REGULATIONS & SYLLABUS FOR
TWO YEAR B.Ed. DEGREE
PROGRAMME
(NON -SEMESTER)

[With effect from 2015-16]
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1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME

(a) A candidate shall be eligible for the admission to two year Bachelor’s Degree programme in Education [B.Ed. (Non-semester)] provided that he/she should have passed the **three years Bachelor’s Degree Course under 11+1+3 or 10+2+3 pattern of study or Five years Integrated Master’s Degree Course under 10+2+5 pattern of study and majored in any one of the subjects related to a school subject offered at the Secondary / Senior or higher Secondary education level (OR) four years Bachelor’s Degree programme in Engineering / Technology under 11+1+4 or 10+2+4 pattern of study [with Mathematics and Science in both higher secondary and Engineering /Technology degree programmes]

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Subject majored at degree level</th>
<th>Relevant Pedagogical Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English, Functional English, English Literature &amp; English for Career</td>
<td>English</td>
</tr>
<tr>
<td>2</td>
<td>Tamil, Functional Tamil</td>
<td>Tamil</td>
</tr>
<tr>
<td>3</td>
<td>Hindi</td>
<td>Hindi</td>
</tr>
<tr>
<td>4</td>
<td>Malayalam</td>
<td>Malayalam</td>
</tr>
<tr>
<td>5</td>
<td>Telugu</td>
<td>Telugu</td>
</tr>
<tr>
<td>6</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>Physics, Electronics, Chemistry, Bio-chemistry</td>
<td>Physical Science</td>
</tr>
<tr>
<td>10</td>
<td>History, Historical Studies, Geography, Political Science, Economics, Psychology, Sociology, Philosophy</td>
<td>Social Science</td>
</tr>
<tr>
<td>11</td>
<td>Computer Science, Computer Applications, Information Technology</td>
<td>Computer Science</td>
</tr>
<tr>
<td>12</td>
<td>Home Science</td>
<td>Home Science</td>
</tr>
<tr>
<td>13</td>
<td>Commerce, Commerce – Vocational, Corporate Secretary-ship</td>
<td>Commerce</td>
</tr>
</tbody>
</table>

i. For the pedagogical subjects – Commerce, Computer Science and Home Science, the candidates should have passed both Bachelor’s and Master’s Degree in the same subject.

ii. For the subjects - Psychology, Sociology and Philosophy, one should have passed both Bachelor’s and Master’s Degree in the same subject.

<table>
<thead>
<tr>
<th>Subjects studied at Engineering / Technology programme</th>
<th>Relevant Pedagogical Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science and Mathematics</td>
<td>Physical Science / Biological Science / Mathematics</td>
</tr>
</tbody>
</table>
(b) The candidates should have scored a minimum of 50% marks in Part-III (Main + Allied) of the Bachelor’s degree programme. In case they have not scored this minimum they should have scored in a minimum of 50% marks at the Master’s degree level in the same subjects majored. The candidates belonging to SC, ST, MBC, OBC and PWD categories should have scored a minimum of 40% marks in the place of 50% (as per the Government Order, UT of Puducherry).

(c) Engineering or Technology candidates should have specialized in science and mathematics with 55% of marks or other qualification equivalent thereto. Such candidates belonging to SC, ST categories should have scored a minimum of 50% marks

(d) The major subject chosen at both Bachelor’s Degree and Master’s Degree should be the same, in case of students who are admitted based on Master’s degree subject.

(e) The reservation for different categories should be as per the Government norms.

(f) The candidates who have taken more than one School subject as Main (Double or Triple Major) in the Bachelor’s Degree will be eligible for admission to only one of the school subjects chosen.

(g) The candidates who have passed the Bachelor’s degree examination in Open University System without qualifying in 10+2 or 11+1 pattern of school education examination shall not be considered for admission.

(h) There is no upper age limit for admission to two year B.Ed. programme.

(i) The medium of instruction shall be English.

2. INTAKE

1. There shall be a basic unit of 50 students with a maximum of two units, with the approval of NCTE.

2. There shall not be more than 25 students per teacher for a pedagogical subject to facilitate participatory teaching and learning.

3. DURATION & WORKING DAYS

   a) The programme of study shall be for a duration of two academic years.
   b) There shall be at least 200 working days each year exclusive of the period of examination and admission.
   c) The institution shall work for a minimum of thirty six hours in a week (five or Six days) during which the physical presence in the institution of all teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

4. ELIGIBILITY FOR ADMISSION TO EXAMINATION

   There will be two University examinations for the B.Ed. degree programme - one at the end of the first year and the other at the end of second year. A student teacher shall be admitted to the year end examination only if (i) he / she has undergone the prescribed course of the study - both theory and practicum including school internship satisfactorily; and (ii) having put in not less than 80% of attendance for all course work and practicum and 90% of attendance for school internship in each year.
5. COURSE STRUCTURE

FIRST YEAR

<table>
<thead>
<tr>
<th>Theory Courses</th>
<th>Credit</th>
<th>CCE</th>
<th>EE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood and Growing Up</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Contemporary India and Education</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Gender, School and Society (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Curriculum and Pedagogic Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language across the Curriculum (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Knowledge and Curriculum (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Pedagogy of School Subject-I (Part 1)</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Pedagogy of School Subject-II (Part 1)</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>130</td>
<td>520</td>
<td>650</td>
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</table>

<table>
<thead>
<tr>
<th>Practicum Courses</th>
<th>Credit</th>
<th>CCE</th>
<th>EE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement with the Field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Task and Assignment related to theory courses*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>b. School Internship**(4 Weeks)</td>
<td>4</td>
<td>100</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>c. Community Living Camp</td>
<td>2</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>d. Yoga, Health &amp; Physical Education</td>
<td>2</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>e. Courses on Enhancing Professional Capacities (EPC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPC1: Reading and Reflecting on Texts (½)</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>EPC2: Drama and Art in Education (½)</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>EPC3: Critical Understanding of ICT (½)</td>
<td>2</td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td>350</td>
<td>-</td>
<td>350</td>
</tr>
</tbody>
</table>

**Grand Total** | 40     | 480 | 520| 1000  |

* **Note 1:** Credits and Continuous and Comprehensive Evaluation (CCE) marks are as indicated against theory and practicum courses

** Note 2:** The CCE marks for School Internship in the first year will be based on the engagement of student teachers in the school activity and they are required to submit suitable records.(Refer 9 ii)
# SECOND YEAR

<table>
<thead>
<tr>
<th>Theory</th>
<th>Title of the Course</th>
<th>Credit</th>
<th>CCE</th>
<th>EE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perspectives in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Management</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Creating an Inclusive School (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Pedagogic Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment for Learning</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject -I (Part 2)</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject -II (Part 2)</td>
<td>4</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Optional Course***</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20</td>
<td>100</td>
<td>400</td>
<td>500</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Engagement with the Field</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Task and Assignment related to theory courses*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>b. Teaching Competency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject -I</td>
<td>8</td>
<td>100**</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject -II (16 Weeks of School Internship)</td>
<td>8</td>
<td>100**</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>c. Yoga, Health &amp; Physical Education</td>
<td>2</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>d. Course on Enhancing Professional Capacities (EPC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPC4: Understanding the Self (½)</td>
<td>2</td>
<td>50</td>
<td>--</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>20</td>
<td>300</td>
<td>200</td>
<td>500</td>
</tr>
</tbody>
</table>

**Grand Total** | 40 | 400 | 600 | 1000 |

* **Note 1:** Credits and Continuous and Comprehensive Evaluation (CCE) marks are as indicated against theory and practicum courses.

**Note 2:** Continuous and Comprehensive Evaluation (CCE) will be done during School Internship of 16 Weeks of the student teachers at upper primary and secondary level or secondary and Senior Secondary Level (Refer 9 iii)

***Note 3:**

Any one of the following Optional courses may be chosen by the Student Teacher

i. Special Education
ii. Population Education
iii. Guidance and Counselling
iv. Environmental Education
v. Human Resource Development
vi. Value Education
vii. Non Formal Education
viii. Disaster Management
ix. Women Education
x. Human Rights Education
6. CHOICE OF PEDAGOGICAL SCHOOL SUBJECTS I & II

<table>
<thead>
<tr>
<th>No.</th>
<th>Subject majored in the Bachelor’s Degree Programme</th>
<th>Pedagogical subject I [Subject majored at degree level]</th>
<th>Pedagogical subject II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language / Functional Language (Except French)</td>
<td>Language I</td>
<td>Language II</td>
</tr>
<tr>
<td>2</td>
<td>French</td>
<td>French</td>
<td>English II</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Language II or Physical Science</td>
</tr>
<tr>
<td>4</td>
<td>Physics, Electronics, Chemistry, Biochemistry</td>
<td>Physical Science</td>
<td>Language II or Mathematics or Biological Science</td>
</tr>
<tr>
<td>5</td>
<td>Botany/Plant Science, Zoology/Animal Science, Microbiology, Marine Biology, Bio-Technology</td>
<td>Biological Science</td>
<td>Language II or Physical Science</td>
</tr>
<tr>
<td>6</td>
<td>History, Historical Studies, Geography, Political Science, Economics, Psychology, Philosophy, Sociology</td>
<td>Social Science</td>
<td>Language II</td>
</tr>
<tr>
<td>7</td>
<td>Computer Science, Computer Applications, Information Technology</td>
<td>Computer Science</td>
<td>Language II or Mathematics or Physical Science</td>
</tr>
<tr>
<td>8</td>
<td>Home Science</td>
<td>Home Science</td>
<td>Language II or Biological Science</td>
</tr>
<tr>
<td>9</td>
<td>Commerce, Commerce-Vocational, Corporate Secretary-ship</td>
<td>Commerce I</td>
<td>Commerce II</td>
</tr>
</tbody>
</table>

**Note 1:** For Pedagogical subjects Commerce I & II, Computer Science and Home Science, the Practice teaching should be done at the Higher Secondary Level.

**Note 2:** The candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.

### Subjects studied at Engineering / Technology programme

<table>
<thead>
<tr>
<th>Pedagogical subject I</th>
<th>Pedagogical subject II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics / Physical Science / Biological Science</td>
<td>Physical Science / Biological Science / Mathematics</td>
</tr>
</tbody>
</table>

**Note:** Pedagogical subject-I and Pedagogical subject-II chosen by the candidate should not be the same. However, the candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.

7. CURRICULUM, PROGRAMME IMPLEMENTATION AND ASSESSMENT

The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.
The transaction of the courses, apart from lecture cum discussion may comprise of variety of approaches, case studies, reading of original writings, discussion on reflective journals, observations of children, and interaction with the community in different socio-cultural environments.

8. TASK AND ASSIGNMENT RELATED TO THEORY COURSES

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

However for each of the theory courses of the curricular area of ‘Curriculum and Pedagogic Studies’, the practical activities shall include practicing at least three teaching skills relevant to the pedagogical subject in Micro-teaching context during the first year. Similarly, for the course on “Assessment for Learning”, the practical activities shall include preparation, administration and interpretation of results of tests and different evaluation techniques.

9. SCHOOL INTERNSHIP

i. School internship would be a part of the broad curricular area of ‘engagement with the field’ and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

ii. During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement making observation in the school and three weeks of other engagements as explained in the syllabus. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

iii. During the second year, out of 16 weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student teachers will devote 15 weeks for classroom teaching which may be in one block or in two blocks, (in one or two different schools). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

iv. The internship should be in government recognized schools under Government or private managements, situated within the radius of 40 km of the College of Education concerned for supervision by the faculty members of the college. The schools under CBSE or State / UT patterns can be the schools for internship.

v. The student teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare
the necessary teaching resources and records for teaching lessons (duration of 45 minutes each).

vi. The total 60 lessons of classroom teaching in 15 weeks may be divided as 30 at level one (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II) and 30 at level two (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II). A few lessons may be ICT based depending on resources available in the practicing schools.

vii. During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

10. OTHER PRACTICAL ACTIVITIES RELATED TO COMMUNITY BASED ENGAGEMENT
At least one week shall be spent for Community Living Camp to foster social skills and values among student teachers.

11. SCHEME OF EXAMINATION

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Title of the Course</th>
<th>Duration (hours)</th>
<th>CCE</th>
<th>EE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEORY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perspectives in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood and Growing Up</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Contemporary India and Education</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Gender, School and Society (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Curriculum and Pedagogic Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language across the Curriculum (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Knowledge and Curriculum (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Pedagogy of School Subject I (Part 1)</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>Pedagogy of School Subject II (Part 1)</td>
<td>3</td>
<td>20</td>
<td>80</td>
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<tr>
<td><strong>Total</strong></td>
<td>130</td>
<td>520</td>
<td>650</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICUM</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engagement with the field</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. School Internship (4 weeks)</td>
<td></td>
<td>100</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>b. Community Living Camp</td>
<td></td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>c. Yoga, Health &amp; Physical Education</td>
<td></td>
<td>50</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>d. Courses on Enhancing Professional Capacities (EPC) (½ each)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPC1: Reading and Reflecting on Tests</td>
<td>50</td>
<td>-</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>EPC2: Drama and Art in Education</td>
<td>50</td>
<td>-</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>EPC3: Critical Understanding of ICT</td>
<td>50</td>
<td>-</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>350</td>
<td>-</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>480</td>
<td>520</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>
# SECOND YEAR

<table>
<thead>
<tr>
<th>THEORY</th>
<th>Title of the Course</th>
<th>Duration (hours)</th>
<th>CCE</th>
<th>EE</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Perspectives in Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Management</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Creating an Inclusive School (½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Pedagogic Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment for Learning</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject I (Part 2)</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Pedagogy of School Subject II(Part 2)</td>
<td>3</td>
<td>20</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Optional Course(½)</td>
<td>2</td>
<td>10</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>400</strong></td>
<td><strong>500</strong></td>
<td></td>
</tr>
</tbody>
</table>

| PRACTICUM | Engagement with the Field |        |     |    |       |
|           | a. Teaching Competency |        |     |    |       |
|           | Pedagogy of School Subject I | 100*   | 100 | 200 |
|           | Pedagogy of School Subject II | 100*   | 100 | 200 |
|           | b. Yoga, Health & Physical Education | 50      |     | 50  |
|           | c. Course on Enhancing Professional Capacities (EPC) | EPC4: Understanding the Self (½) | 50 | -- | 50  |
|           | **Total**            | **300**         | **200** | **500** |

*Note: Includes CCE done by the faculty of the concerned Pedagogical subject on different aspects of teaching competency as indicated in 13(iii) carried out during the 16 weeks internship.

## 12. PATTERN OF QUESTION PAPER FOR UNIVERSITY EXAMINATION

**Full Courses: 80 marks – 3 hours**
- a. 2 questions of 10 marks each = 20 (Answer 2 Questions out of 4 with internal choice)
- b. 8 questions of 5 marks each = 40 (Answer 8 Questions out of 12)
- c. 10 questions of 2 marks each = 20 (Answer 10 Questions out of 10)

**Half Courses: 40 marks – 2 hours**
- a. 1 question of 10 marks = 10 (Answer 1 Question out of 2)
- b. 5 questions of 4 marks each = 20 (Answer 5 Questions out of 8)
- c. 5 questions of 2 marks each = 10 (Answer 5 Questions out of 5)
13. DISTRIBUTION OF MARKS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

(i) For theory courses:

The CCE weightage for continuous internal assessment tests and task & assignment projects should be equal i.e. 5 marks for a periodical test and 5 marks for a project. There should be at least two tests and two projects for a full course and one test and one project for a half course.

(ii) For Courses on Enhancing Professional Capacities (EPC):

The following specialised courses are offered to enhance the professional capacities of student teachers.

- Course EPC 1: Reading and Reflecting on Texts
- Course EPC 2: Drama and Art in Education
- Course EPC 3: Critical Understanding of ICT
- Course EPC 4: Understanding the Self

The evaluation of student teachers for these courses shall be totally internal. The total of 50 marks allotted to each of the courses is assigned as follows.

- Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
- Assessment based on at least 4 of the tasks and assignments listed under the course outline – 10 x 4 = 40.

(iii) Yoga, Health & Physical Education:

The evaluation of student teachers for the above course in both academic years shall be totally internal. The total of 50 marks allotted to each of the academic year is assigned as follows.

- Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
- Assessment based on at least 4 of the tasks and assignment listed under the course outline – 10 x 4 = 40.

(iv) For Teaching Competency (During School Internship):

The different aspects of practicum and weightage marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted during the academic year

- Teaching Competency (Planning and Performance) 50 Marks
- Preparation of Teaching Resources, (Including ICT based) 20 Marks
- Lesson observation record (Peer and Regular teacher) 10 Marks
- Evaluation, Diagnosis and Remedial programme (Record) 20 Marks

14. CONDUCTING OF PRACTICAL EXAMINATION

i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be assigned by the faculty of the concerned pedagogical subject. The consolidated CCE marks in the prescribed format will be
sent to the university by the Principal of the college concerned before the commencement of the practical examination.

ii. On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination for their by appointing the Board of Examiners.

iii. Board of examiners for practical examination consisting of one Convener and three examiners for one unit (50 student teachers) and one Convener and seven examiners for two units (100 student teachers) will be chosen from among the faculty members of the Colleges of Education/ University Department of Education from within and out side university jurisdiction who possess a minimum of five years of teaching experience at B.Ed. /M.Ed. level. The Convener must be from among the Principals / Associate Professors of the Colleges of Education. The Principal of the respective College of Education will be the ex-officio member of the panel.

iv. The practical examination will be conducted for two to three days after the completion of internship in the second year.

v. The practical examination should be conducted by two examiners acting as a pair and to assess the student teachers on following aspects of both pedagogical subjects:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Aspects for Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Assessment during practical examination:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching Competencies (Planning and Performance)</td>
<td>50</td>
</tr>
<tr>
<td>B.</td>
<td>Assessment of record maintained during internship:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i. Preparation of Teaching Resources (Including ICT based)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>ii. Lesson Observation Record (Peer and Regular teacher)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>iii. Lesson plans</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>iv. Evaluation and Remediation Record</td>
<td>10</td>
</tr>
<tr>
<td>C.</td>
<td>Viva – Voce</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

vi. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.

vii. The practical examination marks awarded by the individual examiners and the consolidated marks list should be submitted to the Controller of Examinations, Pondicherry University on the final day of the practical examination itself with the signatures of all the members.

viii. The faculty observer of the Pondicherry University shall be present during the practical examination.

ix. The practical examination for all student teachers shall be conducted in a recognised high / higher / senior secondary school and the verification of records in the concerned college.
15. PASSING MINIMUM

i. Every student teacher should register for all the courses in the theory examination and practical examination in the first attempt.

ii. A student teacher shall be declared to have passed in the B.Ed. Degree examination only if he/she has passed both the theory and practical examination.

iii. A student teacher shall be declared to have passed in the theory examination if he/she obtains a minimum of 45% marks both in External Examination (36 out of 80) and CCE (9 out of 20) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course. In the case of half course, a minimum of 45% marks both in External Examination (18 out of 40) and CCE (5 out of 10) and a total of 25 marks by combining both external (EE) and internal (CCE) examination

iv. A student teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in the pedagogical subject and in each of other aspects of practical examination mentioned above and 50% marks by combining all the aspects taken together.

v. A student teacher who fails in one or more courses in the theory examination shall reappear in those course(s). But the one who fails in any one of the aspects of the practical examination shall reappear for all aspects.

vi. The B.Ed. degree programme should be completed by the student teachers in not more than 4 years from the date of admission to the programme.

16. CLASSIFICATION OF SUCCESSFUL CANDIDATES

All successful student teachers shall be classified as follows.

<table>
<thead>
<tr>
<th>Examination (out of 2000 marks)</th>
<th>Class to be awarded</th>
</tr>
</thead>
</table>
| 1200 and above                  | **FIRST CLASS**
|                                 | (≥ 60% of Grand Total)               |
| 1000 to 1199                    | **SECOND CLASS**
|                                 | (≥ 50% to < 60% of Grand Total)      |
B.Ed Programme
FIRST YEAR SYLLABUS
PERSPECTIVES IN EDUCATION

Course - 1 Childhood and Growing Up

Essence of the course:
This course makes student-teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student-teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood & community background in particular and political, social, & cultural dimension in general. It gives them knowledge about various theories of child development.

This course makes student-teachers to understand the developmental nature of the adolescents and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

Objectives:
At the end of the course the student teachers will be able to
- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic & cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence.

CONTENT OUTLINE

Unit 1: Childhood, Adolescence and their development
Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development -characteristics of growth and development –principles of development – developmental feature (physical, mental, emotional, social, and moral)

Unit 2: Psycho-Social Perspective of Childhood & Adolescence
Childhood in different stages (Multiple Childhood) – Mental health of childhood & adolescence - period of high protection & struggle of childhood and adolescence (social, cultural and economic background) –present scenario of childhood and adolescence in India.

Unit 3: Status of Childhood & Adolescence
Nature of childhood and adolescence in different cultures – peak in development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behavior) – gender bias – sex role
stereotypes, status of girl child (especially in under privilege) – exploitation of child in urban slum.

Unit 4: Theories of development
Social developmental – Urie Bronfenbrenner’s Ecological system theory, Vygotsky’s Social Development and Erikson Psycho social development theories - Mental development– Piaget’s cognitive development, Bruner’s concept formation, Gardner’s multiple intelligence theory - Emotional development - John Bowlby’s attachment theory

Unit 5: Heterogeneous nature of adolescence
Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio–economic & cultural factors.

Unit 6: Socio–cultural impact on learner

Unit 7: Representing the realities

Unit 8: Marginalization of social difference
Underprivileged sector of society–(Girl child, children in dalit household and differently abled)–present status of underprivileged in India- delinquency child –measures to eradicate marginalization –community involvement, implementation of laws, internalizing values

Unit 9: Personality and Social Cognition

Unit 10: Transfer of Learning & Developing Socio - Assessment ability.

Modes of Transaction:
Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video
**Practicum: Task and Assignment**

1. To prepare study report on the development of (Physical, Social, Emotional, Mental) of urban and rural adolescence in a specific standard (from VIII to XII)
2. Give your view about the present scenario of childhood and Adolescence
3. Prepare an interview schedule based on the Social development indicators of adolescence and study the social development of the class students
4. Prepare a Socio-metric matrix in a classroom
5. Conduct a study on teacher’s knowledge about the cultural space of the learner in a classroom
6. Write a critical study report on portrayal about adolescence in media - particularly Language based
7. Make a survey and write a report based on child Labour status in your Locality
8. Select 30 Girl Child in your village/city and study their social status
9. Interview at least 10 teachers, parents and students about marginalization of social difference and report their suggestions
10. A study on the relational status about self and his/her socio–economic background
11. Write auto-biography about once your childhood and adolescence period discuss with his/her peer.
12. Conduct a study among the class students’ family members relationship with the help of Genogram & Eco map

**Modes of Assessment:**

Written test, seminar, presentation, Field Visit

**References:**

Web References

2. file:///C:/Users/Admin/Downloads/Common%20social%20problems%20am.pdf
Course – 2 Contemporary India and Education

Credit: 4

Essence of the course:
This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

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

- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebiansation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

Unit 1: Concept and aims of education
Meaning of Education – Formal, non-formal and informal education – Various Agencies of Education – Aims of Education in Contemporary Indian society – Determinants of Aims of Education

Unit 2: Education and Philosophy
Unit 3: Education and Sociology
Meaning and Scope of educational sociology – Social Realities of Indian Society and their educational implications: Diversity in Indian Society; Inequality and Marginalization – Schisms in terms of Caste, Religion, Language, Region and their demands on Education.

Unit 4: Education, Social Change, Social Stratification and Social Transformation
The concepts of social change – Factors of social change – Role of education in the process of social change – Limitations of Education in the process of Social Change – Socialization process – agencies – role of school and family; school as a miniature society; – Social Stratification – Conceptualizing Social Stratification – Forms and Bases of Social Stratification – Impact of social stratification on education and vice versa.

Unit 5: Education and Indian constitution

Unit 6: Education for Marginalised

Unit 7: Language policies in education.
Language policies – during post-independence period – three language formula – mother tongue as medium of instruction – English versus regional language as medium of instruction.

Unit 8: Issues in education

Unit 9: Programmes and policies

Unit 10: Initiatives for educational development in India
Publication of dispatches – implementation of policies – education in five year plans – role of education in community mobilisation – integration of school and community work – role and responsibilities of teacher – Education policy under debates over time – problems in implementation, financial allocation, field condition and pressure groups – comparison of issues between pre and post-independence period.
Mode of transaction of the course:
Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, elearning (edmoda.com)

Practicum activities: Task and Assignment
1. Study the impact of Right to Education Act on schools
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities (any one)
   a. Eco-Club,
   b. instructional material to inculcate values,
   c. field visit to vocational institutes to make reports,
   d. awareness development about population explosion in rural / slum areas,
   e. creating awareness among SC/ST students about various schemes and scholarships available to them,
   f. survey of schools to see the implementation of various incentives of government to equalize educational opportunities
   g. Preparing a presentation on rich cultural heritage of India

Mode of Assessment
Written test and Task and assignment

References:
43. Pylee, M.V. 2002, India’s Constitution, S.Chand & Company Ltd, New Delhi.
Course – 3 Learning and Teaching

Credit: 4

Essence of the course:
Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the concept of learning and its importance for human excellence
- Apply the learning theories in their teaching
- Understand the processes that facilitate construction of knowledge
- Create facilitative learning environments in schools
- Understand the concept and different levels of teaching
- Adopt different teaching strategies
- Understand the models of teaching
- Adopt ICT tools for facilitating teaching and learning
- Adopt innovative practices of teaching and learning
- Understand teaching as a profession.

CONTENT OUTLINE

Unit 1: Development of learner and learning
Learning – Domains of learning for holistic development – Phases of learning – influence of peer group, group cohesion and group dynamics on learning – Development of learner as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological) – Nature and nurture, continuity and discontinuity issues, growth and maturation – Implications for teachers to develop holistic understanding of the learner in context.

Unit 2: Theoretical perspectives on learning
Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky). – Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations:

Unit 3: learning in 'constructivist' perspective
Unit 4: Methods of learning

Unit 5: Individual differences among learners
Differential learning needs of the learners with regard to abilities: intelligences, interest, aptitude, creativity, personality, values – learning styles – language (home language and language of instruction) – sociocultural differences (cultural capital), learning difficulties, and their implications for classroom practices and teaching

Unit 6: Innovative practices in learning
Techniques for higher learning-conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new technologies, online tools of learning, pedagogy of online learning and virtual learning.

Unit 7: Concept of Teaching
Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

Unit 8: Approaches to Teaching
Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic

Unit 9: Models of Teaching
Models of Teaching-Meaning and elements and families of models of teaching-Information processing models(Concept Attainment and Advance organizer models), Social interaction models(Jurisprudential model) – Personal development model(Non-directive teaching) – Behavior modification model(Contingency Management)

Unit 10: Teaching as a profession and values of teachers
Profession – meaning, characteristics – professional ethics and values - code of ethics – critical analysis of teaching as profession, job and occupation, profession and professionalism, Skills and competencies required for a teacher, Teacher as a purveyor and facilitator of knowledge and Essential qualities of a teacher.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment
1. Writing criticism on any of the innovative practices in learning (Symposium, Seminar,
Workshop or Panel Discussion)
2. Identify the learning styles of the learners and report.
3. Analyze and record the suitability of different tools of ICT for learning.
4. Report based on the visit to any two types of schools regarding the records of teaching and learning.
6. Teacher trainee participation in observation and reporting of the learning aspects of marginalised students in school learning.
7. Write a narrative on teaching learning process in a classroom based on observing a teacher.

Mode of Assessment:
Written test and Task and assignment

References:
Course – 4 Gender, School and Society (½)

Credit: 2

Essence of the course:
Most of the philosophers of the world advocate women’s equality and empowerment, constitution have long ago framed laws to preserve and protect equality of gender. Still the seat of power and authorities in the Indian social context is more often than not firmly rooted in patriarchy. The meaning and experience of being a boy or a girl is not. The same across different social groups, religion and time periods. Enormous growth in women’s development and the increasing inequality seem and felt in contrast as initiated this course. The course is humble effort made to sensitize gender equality in society and school. The course will enable the student to identify the gender crisis, create awareness on gender equality, refine women’s students being prey to untold atrocities of home and society and equip students with available laws.

