



REGULATIONS & SYLLABUS
FORTWO YEAR B.Ed. DEGREE
PROGRAMME
(SEMESTER)

[With effect from 2024-25]



PONDICHERRY UNIVERSITY
PUDUCHERRY - 605 014

**REGULATIONS & SYLLABUS FOR
TWO-YEAR B.ED., DEGREE (SEMESTER) PROGRAMME
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PONDICHERRY UNIVERSITY
REGULATIONS FOR
TWO - YEAR B.ED., DEGREE (SEMESTER) PROGRAMME
[With effect from 2024-25]

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. (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 programme]

S.No.	Subject majored at degree level	Relevant Pedagogical Subject
1	English, Functional English, English Literature & English for Career	English
2	Tamil, Functional Tamil	Tamil
3	Hindi	Hindi
4	Malayalam	Malayalam
5	Telugu	Telugu
6	French	French
7	Mathematics	Mathematics
8	Physics, Electronics, Chemistry, Bio-chemistry	Physical Science
9	Botany/Plant Science, Zoology / Animal Science, Micro-biology, Applied Micro-biology, Marine Biology, Bio-Technology including Plant Bio-technology	Biological Science
10	History, Historical Studies, Geography, Political Science, Economics, Psychology, Sociology, Philosophy	Social Science
11	Computer Science, Computer Applications, Information Technology	Computer Science
12	Home Science	Home Science
13	Commerce, Commerce– Vocational, Corporate Secretary-ship	Commerce
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.		

Subjects studied at Engineering/ Technology programme	Relevant Pedagogical Subject
Science and Mathematics	Physical Science/Biological Science/ Mathematics

- (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) ThemajorsubjectchosenatbothBachelor'sDegreeandMaster'sDegreeshouldbethesame,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+2or11+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 duration of two academic years, spread over four semesters.
- (b) There shall be at least 100 working days each semester 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 four University examinations for the B.Ed., degree programme – each at the end of the respective semester. A student teacher shall be admitted to the Semester-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

SEMESTER WISE SYLLABUS - SEMESTER - I

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-I	4	30	70	100
	GENDER, SCHOOL AND SOCIETY	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-I	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (1/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2(1/4)	4	30	70	100
	OPTIONAL PAPER [®] :	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	SCHOOL INTERNSHIP (1 WEEK)**	1	25	0	25
	COMMUNITY LIVING CAMP	4	100	0	100
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-1: CRITICAL UNDERSTANDING OF ICT	2	50	0	50
TOTAL		31	355	420	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER WISE SYLLABUS - SEMESTER – II

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-II	4	30	70	100
	LEARNING AND TEACHING-I	4	30	70	100
	CONTEMPORARY INDIA AND EDUCATION-1	4	30	70	100
	CREATING AN INCLUSIVE SCHOOL	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-II	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (2/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (2/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	SCHOOL INTERNSHIP (3 WEEKS)***	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-2: DRAMA AND ART IN EDUCATION	2	50	0	50
TOTAL		31	285	490	775

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SEMESTER WISE SYLLABUS - SEMESTER – III

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	LEARNING AND TEACHING-II	4	30	70	100
	CONTEMPORARY INDIA AND EDUCATION-II	4	30	70	100
	SCHOOL MANAGEMENT - I	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	KNOWLEDGE AND CURRICULUM	4	30	70	100
	LANGUAGE ACROSS CURRICULUM	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1(3/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (3/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	YOGA, HEALTH AND PHYSICAL EDUCATION - 1	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-3: READING AND REFLECTING ON TEXTS	2	50	0	50
TOTAL		31	285	490	775

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SEMESTER WISE SYLLABUS - SEMESTER – IV

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	SCHOOL MANAGEMENT - I	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	PEDAGOGY OF A SCHOOL SUBJECT 1(4/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (4/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	YOGA, HEALTH AND PHYSICAL EDUCATION - 2	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-4: UNDERSTANDING SELF	2	50	0	50
	TEACHING COMPETENCY: PEDAGOGY OF A SCHOOL SUBJECT 1	8	100	100	200
	TEACHING COMPETENCY: PEDAGOGY OF A SCHOOL SUBJECT 2	8	100	100	200
	TOTAL	31	365	410	775

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OPTIONAL PAPER[®]: 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

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.

SCHOOL INTERNSHIP (1 WEEK) ** - One week of School engagement among the 4 weeks of School Internship during first semester

SCHOOL INTERNSHIP (3 WEEKS) *** - three weeks of other engagements among the 4 weeks of School Internship during second semester.

5. CHOICE OF PEDAGOGICAL SCHOOL SUBJECTS I & II

No.	Subject majored in the Bachelor's Degree Programme	Pedagogical subject I [Subject majored at degree level]	Pedagogical subject II
1	Language/Functional Language(Except French)	Language I	Language II
2	French	French	English II
3	Mathematics	Mathematics	Language II or Physical Science
4	Physics, Electronics, Chemistry, Biochemistry	Physical Science	Language II or Mathematics or Biological Science
5	Botany/Plant Science, Zoology/Animal Science, Microbiology, Marine Biology, Bio-Technology	Biological Science	Language II or Physical Science
6	History, Historical Studies, Geography, Political Science, Economics, Psychology, Philosophy, Sociology	Social Science	Language II
7	Computer Science, Computer Applications, Information Technology	Computer Science	Language II or Mathematics or Physical Science
8	Home Science	Home Science	Language II or Biological Science
9	Commerce, Commerce-Vocational, Corporate Secretary-ship	Commerce I	Commerce II
<p>Note1:For Pedagogical subjects Commerce I & II, Computer Science and Home Science, the Practice teaching should be done at the Higher Secondary Level.</p> <p>Note2:The candidate should study both part I and part II of each of the pedagogical subjects chosen during the four semesters.</p>			

Subjects studied at Engineering /Technology programme	Pedagogical subject I	Pedagogical subject II
Science and Mathematics	Mathematics/Physical Science/ Biological Science	Physical Science/ Biological Science/ Mathematics
<p>Note: Pedagogical subject-I and Pedagogical subject-II chosen by the candidate should not be the same. However the candidate should study both of each of the pedagogical subjects chosen during the four semesters.</p>		

6. 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.

7. 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**. 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.

8. 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 (A) one week of school engagement by the student teacher making observation in the school and (B) Three weeks for visit to innovative centers of pedagogy and learning, educational resource centers 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.
- iii. It was suggested to have the four months (16 weeks) internship which will be distributed in two spells during the academic year. Based on the availability of schools, the colleges will allot the spells in the academic calendar from Pondicherry regions and neighboring Tamil Nadu region schools. The schools may be of Secondary and Higher Secondary, UT and TN Boards. The CBSE schools also may be included in both the states. During the third and fourth semester, out of sixteen (8 weeks in third and 8 weeks in fourth semesters) 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 fourteen (7 weeks in third and 7 weeks in fourth semesters) weeks for classroom teaching which may be 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 16 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). At least one lesson in each level of each pedagogy maybe 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 every student-teacher.

9. 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.

10. SCHEME OF EXAMINATION (SEMESTER WISE SCHEME)

SEMESTER - I

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-I	3	30	70	100
	GENDER, SCHOOL AND SOCIETY	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-I	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (1/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2(1/4)	3	30	70	100
	OPTIONAL PAPER:	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	SCHOOL INTERNSHIP (1 WEEK)	-	25	0	25
	COMMUNITY LIVING CAMP	-	100	0	100
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-1: CRITICAL UNDERSTANDING OF ICT	-	50	0	50
	TOTAL		355	420	775

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EE – External Examination

SEMESTER – II

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-II	3	30	70	100
	LEARNING AND TEACHING-I	3	30	70	100
	CONTEMPORARY INDIA AND EDUCATION-I	3	30	70	100
	CREATING AN INCLUSIVE SCHOOL	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-II	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (2/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (2/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	SCHOOL INTERNSHIP (3 WEEKS)		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-2: DRAMA AND ART IN EDUCATION		50	0	50
TOTAL			285	490	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER – III

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	LEARNING AND TEACHING-II	3	30	70	100
	CONTEMPORARY INDIA AND EDUCATION-II	3	30	70	100
	SCHOOL MANAGEMENT - I	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	KNOWLEDGE AND CURRICULUM	3	30	70	100
	LANGUAGE ACROSS CURRICULUM	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (3/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (3/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	YOGA, HEALTH AND PHYSICAL EDUCATION - I		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-3: READING AND REFLECTING ON TEXTS		50	0	50
TOTAL			285	490	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER – IV

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	SCHOOL MANAGEMENT - I	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	PEDAGOGY OF A SCHOOL SUBJECT 1(4/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (4/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	YOGA, HEALTH AND PHYSICAL EDUCATION - 2		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-4: UNDERSTANDING SELF		50	0	50
	TEACHING COMPETENCY ^Y : PEDAGOGY OF A SCHOOL SUBJECT 1		100	100	200
	TEACHING COMPETENCY ^Y : PEDAGOGY OF A SCHOOL SUBJECT 2		100	100	200
TOTAL			365	410	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

TEACHING COMPETENCY^Y: Includes CCE done by the faculty of the concerned Pedagogical subject on different aspects of teaching competency as indicated in Spell I and Spell II, school internships.

11.PATTERN OF QUESTION PAPER FOR UNIVERSITY EXAMINATION

Full Courses: 70 marks– 3 hours

- a. 2 questions of 10 marks each =20(Answer 2 Questions out of 4 with internal choice)
- b. 6 questions of 5 marks each=30 (Answer 6 Questions out of 10)
- c. 10 questions of 2 marks each=20(Answer 10 Questions out of 10)

12. 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. 10 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.

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

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

Course EPC 1: Critical Understanding of ICT

Course EPC 2: Drama and Art in Education

Course EPC 3: Reading and Reflecting on Texts

Course EPC4: 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 – $10 \times 4 = 40$.

Note: (1) Internship: During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include (A) one week of school engagement and (B) three weeks of other engagements.

(A) One week of school engagement by the student teacher making observation in the school for both pedagogical papers. The student-teacher is expected to observe at least two classes in each pedagogical subject and should be written in the observation record. ($4 \times 5 = 20$ marks). Five marks are allotted for School visit cum Observation Record. This record includes the general activities of the school and its procedures.

(B) Three weeks of other engagements is made for visits 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.

Note: (2) 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 five 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. Totally 100 marks with four credits is allotted for the attendance and records.

Note: (3) Yoga, Health & Physical Education:

The evaluation of student-teachers for the above course in both academic semesters shall be totally internal. The total of 25 marks allotted to each of the semester is assigned as follows.

- Periodical tests based on the prescribed syllabus (at least two) -10Marks (2 X 10 = 20)
- Assessment based on at least 1 of the tasks and assignment listed under the course outline– 1 x 5 =5.

Note: (4) For Teaching Competency (During School Internship):

The different aspects of practicum and weight age marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted during the fourth semester for each pedagogy.

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

13. 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 outside 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 fourth semester.
- 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:

Sl.No.	Aspects for Assessment	Marks
A.	Assessment during practical examination: Teaching Competencies (Planning and Performance)	50

B.	Assessment of record maintained during internship:	
	i. Preparation of Teaching Resources(Including ICT based)	10
	ii. Lesson Observation Record (Peer and Regular teacher)	10
	iii. Lesson plans	10
	iv. Evaluation and Remediation Record	10
C.	Viva–Voce	10
Total		100

- i. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.
- ii. 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.
- iii. The faculty observer of the Pondicherry University shall be present during the practical examination.
- iv. The practical examination for all student-teachers shall be conducted in a recognized high/higher/senior secondary school and the verification of records in the concerned college.

14. 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 (32 out of 70) and CCE (14 out of 30) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course.
- 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.

15. CLASSIFICATION OF SUCCESSFUL CANDIDATES

All successful student-teachers shall be classified as follows:

Examination(out of 3100 marks)	Class to be awarded
1860 and above	FIRST CLASS ($\geq 60\%$ of Grand Total)
1550 to 1859	SECOND CLASS ($\geq 50\%$ to $< 60\%$ of Grand Total)

FINAL REVISED SYLLABUS 2024-2025 (TWO-YEAR B.ED.,)							
Sno	SEMESTER	TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
1	1	TH:PE	CGU-1	4	30	70	100
2	1	TH:C&PS	AFL-1	4	30	70	100
3	1	TH:C&PS	PS1(PT-1-1/4)	4	30	70	100
4	1	TH:C&PS	PS2(PT-1-1/4)	4	30	70	100
5	1	PR:EF-EPC-1	CUICT(1/2)	2	50	0	50
6	1	PR:EF	COM.CAMP	4	100	0	100
7	1	TH:PE	GSS	4	30	70	100
8	1	PR:EF	SC. INT(1WK)	1	25	0	25
9	1	TH:C&PS	OPT	4	30	70	100
10	2	PR:EF-EPC-2	DR&ART(1/2)	2	50	0	50
11	2	TH:PE	L&T-1	4	30	70	100
12	2	TH:C&PS	PS1(PT-1-2/4)	4	30	70	100
13	2	TH:C&PS	PS2(PT-1-2/4)	4	30	70	100
14	2	PR:EF	FEP(3WKS)	1	25	0	25
15	2	TH:PE	CIE-1	4	30	70	100
16	2	TH:PE	CGU-2	4	30	70	100
17	2	TH:C&PS	AFL-2	4	30	70	100
18	2	TH:PE	CIS	4	30	70	100
19	3	PR:EF-EPC-3	RRT(1/2)	2	50	0	50
20	3	PR:EF	YHE-1	1	25	0	25
21	3	TH:PE	SM-1	4	30	70	100
22	3	TH:C&PS	K&C	4	30	70	100
23	3	TH:C&PS	LAC	4	30	70	100
24	3	TH:PE	L&T-2	4	30	70	100
25	3	TH:PE	CIE-2	4	30	70	100
26	3	TH:C&PS	PS1(PT-2-3/4)	4	30	70	100
27	3	TH:C&PS	PS2(PT-2-3/4)	4	30	70	100
28	4	PR:EF-EPC-4	US(1/2)	2	50	0	50
29	4	PR:EF	YHE-2	1	25	0	25
30	4	TH:PE	SM-2	4	30	70	100
31	4	TH:C&PS	PS1(PT-2-4/4)	4	30	70	100
32	4	TH:C&PS	PS2(PT-2-4/4)	4	30	70	100
33	4	PR:TC	PS1	8	100	100	200
34	4	PR:TC	PS2	8	100	100	200
			Total	124	1290	1810	3100

CHILDHOOD AND GROWING UP-I
SEMESTER –1- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

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 and community background in particular and political, social, and cultural dimension in general. It gives them knowledge about various theories of child development.

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 and cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- understand about the various socio-cultural impact on learners

CONTENT OUTLINE

UNIT 1: Introduction to Educational Psychology

Psychology: Meaning, branches of psychology. Perspective of human behavior: Psychoanalysis - Behaviorism - Humanism- Transpersonalism. Educational psychology: Meaning - Origin, scope and significance of educational psychology for teachers.

UNIT 2: Growth and Development

Concepts: growth, development, maturation.- Developmental stages- Developmental tasks - Impact of nature and nurture on human development - Principles of development - Dimensions of development: physical, social, emotional and cognitive. - Theories of child development: Psychosexual development,(Freud) - Psychosocial development, (Erikson) - Cognitive development: Process -Stages of cognitive development. (Piaget), Moral development: (Piaget, Kohlberg). Adolescence:characteristics, problems, remedy.

UNIT 3 : Thinking, Intelligence and Creativity

Thinking: Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problem solving - Meta- Cognition. Role of language in thinking and learning - Intelligence: meaning, types.Theories of Intelligence: Mono Factor theory, Two Factor Theory, Group Factor Theory - Structure of Intellect – Multiple Intelligence – Emotional Intelligence - Nature and types of intelligence tests-Uses of Intelligence Tests. Creativity: stages of creativity –Measurement of Intelligence, creativity-Methods of fostering creativity among students.

UNIT 4: Attention, Perception and Memory

Attention, meaning – related concepts: distraction, inattention, divided attention, Span of attention. Factors influencing attention – sensation and perception – Laws of perception - Perceptual Errors. Memory and forgetting: Meaning – Causes of forgetting – Storage systems: Sensory memory, Short Term, long Term Memory. Duration and functions of memory storage systems. Theories of Forgetting: Theory of decay – Theory of interference – Theory of Motivation – Theory of consolidation - Strategies for Improving Memory – Memory Disorders.

UNIT 5: Learning and Learning Theories

Learning: meaning, nature and importance of learning for human excellence – Methods/styles of learning - Conditions of learning- (Gagne) – Factors influencing learning - Learning Curve – Types of learning: Learning by conditioning, (Pavlov, Watson, Skinner. – Learning by trial and error, (Thorndike)– learning by insight – (Kohler) Learning by observation, (Bandura) – Transfer of learning: concept, Principles - Teaching for effective transfer – Constructivist's Conception of learning - Learning Disabilities: reading disability, writing disability, computation disability - Autism.

Laboratory work

The student trainees shall select any **three** of the following topics and conduct experiments using appropriate tools and prepare the report

- Thinking
- Intelligence
- Memory
- Creativity
- Attention
- Perception

Modes of Assessment:

Written test, seminar, presentation, Field Visit

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1. Taylor Shelley. E. Latitia Anne Peplau and Sears David .O. (2006). Social

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GENDER, SCHOOL SOCIETY

SEMESTER –1- THEORY –PERSPECTIVES IN EDUCATION -CREDIT-4

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

Gender: meaning, definition – in various perspectives: biological, functionalist, integrationist, conflict – current status – inequality in India – gender studies–education of the girl child – agencies for women education and development – Research project and studies – evaluation of text books and media from the gender perspectives – global perspective on gender

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:

1. Larsen Randy .J. and Buss David. M. (2011). Personality Psychology .New Delhi: Tata Mcgraw hill Companies.
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ASSESSMENT FOR LEARNING -I

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--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:

- The students should be able to use Qualitative and Quantitative data
- To know about the basics of educational testing
- To be able to prepare Achievement tests
- To know about the process of standardized tests
- To specify the uses of tools of evaluation through Quantitative techniques

COURSECONTENT

UNIT 1: TECHNOLOGICAL BASED QUANTITATIVE AND QUALITATIVE ANALYSIS OF LEARNING OUTCOMES

Quantitative and Qualitative- Meaning and difference- Data-Tabulation – Measures of Central Tendency – Measures of Dispersion – Normal Distribution – Correlation and their interpretation- Graphical representation of data-Exploration of software for assessment of CCE– Managing students Data in computer – inferences, Diagnosis, feedback and remedial learning alternatives – e-portfolio assessment – evaluation Rubrics

UNIT 2: BASICS OF EDUCATIONAL TESTING, MEASUREMENT, ASSESSMENT AND EVALUATION

Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education – Steps of evaluation process – Characteristics of the evaluation - comprehensive and continuous – Formative and summative evaluation – Norm reference & criterion reference tests – Uses of evaluation

UNIT 3: 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 – Characteristics of a good test.

