MANONMANIAM SUNDARANAR UNIVERSITY
DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION
TIRUNELVELI - 627 012, TAMIL NADU

BACHELOR OF EDUCATION (B.Ed.)
TWO YEAR B. Ed. PROGRAMME (Distance Mode)
(Recognized by National Council for Teacher Education)

Syllabus

(Based on the NCTE, 2014 Norms)

2016-17 onwards

1. Introduction

The B.Ed. Programme offered by Manonmaniam Sundaranar University (MSU) is a quality Teacher Education Programme with well prepared self–instructional material and recent technology to strengthen personal contact programme. It aims at developing the skills, attitudes and competencies of the in-service teachers to make teaching and learning at the Secondary level more effective. This programme has both theory and practical components to practice and enhance teachers' knowledge, skills, and attitudes.

2. Objectives

The B.Ed. Programme aims at achieving the following specific objectives.

❖ To develop the teaching competency of in-service teachers

❖ To develop a new understanding among teachers about various strategies and methods in organising learning experiences for teaching school subjects.

❖ To give a systematic exposure to the working teachers about various procedures and techniques of evaluation and their classroom application

❖ To strengthen the skills of teachers in classroom management

❖ To develop skills required for teachers in organizing instructional and student support activities

❖ To enable the working teachers to understand their social roles and functions in emerging society

3. Features of the Programme

The programme has been structured with the following features:

- Designed for Two years, based on the revised norms of National Curriculum Framework, 2014.

- Structured with a special attention to produce competent teachers with adequate theoretical understanding and practical abilities in teaching and educational management.

4. Eligibility

The candidates, who fulfil the following criteria, are alone eligible for B.Ed. admission.

a. Candidates who have completed NCTE recognized Teacher Education programme through face-to-face mode.

b. Trained in-service teachers of any Government recognized school in Tamil Nadu.

c. Candidates should have successfully undergone the **10+2+3 or 11+1+3** pattern of examinations in the following disciplines from a recognized university: Tamil / English / Mathematics/ Physics / Chemistry / Botany / Zoology / History / Geography / Computer Science.

d. In case of Economics, Commerce and Home science, the candidates **who fulfil the above norms** should also have studied the same subjects both at the U.G and P.G levels.

5. Admission Procedure

The procedure of admission is as per the norms of Manonmanium Sundaranar University and based on the reservation policy of Government of Tamil Nadu. If the eligible applicants exceed Five hundred entrance examinations will be conducted.

6. Duration

The duration of the programme shall be two academic sessions/years. However, student-teachers shall be permitted to complete the programme within **a maximum period of 5 years**.

7. Sanctioned strength: 500 (Five Hundred)

8. Medium and Mode of Instruction

The medium of instruction is English. However, the student-teachers are allowed to write/prepare their assignments, practical records and the term-end Examinations either in English or Tamil. The curriculum transaction is through teaching, discussions, debates and interactions.

9. Distribution of Theory and Practicum

The programme will comprise of theory-cum-practical components for the two years. The **theory components** will consist of

    a) Core Courses

    b) Pedagogy of Subject Courses

    c) Optional Courses

The **practicum component** will consist of

    a) School-based Learning Activities

    b) Workshop-based Learning Activities

    c) Internship Teaching

    d) Enhancing Professional Capacities (EPC)

10. Annual Distribution of Courses and Examination Scheme

a. First Year

	Sl.No.	Title of the Course	Internal Marks	External Marks	Total Marks	Duration (Hrs)
Theory Papers	**I.**	**Core Courses**				
	1	Childhood and Growing Up	25	75	100	3
	2	Contemporary India and Education	25	75	100	3
	3	Learning and Teaching	25	75	100	3
	4	Assessment for Learning	25	75	100	3
	II.	**Pedagogy of a school subject- Part –I** (Any one)				
	5	Teaching of Tamil (or) Teaching of English	25	75	100	3
	III.	**Pedagogy of a school subject- Part –II** (Any one based on their UG Subject)				
	6	Special Tamil Special English Mathematics Physical Science Computer Science Biological Science History Geography Economics Commerce Home Science	25	75	100	3
		Total	*150*	*450*	*600*	
IV.		**Enhancing Professional Capacities**				
Practicum	**EPC1**	Reading and Reflecting on Text	-	100	100	
	EPC2	Drama and Art in Education	-	100	100	-
		Total	*-*	*200*	*200*	
		Grand Total			**800**	

b. Second Year

	Sl. No.	Title of the Course	Internal Marks	External Marks	Total Marks	Duration (Hrs)
Theory Papers	**I.**	**Core Courses**				
	7	Knowledge and Curriculum	25	75	100	3
	8	Language across the curriculum	25	75	100	3
	9	Gender, School and Society	25	75	100	3
	10	Understanding Disciplines and Subjects	25	75	100	3
	11	Creating an Inclusive school	25	75	100	3
	II.	**Optional Course** (Any One)				
	12	Guidance and Counselling (OR) Environmental Education	25	75	100	3
III. School Internship			-	-	400	-
Total			*150*	*450*	*1000*	
IV. Enhancing Professional Capacities						
Practicum	**EPC3**	Understanding the self	**-**	100	100	
	EPC4	Critical Understanding of ICT	**-**	100	100	-
Total			**-**	*200*	*200*	
Grand Total					**1200**	

11. Academic Counselling Sessions

Academic counselling sessions will be conducted for each theory course in both first and second years (12 Days/year, 6 Hrs/day)

12. Workshop

One each of 6 continuous days - first as well as second year

13. School Internship

Practice teaching will commence after the completion of first workshop. Those who do not attend the first workshop will not be permitted to undergo practice teaching. Every student should compulsorily undergo teaching practice for 90 working days in the school (where the candidate is working) under the supervision of a senior teacher.

14. Scheme of Evaluation

a. Internal Assessment for each Theory Paper

Assignment	:	15 marks	
Seminar / Presentation	:	10 marks	
Total	**:**	**25 marks**	

b. Practical Examinations

Practical examinations will be conducted at the end of the second year after completing their School Internship. The distribution of marks is as follows:

	Practice Teaching		**Marks**	**Total Marks**
A	Pedagogy - Part -I	Observation Record	10	100
		Lesson Plan Record	15	
		Teaching Competency	75	
B	Pedagogy – Part-II	Observation Record	10	100
		Lesson Plan Record	15	
		Teaching Competency	75	
C	**School - Based Activities** (5 x 20 Marks) 1. Addressing the School Assembly 2. Preparation of School Time Table 3. Organizing Career Talk / Parent Teacher Association / Debate / Panel Discussion / Quiz 4. Case Study 5. Action Research			100
D	**Instruction - Based Activities**		**Marks**	**Total Marks**
	Pedagogy – Part-I	Micro - Teaching	10	50
		Test and Measurement	20	
		Instructional Aids	20	

	Pedagogy - Part-II	Micro - Teaching	10	50
		Test and Measurement	20	
		Instructional Aids	20	
E	Enhancing Professional Capacities (EPC)	Reading and Reflecting on Texts	100	400
		Drama and Art in Education	100	
		Critical Understanding of ICT	100	
		Understanding the Self	100	
	Grand Total			**800**

15. Passing Minimum

A. Theory

A candidate who secures not less than 38 marks in the external examination and 12 marks in the internal examination and 50 marks in total in a course shall be declared to have passed in that course.

B. Practical

i. A minimum of 50 percent marks required for the following practical components and sub components to pass.

   A. Pedagogy of school subject – Part – I
   B. Pedagogy of school subject – Part – II
   C. School-Based Activities
   D. Instruction-Based Activities
   E. Enhancing Professional Capacities (EPC)

ii. For a pass in a practical examination, the candidate should have passed in each, viz. A, B, C, D and E.

16. Classification of Results

A. Theory

i. A candidate who has passed in all subjects of examinations, irrespective of the number of appearances shall be declared to have passed in first class if he/she secures not less than 60 percent of marks on the aggregate of all the subjects taken together including the internal marks.

ii. All other successful candidates shall be declared to have passed in second class.

B. Practical

    i.   A candidate who has passed the Practice teaching, School-based activities and Instruction-based activities, whether in one appearance or more and who secures not less than 60 per cent in Practice Teaching as well as in the aggregate of all the five, viz. A, B, C, D and E shall be declared to have passed in the first class.

    ii.   All other successful candidates shall be declared to have passed in second class.

17. Failed Candidates

    i.   Failed candidates can appear for the course(s) concerned in theory.

    ii.   For a candidate who fails in any theory course, the internal marks already obtained in the course by the candidate shall be carried over to his/her subsequent appearance(s).

    iii.   A candidate who fails even in one of the three practicals, viz. A, B, C, D and E will have to appear for all the three practicals subsequently to get a pass in practical examinations.

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18. Question Pattern (External Examination)

B.Ed. Degree Examination (Distance Mode)
(Non-Semester)

Time: 3 Hours   **Maximum Marks: 75**

Section A

I. Answer the following questions.   (5x3=15)

    1.

    2.

    3.

    4.

    5.

Section B

II. Answer any SIX of the following   (6x5=30)

    6.

    7.

    8.

    9.

    10.

    11.

    12.

    13.

Section C   (3x10=30)

III. Answer the following questions:

    14.

a) ……………………………………………………………………………………….

(or)

b) ………………………………………………………………………………………..

    15.

a) ……………………………………………………………………………………….

(or)

b) ………………………………………………………………………………………..

    16.

a) ……………………………………………………………………………………….

(or)

b) ……………………………………………………………………………………….

19. LESSON PLAN-FORMAT

Name of the Student Teacher :   Class :

Name of the Supervising Teacher: Strength :

Name of the School   :
Date:

Subject :   Time: From ………..To

Unit :

Topic :

General Instructional Objectives : Pupils
1. Knowledge
2. Understanding
3. Application
4. Skills

Specific Instructional Objectives : Pupils
1. Recall
2. Recognise
3. Explain/ Analyse
4. Compare/Contrast/ Classify
5. Reasoning/Synthesis/Ex. Illustration
6. Drawing/ Appreciation

Instructional Aids   :

 Steps   :

Specific Objectives	Content	Learning Experience	Evaluation

Review   :

Assignment   :

Signature of the Student Teacher   Signature of the Supervising Teacher

I. CORE COURSES

1. CHILDHOOD AND GROWING UP

Objectives

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

- ❖ Know the nature and scope of educational psychology
- ❖ Distinguish between human growth and development
- ❖ Comprehend the concept of cognitive development
- ❖ Explain the theories of learning
- ❖ Acquire knowledge about individual differences
- ❖ Understand the significance of motivation
- ❖ Gain knowledge of personality, intelligence, creativity and mental health
- ❖ Apply psychology in classroom situations

Unit 1: Human Growth Vs Development

Definition of psychology – Schools of psychology - Educational psychology -Concept of growth and development - Distinction between growth and development - Principles of growth and development - Nature versus Nurture - Maturation and development - Dimensions of development: physical, cognitive, emotional, social and moral – Stages of development: From childhood to adolescence - Developmental tasks and educational implications.