Objectives:
At the end of the course the student teachers will be able to
- acquire knowledge on Terms and concepts Gender, school and society.
- understand the challenges faced by the Gendered roles in society through a variety of institutions.
- apply the knowledge to critically analyse the gendered roles, relationships and ideas in textbooks and curricular to nurture or challenging gender disparity of gender inequalities prevailing in the society.
- develop the life skills courses in schools and to deal with some issues of gender identity roles.
- develop interest in studying gendered roles, relationships and ideas in textbooks and curricular.
- develop a positive attitude towards roles and institutions in society.

CONTENT OUTLINE

Unit 1: Gender identity construction

Unit 2: Gender in society and groups
Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) –social system – social structure – social groups –social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

Unit 3: Gender, sexuality, sexual harassment and abuse
Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models) –sites of conflict: social and emotional understanding – importance of addressing sexual harassment in family, neighbourhood, other formal and informal
institutions – agencies perpetuating violence: family, school, work place and media (print and electronic) – Institutions redressing sexual harassment and abuse.

Unit 4: Gender and Law
Gender perspectives in policy and planning – incentive for girls – improving the quality of government schools – gender inputs in school curricular and text books – women teachers in school – introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women-human rights and women rights.

Unit 5: Gender and quality education
Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl’s education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post independence period – gender and the hidden curriculum – Teacher as an agent of change – women empowerments through social reform movements.

Mode of Transaction:
Lecture, Discussion, Team Teaching, Case Study, Film Show

Practicum: Task and Assignment
1. Conduct a gender ratio survey in a village and write a report.
2. Analyse and report the differential treatment between the gender in family and neighbourhood.
3. Write a critical report on challenges faced by different women groups in present society based on valid published reports.
4. Organizing drama and debate to develop awareness for sexual abuse.
5. Women day celebration and projects related to women personalities.

Mode of Assessment:
Written test and Task and assignment

References:
CURRICULUM AND PEDAGOGIC STUDIES
Course – 5 Language across the Curriculum (½)

Credit: 2

Essence of the course:
This course is for the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed by keeping in mind that the language is an integral part of subject learning and competence which will have an impact on classroom interaction. It emphasizes on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Objectives:
At the end of the course the student teachers will be able to
- acquire knowledge about language and literacy and principles of language teaching.
- understand the importance of language and literacy background of the learners with reference to spelling and vocabulary development
- apply the acquired knowledge in methods and approaches of teaching language.
- develop skills in reading and writing which pave the way to attain optimal learning of the subject areas.
- develop interest towards language learning from language diversity and multilingualism point of view.
- develop a positive attitude towards language to realise that learning and teaching cannot take place in a language free environment.

CONTENT OUTLINE

Unit 1: Nature and Functions of Language

Unit 2: Language Diversity in Classrooms
First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

Unit 3: Methods of learning language in school subject areas
Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.
Unit 4: Fluency in the Language
Communication – meaning and concept – process of communication – types of communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects
Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

Mode of transaction:
Dialogue, seminars, discussions, group-work, language games, exercises and assignments

Practicum: Task and Assignment
1. Get a two page writing from the school students in English and Mother tongue learning and analyse them from language point of view
2. Observe any five classes of subject teaching and analyse from the point of language teaching
3. Write a critical report on the opinion of subject teacher on the weightage for language aspects in valuation of subject test papers.
4. School visit to find out communication problem / Apprehension in students
5. Designing games and exercises for developing Listening, Speaking, Reading and Writing Skills
6. Assignments on developing speaking skills – oral presentations, debate, elocution, discussion, brain-storming
7. Assignments on developing listening skills – listening to speech, directions

Mode of assessment:
Written test and Task and assignment

References:
Course – 6 Knowledge & Curriculum (½)

Credit: 2

Essence of the course:
In the 21st century knowledge society, knowledge explosion is compelling the educational administrators to enrich the curriculum to develop the human resources according to the requirements of the world community. Therefore this course is focusing on the knowledge and curriculum aspects. The purpose of knowledge and curriculum is to be understood from the epistemological and sociological perspectives of education. The course can enable the student teachers to gain confidence in curriculum design and evaluation by focusing the future directions.

Objectives:
At the end of the course the student teachers will be able to
- acquire knowledge of terms and concepts of curriculum and epistemology used in the field of education.
- understand the types and process of curriculum, importance of social and epistemological basis of education
- apply the appropriate strategies for curriculum transaction and curriculum development
- develop the skills to use the concepts, practices and roles play in curriculum evaluation with the aims of education
- develop the skills on critically analysis of various samples of textbooks, children’s literature, and teachers’ handbooks
- develop interest on go through discovery of various philosophers
- develop the attitude towards concepts of nationalism, universalism and secularism and their interrelationship with education

CONTENT OUTLINE

Unit 1: Knowledge and Curriculum

Unit 2: Principles of Curriculum
Aims, goals and objectives of curriculum – curriculum design and its components – curriculum development: technical-scientific approach and Nontechnical- Nonscientific approach – curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education
Unit 3: Curriculum Transaction
Strategies for curriculum transaction – Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes – Activity Based Learning (ABL)- Activity Learning Methodology (ALM)- resources for curriculum transaction – computer and internet – role and importance.

Unit 4: Curriculum evaluation
Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation – approaches of evaluation – validity and significance of course content- evaluation models Taylor’s, Stane’s and CIPP model - practices and roles play in evaluation – peer evaluation - goal free evaluation – critical analysis of textbooks, children’s literature and teachers’ handbooks

Unit 5: Issues in Curriculum Development
Critical issues: teacher centred to learner centred, subject centred to practical knowledge – Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity- centralized Vs decentralized curriculum – diversity among teachers in their competence- problem of curriculum load as many concerns are to be included in curriculum – participants in curriculum Development – role of state in the curriculum development – makers of curriculum – role of curriculum in national development – Curriculum makes an intellectual society – curriculum for 21st century – UNESCO’s concept of four pillars of education

Mode of transaction:
Group discussion, lecture, discussion, symposium, Peer group, Debates, Workshop, Seminar, Project work

Practicum: Task and Assignment
1. Select a primary school, observe and report about the implementation of ABL method.
2. Search in the internet about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method.
3. Write a comparative report based on the curriculum development in India and any other countries by referring internet.
4. Design a syllabi for a course at B.Ed., level /school level.
5. Write a report based on the curriculum of CBSE and Samacheer.

Mode of assessment:
Written test, Task and assignment

References:
Course – 7 PEDAGOGY OF A SCHOOL SUBJECT 1 (PART 1)

Course - 7(i) Pedagogy of Tamil I – Part 1

Course-7(i): தமிழ் கற்பிக்கும் முறைகள் I -பகுதி 1

Credit: 4

அடிப்படைக் ககோட்போடுகள்

பாராள்வியான மையங்களான வலுவான சொற்கள் கூறப்பட்டாலேயே அறிந்தே. அறிந்தே மையங்களில் தர்க்கம் பாராள்வியானம் என்று கூறியுள்ளேயே அவரால் தொடர்ந்து கூறி கூறியுள்ளே. தோன்று மையங்களில் பாராள்வியானம் என்று கூறி கூறியுள்ளே. மையங்களில் பாராள்வியானம் என்று கூறியுள்ளே. பாராள்வியானம் என்று கூறியுள்ளே.

அறிய வலுவான சொற்கள்

• பாராள்வியான மையங்களான வலுவான சொற்கள் கூறப்பட்டாலேயே அறிந்தே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.
• பாராள்வியான மையங்களான வலுவான சொற்கள் கூறப்பட்டாலேயே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.
• பாராள்வியான மையங்களான வலுவான சொற்கள் கூறப்பட்டாலேயே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.
• வலுவான சொற்கள் என்று கூறியுள்ளே.

அலகு 1: தமிழ் மொழி எழுதுதல்

பாராள்வியான வலுவான சொற்கள் என்று கூறியுள்ளே.

அலகு 2: அறிய வலுவான சொற்கள்

அறிய வலுவான சொற்கள் என்று கூறியுள்ளே.

அலகு 3: கற்றுக் கைறாத மொழியான சொற்கள்

கற்றுக் கைறாத மொழியான சொற்கள்.
4: கற்பித்தல் பட்டியல்

5: கற்பித்தல் பட்டியல்

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60: கற்பித்தal
5. பிள்ளை முதலம் பாழிடும் குறிப்பிட்டு
6. குட்டி பல்பூங்கா குழுவாக போட்டு, அறிக்கையில் வேறு.
7. குளம் சாதலில் பாழிடும்
8. பாலமுதல்களுக்கு முதலிய குறிப்பிட்டு
9. குடியுரிமை குழுவின் குழுவாடருக்கு குறிப்பிட்டு
10. குடியுரிமை குழுவின் விளக்கங்கள்
11. குடி பதிலிகள் இரண்டு பொருளகம் பிரித்தலுக்கு தமசநூலகம் குறிப்பிட்டு.

புத்தகங்கள் பிரிவங்கள்

2. குச்சாராயிலா, பு. பொழுதுபாடுகள், பாலமுதலில் போயத்ரப் பூட்டல், பொருள்கையா.
3. கசாசாராயிலா (1989) பாலமுதல் செயல்கருக்கு முன்னையுள்ள போட்டுக் கையா.
6. குச்சாராயிலா, (1990) பாலமுதல் செயல்கருக்கு முன்னையுள்ள போட்டுக் கையா, பொருள்கையா.
7. கசாசாராயிலா.1988. பொழுதுபாடுகள் முழுதுமாக, பாலமுதலில் பதினையைப்புகு வைத்து.
8. கசாசாராயிலா, ப. 2006. பாலமுதலில் செயலை பிற்பரு பிற்பருவாளங்கள். அமரம் பாலமுதல் தமிழ் பைப்பகங்கள், பொருள்கையா.
12. குச்சாராயிலா. ப. வி. 2010. குழு பதினையை, பாலமுதல் போட்டுக் கையா, பொருள்கையா.
17. குச்சாராயிலா, (2003) குழுக்குண்டிகள் முன்னையுள்ள (குழுக்குண்டிகளில் குழுக்குண்டிகள்) அறிக்கையா, பொருள்கையா.
Course - 7(ii) Pedagogy of English I – Part 1

Credit: 4

Essence of the course:
School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher’s attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching–learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', ‘discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:
At the end of the course the student teachers will be able to
- understand the aims & objectives of teaching English
- enable the student teachers to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- acquire an understanding of the nature and structure of English language and components skills
- enable the student teachers to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- develop skills for effective teaching—micro teaching.
- understand the importance of using-English in global context
- get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- acquaint with the planning of instruction.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks
- Get familiarized with the IT sources / packages that are helpful in teaching English
CONTENT OUTLINE

Unit 1: Nature and Scope of English Language Teaching
English for Global purpose- First Language- Second Language - Foreign Language. Utilitarian aim. Objectives of teaching English in India- Problems related to teaching and learning of English in schools- Remedial suggestions to overcome these difficulties.

Unit 2: Spoken English
The different speech organs and their role – the individuals sounds – vowels and consonants – their place and manner of articulation – The concepts of the phoneme and allophone – phonetic transcription – stress – word stress and sentence stress – intonation in English – four basic patterns of intonations in English- Rhythm.

Unit 3: Lexis

Unit 4: Advanced Grammar: I
The noun phrase – MHQ (Modifier, Headword, Qualifier); the verb phrase; Adverbal. Tense forms – auxiliary verbs – The Sentence – Types of sentences – subordinate and co-ordinate clauses- Question forms.

Unit 5: Acquisition of teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in English language in terms of teaching skills – relevant teaching skills in teaching of English – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 6: Lesson Planning
Bloom’s Taxonomy of Educational Objectives – General and Specific Instructional Objectives Lesson planning Characteristics, Need and advantages, Lesson Plan format – Teaching Prose – Poetry -Teaching of different language form Prose, Poetry- Aims, Objectives, and Steps of teaching prose, poetry and supplementary reading.– different model/approaches in writing lesson plans.

Unit 7: Compositions

Unit 8: Teaching Learning materials (TLM)
Language games – Language lab -Newspaper for teaching English -Blackboard sketches-Use of TV, E-tool: Computers and Internet for teaching English - Use of information communication technology (ICT) for teaching English- use of www, E-learning, Teleconferencing.
Unit 9: Pedagogic Analysis
Pedagogic analysis - concept overview- importance and component -Content analysis understanding relation between curriculum, syllabus and textbook.

Unit 10: Evaluation and interpretation of data
Need for assessment -Type of tests – oral, written, objective, subjective – diagnostic, achievement tests- Formative, summative evaluation- Construction and administration of achievement test- Analysis and interpretation of test data.

Mode of transaction:
Introductory lecture, Use of multimedia resources, Library resources, Accessing Online input on the topic, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language games, Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on significance of English language in India
3. Project on formation of new words
4. Assignments on learning phrasal verbs
5. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom
6. Construction of New lexical items and structural items
7. Textual exercises
8. Dramatization and miming.
9. Activities & competitions for Creative writing.
10. Practicing Formal and Informal Letter
11. Preparation of blue prints, question papers, marking scheme and question wise analysis.
12. Construction of test items for diagnosis and achievement test and Interpretation of test data.

Mode of assessment:
Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Self-assessment and peer assessment, Evaluation based on documentation, Performance evaluation, Feedback

References:

Books Accompanied by Audio Cassettes

2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for

Web Sites:
1. www.britishenglish.org
2. www.indianenglish.com
3. www.iatefl.com
 Course - 7(iii) Pedagogy of Hindi I – Part 1

पत्रकालीन:
राष्ट्रीय पाद्यव्यवस्था परिपात 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंध के ध्यान में, रखते हुए शिक्षकों को भूमिका में एक बढ़ते बढ़ते परिवर्तन को मौग करती है। पाद्यव्यवस्था में अभी तक शिक्षकों को ही जाने के स्रोत के रूप में केंद्रीय रूप से निर्माण का रहा है, जहां सीखने-सिखाने की समस्या प्रशिक्षण के संरक्षक और प्रवंधक के रूप में मुख्य भूमिका निभाने का काम करते हुए है। पी. 2005 की स्थापना पाद्यव्यवस्था उनसे मौंग करती है कि वे सूचना के वितरक और जाने के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा जाने हासिल करने की प्रक्रिया में स्वयं को सहायक मानने। इस पर वर्तते हुए उनके ब्यवहार का हिस्सा बनने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाद्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन का पहल तभी संभव है जब इस व्यवस्था से ज़ुदू लोगों को सोच और उद्देश्य निर्धारण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में संस्करण पूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाद्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा का आधारशिक्षा का काम करता है, जहां स्कूली भाषा पद्धति-सूचना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की ज़रूरत है। इसके साथ ही भाषा से ज़ुदू नए, बिनुआ। जैसे - विभागित कश्य, समझ का माध्यम, शास्त्र की शिक्षा भाषा की भूमिका आदि की समझ शिक्षकों के लिए ज़रूरी है जो अध्यापक शिक्षा में योगदान बदला को मौग करते है।

वर्तमान पाद्यक्रम भाषा के लिए सरकारी और सीखने-सिखाने की बंदी को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक शिक्षणाधीनों को इससे भाषा-शिक्षण को तैयारी में सहायता मिलेगी।

पाद्यक्रम के विषय उद्देश्य

- भाषा की अलग-अलग भूमिकाओ का जानना।
- भाषा सीखने का सूचनात्मक प्रयोग का जानना।
- भाषा के स्वरूप और व्यवस्था का समझना।
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध का जानना।
- भाषा के संरंभ रहे पढ़ने के अधिकार, शास्त्र के परवरण का प्रति संचेत होना।
- भाषा सीखने के तरीके और प्रक्रिया का जानना और समझना।
- पाद्यव्यवस्था, पाद्यक्रम और पाद्यपुस्तक का विलोकन कर कोशिशें और बच्चों की समझ के अनुसार बालना।
- भाषा और साहित्य के संबंध का जानना।
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों का जानना।
- भाषाओं और विचारों के स्वरूप अभिव्यक्ति करना।
- भाषाओं के संरंभ और प्रति संचेत होना।
- अनुशासन के महत्व और भूमिका का जानना।
- विचारावली की सूचनात्मक भूमिका का पहचानना।
- बच्चों का भाषाशास्त्र विकास के प्रति समझ विकास और उसे समझने के लिए विद्यालय में तरह-तरह के मौके बनाना।
- भाषा के मूल्य प्रकार की प्रक्रिया का जानना।
- साहित्यिक और गैर साहित्यिक मूल्य रचनाओं की समझ और सराहना।
- भाषा सीखने-सिखाने के सूचनात्मक उद्देश्यों का समझना।
I. भाषा की भूमिका
(वचन जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कश्मीर में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने का जुनियार है।)

1. संज्ञा में भाषा - भाषा और लिंग; भाषा और सता; भाषा और अत्यंत, भाषा और वर्ग
2. विद्यालय में भाषा - घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चों की भाषा); समूहों पत्तान में भाषा; जन सुन्न और भाषा; माध्यम भाषा; एक आलोचनात्मक दृष्टि; विषय वें पृथ के में भाषा और माध्यम भाषा में अंतर; विविध भाषिक प्रयोजनों; बहुभाषिक क्षेत्र; शिक्षक-शिक्षाधीन संबंध के पहलु के रूप में भाषा।
3. संविधान और शिक्षा समिति के रिपोर्ट में भाषा-भाषाओं की स्थिति (भाषा 343-351, 3501); कोटारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति - 1986; पी.ओ.ए-1992, राष्ट्रीय पादरयं - 2005 (भाषा अध्ययन)

II. हिंदी भाषा की स्थिति और भूमिका
हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; जन की भाषा के रूप में हिंदी; दृष्टि हड़पने-पढ़न को चुनौतियाँ।

III. भाषा शिक्षण पर एक दुर्गम
(हिंदी में स्वच्छांग, गणित, समाज विज्ञान और कला सब कुछ है जो वे विषय स्वरूप हिंदी या भाषा नहीं है।)
1. भाषा सीखने सिद्धांत की विभिन्न दृष्टि - भाषा अर्जन और अभिलस्य का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समस्या भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखने की बहुभाषिक दृष्टि आदि (जॉनडू, जॉन ए. प्यां, एल. वायास्को, कोम्फ़ो को आदि) भारतीय भाषा दृष्टि (पारा, कानता प्रसाद गुहा, किशोरी दास बाजपेयी आदि)।
2. भाषा शिक्षण की प्रबलतिः विषयक/ग्रांथलिखियों और उनका विरासत - व्यक्ति अनुवाद प्रणाली, प्रत्यय-प्रणाली, दोहावगत प्रणाली, प्रत्यय-प्रणाली, चर्चय-प्रणाली, अनातिरिक्त/अन्तरातिरिक्त प्रणाली आदि।

IV. भाषा का स्वरूप
(कोई व्यक्तित्वीय भाषा का चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)
1. भाषायी व्यवहार के विविध पक्ष - नववर्ष वेम्बर व्यवस्था के रूप में भाषा; भाषायी परिवर्तनशीलता (उद्योग के संबंध में); हिंदी को बोलने/बोलना। वबल तथा लेखन।
2. भाषायी व्यवहार - सार्वजनिक व्यवहार की संकल्पना; अर्थ की प्रकृति तथा संचालन; वाक्य विज्ञान पर अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वरूपित विज्ञान और रूप विज्ञान: (उपयुक्त उदाहरण देकर पढ़ाए जाएगा)

V. भाषायी दक्षता।
1. संबंध में भाषा - संबंध में व्यक्ति और संबंध में शाल्ड
2. भाषायी दक्षता - सुनना, बोलना, पढ़ना और लिखना
  - सुनना और बोलना - सुनना का कौशल, बोलने का लहजा- भाषायी विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलपें, कहानियों और परिचित के अनुसार संबंध, भाषा बंड, मल्टिमीडिया और मौलिक समय को सहायता से संगतिपूर्वक बातचीत का निर्माण
  - पढ़ना - पढ़ने के कौशल; पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पढ़न, गहन-पढ़न, विस्तृत पढ़न, आलोचनात्मक पढ़न, पढ़ने के कौशल विकास में सुमानक भावना (कहानी, कविता आदि) सहायक, विश्वास, शाल्डकार्य और इसके प्रभाव या प्रभाव
  - लिखना - लिखने के चरण; लेखन-प्रक्रिया, सुननकारक लेखन, औषधि और अनौपचारिक लेखन (कहानी, कविता, संवार, डार्टर, पत्र, रिपोर्ट, समाचार आदि)
इकाई 6: भाषा शिक्षण द्वारा अपेक्षित योग्यताओं का विकास
उच्चारण, वचनी, श्रवण वाचन, पठन लेखन, विचार एवं अभिव्यक्ति की योग्यताओं का विकास। अपेक्षित विकास हेतु विषयीः

इकाई 7: ज्ञान
हिंदी की ज्ञानीय, मुख्य वितरण म. उनका स्थान तथा प्रकल्प के आधार पर उनका वर्णनकरण, हिंदी भाषा म. उच्चारण की समस्याएँ, अरुण उच्चारण के कारण। की पहचान तथा निदाननिम्न शिक्षण, कक्षा शिक्षण म. उच्चारण ठीक करने के प्रयास तथा अन्य भाषा विषयीः

इकाई 8: भाषातील दखल
परम्परागत सुधा. का प्रयोग – अभिव्यक्ति, श्रमिकाचना, निम्नज्ञ, अस्वीकारथा, स्वीकृति, धन्यवाद ज्ञापन, उच्च स्तर म. गद्यासरा. एवं कविताओं. का बाचन, सारणी, रेखाचित्र, मानचित्र आदि का वर्णन एवं विश्लेषण, कहानी सुनाना तथा पढ़ाना का वर्णन

इकाई 9: भाषा का जनसेवा परियोजना
मुख्य जनसेवा – समाचार पत्र भाषा, रेडिओ एवं ट्विटर भाषा, प्रबंध-प्रसार भाषा, सोशल नेटवर्किंग भाषा, सोशल नेटवर्किंग साइट का शैक्षिक विस्तार (टेंडिन्स, ट्वीटर, यू.ट्यूब, व्हाट्स एप्स) लागू एवं ई-अधिगम

इकाई 10: पाठ योजना और उसकी उपयोगिता
कविता, कहानी, निबंध, नाटक आदि विचारा. का शिक्षण एवं उनकी पाठ योजना

सिखाने का माध्यम
- व्याख्यान
- सामान्य चर्चा
- निति निम्न एवं सामान्य विशेषज्ञ
- विचारणों
- विचारण साहित्यका, लेखक. एवं कविया. के विचार म. चर्चाएँ
- पुस्तकालय संसाधन. का उपयोग
- भाषा प्रवर्तकाला
- सृजने बिंदु तथा क्रयों का प्रयोग
- दूरब-क्रय पाठ. के माध्यम से सुधार शिक्षण
- व्यक्तिक विशेषण. के शिक्षण हेतु पावर व्हाइट प्रस्तुतीकरण
- पाठ योजना प्रस्तुतीकरण
- अन्तर्भाषा यत्र
- प्रस्तुत पत्र निर्माण, मूल्यांकन एवं विशेषज्ञ
- राजकीय तथा आवी संदर्भ

प्रायोगिक कार्य
- Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
- विचारण स्तर पर हिंदी की उच्चवक्ता एवं उपयोगिता पर विचारगोटी
- मौलिक एवं लेखन अभिव्यक्ति सार्वजनिकता
- मुश्किल, लोकांकित का प्रयोग करते हुए, कहानी, लेख आदि लिखना
- विशेष अंतर्भाषा आधारित अभ्यास
लूका, ओक, क्षु, कस्ट, फुक, फुक, कस्ट, फुक, फुक, फुक, फुक, फुक, फुक, फुक, फुक।

संदर्भः श्रेणी

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिंदी ग्रन्थ अकादमी, पटना।
2. कैं क्षत्रिया, मात्रभाषा शिक्षण, विनोद पुस्तक मंदिर, अगरारा।
3. कैं जीं रस्तोगी, भाषा सम्प्रदाय मूल्यांकन, केन्द्रीय हिन्दी संस्थान, अगरारा।
4. कैं के सुशिया, हिंदी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण शृंखल, हिंदी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण शृंखल, शुद्ध हिंदी लेखन, आयं बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण शृंखल, सुनिधि हिंदी लेखन, आयं बुक डिपो, करोलबाग, नई दिल्ली।
8. नंगजन तृप्त सिंह, माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान बंप अकादमी, जयपुर।
9. भगवती रसाद, हिन्दी उच्चारण, तथा हिंदी व्याख्यान, और वर्तनी, आयं बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैं भाषा बाह्य, हिंदी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिंदी भाषा शिक्षण, विनोद पुस्तक मंदिर, अगरारा।
13. रघुनाथ सफाया, हिंदी शिक्षण, पंजाब किताब घर, जालंधर।
14. रबन बीररारी लाल, हिंदी शिक्षण, रस्तोगी पृथक्षेत्र, मेरठ।
15. रामशंकर पंडेय, हिंदी शिक्षण, विनोद पुस्तक मंदिर, अगरारा।
16. लक्षिमीनारायण शर्मा, भाषा की शिक्षण विधियों और पाठ-नियोजन, विनोद पुस्तक मंदिर, अगरारा।
17. वेद्यानाथ प्रसाद बस्नाथ, बिहार हिंदी ग्रन्थ अकादमी, पटना।
18. सीताराम चौधरी, भाषा की शिक्षा, हिंदी साहित्य कुटी, वाराणसी।
19. सावित्री सिंह, हिंदी शिक्षण, लायज बुक डिपो, मेरठ।
20. शहर भसंन, स्वतन्त्र विज्ञान और हिंदी की स्वतंत्र व्यवस्था, आयं बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यावहारिक हिंदी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।
Course - 7(iv) Pedagogy of Malayalam I – Part 1

Credit: 4

Essence of the course:
Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals Evolution of Malayalam Language, Historical development of Malayalam Literature, Language skill, curriculum development in Malayalam, Discourses in Malayalam, Methods of teaching Malayalam, Theories of learning with special reference to Malayalam teaching, Evaluation of learning Malayalam. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

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

- enable the student teachers to acquire knowledge of the sound systems of Malayalam and to familiarize them with the appropriate terminology to describe the sounds in Malayalam.
- enable the student teachers to understand correct Malayalam usage and to acquire good pronunciation and fluency of speech.
- familiarize student teachers with the school syllabuses related to high school classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in Malayalam.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- realize the significance of teaching Communicative Malayalam.
- develop their skill in curriculum transaction.
- develop a thorough understanding of the conceptual background of Malayalam.
- improve the understanding of the principles of curriculum construction and organization in Malayalam language.

CONTENT OUTLINE

Unit 1: Evolution of Malayalam Language
Over the ages - Status of Malayalam language at different periods - Relationship between language and social development - Functions of language in the society - Influence of mother tongue in the formation of culture - Relevance of mother tongue in a democratic society - Mother tongue as a medium of instruction - Malayalam as an official language

Unit 2: Historical development of Malayalam Literature
Development of Malayalam literature - The influence of Tamil and neighboring languages on Malayalam - Influence of Sanskrit - Contributions of early poets - Contributions of Ezhuthachan - Earlier poets - Earlier prose writers - Development of champu - Development of the present day Malayalam Literature - Development of other forms of literature such as drama, short stories etc. - Development of Malayalam literature till date - Short description of the development of Malayalam Literature.
Unit 3: Language skill
Listening – Speaking – Reading – Writing - Importance of basic skills in language learning-strategies and activities appropriate for different levels-process learning.

Unit 4: curriculum development in Malayalam
Curriculum development-General principles-psychological, sociological, philosophical, needs and interests of learner, nature of subject matter and philosophy of nation - Different approaches to curriculum organization – Spiral, topical and concentric approach - New school Malayalam curriculum and its critical appraisal — Micro teaching – definition and principles of micro teaching cycle – limitations. – Teaching Skills – meaning, analytical approach to understand teaching learning process in Malayalam in terms of teaching skills – relevant teaching skills in teaching of Malayalam- Core skills

Unit 5: Discourses in Malayalam
Importance of discourses in the daily life - Functions of seminars, symposiums, debates, discussions, speeches, brain storming, screen play, essays, memorandums, letter writing, notice, press notes, editorial, postures, advertisement, travelogue, biography, auto biography, description, dramatization etc. for effective communication.

Unit 6: Methods of teaching Malayalam
Lecture cum Demonstration method -Inductive and Deductive method - Dalton Plan - Project method - Play way method - Role play and simulation - Co-operative and collaborative strategies -Problem solving method.