UNIT 4: 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 5: MAJOR TOOLS OF EVALUATION AND THEIR USES (QUANTITATIVE TECHNIQUES)

Paper pencil tests, Oral tests, and Performance tests – Achievement tests : standardized and teacher made tests – Diagnostic tests –

Mode of Transaction:

Lecture-cum-discussion, Seminar, Team Teaching, Practical work

Practicum: Task and Assignment

1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Determine the relation between the Measurement, Assessment and
3. Framing Different types of questions

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

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

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1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton
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3. Ashford, S.J., Blatt, R., & Vande Walle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29, 773–799.
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PEDAGOGY OF ENGLISH-I – Part-1/4

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

School education and teacher-education share a symbiotic relationship. In order to have qualitative improvement in education, both teacher-education and school education need to simultaneously reinforce each other. A need to review and redesign the two-year B.Ed., Syllabus semester-wise was felt as the New Education Policy expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and text books 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 ‘listen’, ‘read’, ‘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.
- 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.
- Get familiarized with the IT sources/packages that are helpful in teaching English.
- Develop proficiency in the four language skills: listening, speaking, reading, and writing.
- Develop skills for effective teaching- micro teaching.
- Enhance knowledge of grammar, vocabulary, and sentence structures.
- Use the English language correctly and appropriately in various contexts, demonstrating a solid understanding of language rules and structures.
- Think critically, analyze texts, and express their opinions.
- Evaluate and interpret information in English, engage in thoughtful discussions, and express their viewpoints with clarity and coherence.
- Equip with effective strategies and techniques for language learning and self-improvement.
- Read English with comprehension, communicate easily with the people around the world.
- Communicate effectively and appropriately in real life situation.
- Make learning real, practical and fun for children.
- Develop their vocabulary by introducing them to new words and phrases.
- Understand that lexis enables students to use a wider range of words and express themselves more accurately and effectively reading comprehension and writing skills.

CONTENT OUTLINE

Unit 1: Aims and Objectives of Teaching English

Aims of teaching English at the primary, Secondary and higher secondary level – Functions of language - Principles (General, Linguistic and Psychological) of English Language Teaching - 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 2: Acquisition of teaching skills

Teaching Skills – meaning and importance – micro teaching as a technique for acquiring teaching skills –relevant teaching skills in teaching of English(skill of stimulus variation, skill of Questioning, skill of explaining, skill of use of Black Board, skill of Reinforcement) –integration of teaching skills –link practice - observation.

Unit 3: Advanced Grammar: I

The noun phrase – MHQ (Modifier, Headword, Qualifier); The verb phrase; Adverb phrase. Tense forms –The Sentence – Types of sentences – subordinate and co-ordinate clauses- Question forms.

Unit 4: 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, M-learning: Smart Phones as learning devices, Digital library - Use of information communication technology (ICT) for teaching English- Videoconferencing.

Unit 5: Lexis

Word formation – Major and minor devices – pattern of spelling and spelling rules – phrasal verbs and prepositional phrases.

Mode of transaction:

Introductory lecture, Use of multimedia resources, Library resources, 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 and Small group discussions.

Practicum: Task and Assignment

1. Seminar on significance of English language in India.
2. Project on formation of new words.

3. Assignments on learning phrasal verbs.
4. Planning of 10 vocabulary building exercises.
5. Construction of New lexical items and structural items.
6. Textual exercises
7. Practicing Formal and Informal Letter (composition)

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.

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23. Makish A Viyas, Teaching of English as Second Language.
24. Manmeet Kaur,English Lesson Plan Publisher: Gully baba Publishing House Pvt Ltd
25. Nanda, General method of teaching.

Books Accompanied by Audio Cassettes

1. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde. Advanced Learners).
2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Getting In English by John Haycroff (The BBC Intermediate Course).
5. Keep Up Your English by W. Stannard Allen (The BBC Course).
6. Srivastava & Nidhi Srivastava (Franklin International).
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WebSites:

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தமிழ் கற்பிக்கும் முறைகள் -1 -பகுதி-1

முதலாம் ஆண்டு - முதல் பருவம்

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர் அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர் கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர் காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர் இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர் தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்

நோக்கங்கள்

மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.

செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல் .

நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.

அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.

பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.

இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல் .

இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.

மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.

கற்பித்தல் கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.

தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: தமிழ்மொழி வரலாறு

மொழியின் தோற்றம்- தமிழின் தொன்மை - உயர்தனிச் செம்மொழி-வரையறை, அறிஞர்களின் கூற்று, வளர்ச்சி, இன்றைய நிலை, காலம் தோறும் பண்பாட்டுச் சிறப்புகள் - தமிழில் சமூக வட்டார வேறுபாடுகள்

அலகு 2: அறிவியல் தமிழ்

அறிவியல் தமிழின் தேவைகள்- அறிவியல் தமிழ் அமைப்பு - கலைச்சொல்லாக்கம்- கடன்வாங்கல்.

அலகு 3: கற்பித்தல் வளங்கள்

நூலகத்தின் நோக்கங்கள் - வகைகள் - பயன்கள் - அகன்ற படிப்பு, நிறைகள், குறைகள் அகராதி, கலைக்களஞ்சியம், நிகண்டுகள், சொல்லடைவு, பொருளடைவு, நூலடைவு, இணையம்.

அலகு 4: கற்பிக்கும் முறைகள்

விரிவுரை கலந்துரையாடல் சொற்பொழிவு கருத்தரங்கம்- குழுவிவாதம்- மாநாடுகள் -ஆய்வரங்கங்கள்

அலகு 5 : இக்கால இலக்கியங்களின் அறிமுகம்

உரைநடை - நாவல் சிறுகதை- புதுக்கவிதை - வரையறை ,வகைகள், இலக்கிய பங்களிப்பு

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல் செய்து கற்றல், ஆய்வரங்கம், பணிமனை செயல்திட்டக் கற்பித்தல், விதிவருமுறை விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு: காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் புத்த வாசிப்பு முகாம் நடத்துதல்,

மதிப்பீடு

வகுப்பத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம். மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
- 4 ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்

பார்வை நூல்கள்

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PEDAGOGY OF MATHEMATICS – 1/4

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

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.
- Identifies the aims, goals and Objectives of Learning Mathematics
- Acquires the knowledge of skills and competencies in teaching Mathematics
- Develops in preparing lesson plans for school Mathematics
- Specifies the tools and techniques of Evaluation in Mathematics

COURSE CONTENT

Unit 1: Nature and Significance of Mathematics

Meaning and Characteristics of Mathematics – Nature of Mathematics: Precision, Logical Structure, Abstractness, Symbolism– Need and Significance of Learning Mathematics. Scope of Mathematics- Mathematics in day today activities in our life, various fields, disciplines and subjects.

Unit 2: Aims, Goals and Objectives of Learning Mathematics

Aims: Practical, Disciplinary, Cultural, Vocational, Social and Aesthetic - Taxonomy of Educational objectives: cognitive, affective and psychomotor domains for teaching Mathematics - Revised Bloom's Taxonomy of Educational 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 3: Teaching skills

Teaching Skills – meaning, analytical 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 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: Tools and Techniques of Evaluation in Mathematics

Test, Measurement, Assessment and Evaluation - Meaning – General Purpose - Construction and Use of Diagnostic test in Mathematics: Stages, Preparation of Diagnostic Chart (Error Analysis)- Achievement test – Uses and Construction – Item Analysis - Statistics–Central Measures, Measures of Deviation and Graphical Representation

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Writing specific objectives and teaching point of content areas in Mathematics of Algebra.
3. Prepare a lesson plan for 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:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
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
14. www.classroom-aid.com
15. www.ndlirn.edu.au
16. www.bbc.co.uk/learning/subjects/math/s.html
17. www.primaryresources.co.uk/math/math.html
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE – 1/4
SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES

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 the classification of learning objectives.
- acquire knowledge on the revised version of Bloom's taxonomy y Anderson and Krathwohl
- acquire hands-on experience in the concept of micro-teaching and the core teaching skills.
- acquire basic competencies on various approaches of writing lesson plan.

COURSE CONTENT

Unit 1: Nature of physical science : Meaning, scope and nature of physical science- – Science as a process of enquiry and a process of constructing knowledge – Science as a dynamic and expanding body of knowledge – Correlation of Physical science with other subjects – values of teaching physical science: individual and social.

Unit 2: Aims of learning physical science

Difference between aims and objectives - Objectives of teaching physical science at various levels –Bloom's taxonomy of instructional objectives: Cognitive, affective and Psychomotor domains- Revision of Bloom's taxonomy by Anderson and Krathwohl – writing the instructional objectives – Constructivist approach in teaching physical science .

Unit 3:Micro-teaching:

Microteaching: Concept and Definition – Phases of micro-teaching – micro-teaching cycle – merits and limitations of micro-teaching – micro-lesson plan- observation and feed-back procedure: coding proforma and video graph- link practice- comparison of micro,link and macro teaching.

Unit 4: Core teaching skills:

Microteaching: Concept, Definition, Phases, Cycle -Core teaching skills: Skill of Set induction, Skill of Explaining, , Skill of Stimulus variation, , Skill of Probing questioning, Skill of Reinforcement , Skill of Black Board writing and Skill of Closure.

Unit 5 : Instructional planning

Lesson plan – meaning and Need – various models/approaches of writing lesson plan :

Herbartian model: rubrics of writing Herbartian lesson plan - 5E model (constructivist approach) - Characteristics of a good lesson plan – Unit plan: Definition- salient features of unit plan – steps involved – preparing an unit plan- merits and limitations.

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. Collect information from the internet about any 2 great scientist’s contributions to society (present it in slideshow form).
4. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
5. 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:

1. National Council of Educational Research and Training (2013), *Pedagogy of Physical Science I & II*, New Delhi. ISBN 978-93-5007-224-0(Part I) ISBN 978-93-5007-225-7 (Part II)
2. Radha Moahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. Sonika Rajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
4. Vanaja, M. (2006), *Methods of teaching physical science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81-8316-018-0
5. Panneerselvam, A and Rajendiran, E,K. (2009), *Teaching of Physical Science*. Chennai: Shantha publishers; ISBN 978-81-86689-53-0
6. NCERT. (2006), *Elementary level syllabus vol-I*. New Delhi. ISBN 81-7450-593-8
7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>
6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
<http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE -1/4

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--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 learner. Further it enhances the competencies in developing the curriculum for science teaching at school levels. The development of the society is directly linked with the quality of science education and science educators.

Objectives:

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

- acquire a favourable scientific temper towards science teaching and values
- understand the nature of science and aims and objectives of teaching Biological Science.
- understand the biological science and its different approach to curriculum.
- understand the microteaching skills.
- understand the criteria in selecting a content and its organisation in a good science textbook.
- understand the basic concepts in science for science teaching.
- develop skill in critical content and pedagogical analysis of text books.

CONTENT OUTLINE

Unit 1: Nature of Science

- A. 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.
- B. Science as a process of enquiry and a process of constructing knowledge.
- C. Science to the society-Value development- Intellectual, Utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

Unit 2: Aims and objectives of teaching Biological Science

- A. Aims of learning Biological Science Objectives of teaching at Secondary school level-
- B. Difference between Instructional Objectives and Learning Objectives – Learning objectives- General objectives-Specific objectives based on revised Bloom's taxonomy.
- C. Mastering on Collaborative vs Constructivist Perspectives in planning the lesson plan.

Unit 3: Curriculum in Biological Science

- A. Meaning –**Curriculum Framework** – Curriculum and Syllabus – Principles of curriculum construction – **Approaches to curriculum**

development- content organisation.

- B. Recommendations of National curriculum frame work 2021 on science curriculum. Birrds eye view of analysis of Biological science syllabi and textbooks of NCERT.

Democratising Science Learning: Critical Pedagogy and role of the teachers.

Unit 4: Teaching skills

Teaching Skills – Microteaching skills meaning and simulated training techniques, 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 : 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 analysis of selected concepts for learning.

Modes of transaction:

Lecture method, Group Discussion Method, Colloborative groups, Simulative Practices, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students, Demonstration of scientific experiments.

Mode of Assessment for internal marks (Any Four):

- Observation of two subject related lessons of Senior school teachers (One per teaching subject) in actual classroom by direct observation with Prior permission of concerned teacher.
- 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.
- Assignmnet: Report preparation on analysis of last three implementation insisted through National Curriculum Frame work.
- Assignment on science Teaching and curriculum planning & development.
- 5 different core teaching skill lesson plan writeups.
- Constructing the tool for pedagogical analysis - submission of Tool.

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3. Amin, J.A. (2011), Training science teachers through activities; towards constructivisim. USA: Lap-lambert publishing house.

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7. Hemalatha Kalaimathi and Asir Julius et al. revised edition 2012, Teaching of Biology ISBN:978-81-8316-205-0, Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
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10. Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.
11. SonikaRajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education. ISBN978-81-31770-22-1
12. Sudha Pahuja & Ravi Kant, Pedagogy of School subject Biological Science. ISBN 978- 93-85960-49-9 www.bookmandelhi.com. Published by Vinay Rakheja C/o Lall Book Depo-Meerut.
13. Tomar, Archana (2006), Teaching of Biology, Delhi: Kalpaz publication
14. Vijayalatha, R. and Sunithat, revised edition 2019, ISBN:978-93-85877-37-7. Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
15. Yadav, S., & Singh, A. K. (2005). Teaching of life science. Delhi: Dominant Publications.
16. ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
17. [NCF-School-Education-Pre-Draft.pdf](https://ncert.nic.in/pdf/NCF-School-Education-Pre-Draft.pdf)
18. <https://openstax.org/books/biology-2e>
19. <https://ncert.nic.in/textbook.php?>
20. [Training Manual.pdf \(gctedharamshala.ac.in\)](#)

PEDAGOGY OF SOCIAL SCIENCE-1/4

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course sensitizes the learners to the relevance of social science in the current context. It makes them familiar with the techniques and approaches of teaching social science. This course acquaints the preparation and administration of learning resources in a meaningful way. It develops the competency in making use of appropriate assessment systems to appraise the learning outcomes. It also sensitizes the learners about the various social issues and moulds them to face the same in a plausible way.

Objectives

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

- Understand the Aims and Objectives of Teaching Social Science.
- Understanding on the process of teaching and learning Social Science
- Handle social issues and concerns in a responsible manner.
- Gain mastery of the Teaching skills through micro teaching.
- Write the objectives for each topic in social science.
- Equip themselves to write the lesson plan.
- Handle the pupils according to their needs in class room environment.
- Know various approaches in Teaching Social Science.
- Apply various methods in Teaching Social Science.
- Use various instructional media in Teaching Social Science.

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.

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. Analyze the controversial issues of the world through their critical thinking..

Mode of Assessment

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

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi, Third Edition:1999,
2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition –Wesley Publishing Co., Reading, Massachusetts.
3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York
4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. Kochar S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
6. Mangal S K & Uma Mangal (2014 rp) Teaching of Social Science, PHI Learning private Ltd, New Delhi.
7. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edion:2004.
8. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004
9. UNESCO: New Source Book for Teaching of Geography, UNESCO
10. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

PEDAGOGY OF ENGLISH-II – Part-1/4

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This paper aims to equip the students with English knowledge for communication and Literature for appreciation. It develops the skill of communication in order to help children at various school levels towards effective communication. It helps to prepare and use the various teaching aids in learning of English. They should be familiar with the methods and techniques in the teaching and learning of English.

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.
- ☐ Write lesson plans to teach prose and poem.
- ☐ Prepare and use appropriate teaching aids to make teaching more effective.
- ☐ Develop the various micro skills to teach English language.
- ☐ Read English with comprehension.
- ☐ Motivated by creating awareness about the importance of English language in different aspects of life.
- ☐ Make learning real, practical and fun for children
- ☐ Support specific learning objectives, to help students improve or reinforce special skills and sometimes to make learning fun.
- ☐ Significantly increase learners' achievement by supporting learning.
- ☐ Make teaching learning process more scientific, effective, and impressive through (i) content analysis (ii) objective formulation (iii) selection of the teaching method and material
- ☐ Select appropriate objectives and strategies in instructional situations (macro teaching) to access the appropriate teaching to transact a content

CONTENT OUTLINE

Unit 1: Nature, Scope and Position of English Language

Meaning, Nature, Need and significance of English Language – English as First Language, Second Language and Foreign Language- History and Position of English Language in India- English as a Link Language, Library Language, Window on the west, Asset language, English for Global purpose.

Unit 2: Teaching skills

Relevant teaching skills in teaching of English as second language – 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 – observation.

Unit 3: TLM 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, Realia, Over Head Projector (OHP), Radio, Podcasts, T.V., Computers, Power point presentation, Mobile, Open E-sources, Language laboratory and language games.

Unit 4: Lesson Plan format- Prose

Planning of the lesson –Need, Features and Advantages of 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) – Principles involved in selection and gradation of vocabulary.

Unit 5: 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.

Mode of Transaction:

Use of PPT, Introductory lecture, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, 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. Preparation of prose lesson plan.
4. Preparation of poetry lesson plan.
5. Oral Communication tasks.
6. Language Lab activities.
7. Language games on grammatical structure.
8. Preparation of audio visual aids. (Charts, Flash cards, Matching boards, Models)
9. 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 Check

list to monitor, rate performance in each skill–Monitoring performance of communicative tasks.

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2. Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
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8. Dinnakar(2021), Pedagogy Of English Publisher: Neelkamal Publisher
9. Jayanthi.N.L.N.(2005) Teaching of English. Kamala publishers: Annamalainagar, Chidambaram.
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14. Rai B.C, Method of teaching English.
15. Sharma.R.A.(2007), Fundamentals of teaching English : Meerut.
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19. Sivarajan K (2010), Trends and development in modern Educational practices, kerala University press.
20. Venkateswaran S.(2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).

8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

தமிழ் கற்பிக்கும் முறைகள்- II

முதலாம் ஆண்டு- முதல் பருவம்

அடிப்படைக் கோட்பாடு:

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலானப் பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்.

நோக்கங்கள்:

தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.

கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.

உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.

அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.

கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.

பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.

கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்த்தல்.

நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.

மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.

கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயன்படுத்த பயிற்றுவித்தல்.

