STELLA MATUTINA COLLEGE OF EDUCATION

(AUTONOMOUS)

Degree of Bachelor of Education [B.Ed.]
[SEMESTER SCHEME]

Regulations with effect from the academic year 2025-2026

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 are 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 as Medicine
Child Security and Protection
Certificate Course
Application of AI 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
Therapy for Harmonious Living

SEMESTER IV

Perspectives in Education
Gender, School and Society
Creating an Inclusive School
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
Environmental Education
Health and Physical Education
Human Rights Education
Peace Education
Pre-Primary Education
Women's 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 practical. Credit for theory is 56 and for practical is 42 and value-added course is 8.

SCHEME OF EXAMINATION

S.No.	Subject	Semester	Credits	Internal Marks	External Marks	Total	Subject Code
				SEMESTER I			
	Perspectives in Education						
1	Education in Contemporary India	I	4	40	60	100	B251CECI
2	Childhood and Growing Up	I	4	40	60	100	B251CCGU
	Pedagogy Course						
3	Pedagogy of a School Subject Part I	I	4	40	60	100	B251PPSS
	Enhancing Professional Capacities						
4	Art Integrated Learning	I	3	100	-	100	B251EAIL
5	Yoga for Well-being	I	3	100	-	100	B251EYFW
	Value Added Course (Any One)						
6	Payanpattu Tamil	I	2	-	-	-	B251VPPT
7	English Proficiency Skills						B251VEPS
	Self Study Course (Any One)						
8	Food as Medicine	I	2	-	-	-	B251SFAM
9	Child Security and Protection						B251SCSP
	Certificate Course						
10	Application of AI in Education	I	-	-	-	-	B251CAAE
				SEMESTER II			
	Perspectives in Education						
11	Knowledge and Curriculum	II	4	40	60	100	B252CKAC
12	Learning and Teaching	II	4	40	60	100	B252CLAT
13	Assessment for Learning	II	4	40	60	100	B252CAFL
	Pedagogy Course						
14	Pedagogy of a School Subject Part II	II	4	40	60	100	B252PPSS
	Enhancing Professional Capacities						

15	Digital Pedagogy	II	3	100		100	B252EDPY
	Value Added Course (Any One)						
16	Guidance and Counseling Skills	II	2	-	-	-	B252VGCS
17	Human Values and Professional Ethics						B252VHVP
	Self Study Course (Any One)						
18	Cyber Security	II	2	-	-	-	B252SCYS
19	Therapy for Harmonious Living						B252STHL
	SEMESTER III						
	Value Added Course						
20	Online Course (SWAYAM/MOOC)	III	2	-	-	-	B253VOCE
	SEMESTER IV						
	Perspectives in Education						
21	Gender, School and Society	IV	4	40	60	100	B254CGSS
22	Creating an Inclusive School	IV	4	40	60	100	B254CCIS
	Pedagogy Course						
23	Pedagogy of School Subject - Part III	IV	4	40	60	100	B254PPSS
	Elective/Optional Course (Any One)						
24	Health and Physical Education	IV	4	40	60	100	B254OHPE
25	Peace Education						B254OPED
26	Environmental Education						B254OENE
27	Women's Education						B254OWED
28	Pre-Primary Education						B254OPPE
29	Human Rights Education						B254OHRE
	Enhancing Professional Capacities						
30	Reading and Reflecting on Texts	II	3	100	-	100	B254ERRT
	Value Added Course (Any One)						
31	Life Skills in Education	IV	2	-	-	-	B254VLSE
32	Edupreneur Skills						B254VESS

	Self Study Course (Any One)						
33	Travelogue and Blogging	IV	2	-	-	-	B254STBG
34	Startups and Entrepreneurship						B254SSEP
	Total		**70**			**1500**	

PRACTICAL COMPONENTS - CREDITS AND MARKS
I YEAR

Components	Credits	Marks
Scholastic Activities		
Microteaching (Level I & II)	2	40
Reflective Practices		
Psychology Experiments	2	30
Socially Useful Productive Work	1	25
Text Book Analysis	1	20
Module Preparation	1	25
Preparation of e-content	1	25
Co-Scholastic Activities		
Citizen Training Camp	2	50
Field Trip	1	25
Institutional Visit	1	25
TOTAL	**12**	**270**

II YEAR

Components	Credits	Marks
Scholastic Activities		
Demonstration	1	20
Observation (Level I & II)	1	20
Test Construction and Analysis (Level I & II)	2	40
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
Reflective Diary	1	20
Case Study– Individual Institutional	2	30
Action Research	1	25