Unit 7: Theories of learning with special reference to Malayalam teaching
Theory and practice of: Cognitive constructivism (Piaget and Bruner) and Social constructivism -Chomsky’s concept of language development - Multiple intelligence - Critical Pedagogy - Recent changes practiced in the state schools

Unit 8: Content Analysis
Pedagogic Analysis - Meaning and steps of analysis - Pedagogic analysis of the lessons in the text book of 8th, 9th & 10th standards.

Unit 9: Evaluation of learning Malayalam
Importance of evaluation - Different types of evaluation – merits and limitations - Continuous and comprehensive evaluation – Area of CCE - Evaluation criterion for different learning activities - Construction and administration of achievement tests -Evaluation of mental processes - Relevance and administration of grading system.

Unit 10: Models of Teaching
Meaningful verbal learning model – Gagne’s hierarchical model – Information processing model – Concept attainment model – New trends and approaches in language learning – Behaviourism, structuralism, cognitive interactionist approach, constructivism, multiple intelligence theory
Mode of Transaction:
Introductory lecture, Use of multimedia resources, Library resources, Dictionary and online referencing, Usage of Language games, Mind mapping, Demonstration, group discussions

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record. (Compulsory)
2. Prepare a short essay on inter relationship between language and social development. (group activity)
3. Open discussion on Mother tongue as a tool for transforming culture
4. Seminar (group) on Need of mother tongue as the medium of instruction
5. Seminar (group presentation)
6. Prepare short essay on 5 sub topics
7. Trace out the activities included in the Text book/Hand book for developing basic language skills among the learners
8. Find out the activities mentioned in the text book and hand book for developing the creativity among the learners.
9. Prepare essay on general principles of curriculum development.
10. Prepare an editorial for your class magazine
11. Prepare postures on any social issues
12. Write a screen play based on any one of the poems in the 8th or 9th std text book
13. Select a poem from any text book and present the same through simulation (group task)
14. Conduct a debate on the relevance of critical pedagogy in the context of the teaching-learning atmosphere prevailing in the schools in Kerala
15. Conduct a seminar on Chomsky’s concept of language development.
16. Analyse and trace out the learning activities included in any one topic on the basis of prescribed curricular objectives (Group task)
17. Analyse any one text book and Trace out new vocabulary, phrases, idioms, proverbs, and grammar contents (group task)
18. Conducts a panel discussion on the relevance of grading system in the B.Ed programme.
19. Prepare a sample question paper considering all the elements of a scientific question paper (group task)

Mode of Assessment
Written test and Task and assignment

References:
2. Damodaran Nair. P – ApasabdaNighantu
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charitravum – State Institute of Children Literature
Course - 7(v) Pedagogy of Telugu I – Part 1

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment
References:

Syllabus yet to be prepared for Course -7(v) Pedagogy of Telugu I – Part 1.
Course - 7(vi) Pedagogy of French – Part 1

Credit: 4

Essence of the course:
This course is to enable students to specialize in teaching French as a foreign language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. The course includes analysis of teaching content and text books.

Objectives:
At the end of the course, the student teacher will be able to:
- understand the basic theories of learning and communication
- understand different approaches of teaching FLE/FLES
- acquire knowledge of various techniques in teaching oral and written skills
- prepare unit plan and activity oriented Lesson plans
- apply the theoretical concepts in classroom teaching
- develop the positive attitude among the students
- stimulate curiosity and creativity

CONTENT OUTLINE

Unit 1: Theories of Learning
Behaviourisme – Rationalisme –Constructivisme - Socio –cognitivisme – Intéraction de tutelle
de Bruner – Intelligences multiples de Gardner
(Manuel de formation pratique: P.29-32.)

Unit 2: Communication in teaching
Quatre théories importantes de la communication pour la didactique - Le non-verbal en classe
de langue - Registre de langue – Enonciation –Actes de parole – Intéraction -Compétence de
communication
(Manuel de formation pratique: P. 49-52,52-56, 57-59, 60-61, 62-63, 64-66, 70-71)
Teaching Skills – meaning, analytical approach to understand teaching learning process in
French in terms of teaching skills – relevant teaching skills in teaching of French

Unit 3: Didactic strategies for oral skills
Compréhension orale: Différents types d’écoute – Supports de la compréhension orale -
Démarche pédagogique de l’écoute en classe. – Production orale: Interagir – Simulation –
Simulation Globale – Jeu de rôles
(Manuel de formation pratique: P. 96-99, 104-107)

Unit 4: Didactic strategies for written skills
Compréhension écrite: Types de texte – Processus de lecture – Types de lecture – Démarche
pédagogique de la compréhension de l’écrit. –Production écrite: Ecrire pour communiquer –
Ecriture créative
(Manuel de formation pratique: P.119-120, 122-123, 128, 129-130,133-137, 138-141)
Unit 5: Revision of teaching content (Grammar and Vocabulary) & Teaching of Grammar

Modes et temps – Pronoms – Prépositions – Adjectifs – Adverbes – Articles – Conjonctions de coordination et subordination

*Prescribed book: Grammaire Française, Jacqueline Ollivier*

Définition de « grammaire » - types de grammaire - grammaire implicite/explicite – inductive/déductive – Notions: activité, exercice, tâche

*(Manuel de formation pratique: P. 183 -195)*

Unit 6: Revision of Teaching content (Pronunciation) & Teaching of Pronunciation

*Revision of teaching content :*

Voyelles et consonnes – Division des syllabes - Liaisons et enchaînements

*Prescribed book: Phonétique progressive du français – Niveau débutant et intermédiaire*

*Teaching of pronunciation*

Différence entre phonétique et phonologie – Méthodes de correction phonétique - Transcription phonétique

*Prescribed book: La phonétique audition, prononciation, correction*

Unit 7: Lesson plan preparation

Définition et rôle du plan de cours – Conseils méthodologiques pour préparer les leçons

Unit 8: Detailed analysis of following text books

Mauger bleu / C’est génial / Echo / Saison

Unit 9: Creation of teaching aids


Unit 10: Methodology of class observation

Méthodologie de l’observation de classe – Elaborer une fiche d’observation - Critères d’observation – Grille d’observation

**Mode of Transaction**

Lecturing on theoretical concepts, Project method, Tasks and Assignments.

**Practicum: Task and assignment**

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of French language teaching
3. Oral Communication tasks
4. Language Lab activities
5. Preparation of micro lesson plan
6. Preparation of micro lesson plan using computer assisted instruction
7. Sessions in small or medium groups
8. Language games on grammatical structure
10. Project on formation of new words
11. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
12. Assignments & Library work
13. Preparation of audio visual aids (PPT, Charts, Models)
14. Listening to radio news and responding to questions.

Mode of Assessment
Paper-pencil tests, Performance tests, Formal and Informal Testing

References:
1. ABRY D., VELDEMAN-ABRY J. La phonétique : audition, prononciation, correction, CLE, 2007, 1CD
6. OLLIVIER JACQUELINE et BEAUOIN MARTIN, Grammaire française, 5e édition, Montréal, Groupe Modulo,
8. TAGLIANTE., CHRISTINE., La classe de langue, coll, Techniques de classe, CLE international, 2006
Course - 7(vii) Pedagogy of Mathematics – Part 1

Essence of the course:
This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

Objectives:
At the end of the course, the student teacher will be able to
• appreciate the nature, structure, scope of Mathematics and its relation with other disciplines.
• acquire knowledge of the nature and development of Mathematics
• understand the aims and objectives of teaching Mathematics
• prepare unit plan and activities oriented Lesson plans for effective classroom communications.
• prepare the prospective Mathematics teachers as facilitators for effective teaching and learning of Mathematics.
• apply different methods and techniques of teaching of Mathematics and to employ them proficiently in the classroom
• develop the positive attitude among the student in teaching Mathematics
• appreciate the role of Mathematics in day-to-day life
• stimulate curiosity, creativity and inventiveness in Mathematics

COURSE CONTENT

Unit 1: Nature and Significance of Mathematics

Unit 2: Great mathematicians and contributions

Unit 3: Aims, Goals and Objectives of Learning Mathematics
Aims: Practical, Disciplinary, Cultural, Vocational, Social and Aesthetic - Taxonomy of Educational of objectives: cognitive, affective and psychomotor domains for teaching Mathematics - Revised Bloom’s Taxonomy of Educational of objectives with specifications - General Instructional objectives: Knowledge, Understanding, Application, Skill, Interests, Attitude, Appreciation and Personality traits - Writing General Instructional objectives, specific learning outcomes and teaching points of various content areas in Mathematics.
Unit 4: Lesson plan preparation
Lesson planning – Meaning, Purpose, Components and Characteristics - types - needs -aspects of a good lesson plan – different models/approaches for writing lesson plan – Unit Plan, Year Plan.

Unit 5: Methods and Techniques of Teaching for Facilitating Learning Mathematics

Unit 6: Models of Teaching Mathematics

Unit 7: Learning Resources and diverse classroom

Unit 8: Professional development of Mathematics teacher

Unit 9: Teaching skills
Teaching Skills – meaning, anlayitical approach to understand teaching learning process in mathematics in terms of teaching skills – relevant teaching skill in teaching of mathematics – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Writing instructional objectives – Introducing a lesson, Fluency in Questioning , Probing Questioning, Explaining, Illustrating with Examples, Stimulus Variation, Reinforcement, Using Blackboard and Closure – micro teaching as a technique for acquiring teaching skills - Integration of Teaching Skills – Meaning, Need and Strategies – Vicarious integration and summation.

Unit 10: Research in Mathematics teaching
Research in the field of mathematics and mathematics teaching – status of achievement in mathematics at elementary and secondary schools – areas of difficulties – phobia for and attitude toward mathematics learning – factors related to mathematics learning – Action research –implication of research findings
Modes of Transactions:

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record (Compulsory)
2. Study any one of eminent mathematician and his contribution to development of Mathematics—submit report
3. Writing specific objectives and teaching point of content areas in Mathematics of Algebra.
5. Prepare a year plan for any standard at the Secondary level.
6. Prepare a lesson plan for any topic in Mathematics based on Inquiry Training Model or Concept Attainment Model.
7. Preparation of ten frames of Linear or Branching Programmes on any topic in Mathematics.

Learning Activities:
Learning the Content and practicing them appropriately, Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

References:

WEB Resources
1. www.infodev.org
3. www.infodev.org
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com
Course - 7(viii) Pedagogy of Physical Science – Part 1

Credit: 4

Essence of the course:
Physical Science is a general science, after having learning this Course, student teachers understand the epistemological and pedagogical bases of physical science subject. They Pedagogy is integration of knowledge about the learner, the subject and the societal context. This course comprises of - the nature of the physical science subject, the aims and pedagogical approaches for the teaching of physical science at different stages of school; and deeper theoretical understanding of children in diverse social contexts.

The student-teachers will revisit basic concepts of physics and chemistry which was given in upper primary and secondary school books. The student-teachers will work with such theoretical studies as well as on the field with school children from different backgrounds. They will capable to critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of nature, values and modern approaches in physical science teaching.
- understand learning objectives and curriculum approaches in physical science teaching.
- apply acquired knowledge of various methods and technique in teaching physical science.
- develop skill in adopting various approaches of learning in physical science teaching.
- develop interest in participating the practice teaching.
- develop desirable positive attitude towards contribution of eminent scientist for development of physics and chemistry.
- acquire hands-on experience in designing and developing suitable learning aids for classroom instruction.

COURSE CONTENT

Unit 1: Nature of physical science
Meaning, scope – nature of physical science: Science as a dynamic and expanding body of knowledge – Science as a process of enquiry and a process of constructing knowledge –science as interdisciplinary area of learning – values in teaching physical science: individual, social.

Unit 2: Aims of learning physical science
Aims of Learning Science – Knowledge and understanding through science – Nurturing process skills of science – basic and integrated science process skills and their fostering – Development of scientific attitude and scientific temper – Nurturing the natural curiosity, creativity and aesthetic sense. Contribution of eminent scientists: Albert Einstein, Isaac Newton, Neils Bohr, C. V. Raman, J.C. Bose, Marie Curie.

Unit 3: Learning objectives of physical science:
Meaning of learning objectives – Revision of Bloom’s taxonomy by Anderson and Krathwohl –learning objectives for upperprimary, secondary and higher secondary stages – Learning objectives in the constructivist perspective.
Unit 4: Lesson planning
Lesson planning – meaning, need – Factors that need to be considered for organisation of concepts – Elements of a physical science lesson – different models/approaches for writing lesson plan – aspects of a good lesson plan – Unit planning – salient features

Unit 5: Methods and techniques of teaching physical science

Unit 6: Approaches in learning physical science
5E learning model – Collaborative learning approach – Problem solving approach – Concept mapping – Experiential learning – Cognitive conflict – Inquiry approach – Analogy strategy

Unit 7: Teaching resources
Machine operated aids: epidiascope, filmstrip-cum-slide projector, Over Head projector, digital projector, inter-active white board.
Non– Machine operated aids:
Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut-outs.
Display Board: chalkboard, bulletin, flannel, magnetic, peg board and effective uses.
3D aids: objects, specimens, models.

Unit 8: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in physical science in terms of teaching skills – relevant teaching skills in teaching of physical science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – set induction, skill of explaining, skill of black board writing, skill of stimulus variation, skill of reinforcement, skill of probing questioning and skill of demonstration. – Micro teaching as a technique for acquiring teaching skills
Link practice – needs and importance.

Unit 9: Basic physics
Matter and Measurement: Measurement, Measuring Instruments
Forces and Movement: Motion, Force and Pressure, Motion and liquids, Laws of Motion and Gravitation

Unit 10: Basics Chemistry
Matter: Separation of Substances, Matter in our Surroundings, Elements, Compounds
Exploring Chemical Changes and Formulation: Changes around us, Matter and Its Nature, Chemical equation, Chemical Reactions
Exploring Chemical Families: Periodic Classification of Elements

**Mode of transaction:**
Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/discussion

**Practicum: Task and Assignment**
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. “Science as a dynamic and expanding body of knowledge” prove this statement with any one of the concept in physical science from school science books.(discussion)
3. Study the scientific attitude among the school teacher in your internship programme (survey).
4. Critically analyze different branches of physics and chemistry are available in the school book from class 6 to 10th (Assignment).
5. Collect information from the internet about any 2 great scientist’s contributions to society (present it in slideshow form).
6. Study the gender gap in learning science (scholastic record).
7. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
8. Prepare 2 concept maps physics and chemistry each from the content.(concept map)
9. Prepare liner or branching frames for a single concept from physical science.(PI)
10. Compare the learning objective of physical science subject for upper primary, secondary with respect to other country through internet (Data collection).

**Mode of Assessment:**
Written test, Task and assignment, Laboratory work

**References:**


**Web Resources:**

1. http://famousphysicists.org/
Course - 7(ix) Pedagogy of Biological Science – Part 1

Credit: 4

Essence of the course:
This course is intended to enhance the ability and skill of the student teacher in understanding the importance of science and its relevance to the existence of life in this earth and to teach the same with different techniques and approaches to the students of science. The student teacher will be acquainted with such steps involved in planning the science teaching and implementing the different methods and techniques in teaching of the same and further direct himself to do research. Further it helps him to develop desirable positive attitude towards science teaching and its development.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the nature of science and aims and objectives of teaching Biological Science.
- Understand the microteaching skills
- Acquiring skills related in planning the lessons and presenting them effectively.
- Develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
- Understand the criteria in selecting a good textbook and to evaluate Science textbook.
- Understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- Estimate the facilities required for the organization and maintenance of Science laboratory.
- Understand the special qualities of a Science teacher and to acquire those qualities.
- Understand the basic concepts in science for science teaching.
- Acquire a favourable scientific temper towards science teaching and values.
- Develops favourable positive attitude towards research on science teaching.

CONTENT OUTLINE

Unit 1: Nature of Science
Historical background of science – origin its Meaning, Scope, Nature -Science as a dynamic and expanding body of knowledge-Science as an interdisciplinary approach-correlation of science subjects – Science as a process of enquiry and a process of constructing knowledge – Science to the society-Value development- Intellectual, Utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

Unit 2: Aims and objectives of teaching Biological Science
Aims of learning Biological Science Objectives of teaching at Secondary school level-Difference between Instructional Objectives and Learning Objectives – Learning objectives-General objectives-Specific objectives based on Bloom’s taxonomy – Mastering on Collaborative vs Constructivist Perspectives in planning the lesson plan

Unit 3: Curriculum in Biological Science
Meaning –Curriculum Framework – Curriculum and Syllabus – Principles of curriculum construction – Approaches to curriculum – Development. – Recommendations of National curriculum frame work on science curriculum-Analysis of Biological science syllabi and textbooks of NCERT.
Unit 4: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in biological science in terms of teaching skills – relevant teaching skills in teaching of biological science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills –Skill of Introduction – Skill of Explaining – Skill of probing questioning – Skill of demonstration - Skill of reinforcement -Skill of Stimulus Variation. Skill of black board – micro teaching as a technique for acquiring teaching skills – Link lesson practice

Unit 5: Learning resources
Science Textbook: Characteristics and evaluation of a good science textbook – use of text book
Science library: values, book selection and organizing library work in science.
Science museum: importance, essential and desirable item - preparation of museum materials, organization and management.

Unit 6: Organizing science related activities
Science club – Field trips/Excursions – Science Fairs/Exhibitions – Science hobbies – educational values

Unit 7: Methods of teaching biological science

Unit 8: Facilitating Individual learning strategies
Individualization of instruction – Programmed Instruction-linear and branching type-Computer Assisted Instruction. – Role of Multimedia in teaching biological science.

Unit 9: Lesson plan
Lesson Planning – Essential features of Lesson Planning – Steps in Lesson Planning –Preparing Lesson Plan –different models/approaches for writing lesson plan - Unit Plan - Steps in Unit Planning

Unit 10: Content and pedagogical analysis
Analyze the content in science books for standard VI to IX from lesson plan point of view and Concretization of concepts – pedagogical analaysis of selected concepts for learning.

Modes of transaction:
Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments.

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Critically compare Biological science syllabi of NCERT and State board at upper primary and secondary stage through respective website.
3. PreparationofThreelessonplansonanytopicofBiologicalScienceincludedintheScientebook ofsecondary / Hr. secondary school science subject.
4. Preparation of blue print for construction of achievement test.
5. Preparation of unit test for a unit in Biology.
7. During your internship programme, observe the normal class and report that Methods and techniques of teaching Biological science used by the school teacher.
8. Museum collection (preserved plants and animals)
9. Collection of rare specimens (i.e., seeds, insects, algae, shells and feathers)
10. Select one or two topic from upper primary or secondary biology syllabus – identify the learning difficulties – suggest suitable remedial measures.

**Mode of Assessment:**

**References:**
7. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII.* Delhi.
22. UNESCO: Mordern Trends in Teaching Biological Sciences Vols III.

**Web resources:**
3. https://conbio.org/professional-development/education-programs
Course - 7(x) Pedagogy of Social Science – Part 1

Credit: 4

Essence of the course:
This course sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. This course acquaint the preparation and administration of learning resources in the meaningful way. It develop the competency in making use of appropriate assessment system to apprise the learning outcomes. It also sensitize the learners about the various social issues and mould them to face the same in a plausible way.

Objectives
At the end of the course, the student teacher will be able to
- acquire basic knowledge and skills to analyze and transact the Social Science curriculum effectively following wide-ranging teaching
- acquire a conceptual understanding on the process of teaching and learning Social Science
- sensitize and equip student teachers to handle social issues and concerns in a responsible manner.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
- Acquaint with different methods, approaches and techniques of teaching social science
- Develop ability to design different evaluation tools
- Develop practical skills for analyzing socio-economic, political and physical phenomena

CONTENT OUTLINE

Unit 1: Nature and Scope of Social Science
Meaning, Scope, Content and Concept of Social Science – Features of Social Science – Classification of Social Science - Difference between Social Science and Social Studies – Social Science relationship between History, Geography, Civics and Economics – Need and importance of Social Science in Modern age.

Unit 2: Aims and Objectives of Teaching Social Science
General and Specific aim of Teaching Social Science at secondary level – Relationship between the objectives of teaching Social Science with special reference to the objectives of Secondary education commission - anticipated outcomes of the Teaching of Social Science – The values inherent in Social Science: aesthetic, moral, utilitarian, intellectual and vocational – Values of National Integration and International Understanding.

Unit 3: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in social science in terms of teaching skills – relevant teaching skills in teaching of social science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skills of explaining, questioning, stimulus variation, using black board, and closure– micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice
Unit 4: Design of Lesson Plan
Need and importance of lesson plan – steps in lesson plan – Stating of instructional objectives- offering appropriate learning experiences to achieve the formulated objectives, – different models/approaches for writing lesson plan – preparation of unit plan

Unit 5: Methods and approaches for Teaching Social Science
Approaches: learner centered approach and activity centered approach, group learning, and problem solving – Methods: observation method, project method, field trip, dramatization, discussion, assignment, lecture method, and Team teaching.

Unit 6: Self-Instructional Modules in Social Science Teaching
Programmed learning –Linear and Branching programme – Computer Assisted Instruction – Group Directed Instructional Modules.

Unit 7: Technological Media in Social Science Teaching
Hardware and Software approach-Multimedia in social science teaching.

Unit 8: Evaluation of Teaching and Learning in Social Science
Importance of evaluation – tools and techniques of evaluation in social science – characteristics and criteria for the preparation of different objective test items, short answer and essay questions in Social Science - Preparation of an achievement test, Preparation of blue print, Diagnostic test and remedial teaching.

Unit 9: Supporting Devices of Social Science Teaching
Educational Excursion, Field Trips – Social Science laboratory – Social Science Class room – Museum – Social Science Library – utilization of community resources- Bringing community to the school-taking school to the community, Teaching of current affairs and social issues.

Unit 10: Pedagogical analysis of content in Social Science at Secondary level

Mode of Transaction
Lecture cum discussion, Dramatization, Field visit, Debate, Panel Discussion.

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of a practical records on the basis of the observation of school practice undergone during the first week of internship
3. A detailed report may be prepared after visiting the various institutions which are practicing innovative approach in transaction modalities
4. Organizing field trip to any one of the place of historical importance.
5. Newspaper analysis.

Mode of Assessment
Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.
References:
Course - 7(xi) Pedagogy of Computer Science – Part 1

Credit: 4

Essence of the course:
This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

Objectives:
At the end of the course, the student teacher will be able to
- enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels.
- help the students teachers in acquiring skills relating to planning lessons and presenting them effectively.
- familiarise the student teachers with the various methods of Teaching Computer Science.
- understand the Computer Science curriculum and various approaches.
- make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- enable the student teachers acquire knowledge on Computer Evaluation.

CONTENT OUTLINE

Unit 1: Introduction to Computers

Unit 2: Aims of Teaching Computer Science
Introduction – Aim and Objectives of Teaching Computer Science – based on Bloom’s Taxonomy of Educational objectives – Computer Science Teaching at different levels: Primary, Secondary and Higher Secondary levels.

Unit 3: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in computer science in terms of teaching skills – relevant teaching skills in teaching of computer science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Set induction - Skill of explaining, stimulus variation, reinforcement, Questioning, Blackboard writing, Skill of Demonstration - Skill of Closure – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice.
Unit 4: Lesson, Unit and Year Planning
Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes. – Different models/approaches for writing lesson plan – Unit Planning: Preparation and use of unit plan, Year planning

Unit 5: Methods of Teaching in Computer Science

Unit 6: Instructional Aids

Unit 7: Curriculum in Computer Science
Introduction – Meaning – Definition – Principles of Curriculum development, Selection of content and organization of subject matter - Approaches to the organization of computer science curriculum: correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach - Present status of Computer Science in Secondary and Senior secondary education

Unit 8: Computer Organization

Unit 9: Text Books, Assignment and Review

Unit 10: Evaluation in Teaching of Computer Science
Introduction - Meaning – Definition – objective based evaluation – tools and techniques in evaluation – evaluation for achievement, diagnosis, prediction and remedial measures – Criterion and Norm referenced tests- Construction of different types of test: Principles of test
construction and administration of an achievement test – Blue print – Characteristics of a good test – Item analysis – Continuous and comprehensive evaluation – Formative and summative assessment – Grading pattern – Computer Aided Evaluation – Online Examination.

**Mode of Transaction**
Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

**Practicum: task and assignment**
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare digital lesson plan
3. Conduct Online Quizzes or E-Quizzes
4. Prepare E-Content (any two topics)
5. Develop a CAI Package (Using Visual Basic Programming)
6. Prepare any two E-assignments
7. Prepare Program Learning Material

**Mode of Assessment**
Written tests, task and assignments.

**References:**
Course - 7(xii) Pedagogy of Home Science – Part 1

Credit: 4

Essence of the course:
The pedagogy of Home Science focuses on developing the ability of the future teachers to transact Home Science in inclusive class rooms at high secondary level. Various skills involved in the transaction of curriculum have been given more importance. Approaches in teaching Home Science, curriculum, teacher’s plan of action have been given more importance.

Objectives:
At the end of the course, the student teacher will be able to
- enable the student teacher
- develop a broad understanding of the principles and procedures used in Home Science
- develop Home Science teaching competency.
- understand and appreciate the importance of Home Science in school education.
- have a critical study of learning Food & Nutrition, Human Health and Hygiene under Home Science Curriculum.
- develop the skills necessary for preparing modern science education
- Prepare acceptance lesson models which lay down these procedures to the adopted for preparing designs of lessons.
- Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives

CONTENT OUTLINE

Unit 1: Nature and Scope of Teaching Home Science

Unit 2: Aims and Objective of Teaching Home Science
Objectives of teaching home science, goals and objectives of teaching home science, advantages of using instructional objectives in behavioural terms – knowledge, comprehension, application, skill, scientific attitudes, interests.

Specific objectives of different content areas in home science, solving problems of everyday life, facts and principles of teaching home science.

Unit 3: Methods of Teaching Home Science
Scientific methods – observation, enquiry, hypothesis, experimentation, data collection, generalization. Inductive and deductive procedures, lecture cum discussion method, lecture cum demonstration method, laboratory method, question-answer method.
Unit 4: Approaches in Teaching Home Science
Heuristic method, project method, biographical approaches in teaching home science, communication in teaching home science, collaborative learning and experimental learning in home science, facilitating learners for self-study.

Unit 5: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in home science in terms of teaching skills – relevant teaching skills in teaching of home science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – set induction(introduction), explanation, questioning, demonstration, blackboard writing, closure, reinforcement, stimulus variation, illustration, micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice.

Unit 6: Curriculum in Teaching Home Science
Principles of curriculum development, selection of content and organisation of subject matter, status of home science curriculum in senior secondary education.

Unit 7: Teacher’s Plan of Action
Lesson plan for teaching of home science – importance of lesson plan, good lesson planning, merits and demerits, writing instructional objectives – planning for specific behavioural change, catering different abilities of pupils in a class. Preparation for practical lesson plan. – Different models/approaches for writing lesson plan

Unit 8: Home Science Laboratory
Planning, organisation and maintenance, developing lab routine, safety in lab, accident and first aid, Practical work in home science, challenges while conducting practical, maintenance of records – stock registers and account books, evaluation of practical work.

Unit 9: Instructional Material and Teaching Aids
Audio-visual aids in teaching home science, hardware and software approaches in teaching home science, instructional use of software – graphics, models, PowerPoint presentations, transparencies, films, audio CDs, video CDs. Instructional use of hardware – projector, overhead projector, radio, CCTV and television.

Unit 10: Evaluation in Teaching Home Science
Evaluation of student’s achievements in home science, techniques and tools of evaluation, written examination- merits and demerits, construction of unit tests - marking scheme, interpretation of result. Comparison between teacher-made test and standard test.

Mode of transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Home Science Lab activities
**Practicum: Task and Assignment**

1. Practice minimum 3 Micro teaching skills and maintain the record. (Compulsory)
2. Preparation of radio and TV lessons.
3. Preparing teaching aids – models, graphs, short answer tests, score cards.
4. Development of evaluation device – essay type and unit tests.
5. Development and administration of test papers and submission of reports.
6. Plan of equipment’s for home science lab in schools.
7. Critical study of home science syllabus in senior secondary schools.
8. Demonstration of practicals in senior secondary.

**Mode of Assessment:**

Evaluation based on documentation (written), Address the level of pupil involvement in Group Discussion, Performance evaluation (seminar, project and assignment), Monitor the ability to distinguish between similar concepts, Use of Checklist to monitor, rate performance in each skill.