அலகு 1: மொழியின் இயல்புகள்

மொழிப்பாடத்தின் நோக்கங்கள் - தாய்மொழிக் கல்வியின் முக்கியத்துவம் - எண்ணத்தை வெளியிடுங் கருவி - சிந்தனை ஆற்றலை வளர்க்கும் முறை - சமூகப் பண்பாட்டு மரபினை அறியும் கருவி - சூழ்நிலையைப் புரிந்துகொள்ளும் ஆற்றல் - வாழ்க்கை நுகர்வுகளை எடுத்தாளுதல்

அலகு 2: கலைத்திட்டமும் தமிழும்

தேசியக் கல்விக் கொள்கையின் குறிக்கோள்கள், பரிந்துரைகள் - கலைத்திட்டத்தில் தாய்மொழியின் பங்கு - தமிழ் கற்பித்தலின் குறிக்கோள்கள், நோக்கங்கள் - தொடக்க, இடைநிலை, மேல்நிலைப் பள்ளிகளில் பயிற்றுமொழியாகத் தமிழ் - பிற பாடங்களைக் கற்பிக்கும் ஊடகம் - இரண்டாவது மொழியாகத் தாய்மொழியைக் கற்பித்தல்

அலகு 3: நுண்ணிலை கற்பித்தல்

நுண்ணிலை கற்பித்தல் - வரையறை - திறன்கள் - முக்கியத்துவம் - சுழற்சி அமைப்பு - திறன்பயிற்சிகள் - இணைப்புப் பயிற்சிகள், நிறை, குறைகள்.

அலகு 4: பாடத்திட்டம் தயாரித்தல்

பாடத்திட்டம் தயாரித்தலின் தேவை - முக்கியத்துவம் - புள்ளின் கற்பித்தல் கோட்பாடுகள் - பாடத்திட்டத்தின் படிநிலைகள் - அணுகுமுறைகள்- அலகுத்திட்டம் - பாடத்திட்டத்திற்கும் பாடக்குறிப்பிற்கும் உள்ள வேறுபாடுகள்.

அலகு 5: பாடங்களைக் கற்பித்தல் நோக்கங்களும் முறைகளும்

செய்யுள்- உரைநடை - இலக்கணம் - துணைப்பாடம் கற்பித்தல் - பொது நோக்கங்கள் - சிறப்பு நோக்கங்கள் - முறைகள் - வேறுபாடுகள் (ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பு வரையில் உள்ள தமிழ்ப் பாடங்களைப் பாடத்திட்டத்தின் அடிப்படையில் கற்பித்தல் பயிற்சிகள்)

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல். மாணவர் கருத்தரங்கம் ஒப்பார்குழு விவாதம், குழக் கற்பித்தல், செய்துகாட்டல் பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை. விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல் இணையம் வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு சிறப்புச் சொற்பொழிவு காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிற்றுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்.
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

பார்வை நூல்கள்

1. இரத்தின சபாபதி, பி. செம்மொழிக் கல்வி, சாந்தா பப்ளிஷர்ஸ், சென்னை.
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3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளம்ஸ், காந்திகிராமம்.
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OPTIONAL COURSE: SPECIAL EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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.
2. Identification of Children with Special Needs.
3. Visit to a special school and prepare a report.

Mode of Assessment

Paper-pencil tests, Formal and Informal Testing, Continuous Comprehensive Evaluation.

References:

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- Wolfendale, S.: Primary Schools & Special Needs. London: Cassell Educational Ltd, 1992.

OPTIONAL COURSE: POPULATION EDUCATION
SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES -CREDIT-4

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 population education to school student revise it after reflective discussion in your class.

Mode of assessment;

Written test, Oral test, Task and assignment

References:

1. Agarwal S.N(1962), "population", National Book Trust, New Delhi Jain S.P.,
2. Jain.S.P (1971), "India—Population situation", NCERT, New Delhi
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11. 11. Binod Kumar sahu (2000) Population Education, sterling paper packs
12. Rao,V.k (2010) Population Education, APH publishing corporation, New Delhi
- Aggarwal.J.C (2013) Population Education, Shipra Publications, New Delhi.

OPTIONAL COURSE: GUIDANCE AND COUNSELLING
SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Concept, Definition and principles of Guidance and Counselling – Need for Guidance and Counselling in this fast changing complex world – Different services involved in providing Guidance – The Phases of the Counselling Process (Assessment, Intervention, and Termination) – **Counselling** – Meaning, Definitions, Elements- Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance – The Counsellor's Needs -Characteristics of an Effective Counsellor - Personal challenges – as a Counsellor- Need for special training for a counsellor.

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

Setting up of a GUIDANCE Cell / Unit, STRUCTURE and its functions – Monitoring and Evaluation aspects of a Comprehensive Guidance Programme in Educational Settings. – Networking with Community Agencies- activity spectrum of guidance centre.

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

Non –Testing Devices in Guidance: Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc. Testing Devices in Guidance: Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration- conflict.

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:

Observation, Report preparation & Records, Assignment submissions, Seminar presentation, Development and conduction of Psychological test.

References:

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26. Cirtes. (1974). Handbook on vocational guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
27. Tolbert, E. L. (1974). Counselling for career development. Boston: Houghton Mifflin.
28. Patterson, C. H. (1973). Theories of counselling and psycho-therapy. New York: Harper and Row.
29. Sinha, S. N. (1973). Dynamics of vocational behaviour. Jaipur: Asia Publishing House.
30. Nanda, S. K., & Sagar, S. (1972). Fundamentals of guidance. Chandigarh: N.B.S. Educational Publishers.
31. Barclay, J. R. (1971). Foundations of counselling strategies. London: John Wiley and Sons Inc.
32. Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.

OPTIONAL COURSE: ENVIRONMENTAL EDUCATION

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES -CREDIT-4

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.
- ☐ sensitize 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

Ecosystem: Structure and function of ecosystem – types of ecosystem Energy and its flow in ecosystem: food chain and food web - biogeochemical cycles: water, carbon and nitrogen cycle – Biodiversity - conservation of biodiversity: In-situ and Ex –situ conservation – hotspots.

Unit 3: Natural resources and conservation movement

Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Jungle Bachao Andolan - social forestry scheme – IUCN Redlist -Environmental ethics

Unit 4: Environmental Problems

Pollution: Soil, water, air, noise, nuclear causes - effects and control – Bio-magnification - Global warming – ozone depletion – Causes for pollution – deforestation and afforestation – consequences of environmental pollution : soil-erosion- flood-drought and famine – land slide – tremors and earthquakes- avalanches- acid rain-smog and snowfall.

Unit 5: Solutions to environmental problem

Waste management: Solid, Liquid, gaseous and e-waste. – Alternative source: Green energy, Green plastics, organic farming and eco-friendly life style –Environmental acts: Air, water, Forest and wild life conservation act.

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:

1. Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing
2. Mishra, Shubharata R. & Yada, P.R. (2004). Environmental Ecology. New Delhi: Discovery Publishing House
3. Misra, S.P. & Pandey, S.N. (2011). Environment and Ecology. New Delhi: Ane Books Pvt. Ltd.
4. Nagor, A.P. (1996). Biological Diversity and International Environmental Laws. New Delhi: A.P.H. Publishing Corporation.
5. Nasrin, Dr. (2008). Environmental Education. New Delhi: APH Publishing Corporation
6. Rana, S.V.S. (2007) Essentials of Ecology & Environmental Science. New Delhi: Prentice Hall of India Pvt Ltd.
7. Sharma B.L. & Maheswari. B.K. (2008). Education for Environmental and Human Value. Meerut: R.Lall Books Depot.
8. Sharma, R.A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
9. Singh, Lalan Kumar & Kumar, Aravind (2006), Advanced Ecology. New Delhi: Daya Publishing House
10. Singh, Y.K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing
11. Tripathy, A.K. & Panday, S.N. Water Pollution. New Delhi: Ashish Publication House

Web resources:

1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpeacemaker.org/international-environmental-law.html
3. www.ec.europa.eu/environment/international_issues/agreements_en.htm
4. www.biodiversity.govt.nz/picture/biodiversity/state/destruction.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
8. www.globalwarming.com/2009/03/the-greenhouse-effect/
9. www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions

OPTIONAL COURSE: HUMAN RESOURCE DEVELOPMENT

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Introduction - Human Resource Management Policy: A Blue Print – The 16 Elements of HRMP – Goals and Action Plans – The concept of Human Resource System. – Contextual Factors and System Designing – Analysing the role for Development

Unit 2: HRD Organisation

Organizational Development – Man Power planning – Functional Planning – HRD Committee
–HRD and Organization Effectiveness – Role of Chief Executives in HRD – Formal system of Individual Development – Career Development in HRD – Integrated HRD Systems – Barriersto HRD – Matching the Role and the Person: Recruitment and Placement– Job Enrichment – Quality of working life – Role Effectiveness.

Unit 3: Planning and process

Human Resource Planning – HRP Process – HRD mechanisms – HR processes – HRDoutcomes – Organizational effectiveness – Activity analysis –

Task Analysis – Role Analysis
– Reward Management– Process of counselling in HRD

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

Unorganized Sector – HRD for Women: An opinion study – HRD in small scale sector – HRD and functional literacy – HRD: for Social change. – Various Models of HRD – Behavioural Model in 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:

1. Human Resource Management; Laxmi Devi; Anmol Publications Pvt. Ltd., Institute for Sustainable Development, First Edition 1998.
2. Designing and Managing Human Resource Systems; UDAI PAREEK and T.Venkateswara Rao; Oxford and IBH Publishing Company, New Delhi. Third Edition 1985.
3. Alternative approaches and HRD, T.V. Rao, K.K. Verma, Anil K. Khandelwal, and E.Abeaham S.J. Rawat Publications, New Delhi, 1997 Edition.
4. Pard W.J. and K.B. Rolertson, Job enrichment and Employer motivation. Grower Press.
5. T.V. Rao, Performance appraisal: Theory and Practice, New Delhi, AIMA

Vikas Series, 1984.

Lawrence, Paul and J. Lorsch: Organization and Environment, Homewood, ILL: Irwin 1967.

OPTIONAL COURSE: VALUE EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

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.
 2. “Human Values and Education” – Edited by Ruhela S.p.
 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.
 6. Neighbourly Values – Pia Nazareth M with Maria E Waples.
 7. Values Education – Dr. N. Venkataiah, APH Publishing Corporation, New Delhi.
- Values Education – A Study of Public Opinion – K.L. Gandhi, Gyan Publishing House.

OPTIONAL COURSE: NON-FORMAL EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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, De- schooling 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

Methods of Teaching – Demonstration – workshop method –Illustrated talk – Group discussions – Media and materials – Evaluation in non-formal education. – Classroom situation
–difficulties / problems.

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:

1. Premnath : Basis of Education, S. Chand & Co Ltd., New Delhi.
2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
4. Kundu, C.L. : Adult Education – Principles, Practice and Prospective, Delhi, Indian Publishers.

Agarwal, S.N. : India's population problems, Tata McGraw Hill, New Delhi.

OPTIONAL COURSE: DISASTER MANAGEMENT

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Definition – fundamental aspects of disasters- components-causal factors of disasters-phases of disasters-classification: natural and human caused- dimensions: meteorological / climatic, hydrological, geological- effect of disasters on human life- disaster mitigation – hazards.

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

Earthquake- tsunami –flood- cyclone- landslide- drought- hurricane- storm surge- recent disasters 2004-till now.

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

Generating awareness: Creating awareness about common signs – symptoms of natural calamity related stress – mitigating impact of disaster. –**Preparedness towards disaster:** Community disaster preparedness – psychosomatic aspects of preparedness – training on disaster preparedness – counselling and psycho-treatment – mental rehabilitation preparedness.

–**Disaster Management Institutions (DMIs):** DMIs in under developing countries like Bangladesh, Sri Lanka, Cuba, and Mongolia – DMIs in developed countries and their Disaster Management Systems. –**Evaluating, assessing and predicting disaster:** Warning signals – managing disaster by scientific and tested disaster management apparatus- Developing psycho- motor skills of teacher-trainees.

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:

1. Barlow, D.H. (1988), Anxiety & its Disorders, New York, Guilford Press.
2. Baron, Robert A (2001), Psychology, Pearson Education (Singapore) Pte. Ltd, Delhi (India)
3. Spacapan, S & Orkamp, S (Eds) (1992) Helping and being Helped, Newbury Park, CA: sage.
4. Department of Education and Training (2005). Blueprint. [viewed 28 Nov 2005;]<http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp>.
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.
6. <http://www.studymode.com/essays/Role-Of-Students-In-Disaster-Management-764157.html>

Satish Modh. (2012). Introduction to disaster management. Macmillan Publication India Ltd.

OPTIONAL COURSE: WOMEN EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Needs for women education – teacher preparation in gender sensitivity, gender

equality, eliminating the gender inequalities– compulsory education.

Unit 5: Information as a transformative tool

Needs and requirement of information, Women and technology – Education and sensitization

– New ICTE – Technical education, Gender management systems in women studies, Education and empowerment of women – Women in higher education.

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.
3. Search in the internet and write a reflective report on the gender equality.
4. Analyse 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. Analyse 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
 2. Maithili Vishwanathan: Development Orientation of Women education, Print well, Jaipur.
- Agarwal, S.N.: India's population problems, Tata McGraw Hill, New Delhi

OPTIONAL COURSE: HUMAN RIGHTS EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Fundamental rights of citizens – National Human Rights commission – Special Stern on National system of Education with reference to women, SC, ST, minorities, physically challenged.

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:

1. Human Rights – International Challenges – Vol. 1 & 2 – Justice Ranganath Misra.
 2. Human Rights in a Developing Society, Sen Sankar, APH Publishing Corporation.
 3. Human Rights and the Law Jawwal, P.S., APH Publishing Corporation.
- Human Rights, Commitment and Betrayal, Chitkara, M.G., APH Publishing Corporation

SCHOOL INTERNSHIP**
SEMESTER –1- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-1

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.

**** - (Specifically for One week of School engagement among the 4 weeks of School Internship – Remaining three weeks will be in the second semester)**

COMMUNITY LIVING CAMP
SEMESTER –1- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-4

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

CRITICAL UNDERSTANDING OF ICT (1/2)

SEMESTER –1- PRACTICUM –ENGAGEMENT WITH THE FIELD: EPC-1-CREDIT-2

Essence of the course: Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralisation of larger knowledge structures; it will show student teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the 'digital public' to make education a participatory and emancipatory process.

Objectives :

After completion of this course the student teacher will be able to:

1. explain the concept of ICT in education.
2. appreciate the scope of ICT for improving the personal productivity and professional competencies.
3. familiarize student-teachers with i. computer hardware aspects ii. software technologies.
4. develop an understanding of the process of technology mediated communication.
5. develop skills of integrating the ICT in the classroom.
6. appreciate the applications of e-learning in education.
7. describe social, economic, security and ethical issues associated with the use of ICT use internet.
8. efficiently to access remote information, communicate and collaborate with others.
9. find out the assistive technologies for inclusive classrooms.
10. sensitize them to practice safe, ethical and legal ways of using ICT

CONTENT OUTLINE

UNIT – 1 Basics in ICT and Computer Applications.

- ICT Meaning and Definition, Educational implications and Benefits of ICT.
- Computer Hardware and Computer Software:
 - Characteristics, Types & Applications of Computers
 - Hardware of Computer: Input, Output & Storage Devices
 - Software of Computer: Concept & Types - Various Applications of Computer software in school learning programme
 - MS Office – some basic utility in school programmes
 - MS Excel – some basic utility in school programmes
 - MS Power point – understand the menus and its commands for preparing the e-slides
- Internet & its Application -Facilities available for communication: organisation and connectivity system architectures for -e-learning, e-schooling, e-mail, online conferencing (Audio-video), e-Library, websites, synchronised and asynchronised educational educational e-content delivery methods.
- Web Browsers & Search Engines - Safe use of the Internet,

UNIT - 2 Pedagogical usage of ICT:

- Locating ICT in the context of National Policy on ICT in school education.
- Approaches to Integrating ICT in Teaching Learning Process – issues related ICT in education - instructional technology - concept of multimedia and CD based self instructional package, learning management systems, Online Education, and Blended learning methods.
- Guidelines on PowerPoint slides or content as well as delivery of presentations.
- Class room digital transational methods both online and off line delivery tools and systems and use of Digital board – Interactive white board.
- Exploring the free Collborative tools.
- Online content creation tools: e-posters, concept map, quiz making (Google forms, Kahoot, Potato) blogging, Utube channel, creating web through free Websites providers.)
- Mobile learning and exploring the related applications.
- Identifying and using tools for special needy-Assistive Technology for Children with Special Needs.
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources

UNIT - 3 ICT managed school processes – school management: School management softwares-tools in Educational Administration and Management

- Scheduling.
- record keeping.
- student information.
- electronic grade book.
- connecting with parents and community.

UNIT – 4 Creation of digital resources and Professional Development through ICT:

- ICTs for material development: TPACK framework
- E-content creation for e-learning-typical design and development steps: -ADDIE Model- Dick and Carey Model – Robert Gagne’s Model- Minimalism Model – Kemp, Morrison and Ross Model – Rapid E-Iranning Model – Empathic Instructional design.
- Designing “technology integrated learning experiences”:-digital lesson planning-stage/steps.
- Setting up teacher professional networks using ICT.
- Lifelong learning: OERs, MOOC and other possibilities - Refresher Courses for teachers With special focus on SWAYAM-MOOCs.

UNIT – 5 Recent advancement in ICT on educational applications and safety issues:

- Hepatic’s Technology.
- Teaching- learning trough Robotic.
- Artifiencial Intelegence and its use in transmtion of knowledge.
- Subject specific ICT tools for creating and facilitating learning.
- Social, Economic, and Ethical issues associated with the useage of ICT
- Viruses and its Management, Privacy, firewall, and safe practices.

Practicum:

- Practice in installing various system and application softwares
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online using Google class room.
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria).
- create educational blogs(edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community
- Creating digital flow charts, timelines and quiz for a particular content
- Creating screen cast video of a lesson.

- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic.
- Creating a simple 2D animation using pencil or Tupi.
- Creating and editing various graphics, or creating e-poster, concept map for a concept.
- Creating account in teacher tube/ slideshare and sharing video/presentation.
- Viewing and commenting on others' contributions, - e-publishing to get views of others.
- Enrolling and completing some MOOC courses of interest.

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CHILDHOOD AND GROWING UP -II

SEMESTER –2- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

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. This course makes student-teachers to understand the developmental nature of the adolescences 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

- 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
- apply the various socio-assessment tools in their real life
- analyse about self

CONTENT OUTLINE

UNIT 1 : Motivation

Motivation: Types of motivation - Functions of motivation – Motivation in education. Rewards and punishment as motivator – Factors influencing motivation: Internal and external factors – Theories of motion: Theory of self-actualisation, (Maslow) - The psychoanalytic theory of motivation (Freud) - Theory of achievement motivation, (Me Cleland), - Level of Aspiration - Promotion of achievement motivation among learners.