Co-Scholastic Activities		
Internship Activities	1	25
Records and Registers in Schools	1	25
Students Portfolio	1	25
TOTAL	**30**	**630**

Practical Examination						
Components	**Total Credits**	**I Year**		**II Year**		**Total**
		Internal Marks	**External Marks**	**Internal Marks**	**External Marks**	
Teaching Competency	10	Nil	Nil	200	50	**250**
Scholastic Activities	8	40	5	125	10	**180**
Reflective Practices	17	130	10	230	10	**380**
Co-Scholastic Activities	7	100	10	75	5	**190**
Total	**42**	**270**	**25**	**630**	**75**	**1000**

QUESTION PAPER PATTERN

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

Type	Type of Question	No. of Questions	Marks	Total
Part A	Objective Questions	4	4X1	4
Part B	Very Short Answer Type	3	3X2	6
Part C	Short Answer Type (Two out of Three)	2	2X5	10
Part D	Essay Type (Internal Choice)	1	1X10	10
			Total Marks	30

B.Ed – Model and Semester Examination - 60 Marks

Type	Type of Question	No. of Questions	Marks	Total
Part A	Objective Questions	5	5X1	5
Part B	Very Short Answer Type	5	5X2	10
Part C	Short Answer Type (Five out of Eight)	5	5X5	25
Part D	Essay Type (Internal Choice)	2	2X10	20
			Total Marks	60

PRACTICAL EXAMINATION BY BOARD OF EXAMINERS

The Board of Examiners comprising of a chairman and 7 membes (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 which she fails. Acandidate 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 candiatate 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 canditate shall be declared to have passed the practical examination if the secures not less than 50% in the teaching competency and for other components of the Practicum.

CLASSIFICATION OF SUCCESSFUL CANDITATES

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 canditates are classified are follows:
Distinction – 75 percentageand above
First Class – 60 – 74 percentage
Second Class – 50 – 59 percenetage

The marksheet 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 and completion of the course will contain the above details and grade point average.

CURRICULUM

FRAMEWORK

B.Ed.

Academic Year

2025-2026

SEMESTER – I

EDUCATION IN CONTEMPORARY INDIA
B251CECI

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 21A, Article 12 - Language Safeguards: Article 26(1), Article 29(1), Article 343, Article 350 A Article 350 B, Article 351 - Education for Weaker Sections: Article 15, 17, 46 - Secular Education: Article 25(1), Article 28(1), Article 28(2), Article 28(3), Article 30 - Higher Education and Research: Entries 63, 64, 65, and 66 – Concept of Equity and Equality of Educational opportunities - Education for Disadvantaged Group: Women, SC, ST, and Differently Abled.

UNIT IV: Emerging Trends in Education [12 hrs]
National Knowledge Commission 2007 – Indian Knowledge System - Samagra Shiksha Abhiyan: Sarva Siksha Abiyan, Rashtriya Madhyamik Siksha Abiyan and RashtriyaUchchatar Siksha Abiyan - 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 – National Institutional Ranking Frame Work (NIRF)- TeachR – Global initiative of Academic Networks (GIAN) - Policy Initiatives by Central and State Government:

Betibachao, Betipaadao, Swachbharath, Swachvidhyalaya and Unified District Information System for Education (UDISE).

Task and Assignment
- Prepare a report on different kinds of philosophy of education, which philosophy you like to adapt.
- Critically review the system of education in ancient and modern era.
- Analyze the implications of Right to Education Act (2010) and write a report on it.
- Study any one of the State and Centrally Sponsored schemes of education and submit a report on it.
- Complete an Online course in SWAYAM or MOOC platform. (Compulsory)

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.
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
B251CCGU

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.

Tasks and Assignments
- Prepare an album on any one stage of child development.
- Conduct a group discussion on theories of child development.
- Analyse the influence of heredity and environment in a child's development.
- Examine and prepare a report of the children in crèches and orphanages.
- Organize a seminar on 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
B251PPBS

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.

Tasks and Assignments
* Write general and specific instructional objectives for any two content areas.
* Construct a question bank for any one of the units of Tamil Nadu IX standard syllabus.
* Submit a concept map for any one of the topics of IX Standard syllabus.
* Prepare an action plan for any one method and execute.
* Prepare a programmed instructional material for any content using linear style.

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
B251PPCA

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.