**References:**

1. Teaching of Home Science- B.L.Sharma Published by Vinay Rakheja-Meerut.
Course - 7(xiii) Pedagogy of Commerce I – Part 1

Credit: 4

Essence of the course:
In the 21st century, the world is becoming more and more dependent and the concept of global village has made the people to look for commodities from global market. The knowledge society with ICT and scientific development is expecting a different types of knowledge and skills from the teachers and learners in the field of Commerce and Accountancy. This course is designed to enable the student teacher to develop a positive attitude towards the teaching and learning of Commerce and Accountancy with the knowledge on the curriculum.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of the terms and concepts used in Commerce and Accountancy;
- understand principles of Curriculum and commerce education;
- apply the knowledge in teaching higher secondary Commerce and Accountancy;
- develop skills in preparing commerce curriculum,
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT

Unit 1: Commerce
Business- Industry and Commerce –meaning- definition-classification- trade, transport, warehouse, banking, insurance, and advertisement - comparison of commerce with other subjects - share market –consumerism - e commerce.

Unit 2: Forms of Organization
Sole trade, HUF -partnership, companies, co-operatives and government organizations.

Unit 3: Book keeping

Unit 4: Accountancy
Trading, Profit and Loss Accounts - Balance Sheet – Partnership and company Accounts – Auditing-Interpretation of financial statements - Electronic Accounting - Tally-VAT (Value Added Tax) calculation

Unit 5: Electronic commerce and Accountancy
Meaning, importance - developments and their relevance in the digital world. Moving e commerce to e business – developing excellence

Unit 6: Commerce Education
Commerce Education – historical development – present status in secondary and higher education-teaching basic skills-general commerce education –specific job training for
business- teaching of Book keeping and Accountancy – integration of Commerce with other subjects– Consumer Education.

Unit 7: Aims and Objectives
Aims, Objectives and Values of learning Commerce and Accountancy–Objective based instruction (OBI)-Bloom’s Taxonomy –cognitive, affective, and psycho motor domains- Specification – meaning - principles – Importance in Teaching and Learning and evaluation– effective teaching

Unit 8: Curriculum

Unit 9: Approaches in learning Commerce
5E learning model – Collaborative learning approach –Problem solving approach – Concept mapping – Experiential learning –Cognitive conflict – Inquiry approach – Analogy strategy

Unit 10: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in commerce in terms of teaching skills – relevant teaching skills in teaching of commerce – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Mode of Transaction:

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Visits to banks, insurance houses, warehouses, trade centers, companies or to any other business houses .Prepare a report and submit in your class for peer review.
3. Collection of business documents, newspaper and magazines articles (cuttings), business forms etc. for classroom discussion and maintaining a record.
4. Prepare a reflective report based on your search in the internet regarding e commerce development and sharing with your peer group.
5. Construct a new Commerce curriculum for school level to enrich the present higher secondary education and report it in the class for peer reflection.
6. Any other field based project, task or assignment connected with the units in this course
Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

6. The Tamil Nadu Government Gazette, Education May 24, 1978 – Vocational Subjects - Syllabi for Higher Secondary Courses

WEB Resources:

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.sitesforteachers.com
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
11. www.ctforg.in
18. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally
Course - 8 PEDAGOGY OF A SCHOOL SUBJECT 2 (PART 1)

Course - 8(i) Pedagogy of Tamil II – Part 1

தமிழ் கற்பிக்கும் முறைகள் II – பகுதி 1

Credit: 4

அலகு 1:

மமோழியின் இயல்புகள் - தமிழ் கற்பிக்கும் முறைகளின் வடபாடு: இடைப்ப்பது, பாரிப்பு, குறிப்பிட்தல் பண்பாடு, சேவைகள், செயல்பாடு, வகுப்பிக் கற்பிக்கும் வடபாடு, சேவைப் பாடு, செயல்பாடு, வகுப்பிக் கற்பிக்கும் வடபாடு, சேவைப் பாடு, செயல்பாடு, வகுப்பிக்

அலகு 2:

தமிழ் கற்பிக்கும் முறைகளின் வடபாடு: இடைப்ப்பது, பாரிப்பு, குறிப்பிட்தல் பண்பாடு, சேவைகள், செயல்பாடு, வகுப்பிக் கற்பிக்கும் வடபாடு, சேவைப் பாடு, செயல்பாடு, வகுப்பிக்

அலகு 3:

தமிழ் கற்பிக்கும் முறைகளின் வடபாடு: இடைப்ப்பது, பாரிப்பு, குறிப்பிட்தல் பண்பாடு, சேவைகள், செயல்பாடு, வகுப்பிக் கற்பிக்கும் வடபாடு, சேவைப் பாடு, செயல்பாடு, வகுப்பிக்
அணு 4: பால்கரையாராணத்தை


அணு 5: பால்கரையாராணத்தை தொன்நூறு மாதங்களுக்கு முற்பகுதியில்


அணு 6: கல்தொன்னூராணத்தை பால்கரையாராணத்தை


அணு 7: கல்தொன்னூராணத்தை பால்கரையாராணத்தை


அணு 8: கல்தொன்னூராணத்தை


அணு 9: கல்தொன்னூராணத்தை


அணு 10: கல்தொன்னூராணத்தை

கற்பிக்கும் முடறகள்

குறிப்பிட்டு. காண்பதற்கானவை, பாடல்மை கண்காட்சிகள், ஏப்பாற்றுவது விளைவாக, தொட்டுக் கருத்திற்கு, வேதாதாயமானவை, புகழ்க விளக்கம், உயிரியானவை, உணவமறையானவை, குறிப்பிட்டுமாறு, முறையுள் கருத்திற்கு, வேதாதாயமானவை, ஏவனை விளக்கம், வேதாதாயமானவை, புகழ்க விளக்கம், உயிரியானவை, உணவமறையானவை, குறிப்பிட்டுமாறு, வேதாதாயமானவை, ஏவனை விளக்கம், வேதாதாயமானவை, புகழ்க விளக்கம், உயிரியானவை, உணவமறையானவை.

முறையுள்ள பணிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. செப்பாளப்பிள்ளை முடறகள்.
3. குறிப்பிட்டுமாறு வேதாதாயமானவை.
4. குறிப்பிட்டுமாறு வேதாதாயமானவை.
5. செப்பாளப்பிள்ளை முடறகள் வேதாதாயமானவை.
6. டொண்டு அறிவியல் வேதாதாயமானவை.
7. முடறகள் வேதாதாயமானவை.
8. முடறகள் வேதாதாயமானவை.
9. வேதாதாயமானவை.
10. முடறகள் வேதாதாயமானவை.

பராமரிப்பு நூல்கள்

1. நாயன் கி. பொன்டிரைசு, பி. ஜோயின்ட் கி. பொன்டிரைசு, ஜோயின்ட் பொன்டிரைசு, பாடல்வர், ஜோயின்ட் பொன்டிரைசு.
2. நாயன் பாய் (1989) நாயன் கி. பொன்டிரைசு முடறகள் வேதாதாயமானவை, ஜோயின்ட் பொன்டிரைசு, பாடல்வர்.
4. கி. பொன்டிரைசுவார், பி. (1990) நாயன் கி. பொன்டிரைசு முடறகள் வேதாதாயமானவை, ஜோயின்ட் பொன்டிரைசு, பாடல்வர்.
5. கி. பொன்டிரைசு, 2013. பாதுகாக்கம் பொன்டிரைசு கி. பொன்டிரைசு கி. பொன்டிரைசு கி. பொன்டிரைசு, பாடல்வர்.
Course - 8(ii) Pedagogy of English II – Part 1

Credit: 4

Essence of the course:
Equipping the student with English knowledge for communication and Literature for appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Foundation and importance of English language teaching

Unit 2: Aims and objectives of teaching English as a second language
Aims of teaching English at the primary, Secondary and higher secondary level. English as a Link Language – Functions of language, Linguistic Principles of English Language Teaching; a Library Language, Window on the west, English as an asset language- Objectives of teaching English as a second language – a) skill based (LSRW); b) ICT Language- Difference between learning a mother tongue and a foreign language.

Unit 3: Teaching skills
Teaching Skills – meaning, analytical approach to understand teaching learning process in English in terms of teaching skills – relevant teaching skills in teaching of English as second language – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skill of stimulus variation, probing questions, using black board, reinforcement and explaining – using micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice
Unit 4: Methods of teaching English
Direct method, Bilingual method, Dr. West method, Audio-video method – CAI (Computer assisted Instruction), CALT (Computer assisted language teaching), CLT (Communicative language teaching)- Play-way method.

Unit 5: Acquisition of language elements
Parts of speech, Tense forms, sentence – classification; types of sentences – simple, compound and complex; pattern of sentences, forms of sentences: active and passive and question tags.

Unit 6: Lesson Plan format- Prose
Planning of the lesson – Need, Features and Advantages of lesson plan – different models/approaches for writing lesson plan – Planning a Prose Lesson (Herbartian steps) - aims and objectives of teaching Prose-Identifying and listing language material to be taught (New lexical items and structures).

Unit 7: Lesson plan format-Poem
Concept, aims and objectives of teaching poetry in second language – Poetic devices-Difference between prose and poetry teaching- Steps of preparing a lesson plan on poetry.

Unit 8: Technology resources for English language teaching
Concept and use of A.V. aids in the teaching of English: Black board and white board, flannel board, bulletin board, flash cards, posters and flip charts, video clips, pictures, photos, puppets, postcards and advertisements, newspapers, brochures, Realiia. Over Head Projector (OHP), Radio, T.V., role of computers, Power point presentation, Language laboratory and language games.

Unit 9: Skill of listening
Concept of listening in second language-Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 10: Teaching of receptive skills - skill of reading

Mode of Transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of English language teaching
3. Oral Communication tasks
4. Language Lab activities
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure
8. Dramatization and miming.
9. Project on formation of new words
10. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
11. Assignments & Library work
12. Preparation of audio visual aids (PPT, Charts, Models)
13. Listening to radio news and responding to questions.

Mode of Assessment:
Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:
15. Françoise Grellet. (1986) Developing reading skills, CUB.
Course - 8(iii) Pedagogy of Hindi II – Part 1

पृष्ठभूमि:
राष्ट्रीय पादर्शमयाबंधन 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंध.
को ध्यान म. रखते हुए, शिक्षक के भूमिका में एक बड़ा चौंक विश्लेषण की मील करती है। पादर्शमयाओं में अभी तक शिक्षक को ही जान के स्रोत के रूप में केंद्रीय रूप से मिलता रहा है, जिस सीखने-सिखाने की समस्या प्रशिक्षण के संरचनक और प्रवृत्तक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पादर्शमयाँ उनसे मील करती है कि वे सूचनाओं के वितरक और जान के स्रोत बन कर न रहें बदले विश्लेषियों द्वारा जान हासिल करने की प्रक्रिया में स्वयं के सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए जरूरी है कि अध्यापक शिक्षा के पादर्श के परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन को पहले तभी संभव है जब इस व्यवस्था से जुड़े लोगों को सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पादर्श और भी महत्वपूर्ण है जो व्यक्ति भाषा पूरी शिक्षा की आधारधारा का काम करते हैं, उदाहरण से भाषा अध्यापन-अध्यापन भाषा के द्वारा अन्य विषयों में भी निपुंशता प्राप्त करने को वाली आती है। इसके साथ ही भाषा से जुड़े नए विद्वानों-जैसे - वहवालेश्वरी कस्त, समस्या का माध्यम, शारित की शिक्षा में भाषा को भूमिका आदि की समस्या शिक्षक के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की मील करते हैं।

वर्तमान पादर्शमय भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणविद्याओं को इससे भाषा-शिक्षण की तैयारी में सहयोग मिलेगा।

पादर्श के विशेष ज्ञापन
- भाषा के अलग-अलग भूमिकाओं का जानना
- भाषा सीखने के बुद्धिमान प्रक्रिया का जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, व्याकरण की भाषा और समस्या के बीच के संबंध का जानना
- भाषा के संरचन में पड़ने के अधिकार, शाश्वत और परिवर्तन के प्रति प्रेरणा होना
- भाषा सीखने के तरीके और प्रक्रिया का जानना और समझना
- पादर्शमय, पादर्श और पादर्शपूर्व का विश्लेषण कर कहाँ विशेष और बच्चों की समस्या के अनुसार बालाना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और भाषाविद्वानों का जानना
- भाषा और विषयों का स्वतंत्र अभिव्यक्ति करना
- भाषाविद्वानों के प्रति संवेदनशील होना
- अनुसार के महत्व और भूमिका का जानना
- विश्लेषियों का सुनना तथा अभाव का पहचानना
- बच्चों के भाषायों विकास के प्रति समझ बनाना और उसे समझना करने के लिए विद्यालय में तरह-तरह के मौके बनाना
- भाषा के मूल्यें की प्रक्रिया का जानना
- साहित्यिक और गैर साहित्यिक मूल्यक प्रचारों की समझ और सारणा
- भाषा सीखने-सिखाने के सृजनात्मक प्रौद्योगिक को समझना
इकाई 1: लिपि एवं भाषा

dवनागती हिंदी को वैज्ञानिकता एवं अन्य भारतीय लिपियों से निकटता—भाषा-विकास में लिपि का महत्व—हिन्दी भाषा का पादशक्म में स्थान

इकाई 2: नवीनतम शिक्षण पद्धतियाँ एवं भाषा शिक्षण

क्रियात्मक गाओन—उदेश्य, गुण-दोष एवं उपयोगिता—प्रयोजना विधि—दर्शन एवं उपदेश—डालटन पद्धति की उपादेशता—खेल पद्धति की बालकोंदित्त शिक्षा प्रणाली से निकटता—हिन्दी शिक्षण विधियों में कम्प्यूटर का समावेश

इकाई 3: जनसंचार माध्यम एवं हिंदी का विकास

सम्मान पत्र-पत्रिकाएं, एवं शोध-पत्र—इलेक्ट्रॉनिक जनसंचार एवं हिंदी का विकास—चलचित्र,नाटक एवं कथा श्रृंखलाएँ

हिन्दी भाषा के हिंदुस्तानी स्वरूप में जनसंचार माध्यमों की भूमिका—हिन्दी भाषा का सामाजिक स्वरूप

इकाई 4: भाषा प्रयोगशाला-भाषा शिक्षण का अभिव्वन अंग

भाषा प्रयोगशाला की आवश्यकता एवं वर्तमान स्थिति—भाषावी कौशल वृद्धि एवं भाषा प्रयोगशाला का अभिव्वन—भाषा प्रयोगशाला की सीमाएं—भाषा प्रयोगशाला में प्रयुक्त किये जाने वाले आवश्यक उपकरण—भाषा प्रयोगशाला में कम्प्यूटर का महत्व

इकाई 5: विद्याप्रदाताएं एवं उपचारात्मक शिक्षण

विद्याप्रदाता के अर्थ एवं आधुनिक स्वरूप—विद्याप्रदाता की प्रमुख विधियाँ—उपचारात्मक शिक्षण की आवश्यकता एवं महत्व—हिन्दी भाषा ज्ञान में पिछड़े छात्रों के लिए उपचारात्मक शिक्षण—हिन्दी भाषा ज्ञान में पारे जाने वाले पिछड़े प्रमाण के कारण एवं नित

इकाई 6: भाषा-भौतिक के व्यक्तात्मक अवस्थाओं के शिक्षण

हिन्दी भाषा में रस, छंद, अलंकार का महत्व—हिन्दी भाषा में सन्धि,समास तथा व्यक्तात्मक चिन्हों की महत्व—विभिन्न व्यक्तात्मक अवस्थाओं के शिक्षण में अपनायी जाने वाली सावधानियाँ—हिन्दी साहित्य की विभिन्न विधाओं की संधित ज्ञान—हिन्दी शिक्षण में मूहायरे और लोकोक्तियों को उपयोग

इकाई 7: हिन्दी साहित्य में भाषाविधिक के विभिन्न माध्यम

समालोचना पत्र के नाम पत्र—प्रशसन-नाटक,नाटक-नाटक,कवि गोदिएं एवं साहित्यिक गोदिएं—रिपोर्ट-रिपोर्ट काव्यों—असाधारण विद्वान एवं संवाद, नृत्य—कहानी, लघुपुस्तिका एवं एकल अभियान

इकाई 8: समालोचना एवं उसकी शिक्षा

समालोचना का महत्व एवं स्वरूप—भारतीय समालोचना शासन का विकास—समालोचना—एक कौशल के रूप में—वर्तमान हिंदी साहित्य के समालोचना—समालोचना के अभिव्वन गृह-रूप—शैली के संदर्भ में

इकाई 9:

अहिन्दी भाषी होंने में अथवा अन्य विधायिक के लिए सफल हिन्दी शिक्षण की चूनितियों—संस्कृत ज्ञान—हिन्दी—एक राजभाषा—हिन्दी—एक राजभाषा—राजभाषा की वृद्धि से भारत के विभिन्न राज्यों का सूचीकरण—संस्कृत ज्ञान—हिन्दी की संवैधानिक स्थिति और राजभाषा के रूप में विकसित होने में आने वाली चूनितियों
इकाई 10: हिन्दी साहित्यकारों का संक्षिप्त विवरण

मूर्तिकालीन भारत में हिन्दी साहित्यकार – बिहिनकालीन भारत में हिन्दी साहित्यकार – आधुनिक भारत में हिन्दी साहित्यकार – कुछ उभरते हिन्दी साहित्यकार – साहित्यकारों के सम्मुख उभरती सामाजिक चुनौतियाँ

(इकाई-10 में सम्मिलित इकायों के माध्यम से छात्राध्यापक/ छात्राध्यापिका से अपेक्षा की जाती है कि वह हिन्दी साहित्यकारों का आधारभूत ज्ञान अवरोध रखें)

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Other practicum activities relevant to the syllabus.

संदर्भ-प्रेष

1. डॉ. विजयराज सरूपे - हिन्दी शिक्षण अन्य भाषा के संदर्भ में
2. कामता प्रसाद गुरु - हिन्दी व्याकरण
3. डॉ. रामचंद्र वर्मा - अच्छी हिन्दी
4. डॉ. नामवर सिंह - आधुनिक साहित्य की प्रवृत्तियाँ
5. डॉ. रामरजन पाहंडे - विविध साहित्यक वाद
6. डॉ. लक्ष्मीनारायण शर्मा - देवनागरी लिपि और चर्चना
7. डॉ. रुपान्ध सपाटा - हिन्दी शिक्षण
8. डॉ. रामदेव पी. कक्कडी - सुधा शिक्षण
9. केंद्रीय हिन्दी संस्थान के प्रकाशन - 1. हिन्दी का वैज्ञानिक व्याकरण
   2. देवनागरी लेखन तथा हिन्दी चर्चना व्यवस्था
   3. हिन्दी शिक्षण विविध आयाम
   4. हिन्दी शिक्षण अन्तरराष्ट्रीय परिपेक्षय
   5. द्वितीय भाषा शिक्षण में अभिव्यक्ति अधिग्रह का तैकनालौजी
   6. भाषा शिक्षण तथा भाषा विज्ञान
Course - 8(iv) Pedagogy of Malayalam II – Part 1

Credit: 4

Essence of the course:
This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. It helps to prepare and use the various teaching aids in learning of Malayalam. It also develops the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
- develop positive attitude towards mother tongue (Malayalam), the rich and vivid culture of Kerala, Arts of Kerala and Folklore etc.
- develop the five basic skills such as reception, expression, creative ability, aesthetic sense and productivity.
- develop linguistic abilities – vocabulary sentence pattern, proverbs, idioms, grammatical structure etc.
- develop an insight into the historical and contemporary relationship with other Dravidian languages, Indo-Aryan languages.
- acquaint the trainee with advanced development in the theory relating to the teaching of mother tongue.
- acquaint the trainee with some of modern methods, techniques, procedures in teaching mother tongue.
- help the student to improve his professional competency and consciousness as a language teacher.
- acquaint the trainee with the use of different teaching aids, materials and media used in language teaching.
- develop computer skill in curriculum transaction.

Unit 1: Values of Teaching Malayalam
Disciplinary and cultural values: Mother tongue as medium and experiences – Means of developing imagination, aesthetic taste and creative talents - Mother tongue as the key to social and cultural heritage. To inculcate social, moral and spiritual values – perception, expression, appreciation and culture.

Unit 2: Values of Teaching Malayalam – Application consideration
Application consideration: The correlation of the study of Malayalam with other languages. How far the knowledge in the mother tongue can be utilized in the study of other languages Sanskrit, English, Hindi and Tamil - Helps the covering of a major area of human experiences - Gives the essential basis for the study of all other languages and subjects in curriculum.

Unit 3: Instructional Objectives
Concept of objective based instruction – Relationship among the objectives – learning experience and evaluation - Instructional objectives and specification of Malayalam with
special reference to Bloom’s Taxonomy - The aims and objectives of teaching mother-tongue at the school level.

**Unit 4: Techniques and Strategies of Teaching Malayalam**
Mother-tongue as medium of thoughts and communication of ideas, emotions and experiences – means of developing imagination, aesthetics taste, creative talents – key to social and cultural heritage – inculcate social, moral and spiritual values – reception, expression, creative ability, aesthetic sense and productivity – importance of language in life – especially mother tongue – education – culture, thinking special life technology and democracy.

**Unit 5: Methods of teaching Malayalam**

**Unit 6: Educational technology used for learning Malayalam**
Computerized instruction, stimulation in teaching, micro teaching - Listening – various listening activities – hearing – visual impressions – radio, speech, film, television, pictures, charts etc. How to prepare children for listening – importance of listening – basis of language learning - Oral work – importance of oral work as basis of language learning – social and cultural importance – the value of subconscious comprehension before speech.

**Unit 7: preparation and use of various learning aids in Malayalam**

**Unit 8: organizing and maintaining library, language lab and other resources in Malayalam.**
Importance of library in language learning - Types of library - Organisation of classroom library and school library - Techniques of library utilization in language learning - Relevance of language lab.

**Unit 9: appreciating poems, short stories and other forms of literature**
Importance of reciting poems in chorus in the language classroom - Importance of analyzing symbols, images, rhetoric, tunes etc. used in poems - Importance of analyzing symbols, images, rhetoric, etc. used in stories for the appreciation.

**Unit 10: Grammar, Poetic metre and Figures of speech**
Parts of speech – Tense – Gender – Number – Case - Sentence structures - Language poetic composition (10) - Use of various poetics (10)
Mode of Transaction
   Dialogue, seminars, discussions, and group-work

Practicum: Task and Assignment
   1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)  
   2. Five relations of other language  
   3. Prepare a note on Malayalam curriculum in High School  
   4. Write an essay on approaches of Malayalam language in primary classes  
   5. Critically analyse the objective of teaching mother tongue.  
   6. Prepare a teaching manual on the basis of Bloom’s taxonomy.  
   7. Critically analyse five different methods & approaches in Malayalam language study.  
   8. Prepare one radio news & television news.  
   9. Prepares a collage on any relevant subject.  
  10. Prepare two journal articles reviews from popular journals of Malayalam.  
  11. Prepare a list of 10 books with all bibliographic details.  
  12. Collects folksongs with similar tunes of poems in the text book and recite in groups  
  13. Analyse the language, images, rhetoric and symbols used in any short story/Poem.  

Mode of assessment:  
   Written test and Task and assignment

References:
  2. Damodaran Nair. P – Apasabda Nighantu    
  4. Parameswaran Nair. P.K – Malayala Sahithya Charithram  
  5. Raghavan Payyanad – Folklore  
  6. Balasahithyham Thatwavum Charithravum – State Institute of Children Literature  
27. SCERT (2007), Kerala Curriculum Framework. Trivandrum: SCERT
Course - 8(v) Pedagogy of Telugu II – Part 1

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment

References:

Syllabus yet to be prepared for Course - 8(v) Pedagogy of Telugu II – Part 1

Course - 8(vi) Pedagogy of Mathematics – Part 1

The same syllabus as given in course 7(Vii)

Course - 8(vii) Pedagogy of Physical Science – Part 1

The same syllabus as given in course 7(Vii)

Course - 8(viii) Pedagogy of Biological Science – Part 1

The same syllabus as given in course 7(ix)
First Year Course - 8(ix) Pedagogy of Commerce II – Part 1

**Credit: 4**

**Essence of the course:**
Considering the importance of teaching and learning in the knowledge society with technological developments, the commerce teachers should have the improved pedagogical knowledge and skills. They should be familiar with the methods, techniques and approaches in the teaching and learning of Commerce and Accountancy. The competency of the teachers in the holistic assessment of learners to enable them for further learning is another important aspect. Considering the changing socio, political and economic aspects, and this course is designed to provide special skills to the student teachers in planning, teaching and assessment aspects.

**Objectives:**

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

- acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy;
- understand the different types of teaching and learning methods, and technology in and of Education to teach Commerce and Accountancy;
- apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in using the suitable techniques in teaching and testing;
- develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the innovations in Commerce and Accountancy.

**COURSE CONTENT**

**Unit 1: Lesson planning**
Macro teaching - Lesson planning – types - format -needs -aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan – horizontal relationship in the lesson plan – different models/approaches for writing lesson plan

**Unit 2: Organization of content and learning experiences**

**Unit 3: Instructional Aids**
Teaching aids – classifications – two dimensional and three dimensional – projected and non-projected - aural, visual and activity aids – display boards–teaching aids for preparation, presentation and feedback-importance of teaching aids.
Unit 4: Evaluation
Measurement and Evaluation – formative and summative evaluation -Objective based evaluation (OBE) –Types of tests- oral test ,written test ,performance test -achievement test, diagnostic test and prognostic test Continuous and Comprehensive Evaluation- needs and characteristics of CCE –Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– measurement of students’ achievements, recording and reporting-marking and grading schemes

Unit 5: Review and Assignment
Review – fixing device - need and importance –characteristics of a good review. Assignment –types – identification of slow and gifted learners -assignments to suit individual differences.

Unit 6: Instructional Methods -I

Unit 7: Instructional Methods-II
Students motivated technique - analytical method - brainstorming–heuristic method- simulation and role playing -team teaching- individualized instructional methods- Methods suitable for teaching Accountancy and Commerce

Unit 8: Innovations in Teaching and Learning Process

Unit 9: Innovations in Evaluation

Unit 10: ICT in Commerce Education
Mode of Transaction

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record. (Compulsory)
3. Collection of e-learning resources in Accountancy and Commerce and maintaining a record and presenting them for peer reflection.
4. Prepare a record for updating and contributing through bulletin boards kept in the class.
5. Prepare a reflective report based on your group work in the preparation of lesson plans in Accountancy.
6. Critically analyze the CCE practices in the schools.
7. Any other field-based project, task, or assignment connected with the units in this course

Mode of Assessment:
Unit test, Project, Preparing assignments, Preparing Teaching aids, Seminar Presentation.

References:

WEB Resources
1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.Sitesforteachers.com
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
11. www.ctforg.in
17. http://www.tallytraining.in/
20. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally
ENGAGEMENT WITH THE FIELD

a. Task and Assignment related to theory courses

At the end of course outline in the each of the theory paper offered during the first academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

Course – 9 b. School Internship (4 Weeks)

During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

This will include one week of school engagement by the student teacher making observation in the school and 3 weeks for visit to innovative centers of pedagogy and learning, educational resource centres and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers’ role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

Course – 10 c. Community Living Camp

Each college of education shall organize a camp of a minimum of 5 days and provide training on community life, First aid/ Scouts & Guides /Social service / health and hygiene/etc. the camp may preferably be held outside the college in a rural setting.

The 5 days programme should include the participation of student teachers in community life, awareness creation on clean India, Environment, disaster management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people.

A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation
Course – 11 d. Yoga, Health & Physical Education – Part 1

Credit: 2

Essence of the course:
Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many a health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports

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

- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

CONTENT OUTLINE

Unit 1: Yoga and Health

Unit 2: Health education

Unit 3: First Aid- Principles and Uses
Unit 4: Food and safety

Unit 5: Physical exercise and sports
concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

Mode of Transaction
Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

Practicum: Task and Assignment
1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas

Mode of Assessment:
Yoga practice, filed visit report, written test and presentation

References:
3. Raja Yoga – Methods and practices – Dalmite
9. Physical Education Lessons: Dr. J. P. Thomas
18. www.FalunDafa.org
e. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

Course – 12 EPC1: Reading and Reflecting on Texts (½)

Credit: 2

Essence of the course:
The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum

CONTENT OUTLINE

Unit 1: Introduction to Reading
  Reading – Meaning and Process – Importance of Reading across Curriculum – Characteristics of Reading.