UNIT 2: Personality and Human Adjustment

Personality: Meaning, Components. Factors influencing personality – Integrated personality – Adjustment as achievement and process – Causes of maladjustment – Conflict, Frustration – Adjustment Mechanisms – Group dynamics: competition and cooperation – Classroom climate and leadership styles of teachers.

UNIT 3 : Psychological assessment - Techniques and Tools

Personality Assessment: Need for assessment – Methods of assessment: Scientific assessment Techniques: Observation - Interview- Questionnaire – Inventories - Case study - Situational Tests-Projective Techniques: Meaning - (TAT, Inkblot test, story completion test) - Free association Technique - Dream analysis - precautions to be considered while communicating test results – abuse of psychological tests.

UNIT 4: Mental Health

Mental Health and Mental Hygiene: Concepts, Meaning. Mental health Problems of Indian children – Child Rearing Practices in India with special reference to gender aspect - Mental health in Indian schools – Programmes to improve Mental health in Schools.

UNIT 5: Guidance and Counseling

Guidance and Counseling: Meaning, Principles, Types –Significance of guidance services in schools - Functions of Guidance cells in school: Guidance in Secondary School - High School - Higher secondary School- Roles of Different Personnel in the School Guidance Program - Qualities of a good counselor -Basic Steps of counseling - Ethical code for a counselor - Mobile Counselling centres - state resource centre for counselling for children with disability.

Practical oriented activities

Group discussion: The trainees are to work in groups and produce the report.

- a) Adjustment problems in school.
- b) Adjustment problems at home.
- c) Child rearing practices and its impact on mental health.

Case Study: Each teacher trainee shall select a student in the case category from his/her class during Practice Teaching phase, study and submits a case report on his / her social, emotional, moral, and cognitive development and its impact on his / her educational achievement.

Laboratory work

The student trainees shall select any **three** of the following topics and conduct experiments using appropriate tools and prepare the report

- Personality
- Motivation
- Level of aspiration
- Aptitude
- Attitude
- Interest

Modes of Transaction:

Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Modes of Assessment:

Written test, seminar, presentation, Field Visit

References:

1. Taylor Shelley. E. Latitia Anne Peplau and Sears David .O. (2006). Social Psychology. NewDelhi: Pearson.
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LEARNING AND TEACHING - I

SEMESTER –2- THEORY: PERSPECTIVES IN EDUCATION--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
- Understand the concept and different levels of teaching
- Specifies different psychological approaches to teaching
-

CONTENT OUTLINE

UNIT1: 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.

UNIT2: 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.

UNIT3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' – Social-constructivist perspective and applications of Vygotsky's ideas in teaching – Processes of construction of knowledge: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition–Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.

UNIT 4: 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.

UNIT5: APPROACHES TO TEACHING

Various Approaches to Teaching such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic.

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

Practicum: Task and Assignment

1. Writing criticism on any one of the theoretical perspectives on learning
2. Identify the learning in Constructivist perspective for a natural issue.
3. Write an essay on various approaches to teaching.

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Paper-Pencil Tests, Performance tests.

REFERENCES

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EDUCATION IN THE EMERGING INDIAN SOCIETY -I
SEMESTER –2- THEORY: PERSPECTIVES IN 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

- Understand the concept of philosophy and education.
- Understand the relationship between philosophy and education.
- Understand the educational thoughts of great thinkers.
- Understand the relationship between sociology and education.
- Understand the role of different agencies in education.
- Understand the issues and challenges in Indian society and educational solutions.
- Understand the constitutional provisions for education.
- Understand the role of various statutory bodies of education.
- Understand the importance of value education.
- Understand the importance of health and physical education.

CONTENT OUTLINE

UNIT I: Indian Schools of Philosophy and Education

- (a) Education: Concept, Meaning, Definition, Purpose and Nature – Levels of Education: Pre-primary, Primary, Secondary and Higher Education.
- (b) Philosophy: Concept, Meaning, and Definition. Focal areas of philosophy: Metaphysics, Epistemology and Auxiology.
- (c) Relationship between Philosophy and Education.
- (d) Indian Schools of Philosophy and Education: Educational implications of Vedanta, Buddhism and Jainism.

UNIT II: Western Schools of Philosophy and Education

Western Schools of Philosophy and Education: Educational implications of Idealism, Naturalism, Pragmatism, Realism, Eclecticism and Constructivism.

UNIT III: Indian and Western Educational Thinkers

Swami Vivekananda – Mahatma Gandhi - Rabindranath Tagore – Sri Aurobindo - J. Krishnamurthy - Rousseau - Froebel - John Dewey – Montessori - Russell.

UNIT IV: Sociology and Education

Sociology: Concept and Meaning - Relationship between Sociology and Education - Cultural heritage of India: Traditional, Modern and Post-modern - Cultural lag and cultural fusion - Social change: Concept and Meaning - Factors of social change - Education for social change and modernization of Indian society - Formation of casteless society.

UNIT V: Agencies of Education

Educational functions of Family, Peer group, Community, School and Mass Media- Lifelong Education: Mass education – Open and Distance Learning.

Mode of transaction of the course:

Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, e-learning (edmoda.com)

Practicum activities: Task and Assignment

Planning and Implementation of Activities

- a. field visit to vocational institutes to make reports,
- b. awareness development about population explosion in rural / slum areas,
- c. Preparing a presentation on rich cultural heritage of India

Mode of Assessment

Written test and Task and assignment

References:

1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
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CREATING AN INCLUSIVE SCHOOL

SEMESTER – 2- THEORY: PERSPECTIVES IN EDUCATION -- CREDIT-4

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

Inclusion: Meaning, definition – Characteristics of Inclusion — scope of Inclusion – principles of Inclusion – teacher's role in Inclusiveness – factors affecting inclusion -present situation of Special Education in India.

Unit 2: Policy and programme for Inclusive Education

Challenges and prospects of Inclusive Education –Disability – five year plan allotment - Kothari Commission 1964 –National Education Policy, 1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 – Rights of the child UNESCO, 1989 – Rights of Persons with Disabilities UNESCO, 2006 – National level practices on education of Children with disabilities DPEP, - SSA – Policies and legislative measures pertaining to the disabled - Service programme for the disabled.

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

Early detection of disability – issues related to identification of special needy – challenges and parameters of inclusive education – parental attitude – community Awareness - models of inclusion:- Wang's adoptive environment model - Team teaching as an inclusionary model -

SAALE model – role of parent, community, peers, headmasters, Teachers Training and Teacher preparation in inclusiveness.

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 for internal assessment (Any four)

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:

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ASSESSMENT FOR LEARNING - II

SEMESTER –2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES-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:

- The students should be able to specify the characteristics of the instruments of evaluation
- To know about the teaching effectiveness and its assessment procedures
- To compare Continuous and Comprehensive modes of evaluation
- To specify the uses of tools of evaluation through Qualitative techniques
- To specify the uses of tools of evaluation through Self-reporting techniques

COURSECONTENT

UNIT 1: CHARACTERISTICS OF INSTRUMENTS OF EVALUATION

Validity - different methods of finding validity – Reliability - different methods of finding reliability – Objectivity – Interdependence of validity, reliability and objectivity – Usability – Norms.

UNIT 2: 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 3: 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 4: MAJOR TOOLS OF EVALUATION AND THEIR USES (QUALITATIVE TECHNIQUES)

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

UNIT 5: MAJOR TOOLS OF EVALUATION AND THEIR USES (SELF-REPORTING TECHNIQUES)

Self-reporting techniques/ Reflection as assessment technique for learning – Interview and focus group discussion

Mode of Transaction:

Lecture-cum-discussion, Seminar, Team Teaching, Practical work

Practicum: Task and Assignment

1. Finding out the content validity of the given question paper
2. Preparation of interaction analysis report after the observation of any two teachers using FIACS
3. Conduct an Interview among Peers and prepare an Interview Report

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

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

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PEDAGOGY OF ENGLISH-I – Part-2/4

SEMESTER –2-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

School education and teacher-education share a greater relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF2005 and the Right to Education Act, 2009 suggest are thinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus semester wise was felt as the New Education Policy expects the teacher to look at school education in a holistic manner. 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 essentially a means of Communication among the members of a society. In the expression of culture, language is a fundamental aspect. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'listen', 'read', '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

- Acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- Understand the connection so of English speech and to acquire good pronunciation and fluency of speech.
- Familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- Develop an insight into the symbiotic relationship between curriculum syllabus and text books.
- Think critically, analyze texts, and express their opinions.
- Incorporate digital tools and resources in English language instruction.
- Motivated by creating awareness about the importance of English language in different aspects of life.
- Write compositions correctly using appropriate pronunciation mark and capital letters.
- Highlight why English is such a valuable asset of all who use their unique language.
- Express them creatively and imaginatively.
- Create awareness amongst students that there are many English speaking apps, dictionaries, videos, audios, etc. which they can use from internet. Learning English will help them to use these facilities easily.
- Think in English and then speak.
- Compose freely and independently in speech and writing.
- Understand teaching composition should be the presentation of language material within

the prescribed range of grammatical and lexical items.

- Ensure that teachers do not overlook any topics while teaching the class by writing the lesson plan.
- Create a defined flow with particular classroom activities and provide them with a schedule that they can follow.
- Acquire knowledge on effectively passing the knowledge on to their students. It encourages greater student interaction and participation in the class
- Focus on knowledge/skill acquisition or reinforcement.

CONTENT OUTLINE

Unit 1: 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, Lesson Plan in digital form.

Unit 2: Compositions

Importance of composition – types of composition (controlled, guided and free) – situational composition – developing creative competency – developing strategic competency - Letters: formal, informal, semi-formal – report writing –précis writing- correcting composition exercises.

Unit 3: 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 4: Pedagogic Analysis

Pedagogic analysis - concept overview- importance and component-Content analysis understanding relation between curriculum, syllabus and textbook

Unit 5: 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:

Use of multimedia resources, PPT, 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) 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. Preparation of prose lesson plan and poetry lesson plan.
2. Practice Textual exercises
3. Practice noun phrase, verb phrase and adverb phrase.
4. Practice Dramatization and miming.
5. Preparation of blue prints, question papers, marking scheme and question wise analysis.
6. Construction of test items for diagnosis and achievement test and Interpretation of test data.
7. Preparing different instructional materials.

Mode of assessment:

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

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Books Accompanied by Audio Cassettes

1. A Text book of Pronunciation of English Words by J. Sethi& D.V. Jinde. Advanced Learners).
2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad.
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Getting on In English by John Haycroft (The BBC Intermediate Course).
5. Keep Up Your English by W. Stannard Allen (The BBC Course).
6. Srivastava & Nidhi Srivastava (Franklin International).

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).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & Nidhi Srivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

WebSites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

தமிழ் கற்பிக்கும் முறைகள் பகுதி 1

முதலாம் ஆண்டு

இரண்டாம் பருவம்

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர் அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர் கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர் காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர் இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர் தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்.

நோக்கங்கள்

மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.

செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல் .

நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.

அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.

பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.

இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல் .

இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.

மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.

கற்பித்தல் கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.

தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: மொழி கற்பித்தலில் பிழைகள்

தவறும் பிழையும் வரையறை- பிழைக்கான காரணங்கள் -பிழை வகைகள்- பிழைநீக்கல் பயிற்சி - பிழை தவிர்த்தல்.

அலகு 2: மொழி அமைப்பு

ஒலியன் வரையறை- கொள்கைகள்- விதிகள்- மாற்றொலிகள்- உருபன்- மாற்றுருபு- உருபன் வகைகள்- தொடரியல் குறித்த செய்திகள்.

அலகு 3: ஒப்பிலக்கிய அறிமுகம்

ஒப்பியல் வரையறை- தமிழில் ஒப்பிலக்கியச் சிந்தனைகள் - பிறமொழிகளோடு கொண்டுள்ள தொடர்பு- பண்புகள்- பயன்கள்.

அலகு 4: கற்பித்தல் உத்திகள்

பிளாண்டரின் வகுப்பறைச் சூழல் பகுத்தறிமுறை - திட்டமிட்டுத் தானே கற்றல்.

அலகு 5: இலக்கியங்கள் காட்டும் கல்வியல் சிந்தனைகள்

தொல்காப்பியர் குறிப்பிடும் முப்பத்திரண்டு உத்திகள் -

ஆசிரியரின் அருங்குணங்கள்- ஆசிரியராகார் இயல்புகள்- நல்லமாணாக்கரது இலக்கணம் - மாணாக்கர் வகை - மாணாக்கராகார் - நன்னூல் கூறும் செய்திகள்.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல் செய்து கற்றல், ஆய்வரங்கம், பணிமனை செயல்திட்டக் கற்பித்தல், விதிவருமுறை விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு: காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் புத்த வாசிப்பு முகாம் நடத்துதல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம். மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
- 4 ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்
5. பிழை நீக்கல் பயிற்சி தயாரித்தல்
6. ஒரு படைப்பைத் திறனாய்வு செய்தல், அறிமுகம் செய்தல்,
7. கட்டுரை எழுதும் பயிற்சி
8. மாணவர்கள் ஒருங்கிணைக்கும் கருத்தரங்கம்
9. குறிப்பிட்டத் தலைப்பில் உரையாடலை ஒருங்கிணைத்தல்
10. குறிப்பிட்டத் தலைப்பில் விவாதித்தல்
11. ஒரு சிறு பத்தியில் உள்ள சொற்களைப் பிரித்து உருபன்களைக் கண்டறிதல்.

பார்வை நூல்கள்

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PEDAGOGY OF MATHEMATICS – 2/4

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

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

- Develops awareness in the assessment of students' learning
- develops an understanding of the learning and teaching resources in Mathematics
- develops an understanding on the various basic contents in Mathematics
- identifies various methods and techniques of teaching for facilitating learning Mathematics
- understands the different models of teaching Mathematics

COURSE CONTENT

Unit 1: Assessment of children's' learning.

Evaluation- Place of evaluation in Instruction - Types of Evaluation – Placement, Formative, Comprehensive and Continuous Evaluation-Meaning and Functions, Diagnostic and Summative - Characteristics of a Good Measurement tool. Co-operative and collaborative strategies: Learning together, Jigsaw technique – steps.

Unit 2: Learning Resources in Mathematics and diverse classroom.

Preparation of teaching Aids - Audio-visual Aids and Multimedia Selection and Teaching in Mathematics - Computer applications in Teaching and Learning Mathematics-Uses of ICT in Teaching-learning process. – using community resources for Mathematics learning – pooling of learning resource in school complex / block / district level. Mathematics Text Book – workbook - Mathematics Library – Mathematics laboratory- Mathematics Club and Mathematics Exhibition and fair.

Unit 3: Revisiting of Content in Mathematics

Definitions, Concepts, Generalizations, Formulae, Laws, Rules, Properties, Axioms, Structures, Constructions, Graphs, Operations, Procedures and Processes, Axioms and Postulates, Theorems and their converse, Propositions, Proofs, Problems etc. in Mathematics Critical analysis of content course of Standard VI to X Mathematics. - Basic concepts in Secondary School Mathematics.

Unit 4: Methods and Techniques of Teaching for Facilitating Learning Mathematics

Methods of Teaching: Inductive, Deductive, Analytic, Synthetic, Lecture-cum-

Demonstration, Heuristic, Laboratory, Problem solving, Project. Techniques: Oral work, Drill, Review and Assignment.

Unit5: Models of Teaching Mathematics

Five E-Model- Engage, Explore, Enforce, Expand and Evaluate. – Suchman’s Enquiry Model and Bruner’s Concept Attainment Model – Individualized Instruction – Programmed Instruction – Meaning and concept – Types – Linear, Branching.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Prepare a lesson plan for any topic in Mathematics based on Inquiry Training Model or Concept Attainment Model.
2. Prepare a lesson plan for any topic in Mathematics based on Concept Attainment Model.
3. . 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:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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22. Oosterhof, A.C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
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WEB Resources

1. www.infodev.org

2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
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
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/math/s.html
17. www.primaryresources.co.uk/math/math.html
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE-2/4

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--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 teaching aids and its classification.
- understand the various approaches of teaching physical science.
- acquire knowledge on the individualized instruction and its various forms.
- acquire hands-on experience in the concept and meaning of test, measurement and evaluation.
- acquire basic skills of planning and designing the question paper.

Unit 1 : Classification of Teaching -aids

Introduction to teaching-aids- principles of developing a teaching aid- Various approaches of classifying the teaching-aids: Projected and non-projected - hardware and software - Machine operated aids and Non- Machine operated aids- Improvised apparatus: Meaning and principles – science kit.

Unit2: Methods and techniques of teaching physical science

Lecture-cum-Demonstration method –Heuristic approach – Historical and Biographical approaches – Problem solving approach- Inductive and Deductive methods– Project method – Laboratory method –Team-teaching – Supervised study –5E learning model - Concept mapping – Experiential learning -Inquiry approach – Analogy strategy - Cognitive conflict.

Unit 3: Catering the individuals in learning process

Personalized system of instruction (PSI) : Introduction to PSI and individualized instruction -Programmed learning: concept and principles- Linear or extrinsic programming- branched or intrinsic programming – Computer assisted instruction (CAI) – various modes of CAI.

Unit 4: Evaluation

Measurement, evaluation and assessment – Formative and Summative Evaluation - CRT and NRT -Continuous and Comprehensive Evaluation (CCE) – Scholastic and Co-Scholastic areas.

Unit5: Techniques of evaluation

Prognostic, diagnostic and achievement test- Designing the blue print - Characteristics of a good test – various tools and techniques of evaluation - measurement of students' achievements: Measures of central tendency – measures of dispersion– rank correlation.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observationmethod (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
2. Prepare 2 concept maps physics and chemistry each from the content.(concept map)
3. Prepare liner or branching frames for a single concept from physical science.(PI)
4. Prepare the list of ICT in the process of teaching-learning process.
5. Involves in preparing the blue print and the question paper.