Task and Assignment
- Construct Question Bank for any one unit from Tamilnadu XI Std Syllabus.
- Write General Instructional Objectives and Specific Instructional Objectives for any two content areas in Commerce and Accountancy
- Submit Concept Map for any one of the topics from XI Std Syllabus.
- Prepare an action plan for any one method and execute.
- Prepare a Programming Instructional material for any content using linear style

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
Teaching of Commerce Book
https://bit.ly/3mYMv4T
Programmed Instruction
https://bit.ly/3JCexwZ

PEDAGOGY OF COMPUTER SCIENCE I
B251PPCS

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.

Task and Assignments
* Write general and specific instructional objectives for any two content areas in
  Computer Science.
* Construct a question bank for any one of the units of Tamil Nadu School syllabus.
* Submit a concept map for any one of the topics of IX Std. Social science Textbook.

- Choose any one method of teaching. Plan and conduct a 15 minutes lesson with your peer group to teach Computer Science.
- Prepare a programmed instructional material for any content using linear style.

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
B251PPEE

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.

Task and Assignments
- Construct Question Bank for any one unit from Tamil Nadu XI Std Syllabus.
- Write General Instructional Objectives and Specific Instructional Objectives for any two content areas in Economics
- Submit Concept Map for any one of the topics from XI Std Syllabus.
- Prepare an action plan for any one method and execute
- Prepare a Programming Instructional material for any content using linear style

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. Cresent 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
B251PPEL

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.

Tasks and Assignments
- Prepare an album on Phonetics**.**
- Work in groups and present dialogue, skit /conversation and submit a report.
- Prepare a pre task and post task activity and submit the same.
- Conducts a group discussion on teacher evolved methods of teaching and submit a report.
- Organize team teaching and submit a report on the significant outcomes of the same.

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
B251PPGE

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.

UNITV: 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.

Tasks and Assignment
- Write general and specific instructional objectives for any two content areas in Geography.
- Construct a question bank for any one of the units of Tamil Nadu IX Std. Social science Textbook.
- Submit a concept map for any one of the topics of IX Std. Social science Textbook.

- Choose any one method of teaching. Plan and conduct a 15 minutes lesson with your peer group to teach Geography.
- Prepare 25 frames in linear programming for any topic from the subject of Geography.

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
B251PPHS

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.

Tasks and Assignment
- Write general and specific instructional objectives for any two content areas in History.
- Construct a question bank for any one of the units of Tamil Nadu IX Std. Social science Textbook.

- Submit a concept map for any one of the topics of IX Std. Social science Textbook.
- Choose any one method of teaching. Plan and conduct a 15 minutes lesson with your peer group to teach History.
- Prepare 25 frames in linear programming for any topic from History.

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/3FRl9Fo

PEDAGOGY OF MATHEMATICS I
B251PPMT

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: Aryabhatta, 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.

Tasks and Assignments

- Prepare a Review Album on the Recent Inventions in Mathematics.
- Construct a Question Bank for any one of the Units of Tamil Nadu Standard IX Syllabus.
- Submit a Concept Map for any one of the Topics in Standard IX Syllabus
- Construct a Programmed Learning Material on the Life and Contribution of any one Mathematician.
- Devise an Action Plan for any one Method of Teaching.

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
B251PPPS

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.

Tasks and Assignments
- Write general and specific instructional objectives for any two content areas.
- Construct a question bank for any one of the units of Tamil Nadu Standard IX syllabus.
- Submit a concept map for any one of the topics of Standard IX syllabus.

- Prepare a programmed instructional material for any content using linear style.
- Prepare an action plan for any one method and execute.

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
B251PPTL

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 - சமூகபண்பாட்டு மரபினை அறிதல் - பல்துறை 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 : மூச்சுப் பயிற்சி, நா பிறழ் பயிற்சி, நா நெகிழ் பயிற்சி.

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

ஈ. எழுதல் 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 நல்லாசிரியர் இலக்கணம் மற்றும் ஆசிரியராகாதோர்.பணிமேம்பாடு: பணியிடைப் பயிற்சி, புத்தாக்கப் பயிற்சி, கருத்தரங்கு, செயலரங்குகளில் பங்கேற்றல்.