Unit 2: Reading Skills
  Levels of Reading: literal, interpretative, critical and creative – Types of Reading – intensive and extensive reading, Oral &Silent Reading – Reading Techniques – Skimming and Scanning. – Methodology of Reading

Unit 3: Reading the Text
  Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes – Importance of Different Texts in Curriculum

Unit 4: Developing Reading Skills
  Developing Critical Reading Skills – Developing Reflective Skills – Activities for Developing Reading Skills – Developing Metacognition for Reading

Unit 5: Reading Comprehension
  Developing Reading Comprehension – Developing Vocabulary for Reading – Problems of Reading

Mode of Transaction
  Lecture, Discussion, Exercises, Games

Practicum: task and assignment
  1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
8. Individual reading and writing reflective report (5 books)
9. Presentation of reflective report for class review and modification of the report
10. Group reading and writing reflective group report (5 documents)
11. Constructive and creative presentation of ideas and pictures like poster on any one of the idea

Mode of Assessment:
Written test, Tasks and assignments

References:
16. Recognizing Different Types of Text
   http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text
17. Models of Reading Process
   http://people.ucalgary.ca/~mpeglar/models.html
   http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/
   http://www.tarleton.edu/Faculty/gentry/reading%20models.html
18. Reflective Skills
   http://www.skillsyouneed.com/ips/reflecting.html
Course – 13 EPC2: Drama and Art in Education (½)

Credit: 2

Essence of the course:
This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the use of ‘Drama’ as a Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various ‘Dance forms’ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

CONTENT OUTLINE

Unit 1: Drama and its Fundamentals
Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson) – Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit 2: Music (Gayan and Vadan)

Unit 3: The Art of Dance
Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances – Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit 4: Drawing and Painting
Unit 5: Creative Art

Creative writing - Story writing, Poetry writing – Model making - Clay modeling, Origami, Puppet making – Decorative Art - Rangoli, Ekebana, Wall painting (Mural) – Designing - Computer graphics, CD Cover, Book cover, Collage work – The use of different art forms in Education

Mode of Transaction:
Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation

Practicum: Task and Assignment
1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a script of Bhavai based on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dance of Gujarat”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
8. Prepare some useful, productive and decorative models out of the west materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 2 course content
15. Individual visits and writing perception and reflective report (2 items)
16. Group visits (two) and writing perception and reflective report based on class review
17. Individual Expression (presentation) of any two art, drama and music items
18. Group expression (presentation) of any two items

Mode of Assessment
Written test and Tasks and assignments

References:
1. Theory of Drama by A. Nicoll
2. Natya Kala by Dhirubhai Thakar
3. Natyalekhan by Dhananjay Thakar
4. Natakadeshvidesman by Hasmukh Baradi
5. Gujarati theatre no Itihas by Baradi Hasmukh
6. Acting is Believing by Charls McGaw
7. Art of Speech by Kethlin Rich
8. NatyaSahitynaswaroopo by Nanda kumarpahak
9. Bhavai by Sudahaben Desai
10. Bhavai by KrishnakantKadkiya
11. NatyaManjarisaurabh by G.K.Bhatt
12. Bharat aurBhartiyaNatya Kala by Surendranath Dixit
15. Japan niRangbhumi by C.C.Mehta.
   Information and Broadcasting, Government of India.
18. Abhinav Raga Manjari by Pt. Bhatkhande
20. Abhinav Geet Manjari by Ratanjankar
Course – 14 EPC3: Critical Understanding of ICT (½)

Credit: 2

Essence of the course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation Software and other utilities for supporting teaching-learning. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. They have to understand their role and responsibility as a user is not disconnected with their wider social roles. The choices as personal as preferring a software or a website over the other do have social and economic implications. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with

1. A social perspective on the implications of ICT for larger society.
2. skills of basic computer literacy and ICT-aided learning; and
3. skills of applications of ICT in administrative and academic support systems;

Objectives:

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

- acquire knowledge about information and communication technology with its educational aims and principles
- understand effective uses of ICT in teaching-learning, administrative and academic support systems
- apply ICT knowledge in build the 'digital public' and explore software for ICT Integration and Evaluation Procedures
- develop skill in creating ‘learning and teaching resources’ based on ICT
- create interest in ICT Integration with Pedagogy practices
- understand the social, economic, security and ethical issues associated with the use of ICT
- acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- elucidate the application of ICT for Teaching Learning
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

CONTENT OUTLINE

Unit 1: Digital Technology and Socio-economic Context

Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; – Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; – Components and Objectives of National Mission on Education
through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

Unit 2: Creation of digital resources
creation of teaching resources using Microsoft word, spreadsheet and presentation software: creating and opening documents, saving and sharing documents, text basis, formatting text/cell, unicode fonts, inserting tables, charts, picture etc., page layout, printing and presenting(slide show)documents –MS Publishing Interactive learning with whiteboards

Unit 3: ICT Integration with Pedagogy Practices and Educational Resources
Introduction to Internet: E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; – Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. – General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); – Social networking

Unit 4: Techno-Pedagogic Skills

Unit 5: ICT and General Administration in Educational Institutions

Mode of Transaction
Project method, CAI, smart board, visual excursion, Discussion, LCD Projection, Demonstration, Lecture, Web Surfing

Practicum: Task and Assignment
Software:
1. Create and present micro or macro lesson for the pedagogical subject using power point presentation and submit in the form of CD and Handouts.
2. Creating and using Blogs and Google Groups, for teaching and learning purpose.
3. Develop digital - learning video resources (using like Camtasia software) and upload to YouTube or any streaming site for educational purpose.
4. Create and present voice narration for any one topic related to your pedagogical subject.
5. List and use any two social media for publishing your article related to education.
6. Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should mention the details of navigating, searching, selecting,
saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic.

7. Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs

8. Integrating technology tools for material production and use in teaching learning

9. Ownership of digital resources created and used in education and developing collaborative networks for sharing and learning

10. Use of ICTs for record keeping, information management in education administration, communication and information sharing/ storing

Hardware:

1. Write a report about how to install software like word processors, spreadsheet and Slide Presentation (with pictures of installation process)

2. Make a inventory to Installation of Operating systems, Windows, installation of essential Software and Utilities; (with pictures of installation process)

3. Connect a computer with various devices including printers, scanners, external storage devices, LCD projector etc. and draw the structure and function of peripheral used.

4. Use of pre-made digital resources such as CDs, Videos available, or download from website and integrate it into meaningful lessons.

5. Practice to present the lesson using interactive whiteboard or LCD projector.

Mode of Assessment

Written test, Task and assignment

References:


3. Information Technology: The Breaking Wave, Tata Macgrow hill


B. Ed Programme

SECOND YEAR SYLLABUS
PERSPECTIVES IN EDUCATION
Course - 15 School Management

Credit: 4

Essence of the course:
The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

CONTENT OUTLINE

Unit 1: Introduction to School Management
Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Unit 2: School as an Organisation

Unit 3: Teacher and School Management
Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

Unit 4: Head Teacher as School Manager
Unit 5: Management of Resources in School

Unit 6: Community & School

Unit 7: Child Rights and School Management

Unit 8: Co-Curricular Activities
Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

Unit 9: Inspection and Supervision
Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

Unit 10: Latest Trends & Innovations in School Management
School Complex - Village Education Committees - School based in-service programme - centrally sponsored Schemes, Sarva Siksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps

Mode of Transaction:
Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignment
1. Critical analysis of recommendations of various committees and commissions on School Plant/ School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt, Aided and unaided schools
4. Analysis of working of PTA/School Education Committees/ School-Community Interactions
5. Search in the internet and report the problems faced by the teachers and head of the school in the school management.
6. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
7. Prepare a programme for parents meetings in a school.
8. Assume you are the head of the school, how will you manage the human resource of your school. Report it in your class and record the reflections.

9. If you want to become a creative headmaster rather than to be a status qua head master. Record a expected positive and negative problems

**Mode of Assessment:**
Written test, task and assignment.

**References:**
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
9. Educational Administration, Supervision and School Management
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)
Course - 16 Creating an Inclusive School (½)

Credit: 2

Essence of the course:
This course covers the concept of special schools, mainstreaming and inclusion, national policies, initiatives, programmes and acts for inclusive education, nature and needs of the children having disabilities and their integration.

The objectives of this course is to highlight and reinforce a firm belief in positive and varied outcomes of inclusion. It will help student teachers in identification of factors affecting learning and participation while formulating a policy of good practice and review. This course focus on the understanding of integrating children with special needs with the normal children.

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

- acquire knowledge of terms and concepts used in disability and inclusion
- understand integrate education and the importance of inclusive school for disabilities and assessment methods
- apply the policies and practices related to special education and Service programme for the disabled
- develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability child
- develop interest on support and active participation of all in the field of inclusive education
- develop the attitude towards students to interrogate their own beliefs and also of school teacher from social point of view.

CONTENT OUTLINE

Unit 1: Historical and modern perspectives on Inclusion
Meaning, definition – Characteristics of special education – History of special education - scope of special Education – principles of special Education – teacher’s role in special Education– factors affecting inclusion- present situation of special Education in India

Unit 2: Policy and programme for Inclusive Education

Unit 3: Different Learners in Inclusive Education
Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder ( ADHD ) – Autism – cerebral palsy
Unit 4: Identification and Inclusion

Unit 5: Mainstreaming and integrated Education
Meaning – characteristics of integrated education - Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.

Mode of transaction:
Lecture, Discussion, Assignment, Visit special school, Film show

Practicum: Task and Assignment
1. Make a survey and write a report based on disability learner’s status in your nearby schools
2. Study the attitude of parents and teachers as inclusive
3. Visit to inclusive school to observe classroom interaction of anyone such schools in your area.
4. Case study of one/two people with special needs in secondary
5. Preparation of teaching aids for children having any one type of disability

Mode of Assessment:
Oral test, Case study, Special school Report, Written test, Task and assignment

References:


CURRICULUM AND PEDAGOGIC STUDIES
Course - 17 Assessment for Learning

Credit: 4

Essence of the course:
The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

Objectives:
At the end of the course, the student teacher will be able to
- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made test vs standardized tests in assessment
- prepare, administer and interpret of results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

COURSE CONTENT

Unit 1: Basics of Educational Testing, Measurement, Assessment and Evaluation

Unit 2: Different domains/areas of learning
Educational objectives in different domains – cognitive, affective and psychomotor – Learning outcomes as behavioural changes – Relationship between educational objectives, learning experiences and evaluation – writing educational objectives-different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance – Measurable and non-measurable learning outcomes.

Unit 3: Traditional and constructivist assessment
Traditional assessment – constructivist assessment– difference – traditional and constructivist teacher – Purposes of assessment in a 'constructivist' paradigm: to engage with learners' minds in order to further learning in various dimensions – Assessment for learning and assessment of learning; relative merits and demerits – Assessment of different types of content –
Achievement, Performance, Values, Attitude and Aptitude. – Assessment for different purposes – Placement, Diagnosis and Grading

Unit 4: Continuous and Comprehensive Evaluation
Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE) – Scholastic area – Co-Scholastic area – functions of continuous and comprehensive evaluation – Recording and reporting: measurement of students’ achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

Unit 5: Major tools of Evaluation and their uses
Paper pencil tests, Oral tests, and Performance tests – Achievement tests: standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation. – Self reporting techniques/Reflection as assessment technique for learning. – Interview and focus group discussion

Unit 6: Characteristics of Instruments of Evaluation

Unit 7: Teacher made Achievement Tests
Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Preparation of blue print – Characteristics of a good test

Unit 8: Standardized tests
Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

Unit 9: Teaching effectiveness and assessment:
Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student’s ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System (Flander’s) for observation for recording classroom interaction patterns and uses – Use of interaction analysis in the classroom for teacher assessment.

Unit 10: Technological based Quantitative and Qualitative analysis of learning outcomes
Mode of Transaction:
Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation

Practicum: Task and Assignment
1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
3. Framing measurable and non-measurable learning outcomes
4. Finding out the content validity of the given question paper
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
6. Framing Different types of questions
7. Preparation of Blue Print and a question paper
8. Prepare graphs and use statistics for analysis of test result
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools

Mode of Assessment:
Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

References:
1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton
18 PEDAGOGY OF A SCHOOL SUBJECT1 (PART 2)
Course - 18(i) Pedagogy of Tamil I – Part 2

தமிழ் கற்பிக்கும் முறைகள் I

Credit: 4

அடிப்படைக் கோட்போடு

மகொள்ளில் கல்லூரிகள் குழந்தைகள் கற்றுக்கொண்டு அவன் வருகையான
அனுப்பம் பொருந்தியதற்காக, வருளார் விளையாட்டாக்கும் விளையாட்டாக்கும் அறிவு அமைதியின்
கிராமக் குறிப்பிட்டு வைத்திருக்கும். இத்தடவு விளையாட்டாக்கில் வருளார் பொருந்தக்கையும் கிராமக் குறிப்பிட்டு வைத்தைதும். குறுவார் விளையாட்டாக்கில் குறுவார் பொருந்தக்கையும் கிராமக் குறிப்பிட்டு வைத்தைதும். குறுவாரின் மூலங்களும் ஊடகக் குறிப்பிட்டு அறிந்து அவற்றின் கீழ்ச்சிகளை வைத்தைதும்.

உப்பொறிகள்:


அலகு 2: தமிழ் நூற்றியை

பாரிசிசா ஞானி புந்த பாடல் பாரிசிசா சிறியக் குறிப்பிட்டு முன்னால் பொருட்பாதை - பாரிசிசா பொருட்பாதை (Notes of lesson) - பாரிசிசா பொருட்பாதை புந்த பாரிசிசா சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை - பாரிசிசா பொருட்பாதை.

அலகு 3: விளையாட்டு விளையாட்டு அறிமுகம்

குழந்தைப் பொருளையடையும் - பல்லுயர் விளையாட்டு - பொருட்பாதை விளையாட்டு - மத்திய மன்னர் விளையாட்டு - சிறியக் குறிப்பிட்டு.

அலகு 4: விளையாட்டு விளையாட்டு

சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு - சிறியக் குறிப்பிட்டு.

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அணு 5: முதல் வகுப்புக் கற்பிக்கும் அம்மனூடுகள்

மொழிமொழிகள், உலகியல், வரலைக்குலம், நூற்றாண்டு வளர்ச்சியும் என்று குறிப்பிட்டிருந்து வரையிட்டுள்ளன. இந்தக் கற்பிக்கும் பட்டியலின் முக்கியமான விளக்கம் தின்நூற்றாண்டுகள்

அணு 6: இரண்டாம் வகுப்புக் கற்பிக்கும் அம்மனூடு

கல்வியைக் கற்பித்துணரும் - கல்விக் அம்மனூடு - துறைப்புக் கற்பிக்கும் - அம்மனூடு

அணு 7: அணுப்பண் விளக்கம்

வகுப்புக் கற்பித்துணரும் - துறைப்புக் கற்பித்துணரும் - அம்மனூடு - துறைப்புக் கற்பித்துணரும் - பரிமாற்றல்

அணு 8: நம்பிக்கை விளக்கம்

வகுப்புக் கற்பித்துணரும் - துறைப்புக் கற்பித்துணரும் - அம்மனூடு - தன்மைத் துறைப்புக் கற்பித்துணரும்

அணு 9: பழமையடுத்துணரும் கல்விக் கற்பிக்கும் அம்மனூடு

கற்பிக்கும் கல்வியைக் கற்பித்துணரும் - நம்பிக்கை குறிப்பிட்டுணரும் - துறைப்புக் கற்பித்துணரும் - வகுப்புக் கற்பித்துணரும் - தன்மைத் துறைப்புக் கற்பித்துணரும் - அம்மனூடு - தன்மைத் துறைப்புக் கற்பித்துணரும்

அணு 10: நம்பிக்கை விளக்கம்

வகுப்புக் கற்பித்துணரும் - துறைப்புக் கற்பித்துணரும் - அம்மனூடு - தன்மைத் துறைப்புக் கற்பித்துணரும் - கல்வியைக் கற்பித்துணரும்

கையலியாக்க விளக்கம்

தொழிலாளர், தொழில்நுட்பாளர், விளக்குமி குறிப்பிட்டுணரும் - நம்பிக்கை குறிப்பிட்டுணரும் - தொழிலாளர் முறைக் குறிப்பிட்டுணரும் - பயிற்சியாளர் - ஆண்டு முறைக் குறிப்பிட்டுணரும் - சோதனைக் குறிப்பிட்டுணரும் - தொழில்நுட்பாளர் - விளக்குமி

அரங்கம்:

மறுக்கம் நூற்றாண்டு, பாணிக்குறிப்பிட்டுணரும், பாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், பாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும், மதுபாணிக்குறிப்பிட்டுணரும். 

பேச்சைப்பண் புத்தகங்கள்:

1. விளக்கநிலை புத்தகங்கள் 2. குறிப்பிட்டுணரும் 3. குறிப்பிட்டுணரும் 4. குறிப்பிட்டுணரும் 5. பேச்சைப்பண் புத்தகங்கள்.
6. விளக்கம் விளக்க சவாக்கிக்.
7. கல்லூரியால் பாடல் கற்றுக்கொண்ட சவாக்கிக்.
8. குறுக்கு வெளி பல்லூரியால் திற்கும் நோய்க் (காந்தியம், பண்டிக்கியம், செறிக்கியம், பூங்காக்கியம், குருவாக்கியம், பாதைக்கியம்)
9. பாதைக்கியம் பாதைக்கிய அலுவல்ப் பொறையில்.

பராமரிப் பொறையில்:

1. இலையிலைக் கல்லூரியால் (ப. 2009. கிளைக்கியம் முன்னேறும். தொடர்பு மூலக்கூறும். கிளைக்கியம்)
2. காண்பி. 1989 குருவாக்கியம் மூட்டும் குறுக்கு பொறையில். பொறையில்.
3. குருவாக்கிய திற்கும் நோய்க். 2000. குறுக்கு பொறையில் திற்கும் நோய்க் குறுக்கு பொறையில், அலுவல் பொறையில், குறுக்கு பொறையில்.
4. குருவாக்கிய பொறையில் (ப. 1990. குருவாக்கியம் மூட்டும் குறுக்கு பொறையில், குறுக்கு பொறையில், பொறையில்.
5. போர்வுக்கும் குறுக்கு பொறையில், முன்னேறும். தொடர்பு மூலக்கூறும் குருவாக்கிய மூலக்கூறும், குருவாக்கிய மூலக்கூறும்.
6. மபர்வுக்கும். குறுக்கு (ம. 2006. குருவாக்கியம். கைக்கு மூலக்கூறும், பொறையில்.
7. குருவாக்கிய பொறையில். 2001 பொறையில் குறுக்கு பொறையில். பொறையில்.
10. பொறையில் பக்தாக்கூறும் பொறையில். 1998. பொறையில் பக்தாக்கூறும். பக்தாக்கூறும் பொறையில் குறுக்கு பொறையில். பொறையில்.
Course - 18(ii) Pedagogy of English I – Part 2

Credit: 4

Essence of the course:
To have qualitative improvement in English language teaching the present course is designed. The English teacher should have strong content knowledge and also methodology of teaching in English. This teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching– learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of current trends in teaching of English
- acquaint with the techniques of oral presentation and practice of language items.
- understand the structure of English language and components skills
- improve proficiency level in using-English for utilitarian purposes
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- acquire good pronunciation and fluency of speech
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- develop the writing skill of the trainees.
- analyze the units of English text book of 8 & 9th standard.
- acquaint with the preparation of various learning aids in English.

CONTENT OUTLINE

Unit 1: Analysis of English text book and question paper
Comparative study of a text book of English from any class of state board - Detailed analysis of Course book of class 8th or 9th -Analysis of question paper of class 8th or 9th in light of content requirement and in terms of understanding and skills.

Unit 2: Advanced Grammar II
The sentence connection – Devices for cohesion and coherence. Concepts-different ways in which various concepts are expressed – modal, auxiliaries and other expression, commands, instructions, suggestions, prohibition, permission, probability and likelihood, possibility, necessary, purpose and result, cause reason, comparison and contrast conditions and supposition.

Unit 3: Reference and study skills in English
Unit 4: Words and expressions
Figures of Speech – Idioms and Phrases – Idioms derived from nouns and adjectives – the same words used as different parts of speech – words confused and misused.

Unit 5: Analyses of Errors in English
Analysis of grammatical errors - Common mistakes/Error in spelling, pronunciation, speaking, reading and writing, Causes and types of errors- remedial measures.

Unit 6: Developing Fluency
Use of conventional formulae – greeting, apology, invitation, refusal, accepting, thanking – reading aloud prose passages and poems – describing and interpreting pictures, tables, graphs, maps etc. telling stories and narration incidents.

Unit 7: Communicative Activities
Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

Unit 8: Language and literature

Unit 9: Language Translation
Translation as a creative activity: Importance and need- Translation tools- Analyze any one translation text into English from different Indian languages.

Unit 10: Media Perspective of Language

Mode of Transaction:
Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work

Practicum: Task and Assignment
1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compeering, presentation of views- Short speeches on topics of day to day relevance for gaining fluency / confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.
4. Review of any one novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
7. Report on the teaching of composition to the second language learners and suggest their weaknesses.
Mode of assessment

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation(Seminar, Assignment & Project), Feedback

References:

Books Accompanied by Audio Cassettes

1. Getting on In English by John Haycroft (The BBC Intermediate Course).
2. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
3. Advanced Learners).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
पुष्पभूमि:
राष्ट्रीय पादर्शप्राप्ति परीक्षा 2005 तथा शिक्षा का अधिकार एक 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंध. यह भाषा म. म. रखते हुए, शिक्षक के भूमिका में एक बहुत जरुरी परिवर्तन का मौका करती है। पादर्शप्राप्ति में अभी तक, शिक्षक को ही जान का ग्रोथ के रूप में केंद्रीय स्थान मिलता रहा है, यह सीखने-सिखाने की समुच्च शिक्षा के संरचन और प्रवंशक के रूप में मुख्य भूमिका निभाने का काम करते है। पर 2005 को स्कूली पादर्शप्राप्ति उसमें मौका दे रही है कि वे सूचनाओं के वितरण और जान के ग्रोथ बन कर न रहे बल्कि विद्यार्थियों द्वारा जान हासिल करने की प्रक्रिया में स्वयं को सहायक माने। इस सब परिवर्तन को उनके व्यवहार का हिस्सा बनाने के लिए जरूरी है कि अध्यापक शिक्षा के पादर्शक में परिवर्तन आए।

विद्यालयी शिक्षा व्यवस्था में परिवर्तन को पहले तभी संभव है जब इस व्यवस्था से जुड़े लोगों को सोच और वृद्धि के में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में समस्त महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पादर्शक और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिक्षा का काम करती है, जहाँ लिख भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपटना प्राप्त करने की बात आती है। इसके साथ ही भाषा के लेख नए बिनुआ। जैसे - भुजाभाषी काठ, समय का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समस्त शिक्षा के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव को मौका करेगा है।

वर्तमान पादर्शक भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों का ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणाधिकारी को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पादर्शक के विरोध उद्देश्य
- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने का स्वतंत्र शिक्षा को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल के भाषा, वचनों की भाषा और समाज के बीच के संबंध को जानना
- भाषा के संरचन में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति संरचना होना
- भाषा सीखने के तरीके और शिक्षा को जानना और समझना
- पादर्शक, पादर्शक और पादर्शप्राप्ति का विशेषण कर काठ, विशेष और वचन की समझ के अनुसार बालणा
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के संस्कृत रूपों के और भाषाविद्याओं को जानना
- बालकों और विथारों के स्वतंत्र भाषाविद्या करना
- भाषाओं बालीकों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों के स्वतन्त्र शिक्षा का प्रति
- वचनों के भाषाओं विकास के प्रति समझ बनाना और उसे समृद्ध करने के लिए विद्यालय में तरह-तरह के मौके सुझाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और मैत्री साहित्यिक मौलिक रचनाओं की समझ और समझना
- भाषा सीखने-सिखाने के स्वतन्त्र वृद्धि को समझना
इकाई 1: भाषा की भूमिका भाषा-साहित्य और सीर्य - 1
(विभिन्न अभिव्यक्तियों भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।)
सुजातनक भाषा के विविध रूप - साहित्य के विविध रूप को जानना, स्कूली पादृश्य में साहित्य का पढ़ना-पढ़ाना,
अनुवाद कला और सीर्य में भाषा; स्कूली पादृश्य में मीडिया की भूमिका, ज्ञान प्राप्तिकार; अनुवाद का महत्व
और जरूरत, सुजातनक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने
ए हृदय उदाहरण के आधार पर बताया जाएगा।

इकाई 2: भाषा साहित्य और सीर्य - 2
साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना; गाथा को विविध विषयों को पढ़ना-पढ़ाना; नाटक
को पढ़ना-पढ़ाना; सम्बन्धत साहित्य को पढ़ाई (बाल साहित्य, लघुत्तम साहित्य, जी साहित्य); हिंदी के विविध विषयों
के आधार पर गतिविधियों का निर्माण; कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विभिन्द तैयार करना।

इकाई 3: पादृश्य प्रारंभ और पादृश्य-सामग्री का निर्माण और विश्लेषण
(पादृश्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं)
पादृश्यचर्चा और पादृश्य प्रारंभ - पादृश्यचर्चा, पादृश्य प्रारंभ, पादृश्यपुस्तक का संबंध; पादृश्य को बच्चों
के अनुसार अदालत (शिक्षण को स्कूल वेब बाहरी जीवन से जोड़ते हुए तथा रंग-प्राणी का निर्माण करते हुए)
सामग्री चनच, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्क (अलग-अलग बच्चों की
आवश्यकताओं को ध्यान में रखते हुए)

इकाई 4: सहायक शिक्षण सामग्री
प्रिंट मीडिया तथा अन्य पादृश्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि,
आदि। - दुरुस्त - अन्य सामग्री, रिक्डो, टेलिविजन फिल्म, भाषा प्रयोगशाला, सहसंस्थानक गतिविधियों को उपरेखा
(चचा, वादविवाद, खेल, कार्यशालाएँ, गोष्टी आदि)

इकाई 5: आकलन की भूमिका और महत्व
(मूल्यांकन की भूमिका कब्जों की मानकिक और भाषा प्रयोग में उनकी उदाहरणका को पैना बनाना है।)
1. भाषा विकास की प्रागति का आकलन - सतत और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन,
पोर्टफोलियो
2. प्रश्न का स्वरूप, प्रश्न के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सुजातनक विषय के संबंध, समाचारसंपादक
विषय संबंध प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवहित संज्ञा वाले प्रश्न, गतिविधि और टास्क (खुले
प्रश्न, बहुविकल्पी प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

इकाई 6: राम और रामचरित, राम और उसके प्रकार
1. अर्ध का दृष्टि से (एकाधी, अनेकाधी, पर्यायवाची, विलोम)
2. प्रश्न का दृष्टि से (सामान्य, तकनीकी)
3. इतिहास का दृष्टि से (तत्त्व, तद्भव, दर्शन और संस्कृति)
4. उपसमग्र, प्रनय, संधि और समग्र की अवधारणाएँ तथा रामचरित रचना म. उनकी भूमिका, उनके प्रकार और प्रयोग
**इकाई 7:** हिंदी की लिपि और वर्तनी का परिचय

1. देवनागरी लिपि का उद्भव और विकास
2. देवनागरी लिपि की वैज्ञानिकता, विशेषताएं तथा कवियों
3. वर्तनी का मानक रूप
4. वर्तनी, वर्तनी के नियम, वर्तनी संबंधी जुडियों के सुधार संबंधी उपाय

**इकाई 8:** हिंदी भाषा का उद्भव और विकास

1. संपर्क भाषा, राजभाषा और राजप्रभाषा के रूप में हिंदी
2. व्याकरण शिक्षण - व्याकरण का अर्थ, महत्व, भाषा में स्थान, शिक्षण के उद्देश्य एवं पाठ-योजना

**इकाई 9:** भाषा शिक्षण संबंधी विविध युक्तियाँ

1. संवाद
2. अभिनव
3. बाद-विवाद
4. साहित्यकार
5. भाषा शिक्षण में व्याकरणिक शब्द ज्ञान के प्रयोग संबंधी ज्ञान जैसे - शब्द याचना, आमंत्रण देने एवं अस्वीकार करने भन्याद ज्ञान आदि

**इकाई 10:** पाठ-नियोजन एवं अन्याय

सिखाने का माध्यम

व्याकरण -समूहिक चर्चा -निदर्शन एवं सामग्री विश्लेषण -विचारारोपण -विचारन साहित्यकाराएं लेखक, एवं कवियों, के विषय में चर्चा -पुस्तकालय संसाधन, का उपयोग -भाषा प्रयोगालय -वीडियो किलम का प्रयोग -दृश्व-श्रव्य पाठ. के माध्यम से सूक्ष्म शिक्षण -व्याकरण प्रकरण, के शिक्षण हेतु पावर व्हाइट प्रस्तुतीकरण -पाठ योजना प्रस्तुतीकरण -अन्तरस्किप सत्र -प्रारंभ पर निर्माण, मूल्यांकन एवं विश्लेषण -व्यवस्था तथा अन्तराल संरचन

प्रायोगिक कार्य

विद्यालय एवं हिंदी की उपयुक्तता एवं उपयोगिता पर विचारारोपण -मौखिक एवं लेखन आध्यात्मिकता गतिविधियों -मुहावरे, लोकोक्तियाँ, का प्रयोग करते हुए, कहानी, लेख आदि लिखिताना -विभिन्न आधारित अन्याय -सुख एवं व्यापक पाठ योजनाएं, बनाने -पावर व्हाइट प्रस्तुतीकरण -दृश्व-श्रव्य सामग्री का निर्माण -व्हाइट, प्रारंभ-प्रत्र, अंकों योजना तथा प्रशासनिक प्रस्तुतीकरण विश्लेषण -विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना -परीक्षण अंकड़ा. का प्रस्तुतीकरण - पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

सामूहिक चर्चा का विश्लेषण -रच मूल्यांकन तथा निकट समुह मूल्यांकन -उपलब्धि मूल्यांकन -आधारित मूल्यांकन -प्रत्यक्ष-अनुसरण सूचना आधारित मूल्यांकन

संदर्भ-स्रोत

1. अनन्त चौधरी, नागरी सिपी और हिंदी वर्तनी, बिहार हिंदी ग्रन्थ अकादमी, पटना।
2. केत्र कार्यालय, मानवाधिकार शिक्षण, विनोद पुस्तक मंडल, आगरा।
1. के॰ जी॰ रस्तोगी, भाषा सम्प्राप्ति मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
2. के॰ के॰ सुखिया, हिन्दी ध्वनियों और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
3. जयनारायण कौलिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चन्दigarh।
4. जयनारायण कौलिक, भाषा सम्प्राप्ति मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
5. जयनारायण कौलिक एवं विमला कौलिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आयर बुक डिपो, करोलबाग, नई दिल्ली।
6. जयनारायण कौलिक, हिन्दी शिक्षण, भाषा विज्ञान, अकादमी।
7. जयनारायण कौलिक, हिन्दी शिक्षण, भाषा विज्ञान, अकादमी।
8. जयनारायण कौलिक, भाषा विज्ञान, अकादमी।
9. जयनारायण कौलिक, भाषा विज्ञान, अकादमी।
10. वैद्यनाथ वमात, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
11. वैद्यनाथ वमात, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
12. बीरदेव बििारी, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
13. बीरदेव बििारी, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
14. बीरदेव बििारी, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
15. बीरदेव बििारी, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
16. बीरदेव बििारी, हिन्दी शिक्षण, भारतीय रकािन, इलाहाबाद।
Course - 18(iv) Pedagogy of Malayalam I – Part 2

Credit: 4

**Essence of the course:**
Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals with aims and objectives of teaching Malayalam. It includes activities for developing fluency in language, learning process and practical experience. It also opens a gateway to Malayalam literature with special reference to prominent contributors in the language.