Unit II: Cognitive Development & Learning

Cognitive process – Attention - Factors relating to attention – Span of attention – Inattention and distraction – Sensation and perception – Factors relating to perception – Imagery – Concept maps Piaget's stages of cognitive development – Reasoning and problem solving – Meta cognition – Educational implications- Meaning and definition of learning - Nature and importance of learning – Types of learning – Theories of learning: Thorndike, Pavlov, Skinner, Kohler and Gagne – Learning curve – Transfer of learning – Role of teachers in the process of transfer - Remembering and forgetting – Curve of forgetting – Improving memory

Unit III: Individual Differences& Motivation

Nature and causes of individual differences - Dimensions of individual differences – Educational programmes to suit individual differences –Classroom instruction – Exceptional children: gifted, slow learner, delinquent and backward - Physically, mentally, and socially challenged children- Motivation – Theories of Motivation – Maslow's Hierarchy of Needs - Achievement Motivation – Components – Fear of Failure vs Hope of Success – Motivation in the classroom context –

Motivational functions of teacher – Praise and Blame, Rewards and Punishments – Feedback / Knowledge of Results – Level of aspiration – Characteristics of a motivated learner

Unit IV: Intelligence & Creativity

Theories of intelligence: Single, Two factors and Multi factor theories - Multiple Intelligence - Guilford's Structure of the Intellect – Emotional Intelligence – Individual Differences in Intelligence – Fundamental concepts in Intelligence test: IQ, M.A and C.A – constancy of IQ – Uses of intelligence tests -Creativity – Relationship and differences between intelligence and creativity – Convergent and Divergent Thinking – Characteristics of creative person - The process of creativity – Guiding for creativity – measuring creativity

Unit V: Personality & Mental Health

Meaning and definitions of personality – Determinants of personality – Theories of personality: Psychoanalytic, Humanistic - Assessment of Personality – Integrated Personality - Concept of mental health - Conflict and Frustration – Concept of adjustment – Adjustment barriers – Adjustment mechanisms – Maladjustment: Causes and symptoms - Defense mechanisms – Problem children - Juvenile Delinquency

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2. CONTEMPORARY INDIA AND EDUCATION

Objectives

❖ To enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
❖ To include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc
❖ To understand knowledge educational commission among students.
❖ To familiarize the policy frame work in India.
❖ To understand the concept of globalizations and modernisation

Unit 1: Diversity, Inequality, Marginalization in society, implication for education

Educational goal Indian society - Ancient Indian goals: purusharthas - Indian constitution and status of education - Universal station primary education, universalization secondary education directive principles article, 41, 45 and 46 - Equality of opportunities in Education, article – 28,29,350 and 351 - Education and fundamental rights and duties : article - 14, 15, 16, 30 and 51 A (a to h), and Right to Information (RTE)

Unit II: Education, society and social justice

Relationship between education society - Social equity and education - Within county : Between region, social class, caste, gender and religious groups - Among this nations, rich, poor, developed and developing - Equality of educational of opportunity and National Integration UN declaration of woman rights to education - Role of education in Empowerment of women and weaker sections including SC, ST, OBC and minorities

Unit III: Policy Frame Works for Public – Education in India

Education in ancient India - Education Pre-Independence period in India - Education post Independence period in India - Vocationalisation of education and training for tomorrow - Integration between education and new technology - Role of education on technological empowerment, empowerment of social – economic weaker sections empowerment of social and economic changes

Unit IV: National Knowledge Commission
National knowledge commission (NKC) - Indian knowledge system, elementary, secondary and higher education - NKC on management of education - National policy on education 1968, 1986 and 1992 and language policies kirat commission (value language)

Unit V: Globalization And Modernisation

Concept - Advantages and disadvantages – Competition - Collaboration and partnership - Social movements in India : Women, dalits and tribal movements displacement, land, human rights and communal mobilization

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3. LEARNING AND TEACHING

Objectives

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

- ❖ Understand the concept of learning
- ❖ Understand the importance of motivation in learning
- ❖ Understand the concept of thinking
- ❖ Accept teaching as a profession
- ❖ Analyze and interpret the class room interaction
- ❖ Familiarize the new trends of learning
- ❖ Understand the activities of teaching learning and apply it in the class room.

Unit I: Learning & Development and Learning

Learning: Concept (in the context of social and cultural) – Factors affects to the learning – Behavioral: trial and error, conditioning (classical and operant) and social learning – Cognitive (insightful and information processing model) – Constructivism: concept, planning and development of learning experiences – (vygostky, bruner, etc.) – Motivation in learning: Concept and educational implications Abraham Maslow's Motivational Theory. Meaning and principles of development, relationship between development and learning – Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationship and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

Unit II: Thinking, Learning in 'Constructivist' Perspective

Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problem solving – Meaning of 'cognition' and its role in learning – Socio- cultural factors influencing cognition and learning – Role of language in thinking and learning – Memory and forgetting. Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' – Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotkys ideas in teaching. Understanding processes that facilitate 'construction of knowledge': Experiential learning & reflection – Social mediation – Cognitive negotiability – Situated learning & cognitive apprenticeship and Meta-cognition.

Unit III: Nature of learner & Individual Differences

Intelligence meaning nature and theories of intelligence (two factor theory and Thurston's group factor theory) – Emotional intelligence, measurement of intelligence and application of intelligence tests – Creativity: concepts, relationship with intelligence, techniques for fostering creativity – Interest and attitude and their assessment – Personality: meaning, nature and assessment. Nature and causes of individual differences – Differences in learners based on socio-cultural contexts – Educational programmes to suit individual differences – learning difficulties, slow learners and dyslexics, intellectual deficiency , intellectual giftedness – Physically, mentally and socially challenged children.

Unit IV: New Trends in Learning Teaching

Use of ICT in learning – E – learning: Meaning, Definition, concept – Student –centered Approach: Meaning and importance – Teacher of 21st Century: With reference to ICT, Research, professional values. Teaching : concept, meaning characteristics – Inclusive teaching –Factors affected to teaching process – Teaching as a profession – Analysis of classroom interaction – Teaching account sitting professional competency – Role teacher in Indian context.

Unit V: Methods of Teaching – Learning, Role of teacher in teaching-learning situations

Nature – Importance – Limitations – Peer Group Learning – Brain Storming – Seminar – Inductive – Deductive Model.   Transmitter of knowledge, model, facilitator, negotiator and co-learner –   Creating facilitative learning environments, teachers' attitudes, expectations – enchancingmotivation, positive emotions, self-efficacy, collaborative and self regulated learning.

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4. ASSESSMENT FOR LEARNING

Objectives

The course will enable student-teachers to

- ❖ Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- ❖ Become cognizant of key concepts, such as formative and summative
- ❖ Assessment, evaluation and measurement, test, examination;
- ❖ Be exposed to different kinds and forms of assessment that aid student learning;
- ❖ Become the use of a wide range of assessment tools, and learn to select and
- ❖ Construct these appropriately; and
- ❖ Evolve realistic, comprehensive and dynamic assessment procedures
- ❖ That are able to keep the whole student in view;

Unit1: Evaluation assessment and measurement

Fundamental assumption underlying the concept of evaluation, assessment and measurement, similarities and difference- Types of scale :- Normal, ordinal interval and ratio scale Characteristics of measuring instruments, concept reliability and validity, their procedure of estimation. Ability testing procedures- Disability testing procedures- Uses of cognitive and non-cognitive tests. Norm referenced and criterion referenced testing- Concept of norm-referenced and criterion referenced testing. Estimation of reliability and validity for norm-referenced and criterion referenced testing

Unit II: Evaluation concept and approaches

Definition need and importance- Characteristics of evaluation-Formative placement, diagnostic and summative evaluation. External and internal evaluation advantages and disadvantage. Testing concept and purpose- Observation techniques-Projective techniques - Type of evaluation tools rating scale, intelligence tests, aptitude tests, attitude scales interest inventories the anecdotal record

Unit III: Continuous and comprehensive evaluation and Tabulation and Graphical Representation of Data

Continuous evaluation concept purpose and use in teaching learning process- Comprehensive evaluation concept, purpose and use in teaching learning process- Credit based evaluation-Function strength and limitation. Introduction - Objectives - Meaning and Nature of Data - Measurement Scales - Importance of Statistics - Importance of Organisation of Data - Presentation - Grouping and Tabulation - Graphical Representation.

Unit IV: Basic statistics in educational evaluation

Measures of control tendencies concept, uses & disadvantages Normal probability curve meaning, application education purpose. Correlation rank difference product moment. Meaning of dispersion - Importance - Measures of Dispersion - Concept of Range - Concept of Quartile

Deviation - Concept of Mean Deviation - Concept of Standard Deviation and their use in classroom situations.

Unit V: Application of Normal Distribution Curve and Correlation Techniques

Normal Distribution Curve - Concept - Properties - Divergence - Factors causing Divergence - Interpretation - Application - Practical problems related to application of the Normal probability curve. Concept of correlation - Co-efficient of correlation - Types - Methods of Computing Co-efficient Correlation for Ungrouped Data and Grouped Data - Interpretation - Misinterpretation - Factors - Use of Correlation in Educational Measurement and Evaluation.