பணியும் ஒப்படைப்பும்

- பதினெண் கீழ்க்கணக்குநூல்களில் குறிப்பாக அறநூல்களில் காணலாகும் கல்விக் கருத்துகள் குறித்து எழுதவும்.
- விழுமங்களை வளர்ப்பதில் தமிழ்ப்பாடத்தின் பங்கு குறித்து விவாதிக்கவும்.
- தமிழ் நாளிதழ்களிலுள்ள பிழைகளைக் கண்டறிந்து அவற்றைத் திருத்தியமைத்து ஆதாரங்களுடன் ஒப்படைக்கவும்.
- பாடநூலில் உள்ள ஒரு பாடப்பகுதியை நடிப்பு முறையில் நடித்துக் காட்டக்கூடிய வகையில் கையெழுத்துப் பிரதி தயாரிக்கவும்.
- ஏதேனும் ஒரு இணையவழி கருத்தரங்கில் பங்கேற்று அதன் மையக்கருத்துகளைத் தொகுத்துச் சான்றிதழுடன் சமர்ப்பிக்கவும்.

Text Books

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

References

கணபதி வி. (2004). தமிழ் இலக்கண இலக்கிய அறிமுகம். சாந்தாபப்ளிசஸ்.
கணபதி. வி.(2005). நற்றமிழ்கற்பிக்கும் முறைகள்-பகுதி இரண்டு. சாந்தாபப்ளிசர்ஸ்.
கலைச்செல்வி. வெ., (2012). கல்வியியல் சிறப்புத் தமிழ். சஞ்சீவ் வெளியீடு.
கலைச்செல்வி. வெ., (2012). தமிழ் பயிற்றல் நுட்பங்கள். .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. புக்ஸ் ∴பார்சில்ரன்.
மாடசாமி.ச., (2016). எனக்குரிய இடம் எங்கே. சூரியன் பதிப்பகம்.
வரதராசனார்.மு, (2015). தமிழ் இலக்கிய வரலாறு. சாகித்தியஅகாடமி.
வீரப்பன்.பா,(2006).உயர்நிலைதமிழ்கற்பித்தலில் புதியஅணுகுமுறைகள் ஜோதிபிரியா பதிப்பகம்.

Web Resources

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

ART INTEGRATED LEARNING
B251EAIL

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
B251EYFW

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

<div align="center">
பயன்பாட்டுத் தமிழ்
B251VPPT
</div>

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-
நன்றியுரைநவிலல் - 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 - மெய்ப்புத்தருதல்

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
B251VEPS

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.

Web Resources
http://www.aspiringminds.com/research-reports
http://www.brookings.edu/research/reports2/2014/09/english-skills#/M10580
https://www.collegedekho.com/study-abroad/articles/best-books-to-polish-english-languageskills
http://www.yementimes.com/en/1624/report/1607/Lack-of-English-language-skills-burden- job-seekers.html

FOOD AS MEDICHINE
B251SFAM

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
etamil **Food that Nourishes Organs**
https://www.youtube.com/@theyogainstituteofficial

CHILD SECURITY AND PROTECTION
B251SCSP

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
B251CAAE

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
B252CKAC

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, 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 Syllabi and Text Books.

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, Philosophical and Psychological determinants.

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 Administrators, Teachers, Principals and Educationists - Role of NCERT, NCTE, NCF 2005 and NCF 2009 for Teacher Education in curriculum development.

Tasks and Assignments
•   Prepare a child centered activity based on Gandhian or Tagore's thoughts.

- Distinguish between (i) Equity and Equality (ii) Knowledge and Skill (iii) Teaching and Training (iv) Knowledge and Information.
- Prepare a report and present the conception of learning in relation to the school practices and the daily routine of a classroom.
- Compare the curriculum of CBSE, Tamil Nadu State Board for Secondary Education Level.
- Conduct a Survey on feedback of curriculum from stakeholders and submit a report

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). செயல்பாடுடின் கோடுப்பாடுகள் சென்னை: கலைத்திட்டு சாந்தாபப்ளிர்ஸ்.

நூகராஜன், 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.

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
B252CLAT

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.

UNITI: 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.

Tasks and Assignments
- Prepare an album on any five psychologists and their contribution to the learning process.
- Visit any one school and list out the memory strategies used by teachers.
- Organise a group discussion on Gagnes theory on learning and Instruction.
- Prepare a seminar on theories on Intelligence.
- Interview four school teachers & identify the challenges faced by them

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
B252CAFL

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.

Tasks and Assignments
- Identify the difficulties of the students in any subject area through administration of diagnostic test and develop remedial instruction.
- Prepare selected and supply response test items for your major subject.
- Study and compare the implementation of CCE in different school boards.
- Develop blueprint and Question paper in your major subject.
- Calculate measures of central tendency and measures of variability for 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/3QNLCZ2
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
B252PPBS

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.