**Objectives:**

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

- To understand the aims and objectives of teaching Malayalam
- To develop fluency and discourse oriented presentation
- To get acquainted with the student, learning process and acquire practical experience in creating conducive environment for effective learning
- To contribute to enrich Malayalam Literature.
- To understand Functional Malayalam
- To get acquainted with Planning of Instruction based on theories of Learning.
- To get acquainted with instruction based on Linguistics poetics, vocabulary, grammar and composition.
- To understand the principles of organizing curriculum
- To understand the techniques of using text books, Teachers hand books and other relevant materials for transacting language curriculum.

**COURSE CONTENT**

**Unit 1: Aims and objectives of teaching Malayalam**

Aims of Teaching Malayalam - Objectives of Teaching Malayalam at Secondary Level - Taxonomy of Educational Objectives and the objectives based on cognitive learning theories

**Unit 2: developing fluency and discourse**

Reading aloud prose passages and poems - Describing and interpreting pictures, tables, graphs, maps etc. - Telling stories and narrating incidents - Communication games - Dialogues and role play – Dramatization – Debates – Interviews - Extempore speeches on given topics.

**Unit 3: learning process and practical experience**


**Unit 4 Contributors to enrich Malayalam Literature**

Contributions of foreign writers to the development of Malayalam Literature - Contributions of Gundert. - Contributions of Christian Priests to the development of Malayalam Literature -

Unit 5: Influence of foreign language and Malayalam literature
The influence of Arabic – Malayalam in Malayalam Language and Literature - The influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Malayalam - Use of Scientific and Technical Words in Malayalam

Unit 6: Functional Malayalam
Punctuation, spacing, footnote, index, note taking, note making, summary, description, bio data, paraphrase, advertisement, brochures, pamphlets, posters, minutes, notice and notification, ambiguous words, government orders, amendments, references, gazette certificates, language in revenue documents, official terminology.

Unit 7: Planning of Instruction based on theories of Learning
Need and significance of Planning - Planning of Instruction - Year plan - Unit plan - Lesson plan (teaching manual) - Techniques and theories of developing year plan, unit plan and lesson plan - Techniques of developing learning equipment - Techniques of implementing learning activities and its evaluation - Process and utility of maintaining response sheet of the teaching manual.

Unit 8: Linguistics poetics, vocabulary, grammar and composition
The place of linguistics in language study - Importance of poetics in language study - Aims of teaching grammar at different levels-introduction of new approaches in teaching grammar - Aims of writing composition-General principles-composition for fostering creativity - Vocabulary – selection and gradation, Types (active, passive, content and structural) - Techniques of presenting vocabulary - Vocabulary expansion techniques - Spelling – Reasons causing spelling mistakes.

Unit 9: Organizing curriculum

Unit 10: Teachers hand books
Importance and significance of resource materials for teaching-learning process - Techniques of using teacher’s hand book, periodicals, magazines, handouts, books, and other local resources as learning materials - Techniques of using text books (prose and poetry) as learning materials.
Second Year

Mode of Transaction:
Dialogue, seminars, discussions, and group-work

Practicum: Task and Assignment
1. Preparation of Aid for Teaching Malayalam speech sounds.
2. Review of any three novels and five short stories.
3. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, verbs, short stories and letter writing.
4. Preparation of an album about life and literature of some prominent writers in Malayalam.
5. An analytical study of the grammar and vocabulary in textbooks used in schools from standard VIII to standard X.

Mode of assessment:
Written test and Task and assignment

References:
2. Damodaran Nair. P – Apasabda Nighantu
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
8. Raman Nair. K.P – Aksharaslokavum Kavyakeliyum oru padanam
9. Iranjyam Ravi – Malayala Vyakarana Nighantu
10. Adhunika Bhasha Sastram – K.M. Prabakaravarior
11. Bhashayum Manasastravum – K.M. Prabakaravarior
15. Keralaithinte Samskarika Charithram – Dr. P.K. Gopalakrishnan


Course - 18(v) Pedagogy of Telugu I – Part 2

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment
References:

Syllabus yet to be prepared for Course - 18(v) Pedagogy of Telugu I – Part 2.
Course - 18(vi) Pedagogy of French – Part 2

Credit: 4

Essence of the course:
Equipping the student with French knowledge for communication. Learning the different approaches to teach French at schools. Learning to use the ICT tools for education in foreign language classroom. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
- develop French Language teaching competency.
- understand and appreciate the importance of French.
- have a critical study of learning French as a second language in the multilingual Indian Society.
- understand the role of French in India and to improve French Language attainment.
- produce the different methods, techniques and strategies of teaching French.
- prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach French language.
- acquire the skill of preparing lesson plans to teach French.

CONTENT OUTLINE

Unit 1: Foundation and importance of French language teaching
Enseignement du FLE (French as a foreign language), FLM (French as a mother tongue), FLS (French as second language), FOS (French for specific objectives). Importance d’apprendre le français dans le monde actuel.

Unit 2: Aims and objectives of teaching French as a second language
Buts de l’enseignement du français – Objectifs d’enseignement du FLE au niveau primaire, secondaire et au niveau lycée. Petite étude du terrain (étude sur le système d’enseignement du français en Inde)

Unit 3: Teaching skills

Unit 4: Planning of the lesson
Définition et rôle du plan de cours – Avantages d’élaborer un plan de cours - Conseils méthodologiques pour préparer les leçons

Unit 5: Methods of teaching French
Difference entre “Méthode”, “Methodologie”, “Approche” and “Perspective”.
(Manuel de formation pratique: P. 74-75, La classe de langue: P.50-60, 63-65, 68-69)
Unit 6: Technology resources for French language teaching
Outils traditionnels: Magnétophone, radio, télévision Outils TICE modernes: Apprentissage Web, Tableau blanc interactif, Espace numérique de travail

Unit 7: Teaching of Culture
Terme « Interculture », « « Interculturel », « Co-culturel » - compétence interculturelle - Stereotypes culturels en didactique des langues
Prescribed book : Manuel de formation pratique. P. 147-150, 154-155

Unit 8: Challenges in teaching French language
Problèmes qui surviennent lors de l’enseignement aux écoles indiennes. Difficultés affrontées par les enseignants de français et les suggestions pour résoudre ces problèmes

Unit 9: Analysis of syllabus, textual materials and professional competency of French teachers
Comprendre la relation entre le curriculum, syllabus et livre de texte. Qualités d'un bon texte Sélection du manuel - des matériaux -Développement des activités et tâches.

Unit 10: Assessment and evaluation in French
Concept de l’évaluation. Types d’évaluation – « Achievement Test », essais d'aptitude, tests diagnostiques, pronostiques.-préparation d'un « Achievement Test » -Concept et nécessité des cours de rattrapage.

Mode of Transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment
1. Seminar on foundation and significance of English language teaching
2. Oral Communication tasks
3. Language Lab activities
4. Preparation of micro lesson plan
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure
8. Dramatization and miming.
9. Project on formation of new words
10. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
11. Assignments & Library work
12. Preparation of audio visual aids(PPT, Charts, Models)
13. Listening to radio news and responding to questions.

Mode of Assessment:
Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability
to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:

1. ABRY D., VELDEMAN-ABRY J. *La phonétique: audition, prononciation, correction*, CLE, 2007, 1CD
6. OLLIVIER JACQUÉLINE et BEAUDOIN MARTIN, *Grammaire française*, 5e édition, Montréal, Groupe Modulo,
8. TAGLIANTE., CHRISTINE., La classe de langue, coll, Techniques de classe, CLE international, 2006
Course - 18(vii) Pedagogy of Mathematics – Part 2

Credit: 4

Essence of the course:
This course is to enable students to specialize in Mathematics and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Mathematical Knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

Objectives:
At the end of the course, the student teacher will be able to
- acquire the knowledge of competence in teaching Mathematics
- develop clear perception of the Secondary School Mathematics.
- develop awareness of recent trends and principles of construction of Mathematics curriculum.
- know the importance of computers in teaching and learning of Mathematics
- understand the various psychological aspects involved in teaching Mathematics
- know the importance of aesthetic and recreational Mathematics
- develop an understanding of resources of teaching and learning Mathematics.
- help the student teacher for the professional self-development
- enable the student teachers to identify gifted and slow learners in Mathematics and to meet the requirements.
- stimulate to pose and solve meaningful problems and creativity in Mathematics.
- develop insight into individual differences in learning Mathematics to cater to the needs and requirements of students.
- develop skills in construction of appropriate assessment tools for evaluating Mathematics learning

COURSE CONTENT

Unit 1: Revisiting of Content in Mathematics

Unit 2: Mathematics Curriculum

Unit 3: Planning and Designing Instruction in Mathematics
Planning Instruction- Need and Importance - Decision Making as the Basis for Planning - Concept of Pedagogic Content Knowledge (PCK) and Components of PCK - Pedagogic Content Knowledge Analysis for selected units in Mathematics at the secondary level in terms of Content, Pre-requisites, Instructional Objectives– Selecting suitable Teaching Methods and
Second Year

Strategies, Techniques, Models, Learning Activities, Selecting suitable evaluation techniques, Identifying the misconceptions and appropriate remedial measures.

Unit 4: Learning Resources in Mathematics
Mathematics Text Book – Mathematics Library – Mathematics Club and Mathematics Exhibition

Unit 5: Psychological foundations of Mathematics Education
Jean Piaget’s Cognitive theory, Bruner’s Discovery learning, Gagne’s eight types of learning and Constructivism - Critical Analysis of Mathematics Curriculum at the secondary level (state board) based on principles and organization of Mathematics curriculum and NCF 2005.

Unit 6: Development of Problem-Solving Ability and Creativity in Mathematics

Unit 7: Mathematics education for all
Factors influencing the learning of Mathematics-Motivation, Perception, Attitude and Aptitude, Thinking (Divergent and Creativity), etc. - Gifted Children in Mathematics – Meaning, Characteristics and Enrichment programmes, NTSE – Mathematics Olympiad.

Unit 8: Evaluation

Unit 9: Recreational programme in learning Mathematics

Unit 10: Identification of learning difficulties
Identification of Learning difficulties - Slow Learners in Mathematics – Meaning, Characteristics, Reasons for Slow Learning and learning difficulties: dyslexia, dysgraphia and dyscalculia - remedial measures.
Modes of Transactions:

Learning Activities:
Learning the Content and practicing them appropriately, Oral work, drill, Review and Practicing Pedagogical Aspects for different areas of School Curriculum.

Practicum: Task and Assignment
1. Critically analyze the Mathematics Curriculum at the Secondary Level and prepare a report.
2. Prepare any two improvised teaching aids.
3. Prepare the stick album based on the mathematical shapes
4. Search and collect the scrap for Mathematics
5. Prepare a power-point presentation on Mathematical Concepts, Principles and Properties.
6. Prepare remedial measures for any difficulties in learning Mathematics or prepare enrichment programmes for gifted children.
7. Create the collection of mathematical puzzles, riddles for secondary students
8. Collect the mathematical shapes and record it.
9. Search the NET about the mathematical correlation with other subjects
10. Construct any five problems that have multiple right solutions.

Mode of Assessment:

References:

Web Resources
1. www.infodev.org
3. www.classle.net
4. www.ddceutkal.ac.in
5. www.famous-mathematicians.org
6. www.thesecondprinciple.com
7. www.nic.edu
8. www.nctm.org
9. www.arvindguptatoys.com
10. www.slideshare.net
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com
Course - 18(viii) Pedagogy of Physical Science – Part 2

Credit: 4

Essence of the course:
After having learning this Course, student teachers understand the nature of physical science teacher, the learner, resource material including ICT for teaching physical science and evaluation process. This course comprise, pedagogical approaches for organizing science related activities; and assessment of the learner.

The student-teachers will work with theoretical studies as well as on the field with school children from various backgrounds. They will capable to critically teach the science in their internship school and examine teaching learning processes also developing of self.

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

- acquire knowledge about the term and concepts used in teaching physical science.
- understand nature of the learner and classroom situation.
- apply the knowledge in constructing test and developing ICT resource in teaching physical science.
- enhance skill in organizing and maintaining of physical science laboratory.
- create interest in organizing science related activities.
- develop a desirable positive attitude towards science teaching.

COURSE CONTENT

Unit 1: Pedagogical shift in Physical Science:
Pedagogical shift from science as fixed body of knowledge to the process of constructing knowledge – Critical pedagogy, democratising science learning and role of teachers – Pedagogical shift: planning teaching learning experiences.

Unit 2: Exploring Learners
Uniqueness in learner – Motivating learners to bring their previous knowledge into Classroom – Involving Learners in teaching-learning Process – Encouraging learners to raise and ask questions, collect materials from local resources.

Unit 3: Curriculum in Physical Science
Meaning – curriculum and syllabus – Principles and approaches of curriculum construction – selection of content –Recommendations of various commission since Kothari commission to NCF on science curriculum–Physical science syllabi and textbooks at upper primary, secondary stage.

Unit 4: ICT Resources in Learning Physical Science
Unit 5: Organizing Science Related Activities
Science libraries, science Museum, science club, science hobbies, field trips/excursions, science Fairs/exhibitions, Science corner.

Unit 6: Laboratory as a Learning Resource
Objectives of laboratory work – Planning laboratory work – Approaches to laboratory work – Working plan for group of students (Batch) in the laboratory – Motivating students to maintain the regular record of laboratory work – Safety in laboratories and precautionary measures.

Unit 7: Organization and Maintenance of Physical Science Laboratory

Unit 8: Assessment of children’s learning in Physical Science

Unit 9: Tools and techniques of assessment in physical science
Purpose of assessment – tool and techniques of assessment: Project work, Field trips and field diary, Laboratory work, Concept mapping, Interview/oral test, written test including types and construction, – Recording and reporting: measurement of students’ achievements, grading system and type. – Measures of central tendency – measures of variability – correlation.

Unit 10: Professional Development of Physical Science Teachers
Teaching as a profession – need for pre–service professional development programmes – special qualities of a science teacher – ethics of a teacher–need for in-service professional development programmes – opportunities for in-service professional development – reflective practice – Teacher as researcher – Action research in physical science.

Mode of transaction:
Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment
1. During internship, analyze and record learning abilities of pupils and their activities in class situation (observation).
2. Evaluate any 2 school science text book (Rating)
3. Surf the Internet for searching information for various concepts of physical sciences for primary/secondary/higher secondary stages. Review them and make a list of relevant websites that you would recommend to your students. Share and discuss about the websites with your friends and teacher (Discussion)
4. Write self–study report based on your visit to science exhibition or science centre (Visit).
5. Demonstrate the experiment to the peers in your college laboratory (Experimentation)
6. Creatively construct any 3 improvised apparatus (Exhibit).
7. Observe a school and draw general, physics and chemistry laboratory (Drawing)
8. Analyse and study continuous and comprehensive evaluation which is followed in your internship school (Report)
9. Construct a tool for an oral interview to assess the school children toward their academic interest (Survey).
10. Collect information related to in–service programme provided for professional development (Collection).

Mode of Assessment:
Written test, Task and assignment, Laboratory work, Observation

References:
9. Central Board of Secondary Education. (2010), Manual for Teachers on School Based Assessment Classes VI to VIII. Delhi.

Web Resources:
5. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
6. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
8. UNESCO Competency Framework for Teacher
   www.unesdoc.unesco.org/images/0021/002134/213475e.pdf
10. ICT transforming education: a regional guide
    http://unesdoc.unesco.org/images/0018/001892/189216e.pdf
Course - 18(ix) Pedagogy of Biological Science – Part 2

Credit- 4

Essence of the course:
This course will introduce the student teachers to know about the advanced methods of teaching the biological science and make them to acquaint to have knowledge about conduct of practical’s, critically examine teaching learning process based on activity and get insight about meta – learning. This course further seeks to be self-improving through the processes of reflection, feedback, and critical inquiry. Consequently, science teacher must help their students to understand their role within the broader social community.

Objectives:
At the end of the course, the student teachers will be able to
- acquire knowledge about Individual learning strategies
- understand approaches of learning Biological science.
- apply the knowledge in constructing test and developing ICT resource and professional development in teaching Biological science.
- develop skill in practical work and organizing and maintaining of biological science laboratory.
- develop interest in using teaching resources and research in science education.
- develop a desirable positive attitude towards. tools and techniques of assessment of learning biological science

COURSE CONTENT:

Unit 1: Approaches of learning Biological science

Unit 2: Community and learning resources
Learning resources from immediate environment – using community resources – Community based learning resources in teaching of science. – Field visit to botanical garden, Science Park and zoo - scientific Lab and its equipment

Unit 3: Teaching resources
Machine operated aids: Overhead projector, digital projector, smart interactive board.
Non– Machine operated aids:
Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut–outs and its effective uses.
Display Board: chalkboard, bulletin, flannel, magnetic, peg board and its effective uses.
3D aids: objects, specimens, models.

Unit 4: Biology Laboratory
Location, planning, organization and maintenance-practical preparation – laboratory registers – safety in the lab – common accidents and first aid – practical ethics

Unit 5: Biology practical work
Organizing and importance of practical work – problems in conducting practical – guidelines for teachers, evaluation of practical work – practical record work in biology
Unit 6: Research in science education
Types of Educational research – Status of research in science education in India – Educational research and innovation committee – utilization of science educational research

Unit 7: ICT Resources in learning bio–science

Unit 8: Professional development of biological teacher
Professional development programmes of science teacher – seminar, conferences, online sharing – members of professional organization. –Teacher as a community of learners – collaboration of school with colleges and universities and other institutions – role of reflective practice in professional development. –Teacher as a researcher – action research in biological science– Special qualities of a science teacher.

Unit 9: Exploring Learners
Identification of Diverse learners in classroom-addressing the diversity of learners in the classroom.– Motivating learners to bring their previous knowledge into classroom – involving learners in teaching learning process – encouraging learners to raise and ask questions- and its techniques.

Unit 10: Tools and techniques of assessment of learning biological science
Performance based assessment techniques – assessment of project work – assessment of participation in collaborative learning. –construction of test items (open ended and structure) and administration of tests – developing assessment frame work. – continuous and comprehensive evaluation – assessment of experimental work. –Grading system and type – measures of central tendency – measures of variability – correlation.

Modes of transaction:
Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments.

Practicum: Task and Assignment
1. Report writing about finding resources on teaching science using web
2. Designing and carrying out of any five simple investigation of Biology (keep it in a record).
3. Preparation of laboratory instructional cards.
4. Prepare a digital content (ie. Powerpoint) on any topic related to bio-science.
5. Prepare any one working model related to bio-science.
6. Preparation of Posters / articles / stories related to science concepts / environment. (send it for publication at student journals)
7. Study and observation of how science is taught in various schools and prepare a report on teaching aids availability and show how it can be improvised further.
8. Write any one articles or science research project report. (send it for publication at student journals)
9. Visit your nearby any 2 high school and higher secondary school observe and draw Biology laboratory.
10. Arrange for a field trip and write a report
Mode of Assessment:

References:
3. Central Board of Secondary Education. (2010), Manual for Teachers on School Based Assessment Classes VI to VIII. Delhi.
Course - 18(x) Pedagogy of Social Science – Part 2

Credit: 4

Essence of the course:
This course helps to sensitize the learners the relevance of social science in the current context. It makes them familiar about the techniques and approaches of teaching social science. It helps the learner well acquaint the preparation and administration of learning resources in the meaningful way. It also develop the competency in making use of appropriate assessment system to apprise the learning outcomes. This course deals about the various social issues and mould them to face the same in a plausible way.

Objectives:
At the end of the course, the student teacher will be able to
• acquire basic knowledge and skills to analyse and transact the Social Science curriculum effectively following wide-ranging teaching
• acquire a conceptual understanding on the process of teaching and learning Social Science
• sensitise and equip student teachers to handle social issues and concerns in a responsible manner.
• Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
• Acquaint with different methods, approaches and techniques of teaching social science
• Develop ability to design different evaluation tools
• Develop practical skills for analysing socio-economic, political and physical phenomena

CONTENT OUTLINE

Unit 1: Curriculum of Social Science

Unit 2: Curriculum Reforms in Social Science
Role of Teacher in curriculum implementation and evaluation; national policies of education – reforms in social science curriculum at the secondary education level, national curriculum framework for school education (NCERT)

Unit 3: Approaches of curriculum construction
Correlated, Integrated, Topical, Unit, Patch, Concentric, and Spiral approaches.

Unit 4: Models of Teaching
Jurisprudence Model of Inquiry, Concept Attainment Model, Asubel’s Advanced organiser model and its application in social science
Unit 5: Use of ICT in Social Science Teaching
Uses of Computer – Internet and Intranet – e-learning – Mobile learning.

Unit 6: Social Science Teacher
Social Science Teacher – The profile of a competent Social Science Teacher – Characteristics, Attitude for professional development– participation in professional bodies - Role of Teacher as a National Builder – Problems of Social science Teachers

Unit 7: Social Science Text-Book

Unit 8: Co-curricular activities in Social Science
Co-curricular activities for developing critical thinking and attitude, planning and organization of activities like exhibition, quiz, competition, Panel discussion and Social science club.

Unit 9: Remedial Teaching in Social Science
Diagnostic Test – Meaning and Definition of Remedial Teaching – relevance of remedial teaching – procedure for remedial work – Remedial strategies of Social Science Teaching

Unit 10: Social Science Laboratory: Design and Management
Principles of designing the Social Science laboratory for secondary schools; location, norms with reference to lighting, ventilation, working space and flexibility – store room, community corner, preparation room.

Mode of Transaction
Lecture cum discussion, Problem Solving, Dramatization, Seminar, Field visit, Debate, Group Discussion.

Practicum: Task and Assignment
1. Analysis of any three years public examination social science questions papers and submission of report.
2. Discussion on Contemporary issues.
3. Organizing a Mock Parliament Session.
4. Organizing Awareness campaign or Rally.
5. Conducting educational survey of a slum area in a neighbouring village
6. preparation of report on social customs, traditions, and supercilious beliefs

Mode of Assessment
Unit test, Project, Preparation of assignments, Assessment of Learning Resources, Seminar Presentation.

References:
10. UNESCO: New Source Book for Teaching of Geography, UNESCO
Course - 18(xi) Pedagogy of Computer Science – Part 2

Credit: 4

Essence of the course:
This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

Objectives:
At the end of the course, the student teacher will be able to
- enable the student teachers acquire knowledge about Informational Communicational Technology in Education
- develop an understanding about the Internet and Its applications
- guide the student teachers about planning and maintaining the Computer laboratories
- familiarize the student teachers with the Modern Trends in Teaching of Computer Science
- enable the student teachers acquire knowledge about blended learning and its models
- familiarize the student teachers with the multimedia, web designing, and Computer programming

CONTENT OUTLINE

Unit 1: Information Communication Technology

Unit 2: Internet and its Applications

Unit 3: Planning and Maintenance of a Computer Laboratory

Unit 4: Modern Instructional Strategies
Learning. Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitation of CAI, role of teacher in CAI.

Unit 5: Blended learning perspectives

Unit 6: Modern Techniques in the Teaching of Computer Science

Unit 7: Multimedia in Education

Unit 8: Fundamentals of C and C++ Programming

Unit 9: Web pages and Web Designing

Unit 10: Computer Science Teacher and Evaluation
Academic and Professional qualification of Computer Science Teachers – Special qualities required for a computer science teacher; Evaluation by pupils and Self-evaluation – Classroom interaction analysis;

Mode of Transaction:
Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: Task and Assignment
1. Develop the Multimedia package (Any one lesson at secondary or senior secondary level)
2. Create an Educational Blog (Individually)
3. Draw the Computer based Concept maps
4. Prepare self-blended learning module
5. Write a C programme – Students Mark list using array

6. Create a simple website for your class (Upload: Assignment, Exam details, Study materials)

7. Organize the Team Teaching among student trainees

8. Prepare the rating scale for self-Assessment of student teachers (use during the teaching practice)

Mode of Assessment


References:


Course - 18(xii) Pedagogy of Home Science – Part 2

Credit: 4

Essence of the course:
The pedagogy of Home Science focuses on developing the ability of the future teachers to transact Home Science in inclusive class rooms at high secondary level. Various skills involved in the transaction of curriculum have been given more importance. Approaches in teaching Home Science, curriculum, teacher’s plan of action have been given more importance.

Objectives:
At the end of the course, the student teacher will be able to
- develop a broad understanding of the principles and procedures used in Home Science
- develop Home Science teaching competency.
- understand and appreciate the importance of Home Science in school education.
- have a critical study of learning Food & Nutrition, Human Health and Hygiene under Home Science Curriculum.
- develop the skills necessary for preparing modern science education
- prepare acceptance lesson models which lay down these procedures to the adopted for preparing designs of lessons.
- manage instructional activity in such a way that the vast majority of the learners attain most of the objectives

CONTENT OUTLINE

Unit 1: Basic Principles of Teaching Home Science
Basic principles of teaching home science – group discussion, seminar, observations, experimental works, market study, reports and records.