Mode of Assessment:

Written test, Task and assignment, Laboratory work

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3. Sonika Rajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
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8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336,9788131776339

Web Resources:

1. <http://famousphysicists.org/>
 2. <http://famouschemists.org/>
 3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
 4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
 5. <http://www.physicsclassroom.com/>
 6. <http://www.chem4kids.com/>
 7. <http://www.physics.org/explore.asp>
 8. <http://www.ducksters.com/science/chemistry/>
 9. <http://learningscience.org/physci.htm>
 10. <http://www.sciencekids.co.nz/gamesactivities.html>
 11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
 12. <http://www.sheppardsoftware.com/science.htm>
 13. <http://interactivesites.weebly.com/temperature.html>
- <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE -2/4

SEMESTER –2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--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 methods of teaching and utilisation of learning resources. 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

- develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science
- understand the criteria for selecting a good science textbook and to evaluate Science textbook.
- acquiring skills related in planning the lessons and presenting them effectively.
- understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- create interest in organizing science related activities

Unit 1: Learning resources

Science Textbook: Characteristics and evaluation of a good science textbook – use of textbook

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 2: Organizing Science related activities

Science club – Field trips/Excursions – Science Fairs/Exhibitions – Science hobbies – and its educational values

Unit 3: Methods of teaching biological science

Lecture method, Lecture-cum-Demonstration method.- laboratory method, - Project method, Heuristic approach, – Historical and Biographical approaches- Scientific method-Team- teaching. – Remedial teaching.

Unit 4: Facilitating Individual learning strategies

Individualization of instruction – Programmed Instruction-linear and branching type-Computer Assisted Instruction. – Role of Multimedia in teaching biological science.

Unit 5: 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.

Achievement test Construction – Conducts of Diagnostic test and planning the remediation.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students,

Mode of Assessment for internal marks (Any Four):

- Assignment on (i) Factors involved in Selecting organising the Learning resources (ii) exploration of various Approaches/Methods of teaching science subjects.
- Preparation of blue print for construction of achievement test and diagnostic test.
- Preparing the Model design lesson plan by considering different approaches.
- Unit plan preparation by using academic year calendar – A report submission.
- Exploring the application multimedia on biological science - A report submission.
- Evaluate any 2 school science text book(Rating)

References:

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3. [Christine Bernat](#) (Author), [Richard J. Mueller](#), Individualized Learning with Technology: Meeting the Needs of High School Students 2nd Edition, ISBN: 978-1475851939. Rowman & Littlefield Publishers, available from 1 November 2019.
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13. Vijayalatha, R. and Sunitha, revised edition 2019, ISBN:978-93-85877-37-7.

Published by Neelkamal Publications Pvt. Ltd. Hyderabad.

13. Yadav, S., & Singh, A. K. (2005). Teaching of life science. Delhi: Dominant Publications.

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PEDAGOGY OF SOCIAL SCIENCE-2/4

SEMESTER – 2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course sensitizes the learners to the relevance of social science in the current context. It makes them familiar about the techniques and approaches of teaching social science. This course acquaints the preparation and administration of learning resources in a meaningful way. It develops the competency in making use of appropriate assessment systems to appraise the learning outcomes. It also sensitizes the learners about the various social issues and moulds them to face the same in a plausible way.

Objectives

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

- Develop the ability to use hardware and software in social science teaching.
- Utilize different technological multimedia in teaching social science.
- Develop ability to design different evaluation tools
- Develop their interest to use various community resources to teach social science.
- Understand the different supporting devices of social science teaching.
- Develop the ability to analyze the content in social science at secondary level.
- Discuss current affairs in social science club.

CONTENT OUTLINE

Unit 1: Self-Instructional Modules in Social Science Teaching

Programmed learning –Linear and Branching programme – Computer Assisted Instruction – Group Directed Instructional Modules.

Unit 2: Technological Media in Social Science Teaching

Hardware and Software approach-Multimedia in social science teaching.

Unit 3: 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 4: 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 5: Pedagogical analysis of content in Social Science at Secondary level

Stage – I - 6th to 8th Standard Social science text book. Stage – II - 9th and 10th Standard Social science text book.

Mode of Transaction

Lecture cum discussion, Dramatization, Field visit, Debate, Panel Discussion

Practicum: Task and Assignment

1. Preparation of a programmed learning material for a lesson in history, geography and civics.
2. Preparation of a multimedia lesson for geography teaching.
3. Organizing a field trip to local historical places.
4. Collecting the valuable ornaments, coins, palm scripts, manuscripts for social science museum.
5. Solving the local problems of the community.
6. Draw the world map and locate the important places.

Mode of Assessment

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

References:

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PEDAGOGY OF ENGLISH-II – Part-2/4

SEMESTER –2-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

The pedagogy of English focuses on developing the ability of the future teachers to transact language in inclusive classrooms at secondary level. It focuses on equipping the student with English knowledge for communication and Literature for appreciation. It aims at developing the skill of communication in order to help children at various school levels towards effective communication. The English teacher should have strong content knowledge and also methodology of teaching in English. It helps to prepare and use the various teaching aids in learning of English. They should be familiar with the methods and techniques in the teaching and learning of English.

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.
- ☐ Acquire the skill of preparing lesson plans to teach English.
- ☒ Write lesson plans to teach grammar and composition.
- ☐ Prepare and use appropriate teaching aids to make teaching very attractive.
- ☐ Develop the various macro skills to teach English language.
- ☐ Produce the different methods, techniques and strategies of ELT.
- ☐ Acquire the skill of preparing lesson plans to teach English.
- ☐ Produce the different methods, techniques and strategies of ELT.

CONTENT OUTLINE

Unit 1: Teaching English as a second Language: Recommendations of Commissions and Committees

Kothari Commission (1964-66); NPE-1986, National Curriculum Framework-2005 (language education), NPE 2020 – Aims and objectives of teaching English at the primary, secondary and higher secondary level, Principles of English Language Teaching

Unit 2: 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 3: Lesson plan format - Composition

Planning for teaching composition- Aims and objectives of teaching composition- Kinds of composition (Guided, Controlled and Free)-Steps of preparing a lesson plan for teaching composition - Correction of a composition work.

Unit 4: 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 5: Methods of teaching English

Grammar Translation Method, Direct method, Bilingual method, Dr. West method, Audio-visual method, CALT (Computer assisted language teaching), CLT (Communicative language teaching), Play-way method,

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, 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. Preparation of macro lesson plan: Grammar, Composition.
3. Language Lab activities.
4. Sessions in small or medium groups.
5. Language games on grammatical item tense.
6. Practice in different forms of Tenses.
7. Assignments & Library work

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

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Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for Advanced Learners).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & NidhiSrivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

தமிழ் கற்பிக்கும் முறைகள் II

முதலாம் ஆண்டு

இரண்டாம் பருவம்

அடிப்படைக் கோட்பாடு

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலானப் பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்.

நோக்கங்கள்:

தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.

கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.

உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.

அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.

கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.

பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.

கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்த்தல்.

நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.

மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.

கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயன்படுத்த பயிற்றுவித்தல்.

அலகு 1: தாய்மொழி பயிற்றுமுறைகள்

பண்டையகால, இக்கால கற்பித்தல் முறை - விளையாட்டுமுறை - நடிப்புமுறை - செயல்திட்டமுறை - தனிப்பயிற்சிமுறை - மேற்பார்வைமுறை - பள்ளியில் தமிழ் பயிற்றுவிக்கப் பாடத்திட்டம் தயாரிப்பதன் அவசியம் - ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பிற்கான தமிழ்ப் பாடக்கருத்துகளை அறிதல்.

அலகு 2: தமிழ் கற்பித்தலில் தொழில் நுட்பக் கருவிகள்

தேவைகள் - முக்கியத்துவம் - திரையில் அமையும் கருவிகள், திரையில் அமையாக்கருவிகள் - வானொலி - தொலைக்காட்சி - ஒலிப்பதிவு நாடாக்கருவி - படச்சுருள் - ஒலி, ஒளி குறிப்புகள் - திட்டதிரவ வீழ்த்தி - தலைமேல் பட வீழ்த்தி - வரைபடம், மாதிரிகள், அட்டைகள், இணையம்.

அலகு 3: கேட்டல், பேசுதல் திறன்கள்

கேட்டல் திறன் - முக்கியத்துவம் - கேட்டலின் வழிக் கற்றல் - கேட்டல் திறனை வளர்க்கும் வழிகள் - நன்மைகள் - பேசுதல் திறன் - வாய்மொழி பயிற்சி அளிக்கும் முறைகள் நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருந்தாப் பேச்சின் குறைகள் - களையும் வழிமுறைகள் - நா நெகிழ் பயிற்சி - நா பிறழ் பயிற்சி

அலகு 4: படித்தல், எழுதல் திறன்கள்

படித்தல் திறன் - முக்கியத்துவம் - படிக்கக் கற்பித்தலின் நோக்கங்கள் - எழுத்துக் கூட்டுதல் வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், நிறை, குறைகள் - எழுத்துமுறை படிப்பு சொல்முறை படிப்பு - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - எழுதுதல் திறன் - எழுதுவதற்கான தொடக்க நிலை - எழுதுவதற்குமுன் பயிற்சி - நல்ல கையெழுத்தின் இயல்புகள் - எழுதுதலின் வகைகள்

அலகு 5: மொழி ஆசிரியர்

மொழி ஆசிரியரின் இயல்புகள் - கல்வித் தகுதிகள் - தொழில் திறனை மேம்படுத்துதல் - பணியிடைப் பயிற்சி - வகுப்பு மேலாண்மை - மன எழுச்சிசார் சூழல்கள் - தலைமைப் பண்பு - சிறப்புகள் - சமுதாயப் பங்களிப்பு.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல். மாணவர் கருத்தரங்கம் ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை. விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல் இணையம் வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிற்றுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்.
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

பார்வை நூல்கள்

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2. கணபதி, வி. (1985) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை.
3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளம்ஸ், காந்திகிராமம்.
4. கோவிந்தராசன், மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை.
5. தட்ணாமுர்த்தி, 2013. வகுப்பறைக்கு வெளியே, புதுவை அறியவியல் இயக்கம், புதுச்சேரி.
6. துளசிதாசன், 2010. கனவு ஆசிரியர். பாரதி புத்தகாலயம், சென்னை.
7. வேணுகோபால், இ.பா (1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

SCHOOL INTERNSHIP**
SEMESTER –2- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-1

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.

**** - Field Engagement Programmes (Specifically for three weeks among the 4 weeks of School Internship – Remaining One week of School engagement was in the first semester)**

DRAMA AND ART IN EDUCATION (1/2)
SEMESTER –2- PRACTICUM: ENGAGEMENT WITH THE FIELD-EPC-2-CREDIT-2

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)

Sur, Taal and Laya (Sargam) – Vocal - Folk songs, Poems, Prayers – Singing along with “Karaoke” – Composition of Songs, Poems, Prayers –Integration of Gayan and Vadan in Educational practices.

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

Colours, Strokes and Sketching - understanding of various means and perspectives – **story telling:** comics, cartoon **non-story telling:** illustration, figure, gesture, line art, portrait, scratchboard, silhouette, silverpoint – Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting –Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms.

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 Bhavaibased 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 waste 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 DhirubhaiThakar
3. Natyalekhan by DhananjayThakar
4. Natakdeshvidesman by HasmukhBaradi
5. Gujarati theatre no Itihas by BaradiHasmukh
6. Acting is Believing by Charls McGaw
7. Art of Speech by Kethlin Rich

8. NatyaSahityanaswaroopo by Nanda kumarpathak
 9. Bhavai by Sudahaben Desai
 10. Bhavai by KrishnakantKadkiya
 11. NatyaManjarisaurabh by G.K.Bhatt
 12. Bharat aurBhartiyaNatya Kala by Surendranath Dixit
 13. Ekanki nu swarupane Gujarati Ekanki by Jayant Kothari.
 14. The History of Gujrati Theatre- vinodMeghani.
 15. Japan niRangbhumi by C.C.Mehta.
 16. *Nakrani, H. (1988). GamtaGaaoGeet. Rajkot, PravinPrakashan.*
 17. Deva, B.C.(1981). An Introduction to Indian Music. Publication Division,
Ministry ofInformation and Broadcasting, Government of India.
 18. Abhinav Raga Manjari by Pt. Bhatkhande
 19. KramikPustak Malika by Pt. Bhatkhande
 20. Abhinav Geet Manjari by Ratanjankar
- NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

LEARNING AND TEACHING - II

SEMESTER –3- THEORY: PERSPECTIVES IN EDUCATION--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

- Adopt different methods of learning
- Understand the individual differences among learners
- Adopt innovative practices in learning
- Understand different models of teaching
- Understand teaching as a profession

CONTENT OUTLINE

UNIT 1: METHODS OF LEARNING

Types - individual and group methods – innovative methods, new trends in learning use of computer and networking – Influence of methods on active engagement and inquiry in Learning – activity based learning – social learning – constructivism in learning – problem solving, discovery learning, mastery learning, individual and peer group learning –factors affecting learning.

UNIT 2: 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) – socio-cultural differences (cultural capital), learning difficulties and the triplications for classroom practices and teaching.

UNIT 3: 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 4: 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)

UNIT5: 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. Write an essay on different methods of learning
2. Evaluate any one model of Teaching using a general concept.
3. Write down an essay on the Professional competencies of the teacher.

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Paper-Pencil Tests, Performance tests.

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EDUCATION IN THE EMERGING INDIAN SOCIETY -II
SEMESTER –3- THEORY: PERSPECTIVES IN 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 plebianisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

UNIT I: Issues and Challenges in Indian Society and Education

- (a) Socio-economic Issues and Education: Population Explosion- Poverty- Illiteracy- Class, Caste and Gender Discrimination- Child labour- Drug abuse- Sexual harassment- Human trafficking – Ragging- Eve-teasing- Corruption- Communal conflict and Terrorism.
- (b) Educational Issues: Equalization of Educational opportunity- Drop-out and graderepetition- Education of the children with special needs- Teacher-student relationship- Unemployment and Under employment- Brain drain- Effects of Liberalization, Privatization and Globalization on Education - Cyber Security.

UNIT II: Education in the Indian Constitution

Education in Concurrent List - Directive Principles: Article- 45 - Universal Elementary Education - Right to Education - Constitutional Amendments: 73rd and 86th Amendments -Right to Education Act (2009) - (Rules and order issued by Government of Tamilnadu) SSA-RMSA - Equitable education- Secondary Education Commission (1952-53) - Kothari Commission (1964- 66) - NPE (1986) - Acharya Ramamurthy Committee (1990) - POA (1992) - Justice J.S. Varma Committee - Right To Information (RTI) Act, NPE-2020.

UNIT III: Indian Statutory Bodies and other Organizations in School Education

- (a) Statutory Bodies: MHRD - CABE - NUEPA - NCERT - NCTE - RCI - UGC - NAAC.
- (b) Organizations: Directorates of School Education - SCERTs - DTERTs - DIETs - SIEMAT - BRCs - CRCs.
- (c) Central and State Boards of Education.
- (d) RUSA, NIOS.

UNIT IV: Value Education

- (a) Values: Concept and Meaning of Values – Types of Values: Personal, Democracy, Socialism, Secularism and Non-violence - Emotional balance and life skills.
- (b) Value Education in schools – Teacher's personal values and code of conduct for teachers - Approach towards improving the psychological status of the students.
- (c) Education for National, International and World Peace.

UNIT V: Health Education

- (a) Health needs of children: Nutrition - Communicable diseases – HIV/AIDS - Basic health and Hygiene, Prevention of Anemia among Adolescence.
- (b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene- Sanitation - Safety and First Aid - Yoga and Physical fitness - Modified school Health programme.

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. creating awareness among SC/ST students about various schemes and scholarships available to them,
 - d. survey of schools to see the implementation of various incentives of government to equalize educational opportunities

Mode of Assessment

Written test and Task and assignment

References:

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29. Davis George. (2008) Quality Education. New Delhi: APH Publishing Corporation.
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SCHOOL MANAGEMENT - I

SEMESTER –3- THEORY: PERSPECTIVES IN EDUCATION--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 School Management, Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Unit 2: School as an Organisation

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Infrastructural facilities for an ideal Secondary School

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

Unit 4: Head Teacher as School Manager

Importance and Roles- Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, UDISE (Unified District Information System for Education, School Discipline

Unit 5: Management of Resources in School

Issues related to management of Physical Resources of a School, Human Resource Management – resources of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management.

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 SchoolPlant/ 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 quo head master. Record a expected positive and negative problems

Mode of Assessment:

Written test, task and assignment.

References:

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3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
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9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.

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)

KNOWLEDGE AND CURRICULUM

SEMESTER –3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Knowledge, wisdom –meaning – distinction between knowledge and wisdom– knowledge with skill, Information - Meaning of and need for curriculum – Domains of curriculum – Epistemological basis of Curriculum – forms of knowledge–logical grammar of disciplines – Curriculum organization - subject matter and curriculum organization – types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

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:

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LANGUAGE ACROSS THE CURRICULUM

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

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

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PEDAGOGY OF ENGLISH –I –3/4

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

Language is one of the most powerful emblems of social behavior. Language is a constituent element of civilization. Language is one of the most marked, conspicuous, as well as fundamentally characteristic of the faculties of man. The importance of language for man and society cannot be minimized. The present course is designed to have qualitative improvement in English language teaching. 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.

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.
- ☐ Improve proficiency level in using-English for utilitarian purposes.
- ☐ Familiar with the textbook contents related to high school .
- ☐ Acquire good pronunciation and fluency of speech.
- ☐ Acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- ☐ Understand the devices for cohesion and coherence.
- ☐ Understand and use the model auxiliaries to express various concepts.
- ☐ Analyze the units of English text book of 8 & 9th standard.
- ☐ Analyze the question papers 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

Analytical study of a text book of English from state board (class 6 to 9) -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: 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 4: Communicative Activities

Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

Unit 5: Language and literature

Literature in the school curriculum: Needs and objectives- Teaching of different forms of English literature: prose, poetry, drama –Indian Writers in English: R.K Narayan, Sarojini Naidu and Tagore.

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 anyone novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing- Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
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

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30. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.