Tasks and Assignments

- Construct a test for a unit of X standard syllabus.
- Submit a report on self-analysis of acquiring microteaching skills.
- Prepare a unit plan for any one of the units in Biological Science of class IX/X.
- Critically evaluate and compare NCERT and State Board Science textbooks for high school syllabus.
- Prepare a first aid kit with checklist for science laboratory.

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
B252PPCA

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.

Task and Assignment
- Construct test item for a unit of XII Srd Syllabus
- Submit a report on self-analysis of acquiring micro teaching skills.
- Prepare a unit plan for any one unit in Commerce and Accountancy of class XI/XII.
- Develop an e-content for Commerce/Accountancy concept
- Prepare a wall poster on any topic in Current Affairs in Commerce.

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

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

PEDAGOGY OF COMPUTER SCIENCE II
B252PPCS

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

Tasks and Assignment
• Construct a question bank for any one of the units of Tamil Nadu IX Std. Computer Science Textbook.
• Submit a report on self-analysis of acquiring micro teaching skills.
• Prepare a unit plan for any one unit in XI std. Computer Science textbook.

- Critical analysis of Computer Science text book from 11ᵗʰ standard textbook.
- Plan and prepare a current affairs bulletin board in which you have a special interest.

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
B252PPEE

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.

Task and Assignment

- Construct Question Bank for any one unit from Tamilnadu XI Std Syllabus.
- Write General Instructional Objectives and Specific Instructional Objectives for any two content areas in Commerce and Accountancy
- Submit Concept Map for any one of the topics from XI Std Syllabus.
- Prepare an action plan for any one method and execute.
- Prepare a Programming Instructional material for any content using linear style

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. Cresent 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
B252PPEL

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.

Tasks and Assignments (Any three)

- Conduct a group discussion on the influence of mother tongue while acquiring LSRW skills of English.
- Submit a report on self-analysis of acquiring micro teaching skills.
- Prepare a unit plan for any one of the units of standard ix.
- Critically evaluate and compare CBSE and state board English text books.
- Construct a test for a unit of standard VIII.

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
B252PPGE

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.

Tasks and Assignment
- Construct a question bank for any one of the units of Tamil Nadu IX Std. Social science Textbook.
- Submit a report on self-analysis of acquiring micro teaching skills.
- Prepare a unit plan for any one unit in IX std. Social science textbook.

- Critical analysis of Social science text book of 8th or 10th Standard.
- Plan and prepare a current affairs bulletin board in which you have a special interest.

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
B252PPHS

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.

Tasks and Assignment
• Construct a question bank for any one of the units of Tamil Nadu IX Std. Social science Textbook.
• Submit a report on self-analysis of acquiring micro teaching skills.

- Prepare a unit plan for any one unit in IX std. Social science textbook.
- Critical analysis of Social science text book of 8th or 10th Standard.
- Plan and prepare a current affairs bulletin board in which you have a special interest.

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
B252PPMT

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.

Tasks and Assignments

- Construct a Test for a Unit of X Standard syllabus
- Submit a Report on Self-Analysis of acquiring Micro Teaching skills
- Devise a Unit Plan for any one of the Units in Mathematics for Class IX/X
- Develop three Mathematical Games to Promote Recreational Value of Mathematics
- Prepare any two Improvised Apparatus for Teaching Mathematics Concepts at high school.

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/3TvkmkS

Diagnostic Test in Mathematics https://bit.ly/3QeU6Zb

Recreational Mathematics

PEDAGOGY OF PHYSICAL SCIENCE II
B252PPPS

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.

Tasks and Assignments
• Construct a test for a unit of Standard X syllabus.
• Submit a report on self-analysis of acquiring microteaching skills.

- Prepare a unit plan for any one of the units in physical science of Standard IX/X.
- Develop an e-content for a Science concept.
- Perform physics and chemistry experiments from school syllabus and submit record.

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**
B252PPTL

<div align="right">

மதிப்பெண்கள்: 100
தகுதிப்புள்ளிகள்: 4
</div>

படிப்பின் நோக்கங்கள்
மாணவ ஆசிரியர்கள் இப்பாடத்தின் இறுதியில்

i) நுண்நிலைக் 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 <div align="right">(13 மணி நேரம்)</div>

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

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

ஆலகு 2: ஐவடிவத் தமிழ்ப் பாடங்களைக் கற்பித்தலின் நோக்கங்களும் முறைகளும்
<div align="right">(13 மணி நேரம்)</div>

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, வகுப்புகளுக்குரிய) மொழிப்பயிற்சி - பிழைகளைத் திருத்துதல் - குறியீடுகளைப் பயன்படுத்தல் - மொழிப் பிழைகளை அகற்றும் வழிமுறைகள். கடிதம்: எழுதுதலின் நோக்கம் - கடிதங்களின் வகைகள் - கடிதம் எழுதும் முறை.