Unit 2: Planning For Teaching- Learning of Home Science
Identification and organization of concept for teaching-learning of home science, instructional material required for planning teaching-learning of home science, planning field visit, lab experience, planning ICT application in learning home science.

Unit 3: Learning Resources in Home Science
Identification and use of learning resources in home science, immediate environmental, exploring alternative resources, planning and organizing home science lab, use of community resources for home science learning, handling challenges in utilization of recourses.

Unit 4: Use of Mass Media in Teaching Home Science
Television, radio, internet, newspaper, multimedia- selection and designing, smart classroom (using interactive board).

Unit 5: Modern Techniques in Teaching Home Science
Team teaching, supervise study, assignments, programme instruction – linear, branching and matrices.
Unit 6: Instruction Material

Unit 7: Home Science Life Long Learning
Nurturing natural curiosity of observation and drawing conclusion, facilitating learning progress of learner with various needs in home science, ensuring equal partnership of learner with special needs. Home science club, exhibition nurturing creative talent at local level and exploring with district/state/national level agencies.

Unit 8: Tools and Techniques of Assessment for Learning Home Science
Performance based assessments, developing indicator for performance assessment in home science. Learner record of observation, field diary, teacher’s diary, assessment of project work and practical work, construction of test items, encouraging teacher-learner relationship to examine a variety of assessment methods in home science.

Unit 9: Study of Programmes
Study of local, national and international programme relating to health, nutrition, child care, housing and their limitations. Measures and purpose of quality control, consumer protection and consumer education.

Unit 10: Professional Development of a Home Science Teacher
Professional development programmes for home science teachers, participation - in seminars, conferences, workshops. Online sharing membership in professional organizations.

Teacher as a community learner collaborating with schools, role of reflective practices for professional development in home science, teacher as a researcher, professional growth in in-service programmes through enrichments courses.

Mode of transaction:
Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Home Science Lab activities

Practicum: Task and Assignment
1. Lesson planning, teaching, observation lessons.
2. Experimental work in food, clothing, textile.
3. Market survey and reports.
4. Projects related to any one area of home science.
5. Study of mid-day meal programmes.
6. Preparing teaching lessons for smart class.
7. Visits to centres like health centre, child welfare and community service centre.
Mode of Assessment:
Evaluation based on documentation (written), Address the level of pupil involvement in Group Discussion, Performance evaluation (seminar, project and assignment), Monitor the ability to distinguish between similar concepts, Use of Checklist to monitor, rate performance in each skill

References:
Course - 18(xiii) Pedagogy of Commerce I – Part 2

Credit: 4

Essence of the course:

The level of the teachers decides the level of the students and the society in general. Therefore, the competency and the quality of the teachers at the school level is essential. Moreover, the professionalization and their duties in exploring learners, remedial teaching and constructivism among the learners in the field of Commerce and Accountancy should be given importance. Considering this, the course is designed to provide reflections on the subjects to the student teachers. They must be familiar with various economic, political and social issues and the teaching techniques to teach them.

Objectives:

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

- acquire knowledge of the terms and concepts used in the professionalization teaching Commerce and Accountancy;
- understand the different techniques and technology for the development of Commerce teachers;
- apply the knowledge in adopting the suitable methods, techniques and aids for the purpose of teaching different learners;
- develop skills in preparing the suitable techniques to adopt constructivism;
- develop interests in the recent development to achieve self-development, and
- develop a desirable positive attitude towards self, students and teaching.

CONTENT OUTLINE

Unit 1: Commerce teacher

Qualities required for a good teacher – roles, changing roles as facilitator, as sorter, – morale and ethics of teachers – social and environmental responsibilities - problems faced – pre service and in service programmes – Academic freedom – organizational commitments.

Unit 2: Professionalization

Profession, meaning, characteristics, teaching as profession, Professional development – ways and means - membership in academic bodies- participating in a network of teachers - link with commercial and business concerns and Accountant Bodies- individual and collaborative research

Unit 3: Teacher in the classroom

Class room interaction analysis- system approach – class room climate- types of teachers based on leadership styles- teacher dominated pattern, laissez faire pattern and democratically planned pattern- significance communication, decision making - Teacher development – job satisfaction, determinants, consequences of job dissatisfaction – Organizational commitments – Academic freedom
Unit 4: Exploring Learners
Diverse learners in classroom – Motivating learners to learning – encouraging and involving
learners in teaching learning process – collect materials from local resources. Understanding
regional background of student based on socio–economic, historical & geographical context

Unit 5 Remedial Teaching
Identifying slow learners – remedial programme – causes of errors – types of errors – some
common errors in commerce and Accountancy by school students – practical work – organizing
remedial work.

Unit 6: Constructivism
Constructivism – Meaning – Importance – Characteristics of Constructivism – Social cultural
influences on Constructivism – methodology to learn, teach and evaluate Constructivism.

Unit 7: Teaching Controversial Issues
Teaching controversial issues in Commerce and Accountancy- World Trade Organization
(WTO) - GATT – GATS – Liberalization, Privatization and Globalization (LPG) –
Disinvestment – Inflation – Recession – Economic crimes – security scam – rosy picture in the
financial statement – Hawala - FERA – FEMA.

Unit 8: Quality in Education
Quality in Education- analysis of standards- feedback mechanism- Input – Process – Output
Analysis – Concept of Total Quality Management (TQM) Supervision and Inspection –
function - Accreditation and certification – Role of NAAC.

Unit 9: Research in teaching of commerce
Research: meaning, need and importance – utilization of research in commerce and education
in teaching – development of research attitude- action research

Unit 10: Guidance and Placement in the field of commerce
Guidance - meaning, types, importance, principles, benefits and limitations, sources of
information for guidance and placement – Role of commerce teacher in guidance end
placement of commerce students.

Mode of Transaction:
Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and
deductive- Peer committee work- Peer tutoring and teaching- Debates - Dramatization, Discussion
method - Brain storming – Workshop- Seminar – Symposium - Panel Discussion- assignments- Project
method - Problem-solving method – Observation method (field visit/exhibition/internship) CAI- e-
learning and other self- learning methods.

Practicum: Task and Assignment
1. Search in the internet and collect e-learning resources reported based on the research in
Education, Accountancy and Commerce. Report them for peer reflection. Record their
reflections.
2. How can you teach controversial issues in the class? Analyze and report it from present school practices.
3. Observe and report the classroom practices in the school from constructivist point of view.
4. How can professionalism be achieved in the teaching. Collect the opinions of the teachers and analyze in the class and submit a report.
5. Construct and conduct a diagnostic test in Commerce and how remedial teaching be arranged?. Report it for class review.
6. Any other field based project, task or assignment connected with the units in this course

Mode of assessment:
Written test and Task and assignment

References:
4. Sharma Santosh, Constructivist Approaches to Teaching and Learning, National Council of Educational Research and Training.(2006)

WEB Resources
1. www.slideshare.net
2. www. Sitesforteachers.com
3. www.ala.org
4. www.edudemic.com
5. www.sciencedirect.org
7. www.ctforg.in
19 PEDAGOGY OF A SCHOOL SUBJECT 2(PART 2)
Course - 19(i) Pedagogy of Tamil II – Part 2

Credit: 4

அனுமான செயல்பாடு

சுற்றுச்சூழலும் மைய்வுத் துற்று பரிமாற்றதைப் பின்னர் அறிவிதல் பொறுப்பையும். சிலன்கால பயிற்சியை அறிவிதல் துறுத்து பரிமாற்றதற்கு காரணத்து அறிவிதல். பன்முகம் குறிப்பிட்டு. கற்பித்ைல் காலம், பரிமாற்றம் அறிவிதலின் வலதுக்கொண்டு மாற்றும் அறிவிதல். பொறுப்பு பூக்கும் இந்தப் பரிமாற்றம் கையற்றது அறிவிதல் ஆலோசனையின் பொறுப்போன்ற பதிவு அறிவிதல் பொறுப்பு. மேலும் மருத்துவத்தால் முழுமுறையில் அறிந்து கொண்டு ஆன்மிகற்றுத் தொடர்புகள் கையற்றும் வழியில் அளித்து அறிவிதல் பொறுப்பு. பன்முகம் விளக்கம் முறைகள் மைய்வும் பங்கைத்தின் முடிகுற்றும் குறித்ை அறியச் சமயம்.

சொல்லத்திறன்கள்:

- குறிப்பிட்டும் பன்முகம் செயல்பாடுகள் அறிவு பரிமாற்றம்.
- பரிமாற்றத் துறுத்து அறிவிதல் குறிப்பிட்டு.
- பொறுப்பு பொறுப்போன்ற குறிப்பிட்டு அறிவு படைப்பு.
- வருந்துத் தொடர்பு உட்கொண்டு பதிவு படைப்பு.
- மைய்வும் உட்கொண்டு முடிகுற்று பதிவு.
- பொறுப்பு பொறுப்போன்ற மைய்வு பதிவு.
- சொல்லத் துறுத்து பொறுப்பு படைப்பு.
- குறித்ை அறியச் சமயம்.

அல்லது 1: சுற்றுச்சூழல் பன்முகம்

பன்முகம் சொல்லத் துறுத்து - பொறுப்போன்ற அறிவிதல் பொறுப்பு - பொறுப்போன்ற பங்கைத்தின் முடிகுற்று - பொறுப்போன்ற முடிகுற்று - பொறுப்போன்ற முடிகுற்று - பொறுப்போன்ற முடிகுற்று - பொறுப்போன்ற முடிகுற்று.

அல்லது 2: மைய்வும் முடிகுற்று

மைய்வு அறிவு பொறுப்பு - சுற்றுச்சூழலும் கற்பித்ைல் குறித்ை அறிவிதல் - பங்கைத்தின் முடிகுற்று - மைய்வும் அறிவு பொறுப்பு - பங்கைத்தின் முடிகுற்று.

அல்லது 3: பன்முகம் பொறுப்போன்ற முடிகுற்று

பன்முகம் பொறுப்போன்ற முடிகுற்று - சுற்றுச்சூழலும் கற்பித்ைல் குறித்ை அறிவிதல் - பொறுப்போன்ற முடிகுற்று - பங்கைத்தின் முடிகுற்று.
அலகு 4: கட்டுடரப்பயிற்சி

牴ன்பொருள்: கட்டுடரப்பயிற்சி - பயிற்சி நிறுவன - பாடல் மூலக்கூறு - பள்ளிவிடத்தில் பயிற்சி நிறுவன நிறுவனங்கள் - பள்ளிவிடத்தில் விளையாடும் பொருள் இயல், பிடித்தவர் - விளையாடும் குறிப்பிட்டு தொடர்பு - விளையாட்டு விளையாட்டு பயிற்சிக் கால்கள்.

அலகு 5: பொருள் பயிற்சி

மூலக்கூறு: பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள் - பொருள் பயிற்சிகள்.

அலகு 6: தமிழ் மொழிப்பகுதி


அலகு 7: தமிழ் மொழிப்பட்டியல்

பயிற்சி: மொழிப்பட்டியல் - மொழிப்பட்டியல் - மொழிப்பட்டியல் - மொழிப்பட்டியல் - மொழிப்பட்டியல் - மொழிப்பட்டியல்.

அலகு 8: படைப்போற்றல் வளர்த்தல்

பயிற்சி: வளர்த்தல் - வளர்த்தல் - வளர்த்தல் - வளர்த்தல் - வளர்த்தல் - வளர்த்தல் - வளர்த்தல் - வளர்த்தல்.

அலகு 9: கல்விப்புள்ளியல்


அலகு 10: மதிப்பீட்டு வகுப்பு


மசய்முடறப் பயிற்சிகள்:
1. பாடல் விளையாட்டு - தமிழ்முறை.
2. குறிப்பிட்டு வகுப்பு - தமிழ்முறை.
3. குறிப்பிட்டு வகுப்பு - தமிழ்முறை.
4. கதை, கவிதை, கட்டுதை எழுதுவது.
5. பொருள் பலிப்புவழிய விளக்கத் தொடர்பு பலிப் தமிழ்க்கதை.
6. பலிப்பு குறிப்பு விளக்கம்.
7. முதல் நூற்றாண்டு பலிப்பு.
8. நூற்றாண்டு குறிப்புவழிய விளக்கத் தமிழ்க்கதை.
9. தமிழ்நாடு, நூற்றாண்டு குறிப்புவழிய விளக்கத் தமிழ்க்கதை.
10. விளக்கம் தமிழக தமிழ் வாசம் பரப்பல்.

பரப்பல் தொடர்கள்

1. பெரியக் கவிஞர் & பிரிவே புதுமை. பிற்பு. 2008. விளக்கத்தொடர்கள் விளக்கத் தொடர்கள், தமிழ்நாடு பலிப்பு, வரலாறு.
2. கல்வியாளர். (1989) குறிப்பு விளக்கத் தமிழ்க்கதை, தமிழ்நாடு பலிப்பு, வரலாறு.
4. பொருள் தொடர்கள். (பி. 1990) குறிப்பு விளக்கத் தமிழ்க்கதை தமிழ்நாடு பலிப்பு, தமிழ்நாடு வரலாறு.
5. கல்வியாளர், பி. மு. 2002. குறிப்பிட்டு விளக்கத் தமிழ்க்கதை, தமிழ்நாடு பலிப்பு, வரலாறு.
Course - 19(ii) Pedagogy of English II – Part 2
Credit: 4

Essence of the course:
Equipping the student teacher with English knowledge for communication and appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to
• enable the student teachers to
• develop English Language teaching competency.
• understand and appreciate the importance of English.
• have a critical study of learning English as a second language in the multilingual Indian Society.
• understand the role of English in India and to improve English Language attainment.
• produce the different methods, techniques and strategies of ELT.
• Prepare and use appropriate teaching aids to make teaching more effective.
• develop the various micro skills to teach English language.
• acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE
Unit 1: Lesson plan format grammar
Planning for teaching Grammar and usage - Steps of preparing a lesson plan for grammar. – Types of grammar (Formal and Functional) - Methods of teaching grammar (Inductive and Deductive)

Unit 2: Lesson plan format - composition
Planning for teaching composition- Kinds of composition (Guided, Controlled and Free)-Steps of preparing a lesson plan for teaching composition-Correction of a composition work.

Unit 3: Approaches to teaching English language
Structural approach- Situational approach- Communicative approach- Eclectic approach- constructive approach- S-O-S approach.

Unit 4: Teaching pronunciation
Teaching Pronunciation and Spoken English. Standard Indian Pronunciation with reference to GIE/RP. - English sound system – Vowels, Consonants - Minimal contrasts – consonant clusters- Focusing on difficult sounds – comparison with sounds of Indian languages. Syllabification – stress, intonation, rhythm.

Unit 5: Teaching of vocabulary
Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary.
Unit 6: Skill of speaking
Concept of speaking in English as a second language.-Use of pronouncing dictionary-
Technique of teaching speaking skills and pronunciation practice and drills – Ear Training,
Repetition, Dialogues and conversation: Role of A.V. aids in teaching speaking skills.

Unit 7: Skill of writing
Mechanics of writing; Skills of writing- Discourse skill and Judgment Skill Reference skills-
note making and note taking, reporting, summarizing, paragraphing, Characteristics of good
hand writing, methods to develop good handwriting.

Unit 8: Challenges of teaching English language
Problems cropped up while teaching English in Indian schools - Difficulties faced by English
teachers in the classrooms and suggestions to overcome them. Interference and influence of
mother tongue.

Unit 9: Analysis of syllabus, textual materials and professional competency of English teachers
Understanding the relationship between curriculum, syllabus and text book. Qualities of a good
text book- Selection of materials -Development of activities and tasks. Connecting learning to
the outer world – rote learning to constructivism- Qualities of a good language teacher-
Professional development of English teacher.

Unit 10: Assessment and evaluation in English
Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous
and Comprehensive Evaluation (CCE) in English- Types of tests - Achievement test,
proficiency test, Diagnostic test, Prognostic test.-Preparation of an Achievement test- Concept
and need of remedial teaching.

Mode of Transaction:
Demonstration of teaching specific grammar items, Seminar on different expressions,
Comparative study of various forms of compositions, Demonstration of steps followed in different
methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage
of Language games, Presentation of good models by native speakers, Through language lab, Framing,
evaluating and interpreting a question paper.

Practicum: Task and Assignment
1. Projects on methods of teaching grammar
2. Language games on grammatical structure
3. Activities & competitions for Creative writing,
4. Practicing Formal and Informal Letter
5. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue,
   Role play, Brain storming
6. Watching video recordings
7. Oral Communication tasks
8. Language Lab activities
9. Workshop on preparation of blue prints, question papers, marking scheme and question wise analysis.
10. Construction of test items for diagnosis and achievement test and interpretation of test data

**Mode of assessment:**
Analysis of Group discussion, Participant Observation, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project)

**References:**

15. Françoise Grellet. (1986) Developing reading skills, CUB.
Course - 19(iii) Pedagogy of Hindi II – Part 2

फुलपूर्वक:
राष्ट्रीय पादरीपरीक्षा 2005 तथा शिक्षा का अधिकार एक 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंध.
को ध्यान म. रखते हुए, शिक्षक की भूमिका में एक बहुत बड़े परिवर्तन की मांग करती है। पादरीपरीक्षा में अभी तक शिक्षक को ही जाना के संदर्भ में, वर्तमान स्तर के मूल्य फिर से रहता है, और हाल में सीखने-सिखाने की समस्या प्रशिक्षण के संस्कृतियों और प्रतिबंधित के संबंध में मुख्य भूमिका निभाने का काम करते हुए है। पर 2005 की स्कूली पादरीपरीक्षा में, हमारे लिए नए रूप में बना है कि ये सीखने के वितरक और जाना के संदर्भ में नए बढ़ते विद्यार्थियों द्वारा जाना हासिल करने का प्रशिक्षण में स्वयं को सहायक माने। इन सब परिक्षाओं को उनके व्यवहार का हिस्सा बनाने के लिए जरूरी है कि अध्यापक शिक्षा के पादरीकर्म में परिवर्तन करें। विद्यालयी परिक्षा व्यवस्था में परिवर्तन को पहले तभी संभव है जब इस व्यवस्था से जुड़े लोगों को सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पादरीकर्म और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा का आधारोत्साह का काम करती है, जहाँ सिखर भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निगमण प्राप्त करने की जाति करती है। इसके साथ ही भाषा से जुड़े नए कुदुम्बियों जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शान्ति की शिक्षा में भाषा की भूमिका आदि की समझ दिशाकर्म के लिए, जरूरी है जो अध्यापक शिक्षा में व्यक्तिक बदलाव की मांग करते हैं।

वर्तमान पादरीकर्म भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखना तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणाध्यापकों को इससे भाषा-शिक्षण के तैयारी में सहायता मिलेगी।

पादरीकर्म के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की संज्ञानकाल प्रक्रिया को जानना
- भाषा के संवरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संबंध में पढ़ने के अधिकार, शाश्वत और परिवर्तन के प्रति सहमत होना
- भाषा सीखने के तरीकों और प्रक्रिया को जानना और समझना
- पादरीपरीक्षा, पादरीकर्म और पादरीपरीक्षा का विशेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढलाना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भाषाओं और विचारों का स्वतंत्र अभिव्यक्ति बनाना
- भाषाओं की संवरूप के संबंध विचारण मार्गों होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों को सूचनामय शिक्षा को पहचानना
- बच्चों के भाषाओं के विकास के प्रति समझ बनाना और उसे समुपन्त करने के लिए विद्यालय में तरह-तरह के मौके खोजना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर-साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सुन्मानक दृष्टिकोण को समझना
इकाई 1:
(क) मातृभाषा और अन्य भाषाएँ। — (ख) मातृभाषा की महत्ता और पादयक्षेत्र में उसका स्थान। — (ग) मातृभाषा शिक्षण के उद्देश्य। — (घ) अन्य भाषा का महत्व एवं अन्य भाषा शिक्षण के उद्देश्य। — (ङ) त्रिभाषा सूत्र और उसका कार्यान्वयन। — (च) भाषा-शिक्षण के सामान्य सिद्धांतों का परिचय।

इकाई 2:
(क) भाषा के चार कौशल-श्रवण,भाषण,पाठ,लेखन का सामान्य ज्ञान एवं परिचय। — (ख) श्रवण कौशल शिक्षण। — (ग) भाषा कौशल शिक्षण। — (घ) पठन (वाचन) कौशल शिक्षण। — (ङ) लेखन कौशल शिक्षण। — (च) भाषा अधिव्ययित के दो रूप-मौखिक और लिखित। — (छ) उच्चारण शिक्षण।

इकाई 3: हिंदी की लिपि और वर्तनी का परिचय
(क) देवनागरी लिपि का उद्भव और विकास। — (ख) देवनागरी लिपि की वैज्ञानिकता विशेषताएं तथा क्रमियाँ। — (ग) वर्णों का मानक रूप। — (घ) वर्तनी, वर्तनी के नियम वर्तनी संबंधी दृष्टियों के सुधार संबंधी उपयोग।

इकाई 4:
(क) हिंदी भाषा का उद्भव और विकास तथा हिंदी की बोलियाँ। — (ख) संपर्क भाषा और राजभाषा के रूप में हिंदी।

इकाई 5:
(क) भाषा शिक्षण में भाषा विज्ञान का योगदान। — (ख) व्याकरण शिक्षण। — (ग) रचना शिक्षण।

हिंदी की विभिन्न विषयों का शिक्षण
(क) कहानियों शिक्षण एवं पाठ योजना। — (ख) गद्य शिक्षण एवं पाठ योजना। — (ग) कहानी शिक्षण एवं पाठ योजना। — (घ) नाटक शिक्षण एवं पाठ योजना। — (ङ) पत्र लेखन, निबंध लेखन, साहित्य लेखन आदि का शिक्षण।

इकाई 6:
अन्य साहित्यिक विषयों का शिक्षण जीवन, आत्मकथा, संस्कृति, रेखाचित्र आदि विषयों का शिक्षण

इकाई 7:
भाषा शिक्षण की विभिन्न का संशोषित परिचय
(क) अनुवाद विभिन्न (ख) प्रत्यक्ष विभिन्न (ग) वाचन विभिन्न (घ) दूर अवधारण विभिन्न। — (ङ) इकाई विभिन्न (च) समस्तिक विभिन्न (छ) व्याकरण विभिन्न (च) सृजन शिक्षण

इकाई 8:
हिंदी शिक्षण में शैक्षिक सामग्री, शैक्षिक सामग्री का महत्व, उपयोगिता तथा अन्य श्रेणियों अवधारण, दूर राजनीति का निर्माण। — पुस्तकालय, संग्रहालय, कम्प्युटर।
इकाई 9: मूल्यांकन

(क) हिन्दी शिक्षण में मूल्यांकन का महत्व । – (ख) परीक्षा और मूल्यांकन में अंतर । – (ग) परीक्षा युक्तियाँ । – (घ) प्रश्नों के प्रकार - निबंधात्मक, लघु उत्तरात्मक तथा व्यस्त निष्ठ प्रश्न ।

इकाई 10:

(अ) भाषा शिक्षण संबंधी विषय युक्तियाँ – (क) संबंध – (ख) अभ्यास – (ग) वर्ण-विवाद – (घ) साक्षात्कार

(ड.) भाषा - (ब) भाषा शिक्षण में व्यवहारिक शब्द, वाक्यों के प्रयोग संबंधी ज्ञान जैसे - क्या याचना,आमंत्रण देने एवं अस्वीकार करने धन्यवाद ज्ञापन आदि । - पाठ नियमों एवं अध्याय

संदर्भ-प्रेष

1. ड. विजयप्रताप रूपानी - हिन्दी शिक्षण अन्य भाषा के संदर्भ में
2. कामता प्रसाद गुप्ता - हिन्दी व्यक्तरण
3. ड. रामचन्द्र बर्मा - अच्छी हिन्दी
4. ड. नामकार सिंह - आधुनिक साहित्य की प्रवृत्तियाँ
5. ड. रामकुमार पाण्डेय - विषय साहित्यिक वाद
6. ड.लक्ष्मीनारायण शर्मा - देशनागरी लिपि और वर्तनी
7. ड.रुपनाथ सफ़ा - हिन्दी शिक्षण
8. ड.रामदेव पी. कक्षीरिया - सूक्ष्म शिक्षण
9. केन्द्रीय हिन्दी संस्थान के प्रकाशन
   1. हिन्दी का वैज्ञानिक व्यक्तरण
   2. देशनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था
   3. हिन्दी शिक्षण विषय आयाम
   4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपक्व
   5. द्वितीय भाषा शिक्षण में अभिक्रियता अधिग्रहण की तैनाती
   6. भाषा शिक्षण तथा भाषा विज्ञान

Practicum: Task and Assignment

Minimum 2 activities relevant to the syllabus.
Course - 19(iv) Pedagogy of Malayalam II – Part 2

Credit: 4

Essence of the course:
This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. This course deals with Malayalam usage and society. Usage of ICT, research in Malayalam language, professional traits of Malayalam teachers are reflected. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

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

- appreciate the role of Malayalam in the society
- familiarize the IT related professional inputs of teaching.
- understand the meaning, importance and concept of models of teaching in Malayalam language teaching.
- Use of Malayalam on Computers
- Apply phonetics of Malayalam
- Critical thinking and creative writing
- Know about action research
- be a professional Malayalam teacher.
- acquaint with the co-curricular activities in Malayalam.

CONTENT OUTLINE

Unit 1: Reading and Writing

Unit 2: Malayalam language and Society
Malayalam language and society, language and culture, Mother tongue and folklore, colloquial language and dialects - Community resources – Types and utilization.

Unit 3: ICT usages in Malayalam
Unit 4: Malayalam on computers

Unit 5: Phonetics of Malayalam
The different speech organs and their role - The individual sounds – vowels and consonants – their place and manner of articulation- Errors in pronunciation and the remedial measures to be employed- The text sentence connection – Devices for cohesion and coherence. The sentence – Types of sentences – Subordinate and co-ordinate clauses – Question forms – Analysis and classification of grammatical errors.

Unit 6: Critical thinking and writing
Critical thinking and creative writing - Critical appreciation of a poem - Novel, drama or a short story - Writing criticism of a contemporary novel, short story and a poem - Analysis of important critical works in Malayalam.

Unit 7: Research in Malayalam
Action research - steps in an action research - action research for language teachers.

Unit 8: Professional traits of a Malayalam Teacher
Professional development of Malayalam teacher - Teaching as a profession - Professional ethics - Personal and professional qualities of a teacher - Special qualities of Malayalam teacher - Ways and means of improving professionalism among Malayalam teachers - Traits of professionalism competencies listed by NCTE.

Unit 9: Activities in learning Malayalam
Co-curricular activities based on school related activities like literary club, drama club etc. - Malayalam language and Cinema.

Unit 10: Teaching of Prose, Poetry and Composition
Aims of teaching prose – different types of prose lessons and different approaches – Non-detailed prose – Training for independent and extensive reading – Methods of teaching the non-detailed text in lower and higher classes – Poetry – Appreciation, rhythm, dictions, ideas, emotions, imaginary expressions, suggestions etc. – Different types of poetry – composition – General principles.

Mode of Transaction
Dialogue, seminars, discussions, and group-work

Practicum: Task and assignment
1. Prepare a newsletter on the topic Malayalam language in Kerala.
2. Prepare and presentation of a minimum 5 discourses in language class.
3. Prepare a collection of poems and stories of your choice.
4. Planning and Preparing of language games to teach grammar and vocabulary items.
5. Preparing instructional materials in teaching Malayalam.
6. Prepare a review of any literary work of Indian writer in Malayalam published in last ten years.
7. Keeping in view the needs of children with special needs prepare 2 activities for Malayalam Teachers.
9. Develop a Power Point presentation to teach any topic from Malayalam reader
10. Preparation of author’s album, stick figure albums, flash cards for classroom teaching.

**Mode of assessment:**
Written test and Task and assignment

**References:**
1. Sabdasodhini
2. Keralapanineeyam
3. Bhashabhooshanam
4. Malayalasaili
5. Vrithasilpam
6. Keralabhasahavijnaneeyam
7. Vrithavicharam
8. Kairaliyute Katha
9. The teaching of Mother tongue by W.M. Rhyburn
10. Malayalasahithaycharithram
11. Enthanu Blog? Blogging engane thudangam
12. Vijayam nedan social media.
17. SCERT(2007),Kerala Curriculum Frame work.Trivandrum:SCERT
Course - 19(v) Pedagogy of Telugu II – Part 2

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment
References:

Syllabus yet to be prepared for Course- 19(v) Pedagogy of Telugu II – Part 2.