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II. Pedagogy of a school subject- Part I
(Any one)

5. தமிழ் கற்பித்தல்முறை

நோக்கங்கள்

- ❖ தாய்மொழிகற்பித்தலின் நோக்கங்களைஅறிதல்
- ❖ தாய்மொழியின் பல்வேறுபணிகளைஅறிதல்
- ❖ தாய்மொழியின் பல்வேறுபயிற்றுமுறைகளைஅறிதல்
- ❖ செய்யுள்,உரைநடை, இலக்கணம் பாடங்களைக் கற்பித்தல் பற்றிஅறிதல்
- ❖ சிறந்தபடிக்கும் பழக்கத்தினைவளர்த்தல்
- ❖ பாடக்குறிப்பின் பயன்களைஅறிதல்
- ❖ பாடத்திட்டம் அமைத்தலின் அமைந்துள்ளகோட்பாடுகளைஅறிதல்

அலகுI: கலைத்திட்டத்தில் தாய்மொழியும்,தமிழும் :-

தாய்மொழிகற்பித்தலின் நோக்கம் - திருத்தமாகப் பேச,படிக்க,கேட்க,எழுதப் பயிற்சியளித்தல்- அழுத்தந்திருத்தமாகப் பேசுதல் - இலக்கணவழுவின்றிப் பேசுதல் மரபுமொழிகள் - பழமொழிகள்- தொடக்கநிலைப் பேச்சாற்றல் -படிக்க கற்பித்தலின் நோக்கம் - படிக்க கற்பிக்கும் முறைகள்- எழுத்துமுறைப் படிப்பு - சொல்முறைப்படிப்பு- படிப்பில் ஆர்வத்தைத் தூண்டல் - வாய்விட்டுப் படித்தல் முறைகள் - நன்மை,தீமைகள்- நூல்களைப் பயன்படுத்துதல் - ஆழ்ந்தபடிப்பு - அகன்றபடிப்பின் நோக்கங்கள் - நிறை-குறைகள்.கேட்டல் பழக்கத்தினைவளர்த்தல்- வானொலிகேட்டல் -கேட்டலுக்கும் பயிற்றுலுக்குமுள்ளவேறுபாடுகள் - கேட்டல் திறனைவளர்த்தலுக்கானநோக்கங்கள்- எழுதுவதற்குப்பயிற்சிஅளித்தல் - எழுதுகருவிகளைப் பிடிக்கும் முறை - நல்லகையெழுத்தின் நல்லியல்புகள் -தெளிவு,அளவு,அழகு,விரைவு, இடைவெளிஎழுத்துப்பயிற்சிமுறைகள் -வரியொற்றிஎழுதுதல் - பார்த்துஎழுதுதல் - சொல்வதைஎழுதுதல் - பிழையின்றிஎழுதப் பயிற்சியளித்தல் - பிழைகளைக்களையும் வழிமுறைகள்.

அலகுII: மொழிக் கற்பித்தலின் நுட்பக் கூறுகளும்,துணைக் கருவிகளின் பயன்களும்

தாய்மொழிகற்பித்தலில் துணைக் கருவிகளின் பங்கு - வானொலி–ஒளிப்பதிவு நாடா - ஒலிப்பதிவுநாடா - தொலைக்காட்சிப் பெட்டி–வரைபடங்கள் - மாதிரிகள் - மின்அட்டை - செய்திப் பலகை - பிம்பம் வீழ்த்தும் கருவி–தமிழில் மொழியியல் அமைப்பு - மக்கள் வாழ்க்கையில் தகவல் தொடர்பின் பங்கு - சமூகவியல் பின்னணியில் மொழி - உளவியல் அடிப்படையில் மொழிகற்றல் - மொழியின் சமூகப் பணிகள்.

அலகு III: கற்பித்தல் திறன்களும் செய்யுள் கற்பித்தலும்

புளும் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலைக் கற்பித்தல் வரலாறு -நுண்ணிலைக் கற்பித்தல் படிநிலைகள் - நுண்ணிலைக் கற்பித்தல் சுழற்சி–நுண்ணிலைக் கற்பித்தலின் நன்மைகள் - தொடங்குதல் திறன் - விளக்குதல்திறன் - முடித்தல் திறன் - கிளர்வினாத்திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்துதல் திறன் - வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - கரும்பலகைகளைப் பயன்படுத்தும் திறன் - செய்யுள் கற்பித்தலின் நோக்கங்கள் - செய்யுள் கற்பிக்கும் முறை - செய்யுள் பாடத்தை தொடங்கும் முறைகள்செய்யுள் நலம் பாராட்டல்.

அலகு IV: :உரைநடைகற்பித்தலும்,மொழியாசிரியரின் பண்பும்

உரைநடைகற்பித்தலின் பொதுநோக்கம் - உரைநடைகளைகற்பிக்கமேற்கொள்ளும் வழிமுறைகள் -மொழியாசிரியரின் பண்புநலன்கள் - மொழிப்பற்று - இலக்கியப்புலமை-எடுத்துக் கூறும் ஆற்றல் - குரலில் ஏற்றத்தாழ்வுஅமைத்துப் பேசும் திறன் - திறமையாகஎழுதுத்திறன் - உளநூல் வல்லுநர் - கலையார்வமிக்கவர்-பருவமறிந்துபயிற்றும்பண்பு-பயிற்றலின் அடிப்படையில்விதிகளைஅறிந்தவராதல் -மாணாக்கருக்குநல்லமுன்மாதிரியாக இருத்தல்.

அலகு V: இலக்கணம் கற்பித்தலும் ,மொழிபெயர்ப்பும்

இலக்கணம் கற்பித்தலின் நோக்கங்களும் பயிற்றுமுறைகளும்- விதிவருமுறை– விதிவிளக்குமுறை -விளையாட்டுமுறையில் இலக்கணம் கற்பித்தல்- நடைமுறை இலக்கணம்- தாய்மொழியினின்றுபிறமொழிகளில் மொழிபெயர்ப்பு– பிறமொழிகளினின்றுதாய்மொழியில் மொழிபெயர்ப்பு - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் - மொழிபெயர்ப்பின் வகைகள்-மொழியும் பிறகலைகளும் -தேர்வின் வகைகள் குறையறி,முன்னறி அடைவுச் சோதனை- கூட்டுச்சராசரிஇடைநிலை,சராசரி,முகடு,சிதறல்,திட்டவிலக்கம்,கால்மானவிலக்கம் தரத்தொடர்பு - வரைபடம்.

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5. PEDAGOGY OF ENGLISH

Objectives

After completion of course the student-teacher will be able to

- ❖ Understand the nature of language
- ❖ Know the interplay of language and society
- ❖ Grasp the developmental process of language acquisition
- ❖ Learn the function of language and to know how children use them as a tool at different developmental stages
- ❖ Comprehend the significance and acquisition of early literacy in the larger context of school curriculum
- ❖ Identify the ways of handling aspects of grammar not in isolation but by creatively integrating in with text

Unit I: Role of Language

1. Language and Society: Relationship of language and society - Language and Gender; Language and Identity - Language and Power - Language and Class (Society) - Nature of multilingualism - differential status of Indian language classroom - Critiquing state polices on language and education

2. Language in School**:** Home language and School language - Medium of understanding (child's own language) - Centrality of language in learning - Language across the curriculum - Development of the four language skills - the synergistic relationship - Developing reading and writing skills in children Language and construction of knowledge - Difference between language as   a school - subject and language as a means of learning and communication - Critical review of Medium of Instruction - Different school subjects as registers - Multilingual classrooms - Multicultural awareness and language teaching

3. Constitutional Provisions and Policies of Language Education: Position of Languages in India - Articles 343-351, 350A - Kothari Commission (1964- 66); NPE-1986; POA-1992 - National Curriculum Framework-2005 (language education)

Unit II: Position of English in India

Role of English Language in the Indian Context - English as a colonial language -English in Post-colonial times - English as a language of knowledge - Position of English as second language in India - English and Indian languages - English as a link language in global context - challenges of teaching and learning English - Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims - Teaching English as a

skill rather than a knowledge subject - Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue- English in the global context

Unit III: An Overview of Language Teaching

Different Approaches/Theories to Language Learning and Teaching (MT&SL): Philosophical, social and psychological bases of approaches to Language acquisition and Language learning - inductive and deductive approach - whole language approach -constructive approach - multilingual approach to language teaching   and Indian thought on language teaching - Method: Grammar Translation Method - Bilingual method - Direct Method -   Dr. West's new method – play way Method, Substitution Method, language games   and their Merits and Demerits - Approaches : Structural Approach, Situational Approach, Oral Approach, Communicative approach, Eclectic approach - Recent trends in the teaching of English.

A Critical Analysis of the Evaluation of Language Teaching Methodologies: Grammar Translation Method - Direct Method, Structural - Situational Method - Audio-Lingual Method - Natural Method - Communicative Approach - Total Physical Response - Thematic Approach (inter-disciplinary)

Unit IV: Nature of Language

Aspects of Linguistic Behaviour - Language as a rule-governed behaviour and linguistic variability - Pronunciation—linguistic diversity and its impact on English -pedagogical implication - Speech and writing.

Linguistic System - The organisation of sounds - The structure of sentences - The concept of Universal grammar - Nature and structure of meaning - Basic concept in phonology – morphology - syntax and semantics – Discourse.

Unit V: Acquisition of Language Skills: Listening, Speaking, Reading and Writing

Listening: Sub skills of listening – Tasks -Materials and resources for developing the listening and speaking skills – Storytelling – dialogues - situational conversations - role plays – simulations – speech - games and contexts - language laboratories – pictures - authentic materials and multimedia resources - Listening at the primary and secondary levels - Listening for perception - listening for comprehension - Extensive listening, Intensive listening - - Listening material: using authentic materials – using recorded listening materials – using live listening materials - listening to specific information, for general understanding, to infer meaning, to infer

opinion and attitude by using a tape recorder - - Integrating listening with speaking, reading and writing Characteristics of good listening – ways to improve listening skill.

Speaking: Developing speaking skill at the primary (Beginners), secondary (Intermediate) and higher (Advanced) levels - Tasks for developing speaking skill - Individual, pair and group work - Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play - Dramatization - Panel Discussion, Storytelling, Narration – Description - Communication Game - Debate - Interview - Extempore Speech - short speeches pronunciation practice drill in phonemes and words – Colloquium.

*Reading***:** Aims of teaching reading – Readability of a Text - Types of reading: - False practice of reading aloud in the class - silent reading at later stages -silent reading practice - pronouncing the vocabularies correctly - skimming - scanning - intensive reading - extensive reading - Methods of teaching reading: Alphabet method - phonic method -Word method – Syllabic method -Phrase method - Sentence method - Reading for perception and comprehension - Characteristics of reading - strategy to develop reading - vocabulary gamesSub skills of reading - Importance of understanding the development of reading skills - Reading aloud and silent reading - Study skills, including using thesauruses - dictionary, encyclopedia, etc.