அலகு 3: பாடங்கற்பிப்புத் திட்டம் <div align="right">(13 மணி நேரம்)</div>

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 குறையறிந் தேர்வும் குறைதீர் பயிற்சியும் - அடைவுத்தேர்வு.

அலகு 4: மொழிக்கற்பித்தலில் துணைக்கருவிகள் <div align="right">(9 மணி நேரம்)</div>

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

அலகு 5: கற்பித்தல் வளமூலங்கள் (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.

பணியும் ஒப்படைப்பும்

- நுண்ணிலைக்கற்பித்தலில் பயிற்சி பெற்ற பிறகு நீவிர் கையகப்படுத்திய கற்பித்தல் திறன்கள் குறித்து சுய மதிப்பீடு செய்க.
- இயற்கைபேரிடர் அல்லது பெருந்தொற்றுக் காலங்களில் தற்காத்துக் கொள்வதற்கான விழிப்புணர்வை ஏற்படுத்தும் வகையில் உயர்நிலைப் பள்ளிமாணவர்களுக்கு உரைநடைப்பாடம் தயாரிக்க. (நோக்கக் கூறுகள்,பழகுசெயல்கள் உட்பட)
- ஒன்பதாம் வகுப்பு தமிழ்ப்பாடப்பகுதியில் அலகுத்திட்டம் ஒன்றைத் தயாரிக்கவும்.
- கல்வித் தொலைக்காட்சியில் ஒளிபரப்பும் வகையில் தமிழ்ப்பாடம் ஒன்றனைத் தயாரிக்கவும்.
- அறிஞர் அண்ணா நூற்றாண்டு நூலகம் சென்று பார்வையிட்டு அனுபவங்களைப் பகிரும் வகையில் அறிக்கை எழுதவும்.

Text Books

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

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

References

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

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

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 வளமூலங்கள்

https://bit.ly/3sZI4ee

DIGITAL PEDAGOGY
B252EDPY

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
B252VGCS

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
B252VHVP

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 vlues*. 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

https://bitly.ws/XCuF
Professional Commitment of Teachers
https://bitly.ws/XCvQ

CYBER SECURITY
B252SCYS

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

THEORY FOR HARMONIOUS LIVING
B252STHL

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
B254CGSS

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.

Tasks and Assignments
- Prepare an album on issues and concerns of Transgender.
- Critically analyze the depiction of women in mass media (ads/serials/films/print media.
- Conduct group discussion on safety of girls at home, school and workplace.
- Analyse textbooks of the class VI to X (state board) from the perspective of gender bias and stereotypes.
- Organise a poster making activity on Gender equality and Empowerment.

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
B254CCIS

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.

Task and Assignment
- Conduct a group Discussion on the issues and challenges of Inclusive Education.
- Visit an inclusive school and prepare a reflective report on the curricular adaptations undertaken for inclusion.
- Prepare an album on the various assistive technologies for inclusive setting.
- Interview a teacher working in an inclusive school and prepare a report.
- List out the schemes initiated by central and state government for Inclusive Education. Submit a report on it.

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.
Kumari, Meena. (2009). Education for the Children with Special Needs. Centrum press.
Lindsay Peer, & Govid 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.
Pankajam, G. (2009). Care and Education of Differently Abled. Concept Publishing Company.
Singh, Bharat. (2004). Modern Special Education. Anmol Publication.

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
B254PPBS

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.

Tasks and Assignments
- Organise Science quiz/exhibition for peer group.
- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar in your relevant area and submit the detailed report and certificate.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your discipline.

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/3pSwgIp
https://bit.ly/3JA611k

PEDAGOGY OF COMMERCE AND ACCOUNTANCY III
B254PPCA

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.

Task and Assignment
- Organise Commerce and Accountancy quiz/role play for peer group.
- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar in your relevant area and submit the detailed Report and certificate.
- Instruct the learners to read and reflect according to the nature of the text.
- Prepare a report on the processes involved to understand the subjects based on different disciplines.

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.