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).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & NidhiSrivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

Web Sites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

B.Ed- second year
Pedagogy of school subject part -1
Pedagogy of Tamil 1-part 2
கற்றல் கற்பித்தல் முறைகள்
மூன்றாம் பருவம்

அடிப்படை கோட்பாடு

மொழிப்பாடத்தில் கலைத்திட்ட வளர்ச்சிக்கான கூறுகளைக் கற்றறிந்து அவை தொடர்பான அறிவைப் பெற்றிருப்பர். சங்க கால இலக்கியங்களையும் இலக்கணங்களையும் அறிந்து அவற்றின் சிறப்புகளை அறிந்து கொள்வர். இக்கால இலக்கியங்களின் வளர்ச்சிப் போக்குகளை அறியும் திறன் பெற்று இருப்பர். தமிழ்மொழி வளர்ச்சிக்கு உரைநடை ஆசிரியர்களின் பங்களிப்பை அறிந்திருப்பர். தமிழ் மொழியின் வரலாற்று மூலங்களை அறிந்திருப்பர் கணிப்பொறியைப் பயன்படுத்தி மொழிக் கற்பித்தல் திறனைப் பெற்றிருப்பர் மறுமலர்ச்சி இலக்கியங்களின் தேவையை உணர்ந்திருப்பர்

நோக்கங்கள்:

- கலைத்திட்ட அமைப்பினை புரிந்து கொள்ளச் செய்தல்
- கற்பித்தலுக்கு முன் தயாரிப்பு முறைகளை அறியச் செய்தல்
- இக்கால இலக்கியங்களைப் பற்றிய அறிவைப் பெறச் செய்தல்
- அடிப்படை இலக்கணங்களில் பயிற்சி பெறச் செய்தல்
- இலக்கியத் திறனாய்வு குறித்து அறிவு பெறச் செய்தல்
- உரைநடை ஆசிரியர்களின் மொழி நடை திறனை அறியச் செய்தல்
- தமிழ் மொழியின் வரலாற்று மூலங்களின் அறிவைப் பெறச் செய்தல்
- கணிப்பொறி வழிக் கற்றலின் முக்கியத்துவத்தை உணர்த்துதல்
- மறுமலர்ச்சி இலக்கியங்களை அறிய செய்தல்

அழகு 1: கலைத்திட்டம்

நோக்கங்கள் - பாடப்பொருள் - இலக்குகள் - தொடர்பு - வகைகள்
வரிசையமைப்பு பாடத்திட்டம் - அடுக்கு பாடத்திட்டம் - பாட மையத் திட்டம் - செயல்
மைய திட்டம் - வாழ்வு சூழல் மையத் திட்டம் - தற்கால பாடத்திட்டம் - பாடத்திட்டம்
பாட ஏற்பாடு , பாடநூல் ஆகியவற்றுக்கு இடையேயான தொடர்பு.

அலகு 2: முன் தயாரிப்பு

பாடத்திட்டத்தின் வழி மாணவர் பெற வேண்டிய திறன்களை முடிவு செய்தல் -
பாட கற்பிப்பு குறிப்பு (Notes of Lesson) - பாடம் தொடர்பான பிற செய்திகள் திரட்டுதல் -

துணை கருவிகள் - பயிற்சிகள் தயாரித்தல் - மாணவர்கள் முன் புதிய
எடுத்துக்காட்டுகளை உருவாக்குதல் - மாணவர்களின் பின்புலம் குறித்து அறிதல்

அலகு 3: இக்கால இலக்கிய அறிமுகம்

நாட்டுப்புறவியல் - பயண இலக்கியம் - புலம்பெயர் இலக்கியம் - வாழ்க்கை
வரலாறு இலக்கியம் - சிறுவர் இலக்கியம்.

அலகு 4 : இலக்கிய திறனாய்வு

திறனாய்வு வரையறை - திறனாய்வாளரின் தகுதிகள் - திறனாய்வின்
வகைகள், பண்புகள்

அலகு 5 : தமிழ் கவிஞர்கள் அறிமுகம்

திருவள்ளுவர், பாரதியார், பாரதிதாசன், கவிமணி தேசிய விநாயகம், நாமக்கல்
கவிஞர் ஆகியோரின் பாடல்களில் காணப்படும் கல்வி சிந்தனைகள்.

கற்பிக்கும் முறைகள்

விரிவுரை , கலந்துரையாடல் , மாணவர் கருத்தரங்கம் , ஒப்பார்குழு விவாதம்
குழுக் கற்பித்தல் , செய்துகாட்டல் , பதாகை வழிக் கற்பித்தல் , செய்து கற்றல் ,
ஆய்வரங்கம் , பணிமனை , செயல்திட்டக் கற்பித்தல் , விதிவருமுறை .
விதிவிளக்குமுறை . விளையாட்டுமுறை , கணினி வழிக் கற்பித்தல் , இணையம்
வழிக் கற்பித்தல் , பாடல் மூலம் , நாடகம் மூலம் கற்பித்தல் , சொற்பொழிவு , சிறப்புச்
சொற்பொழிவு . காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் ,
மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் ,

மதிப்பீடு :

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள் , வகுப்புக் கருத்தரங்கம் ,
மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள் :

1. விளம்பரப் பதாகைகள் உருவாக்குதல்
- 2.செய்தித்தாள்களில் தமிழ்த் தொடர்பான தகவல்களைத் திரட்டுதல் .
- 3.செய்திவாசிக்கப் பயிற்சி அளித்தல் .
4. உரைநடையாசிரியர்களின் மொழிநடையைப் பின்பற்றி மாதிரிக் கட்டுரை
எழுதுதல்
5. நாட்டுப்புறப் பாடல்கள் , பழமொழி போன்றவற்றின் துணையுடன் பேசுதல் பயிற்சி .

6. வினாடி வினா தயாரித்தல் ,
7. கணினி உதவியுடன் பாடக் குறிப்புத் தயாரித்தல் .
8. ஏதாவது ஒரு படைப்பைத் திறனாய்வு செய்தல் (காந்தியம் , மார்க்சியம், தலித்தியம், பெண்ணியம் , மூன்றாம் பாலினம்)
9. பாடத்திட்ட நோக்கில் பாடநூலை ஆய்வு செய்தல் .

பார்வை நூல்கள் :

1. இளங்கோவன் .மு . 2009. இணையம் கற்போம் . வயல் வெளி பதிப்பகம் , இடைக்கட்டு
2. கணபதி , வி . 1989 நற்றமிழ் கற்பிக்கும் முறைகள் , சாந்தா பப்ளிஷஸ் , சென்னை .
3. கோகிலா தங்கசாமி . 2000. குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும் , அனிச்சம் புனம்ஸ் , காந்திகிராமம் .
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6. வடிவேலன் , இரா . 2006. நன்னூல் , சாரதா பதிப்பகம் , சென்னை .
7. குருநாதன் , இராம . & தேவிப்பிரியா . 2001 பெண்ணியம்.கலைஞன் பதிப்பகம் , சென்னை
8. ராஜ்கௌதமன் 1993. தலித் பண்பாடு , கௌரி பதிப்பகம் , புதுவை .
9. அரங்க மல்லிகா . 2006. தமிழ் இலக்கியமும் பெண்ணியமும் , நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை .
10. பக்தவச்சல பாரதி & சம்பத் , இரா . 1998. பெண்ணிய ஆய்வுகள் . புதுவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம் புதுச்சேரி ,
11. பாரதியார். 2011. பாரதியார் கவிதைகள் குமரன் பதிப்பகம் , சென்னை .
12. பரமசிவன் , தொ . (தொ.ஆ) .1993, பாரதிதாசன் பாடல்கள் நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை . 118

PEDAGOGY OF MATHEMATICS – 3/4

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

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

- Enables the student-teachers to identify gifted and slow learners in Mathematics and to meet the requirements
- Knows the great Mathematicians and their contributions towards Mathematics
- Specifies the importance of Planning and Designing Instructions in teaching Mathematics
- Develops an understanding of the recent trends in in the Mathematics Curriculum and principles of Mathematics Curriculum
- Understands the psychological foundations of Mathematics Education

COURSE CONTENT

Unit 1: 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.

Unit 2: Great mathematicians and contributions

History of Mathematics –Vedic Mathematics- Contribution of eminent mathematicians for the development of Mathematics –Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Rene Descartes, Gauss.

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

Unit 4: Mathematics Curriculum

Need and importance of Mathematics in School Curriculum - Recent trends in Curriculum Construction - Principles of formulating Mathematics Curriculum -

Organization of Syllabus – Topical and Spiral, Logical and Psychological Approaches - Comparison of CBSE and State Board Mathematics syllabi.

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 NCF2005.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Study any one of eminent mathematician and his contribution to development of Mathematics– submit report
2. Specify PCK model for planning and designing a Mathematical concept.
3. Critically analyze the Mathematics Curriculum at Secondary or Senior Secondary level.

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:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
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
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/math.shtml

17. www.primaryresources.co.uk/maths/maths.htm

18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE-3/4
SEMESTER – 3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES

CREDIT-4

Essence of the course:

The student-teachers will revisit basic concepts of laboratory and how to use the laboratory as an effective teaching learning resource. Also this course enables the learner to understand concept of Curriculum, its types and organization in the teaching –learning process. This course also enables the learner to realize the importance of Science text-book.

Objectives:

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

- acquire knowledge of laboratory and its various resource.
- understand the proper utilization and maintenance of laboratory.
- apply acquired knowledge on the concept of curriculum and its principles.
- develop desirable positive attitude towards contribution of Science text-book for the students.
- acquire hands-on experience in various co-curricular activities.

COURSE CONTENT

Unit 1: Laboratory as a Learning Resource

Objectives of laboratory work – Planning laboratory work – Working plan for group of students (Batch) in the laboratory – Safety in laboratories and precautionary measures.

Unit 2: Organization and Maintenance of Physical Science Laboratory

Structure and design of general, chemistry and physics laboratory– Storage of chemicals and apparatus – preparation of indent – maintenance of registers – accidents and first aids.

Unit 3: Science Curriculum

Curriculum: meaning – definition- Principles of curriculum construction- organization of content –Science curricular projects: PSSC and CHEM study – recommendations of various commissions on Science curriculum.

Unit 4 : Science textbook

Science Textbook: characteristics– Principles of organizing the content in the science text book - evaluation of a good science textbook (Hunter's Score card and Vogel's check list) - Uses of Science text book.

Unit 5: Co-curricular activities

Science libraries, science Museum, science club, science hobbies, field trips/excursions, science Fairs/exhibitions, Science corner. Science Olympiads.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observationmethod (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 types of co-curricular activities.(Compulsory)

2. Critically analyze the usage of physics and chemistry laboratories from class 6 to 10th (Assignment).
3. Collect information from the internet about various types of curriculum construction.
4. Study the various abroad science curricular projects.
5. Prepare a tentative planning and designing of Science laboratory

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

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2. RadhaMoahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. SonikaRajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
4. Vanaja, M. (2006), *Methods of teaching physical science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81-8316-018-0
5. Panneerselvam, A and Rajendiran, E.K. (2009), *Teaching of Physical Science*. Chennai: Shantha publishers; ISBN 978-81-86689-53-0
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8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.
9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>
6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>

12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
14. <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE -3/4

SEMESTER –3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--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.

Objectives:

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

- ❖ acquire knowledge about Individual learning strategies
- ❖ acquire hands-on experience in designing and developing suitable learning aids for classroom instruction
- ❖ understand approaches of learning Biological science.
- ❖ estimate the facilities required for the organization and maintenance of Science laboratory
- ❖ develop a desirable positive attitude towards tools and techniques of assessment of learning biological science
- ❖ enhances the skills in conduct of practical work

COURSE

CONTENT:

Unit 1: Teaching resources

Machine operated aids: Overhead projector, digital projector, smart interactive digital electronic 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 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 : Approaches of learning Biological science

5E learning model – Expository approach - Collaborative - Activity based learning approach–Concept attainment – Experiential learning– Inquiry approach.

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.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments

Mode of Assessment for internal marks (Any Four):

- Making a teaching aids/Models for transacting any knowledge/concepts.
- Assignment on exploration of various community resources.
- Write self-study report based on your visit to science exhibition or science centre.
- A lesson plan using a concept attainment mode for any one concept, A lesson plan for 5 e-model experiential learning,
- Report preparation on different practical registers, and designing for a subject Botany, Biology & Zoology Science records.
- Submitting a Practical record with procedures of any 5 basic practical's on both Zoology and Botany.

References:

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2. Kulshreshtha.S.P & Arun Kumar Kulshreshtha, Pedagogy of Biological Science. ISBN 978-93-85960-73-4, www.bookmandelhi.com. Published by Vinay Rakheja C/o Lall Book Depo-Meerut.
3. Martin Fautley, Jonathan Savage, Lesson Planning for Effective Learning ISBN:13:978-0-33-524690-8, Saffern House, London.
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PEDAGOGY OF SOCIAL SCIENCE-3/4

SEMESTER –3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course helps to 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. 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 mold 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 in wide-range of teaching.
- Understand the role of national policy of education to formulate the curriculum.
- Acquire a conceptual understanding on the process of teaching and learning Social Science
- Solve social issues and concerns in a responsible manner.
- Understand the importance of models of teaching in teaching various social science concepts.
- Know the usage of internet and intranet in social science teaching learning process.

CONTENT OUTLINE

Unit 1: Curriculum of Social Science

Meaning of Curriculum – Importance of Curriculum in Education – Types of Curriculum – Factors Influencing in Curriculum development –Principles of Curriculum development - Selection of Content for Social Studies Curriculum – Organization of the Social Studies Curriculum - Curriculum of Social Science at Primary Stage – Curriculum of Social Science at Secondary stage

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.

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 NCERT role in common curriculum.
3. Organizing a Mock Parliament Session on child education rights.
4. Organizing debate on usage of mobile phone is boon or bane for human mankind.
5. Conducting educational survey of a slum area in a neighboring village

Mode of Assessment

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

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi, Third Edition: 1999
2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addison-Wesley Publishing Co., Reading, Massachusetts.
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4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. Dhaskara Rao.D., Teaching of Social Studies, Discovery Publication House, New Delhi, 2003.
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8. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edition: 2004.
9. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004.
10. UNESCO: New Source Book for Teaching of Geography, UNESCO
11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

PEDAGOGY OF ENGLISH-II – Part-3/4

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. It aims to equip the student teacher with English knowledge for listening and reading. 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.
- ☐ Examine some characteristics of a textbook and make them resonate with one's own ideas
- ☐ Provide feedback on how well the book works in practice and how effectively it achieves its aims
- ☐ Clarify misunderstandings and ensure that both parties are on the same page in communication.
- ☐ Know about effective communication and build strong relationships
- ☐ Inform, influence, inspire, motivate, build relationships, learn, gain inspiration, promote himself/herself and socialize
- ☐ Have a critical study of learning English as a second language in the multilingual Indian Society.
- ☐ Prepare and use appropriate teaching aids to make teaching more effective.
- ☐ Understand the different approaches to teach English.
- ☐ Acquire more number of vocabularies to listen, read, speak and write.
- ☐ Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- ☐ Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- ☐ Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society.
- ☐ Investigate errors made by second and foreign (L2) learners so as to understand the strategies and techniques used in the process of second and foreign language learning through error analysis.
- ☐ Understand the importance of evaluating the students' achievement in English language.
- ☐ Understand and appropriately use structures and vocabulary.

CONTENT OUTLINE

Unit 1: Teaching of receptive skills - 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 2: Teaching of receptive skills - Skill of reading

Concept of reading in second language-Mechanics of reading (Eye span, pause, Fixations, Regression and speed) - Types of reading: Reading aloud, Silent reading, Intensive reading, Extensive reading, Skimming, Scanning, Browsing, SQ3R.

Unit 3: 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 4: Approaches to teaching English language

Structural approach (Features of structural approach, Principles involved in selection and gradation of structures)- Situational approach- Communicative approach- Eclectic approach- Constructive approach- S-O-S approach.

Unit 5: 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 natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Language games on grammatical structure.
2. Activities & competitions for expansion of vocabulary.
3. Practicing Formal and Informal Letter.
4. Perform any one of the activities for developing the listening and reading skill:
Quiz, Debate, Dialogue, Role play, Brain storming.

5. Watching video recordings.
6. Oral Communication tasks.
7. Language Lab activities.
8. Workshop on preparation of blueprints, question papers, marking scheme and question-wise analysis.
9. 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)

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1. Agarwal K C, (2020), Teaching Of English, Publisher: Shri.Vinod Pustak Mandir.
2. Aggarwal. J. C. (2008), Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Allen Campbell, A. (1972), Teaching English language. New Delhi: Tata McGraw Hills.
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7. Bhattacharya, Indrajit (2002), An Approach to Communication Skills, New Delhi: Dhanpat Rai & Co.
8. Bright, J. A., & Gregore, G. P. (1976), Teaching English as second language London: Longman.
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19. Paul Deifel & Harvey, Internet, Worldwide Web.
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21. Rajeswari .N. (2008), Teaching of English, G Publishers: Chennai.
22. Rai B.C., Method of teaching English.
23. Sharma.R.A.(2007), Fundamentals of teaching English: Meerut
24. Shekar A.M (2010), Teaching of English and second language, Puducherry.
25. Singh Gyan, Prakash Om (2021), English Language and Pedagogy 3rd Edition Publisher: McGraw Hill.
24. Sivarajan K.(2012), English language education: methodology of teaching and pedagogic analysis, Calicut university press.
25. Sivarajan K (2010), Trends and development in modern Educational practices, Kerala University press.
26. Venkateswaran, S. (2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & Nidhi Srivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

19 PEDAGOGY OF A SCHOOL SUBJECT 2(PART 2)

Course - 19(1) Pedagogy of Tamil II - Part 2

தமிழ் கற்பிக்கும் முறைகள் II - பகுதி 2

நான்காம் பருவம்

அடிப்படைக் கோட்பாடு

சமூகத்தில் மொழியின் அவசியத்தையும் பங்களிப்பையும் பற்றிய அறிவினைப் பெற்றிருப்பர். இன்றைக்கு மொழியும் அறிவியலும் ஒன்றுக் கொன்று தொடர்புடையதாக உள்ளதை அறிந்திருப்பர். மொழியைக் கற்பிக்கும், கருவி நூலாக உள்ள, பாடநூல் எவ்வாறு அமைந்திருக்க வேண்டும் என்பதை மாணவர் அறிந்திருப்பர். நம்மை மற்றவரோடு தொடர்புபடுத்திக் கொள்வதற்கு கருவியாக அமைந்துள்ள மொழியாய்வகம் பற்றி அறிவைப் பெற்றிருப்பர். மனக் கருத்துக்களை வெளிப்படுத்தும் முறைகளில் ஒன்றான கட்டுரை எழுதும் அறிவைப் பெற்றிருப்பர் மொழிப் பயிற்சிப் பற்றிய சிந்தனைகளையும் பெற்றிருப்பர். மொழிப்பாடம் கற்பித்தலுக்குத் தற்காலத்திற்கேற்ற வகையில் கற்பித்தல் புதுமைகளை வெளிக் கொணரும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடம் திறன்பாடம் என்பதால் படைப்பாற்றலை வளர்த்துக்கொள்ளும் திறனைப் பெற்றிருப்பர்.