*Writing***:** Mechanics of Writing - visual perception - syntax - organization - grammar - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills - Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity – spacing - capitalization - punctuation – speed - Different types of writing – filling in forms- applications - Stages of writing - Process of writing - Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills - Study skills - Higher order skills

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III. Pedagogy of a School Subject- Part II
(Any one based on their UG Subject)

6. சிறப்பு தமிழ் கற்பித்தல்முறை

நோக்கங்கள்

- ❖ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்
- ❖ கலைத்திட்டத்தில் மொழியின் இடத்தினை அறிதல்
- ❖ தமிழ்மொழியின் ஒலிஅமைப்பு முறையை அறிதல்
- ❖ சமூகவியல் பின்னணியில் பண்பாட்டை வளர்த்தல்
- ❖ ஆய்வியல் கொள்கைகளை அறிதல்
- ❖ மொழியியல் கோட்டுபாடுகளை அறிதல்
- ❖ இலக்கியத் திறனாய்வு கொள்கைகளை அறிதல்

அலகு 1: தமிழ்மொழியின் தோற்றம், வளர்ச்சி

மொழி - மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி - தமிழ்மொழியின் வரலாறு - எழுத்துச் சீர்திருத்தம் - கிளைமொழிக் கொள்கைகள் - பேச்சுமொழி - எழுத்து மொழி - தமிழ்மொழியின் தனித்தன்மைகள். கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம் - தேசியக் கல்விக் கொள்கை - கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம் - பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் பங்கு.

அலகு 2: மொழியியல் கோட்டுபாடுகள்

ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ் ஒலிகளின் பிறப்பு – நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை - மொழியின் அமைப்பு - ஒலியனியல் - உருபனியல் - தொடரியல் ஒலியை ஆராயும் முறைகள் - ஒலியன்களைக் காணும் கோட்பாடுகள் - உயிரொலிகள், மெய்யொலிகள். மொழிக் கல்வியின் இன்றியமையாமை - மொழியும் சமூகமும் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்.

அலகு 3: முத்தமிழின் வளர்ச்சி நிலை

இலக்கிய வகை - கவிதை (யாப்பியல் நூல்) - கவிதை - மேனாட்டார் தமிழறிஞர்கள் விளக்கம் - மரபு கவிதை - புதுக்கவிதை - இசைத்தமிழ் - தொல்காப்பியத்தில் இசைத் தமிழ் கூறுகள் - சிலப்பதிகாரம் - தேவாரப்பாடல்களில் இசைத்தமிழ்க் கூறுகள் - பிற்கால வளர்ச்சி நிலை நாடகத்தின் தோற்றமும் வளர்ச்சியும் - சங்க காலம் முதல் இக்காலம் வரை - நாடக வகைகள் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி. பண்டைக்கால இலக்கியம் - தொல்காப்பியம் - எட்டுத்தொகை - பத்துப்பாட்டு

-காப்பியங்கள் - வழிபாட்டுப் பாடல்கள் - சிற்றிலக்கியம் - நீதி இலக்கியங்கள். பண்டைக்காலச் சங்கங்கள் - முச்சங்கம் - பௌத்த சமண அமைப்புகள சைவ மடங்கள் அரசுசார் அமைப்புகள் - தனியார் அமைப்பு.

அலகு 4:   இலக்கண அறிவு

முதலெழுத்துக்கள்   -   சார்பெழுத்துக்கள்   -   எழுத்துக்களின்   பிறப்பு   — சொல்லிலக்கண வகைகள் - வேற்றுமை - ஆகுபெயர் - புணர்ச்சி   பொருளிலக்கணம் - அகம் - புறம் - யாப்பு - அசை - சீர் - தளை — அடி — தொடை - பாவகை - பொருள்கோள் - அணி இலக்கணம்.

அலகு 5:   இலக்கியத் திறனாய்வுக் கொள்கைகள்

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை - திறனாய்வு   வகைகள் - இலக்கிய ஆய்வு நெறிமுறைகள் - புதினம், சிறுகதை, சிறுவர்   இலக்கியம், நாட்டுபுற இலக்கியம், பயண இலக்கியம்.   தமிழ் இதழிகள் - அச்சு ஊடகங்களும் பிறதொடர்பு ஊடகங்களும் - மின்னணு ஊடகங்கள் கணினி   வழித்தமிழ்க்கல்வி - இணையதளம் - மின்னணு அஞ்சல் - இணையமும் கல்வியும்.

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6. PEDAGOGY OF SPECIAL ENGLISH

Objectives

After the completion of the course the student-teacher will be able to
- ❖ Understand the aesthetic values of language
- ❖ Know the phonetic symbols and pronounce
- ❖ Be thorough with English Grammar and its Usage
- ❖ Understand the methods of Teaching-Learning   with suitable teaching Aids
- ❖ Know to the importance of assessment

Unit I: Language, Literature and Aesthetics–I

Different Creative forms of English Language -Understanding different forms of literature - Literature in the school curriculum - Needs, objectives and relevance - Role and relevance of media in school curriculum - Translation: Importance and need - Translation as a creative activity through examples of translated texts into English from different Indian languages- Teaching of Different Forms of English Literature: Poetry, Prose, Drama - The relative importance of Indian, classical, popular, and children's literature in English - Developing tasks and materials for study skills in English literary forms - The study of contemporary Indian, Asian, European and African literature - Lessons planning in prose, poetry and drama at various school levels

Unit II: Phonetics

– Phonetics and Phonology – Production of Different Speech Sounds – The individual sounds-Vowels, Consonants, Semi vowels - Classification of Consonants according to Manner of articulation - Place of articulation - Diphthongs - Closing Diphthongs - Centring Diphthongs Description of Speech Sounds – Symbols and Phonetic transcription - Syllable – Strong and weak forms - Word Stress: Primary stress and Secondary stress – Sentence Stress– Aspects of Connected Speech – Rhythm – Intonation – Functions of Intonation – Received Pronunciation

Unit III: Modern English Grammar and its Usage

Techniques of teaching grammar items -Concord, Modal Auxiliary Verbs, Noun Phrase, Verb Phrase, Prepositional Phrase Clause Analysis: Subordinate and Co-ordinate clauses - Types of Sentence: Simple, Complex, Compound - Basic Sentence patterns - Active and Passive voice - Direct and Indirect speech - Question forms - Tag questions - Transformation of sentences – gerund – participle – infinitive - identification of errors in sentences- Word Formation: Affixation, conversion, compounding –   Language Functions: greeting, apologizing, congratulating, asking for information, permission, making suggestions, requesting, agreeing and disagreeing

Unit IV: Teaching-Learning Materials and Aids

Print media - Other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes - Radio, T.V.- Films - Planning co-curricular activities (discussion, debates, workshops, seminar etc.) - Language labs,

etc. - Flash cards, Pictures, Charts, Models, Blackboard sketches (Teacher made aids) - Overhead projector, Tape recorder, LCD projector, Radio, Television (Mechanical aids) - Programmed learning - Language laboratory - Computer assisted language learning - Power point presentation- identifying websites for e-resources – teaching English via Internet and Multimedia

Unit V: Assessment–Its Role and Importance

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation -Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.   Feedback to students, parents and teachers

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6. PEDAGOGY OF MATHEMATICS

Objectives

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

- ❖ Understand the nature and development of mathematics
- ❖ Understand the aims and objectives of teaching mathematics
- ❖ Acquire competence in teaching mathematics and structuring lesson plans
- ❖ Apply methods of teaching of mathematics
- ❖ Evolution and development in the field of mathematics

Unit I : Concept, need, objectives and scope

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification- Mathematics and its relationship with other disciplines - Characteristics of a good mathematics teacher. Contribution of eminent mathematicians to the development of mathematics- Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss. Scope of Mathematics.

Unit II: Aims and objectives of teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural - Instructional Objectives - General Instructional Objectives (G.I.Os) and behavioral or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

Unit III: Lesson Planning and its uses

Micro teaching - origin, need, procedure, cycle of operation and uses - skill emphasis - explaining, questioning - Probing and Fluency in questioning, using black board, reinforcement, stimulus variation, introduction, Closure - Link Lesson. Macro teaching – Lesson plan, Unit plan & Year plan – Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's,teaching aids – motivation, presentation, application, recapitulation and assignment.

Unit IV: Methods and teaching aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics - Activity Based Learning (ABL) - Active Learning Method (ALM) - Applications of ABL and ALM - Format of a typical lesson plan based on ALM - Introduction: Evocation, Recall, Survey - Understanding: Concept, Teacher and Individual

Solving Problems - Group Work, Presentation - Evaluation: Reinforcement, Homework, Remedial measures – Computer assisted instruction, e-learning, mobile learning. Importance of teaching aids - projected and non-projected aids - improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids - use of mass media in teaching mathematics - Field trip as a teaching technique, characteristics of a good mathematics text book.

Unit V: Evaluation and analysis of test scores

Different types of tests in Mathematics, achievement, diagnostic, prognostic -criterion and norm referenced evaluation - construction of achievement test - continuous and comprehensive evaluation - Formative and summative assessment - Grading pattern - Statistical measures - mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation - Graphical representation of data - Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve.

Sessional Work

 Each student teacher is required to complete assignments on the following

1. Preparation of five lesson plans on any topic of Mathematics included in the text book of secondary school.
2. Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.
3. Preparation of a model / tool / device based on any principle of Mathematics.

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6. PEDAGOGY OF PHYSICAL SCIENCE

Objectives

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

- ❖ Understand the nature of science and the aims and objectives of teaching of Physical Science. 2. Understand the microteaching skills
- ❖ Acquiring skills relating to planning the lessons and presenting them effectively.
- ❖ Develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science.
- ❖ Understand the criteria in selecting a good textbook and to evaluate a Science textbook.
- ❖ Understand the importance of educational technology for teaching Physical Science
- ❖ Understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- ❖ Estimate the facilities required for the organization and maintenance of Science laboratory.
- ❖ Understand the special qualities of a Science teacher and to acquire those qualities.
- ❖ Acquire a favourable scientific temper towards science teaching and values.

Unit I: Aims and Objectives of Teaching Physical Science

Nature of Science - Implications.- Aims of teaching Physical Science at Primary, Secondary and Higher Secondary levels- Objectives - Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)- General and Specific Objectives of teaching Physical Sciences- Instructional Objectives - Objectives in terms of learning outcomes

Unit II: Micro Teaching and Lesson Planning

Microteaching -microteaching cycle- Relevant skills in Micro teaching- Skill of Reinforcement- Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of probing questioning, Skill of demonstration and Skill of using Blackboard- Introduction, objectives, meaning and defining Lesson Plan- Advantages – Approaches of Lesson Plan – Factors affecting Lesson Plan – Components of Lesson Plan – Herbartian Approach – Evaluation Approach – Sequential steps of Lesson Plan – Characteristics of Good Lesson Plan – Model Lesson Plan.