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. New Delhi: Discovery publishing house.

Kumar, Mahesh. (2004). Modern Teaching of Commerce. New Delhi: Anmol Publications

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/31qdWwX

Co-Curricular Activities

https://bit.ly/3sWCUQ3

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

PEDAGOGY OF COMPUTER SCIENCE III
B254PPCS

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.

Tasks and Assignments:

- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar/webinar in your subject area and submit the detailed report and certificate.
- Organize Quiz / Debate / Exhibition for Peer Group.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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/3FSnrnv
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
B254PPEE

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.

Tasks and Assignments:

- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar/webinar in your subject area and submit the detailed report and certificate.
- Organize Quiz / Debate / Exhibition for Peer Group.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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. Cresent 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

Flanders Interaction Analysis

https://bit.ly/31qdWwX

Co-Curricular Activities

https://bit.ly/3sWCUQ3

Qualities of a Commerce Teacher

https://bit.ly/3zuffrb

Language Across Curriculum

https://bit.ly/333hoxU

Understanding Disciplines and Subjects

https://bit.ly/3325QLE

PEDAGOGY OF ENGLISH III
B254PPEL

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.

Tasks and Assignments:

- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar/webinar in your subject area and submit the detailed report and certificate.
- Organize Quiz / Debate / Exhibition for Peer Group.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your discipline.

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/3eKlNZv

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
B254PPGE

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.

Tasks and Assignments:

- Analyse the classroom interaction of one peer student using FIACS.
- Conduct a group discussion on the changing role of a Geography teacher and submit a report.
- Make an observation of a place of geographical significance / monument near to your residence & prepare a report on it.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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/3FSnrnv

Co-curricular Activities

https://bit.ly/34l3nfS

Language across Curriculum

https://bit.ly/3EX8iA1

Understanding Disciplines and Subjects

https://bit.ly/3JCloqb

PEDAGOGY OF HISTORY III
B254PPHS

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.

Tasks and Assignments:
- Analyse the classroom interaction of one peer student using FIACS.
- Conduct a group discussion on the changing role of a History teacher and submit a report.
- Make an observation of a place of Historical significance / monument near to your residence & prepare a report on it.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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/3FSnrnv

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
B254PPMT

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.

Tasks and Assignment

- Submit an Assignment on the areas of Professional Development of Mathematics Teachers.
- Prepare a Report about the Difficulties faced by Slow Learners in Mathematics in your Class during Internship.
- Frame 10 topics for Research in the Field of Mathematics Education.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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
B254PPPS

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.

Tasks and Assignments

- Organise Science quiz/exhibition for peer group.
- Analyse the classroom interaction of one peer student using FIACS.
- Participate in a seminar in your relevant area and submit the detailed report and certificate.
- Analyse the educational needs in the context of multilingualism in India.
- Prepare a scrap book related to Global issues based on your 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**
B254PPTL

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 பங்கினையறிந்து மொழித்திறன்களை வளர்த்துக்கொள்வர்

5) படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பினையும் 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 - காலைவழிபாடு நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்துப் பிரதிகள் எழுதிசேகரித்தல் - கண்காட்சி அமைத்தல் - கல்விச்சுற்றுலா, களப்பயணம் மேற்கொள்ளுதல் - விழிப்புணர்வு முகாம்கள் நடத்துதல் - விழாக்கள் மற்றும் தேசியத் தலைவர்களின் பிறந்தநாள்கள் 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 கருத்தளாவுதல் பகுப்பாய்வு. வகுப்பறை மேலாண்மை உத்திகள் - வகுப்பறை மேலாண்மையைப் பாதிக்கும் காரணிகள் - வகுப்பறையில் மாணவர் பங்கு - வகுப்பறையில் ஏற்படும் நடத்தை பிரச்சனைகள் - வகுப்பறை மேலாண்மையில் ஆசிரியர் பங்கு - பரிசும் 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 ஏ: படிப்புத்துறையையும் பாடப்பொருளையும் புரிந்துகொள்ளல்   (12 மணி நேரம்)
வரையறையும் பொருளும்: படிப்புத்துறையும் பாடப்பொருளும் - படிப்புத்துறைக்கும் பாடப்பொருளுக்கும் இடையேயான தொடர்பு - படிப்புத்துறையின் பரிணாமமும் வளர்ச்சிப்போக்கும் - பெச்சர் - 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 தொழில்வாய்ப்பு