நோக்கங்கள்:

- சமுதாயத்தில் மொழியின் செயல்பாட்டினை அறிய செய்தல்.
- பாடநூல் குறித்த அறிவைத் தருதல்.
- மொழிப் பயிற்றாய்வுக் கூடம் குறித்து அறியச் செய்தல்
- வினாத்தாள் வடிவமைப்புப் பற்றிய அறிவைப் பெறச் செய்தல்.
- கட்டுரை எழுதும் திறன் பெறச் செய்தல்,

- படைப்பாற்றலை வளர்ப்பதற்கான பல்வேறு வழிமுறைகளை அறியச் செய்தல்.
- தமிழில் ஆய்வுகள் குறித்த அடிப்படைச் செய்திகளை உணர்துதல்.

அலகு 1: சமுதாயத்தில் மொழி

மொழியும் சமூகமும் மொழியும் அதிகாரமும் - மொழியும் அடையாளமும் மொழியும் பண்பாடும் மொழியும் பால்வேறுபாடும் மொழியும் அரசியலும் மொழியும் வர்க்கமும்- மொழியும் இலக்கியமும் - மொழியும் அறிவியலும் மொழியும் வணிகமும் மொழியும் சுற்றுச்சூழலும் மொழியும் உலகமயமும் இவைகளுக்கிடையேயான உறவு நிலைகளும் ஒப்பீடும்

அலகு 2: பாடநூல் வடிவமைத்தல்

பாடநூல் அமைப்பு - பத்துவகை அழகு - நூற்குற்றம் - பாடநூலின் அகத்தோற்றம் புறத்தோற்றம் பண்புகள்.

அலகு 3: மொழிப்பயிற்றாய்வுக் கூடம்

மொழிப் பயிற்றாய்வுக் கூடம் தேவையும் பயனும் - அமைப்பு - செயல்பாடுகள் - பயன்கள்

அலகு 4: கட்டுரைப் பயிற்சி

வாய்மொழிக் கட்டுரை எழுத்துக் கட்டுரை பல்வேறு கட்டுரைகள் மடல் வகைகளும் படிநிலைகளும் வல்லினம் மிகா இடங்கள், மிகும் இடங்கள் தொடர் அமைப்பு பத்தி அமைப்பு - நிறுத்தற் குறியீடுகளின் அவரியம் செயற்றொடர் - பழமொழி மேற்கோள் பயன்பாடு

அலகு 5 மொழிப் பயிற்சி

சொற்களஞ்சியம் அவசியம் - அறிந்த சொற்களஞ்சியம் பயன்படுத்தும் சொற்களஞ்சியம் - சொற்களஞ்சியங்களைப் பெருக்கும் வழிமுறைகள் - வாக்கியங்களை அமைத்தல் சுருக்கி வரைதல் - இலக்கியநயம் உணர்தல் - அகராதியைப் பயன்படுத்துதல்

மதிப்பீடு:

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்:

- 1 சொல் விளையாட்டு தயாரித்தல்
- 2 குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்
- 3 தனித் தமிழ் நடையில் பேசுதல்.
- 4 கதை கவிதை, கட்டுரை எழுதுதல்
5. மொழிப் பயிற்றாய்வுக் கூடத்திற்குப் பயிற்சி தயாரித்தல்,
- 6 பாடநூல் ஆய்வு செய்தல்
7. ஒலி உச்சரிப்புப் பயிற்சி
- 8 சுற்றுச்சூழல் விழிப்புணர்வு வாசகங்கள் தயாரித்தல்
- 9 வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்,
- 10 செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

பார்வை நூல்கள்

1. இரத்தின் சபாபதி & இரேணு பத்மா, இர. 2008 வினாக்களின் விரிசல்கள், சாந்தா பப்ளிஷர்ஸ் சென்னை
2. கணபதி.வி (1999) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை.

3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளும்ஸ், காந்திகிராமம்.
4. கோவிந்தராசன் மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை
5. நாகராஜன், கி 2002 கல்விப் புள்ளியல். இராம் பதிப்பகம். சென்னை.
6. வேணுகோபால். இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம் வேலூர்

YOGA, HEALTH & PHYSICAL EDUCATION – I (1/2)

SEMESTER – 3- PRACTCUM: ENGAGEMENT WITH THE FIELD -- CREDIT-1

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

Meaning of yoga – need and importance of yoga – Kriyas – physical exercises – types of exercises: aerobic, anaerobic on various systems (circulatory, muscular, digestive & respiratory systems) – yoga in present life – role of India in yoga – yoga in global awareness. Branches of Yoga: Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga – Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.

Unit 2: Health education

Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions. – Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yag, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. Health Observation Programs in schools – Body Mass Index ratio.

Unit 3: First Aid- Principles and Uses

Structure and function of human body and the principles of first aid – First aid equipment's – Fractures-causes and symptoms and the first aid related to them – Muscular sprains causes, symptoms and remedies – First aid related to haemorrhage, respiratory discomfort – First aid related to Natural and artificial carriage of sick and wounded person – Treatment of unconsciousness – Treatment of heat stroke – General disease affecting in the local area and measures to prevent them.

Unit 4: Food and safety

Food and nutrition, food habits, timing of food, nutrients and their functions – Fast Food Problems, understanding and practice sanitation – handling of drinking water, disposal of solid and liquid waste – safety and security – disasters in and outside schools, ways of prevention – safety from snake and dog bites, animal attacks, prevention and treatment.

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:

1. Krishna. G(1993) The purpose of Yoga, New Delhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Bookmarket.
5. Hedge (1997) How to maintain good health, New Delhi: UBPSD Publishers
6. Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Bureau & NCERT, New Delhi – 16.
8. Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. New Delhi: Khal Sathiya Kendra
9. Physical Education Lessons: Dr. J. P. Thomas
10. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.
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12. Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.

13. 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
14. Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
15. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
16. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
17. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.
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[www.http://greatist.com/health/19-worst-tech-related-health-risks](http://greatist.com/health/19-worst-tech-related-health-risks)

READING AND REFLECTING ON TEXTS

SEMESTER –3- PRACTICUM –ENGAGEMENT WITH THE FIELD: EPC-3 --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:

1. Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language*. ELBS: Longman.
2. Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambri: Cambridge Univ. Press.
3. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
4. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL*. Oxford University Press.
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6. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery publishing house.
7. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery publishinghouse.
8. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: OrientLongman.
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10. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
11. Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
12. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
13. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

14. Recognizing Different Types of Text

<http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text>

15. 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>

16. Reflective Skills

<http://www.skillsyouneed.com/ips/reflecting.html>

<http://www.skillsyouneed.com/ps/reflective-practice.html>

TEACHING COMPETENCY (SPELL-1)

SEMESTER- 3 - PRACTICUM: ENGAGEMENT WITH THE FIELD-CREDIT-8 (=4+4)

(EIGHT WEEKS OF SCHOOL INTERNSHIP FOR BOTH PEDAGOGICAL SUBJECTS)

Each student teacher will be attached to a school in one block of internship.

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.

The total duration of internship will be 8 weeks. During internship in a school, the student-teacher 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 45minutes each). During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subject chosen.

TEACHING COMPETENCY FOR

PEDAGOGY OF SCHOOL SUBJECTS I & II:

During the first week of the internship, the student teachers will observe classes taken by regular school teachers. The student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subjects chosen.

During the next 7 weeks, each student teacher has to give at least 15 lessons for each Pedagogical Subject I (at least one each should be ICT based).

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 for each Pedagogical subject
2. Seven Lesson Observation records on observations of classes taught by both regular and peer teachers. (Including one demonstration class and one guide teacher's class) for each Pedagogical subject.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15

lessons on each Pedagogical subject followed by evaluation report.

5. Record on diagnosis based remedial programme carried out on students

SCHOOL MANAGEMENT - II

SEMESTER –4- THEORY: PERSPECTIVES IN EDUCATION--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.

Unit 1: Community & School

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA, School Management Committees, .

Unit 2: Child Rights and School Management

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation: Shier's Pathway to Participation Model, UNICEP-Strategic Approach to Participation.

Unit 3: 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, NSS, NCC, JRC and Physical Education Activities.

Unit 4: Inspection and Supervision

Need and Importance of Supervision and Inspection - Meaning, Aims and Objectives of Inspection - Scope of Inspection and Supervision - Principles of Good Supervision –Need and importance of Inspection and Supervision- Qualities and duties of effective supervisor-New Trends in Supervision and Inspection

Unit 5: Latest Trends & Innovations in School Management

School Complex - Village Education Committees - School based in-service programme - 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 quo head master. Record a expected positive and negative problems

Mode of Assessment:

Written test, task and assignment.

References:

1. J.C. Aggarwal, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Jagannath Mohanty, Deep & Deep Publications, New Delhi
3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
8. Educational Administration : Bhatnagar (1988)
9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.
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)

PEDAGOGY OF ENGLISH – I-PART-4/4

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

Language is a living and dynamic phenomenon. Language is one of the most marked, conspicuous, as well as fundamentally characteristic of the faculties of man. The present course is designed to have qualitative improvement in English language teaching. 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. 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.

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.
P2 S3 understand the structure of English language and components skills
- ☐ Improve proficiency level in using-English for utilitarian purposes
- ☐ Acquaint with the preparation of power point presentation in teaching English.
- ☐ Listen English with proper understanding, speak English correctly, that is producing sounds with the proper stress and intonation, read English and comprehend and interpret the text.
- ☐ Identify main ideas and supporting details and draw conclusions from spoken and written texts.
- ☐ Use reference material such as Encyclopaedia, dictionary, etc
- ☐ Analyze different types of errors made by the students.
- ☐ Improve the skill of translation.
- ☐ Understand the importance of media perspectives like social net-working sites and e-learning.

CONTENT OUTLINE

Unit 1: Reference and study skills in English

Dictionary skills – SQ3R- methods of reading – note making and summarizing – library and reference work – bibliography and annotated bibliography.

Unit 2: 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 3: 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 4: Language Translation

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

Unit 5: Media Perspective of Language

Print Media - Newspaper Language, Radio and TV language- Language of advertisement
Social Networking and Language- Educational scope of social networking sites (face book, twitter, you tube, what's app) Blogging and E-Learning.

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 anyone novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing- Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
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:

1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Alexander. (1971). Guided composition in English language teaching. London: Longman.
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5. Andrew wright, Visual Materials for the Language teacher, Longmans, London, 1977.
6. Arulselvi. Evangelin.(2013).Content and methods of teaching English. Saratha Publishers: Chennai.
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12. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
13. Dash. B.N. (2004)Teaching of English Dominant Publishers : New Delhi.
14. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
15. Dr. A.M Shekar (2010) Teaching of English and second language, Puducherry.
16. Dr. K. Sivarajan et al (2012) English language education: methodology of teaching and pedagogic analysis Calicut university press.
17. Dr. K sivarajan (2010) Trends and development in modern Educational practices, kerala University press
18. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. London: Orient Longman Ltd.
19. Gregory Bernard, G. (1969). Better spoken English. London: Macmillan & Co.
20. Hornby, A. S. (1968). The teaching of structural words and sentence patterns. London: Oxford University Press.
21. Jack c Richard & Theodore S Rodger (2012) Approaches and methods in language teaching Cambridge University.
22. Jayanthi.N.L.N. (2005).Teaching Of English, Kamala Publishers:Annamalai nagar.
23. Julian Dakin. (1973). The Language Laboratory and Language Learning, Longman, London.
24. Jamaludeen K. (2014) Effective teaching of English kerala Quality publishers
25. KnusjSchibsbya, A modern English Grammar, Oxford University Press, 1969.
26. Rajeswari N. & Dr. Selvi (2013) Innovations in teaching of English Chennai, Santha Publishers.

27. Rajeswari .N. (2008).Teaching of English. G Publishers: Chennai.
28. Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
29. Sharma.R.A.(2007). Fundamentals of teaching English :Meerut
30. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.

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).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad.
6. Srivastava & Nidhi Srivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

Web Sites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

B.Ed- second year

Pedagogy of school subject part -1

Pedagogy of Tamil 1-part 2

கற்றல் கற்பித்தல் முறைகள்

மூன்றாம் பருவம்

அடிப்படை கோட்பாடு

மொழிப்பாடத்தில் கலைத்திட்ட வளர்ச்சிக்கான கூறுகளைக் கற்றறிந்து அவை தொடர்பான அறிவைப் பெற்றிருப்பர். சங்க கால இலக்கியங்களையும் இலக்கணங்களையும் அறிந்து அவற்றின் சிறப்புகளை அறிந்து கொள்வர். இக்கால இலக்கியங்களின் வளர்ச்சிப் போக்குகளை அறியும் திறன் பெற்று இருப்பர். தமிழ்மொழி வளர்ச்சிக்கு உரைநடை ஆசிரியர்களின் பங்களிப்பை அறிந்திருப்பர். தமிழ் மொழியின் வரலாற்று மூலங்களை அறிந்திருப்பர் கணிப்பொறியைப் பயன்படுத்தி மொழிக் கற்பித்தல் திறனைப் பெற்றிருப்பர் மறுமலர்ச்சி இலக்கியங்களின் தேவையை உணர்ந்திருப்பர்

நோக்கங்கள்:

- கலைத்திட்ட அமைப்பினை புரிந்து கொள்ளச் செய்தல்
- கற்பித்தலுக்கு முன் தயாரிப்பு முறைகளை அறியச் செய்தல்
- இக்கால இலக்கியங்களைப் பற்றிய அறிவைப் பெறச் செய்தல்
- அடிப்படை இலக்கணங்களில் பயிற்சி பெறச் செய்தல்
- இலக்கியத் திறனாய்வு குறித்து அறிவு பெறச் செய்தல்
- உரைநடை ஆசிரியர்களின் மொழி நடை திறனை அறியச் செய்தல்
- தமிழ் மொழியின் வரலாற்று மூலங்களின் அறிவைப் பெறச் செய்தல்
- கணிப்பொறி வழிக் கற்றலின் முக்கியத்துவத்தை உணர்த்துதல்
- மறுமலர்ச்சி இலக்கியங்களை அறிய செய்தல்

அலகு 1: உரைநடை ஆசிரியர்கள் அறிமுகம்

உவே சாமிநாதய்யர் - திரு.வி.க மறைமலையடிகள் - இரா.பி சேதுப்பிள்ளை
அறிஞர் அண்ணா மு.வரதராசனார்

அலகு 2: அடிப்படை இலக்கணம்

ஐவகை இலக்கணம் அறிதல் - எழுத்து சொல் பொருள் யாப்பு அணி (6 ஆம் வகுப்பு முதல் 10 வகுப்பு வரை)

அலகு 3: தமிழ் வரலாற்று மூலங்கள்

செப்பேடுகள் வெளிநாட்டார் எழுதிய குறிப்புகள் . ஓலைச்சுவடிகள்
அகழ்வராய்ச்சிகள் . கல்வெட்டுகள் . உரையாசிரியர்கள்

அலகு 4: மொழியும் கணிப்பொறியும்

கற்பித்தலில் கணிப்பொறியின் தேவை பதிப்புத் துறையில் கணினியின்
பங்களிப்பு தமிழ் மென்பொருள் - தமிழ் இணையம் தமிழ் இணையப்
பல்கலைக்கழகம் இணையச் செயல்பாடுகள் - மின் கற்றல் . தொலைவிண்ணரங்கம்
செயற்கைக்கோள் வழி மொழிக் கற்றல் . பல்லாடகத்தின் பங்களிப்பு .

அலகு 5 : மறுமலர்ச்சி இலக்கியங்கள்

காந்தியம் - மார்க்சியம் தலித்தியம் - பெண்ணியம் - மூன்றாம் பாலின
இலக்கியங்கள் வரையறை இலக்கிய பங்களிப்பு

கற்பிக்கும் முறைகள்

விரிவுரை , கலந்துரையாடல் , மாணவர் கருத்தரங்கம் , ஒப்பார்குழு விவாதம்
குழுக் கற்பித்தல் , செய்துகாட்டல் , பதாகை வழிக் கற்பித்தல் , செய்து கற்றல் ,
ஆய்வரங்கம் , பணிமனை , செயல்திட்டக் கற்பித்தல் , விதிவருமுறை .
விதிவிளக்குமுறை . விளையாட்டுமுறை , கணினி வழிக் கற்பித்தல் , இணையம்
வழிக் கற்பித்தல் , பாடல் மூலம் , நாடகம் மூலம் கற்பித்தல் , சொற்பொழிவு , சிறப்புச்
சொற்பொழிவு . காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் ,
மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் ,

மதிப்பீடு :

வகுப்புத் தேர்வு , வாய்மொழித் தேர்வு , ஒப்படைப்புகள் , வகுப்புக் கருத்தரங்கம் ,
மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள் :

1. விளம்பரப் பதாகைகள் உருவாக்குதல்
2. செய்தித்தாள்களில் தமிழ்த் தொடர்பான தகவல்களைத் திரட்டுதல் .
3. செய்திவாசிக்கப் பயிற்சி அளித்தல் .
4. உரைநடையாசிரியர்களின் மொழிநடையைப் பின்பற்றி மாதிரிக் கட்டுரை
எழுதுதல்
5. நாட்டுப்புறப் பாடல்கள் , பழமொழி போன்றவற்றின் துணையுடன் பேசுதல் பயிற்சி .
6. வினாடி வினா தயாரித்தல் ,
7. கணினி உதவியுடன் பாடக் குறிப்புத் தயாரித்தல் .

8. ஏதாவது ஒரு படைப்பைத் திறனாய்வு செய்தல் (காந்தியம், மார்க்சியம், தலித்தியம், பெண்ணியம், மூன்றாம் பாலினம்)
9. பாடத்திட்ட நோக்கில் பாடநூலை ஆய்வு செய்தல்.