Unit III: Methods of Teaching Physical Science

General methods of Teaching Physical Science- Lecture method, Lecture cum Demonstration, Heuristic Approach, Individual Practical Method, Project Method, Scientific Method- Historical and Biographical Approaches - Selecting a suitable method for teaching a topic in Physical Science.

Unit IV: Resources for Learning Physical Science

Edger Dales cone of experience- it's implications in the teaching of physical science - Classification of Audio Visual Aids- E-teaching of science- using technology for self-learning and collaborative learning of science- Qualities of a good science textbook- Evaluation of Science textbooks- Physical Science Laboratory advantages -Structure and Design-Organization and Maintenance of science laboratory -Improvisation of Apparatus. Professional competencies of a science teacher.

Unit V: Evaluating outcomes of Science Teaching

Measurement and Evaluation-Qualities of a good test- Principles and steps in construction of an achievement test- Blue Print and Question Paper-Item analysis - Construction of multiple choice questions - Diagnostic test - Remedial teaching in physical science-Continuous and comprehensive evaluation - Formative and summative assessment -Elementary Statistics: Measures of Central Tendency: Mean, Median and Mode–Measures of Variability- Standard Deviation- Correlation co-efficient, Rank Order -Graphical representation of Data: Histogram, Frequency Polygon.

Sessional Work

Each student teacher is required to complete assignments on the following

4. Preparation of five lesson plans on any topic of Physical Science included in the Science text book of secondary school.

5. Preparation of a unit test on any topic by developing the Blue Print and the test items conforming to the blue print.

6. Preparation of a model / tool / device based on any principle of physical science.

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6. PEDAGOGY OF COMPUTER SCIENCE

Objectives

To enable the learner to:

- ❖ acquire knowledge on historical evaluation of computers and its hardware components acquaint with the objective of teaching Computer Science in secondary and higher secondary schools and help them
- ❖ plan learning activities according to those objectives and help in acquiring skills relating to planning lessons and presenting them effectively
- ❖ familiarize the student teachers with the various methods that can be employed for the teaching of computer science
- ❖ enable the student teachers understand the principles of curriculum construction
- ❖ guide the student-teachers in acquiring skills in constructing tests
- ❖ enable the student-teachers develop interest and appreciate various pedagogical principles in teaching of Computer Science
- ❖ develop in the student teachers skills in preparing and using Computer Assisted Instruction programmes
- ❖ enable the student-teachers acquire the knowledge relating to the organization and administration of computer laboratory
- ❖ enable the student-teachers understand the need for and methods of evaluating the class room teaching behaviuor
- ❖ help the student-teachers acquire knowledge on computer software and the growing capability of computer technology
- ❖ enable the student-teachers acquire knowledge on latest trends in Information Technology

Unit I : Nature, Aims and Objectives of teaching of computer science

What computer are – The basic hardware components of a microcomputer – Main units of a computer – Brief history of development of computers – Types of computers – Hardware aspects – Use of computers in school – Correlation with other subjects – Value of teaching computer science. Aims and objectives based on Taxonomy of educational objectives – Computer science teaching at different level (Primary, Secondary and Higher Secondary level).

Unit II : Planning the Instruction and Learning Strategies

Year Plan - Unit planning: Preparation and use of unit plan Preparation of lesson plan –Micro teaching and its cycle-practicing any 5 skills Lecture – Demonstration – Problem solving – Project method – Scientific method – Analytic and Synthetic methods – Inductive and Deductive approaches of teaching computer science – Discursion and Socialized methods: Seminar,

Symposium, Group discussion, Panel discussion, Debate, Workshop. Writing (CAI) Instructional Programmes: A systematic plan for developing CAI programmes – Designing a CAI lesson: Specification of objectives - Front end analysis – Outcomes of specifications of lesson design – Lesson development – Lesson validation – Common CAI frames: Introduction and Instructions – Menu page – Teaching frames – Criteria (test) frames – Feed Back (remedial) frames – Reinforcement frames and Graphics frames – Web Based Learning.

Unit III : Curriculum Designing and Recent Trends

Content – Selection – Principles – Up-datedness – Inter disciplinary treatment – Content Organization: Topical, Logical, Psychological, Spiral and Concentric Approach – Homogeneous grouping – Dalton plan – Supervised study – Assessment of various school curricula – Review of units in computer science: Need and importance of reviewing computer science lesson, Characteristics of good review – Different techniques of reviewing a lesson - Computer Software: Categories of software different procedures for acquiring software advantages, the ethical and practical issues involved in the software piracy – Computer technology: The growing capability of computer technology, use of robots, artificial intelligence, Office automation – Multimedia: Desk Top Publishing, Internet and its use, Ecommerce and Electronic Data Interchange (EC and EDI) – Learning from Cyber Resources: Identification and cataloguing of three websites relating to the prescribed school curriculum, A comparative evaluation of any two websites bearing on the same unit in the school curriculum.

Unit IV: Equipments Resources and Audio Visual Aids

Textbooks – Blackboard – Graph board – Instruments – Reference books – Handbooks – Workbooks – Library – Computer science club – Radio – TV – VCR – Computer laboratory – Special features of computer lab – Essential infrastructure – Laboratory management – Organization of practical for pupils – Maintenance of records – Discipline of the laboratory - Needs and importance of audio-visual aids in teaching computer science and their classification use of graphic materials: Pictures, Charts, Diagrams, Graphs and tables – Projective aids.

Unit V: Evaluation

The concept of evaluation – Achievement test in computer science – Subjective and objective test – Blue Print – Teacher made and standardized test – Criterion referenced and Norm referenced tests – Speed and power tests – Diagnostic and Prognostic tests – Characteristic of

good test – Interpretation of test results – Measures of central tendency – SD – Correlation – Continuous evaluation – Need for Cumulative Record.

Practical

1. Writing a Lesson Plan
2. Preparation of Instructional Material for a Unit in terms of possible media to provide maximum possible number of sensory experiences.
3. Writing 25 CAI frames on a unit of Computer Science
4. Preparation of Blueprint by accommodating appropriate learning objectives.
5. Preparing a norm-referenced test and establishing validity.
6. Conducting field-trips and reporting.
7. Improvised aids to teach a concept with relevant illustrations.
8. Preparation of a chart depicting technological environment to make the learning effective.

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6. PEDAGOGY OF BIOLOGICAL SCIENCE

Objectives

The prospective teacher

- ❖ Understands the nature, scope, aims and objectives of teaching Biological Science.
- ❖ Develops necessary competence in teaching the subject in terms of methods, skills and techniques.
- ❖ Constructs appropriate assessment tools for evaluating learning of Biological science.
- ❖ Understands the content related to school curriculum.
- ❖ Understands the methods and techniques of Teaching Biological Science

Unit I: Nature, Scope, Aims and Objectives of Biological Science

Biological Science: History of Biological Science - Nature and Scope – Origin of life and evolution - Concept: Process and Product- Values of teaching Biological Science – Inter-correlation with other subjects – Impact of Biological Science on Community – Objectives of teaching Biological Science at different levels: Primary, Secondary and Higher Secondary - Benjamin Bloom's approach to the Taxonomy of educational objectives.

Unit II: Planning, Skills and Evaluation

Planning: Year Plan, Semester Plan, Trimester plan, Unit plan: Steps in Unit planning, Characteristics of Good Unit Plan - Lesson Plan: Essential features of Lesson planning, Preparing Lesson Plan, Steps in Lesson Planning (Herbartian) – Distinguishing Lesson plan and Unit plan.

Unit III: Curricular and Co-curricular Activities and Recent Trends in Biological Science

Organizing events on specific day: Earth day - Environment day – International day for the preservation of the Ozone layer - Role of a Teacher in Organizing curricular activities - Co-curricular Activities:– Biology club and Activities - Maintenance of Aquarium, Vivarium and Terrarium –School garden and Home garden – Herbarium – Field Trip. Field visits, Visit to Botanical Garden, Science centre, Zoo - Plant Science – Animal Science – Microbiology – Applied Science – Physical Science – Biochemistry - Biophysics - Developmental Biology Behaviour and Neurophysiology - Population Genetics and Evolution - Genetic Engineering- Ecology and Conservation - the New Medicine and the teaching of Biology - Radio isotopes in Biology teaching.

Unit IV: Evaluation of Science Instruction

Evaluation: Formative, Summative, Norm-based and Criterion-based – Diagnostic Testing and Remedial teaching – Construction of unit test- Design and blue print, Item Construction and marking scheme- Defects in present system of examination- Efforts to improve the examination system- Problems of examination reform.

Unit V: Approaches and Methods of Teaching Biological Science

Criteria for selection of a method: Levels of the class – size of the class – time availability and subject matter – General Methods of Teaching Biological Science: Lecturer method – Demonstration method – Scientific method - Project method – Heuristic method – Biographical and Assignment method - Activity Based Learning (ABL) – Active Learning Methods (ALM). Arrangement of Syllabus: Logical, Psychological, Concentric, Topical, Historical and Biographical – Trends in Science curriculum (Biological science): consideration in developing learner-centered curriculum in biology – NCERT curriculum - Biological Science Curriculum Studies (BSCS) – Nuffield Science Projects.

Sessional Work

 Each student teacher is required to complete assignments on the following

1. Preparation of programmed learning frames for any one concept.
2. Prepare a report on field visit to sanctuary/ Zoo.
3. Prepare the unit plan of any secondary school subject and prepare the blue print of the same.

