkamal Publications.
- Bhatia, S.K.& Sonia.J. (2016). A Textbook of Curriculum Pedagogy and Evaluation. Paragon International Publishers.
- 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.
- Mrunalini.T (2012). Curriculum Development Perspectives, Principles and Issues. Dorling Kindersly.
- Rao, V. K. (2008). Instructional Technology. New Delhi: APH Publishing Corporation.
- Roderick, M. (1977). Theory of Knowledge, II Edition. New Delhi: Prentice Hall of India Private Ltd.
- Siddiqui, M. H. (2008). Models of Teaching. New Delhi: APH Publishing Corporation.
- Singh,Y. K. (2008). Instructional Technology in Education. New Delhi: APH Publishing Corporation.
- Venkataiah, N. (2008). Curriculum Innovations for 2000 A.D. New Delhi: APH Publishing Corporation.
- செந்தில் குமார். சு. (2016). தற்கால இந்தியாவில் கல்வி சென்னை: மதிஇம்பக்ஸ்.
- தீனதயாள், பூருசிவக்குமார், ம. (2011). வளர்ச்சி கலைத்திடு கிருணாபப்ளிகேசன்ஸ். சென்னை ஸ்ரீ இராஜேஸ்வரி.(2006). செயல்பாடுடன் கோடுப்பாடுகள் சென்னை: கலைத்திட்டு சாந்தாபப்ளிரஸ்.
- நாகராஜன், கி. நடுராஜன், சா.தமிழ்வாணன் சு., ரு செந்தில்குமார், க. (2007) கலைத்திட்ட வளர்ச்சி சென்னை: இராம் பதிப்பகம்.
- பாஸ்கரன் ஏ. செந்தில் குமார், சு. (2016). தற்கால இந்தியாவில் கல்வி. சென்னை: மதிஇம்பக்ஸ்.
- தீனதயாள்,பூ.,ருசிவக்குமார்,ம.(2011). கலைத்திடு கிருஷ்ணாபப்ளிகேஷன்ஸ்.
- நாகராஜன்,கி.,நடுராஜன்,சா.,தமிழ்வாணன், சு.,ருசெந்தில்குமார்,க.(2007) கலைத்திட்டவளர்ச்சி. சென்னை: இராம் பதிப்பகம்.
- பாஸ்கரன்,ஏ., ருபத்மப்பிரியா,டி.(2008). கலைத்திட்டவளர்ச்சி சாரதாபதிப்பகம்.

Web Resources

- www.shodhganga.inflibnet.ac.in
- www.blogs.ucl.ac.uk/2015/04/09
- www.open.ac.uk
- www.tandfonline.com
- www.studylecturenotes.com

**LEARNING AND TEACHING
B242CLAT**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) acquire information of the concept of learning theories
- ii) reflect the concepts of attention, thinking, memory and imagination
- iii) identify the influence of motivation on human behavior
- iv) examine the theories of intelligence
- v) analyse teaching as a profession.

UNIT I: Approaches to Learning [12hrs]

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: Gestalt Theory of Learning, Kohler Insight Learning - Roger's Experiential Learning - Constructivism: Concept, Planning and Development of Learning Experiences.

UNIT II: Mental Process of Learning [12 hrs]

Attention: Meaning, Nature, Characteristics and Types - Factors Influencing 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 - Imagination: Meaning, Types and Educational Implications

UNIT III: Teaching Learning Process [12 hrs]

Teaching: Meaning, Nature and Characteristics - Relationship between Teaching and Learning - Gagne's Theory on Learning and Instruction - Motivation: Definition, Principles, Classification, Techniques of Motivation in Classroom Situation - Maslow's Theory of Self - Actualization- David McClelland's Need for Achievement Motivation.

UNIT IV: Theories of Intelligence [12 hrs]

Intelligence: Meaning, Nature and Theories of Intelligence: Alfred Binet's Uni factor Theory, Spearman's Two Factor Theory, Thorndike's Multifactor Theory, Thurstone's Group Factor Theory, Guilford's Structure of Intellect, Gardener's Multiple Intelligence Theory - Emotional Intelligence - Classification of Intelligence Tests: Individual and Group - Uses and Limitation of Intelligence Test.

UNIT V: Teaching as a Profession [12 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.

Text Books

Agarwal, J.C. (2004). Essentials of Educational Psychology. Vikas Publishing home.
Mangal, S.K. (2010). Learner, Learning and Cognition. Tandon Publication.
Nagarajan, K.& Srinivasan, R. (2014). Psychology of Human Development (2nd ed). Ram Publishers.

References

Chaube, S.P. &Chaube, Akilesh, S. (2011). Hand Book of Education and Psychology. Neelkamal Publications.
Crain, W. (2005). Theories of Development (5th Ed.). Pearson.
Dandapani, S. (2001). A Textbook of Advanced Educational Psychology. Anmol Publications.
Dandapani, S. (2013). Hand book of Education and Psychology. Neelkamal Publications.
Dash, B.N& Dash, N. (2014). A Textbook of Educational Psychology. Dominant Publishers.
Kalaivani, M.& Krithika, S. (2018). Advanced Educational Psychology. Samyukdha Publication.
Nirmala, J. (2014). Psychology of Learning and Human Development. Neelkamal Publications.
Oza, D.J. and Ronak, R.P. (2011). Management of Behavioral Problems of children with Mental Retardation. VDM publication.
Saundra, K. Ciccarelli& Noland white. (2018). Psychology (5th ed.). Pearson India Education services.
Sharma, R. A& Shika Chaturvedi. (2014). Development of Learner and Teaching Learning process. Vinay Rakheja Publisher.
Talawar, M.S&Benakanal, V.A. (2014). Advanced Educational Psychology. Centrum Press.

Web Resources

Theories of learning
<https://bit.ly/3xtNZth>
Mental process of Learning
<https://bit.ly/3qHw52n>
Relationship between Teaching & Learning
<https://bit.ly/3JGrjKF>
Theories of Intelligence
<https://bit.ly/3DvRTFH>
Teaching as a Profession
<https://bit.ly/3SaKKih>

**ASSESSMENT FOR LEARNING
B242CAFL**

**Marks: 100
Credit: 4**

Course 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 [12 hrs]

Measurement, Assessment and Evaluation: Meaning and Differences - Different Types of Measures: Nominal, Ordinal, Interval and Ratio - Need for Evaluation: Identifying Learning Difficulties, Monitoring Learning, Providing Feedback, Promotion - Purpose of Assessment in a Constructivist Paradigm - Distinction between Assessment for Learning and Assessment of Learning.

UNIT II: Classification of Assessment [12 hrs]

Assessment Based on Purpose: Formative, Summative, Diagnostic and Prognostic - Based on Scope: Teacher Made, Standardized - Based on Attributes Measured: Achievement, Aptitude, Attitude: Thurstone and Likert - 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) [12 hrs]

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

UNIT IV: Construction and Standardization of an Achievement Test [12 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 [12 hrs]

Preparation of Master Sheet - Frequency Distribution - Graphical Representation - Measures of Central Tendency : Mean, Median, Mode and 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 Co-efficient by

Rank Difference and Product Moment Method - Characteristics of Normal Curve and its Uses
- Skewness and Kurtosis - Interpretation of Test Scores.

Text Books

Brown, Sally., & Knight, Peter. (1994). Assessing Learners in Higher Education. Kogan Page.
Ebel, Robert, L. (1996). Measuring Educational Achievement. Prentice - Hall of India.
Garrett, H. E., & Wood, Worth, R. S. (1969). Statistics in Psychology and Education. Vakils,
Feffer and Simons.

References

Hannagam, T. J. (1982). Mastering Statistics. The Macmillan Press.
Ingram, Cregg, F. (1993). Fundamentals of Educational Assessment. D. Van Nostrand
Company.
Mehrens, W. A., & Irvin, J. Lehman. (1984). Measurement and Evaluation in Education and
Psychology. (3rd edition). Holt, Rinchart and Winston Inc.
Pamela, Juliet, Alma, A. (2016). Strategies and Techniques for Research in Education.
Neelkamal Publications.
Sagar, Vidya, J. (2016). Measurement and Evaluation in Education. Neelkamal Publications.
Singaravelu, G. (2017). Assessment for Learning.
NeelkamalPublication.ISBN:9789285877865.
Singh, H. S. (1974). Modern Educational Testing. Sterling Publication.
Srivastava, H. S. (1989). Comprehensive Evaluation in School. NCERT.

Web Resources

Overview of Assessment and Evaluation
<https://bit.ly/3QNL CZ2>
Classification of Assessment
<https://bit.ly/3RZ1Qj8>
Continuous and Comprehensive Evaluation (CCE)
<https://bit.ly/3Lqp9QU>
Construction and Standardization of an Achievement Test
<https://bit.ly/3qIjADN>
Statistical Analysis of Test Scores
<https://bit.ly/3Dr91wj>

PEDAGOGY OF BIOLOGICAL SCIENCE II
B242PPBS

Marks: 100
Credits: 4

Course Objectives

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

- i) imbibe proficiency in school content
- ii) develop various techniques of teaching skills
- iii) acquire competency of planning and teaching of science
- iv) plan and prepare effective teaching learning materials
- v) design and organise laboratory work in scientific manner.

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

Significant concepts in Biological Science from Tamil Nadu State Board syllabus for class X: Plant Anatomy and Plant Physiology, Structural Organisation of Animals, Transportation in Plants and Circulation in Animals, Nervous System, Plant and Animal Hormones, Reproduction in Plants and Animals, Genetics, Origin and Evolution of Life, Breeding and Biotechnology, Health and Diseases, Environmental Management

UNIT II: Teaching Skills **[12 hrs]**

Teaching Skills: Classification - Microteaching: Characteristics, Phases, Need and Microteaching cycle - Microteaching skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board Writing, Reinforcement, Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction and Assessment **[12 hrs]**

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Purpose, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach and Active Learning Method - Home Assignments - Construction of Diagnostic and Achievement tests in biological science.

UNIT IV: Learning Resources **[13 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Audio Aids, Visual Aids, and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values - Biological Science Text Book: Need and qualities, Rating Scale to Evaluate Science Text Book - e-resources: Websites, Journals, Books, Blogs and Educational Apps - Development of e-content.

UNIT V: Biological Science Laboratory **[13 hrs]**

Biological Science Laboratory: Need and Importance, Structure and Design of Laboratory, Organisation of Laboratory Work - Preparation of Indent - Registers Maintained in the Laboratory: Permanent Stock, Breakable Stock, Consumable Stock, Order, Requirement - Care and Maintenance of Apparatus - Storage of Chemicals - Safety in the Laboratory - Common Laboratory Accidents and their Remedies - First Aid kit.

Text Books

- Chithra, D., & Aslam, K. (2018). Pedagogy of Biological Science – Part I. Everest Publishers.
- Sharma, R. C. (1995). Modern Science Teaching. Dhanpati Rai and Sons.
- Venugopal, K. (2006). Teaching of Biology. Ram Publications.
- Vijayalatha, R., & Sunitha, D. (2016). Pedagogy of Biological Sciences. Neelkamal Publications.

References

- Alsop, S., & Hicks, K. (2003). Teaching Science. Kogan Page India.
- Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). Teaching of Biological Science II. Centrum Press.
- Chikara, M.S. (1985). Teaching of Biology. Prakash Brothers Publication.
- Das, R.C. (1985). Science Teaching in Schools. Sterling Publishers.
- Green, T. L. (1998). The Teaching of Biology in Tropical Secondary Schools. Oxford University Press.
- Hemalatha, K., & Julius, A. (2010). Teaching of Biology. Neelkamal Publications.
- Kulshreshtha, S.P., & Kulshreshtha, A.K. (2012). Foundations of Educational Technology. Vinay Rakheja Publication.
- Mangal, S. K., & Mangal, U. (2009). Essentials of Educational Technology. Prentice Hall of India.
- Panneerselvam, A. (2003). Teaching of Science. Mohan Padhipagam.
- Mohan, R. (2007). Innovative Science Teaching for Biological Science Teachers (3rd ed.) Prentice Hall of India.
- Ramasamy, K. R. (2018). Pedagogy of Biological Science (2nd ed.). Samyukdha Publications
- Vanaja, M. (2005). Methods of Teaching Biological Science. Neelkamal Publications.
- Vashist, S.R. (2004). Classroom Administration. Anmol Publications.

Web Resources

- Teaching Skills <https://bit.ly/3eKEbkZ> Micro Teaching
<https://bit.ly/3HC5JVN>
- Micro Teaching: Principles <https://bit.ly/32Os6Zr> Learning Resources
<https://bit.ly/34aifNW>
- Unit planning
<https://bit.ly/3EUw001>

PEDAGOGY OF COMMERCE AND ACCOUNTANCY II
B242PPCA

Marks: 100

Credits: 4

Course Objectives

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

- i) To imbibe proficiency in school content
- ii) To develop various techniques in teaching skills
- iii) To acquire competency of planning and teaching of Commerce and Accountancy
- iv) To plan and prepare effective teaching - learning materials
- v) To apply the concept of current affairs in the teaching of commerce.

UNIT I: Knowledge of Commerce and Accountancy Content - II **[12 hrs]**

Significant Concepts in Commerce and Accountancy Tamil Nadu State Board syllabus for class XI: 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 **[12 hrs]**

Teaching skills: Classification – Microteaching: Characteristics, Phases and Need, Microteaching Cycle - Microteaching Skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction **[12 hrs]**

Year plan: Need and Advantage - Unit plan: Steps and Advantages - Lesson plan: Salient features, Principles and Merits - Herbartian Approach - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in Commerce and Accountancy.

UNIT IV: 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 Text Book: Need and Qualities Rating Scale to evaluate a Commerce and Accountancy Text Book - e-resources: Websites, Journals, Books, Blogs, Educational Apps - Development of e-content.

UNIT V: Teaching of Current Affairs and International Understanding **[12 hrs]**

Current Affairs: Need and Importance - Methods - Role of the Commerce Teacher in Current Affairs. International Understanding - Need and Importance - Techniques for Promoting International Understanding - Role of Commerce Teacher in International Understanding.

Text Books

- R.P. Singh, Imtiyaj Mansoori. (2017). Pedagogy of School Subjects Commerce. R.Lall Educational Publishers.
- Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). Teaching of Commerce: A Practical Approach. New Delhi: R.Lall Book Depot
- Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya
- Ramesh, A. R., & Rao, Bhaskar. D. (2006). Technique of Teaching Commerce. New Delhi: Sonali Publications.
- Rao, S. (2004). Teaching of Commerce. New Delhi: Anmol Publication.
- Singh, R. P (2003). Teaching of Commerce. New Delhi: R.Lall Book Depot.
- Singh, Y. K. (2003). Teaching of Commerce. New Delhi: A.P.H. Publishing Corporation.

References

- Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- Mangal, S. K., & Mangal, Uma. (2008). Teaching of Social Studies. New Delhi: PHI learning Pvt.ltd.
- Kendra. Aggarwal, J. C. (1996). Teaching of Commerce, a Practical Approach. New Delhi: Vikas Publishing House Pvt.Ltd.
- Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). Methods of Teaching Commerce. New Delhi: Discovery publishing house.
- Kumar, Mahesh. (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications Pvt.ltd.
- Sharma, B. L., & Maheshwari, B.K. (2013). Teaching of Social Studies. Meerut: R.Lall Book Depot.

Web Resources

- Tamil Nadu Commerce and Accountancy Text Book
<https://bit.ly/3HySMME>
- Micro Teaching: Principles, Procedures, Benefits & Limitations
<http://bit.ly/3qN0o7y>
- Unit and lesson Plan
<https://bit.ly/3t6HuuS>
- <https://bit.ly/3eTxqgM>
- Teaching Learning Materials
<https://bit.ly/3qNQaDY>
- Community Resources
<https://bit.ly/32QJtJ5>
- Current Affairs
<https://bit.ly/3qOsH>
- International Understanding
<https://bit.ly/3EQJJK5>
- <https://bit.ly/3pTFPXG>

**PEDAGOGY OF COMPUTER SCIENCE II
B242PPCS**

**Marks: 100
Credits: 4**

Course 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 Computer 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 Computer Science Tamil Nadu State Board syllabus for Standard XI: 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 [13 hrs]

Teaching skills: Classification - Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction [15 hrs]

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in Computer Science.

UNIT IV: Teaching Learning Material and Learning Resources [11 hrs]

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and Ways of Utilizing Community Resources - Computer Science Room - Computer Science Text Book: Need and Qualities, Rating Scale to Evaluate Computer Science Text Book - Net Based Resources - Development of e- content.