பார்வை நூல்கள் :

1. இளங்கோவன் .மு . 2009. இணையம் கற்போம் . வயல் வெளி பதிப்பகம் , இடைக்கட்டு
2. கணபதி , வி . 1989 நற்றமிழ் கற்பிக்கும் முறைகள் , சாந்தா பப்ளிஷஸ் , சென்னை .
3. கோகிலா தங்கசாமி . 2000. குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும் , அனிச்சம் புளும்ஸ் , காந்திகிராமம் .
4. கோவிந்தராசன் , மு . 1990. நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும் , சரஸ்வதி பதிப்பகம் , சென்னை .
5. வேணுகோபால் , இ.பா. 1991. பைந்தமிழ் கற்பிக்கும் முறைகள் , சகுந்தலா வெளியீட்டகம் . வேலூர் .
6. வடிவேலன் , இரா . 2006. நன்னூல் , சாரதா பதிப்பகம் , சென்னை .
7. குருநாதன் , இராம . & தேவிப்பிரியா . 2001 பெண்ணியம்.கலைஞன் பதிப்பகம் , சென்னை
8. ராஜ்கௌதமன் 1993. தலித் பண்பாடு , கௌரி பதிப்பகம் , புதுவை .
9. அரங்க மல்லிகா . 2006. தமிழ் இலக்கியமும் பெண்ணியமும் , நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை .
10. பக்தவச்சல பாரதி & சம்பத் , இரா . 1998. பெண்ணிய ஆய்வுகள் . புதுவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம் புதுச்சேரி ,
11. பாரதியார் . 2011. பாரதியார் கவிதைகள் குமரன் பதிப்பகம் , சென்னை .
12. பரமசிவன் , தொ . (தொ.ஆ).1993, பாரதிதாசன் பாடல்கள் நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை . 118

PEDAGOGY OF MATHEMATICS-4/4

SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

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

Develops an understanding of the Problems Solving and Creativity in Mathematics

Specifies the factors for providing Mathematics Education for all

Identifies the factors for the professional development of the Mathematics teacher

Develops an understanding in the recreational programmes in learning Mathematics

Specifies the mode of research in the field of Mathematics teaching

COURSE CONTENT

Unit 1: Development of Problem-Solving Ability and Creativity in Mathematics

Meaning – Problems, Problem Solving and Problem Posing – Characteristics of a Good Problem - Problem-solving Strategies and steps in Problem Solving - Gagne's views on Problem Solving - Strategies of Mathematics Problem posing - Divergent Thinking and Creativity in Mathematics - The relation of Creativity to Problem solving and ProblemPosing inMathematics.

Unit 2: 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 3: Professional development of Mathematics teacher

Pre-requisite qualifications – professional training: selective academic training, in-service training, professional activities, school activities, mathematical organization – administrative duties – community activities–qualities of Mathematics teacher–ethics of teacher – social and environmental responsibilities of the Mathematics teacher – problems faced by the Mathematicsteachers.-AppropriateuseofICTforTeacherProfessionalDevelopment(TPD) –Linkage–contribution to corporate life and to society, Journals and other resource materials Mathematics Education – Participation in conferences/Seminars/Workshops – Qualities of a Mathematics Teacher.

Unit 4: Recreational programme in learning Mathematics

Mathematics Recreational activities and Mathematics Quiz – importance and Organization, Problems: fear and failure, disappointing curriculum, crude assessment – inadequate teacher preparation- Music Mathematics.

Unit 5: 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:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Use Problem Solving and Problem Posing in any Mathematical problem.
2. Collection of articles relevant to recent developments in Mathematics.
3. Prepare a report on Action Research by taking a problem among the students at senior secondary level.

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:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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5. Benjamin Bloom (1974). Taxonomy of Educational Objectives Handbook-I: Cognitive Domain. New York: David McKay Company Inc.
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17. Manpal Singh (2007). Modern Teaching of Mathematics. New Delhi: Anmol Publications
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26. Siddiqui, M.H. (2005). Teaching of Mathematics. New Delhi: APH Publishing Corporation.
27. Sidhu, K.S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers Private Ltd.
28. Singh M.P (2007). Teacher's Handbook of Mathematics. New Delhi: Anmol Publications
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30. Singh, M. (2006). Modern teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
31. Sudhir Kumar and Ratnalika (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
32. Wadhwa, S. (2008). Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
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
14. www.classroom-aid.com
15. www.ndlirn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE -4/4

SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course will enable the learner to develop proper knowledge on the meaning of ICT, its importance and the various platforms of ICT. This course will also make the learner to realize the importance of professional development and professionalism. This course will provide the student-teacher to explore the fundamental concepts on Physics and Chemistry .

Objectives:

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

- acquire knowledge of various ICT resources.
- understand the usage of various digital platforms and open resources.
- apply acquired knowledge of various methods and technique in teaching physical science.
- Develop proper attitude on developing the professionalism among the student-teacher.
- develop desirable positive attitude towards learning of foundational Physics concepts.
- Make the learner to under the importance of chemistry n day-to-day life.

Unit 1: ICT Resources in Learning Physical Science

Dale's Cone of experience (modified) – Teaching physical science with: audio broadcast, educational television, Multimedia: audio, slideshow, animated video, simulation, games,e-picture/poster – Blended learning: eBooks , web, wikis and blogs.

Unit 2: Digital platforms

Digital learning resource: MOOC - swayam - inflietnet- e- pathshala- diksha - Pragyatah – NPTEL – Virtual lab- Digitally Accessible Information system (Daisy) for visually impaired - advantages of using ICT in learning.

Unit 3: Professional Development of Physical Science Teachers

Teaching as a profession –pre–service programme - in-service programme – various modes of imparting in-service program- special qualities of a science teacher – Teacher as researcher – case study and action research – research and publications.

Unit 4: Foundations of Physics

Matter: Introduction, Definition, types of matter and its properties.

Measurement: Measurement – various system of units – Writing the Units and dimensional formula.

Forces : Motion, Force and Pressure, Laws of Motion and Gravitation.

Exploring Energy: Definition, Potential and Kinetic energy, Law of conservation of energy-Types of Energy-Work, and Power.

Exploring Natural Phenomena: Heat and Temperature, Magnetism, Light, Sound,Electricity, Magnetic Effect of Electric Current.

Unit 5: foundations of Chemistry

Separation of substances: Methods of Separation of Substances

Exploring Chemical Families: Elements, Atoms and Compounds- Periodic Classification of Elements- Fundamental properties of elements.

Exploring Chemical Changes : Chemical equation, Chemical Reactions and Chemical bonds

Application of chemistry in everyday life: Acids and Bases - Carbon and its compounds- Coal and Petroleum-combustion and flame.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observationmethod (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 different resource by using the ICT platform.(Compulsory)
2. Write a report on various open resource learning platforms.
3. Discuss the various modes of the training for the professional development .
4. Prepare for a seminar on the foundational concept of Physics among the peer group.
5. Prepare for a seminar on the foundational concept of Chemistry among the peer group.

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

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2. RadhaMoahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
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7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.
9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>

6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
14. <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE -4/4

SEMESTER –4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course further seeks to be self-improving through the processes of reflection, feedback, and critical inquiry. Maximises the use of technological advancement for the purpose of teaching learning. Technological advancement knowledge further enhances a research skill and innovation practices in teaching science particularly biological sciences. 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 teacher will be able to

- exploring the learners learning style with suitable Individual learning strategies
- 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.
- develops favourable positive attitude towards research on science teaching.
- enhances a research skill and innovation practices.
- understand the special qualities of a Science teacher and to acquire those qualities.

Unit 1 :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.

-Designing Personalized Learning for Every Student: Individual differences and different learning styles, exploring the different methods for learner's style.

-Enhancing the research attitude.

Unit 2 : 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. Recording and reporting: measurement of students' achievements – measures of central tendency – measures of variability. – correlation

Unit 3 : ICT Resources in learning Biological science

Dale's Cone of Experience (modified) – Teaching Bio-science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e-picture/poster. – Blended learning: eBooks, web, wikis, Moodle, social networking. – ICT tool used in classroom – advantages of using ICT in learning-teaching processes.

Unit 4 : 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.

Unit 5 : Enhancing the 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–Teacher as a researcher- National talent search Examination – action research in biological science– Special qualities of a science teacher.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students,

Mode of Assessment for internal marks: (Any Four)

- Assignment submissions on recent research in the areas of biology subjects.
- Seminar presentation- By Individual Student Trainees on any topic relevant to pedagogy.
- Trainee's writeup / Article publications- individual or group research.
- Trainee's portfolio- professionalism
- Presentation of action research report on any problem.

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Lall Book Depo-Meerut.

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11. Vijayalatha, R. and Sunithat, revised edition 2019, ISBN:978-93-85877-37-7. Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
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13. UNESCO : Competency Framework for Teacher
14. <http://www.edudemic.com/how-to-use-social-media-as-a-learning-tool-in-the-classroom/>
15. www.unesdoc.unesco.org/images/0021/002134/213475e.pdf

PEDAGOGY OF SOCIAL SCIENCE-4/4

SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course helps to 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. 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 mold them to face the same in a plausible way.

Objectives:

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

- Identify the role of the social science teacher as a national builder.
- Know the existing problems of the learner and their society.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.
- Acquire the knowledge about social science text book.
- Develop practical skills for analyzing socio-economic, political and physical phenomena through co-curricular activities.
- Find out the difficulties of the learner through diagnostic test and provide remedy to overcome it.
- Organise the social science laboratory in an appropriate design.

Unit 1: 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 2: Social Science Text-Book

Meaning and Definition of Text book – Types of Text book – Essential features of text book – Criteria for evaluation of the Social Science Text book – Qualities of Good Text book

Unit 3: 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 4: 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 5: 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. Seminar on the learning problems of the children.
2. Discussion on Contemporary issues.
3. Organizing a panel discussion on pollution.
4. Organizing quiz competition in assigned history topics.
5. Conducting educational survey of a slum area in a neighboring villages.
6. Organizing exhibition on drastic changes in climate in the world.

Mode of Assessment

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

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1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi, Third Edition: 1999
2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition – Wesley Publishing Co., Reading, Massachusetts.
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7. Kocha S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
8. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edition: 2004.
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10. UNESCO: New Source Book for Teaching of Geography, UNESCO
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PEDAGOGY OF ENGLISH-II – Part-4/4

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching. It aims to equip the student teacher with proper pronunciation for effective communication. It aims to have command over the language in speaking and writing. 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.
- ☐ Equip with skills to meet the challenges in the teaching and learning process.
- ☐ Acquire a good pronunciation to communicate a native speaker.
- ☐ Understand and appreciate the importance of English.
- ☐ Acquire more number of vocabularies to listen, read, speak and write.
- ☐ Understand the importance of evaluating the students achievement in English language.
- ☐ Speak English fluently and accurately.
- ☐ Find the relation between the syllabus, textbook and curriculum.

CONTENT OUTLINE

Unit 1: 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 2: Teaching of productive skills - 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 3: Teaching of productive skills - skill of writing

Mechanics of writing- Reference skills: note making and note taking, reporting, summarizing, paraphrasing- Characteristics of good hand writing- Techniques to develop good handwriting.

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: 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- Qualities of a good language teacher- Professional development of English teacher

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 natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Activities & competitions for skill of speaking.
2. Projects on methods of facing the challenges in teaching in the classroom.
3. Language games on grammatical structure.
4. Activities & competitions for Creative writing.
5. Activities to use the pronouncing dictionary.
6. Practicing Formal and Informal Letter.
7. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue, Role play, Brain storming.
8. Oral Communication tasks.
9. Language Lab activities.
10. Workshop on analysis of syllabus, textbook and curriculum.

Mode of assessment:

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

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25. Sivarajan K (2010) Trends and development in modern Educational practices, kerala University press.
26. Venkateswaran, S. (2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

19 PEDAGOGY OF A SCHOOL SUBJECT 2(PART 2)

Course - 19(1) Pedagogy of Tamil II - Part 2

தமிழ் கற்பிக்கும் முறைகள் II - பகுதி 2

நான்காம் பருவம்

அடிப்படைக் கோட்பாடு

சமூகத்தில் மொழியின் அவசியத்தையும் பங்களிப்பையும் பற்றிய அறிவினைப் பெற்றிருப்பர். இன்றைக்கு மொழியும் அறிவியலும் ஒன்றுக் கொன்று தொடர்புடையதாக உள்ளதை அறிந்திருப்பர். மொழியைக் கற்பிக்கும், கருவி நூலாக உள்ள, பாடநூல் எவ்வாறு அமைந்திருக்க வேண்டும் என்பதை மாணவர் அறிந்திருப்பர். நம்மை மற்றவரோடு தொடர்புபடுத்திக் கொள்வதற்கு கருவியாக அமைந்துள்ள மொழியாய்வகம் பற்றி அறிவைப் பெற்றிருப்பர். மனக் கருத்துக்களை வெளிப்படுத்தும் முறைகளில் ஒன்றான கட்டுரை எழுதும் அறிவைப் பெற்றிருப்பர் மொழிப் பயிற்சிப் பற்றிய சிந்தனைகளையும் பெற்றிருப்பர். மொழிப்பாடம் கற்பித்தலுக்குத் தற்காலத்திற்கேற்ற வகையில் கற்பித்தல் புதுமைகளை வெளிக் கொணரும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடம் திறன்பாடம் என்பதால் படைப்பாற்றலை வளர்த்துக்கொள்ளும் திறனைப் பெற்றிருப்பர்.

நோக்கங்கள்:

- சமுதாயத்தில் மொழியின் செயல்பாட்டினை அறிய செய்தல்.
- பாடநூல் குறித்த அறிவைத் தருதல்.
- மொழிப் பயிற்றாய்வுக் கூடம் குறித்து அறியச் செய்தல்
- வினாத்தாள் வடிவமைப்புப் பற்றிய அறிவைப் பெறச் செய்தல்.
- கட்டுரை எழுதும் திறன் பெறச் செய்தல்,

- படைப்பாற்றலை வளர்ப்பதற்கான பல்வேறு வழிமுறைகளை அறியச் செய்தல்.
- தமிழில் ஆய்வுகள் குறித்த அடிப்படைச் செய்திகளை உணர்துதல்.

அலகு 1: தமிழ் கற்பித்தலின் ஆய்வுகள்

ஆய்வின் இயல்புகள் - நோக்கங்கள் ஆய்வின் தேவை - ஆய்வின் வகைகள் ஆய்வுச் சிந்தனைகள் - பண்புகள்

அலகு 2: தமிழ் கற்பித்தலின் புதுமைகள்

கருத்துப் படமிடல். கூட்டுமுயற்சி திட்டம் - பிரச்சனை தீர்க்கும் முறை - ஒப்புமைக் கற்றல் - விசாரணை அணுகுமுறை - பரிசோதனை - குழுக்கற்றல் - தனிமைப் படுத்திக் கற்றல்.

அலகு 3: படைப்பாற்றல் வளர்த்தல்

கதை - கட்டுரை - இலக்கிய மன்றங்கள் . ஆண்டு மலர் - உடனடிப் பேச்சு - விவாதம் வினாடி வினா, இவைகளை பள்ளிகளில் நடத்துவதற்கானப் பயிற்சியை மேற்கொள்ளுதல் - இன்றைய சிந்தனை - நடைமுறைத் திறனை உருவாக்குதல்

அலகு 4: கல்விப் புள்ளியல்

புள்ளியியல் வரையறை - மையப்போக்கு அளவைகள் - சராசரி இடைநிலை அளவு முகடு சிதறல் அளவைகள் - வீச்சு - கால்மான விலக்கம் - சராசரி விலக்கம் திட்டவிலக்கம் ஓட்டுறவு

அலகு 5: மதிப்பீட்டு முறைகள்

மதிப்பீட்டின் நோக்கம் தேவைகள்- வினாத்தாள் வடிவமைப்பு தேர்வின் வகைகள் வளர்நிலை. தொகுநிலை. அகமதிப்பீடு, புறமதிப்பீடு ஆசிரியரால் நடத்தப்படும் தேர்வு- தரப்படுத்தப்பட்டத் தேர்வு- குறையறித் தேர்வு- குறைத்தீர்த் தேர்வு -தேர்வின் பண்புகள் வினாவங்கியின் பயன்கள்.

மதிப்பீடு:

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்:

- 1 சொல் விளையாட்டு தயாரித்தல்
- 2 குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்
- 3 தனித் தமிழ் நடையில் பேசுதல்.
- 4 கதை கவிதை, கட்டுரை எழுதுதல்
5. மொழிப் பயிற்றாய்வுக் கூடத்திற்குப் பயிற்சி தயாரித்தல்,
- 6 பாடநூல் ஆய்வு செய்தல்
7. ஒலி உச்சரிப்புப் பயிற்சி
- 8 சுற்றுச்சூழல் விழிப்புணர்வு வாசகங்கள் தயாரித்தல்
- 9 வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்,
- 10 செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

பார்வை நூல்கள்

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4. கோவிந்தராசன் மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை
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YOGA, HEALTH & PHYSICAL EDUCATION-2

SEMESTER – 4- PRACTCUM: ENGAGEMENT WITH THE FIELD -- CREDIT-1

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

Yogic exercises: breath – normal – yogic breath: inhale, exhale – Asanas: Padmasana, Vajrasana, Yogamudra, Salabasana, Sarvangasana, Halasana, Pujangasana, Dhanurasana and Suryanamaskaram – role of yoga meditation in life situation – importance of yoga in school education.

Unit 2: Yoga in daily life

Yoga in daily life – mudras – yoga exercises for numbness in fingers – 13 stages and its uses. Bandage – accidents in classrooms, burns – preparing first aid, fainting – kits (use and its maintenance), sprain, massage.

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.

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UNDERSTANDING THE SELF (1/2)

SEMESTER –3- PRACTICUM –ENGAGEMENT WITH THE FIELD: EPC-4 --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 Aṣṭāṅga yoga.
- ☐ State the different types of yoga.
- ☐ Derive how Haṭha yoga and Aṣṭāṅga yoga are complementary to each other.
- ☐ Name the śatkarma and describe their use in cleansing the body and the mind.
- ☐ Demonstrate some important āsanās, and prāṇayāma.

CONTENT OUTLINE

Unit 1: Self-concept

Meaning and Definition of self-concept – Importance of self-concept – Components of self-concept – Factors influencing self-concept – Development of self-concept – Impact of Positive and negative self-concept - Trust building – revisiting one's childhood experiences – empathising with other childhoods and peers.

Unit 2: Self-esteem and Identities of self

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. Concept of self-esteem – Importance of self-esteem – Types of self-esteem – Strategies for positive behaviour – Keys to Increasing Self-Esteem.

Unit 3: Meditation and Yoga to 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 or 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:

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TEACHING COMPETENCY (SPELL-2)

SEMESTER- 4 - PRACTICUM: ENGAGEMENT WITH THE FIELD-CREDIT-8 (=4+4)

(EIGHT WEEKS OF SCHOOL INTERNSHIP FOR BOTH PEDAGOGICAL SUBJECTS)

Each student teacher will be attached to a school in one block of internship.

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.

The total duration of internship will be 8 weeks. During internship in a school, the student-teacher 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 45minutes each). During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subject chosen.

TEACHING COMPETENCY FOR

PEDAGOGY OF SCHOOL SUBJECTS I & II:

During the first week of the internship, the student teachers will observe classes taken by regular school teachers. The student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subjects chosen.

During the next 7 weeks, each student teacher has to give at least 15 lessons for each Pedagogical Subject I (at least one each should be ICT based).

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 for each Pedagogical subject
2. Seven Lesson Observation records on observations of classes taught by both regular and peer teachers. (Including one demonstration class and one guide teacher's class) for each Pedagogical subject.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15

lessons on each Pedagogical subject followed by evaluation report.

5. Record on diagnosis based remedial programme carried out on students