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6. PEDAGOGY OF HISTORY

Objectives

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

- ❖ Understand the objectives of Concept, Nature and Values of Learning History.
- ❖ Acquire knowledge about the Planning for Teaching & Instructional Strategies
- ❖ Acquire knowledge about the History Curriculum, Resources for Learning
- ❖ Acquire knowledge about the various Models of Teaching & Recent trends
- ❖ Develop effective teaching skills, History Teacher & Evaluation

Unit I: Concept, Nature and Values of Learning History

History –Meaning – Definitions - Nature and Characteristics – Different conceptions of History -Biographic – evolutionary conceptions - History as a record of past – Dimensions of History – History as a Science and Art -Aims – Objectives – Values – Types: Practical – Intellectual - cultural – ethical - disciplinary values. Learning History at different levels - Blooms Taxonomy of Educational objectives – Cognitive, Affective and Psychomotor – Formulation of performance objectives

Unit II: Planning for Teaching & Instructional Strategies

Micro Teaching - Definition - Cycle – Developing Skills- Illustration with examples and practicing of Micro Teaching. Macro teaching - Meaning - Year plan - Unit plan and Lesson plan and its importance - Different approaches in Lesson planning, Herbartian steps and RCEM approach-Teaching methods - Selection of a method- ABL &ALM. Learner directed instructional inputs – individualized instruction, programmed instruction, CAI, CMI, CML preparation of software-Discussions – Seminar – Symposium – Debate – Panel – Workshop - Brain storming - Buzz session - Dramatization and Team Teaching

Unit III: History Curriculum, Resources for Learning

Curriculum and Syllabus – Principles of Curriculum construction – Selection of materials: Culture epoch theory, proceeding from near to remote - Doctrine of nature tastes and interests-Organization of content – Chronological, Topical, Concentric, Spiral, Regressive and Unit plans. Selection of content analysis – Primary, Secondary, Higher secondary level History Syllabus– Relationship of History with other disciplines – Co-relation curriculum revision-instructional materials - Projected Aids-Activity Aids- - Community Resources: History library and History room, Museum – archives - Co-Curricular Activities: History club, History magazine. History text book - Essential and qualities.

Unit IV: Models of Teaching & Recent trends

Models of Teaching: Glaser's advanced organizer Model, Concept attainment Model, Jurisprudence Inquiry Model, Inductive models, Deductive models - Constructivist approach in Teaching History-Interdisciplinary - Social Issues Oriented: Use of Parallel text books, Supplementary Readers, Novels and fictions, News papers, Reports, Magazines, Journals and Use of Internet in Teaching History – Co-operative and Collaborative Learning

Unit V: History Teacher & Evaluation

Academic and Professional qualifications- Qualities required for a History Teacher -Duties and Responsibilities- Teacher Competencies and Skills – Professional growth – In Service Training and Refresher Courses – Maintenance of School Records - Evaluation of Teaching Competency : Self Evaluation, Pupil's Evaluation-Evaluation – Different aspects of Evaluation – Continuous and Comprehensive-Types-Formative– Summative - Cognitive and Non-Cognitive. Tools of Evaluation – Types of Achievement Test – Construction of Achievement Tests -Merits and Demerits -Design and Blue Print – Reliability, Validity. Question bank, its use and importance - Diagnostic Resting and Remedial Teaching.

Sessional Work

Each student teacher is required to complete assignments on the following

1. Preparation of programmed learning frames for any one concept in history subject.
2. Prepare a report on field visit to museum / Historical place and collection of coins and stamps.
3. Prepare the unit plan of any secondary school subject and prepare the blue print of the same.

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6. PEDAGOGY OF GEOGRAPHY

Objectives

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

- ❖ Develop the ability to prepare & use appropriate instructional techniques.
- ❖ Get familarize with recent trends in education as applied in Geography.
- ❖ Analyze present day problems in a geographical perspective.
- ❖ Understand the different techniques in class room teaching.
- ❖ Get awareness about the trends of research in Geography.
- ❖ Understand different models of teaching and their implications in Geography.
- ❖ Plan the instructional strategies catering to individual differences

Unit I: Concept, Nature, and Instructional Objectives & Values

Geography –Meaning – Definitions - Nature and Characteristics – Different conceptions of Geography -Biographic – evolutionary conceptions - Geography as a record of past. Bloom's Taxonomy of objectives - Instructional objectives and specification of Geography with special reference to cognitive, affective and psychomotor domain. Values of teaching Geography - Practical values - cultural values - social values disciplinary values.

Unit II: Learning Resources & Models of Teaching

Geography Library - Need and importance of a Geography Library - Books, Magazines-Bulletins, periodicals, Newspapers, Journals & Encyclopedia. Net based resources - Use of Internet and e- learning - Identification of Websites for learning. Concept - Characteristics and functions - families of models - concept attainment model - Advance Organizer Model - Inquiry Training Model.

Unit III: Classroom Climate & Geographic Problems

Meaning - Factors influencing - Types - Autocratic, Democratic and Laissez-faire - significance of class room climate - Class room Interaction Analysis, Geographic problems faced by India at present - population, pollution, Global warming, Acid rain, Ozone depletion, Climate change - Disasters – Geography education helps in solving them.

Unit IV: Curriculum Changes & Individual Differences

Definition - Current trends and Curriculum changes - a critical analysis of existing teacher education programme in Geography - content of Geography for classes XI & XII -dentifying Individual difference in attitude and interests – Understanding the Learning difficulties in Geography - causes - diagnostic and remedial teaching - Enrichment programmes.

Unit V: Problems of Teaching Geography & Research

Special problems in rural and urban - Less background experience Attitude - Lack of books - Lack of equipments - Non availability of maps - Lack of transport facilities - Lack of training - Less job opportunity. Need for research in Geography education - current trends in Geography education - Areas of Research in Geography - problems faced by Geography researchers – An outline of a research proposal.

Sessional Work

Each student teacher is required to complete assignments on the following

1. Preparation of programmed learning frames for any one concept in Geography subject.
2. Prepare a report on Solar systems / Collection of whether report from news paper.
3. Prepare the unit plan of any secondary school Geography subject and prepare the blue print of the same.

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6. PEDAGOGY OF ECONOMICS

Objectives

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

- ❖ To understand the aims and Objectives of teaching economics to the prospective teachers.
- ❖ To establish correlation of economics with other subjects
- ❖ To make an analogy of the existing economics curriculum in Higher Secondary School in Tamil Nadu.
- ❖ To develop necessary skills to use the various teaching techniques and aids.
- ❖ To develop skill to successful use of various evaluation techniques and to interpret the results.
- ❖ To understand the value of discipline of Economics
- ❖ To understand the need for implementing the methods of catering to individual differences in Economics teaching.
- ❖ To acquire skills relating to planning lessons and presenting them effectively.
- ❖ To develop the ability to prepare and use effectively the audio and video.
- ❖ To understand the various evaluation techniques of assessing the Economics teachers.

Unit I: Nature, Scope & Lesson Planning

Economics of Education – Meaning – definition – Nature and scope– Aims and objectives– values of teaching – Thrust areas– correlation of economics with other subjects-Micro teaching (five skills), Importance of year Planning, unit planning and lesson planning, Need for lesson planning, Different approaches in lesson planning, Herbartian and RCEM approach – Blooms Taxonomy of Educational objectives – Cognitive – Affective and Psychomotor – Formulation of performance objectives.

Unit II: Methods & Curriculum of Economics

Inductive and deductive method- Team teaching – Programme. Learning – various techniques of teaching – Question and answer technique, Narration technique, observation technique, Assignment techniques, Illustration Technique. Use of modern techniques in teaching Economics – Discussion, Seminar, Workshop, Supervised study and Scientific Attitude - its importance to the individual and society- Principles of curriculum construction in Economics – Selection of Content Analysis of present higher secondary economics syllabus – Relationship of economics with other disciplines – organization of content in Economics Curriculum revision.

Unit III: Resources for Learning & Co-Curricular Activities

Need and importance of instructional materials, projected aids – OHP, slide projector, film projector, LCD, TV Non-Projected aids – Graphic aids, Diagrams, Pictures, Blackboard, charts,

bulletin boards, models, Display items, Activity aids – Field trips, trade fair, visits – bank, share market, industrial centers – Excursion, community resources, Economics library and Economics room - Economics club, Debates and competition, Economics magazine, Economics Text book – Essential and Qualities, criterion for selection, Text book review – Role of It in Economics Education.

Unit IV: Statistics - Evaluation

Statistical tools – measures of central tendency – mean, median and mode – measures of variability – mean standard and quartile deviation, correlation co-efficient, rank order – graphical representation of data- Evaluation – Meaning –Types – Formative – Summative – Objective Based - Tests and its Type - diagnostic, Prognostic and achievement tests – Criterion and norm referenced tests – Types of Achievement tests – construction – Steps - Blue print - Item Analysis, Reliability, Validity – Standardizing a test – Administration - Interpretation of test results. Diagnostic testing and Remedial teaching.

Unit V: Economics Teacher & Recent Trends in Teaching Economics

Academic and Professional qualifications – Qualities required for a Economics teacher – Duties and responsibilities – Teacher competencies and skills – Professional growth – In service Training and Refresher courses – Maintenance of schools records evaluation of teaching competency- self evaluation pupils and colleagues – evaluation-Special problems of economics teaching in rural schools, teacher preparation and in-service education – in calculating economic attitudes –Liberalization – Privatization and globalization and its impacts on education.

Sessional Work

Each student teacher is required to complete assignments on the following

1. Preparation of programmed learning frames for any one concept in Economics subject.
2. Prepare a financial report on your school for one year / Collection of money value in USA equal to Indian value.
3. Prepare the unit plan of any higher secondary school Economics subject and prepare the blue print of the same.

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6. PEDAGOGY OF COMMERCE

Objectives

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

- ❖ Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- ❖ Develop interests in learning recent developments in Commerce and Accountancy
- ❖ Develop a desirable positive attitude towards the teaching of Commerce and Accountancy
- ❖ Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- ❖ Understand the aims and objectives of teaching Commerce and Accountancy
- ❖ Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- ❖ Acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy
- ❖ apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy
- ❖ Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy
- ❖ Know the various in - service programmes needed by a Commerce and Accountancy teacher
- ❖ Develop competency in evaluation techniques to Commerce and Accountancy

Unit: II Nature of Commerce Education

Commerce – meaning – definition – Nature and scope of Commerce Subject -Nature and scope of Commerce and Accountancy with special reference to higher secondary school curriculum – Correlation of Commerce and Accountancy with reference to Economics, Mathematics, Commercial Geography, Business management and Administration – Values of teaching Commerce and Accountancy: Practical, social, cultural, moral, disciplinary and vocational.

Unit: II Objectives & Commerce Curriculum

Teaching and Learning – effective teaching – Aims, Objectives of learning Commerce and Accountancy – Objective Based Instruction (OBI) - Bloom's Taxonomy – cognitive, affective, and psycho motor domains. Specification – meaning – principles and importance-Curriculum – principles involved in the curriculum construction – XI and XII standard Commerce and Accountancy syllabus – academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading "Business and Commerce" – selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus .

Unit: III Planning for Instruction & Instructional Methods

Need and importance of Planning – Year Plan - Unit Plan – importance and steps - Model Year and Unit plan for Commerce and Accountancy. Lesson plan: good Lesson Plan and its steps – Model Lesson Plan for Commerce and Accountancy- Lecture method –Case study. Discussion methods - Seminar, symposium, workshop, panel discussion – Brainstorming - heuristic method - simulation and role playing – team teaching - micro teaching – individualized instructional methods - Methods suitable for teaching Accountancy.

Unit: IV Educational Technology & Community Resources

Educational technology in learning Commerce and Accountancy – Programmed learning – linear and branching – Personalized System of Instruction (PSI) – Computer Assisted Instruction (CAI) Computer Managed Learning (CML) - Educational broadcasting and telecasting – interactive video, Tele lecture - video conferencing - e-tutoring - Software in Commerce and Accountancy- Community resources – meaning – types – their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community - field trip - work experience – guest speakers - developing commercial interest and attitude activities - Commerce department - Commerce laboratory – Teacher's diary - Records and registers to be maintained - equipment - essentials and desirable - Commerce Club - School Bank – School co-operative society.

Unit: V Professional Development & Evaluation

Commerce teacher - professional growth of teacher – pre service and in service programme - qualities required for a good commerce teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher - problems faced by the commerce teachers- Measurement and Evaluation – formative and summative evaluation – objective based evaluation (OBE) – Types of tests - oral test, written test, performance test – achievement test, diagnostic test and prognostic test – Achievement test – characteristics – objectivity, reliability, validity and practicability – forms of test items – multiple choice – short answer and essay type – construction of achievement test – steps – blue print, weightage tables, question wise analysis and scoring key - educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

Sessional Work

Each student teacher is required to complete assignments on the following

1. Preparation of programmed learning frames for any one concept in Commerce subject.
2. Prepare a Budget report on your school for one year / Collection of money value in USA equal to Indian value.
3. Prepare the unit plan of any higher secondary school Commerce subject and prepare the blue print of the same.

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6. PEDAGOGY OF HOME SCIENCE

Objectives

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

- ❖ understand and appreciate the importance of study of Home Science at the secondary and higher secondary levels
- ❖ realize the role of Home Science in shaping the personality of an individual
- ❖ familiarize with the different techniques if teaching and evaluation in Home Science
- ❖ promote the skills of preparing objective based question papers for different topics in Home Science
- ❖ be aware of the recent trends in instructional technology and use it in teaching Home Science develop in organizing and administering Home science laboratory in school
- ❖ promote the skills in teaching Home Science effectively as an academic and vocational course develop skills in analyzing the different aspects of Home Science and make them suitable to the Indian conditions.

Unit- I Aims, Goals, Objectives and Values of Home Science Education
Aims, Goals, Objectives and Values of Home Science Education Relevance to family and world – History of Home science education – Need for Home science to women – Home science as a subject in the academic stream – Relationship with the other subjects – Cognitive, affective and psychomotor on Bloom's model in Home science at different levels: primary, secondary, higher secondary and college in relation to the needs of pupils and society – Annual plan – Unit plan and lesson plan – Preparation of lesson plan.

Unit II Planning the Instructional and Learning Strategies
Year plan – Unit Plan – Lesson Plan – Microteaching – Practice of microteaching for any five skills: explaining, demonstration reacting stimulus variation, use of chalk board and probing questioning relevant for reaching – Link practice in Home science – Home science teacher's characteristics.Instructional strategies in teaching Home science – Heuristic method, Dalton method, individualized instruction, individual projects, team teaching, lecture demonstration, discussion, seminar, symposium, role play, using O.H.P. etc. - Learning Strategies - Assignment – Problem solving – Usage of programme instructional material – CAI – Multimedia – Instructional packages – Midday meal programme – Nutrition – Extension and adult education programme - Web Based Learning.

Unit- III Equipments Resources and Audio-Visual Aids
Home science exhibition – Home science club – Home science lab – Equipping the lab, organizing and its maintenance – Records and registers to be kept – Home science textbooks and reference books – Principle and criteria of good textbooks – Review of books used – Textbooks library: organization, storage and usage – Guest lectures by eminent home scientists – Audio-Visual Aids: Radio, record player, cassette recorder, slide projector, models, filmstrips, TV, VCR, charts, diagram, specimen – Need for improvised aids

Unit- IV Curriculum Designing and Recent Trends

Selection, organization and gradation of subject content – Principles to be followed linear, spiral and concentric types of content selection – Logical and psychological organization - Curriculum revision – Improvement – Assessment of different school curricula - Recent trends in teaching Home science –Home science towards community science – problems and issues in Home science education – Home science education in developed countries – Diagnosis and Remedial Teaching – Agencies of Home Science.

Unit- V Evaluation

Essay and objective type tests: advantage and limitation – Norm referenced and criterion referenced tests – Blueprint – Construction of achievement test – characteristic of good test – Interpretation of test results: mean, median, SD and correlation.

Practical

1. Writing specific instructional objectives for teaching a unit Home science.
2. Preparation of ten frames of PLM on a small unit.
3. Doing a project and reporting.
4. Preparing 3 OHP transparencies to teach any one unit in Home science.
5. Construction, administration and scoring of an achievement test and analyzing the scores.
6. Participating in Home science club activity and reporting.
7. Demonstrations regarding nutrition, textiles and home management – adolescents / rural community and recording.
8. Script writing for a radio talk on a topic in Home science.
9. Preparing improvised aids.

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Enhancing Professional Capacities: (Practicum)

EPC1: READING AND REFLECTING ON TEXTS

Objectives

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

- ❖ Comprehend ideas for reflection and thinking as well as for expression and communication.
- ❖ enhance one's facility in the language of instruction and visualize a range of primarily text-based language activities
- ❖ strengthen the ability to 'read', 'think' 'discuss and communicate' as well as to 'write' in the language of instruction and develop a taste for and abilities in reading and making meaning of different kinds of texts
- ❖ learn to engage with ideas and appreciate that different kinds of writing are used to communicate
- ❖ inculcate language proficiency that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals

Suggested Activities

1   Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)
1. Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
2. Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
3. Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
4. Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
5. Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants
6. Searching and locating relevant reference books (could be from a school library or the institute library)
7. Scanning, skimming and extracting relevant information from the books by making notes
8. Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)

EPC2: DRAMA AND ART IN EDUCATION

Objectives

After the completion of this course, the student-teachers will be able to

- ❖ understand basics of different art forms, impact of art forms on the human mind
- ❖ enhance artistic and aesthetic sensibility among learners
- ❖ enable them to respond to the beauty in different art forms through genuine exploration, experience and free expression
- ❖ enhance skills for integrating different art forms across school curriculum at secondary level
- ❖ enhance awareness of the rich cultural heritage, artists and artisans

Activities:

1. Workshop to be conducted on Kinesthetic movements to develop theatric skills – use of body language, voice, speech, and movement

2. Creative expression through dialoguing to identify elements of visual arts used for enhancing (lines, strokes, colours-quality and sources, spatial relations, painting surfaces)

3. Develop a song, play, or drama on any of the topic in the curriculum

4. Workshop on pottery and its decoration can be conducted for aesthetic sensibility.

5. Workshop – Developing theatre skills, Musical intelligence, pottery, folk dance, animations depicting culture and art.

6. Workshop on Film reviewing as a technique of teaching and reflection.

7. develop short plays/ street play for educational, entertainment or social / environmental relevance

8. preparing a script for a radio programme to propagate a social behaviour or awareness of social issues

9. Perform a drama or dance or music of local culture

10. Develop a tableau to depict any two of the global cultures.

II. CORE COURSES

7. KNOWLEDGE AND CURRICULUM

Objectives

After the completion of this course, the student-teachers will be able to

- ❖ Student teachers understand the meaning of knowledge and philosophical perspectives of knowledge.
- ❖ Understand the concepts related to knowledge.
- ❖ Explain the sources and facets of knowledge.
- ❖ Student teachers understand the evolving meaning of curriculum when seen as dynamic process.
- ❖ The scope for teachers to make curricular decisions based on the field realities is highlighted.
- ❖ Student teachers develop the skills to transact the curriculum.

Unit I: Introduction to Knowledge

Meaning of Knowledge – Philosophical perspectives of knowledge – Differentiate the concepts thinking, feeling and doing – Distinguish between information, belief and truth -   Knowing process – Way of knowing process – Knowledge construction – Knowledge transmission.

Unit II : Knowledge and Knowing

Epistemological bases of Knowledge – Kinds of Knowledge – Sources of knowledge – Domains – Cognition , Affective, Psychomotor and its significance in education – Metacognition. Catagorisation of knowledge – Basis of Knowledge – Forms of knowledge included in school education – School knowledge get reflected in the form of curriculum, syllabus and text books.

Unit III: Facets of Knowledge

Different facets of knowledge and its relationship such as : Local and universal – Concrete and Abstract - Theoretical and practical – Contextual and textual – Role of schools in knowledge development – Role of culture in knowing – Knowledge rendered into action – Knowledge reflexion.

Unit IV: Concept of Curriculum and Curriculum designing

Understanding the meaning and nature of curriculum – Curriculum and Syllabus – Need for curriculum in schools – Curriculum determinants – Systems approach in curriculum development - Types of curriculum.Principles of curriculum development - Assessing needs – Formulating objectives – Selection of content – Selection of learning experiences – Organisation of learning experiences – Curriculum visualized at different levels : National – state – school – class – levels and related issues. Balanced curriculum

Unit V: Curriculum transaction and Evaluation

Curriculum transaction – Strategies, approach, methods, techniques for curriculum transaction – Organisation for instruction – Resources for curriculum transaction instructional materials – Computer and the internet. Meaning of educational evaluation – Evaluation as comparing objectives and outcomes – Focus of curricular evaluation: Subject, content, organization and mode of curriculum.

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8. LANGUAGE ACROSS THE CURRICULUM

Objectives

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

- ❖ Understanding the language background of students, as first or second language users of the language used in teaching the subject.
- ❖ To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.
- ❖ To understand the nature of reading comprehension in the content areas (informational reading).
- ❖ Understand the need of learning to use language across the curriculum and using language to learn.
- ❖ Familiarize students with the theories that explains language acquisition (Deficit, theory) discontinuity theory.

Unit: I Language across the curriculum (LAC)-

Its meaning and concept - Language and Learning - Language and thinking - Origins, goals and difficulties of LAC, Content and Language integrated learning (CLIL)

Unit: II Multilingualism and its implications in the Indian Classroom/Context.