UNIT V: Computer Science Laboratory [11 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

Text Books

- Bharti, V. (2019). Pedagogy of Computer Science. Laxmi Book Depot.
Devisri, K. (2018). Teaching of Computer Science. Laxmi Book Publication.
Sandeep, M. J. M. (2014). Teaching of Computer Science. Neelkamal Publication.

References

- Bhatnagar, A. B., & Bhatnagar, S. S. (2013). Teaching of Science. R. Lall Book Depot.
- Brian, W. K., & Dennis, M. R. (1986). The C-Programming Language. Prentice Hall of India.
- Byran. (1997). Discover the Internet. Comdex Computer Publication.
- Gortfried. (1991). Programming with C. Tata Mc Grae Hill Publication.
- Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Cyber Land Publishers.
- Norton, P. (1998). Introduction to Computers. Tata Mc Grow Hill Publication.
- Rajaraman, V. (1999). Computer Programming in C. Prentice Hall of India.
- Rajasekar, S. (2005). Methods of Teaching Computer Science. Neelkamal Publication.
- Sharma, R. C. (2013). Modern Science Teaching. Dhanpat Rai Publication.
- Yadav, M.S. (2000). Modern Methods of Science Teaching in Secondary School. Anmol Publication.
- Zaidi, S. M. (2004). Modern Teaching of Elementary Science. Anmol Publication.

Web Resources

- Tamil Nadu XI Standard Computer Science Textbook
<https://bit.ly/3BbLxZg>
- Tamil Nadu XI Standard Computer Application Textbook
<https://bit.ly/3QziSmU>
- Tamil Nadu XI Standard Computer Technology Textbook
<https://bit.ly/3qsThRZ>
- Introduction to Networking Concept
<https://bit.ly/3B5beLj>
- Computer Ethics and Cyber Security
<https://bit.ly/3BawfUT>
- Technology and Beyond
<https://bit.ly/3FVZvQj>
<https://bit.ly/3FQA1UD>
- Micro Teaching Skills
<https://bit.ly/3pRMVvT>
- Instructional Planning
<https://bit.ly/330tjMV>
- Teaching Learning Materials
<https://bit.ly/3G4TAZ6>

PEDAGOGY OF ECONOMICS II
B242PPEE

Marks: 100
Credits: 4

Course Objectives

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

- i) imbibe proficiency in of school content
- ii) develop various techniques in teaching skills
- iii) acquire competency of planning and teaching of Economics
- iv) plan and prepare effective teaching - learning materials
- v) apply the concept of current affairs and international understanding teaching of Economics

UNIT I: Knowledge of Economics Content - II **[12 hrs]**

Significant Concepts in Economics Tamil Nadu State Board syllabus for class XI: 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 - Tamil Nadu Economy and Resource Management - Environment and Sustainable Development with Special reference in Tamil Nadu - Statistical Techniques in Economics - Basic Econometrics

UNIT II: Teaching Skills **[12 hrs]**

Teaching skills: Classification – Microteaching: Characteristics, Phases and Need, Microteaching Cycle - Microteaching Skills: Introducing a Lesson, Explanation, Questioning, Demonstration, Stimulus Variation, Chalk Board writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction **[12 hrs]**

Year plan: Need and Advantage- Unit plan: Steps and Advantages - Lesson plan: Salient features, Principles and Merits- - Herbartian Approach - Format of a lesson plan Digital Lesson Plan – Home Assignments -Construction of Diagnostic Test and Achievement Test in Economics.

UNIT IV: 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 Text Book: Need and Qualities Rating Scale to evaluate an Economics Text Book – e-resources: Websites, Journals, Books, Blogs, Educational Apps -Development of e-content.

UNIT V: Teaching of Current Affairs and International Understanding **[12 hrs]**

Current Affairs: Need and Importance - Methods - Role of the Economics Teacher in Current Affairs. International Understanding - Need and Importance - Techniques for Promoting International Understanding - Role of Economics Teacher in International Understanding.

Text Books

Aggarwal, J. C. (2005). Teaching of Economics. Vinod Pustak Mandir.
Karthick, G. S. (2004). Teaching of Economics. Discovery publication house.

References

Mangal, S. K., & Mangal, U. (2008). Teaching of Social Studies. PHI learning.
Misra, B. (2004). Curriculum Reform and Educational Development. Muhit Publications.
Prasad, J., & Kumar, K. V. (1997). Advanced Curriculum Construction. Kanishka Publishers and Distributors.
Rao, R. B., & Rao, B. D. (2007). Techniques of Teaching Economics. Sonali Publications.
Rudramamba, B., Kumari, L. V., & Rao, B. D. (2004). Methods of Teaching Economics. Discovery publishing house.
Sharma, K., & Tuteja, T. (1995). Teaching of Economics. Common Wealth Publishers.
Sharma, S. (2004). Modern Technologies of Teaching Economics. Anmol Publishing House.
Sharma, B. L., & Maheshwari, B.K. (2013). Teaching of Social Studies. R. Lall Book Depot.
Siddiqui, H. M. (2004). Teaching of Economics. Ashish Publishing House.
Tiwari, D. (2006). Methods of Teaching Economics. Cresnet Publishing Corporation.

Web Resources

Tamil Nadu Commerce and Accountancy Text Book
<https://bit.ly/3HySMME>
Aim and Objectives of Teaching Commerce
<https://bit.ly/3F09fHY>
Constructivism Approach
<https://bit.ly/3eRM87P>
Pedagogy Of Commerce [Teaching of Commerce] - B. Ed Notes
<https://bit.ly/3eTNTRT>
Blooms Taxonomy Action Verb
<https://bit.ly/32R7xvB>
Methods and Strategies of Teaching Commerce
<https://bit.ly/3FWtPuj>
<https://bit.ly/3mSywxF>
<https://bit.ly/3ESfEF3>
Teaching of Commerce Book
<https://Bit.Ly/3mymv4t>
Programmed Instruction
<https://bit.ly/3JCexwZ>
<https://bit.ly/3JI9ye7>

PEDAGOGY OF ENGLISH II
B242PPEL

Marks: 100

Credits: 4

Course Objectives

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

- i) acquire awareness on LSRW skills
- ii) identify the resources of teaching English
- iii) employ appropriate grammatical skills while interacting
- iv) plan effectively and prepare lesson plans
- v) device the various skills of teaching English.

UNIT I: Acquisition of Language Skills **[12 hrs]**

Teaching Communication and Strategies of Language Skills: Nature, Mechanics, Types, Principles and Sub-skills of Listening, Speaking, Reading and Writing.

UNIT II: Micro Teaching Skills **[12 hrs]**

Teaching Skills: Classification - Micro Teaching: Characteristics, Phases and Need, Micro Teaching Cycle and Uses Micro teaching Skills: Introducing a lesson / Set Induction, Skill of Explanation, Probing Questioning, Reinforcement, Blackboard Writing, Stimulus Variation and Mini Teaching.

UNIT III: Planning for Instruction **[12 hrs]**

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: functions, Advantages, Components and Steps - Format of Lesson Plan: Prose, Poem, Grammar, Letter Writing and Supplementary Reader - Observation and Demonstration - Planning for Assignments and Home Work - Construction of Diagnostics and Achievement Tests in English.

UNIT IV: Resources in Teaching English **[12 hrs]**

Teaching learning Materials: Concept and Significance - Edgar Dale's Cone of Learning Experience - Classification: Teacher Made and 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 - Text Book Analysis: Need, Quality and Rating Scale - Development of e-content and Module.

UNIT V: Teaching of Advanced Grammar **[12 hrs]**

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.

Text Books

Krishnaswamy, N. (1980). Modern English: A Book of Grammar Usage and Composition. Macmillan Co.

Shradha, A. (2006). English Word Roots. CBH Publishers.

Vallabi, J. E. (2015). Innovations in the Teaching of English. Neelkamal Publisher

References

- Baruah, T. C. (1994). The English Teachers Hand Book. Sterling Publications.
- Diane, L., & Douglas, F. (2017). Handbook of Research on Teaching the English Language Arts. McGraw Hill Publication.
- Darbyshire, A. E. (1987). A Description of English. Arnold Heinemann India.
- Hooper, J. S. (1980). A Quick English Reference. Oxford University Press.
- Jagadisan, S., & Murugaiyan, N. (1985). Common Errors in English. Neelkamal Publication.
- Richards, C. Jack. (2007). Error Analysis: Perspectives on Second Language Acquisition. Longman.
- Rivers, W. M. (1997). Teaching Foreign Language Skills. The University of Chicago Press.
- Stoddart, J. (1987). The Practical Teaching of English in Schools. Orient Longman.
- Tickoo, M. L. (2009). Teaching and Learning English. Orient Black Swan.

Web Resources

- Acquisition of Language Skills
<https://bit.ly/3JQvdB5>
- Micro Teaching Skills
<https://bit.ly/3JGBxeg>
- Planning for Instruction
<https://bit.ly/3zkJ25O>
- Resources in Teaching English
<https://bit.ly/3zkJ25O>
- Teaching of Advanced Grammar
<https://bit.ly/3mP3t5R>

PEDAGOGY OF GEOGRAPHY II
B242PPGE

Marks: 100

Credits: 4

Course Objectives

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

- i) develop holistic understanding of school content
- ii) use various micro teaching skills for effective teaching
- iii) realize the significance of planning in successful Geography teaching
- iv) familiarize with resources for Geography teaching
- v) appreciate the diversity of Indian society along with its unity.

UNIT I: Knowledge of School Content **[10 hrs]**

Significant Concepts in Geography Tamil Nadu State Board syllabus: An introduction to Oceanography, Weather and Climate, Mining, Trade, Population, Environmental Issues.

UNIT II: Teaching Skills **[13 hrs]**

Teaching skills: Classification, Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction **[15 hrs]**

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in Geography.

UNIT IV: Teaching Learning Material and Learning Resources **[11 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids-Community Resources and Ways of Utilizing Community Resources - Geography Room Geography Text Book: Need and Qualities, Rating Scale to Evaluate Geography Text Book - Net Based Resources - Development of e-content.

UNIT V: Trends in Geography Education **[11 hrs]**

National Integration: Need and Role of Education, Techniques for promoting National Integration - International Understanding: Importance, Role of Geography Teacher, Techniques for promoting International Understanding - Utilizing Current Events and Contemporary Affairs: Importance, Types of Current Affairs, Objective of Teaching Current Affairs, Sources of Material, Utilization, Limitations and Role of a Teacher.

Text Books

Aggarwal, J.C. (2003). Teaching of Social Studies: A Practical Approach. Vikas Publishing House.

Arora, P. (2014). A Democratic Classroom for Social Science. University of Delhi.

Kumar, S.P.K. & Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.

Mangal, S. K. & Mangal, U. (2008). Teaching Social Studies. PHI Publications. NCERT Social Studies Text books for VI – XII standard

References

Batra, P. (2010). Social Science Learning in Schools- Perspectives and Challenges. Sage Publication.
Gallivan, & Kottler. (2008). Secrets to Success for Social Studies Teachers. Sage Publication.
Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Cyberland Publishers.
Noushad, P.P. & Musthafa, M.N. (2010). Taxonomy Reframed: Educational Objectives for the 21st Century. Edutracks, 9, 16-22.
UNESCO. (1982). Source Book for Geography Teaching. Longman's Green and company.

Web Resources

Knowledge of Geography Content
<https://bit.ly/3EV29nX>
Micro Teaching Skills
<https://bit.ly/3pRMVvT>
<https://bit.ly/3qPQfah>
Instructional Planning
<https://bit.ly/330tjMV>
Teaching Learning Materials
<https://bit.ly/3G4TAZ6>
National Integration
<https://bit.ly/3JFme5p>

PEDAGOGY OF HISTORY II
B242PPHS

Marks: 100
Credits: 4

Course Objectives

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

- i) acquaint with knowledge of school content
- ii) imbibe and develop basic teaching skills
- iii) develop the ability to plan for suitable instructions in History
- iv) prepare suitable teaching aids and use them in the classroom effectively
- v) appreciate the diversity of Indian society along with its unity.

UNIT I: Knowledge of School Content **[10 hrs]**

Significant Concepts in History Tamil Nadu State Board syllabus: 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 **[13 hrs]**

Teaching skills: Classification - Microteaching: Need, Characteristics and Phases, Microteaching Cycle - Micro Teaching skills: Introducing a Lesson, Questioning, Explanation, Demonstration, Stimulus Variation, Chalkboard Writing, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction **[15 hrs]**

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Need, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Format of a Lesson Plan - Digital Lesson Plan - Home Assignments - Construction of Diagnostic Test and Achievement Test in History.

UNIT IV: Teaching Learning Material and Learning Resources **[11 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Visual Aids, Audio Aids and Audio-Visual Aids- Community Resources and Ways of Utilizing Community Resources - History Room – History Text Book: Need and Qualities, Rating Scale to Evaluate History Text Book - Net Based Resources - Development of e-content.

UNIT V: Trends in History Education **[11 hrs]**

National Integration: Need and Role of Education, Techniques for promoting National Integration - International Understanding: Importance, Role of History Teacher, Techniques for promoting International Understanding - Utilizing Current Events and Contemporary Affairs: Importance, Types of Current Affairs, Objective of Teaching Current Affairs, Sources of Material, Utilization, Limitations and Role of a Teacher.

Text Books

Aggarwal, J.C. (2009). Teaching of History - A Practical Approach. Vikas Publishing House.
Kochhar, S.K. (2009). Teaching of History. Sterling Publishers.

Mangal, S. K. & Mangal, U. (2008). Teaching Social Studies. PHI Publications. NCERT Social Studies Text books for VI – XII standard.

References

Ahir, R. (2009). A Brief History of Modern India. Spectrum Books.

Arora, P. (2014). A Democratic Classroom for Social Science. University of Delhi.

Batra, P. (2010). Social Science Learning in Schools - Perspectives and Challenges. Sage Publication.

Daniel, J. (2014). Pedagogy of Teaching History: Comparing the Chronologic and Thematic Approaches. Honors Senior Theses.

Doss, B. N. (2005). Teaching of History. Neelkamal Publications.

Gallivan & Kottler. (2008). Secrets to Success for Social Studies Teachers. SAGE Publication.

Geoff, T. (2008). Teaching and Learning History. SAGE Publications.

Kumar, S. P. K. & Naushad, P.P. (2009). Social Studies in the Classroom: Trends and Methods. Scorpio Publishers.

Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications.

Singh, Y.K. (2004). Teaching of History. APH Publishing Corporation.

Thirugnanasampandam, R. (2005). Varalaru karpithal Muraikal. Shantha Publishers.

Web Resources

Knowledge of History Content

<https://bit.ly/3qOsChZ>

Micro Teaching Skills

<https://bit.ly/3pRMVvT>

<https://bit.ly/3qPQfah>

Instructional Planning

<https://bit.ly/330tjMV>

Teaching Learning Materials

<https://bit.ly/3G4TAZ6>

National Integration

<https://bit.ly/3JFme5p>

PEDAGOGY OF MATHEMATICS II
B242PPMT

Marks: 100
Credits: 4

Course Objectives

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

- i) imbibe proficiency in the Tamil Nadu high school content
- ii) develop various techniques in teaching skills
- iii) acquire competency to plan lessons in Mathematics
- iv) acquire information on the various learning resources in Mathematics
- v) appreciate the aesthetic value of Mathematics.

UNIT I: Knowledge of School Content **[12 hrs]**

Significant Concepts in Mathematics from Tamil Nadu State Board Syllabus for class X: Relations and Functions, Coordinate Geometry, Trigonometry, Geometry, Mensuration and Statistics.

UNIT II: Teaching Skills **[12 hrs]**

Teaching skills: Classification - Microteaching: Need and Significance, Characteristics, Principles and Phases, Microteaching Cycle - Microteaching Skills: Introducing a Lesson, Explanation, Probing Questioning, Stimulus Variation, Chalk Board Work, Reinforcement and Achieving Closure - Techniques and Skills related to Classroom Observation.

UNIT III: Planning for Instruction **[12 hrs]**

Year plan: Need and Advantages - Unit plan: Steps and Advantages - Lesson plan: Purpose, Principles, Salient Features and Merits - Digital Lesson Plan - Various Approaches to Lesson Planning: Herbartian and ALM (Tiger Method in Mathematics) - Format of a Lesson Plan - Assignment in Mathematics - Developing Neatness, Speed, and Accuracy in Mathematics - Construction of Diagnostic Test and Achievement Test in Mathematics.