பணியும் ஒப்படைப்பும்

- ஏதேனும் ஒரு வட்டார வழக்குச் சார்ந்த சொற்களைத் தொகுக்கவும்
- தொல்தமிழர் வரலாற்றைக் கூறும் வரலாற்றுச் சிறப்புமிக்க இடத்தைத் தேர்ந்தெடுத்து அங்கு இரண்டு அல்லது மூன்றுநாட்கள் கல்விச் சுற்றுலா செல்வதற்கு எவ்விதம் திட்டமிட்டுச் செயற்படுத்துவீர் என்பதற்கான அறிக்கையை வரவு–செலவுத் திட்டத்துடன் தயாரிக்கவும்
- கற்பித்தலில் ஆசிரியரின் உடல்மொழி வகுப்பறையில் ஏற்படும் தாக்கத்தைப் பதிவு செய்க.
- உமது அனுபவம் ஒன்றை விளக்க உரையிலும் கதை உரையிலும் வடிவமைத்துத் தரவும்.
- தமிழிலக்கியம் படித்தோருக்கு உள்ள வேலைவாய்ப்புகளையும் அதற்குத் தேவையான இணைதிறன்களையும் கண்டறிந்து எழுதி ஒப்படைக்கவும்

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). தமிழபயிற்றல் 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
B254OENE

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.

Tasks and Assignments
- Preparation of record on Environmental issues (in any one of the themes).
- Preparation of record on sustainable use of Natural Resources in India.
- Preparation of a report on UNEP and UN Decade for Restoration of Ecosystems.
- Preparation of a report on Ecological Reserve and suggest measures to promote Ecotourism.
- Preparation of one poster on Environmental Awareness.

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://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
B254OHPE

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.

Tasks and Assignments
▪ Write a report on health and physical education and its relationship with your subject areas like Science, Social Science and languages.
▪ Identify the common injuries and write a report the causes, prevention and treatment.
▪ Prepare diet charts for those who are obese and underweight.

- Plan some activities for the development of physical fitness through fundamental sports skills.
- Perform the yoga positions for mental and physical well-being.

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
B254OHRE

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.

Tasks and Assignments
• Prepare a presentation about the United Nations Organisation.
• Critically analyse any two cases dealt by the National Human Rights Commission in any issue of your choice.
• Prepare an album in detail about any one of the major issues in Human Rights in the Global Scenario.

- Awareness Camp to promote Human Rights Education.
- Series of Street plays about Human Rights Education.

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
B254OPED

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.

Task and Assignment
- Prepare an album on few personalities in promoting peace
- Find solutions to conflict experienced at home /in a family/in school/in society.
- Highlight the value of Peace using the content from your related school subject
- Conduct a group discussion on the role of world organization in promoting a Peace
- Prepare a report on the Role of Media and local community in developing Peace.

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.

References

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/3FVWIqc

PRE – PRIMARY EDUCATION
B254OPPE

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.

Tasks and Assignments
• Visits to a nursery school and preparing a school profile.
• Preparation of toys and low-cost equipment's for preschool children.
• Collection of lists of materials needed for pre-primary classes.
• Develop a report on major nutrition related problems of preschool children.

- Study about human and physical resources of private Pre-Primary Schools and prepare a report.

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
B254OWED

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.

Tasks and Assignments
• Organise a group discussion on the status of women during Ancient, Medieval and Modern time and submitted report.

- Prepare an album on women's rights in India.
- Undertake a survey of neighborhood women with respect to educational qualification, employability and number of children.
- Debate on the role of women in protecting environment.
- Interview any two of the women Entrepreneur with regard to their contribution towards the society.

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.

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.

Selvam, P. S. K. (2009). Women Education. APH Publishing Corporation.

Sharmila, R. (2003). Sociology of Gender – The Challenge of Feminist Sociological Knowledge. Sage 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
https://bit.ly/3sYM9yZ
Women Entrepreneurship

Role of Women in Environmental Conservation
https://bit.ly/3pTnVo3
https://bit.ly/3qMk9w1
Successful Women Entrepreneurs
https://bit.ly/3FRAkOR

Self Help Group

READING AND REFLECTING ON TEXTS
B254ERRT

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 December17,2020,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
B254VLSE

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/31lK3Ol
Inter-Personal Skills
https://indeedhi.re/34hKCdf
Professional Skills
https://indeedhi.re/3FSMrer

EDUPRENEUR SKILLS
B254VESS

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
Web Reference
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
B254STBG

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 ENTREPRENENRSHIP
B254SSEP

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/