Multilingualism in the Indian context - Developing Socio linguistic awareness in the Indian class rooms - Critiquing state policies on language and Education The aim will be to create sensitivity to the language diversity that exists in the classrooms. This will be based on theoretical understanding of multilingualism in the classroom (Agnihotri, 1995); the home language and school language; the power dynamics of the 'standard' language as the school language vs home language or 'dialects'

Unit: III Theories to explain language Acquisition

The Discontinuity theory - The Deficit theory (Eller, 1989); - Environmental Vs biological - Skinner's Chomsky's & theories on Language acquisition - Importance of oral language in the classroom -The significant role of discourse and structure for discourse in the classroom - Engaging learners in language learning: Importance of questioning & types of questions - discussion based learning - Teacher's role in promoting language acquisition

Unit: IV Transacting Language across Disciplines

Identifying Nature of texts & Language structures (Expository vs Narrative, Transactional vs Reflective Language Schema, text structures - Techniques to enhance Reading comprehension (Scanning, Skimming, Columnar reading, Key word reading) - different types of writing - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control (Thwaite & Rivalland, 2009). Writing in specific content areas with familiarity of different registers should also receive attention.

Unit: V Language in subject specific vs. foreign language

Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies for children – note-making, summarizing; making reading-writing connections; process writing; analyzing children's writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand. Linguistic competences- Mother tongue education -Need for development of language skills and competence to subject specific teaching -Importance of reading comprehension in non-linguistic subject matter learning -Content and language integrated learning in Bilingual and multi-lingual education

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9. GENDER, SCHOOL AND SOCIETY

Objectives

After the completion of this course, the student-teachers will be able to

- ❖ The role of school organizations and society as well as teachers in developing character among students
- ❖ This course will enable the students to develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality.
- ❖ Understand the gradual paradigm shift from women's studies to gender studies and learn about gender issues in school.
- ❖ This course aims at enabling student teachers to develop conceptual understanding about teaching and learning in school environment.
- ❖ To critically examine the contemporary concerns and issues of education in the Indian society

Unit I: Gender issues: Key concepts

Understanding the basic concepts – Gender, sex, sexuality, masculinity and feminism – Equity and equality in relation with caste, class, religion, ethnicity, disability and region – Paradigm shift from women's studies in gender studies.

Unit II: Gender and Education

Theories on gender and education : Application in the Indian context – Socialization theory – Gender difference theory – structural theory – Deconstructive theory – Gender identities and socialization practices in family, school and society

Unit III: School as an enabling learning

Nature of School environment – Internal arrangements for co-ordinate functioning – time table, work allocation, differential responsibilities – Planning and Co-ordination procedure – Nature of inter relationship between learner – teacher – Principal – Parents- Society. Nature of impact generated in schools – School as a social institution – Value formation in the context of schooling

Unit IV: School: The site of curriculum engagement

Role of school philosophy – administration in creating a context for development of curriculum – Available infrastructure and resources (library, laboratory, school play ground, neighborhood etc – School culture, climate and environment as the context for teacher's work - Role of external agencies in providing pedagogic supports to teachers within school, local, regional, national levels.

Unit V: Education and Society

Education as an instrument of social change – Influence of education on society and their practices – Emerging trends in society and their repercussions on education. Globalization and internationalization of education – social purposiveness of education – Dynamic relationship of

education with society – a critical analysis of the impact of education in modernizing Indian society

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10. UNDERSTANDING DISCIPLINES AND SUBJECTS

Objectives

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

- ❖ To understand the basis of knowledge and branches of emerging knowledge.
- ❖ To understand the emergence of various disciplines
- ❖ To develop among the bachelor trainees an understanding of science as a discipline.
- ❖ To understand nature of Mathematics as a discipline-
- ❖ To develop among the teacher trainees an understanding of language as a discipline.
- ❖ To develop among the teacher trainees an understanding of social science as
- ❖ Discipline.

Unit I : Discipline and Subjects

Education as Inter-disciplinary Field of Study - Nature and Characteristics of a Discipline - Emergence of Various Disciplines from Education - Convergence of Various Disciplines into Education - Interrelation and Interdependence among Various School Subject

Unit II: Science as a subject and Discipline

Nature and history of science - Scientific method; a critical view - Knowledge, understanding of science - The socio cultural perspective and the ethical consideration - Science as a discipline, place of scientific knowledge in the schema of school curriculum - Study of emergence of school science in relation to the social political and intellectual and historical context – Curriculum, syllabus and textbooks ; the paradigm shift in the discipline - the changing notion of scientific knowledge and the need to redefine school science

Unit III: Language as a subject and Discipline

Centrality of language in education - Role of language in children's intellectual development and learning - Language in the school curriculum; aims issues and debates - Policy issues and language at school - Language as a Medium of Communication - Phases of Language Development.

Unit IV: Mathematics as a subject and Discipline

Nature and History of Mathematics - Place of Mathematics in School Curriculum Mathematics in Day-to-day life - Relationship of Mathematics with Other Subjects

Unit V: Social Science as a subject and Discipline

Nature and Philosophy of Social Science - Social Science as an Area of Study - Need of Studying Social Science through Interdisciplinary Perspectives - Place and Relevance of Social Science in School Curriculum

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11. CREATING AN INCLUSIVE SCHOOL

Objectives

After the completion of this course, the student-teachers will be able to

- ❖ acquire knowledge of meaning and concepts of Inclusive Education
- ❖ acquaint knowledge about the need and policies of Inclusive Education
- ❖ apply the policies and practices related to special education and Service programme for the disabled
- ❖ understand integrate education and the importance of inclusive school for disabilities and assessment methods
- ❖ develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability children
- ❖ develop interest on support and active participation of teachers in the field of Inclusive Education
- ❖ acquire and implement integrated education in inclusive school

Unit I: Meaning and Scope of Inclusive Education

Meaning and Definitions of Inclusive Education – Scope of Inclusive Education – Principles of Special Education – Approaches to Inclusive Education – Advantages and Limitations of Inclusive Education

Unit II: Perspectives and Policies for Inclusive Education

Perspectives of Inclusive Education- National Policy on Education (NPE, 1986) – Special Educational Needs and Disabilities Act, 2001 – Disability Discrimination Act (1995) – Persons with Disability Act (PDA, 1995) – Rights of Persons with Disability, UNESCO(2006) – National Level Practices on Education of Children with Disabilities (DPEP) - Sarva Shiksha Abhiyan (SSA) Framework for the Disabled

Unit III: Different Learners in Inclusive Education

Types of Learning Disabilities – Physically Challenged, Visually Challenged, Hearing Impaired, Mentally Retarded, Autism – Role of Teachers, Administrators and Organization for teaching and instructing learners with different Disabilities.

Unit IV: Need of Inclusive Education

Need of Inclusive Education – Challenges to achieving Inclusive Education – Suggestion to achieving an effective Inclusive Education – Role of Technology and Inclusive Education – role of Teachers and organization in Implementing Inclusive Education in Indian Context

Unit V: Need of Learners in Inclusive School and Assessment of Inclusive Education

Enrolment policy – Attendance and participation – Code of Discipline – measure to prevent bullying and harassment with special educational needs - Establishment of Special School and Classes – Schemes for schools in areas of educational disadvantage – Visiting Teacher Service – Grants for assistive Technology- Special Transport – Scheme of Reasonable accommodation .

Need and purposes of Assessment – methods of assessment – formal methods of assessment – informal methods of assessment – diagnostic assessment – developing a whole-school policy on assessment – selection and use of appropriate test instruments - Role of Teacher Education programmes in Implementing Inclusive Education – Infrastructural Support in executing Inclusive Education

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OPTIONAL COURSE (Any One)

12. GUIDANCE AND COUNSELLING

Objectives

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

- ❖ To recall the principles underlying guidance
- ❖ To recognize the need of guidance and counselling in schools
- ❖ To describe the different services in the school guidance programme
- ❖ To acquire the skills necessary to administer and interpret standardized tools
- ❖ To know the qualities required for a good counsellor

Unit-I: Guidance & Counselling

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types Educational, Vocational, Personal, Social- Relationship between guidance and Counselling - Benefits-Limitations. 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.

Unit II: Guidance Movement in India, Qualities of a Counselor

History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher.Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

Unit III: Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory. Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

Unit IV: 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.

Unit V: Guidance Services in Schools & Exceptional Children

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference. Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

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12. ENVIRONMENTAL EDUCATION

Objectives

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

- ❖ Understand the concept of environment and ecology
- ❖ To understand environmental education and its importance
- ❖ To understand the causes for environmental hazards and pollution
- ❖ To understand the need for remedial ways to protect the environment in daily life and its application
- ❖ To acquire knowledge of environmental issues and policies in india and the status of environmental education in school curriculum

Unit I: Objectives, Scope and Nature of Environmental Education

Meaning, definition and characteristics of environmental education – content. Importance, objectives, scope and guiding principles of environmental education. Factors of degradation of environment – adverse socio – economic impacts of degradation of environment.

Unit II: Environmental Education and Pollution

Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation- Green house effect- Ozone layer depletion.

Unit III: Environmental Management and Protection

Need for environmental management – Function and Characteristics of environmental management – Dimensions of environmental management. Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.- Causes for forest fire- measures of prevention

Unit IV: India and Environmental Issues and Policies

Major environmental problems in India – Environmental protection and polices in India – Need and objectives of conservation – Environmental conservation measures taken in India –Strategies for sustainable development in India.

Unit V: Environmental Education in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level – Major constraints for its implementation at these level - Teacher's role – National Resource Center for environmental education

Reference

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9. Ingelstam, M. (1996). Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building. Stockholm: Christian Council of Sweden.
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Enhancing Professional Capacities :(Practicum)

EPC 3: UNDERSTANDING THE SELF

Activities

1. Develop the introspection among students
2. Write a report on vision of life – Aspiration and purpose of life
3. Understanding one's strengths and weaknesses through self observation exercises
4. Practicing yoga and meditation and write report on the same.
5. Write a report about Johari window models of self development and self disclosure and practicing the same.
6. Defining consciously one's own values towards self and society.
7. Developing skills of inner self organization , positive thinking and self reflection

EPC 4: CRITICAL UNDERSTANDING OF ICT

Activities

1. Prepare the audio – visual records which include all the teaching aids, their mode of operations, advantages and disadvantages.
2. Prepare the excel sheet for using their achievement test marks.
3. Choose any one of the lesson from language and major subject and prepare the power point Slides.
4. Prepare the computer based research projects.
5. Creation of mail ID, Blogs and face book ID.
6. Prepare the OHP sheets and slides.
7. Download the materials from the Internet.