UNIT IV: Learning Resources **[12 hrs]**

Teaching Learning Materials : Concept and Importance - Edgar Dale's Cone of Experience - Classification of TLM: Audio Aids, Visual Aids and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values - Mathematics Text Book: Need and Qualities - Rating scale to Evaluate Mathematics Text Book - Mathematics Laboratory: Organisation of Mathematics Laboratory and list of Instruments and Instruction Material for Mathematics laboratory - e-Resources: Books, Blogs, Websites, Journals and Educational Apps - Development of e-Content.

UNIT V: Recreational Mathematics **[12 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 to Mathematics.

Text Books

James, A. (2010). Methods of Teaching Mathematics. Neelkamal Publishers.

James, A., & Alwan, J. (2011). Skills and Strategies of Teaching Mathematics. Neelkamal Publishers.
James, A. (2005). Teaching of Mathematics. Neelkamal Publications.
Kulshrestha, A.K. (2013). Teaching of Mathematics. Lall Book Depot.
Mangal, S.K. (2004). Teaching of Mathematics. Tandon Publications.
Pratap, N. (2008). Teaching of Mathematics. Lall Book Depot.
Sidhu, K.S. (2005). The Teaching of Mathematics. Sterling Publishers.

References

Dhir, R.C., & Das, S. (2019). Pedagogy of Mathematics. Kalyani Publishers
Kulshrestha, A.K. (2017). Pedagogy of School Subject Mathematics. Neelkamal Publishers
Raja,B., &Babu, R. (2019). Pedagogy of Mathematics. Neelkamal Publishers
Sahni,M. (2020). Pedagogy of Mathematics. Vikas Publishers

Web Resources

Micro Teaching Skills for Mathematics <https://bit.ly/3KwsBJc>
Lesson Plan in Mathematics
<https://bit.ly/3Tvkms>
Diagnostic Test in Mathematics <https://bit.ly/3QeU6Zb>
Recreational Mathematics

PEDAGOGY OF PHYSICAL SCIENCE II
B242PPPS

Marks: 100

Credits: 4

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

- i) imbibe proficiency in school content
- ii) develop various techniques of teaching skills
- iii) acquire competency of planning and teaching of science
- iv) plan and prepare effective teaching-learning materials
- v) design and organise laboratory work

UNIT I: Knowledge of Physical Science Content – I **[12 hrs]**

Significant Concepts in Physical Science from Tamil Nadu State Board Syllabus for Standard X: Laws of Motion, Optics, Thermal Physics, Electricity, Acoustics, Nuclear Physics, Atoms and Molecules, Periodic Classification of Elements, Solutions, Types of Chemical Reactions, Carbon and its Compounds.

UNIT II: Teaching Skills **[13 hrs]**

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

UNIT III: Planning for Instruction **[13 hrs]**

Year Plan: Need and Advantages - Unit Plan: Steps and Advantages - Lesson Plan: Purpose, Salient Features, Principles and Merits - Various Approaches to Lesson Planning: Herbartian Approach, Active Learning Method - Home Assignments - Construction of Diagnostic Test and Achievement Test in Physical Science.

UNIT IV: Learning Resources **[11 hrs]**

Teaching Learning Materials: Concept and Importance - Edgar Dale's Cone of Learning Experiences - Classification of TLM: Audio Aids, Visual Aids and Audio-Visual Aids - Improvised Apparatus: Characteristics and Values - Physical Science Textbook: Need and Qualities, Rating Scale to Evaluate Science Textbook - e-resources: Websites, Journals, Books, Blogs, Educational Apps – Development of e-content.

UNIT V: Physical Science Laboratory **[11 hrs]**

Physical Science Laboratory: Need and Importance - Structure and Design of Physics and Chemistry Laboratory - Organization of Laboratory Work - Preparation of Indent - Registers Maintained in the Laboratory: Permanent Stock, Breakable Stock, Consumable Stock, Order and Requirement - Care and Maintenance of Apparatus-Storage of Chemicals - Safety in the Laboratory - Common Laboratory Mishaps and Their Remedies - Science Kit - First Aid Kit.

Text Books

- Mohan, R. (2010). Teaching of Physical Science. Neelkamal Publications.
Nayak, A.K. (2004). Teaching of Physics. APH Publishing Corporation.

Panneerselvam, A. & Rajenderan, K. (2005). Teaching of Physical Science. Shantha Publishers.

References

Aslam, K. (2016). Pedagogy of Physical Science. Everest Publishers.

Jothi, A. (2009). Teaching of Physical Science –II. Centrum Press.

Kulshrestha, S.P., & Gaya, S. (2011). Teaching of Physical Science. Lal Book Depot.

Mangal, S.K., & Mangal, V. (2009). Essentials of Educational Technology. Prentice Hall of India.

Rajasekar, S. (2005). Methods of Teaching Physical Science. Neelkamal Publications.

Veer, U. (2004). Modern Teaching of Physics. Anmol Publications.

Vanaja, M., & Bhaskara, R. D. (2004). Methods of Teaching Physics. Discovery Publishing House.

Yadav, M.S. (2004). Modern Teaching of Chemistry. Anmol Publications.

Web Resources

Technology and beyond

<https://bit.ly/3FVZvQj>

The Role of Laboratory in Science Teaching

<https://bit.ly/3FMxevs>

Strategies for Effective Lesson Planning

<https://bit.ly/3FQA1UD>

தமிழ் கற்பித்தல் II
B242PPTL

மதிப்பெண்கள்: 100
தகுதிப்புள்ளிகள்: 4

படிப்பின் நோக்கங்கள்

மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்

- i) நுண்ணிலைக் கற்பித்தல் திறன்களை வகுப்பறையில் பயன்படுத்துவர்
- ii) ஐவகைத் தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களையும் முறைகளையும் அறிந்து பயிற்றுவர்
- iii) பாடங்கற்பிப்புத் திட்டம் தயாரிப்பதற்குரிய அணுகுமுறைகளைப் பின்பற்றுவர்
- iv) துணைக்கருவிகளின் தேவையை உணர்ந்து கற்பித்தலின்போது பயன்படுத்துவர்
- v) பாடநூல்கள், நூலகம், இணையவளங்கள், மொழிப்பயிற்றாய்வுக் கூடம் ஆகியகற்பித்தல் வளமூலங்களைத் தமிழ் கற்பித்தலுக்குப் பயன்படுத்துவர்.

அலகு 1: கற்பித்தல் திறன்கள்

(13 மணி நேரம்)

அ. நுண்ணிலைக் கற்பித்தல்: நுண்ணிலைக் கற்பித்தல் கருத்து - நுண்ணிலைக் கற்பித்தல் திறன்கள்: தொடங்குதல், விளக்குதல், கரும்பலகையில் எழுதுதல், பல்வகைத் தூண்டல், எடுத்துகாட்டுகளுடன் விளக்குதல், கிளர்வினா, வலுவூட்டுதல், முடித்தல் - நுண்ணிலை கற்பித்தல் சுழற்சி குறுநிலைக் கற்பித்தல்.

ஆ. உற்றுநோக்கல்: உற்று நோக்கலின் பயன்கள் - உற்று நோக்கலில் கவனிக்கத்தக்க கூறுகள்.

அலகு 2: ஐவகைத் தமிழ்ப் பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்

(13 மணி நேரம்)

அ. செய்யுள்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

ஆ. உரைநடை: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

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

ஈ. துணைப்பாடம்: கற்பித்தலின் நோக்கங்கள் - கற்பித்தல் முறைகள்

உ. கட்டுரை, கடிதம்: கட்டுரை எழுதுதலின் நோக்கம் - கட்டுரை எழுதுவதன் வளர்ச்சி நிலைகள் - வகைகள் (கீழ்நிலை, மேல்நிலை, வகுப்புகளுக்குரியன) மொழிப்பயிற்சி - பிழைகளைத் திருத்துதல் - குறியீடுகளைப் பயன்படுத்தல் - மொழிப் பிழைகளை அகற்றும் வழிமுறைகள். கடிதம்: எழுதுதலின் நோக்கம் - கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை.

அலகு 3: பாடங்கற்பிப்புத் திட்டம்

(13 மணி நேரம்)

பெஞ்சமின் புளுமின் கல்விசார் நோக்கங்களின் வகைப்பாடு: அறிவுசார் புலம், உணர்வுபுலம், உள - இயக்கப் புலம் - ஆன்டர்சனின் திருத்தப்பட்ட கல்விசார் நோக்கங்கள் - வருடாந்திரத் திட்டம் - அலகுத்திட்டம் - பாடங்கற்பிப்புத் திட்டம் - பாடங்கற்பிப்புத் திட்டத்தின் பயனும் இன்றியமையாமையும் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும்போது மனத்திற் கொள்ளத்தக்கன - அதன் நிறை, குறைகள் - ஹெர்பார்டின் படிநிலைகள் - ஐவகை தமிழ்ப் பாடங்களுக்கும் பாடங்கற்பிப்புத் திட்டம் எழுதுதல் - தமிழ் கற்பித்தலில் குறையறித் தேர்வும் குறைதீர் பயிற்சியும் - அடைவுத்தேர்வு.

அலகு 4: மொழிக்கற்பித்தலில் துணைக்கருவிகள்

(9 மணி நேரம்)

கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும் - துணைக் கருவிகளின் வகைகள்: காட்சி, கேள்வி, காட்சி - கேள்வித் துணைக்கருவிகள் - எட்கர்டேலின் அனுபவக்கூம்பு - தமிழ்மொழிக் கற்பித்தலுக்கானத் துணைக்கருவிகள்: விளக்கப்படங்கள், வரைபடங்கள், சுழலட்டை, மின்னட்டை, மாதிரி உருவங்கள், செய்திப்பலகை, வானொலி, தொலைக்காட்சி, கணினி, கைபேசி.

அலகு 5: கற்பித்தல் வளமுலங்கள்

(12 மணி நேரம்)

அ. பாடநூல்கள் பாடத்திட்டமும் பாடநூல்களும் - பாடநூல்களைத் தயாரிக்கும் போதுமனதில் கொள்ளத்தக்கன - பாடநூல்களின் நல்லியல்புகள் - நடைமுறையிலுள்ள தமிழ்ப் பாடநூல்களைப் பற்றிய ஆய்வு (9, 10 -ஆம் வகுப்பிற்குரியவை)

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

இ. இணைய வளங்கள்: மின் - நூல்கள், மின்இதழ்கள், வலைத்தளங்கள், வலைப்பதிவுகள், செயலிகள்.

ஈ. மொழிப் பயிற்றாய்வுக் கூடம்.

Text Books

இரத்தினசபாபதி. பி., (2007). செம்மொழிக்கல்வி கல்வி. சாந்தாபப்ளிசர்ஸ்.

கணபதி. வி. (2007). நற்றமிழ் கற்பிக்கும் முறைகள். சாந்தாபப்ளிசர்ஸ்.

References

கணபதி வி. (2004). தமிழ் இலக்கண இலக்கியஅறிமுகம். சாந்தாபப்ளிசர்ஸ்.

கணபதி. வி.(2005). நற்றமிழ்கற்பிக்கும் முறைகள் - பகுதி இரண்டு. சாந்தாபப்ளிசர்ஸ்.

கலைச் செல்வி. வெ., (2012). கல்வியியல் சிறப்புத் தமிழ். சஞ்சீவ் வெளியீடு.

கலைச் செல்வி. வெ., (2012). தமிழ் பயிற்றல் நுட்பங்கள். சஞ்சீவ் வெளியீடு.

பள்ளிப் பாடநூல்கள்

தமிழ்ப் பாட நூல்கள். (2021). 6,7,8,9,10 -ஆம் வகுப்பு.. பள்ளிக்கல்வித்துறை.

Web Resources

கற்பித்தல் திறன்கள்

<https://bit.ly/3HDqwbA>

ஐவடிவத் தமிழ்ப்பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்

<https://bit.ly/3qSdgJ>

<https://bit.ly/3F8H4a5>

பாடங்கற்பிப்புத் திட்டம்

<https://bit.ly/3FYys1Y>

மொழிக்கற்பித்தலில் துணைக்கருவிகள்

<https://bit.ly/3F15XUJ>

கற்பித்தல் வளமுலங்கள்

<https://bit.ly/3sZI4ee>

**DIGITAL PEDAGOGY
B242EDPY**

**Marks: 100
Credits: 3**

Course Objectives

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

- i) get acquainted with the basic knowledge about computer and operating system
- ii) comprehend and using Microsoft office
- iii) appreciate the multiple use of ICT in Education
- iv) find required digital resources, organize and integrate in teaching-learning process
- v) use ICT enabled assessment in teaching-learning process.

UNIT I: Knowing Computer and Operating System [10 hrs]

Computer: Basic Applications of Computer, Components of Computer System, Concept of Hardware and Software and Concept of Computing, Data and Information - Operating System: Basics of Operating System, The User Interface, Simple Setting in Operating System, File and Directory Management and Common utilities.

Task: Prepare a time line of evolution of computers.

UNIT II: Understanding Microsoft Office [15 hrs]

Microsoft Word: Word Processing Basics, Opening and closing Documents, Text Creation and manipulation, Formatting the Text and Table Manipulation - Microsoft Excel: Elements of Electronic Spread Sheet, Manipulation of Cell, Formula and Function - Microsoft PowerPoint Presentations: Basics, Creation of Presentation, Preparation and Presentation of Slides.

Task: Create a grade sheet using spread sheet

UNIT III: ICT in Education [10 hrs]

ICT: Concept, Characteristics and Importance - Aims and objectives of National Policy on ICT in School Education in India - E-learning: Concept, Characteristics, Advantages and Potential Drawbacks of E-learning - Approaches to E-learning - E-learning Tools and Technologies: Communication Tools, Collaboration Tools, Content-Creation Tools, Delivery and Distribution Tools - Learning Management Systems (LMS) - Integration of ICT in Teaching and Learning.

Task: List the any 10 e-learning tools and classify them as synchronous and asynchronous e-learning tools.

UNIT IV: ICT for Pedagogical Innovations [15 hrs]

Approaches to integrating ICT in Teaching and Learning: Techno Pedagogical Content Knowledge (TPCK) - Web 2.0 Tools and Technologies: Wiki, Blog, Podcasts, Social Network and Social Bookmark - Constructivist Learning and ICT: UADDIE, Project Based Learning, Web Quest and Virtual Field Trip - Open Educational Resources: Concept and Significance.

Task: Develop an educational blog in www.blogger.com/ www.wordpress.com/ www.edublog.com.

UNIT V: ICT for Assessment

[10 hrs]

Role of ICT in Assessment: Computer Assisted Assessment, Computer Adaptive Testing- Assessment: Digital Tools and Options - E-portfolio: Tools for Creating e- portfolio and Advantages of e-portfolio - Digital Rubrics: Tools for Creating Digital Rubrics - Digital Assessment Alternatives: Online Assessment, ICT for Self and Peer Assessment, Mobile Apps for Assessment - ICT applications for CCE - Trends in Technology Based Assessment.

Task: Prepare an electronic teaching portfolio.

Text Books

Arulsamy, S. (2009). Application of ICT in Education. NeelKamal Publication.

Agarwal, J.C. (2020). Educational Technology and School Management. Shri Vinod Pustak Mandir.

Sharma, R. A. (1996). Educational Technology. Loyal Book Depot.

Singh., & Sharma. (2005). E-Learning New Trends and Innovations. Deep & Deep Publications.

References

Ahuja, M. & Bhushan, A. (2012). Educational Technology: Theory and Practice Teaching Learning Process. Bawa Publications.

David, M. (2009). Project Based Learning- Using Information Technology. Viva Books.

Kochar, S.K. (1985). Methods and Techniques of Teaching. Sterling Publishers.

Kumar,P. (2011). Web Resources in Pedagogy. Apple Academics.

Mehra,V. (2010). A Textbook of Educational Technology. Sanjay Prakashan Publishers.

Paily, M.U. (2010). Instructional Design in E-Learning. IGNOU.

Sachdeva, M.S. (2006). Essentials of Educational Technology and Management. Twenty First Century Publications.

Sachedeva, M.S. (2013). A New Approach to Teaching Learning, Process and Evaluation. Tandon Publications.

Web Resources

Knowing Computer and Operating System

<https://bit.ly/3sUNRS9>

<https://bit.ly/3eQUAnN>

Understanding Microsoft Office

<https://bit.ly/3zowUkg>

ICT in Education

<https://bit.ly/3FZeUiL>

ICT for Pedagogical Innovations

<https://bit.ly/34p9Nur>

ICT for Assessment

<https://bit.ly/3pUUd21>

<https://bit.ly/330tjMV>

**GUIDANCE AND COUNSELLING SKILLS
B242VGCS**

**Hours: 30
Credits: 2**

Course Objectives

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

- i) appreciate the significance and scope of guidance and counselling
- ii) provide scope on the importance of Guidance in educational setting
- iii) analyse various approaches for counseling Process

UNIT I: Nature and Scope of Guidance

[10 hrs]

Meaning, Nature, Need of Guidance - Functions of Guidance – Type of Guidance - Group Guidance: Principles of Guidance - Activities of Group of Guidance: Orientation to the Students, Career Conferences, Class Talks, Career Talks, Field Trips - Aids to Guidance in Group Situations - Problems in Organizing Group Guidance Activities - Limitations of Group Guidance Activities.

UNIT II: Guidance in the Educational Setting

[10 hrs]

Purpose of Educational Guidance - Factors Contributing to Educational Problems - Guidance of the differently Abled Students: Gifted, Slow Learners, Learning Disabilities: Dyslexia, Dysgraphia, Dyscalculia – Identification, Mainstreaming and providing support services. Concept of Vocational Guidance – Nature and need of Vocational Guidance – Factors contributing of Vocational Guidance – Difference between Vocational Guidance and Vocational Counseling.

UNIT III: Process and Approaches to Counselling

[10 hrs]

Meaning, Definition, Importance, Goals of Counseling - Counseling Process: Counselling Preparation, relationship, Content and Process - Variables affecting the Counselling Process - Counselling skills - Counselee factors - Approaches: Directive, Humanistic, Rogers self-theory, Behavioristic - Stages in Counseling Process

Text Books

Narayana Rao,S. (1999). Counselling and Guidance. Tata Mc graw – Hill Publishing Company.
Patri.V.R., (2005). Counselling Psychology. Author Press.

References

Gibson, R. L. & Mitchell, M. H. (1995). Introduction to Counselling and Guidance. Prentice Hall

Green, A. G., Conley, J. A., & Barnett, K. (2005). Urban School Counselling: Implications for Practice and Training. Professional School Counselling.

Pandey.V.C. (2005). Child Counselling. Isha Book Publishers

Web Resources

Basics of Counselling Skills

<https://bit.ly/334vYW2>

Guidance and Counselling

<https://bit.ly/3EX9EuO>

Types of Counselling

<https://bit.ly/32MqCiC>

Counselling for Teachers

<https://bit.ly/3FY8UXr>

**HUMAN VALUES AND PROFESSIONAL ETHICS
B242VHPE**

**Hours: 30
Credits: 2**

Course Learning Outcomes

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

- i) gain understanding about the significance of Values in National Development
- ii) acquire knowledge regarding the dimensions of Ethics
- iii) appreciate the various theories of Ethics and models of Professionalism

Unit – I: Introduction to Value Education and Professional Ethics [10 hrs]

Value Education: Definition, Concept and Need for Value Education – Self-Exploration as a means of Value Education – Classification of Value Education: Understanding Personal Values, Social Values, Moral Values and Spiritual Values – Professional Ethics: Dimensions of Ethics, Profession and Professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.

Unit – II: Value Education for Regional, National and Global Development [10 hrs]

Constitutional Values: Democracy, Socialism, Equality, Secularism, Justice, Liberty and Freedom – Professional Values: Knowledge Thirst, Commitment to Profession, Punctuality and Trustworthiness – Religious Values: Tolerance, Patience and Character – Aesthetic Values: Love and Appreciation for Art and Literature -Regional Values - Education for National and International Understanding

Unit – III: Theories, Principles of Ethics and Models of Professionalism [10 hrs]

Theories of Ethics: Utilitarianism, Deontology, Rights, Justice and Egoism. -Principles of Ethics in Education - Professionalism Models: Continuum of Professionalism, Professionalism in Post-Secondary Teaching and the Meta Profession Model

References

- Arulsamy, S. (2016). *Peace and value education*. Neelkamal Publishers
- Charles, K., & Selvi, A. (2016). *Value education*. Neelkamal Publishers
- Kapoor, P. (2019). *Professional ethics and human values*. Khanna Book Publishing Company Private Limited.
- Naagarazan, R.S. (2022). *A Textbook on professional ethics and human values*. New Age International Publishers.

Subramanian, R. (2017). *Professional ethics*. Oxford Higher Education.

Suresh, J & Raghavan, B.S. (2022). *Human values and professional ethics*. S. Chand Publishers

Web Resources

Concept of Value Education

<https://bitly.ws/XCrn>

Education for National and International Understanding

<https://bitly.ws/XCvg>

Theories of Ethics

<https://bitly.ws/XCuF>

Professional Commitment of Teachers

<https://bitly.ws/XCvQ>

**CYBER SECURITY
B242SCSY**

**Marks: 50
Credit: 2**

Course Objectives

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

- i) Understand the fundamental concepts of cybersecurity and its relevance to the educational environment
- ii) Acquire strategies to protect personal and sensitive information and understand privacy concerns.
- iii) Design and implement strategies to promote cybersecurity awareness among students

Unit I: Introduction to Cybersecurity [8 hrs]

Over view of Cybersecurity: Definition, Importance, Types of cyber threats and attacks: viruses, phishing, ransomware, Cybersecurity principles: confidentiality, integrity, availability - Cybersecurity in Education: Importance of cybersecurity in schools, Common cybersecurity issues in educational institutions - Basic Cyber Hygiene Practices: Password management, Recognizing phishing and social engineering attacks, Safe browsing habits

Task: Develop a power point presentation on common cybersecurity threats like phishing, malware, and social engineering and present it to peers or younger students

Unit II: Digital Safety and Privacy [11 hrs]

Personal Data Protection: Types of personal data (student records, educational materials), Legal frameworks and regulations (GDPR, FERPA) - Privacy Settings and Tools: Configuring privacy settings on educational platforms, Using secure communication tools, Data encryption basics - Safe Use of Educational Technology: Evaluating the security of educational apps and tools, Guidelines for using social media in an educational context, Managing online interactions with students and parents

Task: Design a cyber security policy for an educational institution

Unit III: Developing a Cybersecurity Awareness Program [11hrs]

Creating an Awareness Program: Objectives of cybersecurity education for students, Designing engaging and effective training materials, Techniques for delivering cybersecurity education (workshops, presentations, etc.) - Promoting Safe Online Behavior: Strategies for teaching safe online practices, Integrating cybersecurity topics into the curriculum, Encouraging responsible digital citizenship - Responding to Cybersecurity Incidents: Steps to take in case of a cyber incident, Reporting mechanisms for security breaches, Developing an incident response plan for educational settings

Task: Roleplay report on cyber security incidents.

References

- Sanford, A., & Howard, R. (2022). *Cybersecurity for beginners*. Wiley.
- Brooks, C. J., Grow, C., & Craig, P. (2020). *Cybersecurity essentials*. Pearson.
- Kim, D., & Solomon, M. G. (2022). *Introduction to cyber security: Protecting the enterprise*. Cengage Learning.
- Whitman, M. E., & Mattord, H. J. (2022). *Principles of information security* (7th ed.). Cengage Learning.

Stephenson, P. (2020). *The basics of cyber safety: Computer and mobile device safety made easy*. CreateSpace Independent Publishing Platform.

Central Board of Secondary Education. (n.d.). *Cyber safety manual*. Retrieved September 9, 2024, from https://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf

**SELF STUDY COURSE
THEORY FOR HARMONIOUS LIVING
B242SOTH**

Marks: 50

Credit: 2

Course Objectives

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

- i) understand the historical development and theoretical foundations of therapy
- ii) explore various types of therapy and their applications
- iii) analyze the ethical and legal considerations in therapy

UNIT I: Introduction to Therapy

(6 hrs)

Therapy: Definition and Scope - History and Evolution - Key Concepts: Understanding Mental Health and Wellness - Maintaining a Healthy Work Life Balance - Key Milestones - Differences and Similarities between Online and In-person Therapy.

Task: Write an assignment on "Online Vs. In-Person Therapy: A Comparative Analysis"

UNIT II: Types of Therapy

(16 hrs)

Concepts, Applications and Techniques of Therapy: Cognitive Behavioral Therapy (CBT) and its Types: Sleep Therapy, Acceptance and Commitment Therapy (ACT), Dialectical Behaviour Therapy (DBT) - Mindfulness Based Therapy - Compassion Focused Therapy (CFT) - Solution Focused Brief Therapy (SFBT) - Art and Expressive Therapy - Group Therapy - Family Therapy- Trauma Informed Therapy.

Task: Maintain a sleep diary for a week, then analyze the sleep patterns and propose a sleep therapy plan.

UNIT III: Emerging Trends and Future Directions

(8 hrs)

The role of AI, VR, Integrating Apps and digital tools in therapy - Future trends - Challenges and Limitations - Ethical and Legal Considerations: Confidentiality, privacy, and informed consent in settings - License for practicing therapy.

Task: Choose any one of the Mental Health and Therapy Apps, analyze and write a report

References

Williams, A. L. (2020). *Online Therapy: Theory and Practice: A Handbook for Mental Health Professionals*. W.W. Norton & Company.

Suler, J. (2016). *Psychology of the Digital Age: Humans Become Electric*. Cambridge University Press.

Barak, A., Hen, L., Boniel-Nissim, M., & Shapira, N. (2008). *A Comprehensive Review and a Meta-Analysis of the Effectiveness of Internet-Based Psychotherapeutic Interventions*. *Journal of Technology in Human Services*, 26(2/4), 109–160.

Beck, J. S. (2011). *Cognitive Behavioral Therapy: Basics and Beyond (2nd ed.)*. Guilford Press.

Segal, Z. V., Williams, J. M. G., & Teasdale, J. D. (2018). *Mindfulness-Based Cognitive Therapy for Depression (2nd ed.)*. Guilford Press.

Linehan, M. M. (2014). *DBT Skills Training Manual (2nd ed.)*. Guilford Press.

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2016). *Acceptance and Commitment Therapy: The Process and Practice of Mindful Change (2nd ed.)*. Guilford Press.

Shazer, S., & Dolan, Y. (2007). *More Than Miracles: The State of the Art of Solution-Focused Brief Therapy.* Routledge.

Yalom, I. D., & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy (6th ed.).* Basic Books.

Corey, G. (2015). *Theory and Practice of Counseling and Psychotherapy (10th ed.).* Cengage Learning.

Nichols, M. P., & Davis, S. D. (2020). *Family Therapy: Concepts and Methods (12th ed.).* Pearson.

Malchiodi, C. A. (2012). *Handbook of Art Therapy (2nd ed.).* Guilford Press.

Levine, P. A. (2015). *Trauma and Memory: Brain and Body in a Search for the Living Past.* North Atlantic Books

Web Resources

<https://www.helpguide.org/handbook/online-therapy/best-online-therapy>

<https://www.verywellmind.com/best-online-therapy-4691206>

SEMESTER – IV

**GENDER, SCHOOL AND SOCIETY
B244CGSS**

Marks: 100

Credits: 4

Course Objectives

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

- i) obtain knowledge on the concept of gender roles in society
- ii) analyse the reasons for gender inequalities
- iii) obtain knowledge on the concept of gender identity and socialization practices.
- iv) examine the role School, peers, teachers, curriculum and textbooks in challenging gender inequalities
- v) obtain knowledge on the concept of Violence and Safety of girls and women.

UNIT I: Gender: Concept and perspectives [12 hrs]

Gender: Difference between Gender and Sex, Gender Identity in Developmental Stages- Concept of Gender: Patriarchy, Masculinity, Feminist, Equity and Equality- Feminist Perspectives: Radical, Liberal, Psychoanalyst, Socialist and Marxist - Concept, Issues and Concerns of Transgender- Emergence of Gender Roles: Sociological, Psychological and Economical Perspectives- LGBT in Indian Context.

UNIT II: Gender and Society [12 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 [12 hrs]

Gender culture in School Environment - 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 [12 hrs]

Gender Roles, Relationships and Ideas in Textbooks and Curricula - Construction of Gender in Curriculum Frameworks since Independence - Gender and Hidden Curriculum: Teacher Attitudes, Expectations and Peer Culture - Teacher as an Agent of Change - Gender Orientation to Students: Life Skill Courses in School, Open Verbalization, 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 [12 hrs]

Legal Provisions and Recent initiatives of Government of India for Gender Equality in Society- Schemes and Programmes on Girls Education- National Policy on Education 2020 for Gender Parity - Role of NGO and Women Action Groups in Striving towards Gender

Equity in Indian Society - National Commissions for Women - National Council for Transgender Persons.

Text Books

Chodhuri., & Maitreyee. (2004). Feminism in India. Agarwal Publications.

Dube., & Leela. (2000). Anthropological Explorations in Gender: Intersecting Fields. Sage Publications.

NCERT. (2006). Gender Issues in Education. Publications Division.

Kumar, D., & Alka, R. (2016). Gender School and Society. Nirmal publishing.

References

Bhasin., & Kamala. (2002). Understanding Gender, Kali for Women.

Jayaraman, C. (2016). Understanding the Schools. Vinodh Publishers.

Kalaivani, M., & Krithika, S. (2019). Gender School and Society. Samyukdha Publications.

Kumar, K. (2010). Culture, State and Girls: An Educational Perspective' Economic and Political, 14(17).

Mathur, A. (2007). Gender and Development in India. Gyan Book.

Periannan, G. (2017). Gender School and Society. Chennai Publications.

Ronald, A. (2017). Gender School and Society. Himalaya Publishing House.

Sharma, K.K., & Miglani, P. (2016). Gender, School and Society. Twenty first century publications.

Srivastava, G. (2012). Gender and Peace in Textbook and Schooling Processes. Concept Publishing Company.

Stalin, A.V. (2016). Gender School and Society. Everest Publishers.

Tandon, N. (2008). Feminism: A paradigm Shift. Atlantic Publisher.

Trivedi, V.O. (2016). Gender School and Society. Agarwal Publications.

Web Resources

Gender School Society

<https://bit.ly/3HvzQOJ>

Gender issues in education

<https://bit.ly/34oEi3P>

Gender and school curriculum

<https://bit.ly/3FTUasB>

National Commission for women

<https://bit.ly/3qOKqtL>

**CREATING AN INCLUSIVE SCHOOL
B244CCIS**

Marks: 100

Credits: 4

Course Objectives

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

- i) analyze concepts of special education, Integrated and Inclusive Education
- ii) gain awareness of the policies, schemes, and facilities made available for the children with diverse needs.
- iii) Implement the intervention strategies and assistive technology in the classroom settings
- iv) appraise the role of teachers in giving guidance and counselling
- v) select the appropriate assessment and evaluation methods in inclusive setup.

UNIT I: Introduction to Inclusive Education [11 hrs]

Concept, 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, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-Abled Children - Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.

UNIT II: Identification of Children with Diverse Needs [13 hrs]

Concept of Diverse needs – Identification and Classification of Children with Visual Impairment, Hearing Impairment, Intellectual Disability, Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Loco motor Disability, Cerebral Palsy and Epilepsy - Importance of Early Identification and Intervention.

UNIT III: Curricular Adaptations and Strategies [13 hrs]

Concept and Types of Curricular Adaptation - Educational Programmes for Special Children - Environmental Modification - Classroom Intervention Strategies: Activity based learning, Peer tutoring, Cooperative and Collaborative learning - Individualized Educational Plan - Assistive technology: Role of assistive technology for Visual, Hearing, Learning and Orthopedically disabled students - Flexibility in Assessment and Evaluation in inclusive classroom.

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

Counseling: Counselling to Parents, Peers, and Children with Special needs - Maintenance of records - Maintenance of resource room - Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community

UNIT V: Educational Policies on Inclusion [13 hrs]

National Policies: National Curricular Framework (2005), National Policy for Persons with Disabilities (2006) - New Education Policy on Inclusion (2020) - 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 Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD)- Government Schemes, Facilities, Educational Concessions and Allowances for Differently - Abled Children.

Text Books

Puri, Madhumita. Abraham, & George. (2004). Handbook of Inclusive Education for Educators, Administrators and Planners. Sage Publications.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for mainstreaming). Vinay Rakheja.

Dash Neena. (2006) Inclusive Education for Children with Special Needs. Atlantic Publishers. ISBN:9788126906871, 8126906871.

References

Aslam, K. (2018). Creating an Inclusive School. Everest Publishers,

Barki, B.G., & Mukhopadhyay, B. (2008). Guidance and Counselling a Manual. Sterling Publishers.

Biggie, J., & Sirvis, B. (1986). Physical and Health Impairments. In N.G. Having Exceptional Children and Youth. OH Mernil.

Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House.

Evans, P., & Verma, V. (1990). Special Education: Past, Present and Future. The Falmer Press.

Govinda Rao, L. (2010). Perspectives on Special Education Volume-2, Neelkamal Publications.

Hunt, P., & Goetz, L. (1997). Research on Inclusive Educational Programs, practices, and outcomes for Students with Severe Disabilities. The Journal of Special Education, 31(1), 3-29.

Idol, L. (2006). Toward Inclusion of Special Education Students in General Education: A program Evaluation of Eight Schools. Remedial and Special Education, 27, 77-94.

Kumari, Meena. (2009). Education for the Children with Special Needs. Centrum press.

Lindsay Peer, & Govind Reid, (2012), Special Educational Needs. Sage Publications

Mani, M. N. G. (2000). Inclusive Education in Indian Context. A publication of Sri Ramakrishna Mission Vidyalaya International Resource Development Centre (IHRDC) for the disabled, Coimbatore.

Pankajam, G. (2009). Care and Education of Differently Abled. Concept Publishing Company.

Singh, Bharat. (2004). Modern Special Education. Anmol Publication.

Toby J. Karten, (2011). Inclusive Practices, Corwin USA.

Web Resources

Inclusive education | UNICEF

<https://uni.cf/>

Inclusive Education: Definition, Examples, and Classroom Strategies | Resilient Educator

<https://bit.ly/3zqfEed>

Samagra Shiksha

<https://bit.ly/3qJSoub>

**PEDAGOGY OF BIOLOGICAL SCIENCE III
B244PPBS**

Marks: 100

Credits: 4

Course Objectives

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

- i) plan and organise various co-curricular activities
- ii) analyse the concept of classroom management and communication
- iii) familiarise with the various programmes for the professional development of teachers
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance.

UNIT I: Co- Curricular Activities in Biological Science **[12 hrs]**

Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages
Guidelines for Conducting Co-curricular Activities - Observance of Days of Scientific Importance - Field Trip and Excursion - Science Club: Organization, Activities, and Values - Science Fair/ Exhibition: Objectives, Organization, Criteria for Evaluating Exhibits.

UNIT II: Classroom Communication and Management **[12 hrs]**

Classroom Communication: Elements, Process, and Types - Communication Networks
Communication Skills required for Teachers - Barriers to Communication and methods to Overcome - Classroom Interaction Analysis: Characteristics, Flanders's Interaction Analysis Category System (FIACS) - Classroom Climate: Autocratic, Democratic and Laissez Faire - Classroom Management: Concept, Principles, Techniques, and Factors - Managing Behavior Problems in Classrooms - Classroom Time Management.

UNIT III: Professional Competencies of Biological Science Teacher **[12 hrs]**

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Science Teacher – Scientific Attitude – Scientific Temper - Changing Roles and Responsibilities – Importance of Professional Development - Need for In-Service Training - Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teaching Effectiveness.

UNIT IV: Language Across Curriculum **[12 hrs]**

Etymology in Content Area - Multilingualism in Classroom Transaction– Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects **[12 hrs]**

Definition and Meaning: Curriculum, Syllabus, Academic Discipline, and School Subject Relationship and Difference between School Subjects and Academic Discipline - Evolution and Emerging Trends in Academic 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 - Inclusion of Work- Related Subjects in School Syllabus.

Text Books

- Chithra, D., & Aslam, K. (2018). Pedagogy of Biological Science – Part I. Everest Publishers.
- Sharma, R. C. (1995). Modern Science Teaching. Dhanpati Rai and Sons.
- Venugopal, K. (2006). Teaching of Biology. Ram Publications.
- Vijayalatha, R., & Sunitha, D. (2016). Pedagogy of Biological Sciences. Neelkamal Publications.

References

- Alsop, S., & Hicks, K. (2003). Teaching Science. Kogan Page India.
- Arul Jothi Balaji, D.L., & Vijay Kumar. (2009). Teaching of Biological Science II. Centrum Press.
- Chikara, M.S. (1985). Teaching of Biology. Prakash Brothers Publication.
- Das, R.C. (1985). Science Teaching in Schools. Sterling Publishers.
- Green, T. L. (1998). The Teaching of Biology in Tropical Secondary Schools. Oxford University Press.
- Kulshrestha, S. P. (2013). Teaching of Biology. Vinay Rakheja Publication.
- Mangal, S. K., & Mangal, V. (2009). Essentials of Educational Technology. Prentice Hall of India.
- Panneerselvam, A. (2003). Teaching of Science. Mohan Padhipagam.
- Rajasekar, S. (2005). Methods of Teaching Biological Science. Neelkamal Publications.
- Ramasamy, K. R. (2018). Pedagogy of Biological Science (2nd ed.). Samyukdha Publications.
- Vanaja, M. (2005). Methods of Teaching Biological Science. Neelkamal Publications.
- Vashist, S.R. (2004). Classroom Administration. Anmol Publications.

Web Resources

- Co-curricular Activities
<https://bit.ly/3zqdkE8>
- Classroom Communication
<https://bit.ly/3EW4cZh>
- Professional Competencies
<https://bit.ly/3HGJhLz>
- Language Across the Curriculum
<https://bit.ly/3eMZ3bj>
<https://bit.ly/3zsb5A4>
- Understanding Discipline and Subjects
<https://bit.ly/3pSwglp>
<https://bit.ly/3JA611k>

**PEDAGOGY OF COMMERCE AND ACCOUNTANCY III
B244PPCA**

Marks: 100

Credits: 4

Course Objectives

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

- i) analyse the concept of classroom communication and management
- ii) familiarize with the various programmes for the professional development of teachers
- iii) plan and organise various co-curricular activities
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance

UNIT I: Co-curricular Activities in Commerce and Accountancy [12 hrs]

Co-curricular Activities: Concepts, Importance, Types, Role of Teacher and Advantages - Guidelines for conducting Co-Curricular Activities - Field Trips, Debates, Exhibition, Quiz, Role Play - Commerce Club: Organisation and Activities.

UNIT II: Classroom Communication and Management [12 hrs]

Classroom Communication: Elements, Process and Types - Communication Network - Communication Skill required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis: Characteristics, Flanders Interaction Analysis (FIACS)-Classroom Management: Concepts, Principles, Techniques and Factors - Managing Behavior Problems in a Classroom - Classroom Time Management.

UNIT III: Professional Competencies of a Commerce and Accountancy Teacher [12 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Qualities of a Commerce and Accountancy Teacher - Importance of Professional Development - Need for In-service Training- Teacher Appraisal: Participation in Workshop, Seminar, Conferences, Writing Articles and Research - Evaluation of Teacher Effectiveness.

UNIT IV: Language Across Curriculum [12 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction - Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing –Language Barriers.

UNIT V: Understanding Discipline and Subjects [12 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines – Betcher and Biglan Classification of Academic Discipline - Inclusion of Work-related Subjects in School Syllabus and their need - Interdisciplinary nature of Commerce and Accountancy - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Commerce and Accountancy Discipline.

Text Books

- R.P. Singh, Imtiyaj Mansoori. (2017). Pedagogy of School Subjects Commerce. R. Lall Educational Publishers.
- Chandra, S. S., Sharma, N. L., & Sharma Amit. (2012). Teaching of Commerce: A Practical Approach. New Delhi: R. Lall Book Depot
- Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya
- Ramesh, A. R., & Rao, Bhaskar. D. (2006). Technique of Teaching Commerce. New Delhi: Sonali Publications.
- Rao, S. (2004). Teaching of Commerce. New Delhi: Anmol Publication.
- Singh, R. P (2003). Teaching of Commerce. New Delhi: R. Lall Book Depot.
- Singh, Y. K. (2003). Teaching of Commerce. New Delhi: A.P.H. Publishing Corporation.

References

- Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- Mangal, S. K., & Mangal, Uma. (2008). Teaching of Social Studies. New Delhi: PHI learning Pvt.ltd.
- Kendra Aggarwal, J, C. (1996). Teaching of Commerce, a Practical Approach. New Delhi: Vikas Publishing House Pvt.Ltd.
- Venkateshwarlu, K., Basha, Johni, S. K., & Rao, Bhaskara. D. (2006). Methods of Teaching Commerce. New Delhi: Discovery publishing house.
- Kumar, Mahesh. (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications Pvt.ltd.
- Sharma, B. L., & Maheshwari, B.K. (2013). Teaching of Social Studies. Meerut: R. Lall Book Depot.

Web Resources

- Classroom Communication
<https://bit.ly/3eOvAOa>
- Barriers of Classroom Communication
<https://bit.ly/3G20nD1>
- Classroom management
<https://bit.ly/31qthxy>
<https://bit.ly/32KPUh4>
- Flanders Interaction analysis
<https://bit.ly/31qdWwX>
- Co-Curricular Activities
<https://bit.ly/3sWCUQ3>
<https://bit.ly/3JHx1fk>
- Qualities of a Commerce Teacher
<https://bit.ly/3zuffrb>
<https://bit.ly/3pXE8bX>
- Language Across Curriculum
<https://bit.ly/333hoxU>
<https://bit.ly/32QsLtw>
- Understanding Disciplines and Subjects
<https://bit.ly/3325QLE>

<https://bit.ly/3eRSWCp>

**PEDAGOGY OF COMPUTER SCIENCE III
B244PPCS**

Marks: 100

Credits: 4

Course Objectives

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

- i) creates the ability to adopt effective classroom managerial skills and strategies
- ii) enhances the professional skills and commitment to become a proficient teacher
- iii) demonstrates the skills and abilities for organizing various co-curricular activities
- iv) values the usage of language across the curriculum
- v) correlates academic disciplines and school subjects and its importance

UNIT I: Classroom Communication and Management [14 hrs]

Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.

UNIT II: Professional Competencies of Computer Science Teacher [11 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Computer Science Teacher - Changing Roles and Responsibilities - Importance of Professional Development - Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.

UNIT III: Co-curricular Activities in Computer Science [11 hrs]

Co-curricular Activities - Concept, Importance, Types, Role of Teacher and Advantages - Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities –Computer Science Club.

UNIT IV: Language Across Curriculum [11 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction– Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of Computer Science - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Computer Science Discipline.

Text Books

Bharti, V. (2019). Pedagogy of Computer Science. Laxmi Book Depot.
Devisri, K. (2018). Teaching of Computer Science. Laxmi Book Publication.
Sandeep, M. J. M. (2014). Teaching of Computer Science. Neelkamal Publication.

References

Arulsamy, S. (2014). Curriculum Development. Neelkamal Publications.
Bhatnagar, A. B., & Bhatnagar, S. S. (2013). Teaching of Science. R. Lall Book Depot.
Mrunalini, T., & Sudhakar, V. (2008). Curriculum Development. Neelkamal Publications.
Muthumanickam, R. (2004). Educational Objectives for Effective Planning and Teaching. Cyber Land Publishers.
Sharma, R. C. (2013). Modern Science Teaching. Dhanpat Rai Publication.
Yadav, M.S. (2000). Modern Methods of Science Teaching in Secondary School. Anmol Publication.
Zaidi, S. M. (2004). Modern Teaching of Elementary Science. Anmol Publication.

Web Resources

The Process of Communication
<https://bit.ly/3dagwgn>
Taking Notes & Preparing Minutes
<https://bit.ly/3Ba9jF4>
Classroom Communication and Management
<https://bit.ly/3JB9w7M>
Professional competencies of a teacher
<https://bit.ly/3ERVz1L>
<https://bit.ly/3FSnrv>
Co-curricular Activities
<https://bit.ly/34l3nfS>
Language Across Curriculum
<https://bit.ly/3EX8iA1>
<https://bit.ly/333hoxU>
<https://bit.ly/32QsLtw>
Understanding Disciplines and Subjects
<https://bit.ly/3JCloqb>
<https://bit.ly/3325QLE>

**PEDAGOGY OF ECONOMICS III
B244PPEE**

Marks: 100

Credit: 4

Course Objectives

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

- i) analyse the concept of classroom communication and management
- ii) familiarize with the various programmes for the professional development of teachers
- iii) plan and organise various co-curricular activities
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance.

UNIT I: Co-curricular Activities in Economics [12 hrs]

Co-curricular Activities: Concepts, Importance, Types, Role of Teacher and Advantages - Guidelines for conducting Co-Curricular Activities - Field Trips, Debates, Exhibition, Quiz, Role Play - Economics Club: Organisation and Activities.

UNIT II: Classroom Communication and Management [12 hrs]

Classroom Communication: Elements, Process and Types - Communication Network - Communication Skill required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis: Characteristics, Flanders Interaction Analysis (FIACS) - Classroom Management: Concepts, Principles, Techniques and Factors- Managing Behavior Problems in a Classroom - Classroom Time Management.

UNIT III: Professional Competencies of a Commerce and Accountancy Teach [12 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Qualities of a Economics Teacher – Importance of Professional Development -Need for In-service Training- Teacher Appraisal: Participation in Workshop, Seminar, Conferences, Writing Articles and Research-Evaluation of Teacher Effectiveness.

UNIT IV: Language Across Curriculum [11 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction– Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of Economics - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Economics Discipline.

Text Books

- Aggarwal, J. C. (2005). Teaching of Economics. Vinod Pustak Mandir.
Brintha, S., (2015). Teaching of Commerce. A.P.H Publishing Corporation.
Karthick, G. S. (2004). Teaching of Economics. Discovery publication house.

References

- Mangal, S. K., & Mangal, U. (2008). Teaching of social studies. PHI learning.
Mangal, S. K., & Mangal, U. (2009). Essentials of Educational Technology. PHI learning.
Misra, B. (2004). Curriculum Reform and Educational Development. Muhit Publications.
Muthuja, B., Usharani, R., & Mahajan, A. (2009). Teaching of Economics-I. Centrum Press.
Prasad, J., & Kumar, K. V. (1997). Advanced Curriculum Construction. Kanishka Publishers and Distributors.
Rudramamba, B., Kumari, L. V., & Rao, B. D. (2004). Methods of Teaching Economics. Discovery publishing house.
Sharma, K., & Tuteja, T. (1995). Teaching of Economics. Common Wealth Publishers.
Sharma, S. (2004). Modern Technologies of Teaching Economics. Anmol Publishing House.
Sharma, B. L., & Maheshwari, B. K. (2013). Teaching of Social Studies. R. Lall Book Depot.
Siddiqui, H. M. (2004). Teaching of Economics. Ashish Publishing House.
Tiwari, D. (2006). Methods of Teaching Economics. Crescent Publishing Corporation.
Yadav, A. (2002). Teaching of Economics. Anmol publications.

Web Resources

- Classroom Communication
<https://bit.ly/3eOvAOa>
Barriers of Classroom Communication
<https://bit.ly/3G20nD1>
Classroom Management
<https://bit.ly/31qthxy>
<https://bit.ly/32KPUh4>
Flanders Interaction Analysis
<https://bit.ly/31qdWwX>
Co-Curricular Activities
<https://bit.ly/3sWCUQ3>
<https://bit.ly/3JHx1fk>
Qualities of a Commerce Teacher
<https://bit.ly/3zuffrb>
Language Across Curriculum
<https://bit.ly/333hoxU>
<https://bit.ly/32QsLtw>
Understanding Disciplines and Subjects
<https://bit.ly/3325QLE>
<https://bit.ly/3eRSWCp>

**PEDAGOGY OF ENGLISH III
B244PPEL**

Marks: 100

Credit: 4

Course Objectives

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

- i) attain fluency of English speech
- ii) appreciate the language study for specific purpose
- iii) develop the professional Competencies of English Teacher
- iv) imbibe awareness on language across curriculum
- v) analyse various aspects of discipline and subjects.

UNIT I: Language Across Curriculum [15 hrs]

Etymology in content area - Methods for Curricular Transaction: Discussions, Debates, Seminars and Questioning - Reading Strategies - Informational Reading and Writing - Note Making - Note Taking - Summarizing - Nature of Expository Texts Vs Narrative Texts and Transactional Vs Reflexive Texts - Language in Internet and Mobile Phone - Barriers in language.

UNIT II: Understanding Discipline and Subjects [15 hrs]

Definition & Meaning, Curriculum, Syllabus, Academic Discipline and School Subject Relationship and Difference between School Subjects and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Classification of Academic Disciplines: Biglan Typology (Pure-Hard, Pure-Soft, Applied-Hard and Applied-Soft Types) - Vocational Courses.

UNIT III: Fluency [8 hrs]

Use of Conventional Formulae: Greetings, Apology, Invitation, Refusal, Thanking - Various Concepts: Condition, Suggestion, Prohibition, Permission, Probability, Likelihood, Obligation, Necessity and Concession - Oral Fluency - Root Words of English Vocabulary.

UNIT IV: English for Specific Purpose (ESP) [10 hrs]

English for Science and Technology, Business Communication, Academic Purpose, Occupational Purpose, International Understanding and Digital literacy - TOEFL - IELTS - Received Standard Pronunciation.

UNIT V: Professional Competencies of an English Teacher [12hrs]

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: Workshop, Conference, Panel Discussion, Field Trip, Online Sharing, Writing Articles, Research Projects-Need for In-Service Training Programme - Organizing Events - English Literary Association.

Text Books

- James, D. (1989). An Outline of English Reference. Kalyani Publications.
Singh, Y. k. (2005). Teaching of English. APH Publishing Corporation.

References

- Darbyshire, A. E. (1967). A Description of English. Arnold Heinemann.
- Diwakar, P. Y. (2019). A Course in English Pronunciation. Published by Nation Press.
- Gimson, A.C. (1980). An Introduction to the Pronunciation of English. Edward Arnold Publications.
- Hoge, A, J. (2014). Effortless English: Learn to Speak English Like a Native. Atlantic Publishers and Distributors.
- O'Malley, J., & Chamol, A. (1990). Learning Strategies in Second Language Acquisition. Cambridge University Press.
- Stern, H. H. (1983). Fundamental Concepts of Language Teaching. Oxford University Press.
- Thomas, C. (2020). Beyond Prepositions for ESL Learners - Mastering English Prepositions for Fluency. Atlantic Publishers and Distributors.

Web Resources

- Language Across Curriculum
<https://bit.ly/3eKINZv>
- Understanding Discipline and Subjects
<https://bit.ly/3sRouAF>
- Fluency
<https://bit.ly/3pQKGcc>
- Professional Competencies of an English Teacher
<https://bit.ly/32KkDe1>

**PEDAGOGY OF GEOGRAPHY III
B244PPGE**

Marks: 100

Credits: 4

Course Objectives

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

- i) creates the ability to adopt effective classroom managerial skills and strategies
- ii) enhances the professional skills and commitment to become a proficient teacher
- iii) demonstrates the skills and abilities for organizing various co-curricular activities
- iv) values the usage of language across the curriculum
- v) correlates academic disciplines and school subjects and its importance

UNIT I: Classroom Communication and Management [14 hrs]

Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.

UNIT II: Professional Competencies of Geography Teacher [11 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Geography Teacher - Changing Roles and Responsibilities - Importance of Professional Development- Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.

UNIT III: Co-curricular Activities in Geography [11 hrs]

Co-curricular Activities - Concept, Importance, Types, Role of Teacher and Advantages Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities - Geography Club.

UNIT IV: Language Across Curriculum [11 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction- Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of Geography - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Geography Discipline.

Text Books

- Aggarwal, J. C. (2003). Development and Planning of Modern Education. Vikas Publishing House.
- Arulsamy, S. (2014). Curriculum Development. Neelkamal Publications.
- Mangal, S. K. & Mangal, U. (2008). Teaching Social Studies. PHI Publications.
- Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications.
- Vallabi, J. E. (2017). Language across the Curriculum. Neelkamal Publications.

References

- Agnihotri, R. K. (1995). Multilingualism as A Classroom Resource. Heinemann Educational Books.
- Arulsamy, S. (2014). Curriculum Development. Neelkamal Publications.
- Mangal, S.K.& Mangal, U. (2009). Essentials of Educational Technology. PHI Publication.
- Misra, B. (2004). Curriculum Reform and Educational Development. Muhit Publications.
- Roblyer, M. D. (2008). Integrating Educational Technology into Teaching. Pearson.
- Singh, Y. K. (2004). Teaching of History. A P H Publishing Corporation.

Web Resources

- Classroom Communication and Management
<https://bit.ly/3JB9w7M>
- Professional competencies of a teacher
<https://bit.ly/3ERVz1L>
- <https://bit.ly/3FSnrv>
- Co-curricular Activities
<https://bit.ly/34I3nfS>
- Language across Curriculum
<https://bit.ly/3EX8iA1>
- Understanding Disciplines and Subjects
<https://bit.ly/3JCloqb>

**PEDAGOGY OF HISTORY III
B244PPHS**

Marks: 100

Credits: 4

Course Objectives

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

- i) build the ability to adopt effective classroom managerial skills and strategies
- ii) develop professional skills and commitment to become a proficient teacher
- iii) explore the skills and abilities for organizing various co-curricular activities
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance.

UNIT I: Classroom Communication and Management [14 hrs]

Classroom Communication: Elements, Process and Types - Communication Networks - Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis - Characteristics, Flander's Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors - Managing Behavior Problems in Classroom - Classroom Time management.

UNIT II: Professional Competencies of History Teacher [11 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Geography Teacher - Changing Roles and Responsibilities - Importance of Professional Development- Need for In-service Training- Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research - Evaluation of Teacher Effectiveness.

UNIT III: Co-curricular Activities in History [11 hrs]

Co-curricular Activities - Concept, Importance, Types, Role of Teacher and Advantages Guidelines for Conducting Co-curricular Activities- Various Co-curricular Activities: Organizing Events on Specific Days, Morning Assembly, Field Trip, Exhibition, Drama and Thought-Provoking Activities - History Club.

UNIT IV: Language Across Curriculum [11 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction- Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of History - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to History Discipline.

Text Books

- Aggarwal, J. C. (2003). Development and Planning of Modern Education. Vikas Publishing House.
- Arulsamy, S. (2014). Curriculum Development. Neelkamal Publications.
- Mangal, S. K. & Mangal, U. (2008). Teaching Social Studies. PHI Publications.
- Phillips, I. (2008). Teaching History – Developing as a Reflective Secondary Teacher. SAGE Publications.
- Vallabi, J. E. (2017). Language across the Curriculum. Neelkamal Publications.

References

- Agnihotri, R. K. (1995). Multilingualism as a Classroom Resource. Heinemann Educational Books.
- Arulsamy, S. (2014). Curriculum Development. Neelkamal Publications.
- Mangal, S.K.& Mangal, U. (2009). Essentials of Educational Technology. PHI Publication.
- Misra, B. (2004). Curriculum Reform and Educational Development. Muhit Publications.
- Roblyer, M. D. (2008). Integrating Educational Technology into Teaching.
- Pearson.Singh, Y. K. (2004). Teaching of History. A P H Publishing Corporation.

Web Resources

- Classroom Communication and Management
<https://bit.ly/3JB9w7M>
- Professional competencies of a teacher
<https://bit.ly/3ERVz1L>
<https://bit.ly/3FSnrv>
- Co-curricular Activities
<https://bit.ly/34l3nfS>
- Language across Curriculum
<https://bit.ly/3EX8iA1>
- Understanding Disciplines and Subjects
<https://bit.ly/3JCloqb>

**PEDAGOGY OF MATHEMATICS III
B244PPMT**

Marks: 100

Credits: 4

Course Objectives

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

- i) gain exposure on the attributes of a teacher and co-curricular activities
- ii) analyse the concept of classroom management and communication
- iii) explore the recent research areas in Mathematics Education
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance

UNIT I: Classroom Communication and Management [15 hrs]

Classroom Communication: Elements, Process and Types – Communication Networks– Communication Skills required for Teachers – Barriers to Communication and Methods to Overcome – Classroom Interaction Analysis: Characteristics, Flander’s Interaction Analysis Category System (FIACS) – Classroom Management: Concept, Principles, Techniques and Factors – Managing Behavior Problems in Classroom – Classroom Time Management.

UNIT II: Research in Mathematics Education [10 hrs]

Purpose and Scope of Research in Mathematics Education - Survey of Research in Mathematics Education conducted 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.

UNIT III: Teacher and Co-Curricular activities in Mathematics [12 hrs]

Mathematics Teacher: Characteristics, Personal, Professional and Social Qualities and Professional Development - Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages – Guidelines for Conducting Co-curricular Activities – Significance of Eminent Mathematicians – Field Trip – Exposure to WOLFRAM, ABACUS, UCMAS and KUMON - Mathematics Club: Organisation, Activities and Values.

UNIT IV: Language Across Curriculum [10 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction– Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of Mathematics - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Mathematics Discipline.

Text Books

- Best, J.W. (2009). Research in Education. PHI Learning.
James, A. (2010). Methods of Teaching Mathematics. Neelkamal Publishers.
James, A. (2005). Teaching of Mathematics. Neelkamal Publications.
Kulshrestha, A.K. (2013). Teaching of Mathematics. Lall Book Depot

References

- Dhir, R.C., & Das, S. (2019). Pedagogy of Mathematics. Kalyani Publishers
Kulshrestha, A.K. (2017). Pedagogy of School Subject Mathematics. Neelkamal Publishers
Raja, B., & Babu, R. (2019). Pedagogy of Mathematics. Neelkamal Publishers
Sahni, M. (2020). Pedagogy of Mathematics. Vikas Publishers

Web Resources

- Flanders Interaction Analysis
<https://bit.ly/3Htp5wh>
Research in Mathematics Education <https://bit.ly/3sZRd6a>
Qualities of a Mathematics Teacher <https://bit.ly/31kwm2h>
Note making and Note Taking
<https://bit.ly/3EO7MEC>

**PEDAGOGY OF PHYSICAL SCIENCE III
B244PPPS**

Marks: 100

Credits: 4

Course Objectives

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

- i) plan and organise various co-curricular activities
- ii) analyse the concept of classroom management and communication
- iii) familiarise with the various programmes for the professional development of teachers
- iv) appreciate the usage of language across the curriculum
- v) relate academic disciplines and school subjects and its importance.

UNIT I: Class Room Communication and Management [14 hrs]

Classroom Communication: Elements, Process and Types - Communication Networks – Communication Skills required for Teachers - Barriers to Communication and Methods to Overcome - Classroom Interaction Analysis: Characteristics, Flander’s Interaction Analysis Category System (FIACS) - Classroom Management: Concept, Principles, Techniques and Factors – Classroom Time Management.

UNIT II: Professional Competencies of Physical Science Teacher [12 hrs]

Concept of Teaching Profession - Professional Ethics for Teachers - Special Qualities of a Science Teacher - Scientific Attitude - Scientific Temper - Changing Roles and Responsibilities - Importance of Professional Development - Need for In-service Training - Teacher Appraisal: Participation in Seminar, Workshop, Conference, Writing Articles and Research.

UNIT III: Co-curricular Activities [12 hrs]

Co-curricular Activities: Concept, Importance, Types, Role of Teacher and Advantages Guidelines for Conducting Co-curricular Activities – Observance of Days of Scientific Importance - Field Trip and Excursion - Science Club: Organization, Activities and Values - Science Fair/Exhibition: Objectives, Organization, Criteria for Evaluating Exhibits.

UNIT IV: Language Across Curriculum [11 hrs]

Etymology in Content Area - Multilingualism in Classroom Transaction– Home Language Versus School Language - Writing to Learn and Understand: Expository Text, Narrative Text, Transactional Text and Reflective Text - Process of Writing: Note Making, Note Taking, Summarizing - Language Barriers.

UNIT V: Understanding Discipline and Subjects [13 hrs]

Definition and Meaning: Academic Discipline and School Subject - Relationship between School Subject and Academic Discipline - Evolution and Emerging Trends in Academic Disciplines - Betcher and Biglan Classification of Academic Discipline - Inclusion of Work - related Subjects in School Syllabus and their need - Interdisciplinary nature of Physical Science - Inculcation of Practical Knowledge, Community Knowledge and Intuitive Knowledge through School Subject - Careers related to Physical Science Discipline.

Text Books

Mohan, R. (2010). Teaching of Physical Science. Neelkamal Publications.
Nayak, A.K. (2004). Teaching of Physics. A.P.H. Publishing Corporation.
Panneerselvam, A. & Rajenderan, K. (2005). Teaching of Physical Science. Shantha Publishers.

References

Aslam, K. (2016). Pedagogy of Physical Science. Everest Publishers.
Jothi, A. (2009). Teaching of Physical Science –II. Centrum Press.
Kulshrestha, S.P., & Gaya, S. (2011). Teaching of Physical Science. Lal Book Depot.
Mangal, S.K., & Mangal, V. (2009). Essentials of Educational Technology. Prentice Hall of India.
Rajasekar, S. (2005). Methods of Teaching Physical Science. Neelkamal Publications.
Veer, U. (2004). Modern Teaching of Physics. Anmol Publications.
Vanaja, M., & Bhaskara, R. D. (2004). Methods of Teaching Physics. Discovery Publishing House.
Yadav, M.S. (2004). Modern Teaching of Chemistry. Anmol Publications.

Web Resources

Co-curricular Activities
<https://bit.ly/3HCv4iJ>
Professional Development of Teachers
<https://bit.ly/3qMOnib>
Classroom Management Techniques
<https://bit.ly/3sTN5VB>

தமிழ் கற்பித்தல் III
B244PPTL

மதிப்பெண்கள்: 100

தகுதிப்புள்ளிகள்: 4

படிப்பின் நோக்கங்கள்**மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்**

- 1) மொழித்தோற்றக் கொள்கைகளை விவரிப்பதோடு, தமிழ்மொழியின் தனித்தன்மைகளைக் கண்டுபெருமிதம் கொள்ளுவர்
- 2) கலைத்திட்ட இணைசெயல்பாடுகளை நடத்தும் திறனைப் பெறுவர்
- 3) தகவல்தொடர்பு திறனையும் வகுப்பறையை மேலாண்மை செய்யும் ஆற்றலையும் பெறுவர்
- 4) கலைத்திட்டத்தில் மொழியின் பங்கிணையறிந்து மொழித்திறன்களை வளர்த்துக்கொள்வர்
- 5) படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பிணையும் துறைதொடர்பான தொழில் வாய்ப்புகளையும் புரிந்துகொள்வர்

அலகு 1: மொழியின் தோற்றமும் வளர்ச்சியும்

(10 மணி நேரம்)

மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி - தமிழ் மொழிவரலாறு - கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - தமிழ் வரிவடிவவரலாறு - தமிழ் மொழியின் தனித்தன்மைகள்.

அலகு 2: கலைத்திட்ட இணைசெயல்பாடுகள்

(12 மணி நேரம்)

கலைத்திட்ட இணைசெயல்பாடுகளின் இன்றியமையாமை - இலக்கிய கழகங்களின் செயல்பாடுகள்: இசைப்போட்டி, பேச்சுப்போட்டி, கட்டுரைப்போட்டி, கவிதைப்போட்டி, நாடகப்போட்டி, நடனப்போட்டி, நாட்டுப்புறக் கலைகள், மரபுசார்ந்த விளையாட்டுகள் போன்றவற்றை நடத்துதல் - சொற்பொழிவு, பட்டிமன்றம், கவியரங்கு, கருத்தரங்கு போன்ற நிகழ்ச்சிகளை நடத்துதல் - காலவழிபாடு நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் எழுதிசேகரித்தல் - கண்காட்சி அமைத்தல் - கல்விச்சுற்றுலா, களப்பயணம் மேற்கொள்ளுதல் - விழிப்புணர்வு முகாம்கள் நடத்துதல் - விழாக்கள் மற்றும் தேசியத் தலைவர்களின் பிறந்தநாட்கள் கொண்டாடுதல் - கைவினை பொருட்கள் தயாரித்தல்.

அலகு 3: தகவல் தொடர்பு மற்றும் வகுப்பறை மேலாண்மை

(14 மணி நேரம்)

தகவல் தொடர்பு - கருத்து - தகவல் தொடர்பு கூறுகள் - தகவல் தொடர்பில் ஏற்படும் தடைகள் - (அகக்காரணி, புறக்காரணி), தகவல் தொடர்பு வகைகள்: மொழிசார்ந்தது, மொழி சாராதது - பிளாண்டர்ஸ் கருத்தளவுதல் பகுப்பாய்வு. வகுப்பறை மேலாண்மை உத்திகள் - வகுப்பறை மேலாண்மையைப் பாதிக்கும் காரணிகள் - வகுப்பறையில் மாணவர் பங்கு - வகுப்பறையில் ஏற்படும் நடத்தை பிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு - பரிசுத் தண்டனையும் - வகுப்பறையில் நேரமேலாண்மை.

அலகு 4: கலைத்திட்டமும் மொழியும்

(12 மணி நேரம்)

வகுப்பறை இடைவினையில் பன் மொழித் தன்மை - பள்ளி மொழியும் வீட்டுமொழியும் - கற்றலுக்கும் புரிதலுக்கும் எழுதுதல்: விளக்கஉரை மற்றும் கதைஉரை, கருத்துப்பரிமாற்ற வகையிலான உரை மற்றும் ஆழ்ந்த சிந்தனையைப் பிரதிபலிக்கும் உரை - எழுதும் செயல்முறைகள்: குறிப்பு தயாரித்தல், குறிப்பு எழுதுதல், சுருக்கியுரைத்தல்.

அலகு 5: படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்துகொள்ளல்

(12 மணி நேரம்)

வரையறையும் பொருளும்: படிப்புத்துறையும் பாடப்பொருளும் - படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பு - படிப்புத்துறையின் பரிணாமமும் வளர்ச்சிப்போக்கும் - பெட்சர் - பிக்லர் வகைப்பாடு - தமிழ்த்துறைக்கும் பிறதுறைக்குமானத் தொடர்பு - பள்ளிப்பாடத் திட்டத்தில் தொழில் சார்ந்த பாடத்தை உள்ளடக்குவதன் தேவை - செய்முறை அறிவு, சமூக அறிவு, உள்ளுணர்வு அறிவு இவற்றைப் பள்ளிப் பாடப்பொருளின் வழி உட்புகுத்தல் - தமிழ்த்துறை தொடர்பான தொழில்வாய்ப்புகள்.

References

- கலைச்செல்வி. வெ., (2012). கல்வியியல் சிறப்புத் தமிழ் சஞ்சீவ் வெளியீடு.
 இரத்தினசபாபதி.பி (2007). செம்மொழிக் கல்வி. சாந்தாபப்ளிசர்ஸ்.
 கணபதி வி., (2004). தமிழ் இலக்கண இலக்கிய அறிமுகம். சாந்தாபப்ளிசர்ஸ்.
 கலைச் செல்வி. வெ., (2012). தமிழ்பயிற்றல் நுட்பங்கள். சஞ்சீவ் வெளியீடு.
 நாகராசன். கி. (2009). கல்விப் புதுமைகளும் மேலாண்மையும். இராம் பதிப்பகம்.
 பரமசிவம் சொ., (2008). நற்றமிழ் இலக்கணம். பட்டுப்பதிப்பகம்.
 வைத்தியநாதன்.பி.கெ., ஆர். ராசகோபாலன்.. (2007). பள்ளிமேலாண்மை. சாந்தாபப்ளிசர்ஸ்.
 Mangal S.K, Uma Mangal., (2009). *Essentials of Educational Technology*. PHI Learning.

Web Resources

- மொழியின் தோற்றமும் வளர்ச்சியும்
<https://bit.ly/3JG2uib>
 கலைத்திட்ட இணைசெயல்பாடுகள்
<https://bit.ly/3EX8iA>
 தகவல் தொடர்பும் வகுப்பறை மேலாண்மையும்
<https://bit.ly/3JCloqb>
<https://bit.ly/3HFi0ZY>
 படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்துகொள்ளல்
<https://bit.ly/3ePBYEK>
 கலைத்திட்டமும் மொழியும்
<https://bit.ly/3qJTbFc>

**ENVIRONMENTAL EDUCATION
B244OENE**

**Marks: 100
Credit: 4**

Course Objectives

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

- i) critically evaluate the socio-economic impacts of environmental degradation
- ii) apply the remedial ways to protect the environment in daily life
- iii) generate an awareness about environmental issues
- iv) analyse population growth and its impact on environment
- v) design tools and techniques for the evaluation of environmental education.

UNIT I: Fundamentals of Environmental Education [12 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 [12 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 RIO Declaration (1992), Kyoto Protocol (2005), Tbilisi (2007) & (2012), RIO Summit (2012) and EIA 2020.

UNIT IV: Environmental Education in Curriculum [12 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 [12 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 - Uses and Limitations of tools and techniques.

Textbooks

Reddy., Thomas., (2015). Textbook on Environmental Education, Discovery Publications.

References

- Arul Jothy, Balaji. D. L. & Rajesh Verma. (2009). Environmental Education. Centrum Press.
Kumar, Arvind. (2004). A Text Book of Environmental Science. APH Publishing Corporation.
Catherine, Joseph. (2011). Environmental Education. Neelkamal Publications.
Nagarajan, K. (2009). Environmental Education. Ram Publishers.
Naik, S. P. (2004). Role of Evaluation in Education. Anmol Publications Pvt., Ltd.,
Kumar, Pradeep T. (2009). Environmental Education. APH Publishing Corporation.
Rao, V. K., R. S. Reddy. (2005). Environmental Education. Common Wealth Publishers.
Mohanka, Reena., Ananya Sen & Singh, M. P. (2009). Environmental Education-Vol.1.APH Publishing Corporation.
Sharma,V. S . (2008). Environmental Education. Anmol Publications Pvt., Ltd.,
Shrivastava,K. K. (2004). Environmental Education-Principles, Concepts & Management. Kanishka publishers.

Web Resources

- <https://www.ceeindia.org/>
[https://www.conserve-energy-future.com/environmental-education-and-its-components'](https://www.conserve-energy-future.com/environmental-education-and-its-components/)
<https://eecom.org/eecom>
<https://www.epa.gov/education/what-environmental-education>
<https://www.sciencedirect.com/topics/earth-and-planetary-sciences/environmental-education>

**HEALTH AND PHYSICAL EDUCATION
B244OHPE**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) develop proficiency in the concept of Health Education
- ii) aware about body systems and equip them with first aid measures
- iii) 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 [12 hrs]

Aims and Objectives of Health Education - Dimensions and Determinants of Health - Health Needs of Children, Adolescents and Differently Abled Children - Health Education Programme - Health Instruction, Health Services, Health Supervision - 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 and Causes for Poor Posture - Postural Defects and Exercises for Improving Postural Defects.

UNIT III: Food and Nutrition [6 hrs]

Food Habits: Timing, Classification and 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 [18 hrs]

Physical Fitness: Aims and Objectives- Components of Physical Fitness Variables: Strength, Muscular Endurance, Flexibility, Cardio Vascular Endurance and Body Composition – Physical Fitness Test Battery and Benefits - 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: Yoga for Health [12 hrs]

Concept and Benefits of Yoga - Physical, Physiological, Psychological and Therapeutic - Eight Limbs of Yoga - Pranayamas and Yogasanas for Health: Sitting, Supine, Prone, Kneeling and Standing Position.

Text Books

- Akila, S., & Alagesan, S. (2009). Physical and health Education. Coimbatore Q Books.
Borkar, S. K. (2015). Organisation and Administration in Physical Education. Sports Publication.
Dash, B.N. (2017). Health and Physical Education. Neelkamal Publication.
Jain, R. (2005). Sports Injuries. Khel Sahitya Kendra Chawla Offset Printers.

References

- Gopal., Rukmani., & Charles, K. (2011). Health Education for Teachers from Doctor's Perspective. Neelkamal publication.
- Khatri, H.L., & Sumanlata. (2015). Health and Physical Education. Paragon International Publishers.
- Marks, D.F., & Murray, M. (2008). Health Psychology, Theory, Research and Practice. Sage Publications.
- Mishra, R. C. (2005). Health and Nutrition Education. A.P.H. Publishing Corporation.
- Nagendra, H. R. (2011). Vyasapushpanjali. Vivekananda Yoga Research Foundation.
- Nash, T. N. (2006). Health and Physical Education. Neelkamal Publishers.
- Rawal, S.A. (2015). History Principles and Foundation of Physical Education.Sports Publication.
- Pramanik, T. (2015). Yoga Education. Sports Publication.
- Tripathi, B.K. (2015) Yoga A Healthy Way of Living. Shree Vrindavan Graphics.

Web Resources

- <https://www.sciencedirect.com/topics/medicine-and-dentistry/determinants-of-health>
- <https://www.cdc.gov/childrenindisasters/children-with-special-healthcare-needs>
- <https://www.betterhealth.vic.gov.au/health/healthyliving/sports-injuries>
- <https://www.google.com/search?q=postural+defects+common+among+students>

**HUMAN RIGHTS EDUCATION
B244OHRE**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) understand, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups
- ii) understand the complex relationships among globalization, human rights and education
- iii) perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education
- iv) identify potential roles for oneself in the promotion of Human Rights Education
- iv) develop analytical skills to question and appraise Human Rights policies and practices at national and international levels.

UNIT I: Concept and theories of Human Rights **[12 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 Mechanism **[12 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 **[12 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 **[12 hrs]**

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

Text Books

- Chandohoke, Neera. (2012). Contested secession: Rights, self-determination, democracy, and Kashmir. Oxford University Press.
- Sen. A.N. (2002). Human rights. Sri Sai Law Publications.
- Shukla.R.P. (2004). Value education and human rights. Sarup & Sons.

References

- Baxi, Upendra. (2010). The Future of Human Rights. Oxford University Press.
Jagannaty Mohanty. (2000). Human Rights Education. Deep & Deep Publications.
Jayapalan.N. (2000). Human Rights. Atlantic Publishers.
Kumar, Sandeep. (2012). Human Rights and Pedagogy. Discovery Publishing House.
Nayyar Shamsi. (2003). Human Rights in the New Millennium. Anmol Publications.
Nirmal.J. (2000). Human Rights in India. Oxford University Press.
Rajashree J. Jawale & Pratibha S. Gaikwad. (2021). Right to Education in India. Notion Press
Sankar Sen. (1998). Human Rights in a Developing Society. APH Publishing Corporation.

Web Resources

- Human Rights <https://bit.ly/3G31pPm>
Human Rights in the International Context <https://bit.ly/3eOaJdK>
Human Rights Commissions <https://bit.ly/3eQNRu9>
Issues on Human Rights <https://bit.ly/3zqCsKS>
Methods of teaching Human Rights
<https://bit.ly/3F7DTPX>

**PEACE EDUCATION
B244OPED**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) encourage positive action and non-violent conflict resolution in society
- ii) introduce students to the culture of peace and its role and responsibilities of the UN
- iii) become critical learners and reflective peace practitioners
- iv) enhance students' intellectual flexibility, creativity and problem-solving capacities
- v) motivate to strong engagement as human beings and global citizens responsible for the world around them, present and future.

UNIT I: Peace Education and Associated Concepts [11 hrs]

Nature, Concept, Need, 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 [13 hrs]

Conflicts: 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: Concept and Need - Non-Violence: Significance and Factors that influence Non-Violence.

UNIT III: Approaches to Peace Education in Schools [12 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 [13 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 [11 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.

Text Books

Arulsamy, S. (2013). Peace and Value Education. Neelkamal Publication.
Charles, K., & Arulselvi, V. (2013). Peace and Value Education. Neelkamal Publications.
Charles, K., & Arulselvi, V. (2013). Peace and Value Education. Neelkamal Publications.
Navarro, L., Castro, J.N., & Galace. (2019). Peace Education: A Pathway to a Culture of Peace, (3rd ed.). Published by center for Peace Education.

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Aber, J. L., Brown., & Henrich, C.C. (1999). Teaching Conflict Resolution: An Effective School-Based Approach to Violence Prevention. Columbia University, National Centre for Children in Poverty.
Adams, D. (Ed) (1997). UNESCO and a Culture of Peace: Promoting A Global Movement. UNESCO.
Andrews, M. L. (1992). Educating for Peacemaking Abilities (Ed.D). Harvard University.
Babu, Muthuja, Usharani, R., & Arun, R. K. (2009). Peace and Value Education. Centrum Press.
Bjerstedt, A. (1994). Peace Education -How? A Discussion of Steps and Measures to be Taken. School of Education.
Bondurant, J. V. (1988). The Conquest of Violence. The Gandhian Philosophy of Conflict. Princeton, N. Princeton University Press.
Bullard, S. (1996). Teaching Tolerance - Raising Open Minded, Empathic Children. Seoul. (1982). Role of Education in Developed and Developing Countries for the International Understanding and Peace.
Doubleday. (2000). Development and Civilization. Sage Publications.
Eisler, J. (1994). Comprehensive Conflict Result Program. N.Y. City Board of Education.
Hopkins, J. (Ed) (2000). The Art of Peace: Nobel Peace Laureates Discuss Human Rights, Conflict and Reconciliation. Snow Lion Publications.
Ian, M., Harris, & Mary Lee Morrison. (2013). Peace Education (3rd Ed.). Mc Far Land Publications, ISBN 978-0-7864-7246-8.
Patel, R. S. (1956). Educational Philosophy of Mahatma Gandhi. Navajivan Trust.

Web Resources

Peace Report 2006-1 | PDF | Peace | Communication
<https://bit.ly/3eJReDf>
Past Peace Operations | United Nations Peacekeeping
<https://bit.ly/3491T8e>
Peace Education <https://bit.ly/3zpAx9K> Education for Peace
<https://bit.ly/3FVWlqc>

**PRE – PRIMARY EDUCATION
B244OPPE**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) enable the students, understand the nature, aims and objectives of Early Childhood Education
- ii) acquaint with different recommendation
- iii) understand the characteristics of Pre-school Education
- iv) know the trends of Pre-primary Education in India
- iv) understand the qualification and responsibilities of pre-school teacher

UNIT I: Trends in Pre-primary Education in India [12 hrs]

Pre-primary education: Meaning, Importance, Objectives - Types of Pre-school Education: Kindergarten, 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 [12 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 [12 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 Child's Environment: Family, School, Flowers, Trees, Fruits, Animals and Birds.

UNIT IV: Health, Nutrition, and Problems of Pre-school Children [12 hrs]

Nutrition for Pre-School Children - Deficiency - Diseases among Pre-School Children - Adjustment problems - Common Childhood illness: Bedwetting, Anxiety, Fear, Aggression, Crying, Stealing, Withdrawal - Remedies and Preventive Measures.

UNIT V: Pre-School Teacher and Parents [12 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 - Principal to communicate with parents.

Text Books

Aggarwal, J.C. (1983). Methods and Materials of Nursery Education. Doaba House.
Suptika Biswas. (2020). Early Childhood Care & Education. Doaba House.

References

- Berk, L. E. (2003). Child Development. Prentice Hall of India.
- Gupta, S. & Aggarwal, J.C. (2019). Early Childhood Care and Education. Shipra Publications.
- Mujibul Hasan Siddiqui. (2004). Early Childhood Education. APH Publishing Corporation.
- Nayak, A. & Rao, V. (2002). Primary Education. APH Publishing Corporation.
- Pankajam, G. (2005). Pre-Primary Education: Philosophy and Practice. Concept Publishing Company.
- Singh, U. & Sudarshan, K. (2006). Primary Education. Discovery Publishing House.
- Swaminathan, M. (1990). The First Three-Year: A Source Book on Early Childhood Care and Education. UNESCO.

Web Resources

- Trends in Pre-primary education in India <https://bit.ly/3qES5ut>
- Early Childhood Education <https://bit.ly/3zifXb0>
- Early Childhood Care and Education <https://bit.ly/32OYLOh>
- Health, Nutrition and Problems of pre-school children
<https://uni.cf/3pMUWlJ>
- Pre-School Teacher Trainer
<https://bit.ly/3HzIKQf>

**WOMEN'S EDUCATION
B244OWED**

**Marks: 100
Credits: 4**

Course Objectives

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

- i) comprehend the need, significance and scope of women's education in India
- ii) gain awareness on the issues related to women's education and rights
- iii) assess the status of women in society
- iv) acquire information of the concept of women's empowerment
- v) explore the various schemes and agencies on women entrepreneurs.

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

Women's Education: Concept, 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 [15 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 [11 hrs]

Women in Society: Economic life, Socio Economic Determinants, Employment Policy, Social Work, AIDWA and SHG - Women in Organised and Un-organised 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 [13 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.

Text Books

Arun, R. K. (2014). Women's Education. Centum Press.

Dua, R. (2008). Women Education. APH Publishing Corporation.

Kaushik, P. D. (2007). Women Rights – Access to Justice. Book well.
Nagendra, S. (2007). Issues in Women Education and Empowerment. ABD Publishing Corporation.
Singh, U. K., & Nayak, A. K. (2008). Women Education. Common Wealth Publishers.
Vasanthagopal, R., & Santha, S. (2008). Women Entrepreneurship in India. New Century Publications.

References

Anjani, K. (2008). Women and the Law. APH Publishing Corporation.
Dalbir, B. (2008). Women and the Law. APH Publishing Corporation.
D'Souza, P. (2005). Women Icon of Liberation. Better Yourself Books.
Ganesamurthy, V. S. (2008). Women in the Indian Economy. New Century Publications.
Gulati, S. (2006). Women Education in 21st Century. ABD Publishing Corporation.
Lotika, S. (1995). Women's Movement and the Legal Process. Centre For Women's Development Studies.
Majumdar, M. (2004). Social Status of Women in India. Dominant Publishers and Distributors.
Mary, J. (2008). Women's Studies in India: A Reader. Penguin Publications.
Mishra, R. C. (2009). Women Education. APH Publishing Corporation.
Nagia, G. (2006). Women Education and Social Empowerment. Cyber Tech Publications.
Rani, B. A., Bala, T., & Tirumala, R. (2013). Women & Empowerment Women in India & Emotional Intelligence. Neelkamal Publications.
Roy, A. (2003). Women in Power and Decision Making. Rajat Publications.
Selvam, P. S. K. (2009). Women Education. APH Publishing Corporation.
Sharmila, R. (2003). Sociology of Gender – The Challenge of Feminist Sociological Knowledge. Sage Publications.
Singh, D. P. (2005). Women Workers in Unorganized Sector. Deep & Deep Publications.
Sunanda, M. G. (2012). Self-Help Groups and Empowerment of Rural Women. Neelkamal Publications.
Thakur B. S., Binod, C., & Agarwal. (2004). Media Utilization for the Development of Women and Children. Sage Publications.
Vohra., Roopa., & Arun, K.S. (1986). Status, Education and Problems of Indian Women. Akshat Publications.

Web Resources

Status of Women in Indian Society
<https://bit.ly/3EUh9mb>
Role of Women in Environmental Conservation
<https://bit.ly/3pTnVo3>
Self Help Group
<https://bit.ly/3sYM9yZ>
Women Entrepreneurship
<https://bit.ly/3qMk9w1>
Successful Women Entrepreneurs
<https://bit.ly/3FRAKOR>

**READING AND REFLECTING ON TEXTS
B244ERRT**

**Marks: 100
Credits: 3**

Course Objectives

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

- i) analyse the process of active reading techniques
- ii) develop an interest in reading various materials
- iii) develop the study skills and reference skills
- iv) enhance proficiency in constructive reading and responding to written texts
- v) critically examine the reading material and reflect on the ideas expressed in it.

UNIT I: Language Development [12 hrs]

Multilingualism as a Resource in Indian Classrooms - Leveraging Language Skills in Learning- Language Proficiency and Subject Mastery - Acquisition of Language Skills-LSRW Skills.

Task: Engaging with Narrative and Descriptive Accounts. The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well produced comic strip stories.

UNIT II: Effective Reading Strategies [14 hrs]

Reading: Meaning, Definition, Sub Skills of Reading, Types of Reading Techniques, Meta Cognitive Awareness and Reading Process- Developing Reading Skills-Importance, Nature, Scope and Levels of Reading Comprehension in the Context Areas- Explore the Problems of Reading and Provide Solutions.

Task: Engaging with Popular Subject-Based Expository Writing

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). For this task, 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: Study Skills and Reference Skills [12 hrs]

Developing Study Skills: Drilling, Practicing and Memorizing - Using Reference Materials Including Thesaurus, Dictionary, Encyclopedia, Journals, Textbooks, Reference Books, Note Making, Note Taking and Summarizing.

Task: Engaging with Subject-Related Reference Books

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 task is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

UNIT IV: Text Comprehension [10 hrs]

Nature of Academic Texts: Expository, Narrative, Transactional, Reflexive, Factual, Persuasive Literary, Argumentative, Educational, Philosophical, Psychological, Sociological and Scientific Texts - Fiction and Non-Fiction: Short Stories, Novels, Biographies, Autobiographies - Effective Comprehension Strategies.

Task: Engaging with Journalistic Writing

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

UNIT V - Reflective Reading and Writing**[12 hrs]**

Reflective Thinking - Reflection Skills: Meaning and Purpose - Steps Involved in Reflective Reading - Key Elements and Main Features of Reflective Writing - Frameworks of Reflective Practices - Skill Development in Responding to Text.

Task: Engaging with Educational Writing

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 task.

References

- Agnihotri, R.K. (1995). *Multilingualism as a Classroom Resource*. Heinemann Educational Books.
- Behrens, L, & Rosen, L. J. (1997). *Writing and Reading across Curriculum*. U. S: Longman
- Corson, D. (1999). *Language Policies in Schools: A Resource Book for Teachers and Administrators*. Mahwah: Lawrence Erlbaum.
- Eller, R.G. (1989). Johnny Can't Talk Either: The Perpetuation of the Deficit Theory in Classrooms. *The Reading Teacher*. 670-74.
- Fichera, V.M. & Straight, H.S. (Ed.). (1997). *Using Languages across the Curriculum: Diverse Disciplinary Perspectives*. Binghamton: Centre for Research in Translation
- Kecht, M. & Kathrina. (2000). *Languages across the Curriculum: Interdisciplinary Structures and International Education*. Columbus: National East Asian Language Resource Centre.
- Krueger, M. & Frank, R. (Ed.) (1993). *Language and Content: Discipline Based Approaches to Language Study*. Lexington: DC. Heath
- Sreekanth., Y. (2021). *Reading and Reflecting on Texts*. Inter University Centre for Teacher Education.
- Vallabi, J.E. (2015) *Methods and Techniques of Teaching English*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Wallace, M. J. (1998). *Study Skills in English*. Cambridge: Cambridge University Press.

Web Resources

- Critical Reading and Reading Strategy. (2020). (©. 2.-2. SkillsYouNeed.com, Producer)
Retrieved December 03, 2020, from
www.skillsyouneed.com:
<https://www.skillsyouneed.com/learn/critical-reading.html>
- The Air Force School. (2020). Note Making and Summary Writing.
Retrieved December 17, 2020, from www.tafssp.com
https://www.tafssp.com/media/contentpage_105_157_64.pdf
- Tierney, & Shannahan. (1991). Children's reading and writing abilities develop together.
Retrieved December 18, 2020, from www2.ed.gov:
<https://www2.ed.gov/pubs/StateArt/Read/idea9.html>

**LIFE SKILLS IN EDUCATION
B244VLSE**

**Hours: 30
Credits: 2**

Course Objectives

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

- i) orient the students towards goal setting in their life
- ii) identify their potential in socializing with the society
- iii) provide exposure on the career skills and team skills towards professional growth

UNIT I: Introduction to Life Skill and Self-Management [10 hrs]

Life Skill: Introduction and 21st Century Life Skills of UNESCO - Meaning of Self-management- Relationship between self-management and Goals - Goals: Long term and short term, purpose of Goals - Qualities for Goal setting and qualities of effective Goals - Different Types of Goals - Action Plan to overcome hurdles and achieve Goals.

UNIT II: Inter-Personal Skills [10 hrs]

Inter-Personal Behavior and its types - Need for Inter-personal relationship - Barriers to Inter-personal Behavior - Developing Trust, Co-operation and Competition - Myer's Briggs Type Indicator.

UNIT III: Professional Skills [10 hrs]

Career Skills: Resume Skills, Interview Skills, Group Discussion skills and Exploring career opportunities - Team Skills: Presentation Skills, Trust and Collaboration, Leadership Skills and Managerial Skills.

References

Prasadsaha, R. (2021) Life Skills Education. Rita Books Agency
Dudhade, B.A. (2021) Life Skills Education. Bookman Publishers
Rao, U. (2014). Life Skills. Himalaya Publishing House
Verma, S. (2013) Development of Life Skills and Professional Practice. Vikas Publishing House

Web Resources

UNESCO's 21st Century Life Skills
<https://bit.ly/33QBnjK>
Self -Management Skills
<https://bit.ly/31IK3OI>
Inter-Personal Skills
<https://indeedhi.re/34hKCdf>
Professional Skills
<https://indeedhi.re/3FSMrer>

**EDUPRENEUR SKILLS
B244VEPS**

**Hours: 30
Credits: 2**

Course Objectives

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

- i) understand the concept of edupreneurship
- ii) apply the marketing skills and its nuances
- iii) explore the various opportunities for developing edupreneur skills

Unit I: Introduction to Edupreneurship [12 hrs]

Meaning – Concept - Historical perspectives on Edupreneurship – Significance of Edupreneur in Education- Important aspects of Edupreneur Skills: Innovation and Adaptability –Technology Integration- Leadership Skills - Team Building and Management – Ethical Considerations.

Unit II: Marketing and Networking in Edupreneurship [8 hrs]

EduTech Tools and Trends- Digital Marketing Strategies - Marketing and Branding for Educational Ventures - Building a Strong Educational Brand for Edupreneur- Collaborations with Educational Institutions.

Unit III: Exploring Edupreneurial Opportunities [10 hrs]

Role of Edupreneur in Educational Innovation - Innovative Early Childhood Learning Programs - Educational Games and Toys for Young Learners - Upskilling and Career Development Programs for Professionals – Creating Inclusive Educational Resources.

Reference

- Bartlett, S. (2023). *The diary of a CEO : The 33 laws of business and life*. ISBN-13978-1529146516
- Bliven, A. (2022). *Business plan essentials you always wanted to know (self-learning management series)*. ISBN-13978-1636511214
- Cordiner, S. (2017) *Edupreneur: How to monetise your expertise and profitably educate your market. paperback publication*. SBN 10 : 0648079007 ISBN-13 : 978-0648079002
- Daum, C., & Anna M. B. (2023). *Entrepreneurship and Strategy Essentials for new and experienced entrepreneurs - Includes books on strategy, planning, and entrepreneurship*. Vibrant Publishers. ISBN-13 978-9357498364
- Featherson, T. (2011). *The edupreneurs business guide: How to turn your passion for teaching into a small business kindle edition*. Vibrant Publishers.
- Oladipupo, J. (2020). *From educator to edupreneur: Translating your skills as an educator into building a profitable enterprise*. Vibrant Publishers.

Web Reference

- [https://www.academia.edu/35018720/Innovation in Edupreneurship in the Indian Context](https://www.academia.edu/35018720/Innovation_in_Edupreneurship_in_the_Indian_Context)
- <https://www.scribd.com/presentation/491674234/EDUPRENEURSHIP-IN-EDUCATION>
- <https://www.ibpbooks.com/edupreneurship/p/27292>

<https://www.opportunityindia.com/article/common-problems-faced-by-edupreneurs-10069>

<https://www.linkedin.com/pulse/fundamentals-edupreneurship-arlen-meyers-md-mba>

<http://library.ediindia.ac.in:8181/xmlui/handle/123456789/357?show=full>

<https://www.indeed.com/career-advice/finding-a-job/what-is-edupreneur>

**TRAVELOGUE AND BLOGGING
B244STAB**

**Marks: 50
Credit: 2**

Course Objectives:

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

- i) Understand the fundamentals of travel writing and blogging
- ii) Develop skills in crafting engaging and descriptive travel narratives
- iii) Explore digital platforms and strategies for effective travel blogging

UNIT I: Introduction to Travel Writing**[7 hrs]**

History and Evolution of Travel Writing- Famous Travel Writers and Their Contributions- Types and Techniques for Effective Travel Writing: Descriptive Language, Sensory Details, Capturing the Essence of a Place, Storytelling Techniques and Structure - Ethics in Travel Writing: Authenticity, Responsibility, Cultural Sensitivity and Ethical Dilemmas.

Task: Write a 500-word travel narrative based on a local place you've visited, focusing on sensory details and descriptive language.

UNIT II: Blogging for Travelers**[12 hrs]**

Introduction to Blogging: Understanding the Digital Landscape, Overview of Blogging Platforms (WordPress, Blogger, Etc.) - Content Creation and Strategy: Identifying Your Role and Audience, Content Planning and Editorial Calendars - Writing for Online Readers: Search Engine Optimization (SEO) and Readability - Visual Storytelling: Importance of Photography and Video in Travel Blogging, Tools and Tips for Creating Compelling Visuals - Building and Growing Your Blog: Social Media Integration, Networking and Collaboration with Other Bloggers, Monetization Strategies (Ads, Sponsorships, Affiliate Marketing).

Task: Set up a travel blog on a platform of your choice and publish your first post.

UNIT III: Personal Branding and Professional Development**[11hrs]**

Understanding Personal Branding: Importance of Personal Branding in The Travel Industry, Crafting Unique Voice and Style - Building an Online Presence: Developing A Consistent Brand Across Platforms, Effective Use of Social Media for Promotion and Engagement - Networking and Partnerships: Collaborating with Brands, Tourism Boards, Fellow Bloggers, Attending Travel Conferences and Events - Professional Opportunities: Freelance Travel Writing, Transitioning from Blogging to Other Forms of Media (Books, Podcasts, etc.).

Task: Create a personal branding statement and a media kit for your travel blog.

References:

De Botton, A. (2002). *The art of travel*. Pantheon Books.

Shapiro, M. (Ed.). (2007). *A sense of place: Great travel writers talk about their craft, lives, and inspiration*. Travelers' Tales.

George, D. (2008). *Lonely planet's guide to travel writing*. Lonely Planet.

Houghton, R. (2013). *Blogging for creatives: How designers, artists, crafters, and writers can blog to make contacts, gain confidence, and boost their careers*. Ilex Press.

Soukup, R. (2014). *How to blog for profit without selling your soul*. CreateSpace.

Theroux, P. (1975). *The great railway bazaar*. Penguin Books.

Perrin, C. (2013). *Blogging for writers: How authors and other creative people can build a platform, find readers, and write more successfully.* Hodder & Stoughton.

Web Resources:

<https://www.rankiq.com/bloggingmillionaire>

<https://problogger.com/neil-patels-guide-to-writing-popular-blog-posts/>

**STARTUPS AND ENTREPRENEURSHIP
B244SSAE**

Marks: 50

Credits: 2

Course Objective

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

- i) introduce students to the fundamental concepts of entrepreneurship
- ii) equip students with essential entrepreneurial skills
- iii) guide students in creating business plans and exploring entrepreneurial support systems

Unit I: Introduction to Entrepreneurship and Startups [8 hrs]

Entrepreneurship: Definition and Importance – Evolution of the term entrepreneurship - Factors Influencing Entrepreneurship – Entrepreneurships: Types, Characteristics, Objectives – Startups : Meaning , Definition and Types.

Task: Investigate a startup of your choice, focusing on its inception, business model, type, and the factors that influenced its creation.

Unit II: Essential Entrepreneurial Skills and Development Programs [10 hrs]

Entrepreneurial Skills: Teamwork and Leadership, Analytical and Problem-Solving, Critical Thinking, Branding and Marketing, Networking - Entrepreneurship Development Programs (EDPs): Role and impact of EDPs in nurturing entrepreneurial skills and knowledge.

Task: Analyze your personal leadership style and how it impacts team dynamics and project outcomes.

Unit III: Startup Business Planning, Support Institutions, and Funding [12 hrs]

Business Opportunity Identification: Sensing and Selecting Opportunities, Site Selection, Feasibility Analysis - Business Plan Preparation: Concept and Importance, Format and Components, Steps to Create a Business Plan - Institutions and Funding: Central and State-Level Organizations supporting entrepreneurs, Role of Banks and Non-Banking Financial Institutions, Strategies for Fund Collection and Approach to Funding Agencies.

Task : Develop a Business Plan with Feasibility and Funding Proposal

Reference

Bagley, C. E., & Dauchy, C. E. (2021). *The entrepreneur's guide to business law* (7th ed.). Cengage Learning.

Kuratko, D. F. (2019). *Entrepreneurship: Theory, process, and practice* (11th ed.). Cengage Learning.

Ries, E. (2011). *The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses.* Crown Business.

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: A handbook for visionaries, game changers, and challengers.* John Wiley & Sons.

Sinek, S. (2009). *Start with why: How great leaders inspire everyone to take action.* Penguin Group.

Web Reference

<https://www.investopedia.com/terms/e/entrepreneur.asp>

<https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>

<https://www.guidantfinancial.com/sba-loan-guide/sba-business-plan-template/?nab=1>

<https://global.thepower.education/blog/business-model-canvas>

<https://www.entrepreneurship.org/>