Course - 19(vi) Pedagogy of Mathematics – Part 2

The same syllabus as given for course – 18(vii)

Course - 19(vii) Pedagogy of Physical Science – Part 2

The same syllabus as given for course – 18(viii)

Course - 19(viii) Pedagogy of Biological Science – Part 2

The same syllabus as given for course – 18(ix)
Course - 19(ix) Pedagogy of Commerce II– Part 2

Credit: 4

Essence of the course:
The competencies of the teachers at the school level teaching is essential as they are to be a role model for the learners to enable them to proceed to further learning in the field of Commerce and Accountancy. Considering the importance of teaching and learning, the commerce teachers should have the strong basic knowledge and skills in commerce. They should be familiar with the developments in Commerce and Accountancy. Considering this, the course is designed to provide sound knowledge on the basic subject to the student teachers. They can be familiar with the techniques and approaches in the teaching of the basic subject by using learning resources and assessment techniques.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy;
- understand lesson planning and evaluation aspects in teaching Commerce and Accountancy;
- apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques;
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

CONTENT OUTLINE

Unit 1: Analysis of commerce content at school level
Analysis of commerce content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 2: Analysis of Accountancy content at school level
Analysis of Accountancy content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 3: Construction of Achievement test
Achievement test – characteristics-objectivity, reliability, validity and practicability - forms of test items – multiple choice type - short answer type and essay type – construction of achievement test - steps – blue print, weight age tables, question wise analysis and scoring key

Unit 4: Interpretation of learners Achievement
Unit 5: Management
Objectives of Management – Role of Management – Difference between Administration and Management- Functions of Management – PODSCORB (Planning, Organization, Direction, Motivation, Coordination, Control) – Modern Functions, Planning, Organizing, Leading, Controlling – Management skills, Conceptual skills, Human skills, Technical skills

Unit 6: Managing classroom
Classroom management – classroom management, meaning - in allocated time and in transition time need, basic and necessary components - rules and procedure - consequences - relationships - reasons for disruptive behavior in the classroom - proactive classroom management strategies productive environment – de-escalation strategies – with-it-ness – proximity and body language-laughter is the best medicine - develop effective behavior cues.

Unit 7: Commerce Department
Commerce Department - commerce laboratory – essential and desirable records, registers, and equipment - teacher’s diary- Commerce club or association activities- school bank – school cooperative society

Unit 8: Instructional Materials

Unit 9: Community Resources
Community resources – meaning- types - their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community- field trip- work experience – guest speakers- activities to developing commercial interest and attitude.

Unit 10: Approaches in teaching Accountancy
Journal, ledger, balance sheet, equation, spiral development, complete cycle: approaches- Teaching skill subject – software’s in Book keeping and Accountancy

Mode of Transaction

Practicum: Task and Assignment
1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.
5. Commerce is a practical subject which cannot be taught under four walls- Justify and submit a report in the class as how best commerce can be taught?
6. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:
Written test, task and assignment

References:
3. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects,

WEB Resources
1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.slideshare.net
7. www. Sitesforteachers.com
8. www.ala.org
9. www.edudemic.com
10. www.sciencedirect.org
12. www.ctforg.in
18. http://www.tallytraining.in/
17. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally
20 OPTIONAL PAPER (1/2)
Course - 20(i) Special Education
Credit: 2

Essence of the course:
This course is meant to enable the teacher to have Knowledge on the History of Special Education and cater to the needs of challenged children. Even though there are medical advancements, there exist births with physical, mental and other differential challenges. In order to cater those challenged children, the present course has been designed.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge about different perspectives of children with disabilities;
- understand the social needs of children with sensory and intellectual impairments;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use specific strategies involving skills in teaching special children.
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to children with special needs;

COURSE CONTENT

Unit 1: Paradigms in education of children with special needs
Historical perspectives - Pre-Independence, Post-Independence and contemporary trends;
Models of teaching: The charity model, the bio centric model, the functional model and the human rights model; Concept of special education, integrated education and Inclusive Education. Education in National Policy on Disability (2006); Rehabilitation Council of India (RCI); District Rehabilitation Centers (DRC) Scheme; District Disability Rehabilitation Centers (DDRC) Scheme.

Unit 2: Identification of children with special needs
Exceptional Children; Need for Early Identification; Understanding various disabilities – concepts, characteristics, classification and identification of children with diversities: Visual Impairment; Auditory Impairment; Speech Impairment; Orthopedic; Specific Learning Disabilities; Attention Deficit Disorder; Autism; Juvenile Delinquency.

Unit 3: Curriculum adjustment and adaptation
Curriculum to special needs arising out of various disabilities: Visual Impairment, Auditory Impairment, Speech Disorder, Learning Disability, Attention Deficit Disorder, Autism, Juvenile Delinquency.

Unit 4: Classroom approaches and management
Pedagogical strategies to respond to individual needs of students: Adapting Teaching strategies, Emphatic Approach; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching and multisensory teaching.
Unit 5: Special aids, equipment’s and evaluation procedures

Supportive services required for meeting special needs in the classroom: special teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Technological advancement and its application – ICT, adaptive and assistive devices, equipment and other technologies for different disabilities. Involving community resources as source of support to teachers. Formative and Summative Evaluation.

Modes of Transaction:
Assignment, Project, Seminar, Lecture, Lecture-cum-demonstration, Camps to Special Schools.

Learning Activities:
Observation of Special Schools, Identification of children with special needs, Use of teaching methods to learning disabilities, handling of children with learning and perceptual problems,

Practicum: Task and Assignment
1. Conduct a Seminar on Historical Perspectives on Special Education.
3. Visit to a special school and prepare a report.

Mode of Assessment

References:
Course - 20(ii) Population Education

Credit: 2

Essence of the course:

Pupil teacher after learning this course will understand the causes and effect of population explosion which hampers the development of nation. The main focus of this course is to help them to understand the various ways of introducing population education that reduce population in near future. This would maintain population equilibrium and improve the standard of living and quality of life. The pupil teacher will work in the society to create awareness on the consequences of population explosion.

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

- understand the meaning, scope, and importance of population education.
- understand the factors and the impact of standard of life.
- understand the need for curriculum development in population education.
- acquaint needs and means of population control
- understand the role of different agencies in the population education
- appreciate the teaching of population education.
- study the policy and programmes on population education

CONTENT OUTLINE

Unit 1: Nature of Population Education
Meaning and definition-objectives- scope, need and importance of population education-
Purpose of population education as integral part of education.–Demographic situation of world, India, states and UT: Population scenario of the world- population scenario of India, state / UTs – causes, effects of population growth – Malthus theory– basic components of population dynamics, (population distribution), Population structure, fertility, mortality, migration, nuptiality, sex ratio at birth, expectancy of life.

Unit 2: Standard of living and the quality of life
Food and nutrition- health and hygiene- sanitation, housing, clothing- leisure, employment, social, cultural and spiritual enlightenment- ethics and aesthetics -physical quality of life index-impact of development of family life on society, culture and personality.

Unit 3: Planning for Population control
India’s population policy- population control: role of society, public opinion – family planning, family welfare programs in India-responsibility of family and individual: a small family unit for healthier, happier and better homes. – Population Equilibrium: Measures of control -Clinical and educational approach.

Unit 4: Curriculum development of population education:
Historical background- Introduction of population education at various levels: school, colleges, teacher education institution- need of curriculum development in population education-problems in curriculum development-Need of research in population education– Role of
different agencies and organizations: home, school, community, government - role of mass media - different strategies of teaching population education.

Unit 5: Teacher of population education

Essentials qualities - activities: educational, social and cultural - techniques: extension lectures, debates, survey, games, exhibitions, dramas, meeting with parents - preparation of teaching aids.

Mode of transaction:
Lecture method, Project method, e-learning, Team teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar / discussion, Quiz & debate

Practicum: Task and Assignment
1. Search in the internet regarding the current population scenario in the world with special reference to a country. Present the report to your class reflection.
2. Search in the internet how the problem of population growth can be converted as human resources for nation development prepare a report with photos and news.
3. Conduct a survey regarding the number of children preference by the people in below 30 years.
4. Conduct an opinion study on the population control among 50 people in a village or locality.
5. Design an awareness programme on populatin education to school student revise it after reflective discussion in your class.

Mode of assessment:
Written test, Oral test, Task and assignment

References:
Course - 20(iii) Guidance and Counselling

Credit: 2

**Essence of the course:**
Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. This course intended to develop skill among student teacher to understand the learner and provide educational, vocational and personal guidance to lead their life in a profitable way. The techniques and methods of imparting such guidance indirectly help the student teacher to handle and offer suitable guidelines to the needy.

**Objectives:**
At the end of the course, the student teacher will be able to
- recall the principles underlying guidance
- recognize the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- acquire the skills necessary to administer and interpret standardized tools
- know the qualities required for a good counsellor
- acquire the qualities of a counsellor

**COURSE CONTENT**

**Unit 1: Nature and scope of guidance**

**Unit 2: Educational guidance and counselling**
The aims and purpose of Educational Guidance – Factors Contributing to Educational Problems: Self, Home, School, Neighbourhood, Community – Educational guidance programme: Guidance need at Primary, Secondary, College Level, problems of present day scenario and its remedies – Complementary Roles of the Teacher as a Counsellor and Professional Counsellor – Promoting Parental Collaboration in Educational Guidance.

**Unit 3: Managing the guidance service**
Unit 4: Vocational guidance and counselling
The Nature of Vocational Guidance – The Need for Vocational Guidance – Methods of importing Vocational guidance

Unit 5: Testing devices in guidance

Mode of Transaction:
Lecture method, Discussion Assignment Method, Report writing, Field visit, Presentation by students, Case study

Practicum: Task and Assignment
1. Apply any psychological test and interpret the score and write report
2. Identify the children with counselling needs and write the report
3. Conduct any case study and prepare a report
4. With help surfing internet, write a report on importance of educational guidance and counselling

Mode of Assessment:

References:
Course - 20(iv) Environmental Education

Credit: 2

Essence of the course:
Understanding and coping with the nature is the essential need for human beings. Keeping this in mind, this paper tries to develop interest among the student teachers about the environment which would help them to find the solution for environmental problems. It also intends to develop a growing concern about the environment and its related issues.

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

- understand the concept of environment, ecology and the problems concerning environment.
- visualize the importance of environmental education
- develop the skill of planning and organizing ecological activities in the school.
- apply different techniques and materials for the effective dissemination of environmental information.
- sensitise towards conservation of natural resources.
- enable the students to practice environmental friendly life style.
- develop positive attitude towards protecting the environment.
- organise field trips, survey, environmental games and hobbies locally.

COURSE CONTENT

Unit 1: Nature and scope of environment and environmental education
Environment: Meaning, components – Environmental Education – Meaning, Scope, importance, objectives of environmental education. – Environmental education at Primary, Secondary and higher Secondary level.

Unit 2: Ecosystem and biodiversity

Unit 3: Natural resources and conservation movement
Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Social forestry scheme – Environmental ethics

Unit 4: Environmental Problems

Unit 5: Solutions to environmental problem
Mode of Transaction
Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Prepare a list of Eco friendly, bio-degradable products and write its advantages.
3. Write a report on any one of the concept of ecosystem, greenhouse effect, global warming, depletion of ozone layer, Acid rain, and acts related to conservation of environment.
4. Write a report on environmental issues and role of any agencies in protecting that issues.
5. Arrange a programme for environmental awareness and write a reflective report.

Mode of Assessment
Written test, Task and Assignment.

References:

Web resources:
1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpeacemaker.org/international-environmental-law.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
Course - 20(v) Human Resource Development

Credit: 2

Essence of the course:
India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

Objectives:
At the end of the course, the student teacher will be able to
- understand Human Resource Management Policy and prepare blue print in local context.
- organize the appraisal programme for training and development.
- generate a Human Resource Management climate.
- grasp the significance of psychological strategies of Human Resource Development.
- formulate Human Resource planning.
- enjoy the societal culture and innovate quality of working life.
- conduct researches in Human Resource Development.
- nurture the creativity, interpersonal relationship and other temperamental qualities.
- search for renewed degree of professionalism of Human Resource

CONTENT OUTLINE

Unit 1: Human Resource Management

Unit 2: HRD Organisation

Unit 3: Planning and process

Unit 4: Research in HRD
HRD in Research and Development Organizations – Developmental Needs in Research and Developmental (Creativity, Attitudes, Communication, Interpersonal Relationship, Team Building, Leadership, Motivation) – Action Research in HRD
Unit 5: Social context and models of HRD


Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

Written test, Task and Assignment.

References:

Course - 20(vi) Value Education

Credit: 2

Essence of the course:
The civilized society all over the world follow well accepted value system. Inculcating values is the prime aim of education. The holistic education is possible only through values education. This course can enable a student teacher to be role model for their students on value inculcation.

Objectives:
At the end of the course, the student teacher will be able to
- expose the student teachers to the concept of value and its meaning.
- make them understand the value crises in the society and the need to teach values in the school.
- present to them the essential values of a good teacher and enable them to practice these values in the class room situation and in social life.
- equip them with the adequate knowledge to teach values to the students.

CONTENT OUTLINE

Unit 1: The value education and need
Meaning of value, value education – Kinds of values Subjective and objective, intrinsic and instrumental, vertical and horizontal, personal and neighbourly Social, moral and spiritual values – Need for Value Education in schools.

Unit 2: Teacher and Value
Essential values of a good teacher – Application of class room values in the teaching learning process. Role of the teacher in creating a value – role of education and teacher in preserving and transmitting value.

Unit 3: Value classification
Nature of value, higher and lower values, permanent values and temporary values, intrinsic and instrumental values, Indian Philosophy, realms of value, religious and social values based on philosophical system, ethical values, organic values, recreational values, economic values, political values, personal values, intellectual values, spiritual values.

Unit 4: Value Crisis in the Society and Educational Response
Value crisis in the modern society Progression of technology, liberalization, privatization, globalization and retrogression of values. Curricular and co-curricular activities to inculcate values in the students – Social Justice, Secularism, Social cohesion and national unity

Unit 5: Inculcating values
Theories of value development – Piaget, Kohlberg, knowing and doing in value education, thinking and feeling in value education, – Need to teach values in the schools: school programmes – process of value development. – teaching strategies for value education, provision for moral instruction in school

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Mode of Transaction
   Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Search in the internet and report the value education in various countries.
2. Based on your reflection, how you can inculcate value among your students – write your best practices.
3. How can you manage value degradation among the students? Write an incident based on your experience.
4. If you are the head of the school, how will you inculcate value among the student?
5. Prepare a picture album to use it for value inculcation.
6. Survey status of value development among high school student by administering a value inventory.

Mode of Assessment
   Written test, Task and Assignment.

References:
1. Education in values – A source book – a publication of NCERT.
3. Values through communication – evaluation techniques – Pia Nazareth M.
4. Personal Values – Pia Nazareth M with Maria E Waples.
5. Community Values – Pia Nazareth M with Maria E Waples.
Course - 20(vii) Non-Formal Education

Credit: 2

Essence of the course:
Education is the life long process. Education can be ensure through formal, informal and non-formal modes. This is an era where in education is offered through multiple modes, mutually complementing and supplementing throughout life.

Objectives:
- This course on non-formal education intends to develop understanding on non-formal mode of learning.
- To develop understanding about need for non-formal education.
- To develop awareness about nature of curriculum, methods of assessment and evaluation with respect to non-formal education.
- To provide a basic understanding on education.
- To appraise the fundamental role of education for the development of nation.
- To enable the student-teachers to be effective members of community.
- To acquaint with contemporary political and social environment.

CONTENT OUTLINE

Unit 1: Non-formal Education
Aims, Concept and scope of non-formal education – Academic, Economic and social objectives of non-formal education. Need for non-formal education in India – Non formal education for different age groups.

Unit 2: Literacy development through Non-formal education
Non-formal education for women, Workers education – Literacy development – Functional literacy– determines of literacy, Role of non-formal education in national development, Deschooling movement. – Continuing education and Distance education.

Unit 3: Curriculum development in non-formal education
Curriculum and syllabus, Aims of curriculum – features of good curriculum, Curriculum content as per age groups, Process to formulate curriculum, Approaches in the preparation of curriculum, Evaluation of curriculum.

Unit 4: Methods of learning in Non-formal education
Unit 5: Non-formal education instructors

Place of teachers and learning in non-formal education, Training instructors for non-formal education, Non-professional teachers as instructors for non-formal education. – Involvement of youths – Role of Voluntary agencies – Research in NFE.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Write a report on different types of non-formal education programme offered in your state.
2. Write a report on the role and function of National open School.
3. Write a report on literacy /continuing education programmes offered in any district/state of your choice.
4. Critical report on differences between curricula offered in formal and non-formal set up.
5. Write a report based on a short literacy programme organized by the student teacher in her/his locality.
6. Conduct a survey in a village, to know the present day knowledge requirement of the people.
7. Interview any 10 senior citizen on their requirement for lifelong learning – write a reflective report.

Mode of Assessment

Written test, Task and Assignment.

References:

2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
Course - 20(viii) Disaster Management

Credit: 2

Essence of the course:
Student teacher after learning this course will know the types of disasters. They can understand the causes and effect of disasters that threatens the human life and hampers the development of nation. The main focus of this course is to help them to take part in disaster management training programmes. The pupil teacher will work in the society to create awareness on common signs and symptoms of natural calamities.

Objectives:
- To know various types of disasters
- To train on disaster preparedness
- To take part in Disaster-Management exercise like search, rescue and relief
- To know Disaster Management Law to ensure coordination between the centre and state
- To understand the details of Disaster Management institutions
- To cope-up with all natural disasters and prevent from loss to human lives and property
- To create awareness about common signs of disasters and symptoms of natural calamity related stress.
- To identify the various functions of Disaster Management operations
- To identify and work in situation involving symptoms of natural calamity related stress.
- To know how does modern permanent national command centre work with communication and data links to all state capitals.

CONTENT OUTLINE

Unit 1: Introduction to disasters

Unit 2: Disasters preparedness and planning
Disaster preparedness: public participation, consolidation, co-ordination and training, precautions of community realities, building human relationship network. – Disaster planning: anticipation, preparation of moderate sized disasters, preparing more common disasters, predictable disaster task, adapting routine emergency, moderate expansion, cost-sharing and executing the plan.

Unit 3: Major Disasters in India

Unit 4: Disasters management
Disaster management act(2005)- disaster management cycle (2P3R)- national level disaster management response agencies: NDMA, NIDM, national disaster response force, ministry of
science and technology, Indian armed forces, Anirudha’s academy of disaster management (AADM) – Disaster Management operations: Pre- peri - post disaster management – warning system – Relief measures – Rehabilitations Disaster Management Exercise: Search and Rescues – relief – temporary shelter – employment to affected people in natural calamities – reconstruction and resurgence of infrastructures. – Coordination in logistic chain: Coordination between centre and state functionaries in the logistic chain – national emergency response force providing succour and relief to the people Tackling effects of natural calamities: Coping up with all natural disaster and preventing loss to human lives and property

Unit 5: Leading and controlling Disasters management

Mode of Transaction
Lecture method, Power point presentation, e-learning, spot teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment
1. Prepare a picture album regarding any one of the disasters and project the picture to the class for group reflection to manage such abnormal situation. – submit a report.

2. Search in the internet regarding disaster management practices in various countries and suggest a innovative disaster management practice for any one of the following to Indian condition a) cyclone, b) floods c) Earth quack d) fire e) Tsunami

3. How can you organize a disaster management team in a village or coastal area? Write a detail programme along with and other resources to meet the disaster.

4. Conduct a survey in a village or in coastal area regarding the knowledge of disaster and the management. Submit the report for classroom discussion.

5. How can you create awareness among the students on disaster management? Prepare a detail programme and syllabi. Submit a proposal to get funding from the Government and other agencies.

Mode of Assessment:
Written test, Task and assignment and Observation
References:
2. Baron, Robert A (2001), Psychology, Pearson Education (Singapore) Pte. Ltd, Delhi (India)
5. Dicky Muslim et al., (2011). Activities on Disaster Awareness Education in the School around
   Geological Hazard Prone Areas in Indonesia, Earth science study contribution (electronic
   edition), No.1.
Course - 20(ix) Women Education

Credit: 2

Essence of the course:

As per the constitution of India there should be no gender discrimination shown with respect to access to educational provisions as well as in employment opportunities. It is only through empowering women through education we can reduce gender disparity vividly observed at all educational level and employing institutions. It is not only through empowering women through education but also through removing gender bias existing in the society at all levels. This course attempts to develop awareness among student teachers about the need for women education, methods of developing sensitivity and respect for women including girls through curriculum and its transaction. The student teachers in turn can reduce gender bias and promote gender sensitization in their class.

Objectives:

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

- acquire the knowledge of the concept on women’s education.
- make the student-teachers understand the need for women’s education.
- Developing understanding in role of teacher promoting gender equality

CONTENT OUTLINE

Unit 1: Women’s Education

Meaning, aims and objectives of women’s education – Need for women’s education in India – Women education in post-independence India, Challenges and issues.

Unit 2: Problems of women

Problems of women: Resistance and poverty, Governance and gender inequity, Gender parity, existing prejudices against women, inadequate nutrition, Literacy rate of women. – Discrimination in educational and social opportunities – Child marriage

Unit 3: Women education in society

Aspiration of Indian society for sustainable development of girls, Planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment – Retrospective profile of women in a tradition bound society, Prospective profile of women in the changing Indian Society.

Unit 4: Education and gender gap


Unit 5: Information as a transformative tool

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Prepare an album to show the status of women in India on any one of the following aspects
   a. Education,
   b. Politics
   c. Profession
   d. Employment
   e. Entrepreneurship
2. Conduct an opinion survey on the freedom of women in society.
4. Analysis the roles of state and central government on empowerment of women
5. Write a report based on aspiration of girl students and issues to challenge to their achievement.
6. Analyze of any prescribed text book at high school level for gender bias.

Mode of Assessment

Written test, Task and Assignment

References:

1. Mukerji, S.N.: Education in India and tomorrow
Course - 20(x) Human Rights Education

Credit: 2

Essence of the course:
India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

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

- respect for human dignity.
- understand the basic freedom of the individual and classify broadly.
- know the brief history of development of human rights.
- appreciate that the citizen’s fundamental rights protect the Human Rights Act, 1993.
- understand NPE with reference to women, SC, ST, minorities and physically challenged.
- set up cell to nurture the culture of Human Rights in Schools and Colleges.
- setting up an integrated and egalitarian society.

CONTENT OUTLINE

Unit 1: Introduction to Human right education
Concern for Human Rights and Fundamental Freedom – the task of protection and promotion of human rights – Basic freedom of the individual interpreted as minimal Broad classification of rights such as civil and Political and economic, social and cultural.

Unit 2: Fundamental rights for education

Unit 3: Human rights concerns
Human rights arises and violations – handed labour, child labour, infanticide, gender discrimination etc. – Free legal cells and their functions – National integrally and upholding of constitutional on obligations.

Unit 4: Educational Rights in institution
Setting up of Human rights in schools and Colleges – function under the head of institution – Development of Child rights: physical, mental, emotional growth – Rights to life and education – derail of rights and child labours.

Unit 5: secular education
Setting up of an integrated and egalitarian society – Awareness regarding socialism among students and teacher – Democratic socialism and Gandhism model of socialization.
Education in India is secular non-denominational-secular education is for knowledge and spirits of an objective and tolerant manner and not for faith and religion ideas-secular culture based rational outlook is to be developed.

Mode of Transaction
Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment
Written test, Task and Assignment.

Reference:
4. Human Rights, Commitment and Betrayal, Chitkara, M.G., APH Publishing Corporation
ENGAGEMENT WITH THE FIELD

a. Task and Assignment related to theory courses

At the end of course outline in the each of the theory paper offered during the second academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

b. Teaching Competency (16 weeks of School Internship)

Each student teacher will be attached to a school or two schools in one or two blocks of internship. The total duration of internship will be 16 weeks. During internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). Each student teacher will spend first week of internship for observation. During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen. The details of roles to be performed and records to be produced with respect to Course 21 and Course 22 at the end or given below.

Course - 21 Pedagogy of School Subject 1

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject I).

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject I (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two.

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students.
Course - 22 Pedagogy of School Subject 2

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject II)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject II (at least one should be ICT based) at level one and 15 lessons (at least one should be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students
Course – 23 c. Yoga, Health & Physical Education

Credit: 2

Essence of the course:
The focus of the present course is on understanding the physical, mental fitness for healthy life. This course discourses the yogic exercise, health, and its importance. It also helps to understand the recent diseases and precaution.

Objectives:
At the end of the course, the student teacher will be able to
- create awareness on difference aspects of health and fitness.
- acquire the knowledge of Yoga & exercises
- understand the physical fitness & Yoga.
- learn good health habits.
- develop total personality and suitable leadership
- enable student teacher organize physical activities

CONTENT OUTLINE

Unit 1: Yogic exercises

Unit 2: Yoga in daily life

Unit 3: Growth and requirements
Human body: Growth & development a children at different ages, their needs and interests, psychological development – Physical, emotional and mental changes during adolescence. Sexual abuse: Myths and misconceptions regarding growing up, Management of stress and strain and life skills. Nutrition: Dietary requirements needs according to age, sex – Need for diet planning: Food and water.

Unit 4: Communicable and Non-communicable diseases
Heart Diseases, Cancer, HIV/AIDS, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases-Autistic, Cerebral Palsied, Blood Borne Diseases-Beta Thal Major, Sickle Cell Anemia, Hemophilia; Diagnosis, Prevention & Prognosis. Pollution: Types, Causes, effect and control of various pollution
Unit 5: Health and sports

Fundamental skills of games & sports: Sports for recreation and competition, Rules and regulations of sports, Sports ethics, Sports awards and scholarships, Sports – personship – Develop of physical fitness, Postures, Importance of relaxation, Health and physical education and its relationship with other the subject areas like science, social science & languages.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. General guidelines for performance of the practice of yoga for the beginners
   1. Guidelines for the practice of kriyas
   2. Guidelines for the practice of asanas
   3. Guidelines for the practice of prāṇāyāma
   4. Guidelines for the practice of kriya yoga
   5. Guidelines for the practice of meditation
2. Project on health / Sports and Yoga
3. Organisation of games & sports
4. Visit sports stadium and report
5. Participating various games and discuss all the games in class.
6. Health education and yoga – Analysing various topics by using various charts, photographs and other materials.
7. Surfing to know the different sport and games in India and report
8. Prepare the portfolio for Yoga and its advantages.
9. Make a sports album.

Mode of Assessment

Written test, Task and Assignment.

References:

3. Raja Yoga – Methods and practices – Dalmite
12. Jason Liu and Dr. Gwendalle Cooper (2009) Scientific Analysis of the Effects of Falun Dafa Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
17. www.FalunDafa.org
d. COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)
Course - 24 EPC4: Understanding the Self (½)

Credit: 2

Essence of the course:
Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

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

- Understand the meaning and importance of self-concept and self-esteem.
- Be aware of different factors related to self-concepts and self-esteem.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Explain the different limbs of Aṣṭaṅga yoga.
- State the different types of yoga.
- Derive how Haṭha yoga and Aṣṭaṅga yoga are complementary to each other.
- Name the śatkarma and describe their use in cleansing the body and the mind.
- Demonstrate some important āsanas, and prāṇayāma.

CONTENT OUTLINE

Unit 1: Self-concept

Unit 2: Professional identity of teacher
Sensibilities, dispositions, resilience and skills personal growth: communication skills ability to listen and observe – holistic and integrated understanding self and personality – Teambuilding, respecting, sharing responsibility – the change agent –designing and leading change /social action

Unit 3: Modes of expression
Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations –culture for listening and accepting through story making, self-disclosure, art, dance and theatre

Unit 4: Self-esteem and Identities of self
Gender, relational, cultural –beliefs, stereotypes and prejudices – identities awareness in political, historical, and social forces– personal narratives, life stories, group interactions, film reviews, addressing conflicts, Nature walk/field visit, adventure.

Unit 5: Meditation and Yoga enhance abilities of body and mind
Meditation and Yoga, meaning, practice and importance– Live in peace and harmony with one’s surroundings –promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts

Mode of transaction
Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum: Task and Assignment
1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

Mode of Assessment
Written test, Task and Assignment

References: