SRI CHANDRASEKHARENDRA SARASWATHI VISWA MAHAVIDYALAYA
(University U/S 3 of UGC act 1956)
Accredited with "B" grade by NAAC

NCTE Recognition No: **F.SRO/NCTE/B.Ed/2006-07/10532, Dt.3-2-2007**

ENATHUR, KANCHIPURAM – 631 561.

SCHOOL OF EDUCATION

B. Ed., SYLLABUS – 2015 -2017

BACHELOR OF EDUCATION (B.Ed.,)
(Draft of regulations, syllabus & Scheme of Evaluation designed in tune with the suggestions given in NCFTE-2009 & NCTE 2014)

(EFFECTIVE FROM THE ACADEMIC YEAR 2015-17)

OUR SLOGAN

S.O.E. VALUES CHARACTER

OUR VISION:

To develop the School of Education as center of excellence in education by making the quality the defining element of teacher education through the combination of character, competency and commitment.

OUR MISSION

- To inculcate discipline among the student teachers.
- To make value education and teacher education go hand in hand.
- To produce competent, committed and performing teachers.
- To impart effective skills of teaching.
- To travel from Indian to western school of thought in education.
- To instill global outlook.
- To give more importance to social dimension.
- To create the environment for interactive pedagogy.
- To encourage self evaluation, student evaluation of the faculty, and innovations in teacher education.
- To stimulate the academic environment for promotion of quality of teaching-learning and research in teacher education.
- To undertake quality-related research studies, consultancy and extension and training programmes.
- To collaborate with other stake holders for teacher education for quality evaluation, promotion and sustenance.

VALUE FRAME WORK

- Building up a sound and strong character.
- Developing positive attitude.
- Fostering the feeling of oneness, sense of belonging, commonness, bond of brotherhood.
- Inculcating the value system among the student teachers.
- Promoting the use of ICT and technology in education.
- Encouraging healthy competency among the student teachers.
- Contributing the institutional/regional/national and international development.

GENERAL RULES AND REGULATIONS

The School of Education of SCSVMV University follows the norms, standards and curricular transactions prescribed by the National Council for Teacher Education (NCTE)/State Government. The regulations, syllabus and scheme of evaluation have been developed on the guide lines suggested in the NCFTE-2009. The entire syllabus was restructured on the guide lines suggested by the NCTE in 2014 in the light of recommendations of the justice Verma Commission. The Bachelor of Education (B.Ed.,) is a professional programme that prepares teachers for secondary schools.

ELIGIBILITY CRITERIA FOR B.Ed. PROGRAMME:

A candidate with at least 50% marks either in the Bachelor's Degree (B.A./B.Sc.,/BCA, B.Tech/B.E. with 10+2+3/11+1+3, 10+2+4, 10+2+5/11+1+5 pattern) and/or in the Master's Degree (M.A. /M.Sc.,/M.Com./MCA Integrated/M.E.) of this University or any other qualification equivalent thereto of any recognized university approved by the Board of Management (BOM) of SCSVMV is eligible for admission.

The reservation for SC/ST/OBC and other communities shall be as per the rules of the Central Government/State Government whichever is applicable.

Minimum marks required for admission in the qualifying Degree as per the reservation policy:

S.No.	Category	Minimum Marks
1	OC	50%
2	BC	45%
3	MBC/DNC	43%
4	SC/ST	40%
5	Special categories	40%

Note:
Eligibility for Bachelor of Engineering or Technology is 55% marks. However reservation policy mentioned above is applicable.

10% of the seats shall be reserved for special categories which include differently-abled, Sports & Games, NCC, NSS, First-Aid and Disaster Management etc., and minimum pass in the qualifying degree is the eligibility for B.Ed., Programme to all the candidates of the above categories. When more than **TEN** candidates apply, differently-abled candidates will be given preference and in case of other categories, candidates with more percentage of marks will be given preference. If adequate number of candidates is not available, the left over seats shall be filled with the other category candidates including general category.

A candidate will be admitted to the B.Ed., Programme only by the production of satisfactory evidences (including all other credentials and documents) of passing the requisite examination(s) with required percentage of marks.

Candidates with 11+1+3 pattern of study and passed the X and XII examination conducted by the respective State Boards or CBSE or any other recognized Board of Education/Examination and UG Degree examination of UGC approved university in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level are eligible.

Candidates who have passed the UG or PG degree in Open University system without qualifying in 11 years of SSLC examination and one year of pre-university course (PUC) examination or 10+2 pattern of school education examination **SHALL NOT BE** considered for admission.

However, candidates not qualified in XII examination or PUC but possessing two years bachelor preparatory programme certificate/two years foundation course certificate/two year diploma course conducted by State Government/recognized universities and qualified with three year UG Degree programmes are also considered to be eligible for admission.

Candidates who have studied more than one main subject in part-III (under double/triple Major system) of UG Degree Programme should have to choose only one of the main subjects and should have applied for that subject only.

Candidates who have qualified in PG Degree (5 year integrated Programme) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the programme alone shall be taken into account for admission.

To arrive at percentage of marks, the marks obtained by the candidates in major and allied subjects including practical exams alone shall be taken into account.

Rounding off marks to the next higher integer is permitted.

However, the basis of selection shall be in accordance with the regulations of the University for admission into B.Ed., programme in force from time to time.

DURATION OF THE B.Ed., PROGRAMME:
The Programme of study shall last **TWO** academic years which can be completed in a maximum of three years from the date of admission to the programme. The B.Ed., Degree examination will be held at the end of each year. However supplementary examinations will be conducted along with other programmes of the university. The dates of commencement and termination of the academic year are subject to variation according to the directives of the university.

ADMISSION PROCEDURE:
A candidate for admission into two-year B.Ed., programme has to qualify at the Degree/PG examination. The candidates will be admitted strictly in accordance with the marks obtained and /or entrance test conducted by the SCSVMV University, keeping in view the rules and regulation in force in respect to the statutory reservation of sets to various categories.

MEDIUM OF INSTRUCTION:
1. The medium of instruction for the B.Ed., Programme will be English or Tamil as the case may be.
2. However, the student-teacher can write his/her examination in English/Tamil/Sanskrit.

WORKING DAYS, WORKING HOURS – INSTRUCTIONAL HOURS
There shall be at least 200 working days for each year exclusive of the period of year-end examinations and admissions. The institution shall work for a minimum of 30/36 hours (Five day week / Six day week) in a week during which physical presence in the institution of all the faculty is necessary for instruction, advice, guidance, dialogue and consultation as and when required. If any working day happens to be a non-instructional day an additional day must be treated as instructional day. The School of Education works daily 7 periods (6 hours & 30 minutes) per day for 200 working days. Prayer and assembly starts at 8.55AM and class work commences at 9.10AM every day and lasts up to 4.40PM.

THE WORKING HOURS OF THE INSTITUTE:
The working hours of the institute shall be
PRAYER & ASSEMBLY: 8.55AM to 9.05AM.
MORNING SESSION: 9.10 AM to 1.30 PM. (recesses of 10 minutes).
LUNCH BREAK: 1.30 PM to 2.15 PM
AFTER NOON SESSION: 2.20 PM to 4.40 PM

Total number of working hours a day is 6 Hours and 30 Minutes

WORKING DAYS AND INSTRUCTIONAL HOURS

B.ED., FIRST YEAR

S.No.	Details	No. Days	No. Hours
1	Inauguration Day	1	6 ½
2	Orientation Programme	3	19 ½
3	Practice Teaching	12	78
4	Teaching Practice/Internship	48	312
5	Observation & Community work	12	78
6	Guest lecture/Workshops/Training Programs	12	78
7	Clubs, Functions and Celebrations	8	52
8	Internal Tests & Discussions	6	39
9	Exhibition of TLM	1	6 ½
10	Moderation Board Meet	1	6 ½
11	Pre-Final Examinations	8	52
12	Practical Examinations	3	19 ½
	Instructional Days	85	552 ½
TOTAL WORKING DAYS		**200**	
TOTAL WORKING HOURS (180Hrs)			**1300**

Note: We work for 6 hours and 30 minutes per day as per the norms of our University. Since it is one of the departments of the university, we cannot work independently as an isolated College

of Education. All efforts will be taken to complete more than 1200 hours of the course work of B.Ed., program for each year in the School of Education as per the norms stated by the NCTE.

B.ED., SECOND YEAR

S.No	Details	No. Days	No. Hours
1	Orientation Programme	1	6 ½
2	Practice Teaching	12	78
3	Teaching Practice/Internship	48	312
4	Field Experience and Visits, Surveys	12	65
5	Educational Tour	3	26
6	Guest Lecture/Workshops/Training Programs	10	65
7	Functions and Celebrations	5	39
8	Citizenship Training Camp	5	32 ½
9	Valedictory Function	1	6 ½
10	Internal Tests & Discussions	5	32 ½
11	Pre-Final Examinations & Tutorials	8	52
12	Exhibition of TLM	1	6 ½
13	Moderation Board Meeting	1	6 ½
14	Practical Examinations	3	19 ½
15	Instructional Days	85	552 ½
TOTAL WORKING DAYS		**200**	
TOTAL WORKING HOURS			**1300**

Note: We work for 6 hours and 30 minutes per day as per the norms of our University. Since it is one of the departments of the university, we cannot work independently as an isolated College of Education. All efforts will be taken to complete more than 1200 hours of the course work of B.Ed., program for each year in the School of Education as per the norms stated by the NCTE.

ADMISSION AND ATTENDANCE
1. Admission into the B.Ed., Programme shall be made on the basis of the marks obtained in the qualifying examination and/or the entrance examination conducted by the School of Education of SCSVMV.
2. 80 % of Attendance at theory courses is compulsory for each course.
3. 10% of attendance can be condoned on certified ill – health.
4. 90% attendance is compulsory at practice teaching and internship.
5. The student teachers who absent themselves for a continuous period of 10 lectures in two courses is served with a show cause notice by the Head, why not his/her admission into B.Ed., course be cancelled and act accordingly.

COMPLETION OF INTERNAL YEARLY WORK:
1. Completion of all items of internal yearly work to be done by each student-teacher individually and/or jointly in a group, as prescribed in the syllabus.
2. In case the student-teacher is sanctioned leave on medical grounds, he/she has to complete the items of internal yearly work that he/she may have missed during his/her absence.

3. It is the discretion of the Head, School of Education to forward or withdraw the B.Ed., examination application form if the student-teacher fails to comply with the minimum requirements as prescribed, of the internal yearly work.

EDUCATIONAL TOUR:
Educational tour for a minimum period of two days is mandatory for all the student teachers and must submit the details of the tour in the prescribed record.

PHYSICAL EDUCATION:
The activities of Physical Education are compulsory for all the student-teachers of B.Ed., Programme.

UNIFORM:
There is a prescribed uniform for both men and women of the SOE.

Wearing of Uniform is mandatory in the following occasions.
1. During the time of Practice Teaching, Teaching Practice, and Observation Lessons.
2. During the periods of Physical Education.
3. On all days except on Friday.
4. During the time of rallies, processions etc.
5. During the time of celebration of National festivals.
6. During the time of special occasions.

CITIZENSHIP TRAINING CAMP:
It is compulsory for all the student-teachers to participate in the **FIVE–DAY** Citizenship Training Camp (CT Camp) and must submit the report of the CT camp at the end.

GENERAL RULES:
1. All examinations of the university shall be held at Headquarters of the university only.
2. A candidate who fails to present himself/herself for the examinations due to any reason whatsoever including shortage of attendance or one who fails in the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the transfer of the same for a subsequent examination or examinations.
3. A candidate who has been allowed to appear at the examination for once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance.
4. Attendance shall be reckoned from the date of admission to the last instruction day as per the almanac.
5. With respect to other matters the rules of the university shall apply.

SYLLABUS

   1. LIST OF COURSES ON PERSPECTIVES OF EDUCATION

FIRST YEAR

S. No.	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 111	Philosophical and Social Contexts of Education	100
2	BEDN 112	Perspectives of Child Growth and Development	100
TOTAL MARKS ALLOTTED FOR THE COURSES ON PERSPECTIVES OF EDUCATION			**200**

SECOND YEAR

S. No.	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 211	Learning and Teaching	100
2	BEDN 212	Contemporary India and Education	50
3	BEDN 213	Gender, School and Society	50
4	BEDN 214	Inclusive Education	50
TOTAL MARKS ALLOTTED FOR THE COURSES ON PERSPECTIVES OF EDUCATION			**250**

2. LIST OF COURSES ON CURRICULUM AND PEDAGOGIC STUDIES

A)   PEDAGOGY SUBJECT-1 (PS – I) (FIRST YEAR)

(NOTE: Only one course can be selected by the candidate based on subject of study at graduation level)

S.No	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1211	Pedagogy of English-I	100
2	BEDN 1212	Pedagogy of Tamil-I	100
3	BEDN 1213	Pedagogy of Sanskrit-I	100
4	BEDN 1214	Pedagogy of Commerce & Accountancy-I	100
5	BEDN 1215	Pedagogy of Computer Science-I	100
TOTAL MARKS ALLOTTED FOR THE PEDAGOGY COURSES - I			**100**

B)   PEDAGOGY SUBJECT-2 (PS –II) (FIRST YEAR)

(NOTE: Only one course can be selected by the candidate based on the major subject of study at graduation level)

S.No	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1221	Pedagogy of English-II	100
2	BEDN 1222	Pedagogy of Tamil-II	100
3	BEDN 1223	Pedagogy of Sanskrit-II	100
4	BEDN 1224	Pedagogy of Mathematics	100
5	BEDN 1225	Pedagogy of Physical Sciences	100
6	BEDN 1226	Pedagogy of Biological Sciences	100
7	BEDN 1227	Pedagogy of History	100
8	BEDN 1228	Pedagogy of Commerce & Accountancy-II	100
9	BEDN 1229	Pedagogy of Computer Science-II	100
TOTAL MARKS ALLOTTED FOR THE PEDAGOGY COURSES - II			**100**

The Student-teachers will be allotted the Pedagogical subject combinations in accordance with the major/ancillary subjects of the Graduate/ Post Graduate level subject to the existing school curriculum (Secondary Level / Higher Secondary Level).

NOTE: -
1. Graduates and Post Graduates in English would be offered **BEDN 1211** and **BEDN 1221** as PS – I & PS– II respectively.
2. Graduates and Post Graduates in Tamil would be offered **BEDN 1212** and **BEDN 1222** as PS– I & PS– II respectively.
3. Graduates and Post Graduates in Sanskrit would be offered **BEDN 1213 and BEDN 1223** as PS– I & PS– II respectively.
4. Post Graduates in Commerce would be offered **BEDN 1214** and **BEDN 1228** as PS– I & PS– II respectively.
5. Graduates and Post Graduates in Mathematics, Applied Mathematics would be offered **BEDN 1211 / 1212** and **BEDN 1224** as PS– I & PS– II respectively.
6. Graduates and Post Graduates in Physics/ Applied Physics/ Geo-Physics/ Bio-Physics/Electronics/Chemistry/Bio-Chemistry, Applied Chemistry would be offered **BEDN 1211 / 1212** and **BEDN 1225** as PS– I & PS– II respectively.
7. Graduates and Post Graduates in Zoology / Botany/Micro-Biology/Bio-technology, Plant Biology, Plant Biotechnology, Environmental Sciences would be offered **BEDN 1211 / 1212** and **BEDN 1226** as PS– I & PS– II respectively.
8. Graduates and Post Graduates in History would be offered **BEDN 1211 / 1212**and **BEDN 1227** as PS– I & PS– II respectively.
9. Graduates of Computer Science (B.Sc., /BCA/Integrated MCA) would be offered **BEDN 1211 / 1212 / 1215** and **BEDN 1229** as PS– I & PS– II respectively.
10. Graduates of Engineering (BE/B.Tech/M.E. /M.Tech.) would be offered **BEDN 1211 / 1212** and **BEDN 1224** as PS– I & PS– II respectively.

C)   LIST OF THE OPTIONAL COURSES

FIRST YEAR
(NOTE: Only one of the below TWO courses are to be selected by the candidate.)

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1231	Guidance & Counseling	100
2	BEDN1232	Curriculum Development	100
TOTAL MARKS ALLOTTED FOR THE ELECTIVE COURSES			**100**

SECOND YEAR
(NOTE: Only one of the below TWO courses are to be selected by the candidate.)

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 2231	Teacher Education	50
2	BEDN 2232	Educational Management	50
TOTAL MARKS ALLOTTED FOR THE ELECTIVE COURSES			**50**

D)   CURRICULUM RELATED COURSES:

S.No	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1241	Innovation and Research in Education	50
2	BEDN 2241	Assessment for Learning	100
TOTAL MARKS ALLOTTED FOR THE CURRICULUM RELATED COURSES			**150**

3. ENGAGEMENT WITH THE FIELD
A) PRACTICUM FOR TWO YEARS

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1311	PRACTICUM IN FIRST YEAR	700
2	BEDN 2311	PRACTICUM IN SECOND YEAR	700
TOTAL MARKS ALLOTTED FOR THE PRACTICUM			**1400**

B) LIST OF COURSES ON ENHANCING PROFESSIONAL EFFICIENCY OF TEACHERS (EPC)
FIRST YEAR

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 1321	Critical Understanding of ICT	100
2	BEDN 1322	Yoga Education	50
TOTAL MARKS ALLOTTED FOR THE OPTIONAL COURSES			**150**

SECOND YEAR

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 2321	Understanding the Self	50
2	BEDN 2322	Environmental Education	50
3	BEDN 2323	Art Education	50
4	BEDN 2324	Indian Culture	50
TOTAL MARKS ALLOTTED FOR THE OPTIONAL COURSES			**200**

4. LIST OF CHOICE BASED COURSES (CBC)
FIRST YEAR

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 141	English for Competitive Examinations	50
2	BEDN 142	Hindi for Everyday Use	50
TOTAL MARKS ALLOTTED FOR THE CHOICE BASED COURSES			**50**

SECOND YEAR

S.NO	COURSE CODE	COURSE TITLE	MARKS
1	BEDN 241	General Studies for Teachers	50
2	BEDN 242	Vocabulary Building in English	50
TOTAL MARKS ALLOTTED FOR THE INSTITUTIONAL COURSES			**50**

TOTAL MARKS REQUIREMENT FOR THE DEGREE OF B.Ed., PROGRAMME

S.NO	BROAD CLASSIFICATION OF THE CURRICULUM	MARKS
1	COURSES ON PERSPECTIVES OF EDUCATION	**450**
2	COURSES ON CURRICULUM AND PEDAGOGICAL STUDIES	**500**
3	ENGAGEMENT WITH THE FIELD & COURSES ON EPC	**(1400 + 350)**
4	CHOICE BASED COURSES	**100**
TOTAL MARKS ALLOTTED FOR ALL COURSES		**2800**

UNDERSTANDING THE CODE FOR EACH COURSE:

- Each code of the course consists of 4 letters (BEDN) and 3 or 4 digits.
- B stands for Bachelor of Degree.
- EDN stands for Education.
- The first digit in any course indicates the year in which the course in prescribed (Ex. BEDN 211 – It means the course is offered in second year).
- The last digit represents the serial number of the paper in that category (Ex. 122 – The digit 2 represents the second course in the category 2 i.e., curriculum and pedagogic studies).
- The Second digit represent the category of course viz., Perspectives of Education is represented by (1); Curriculum and Pedagogic Studies is represented by (2), Engagement with the field is represented by (3); Choice based course are represented by (4).
- The Third digit indicates the sub category of the second digit. Only curriculum and Pedagogic studies and Engagement with field have sub categories. (Ex. BEDN 1231 so 3 represent the sub category (optional course) of Curriculum and Pedagogy Studies.

THE SUB-CATEGORIES OF THE CATEGORY (2) ARE	THE SUB-CATEGORIES OF THE CATEGORY (3) ARE:
PS-1- Code (21) PS-II- Code (22) Optional Courses- Code (23) Curriculum Related Courses- Code (24)	Practicum – Code (31) Enhancing Professional Efficiency Of Teachers **(EPC) –** Code (32)

YEAR-WISE DISTRIBUTION OF COURSES
COURSES OFFERED IN THE FIRST YEAR – B.Ed.,

Sl.No.	Course Title	Marks	External	Internal
1	Philosophical and Social Contexts of Education	100	70	30
2	Perspectives of Child growth and Development	100	70	30
3	Pedagogy of Subject-I	100	70	30
4	Pedagogy of Subject-II	100	70	30
5	Optional Course-I	100	70	30
6	Innovation and Research in Education	50	35	15
7	PRACTICUM	700	100	600
8	Critical Understanding of ICT	100	70	30
9	Yoga Education	50	-	50
10	Choice Based Course-I	50	-	50
TOTAL MARKS ALLOTTED FOR FIRST B.Ed., PROGRAMME		**1450**	**555**	**895**

SCHOOL EXPERIENCE & PRACTICUM

All student teachers have to teach both the pedagogical subjects as per the theoretical basis provided by the School of Education in the allotted schools for the working days specified under the supervision of both the teacher educators and the mentor teachers of the respective schools. And also they have to complete the necessary record work and observations.

FIRST YEAR PRACTICUM COMPONENT

Sl.No.	Course Title	Marks
1	2 activities enlisted in courses 1 to 5 & 8 are to be completed and each activity carries 5 marks (6 x2 =12) x 5 = 60	**60**
2	2 activities enlisted in courses 6, 9 & 10 are to be completed and each activity carries 6 marks (3 x 2 =6) x 6 = 36	**36**
3	Micro Teaching Skills for PS-I (5 X5)	25
4	Micro Teaching Skills for PS-II (5 X5)	25
5	Practice Teaching for PS-I (5 X5)	25
6	Practice Teaching for PS-II (5 X5)	25
7	8 weeks Teaching practice in Schools for PS- I (20 X5)	100
8	8 weeks Teaching practice in Schools for PS-II (20 X5)	100
9	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
10	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
11	School Supervision Project	20
12	Survey project	20
13	Special School Visit (MR) project	20
14	Scholastic Achievement Record	25
15	Computer Education and Educational Technology Record	25
16	Psychology Experiments (4 x 6 =24)	24
17	2 Working model for PS-I & PS-II (10+10)	20
18	2 Permanent model for PS-I & PS-II (5+5)	10
19	Computer Practical Examination (Internal)	20
20	Final Practical Examination for PS-I (External)	50
21	Final Practical Examination for PS-II (External)	50
TOTAL MARKS ALLOTTED FOR PRACTICUM		**700**

External and Internal weightage

Sl.No.	Course Title	Marks	External	Internal
1	Theory components	750	455	295
2	Practicum	700	100	600
	TOTAL MARKS	**1450**	**555**	**895**

COURSES OFFERED IN THE SECOND YEAR – B.Ed.,

S.No	Course Title	Marks	External	Internal
1	Learning and Teaching	100	70	30
2	Contemporary India and Education	50	35	15
3	Gender, School and Society	50	35	15
4	Inclusive Education	50	35	15
5	Optional Course-II	50	35	15
6	Assessment for Learning	100	70	30
7	PRACATICUM	700	100	600
8	Understanding Self	50	35	15
9	Environmental Education	50	35	15
10	Art Education	50	35	15
11	Indian Culture	50	-	50
12	Choice Based Course- II	50	-	50
	TOTAL MARKS ALLOTTED FOR SECOND YEAR B.Ed., PROGRAMME	**1350**	**485**	**865**

SECOND YEAR PRACTICUM COMPONENT

S.No	Course Title	Marks
1	3 activities enlisted in courses 1& 6 are to be completed and each activity carries 5 marks (2 x 3 =6) x 5 = 30	**30**
2	2 activities enlisted in courses 2 to 5 & 8 to 12 are to be completed and each activity carries 5 marks (9x 2 =18) x 5 = 90	**90**
3	Practice Teaching for PS-I (3 X5)	15
4	Practice Teaching for PS-II (3 X5)	15
5	8 weeks Teaching practice in Schools for PS-1 (20 X5)	100
6	8 weeks Teaching practice in Schools for PS-2 (20 X5)	100
7	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
8	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
9	Case Study Project	20
10	Action Research Project	20
11	Book Review Project	20
12	SUPW Project	20
13	Physical Education Project	20
14	Citizenship Training Record	20
15	Educational Tour Record	20
16	Special School Visit (HI) project	20
17	Swachh Bharath Project	20
18	Cancer Hospital visit Project	20
19	2 Working model for PS-I & PS-II (10+10)	20
20	2 Permanent model for PS-I & PS-II (5+5)	10
21	Final Practical Examination for PS-I (External)	50
22	Final Practical Examination for PS-II (External)	50
	TOTAL MARKS ALLOTTED FOR PRACTICUM	**700**

External and Internal weightage

S.No	Course Title	Marks	External	Internal
1	Theory components	650	385	265
2	Practicum	700	100	600
	TOTAL MARKS	**1350**	**485**	**865**

OTHER PROGRAMS TO BE ORGANIZED BY S.O.E. IN EACH SUBJECT AREA

1. Extension lectures
2. Tutorials: (10 in each paper)
3. Seminars / paper presentations: (1 in each paper)
4. Demonstration lessons (3 in each optional)
5. Micro – teaching (5 skills to be practiced)
6. Consultation hours (last period every day)
7. Mentoring (fortnight meeting of mentors with the student teachers)

PROGRAM STRUCTURE AT A GLANCE: B.Ed., FIRST YEAR

FIRST YEAR	THEORY			PRACTICUM (BEDN 1311)		
	Course Code	Paper Title	Marks	Course Code	Details	Marks
Courses on Perspectives of Education	BEDN 111	Philosophical and Social contexts of Education	100	BEDN-1311A	2 activities enlisted in courses 1 to 5 & 8	60
	BEDN 112	Perspectives of Child Growth and Development	100	BEDN-1311B	2 activities enlisted in courses 6 ,9 &10	36
Pedagogy Subject-1	BEDN 1211	Pedagogy of English-I	100	BEDN-1311C	Micro Teaching Skills for PS-I	25
	BEDN 1212	Pedagogy of Tamil-I		BEDN-1311D	Micro Teaching Skills for PS-II	25
	BEDN 1213	Pedagogy of Sanskrit-I		BEDN-1311E	Practice Teaching for PS-I	25
	BEDN 1214	Pedagogy of Commerce & Accountancy-I		BEDN-1311F	Practice Teaching for PS-II	25
	BEDN 1215	Pedagogy of Computer Science-I		BEDN-1311G	8 weeks Teaching practice in Schools for PS-I (Lesson Plan Record)	100
Pedagogy Subject - 2	BEDN 1221	Pedagogy of English-II	100	BEDN-1311H	8 weeks Teaching practice in Schools for PS-II (Lesson Plan Record)	100
	BEDN 1222	Pedagogy of Tamil-II		BEDN-1311I	Observation of Lessons of experienced teachers in PS-I	10
	BEDN 1223	Pedagogy of Sanskrit-II		BEDN-1311J	Observation of Lessons of experienced teachers in PS-II	10
	BEDN 1224	Pedagogy of Mathematics		BEDN-1311K	School Supervision Project	20
	BEDN 1225	Pedagogy of Physical Sciences		BEDN-1311L	Survey project	20
	BEDN 1226	Pedagogy of Biological Sciences		BEDN-1311M	Special School Visit (MR) project	20
	BEDN 1227	Pedagogy of History		BEDN-1311N	Scholastic Achievement Record	25
	BEDN 1228	Pedagogy of Commerce & Accountancy-II		BEDN-1311O	Computer Education and Educational Technology Record	25
	BEDN 1229	Pedagogy of Computer Science-II		BEDN-1311P	4 Psychology Experiments (4 x 6 =24)	24
Optional Courses	BEDN 1231	Guidance & Counseling	100	BEDN-1311Q	Working model for PS-I & PS-II (10+10)	20
	BEDN 1232	Curriculum Development		BEDN-1311R	Permanent model for PS-I & PS-II (5+5)	10
Other Related Courses	BEDN 1241	Innovation and Research in Education	50	BEDN-1311S	Computer Practical Examination (Internal)	20
Other Related Courses	BEDN 1321	Critical Understanding of ICT	100	BEDN-1311T	Final Practical Examination for PS-I (External)	50
	BEDN 1322	Yoga Education	50	BEDN-1311U	Final Practical Examination for PS-II (External)	50
Choice-Based Courses - I	BEDN 141	English for Competitive Examinations	50			
	BEDN 142	Hindi for Everyday Use				
			750			**700**
TOTAL MARKS						**1450**

PROGRAM STRUCTURE AT A GLANCE: B.Ed., SECOND YEAR

SECOND YEAR	THEORY			PRACTICUM (BEDN 2311)		
	Course Code	Paper Title	Marks	Course Code	Details	Marks
Courses on perspectives of Education	**BEDN 211**	Learning and Teaching	100	**BEDN-2311A**	3 activities enlisted in courses 1 & 6 units	30
	BEDN 212	Contemporary India and Education	50	**BEDN-2311B**	2 activities enlisted in courses 2 to 5 units & 8 to 12	90
	BEDN 213	Gender, School and Society	50	**BEDN-2311C**	Practice Teaching for PS-I (5 X3)	15
	BEDN 214	Inclusive Education	50	**BEDN-2311D**	Practice Teaching for PS-II (5 X3)	15
Optional Subject	**BEDN 2231**	Teacher Education	50	**BEDN-2311E**	8 weeks Teaching practice in Schools for PS-1 (20 X5) (Lesson Plan Record)	100
	BEDN 2232	Educational Management		**BEDN-2311F**	8 weeks Teaching practice in Schools for PS-2 (20 X5) (Lesson Plan Record)	100
Other Related Courses	**BEDN 2241**	Assessment for Learning	100	**BEDN-2311G**	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
Other Related Courses	**BEDN 2321**	Understanding The Self	50	**BEDN-2311H**	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
	BEDN 2322	Environmental Education	50	**BEDN-2311I**	Case Study Project	20
	BEDN 2323	Art Education	50	**BEDN-2311J**	Action Research Project	20
	BEDN 2324	Indian Culture	50	**BEDN-2311K**	Book Review Project	20
Choice-Based Courses - II	**BEDN 241**	General Studies for Teacher	50	**BEDN-2311L**	SUPW Project	20
	BEDN 242	Vocabulary Building in English		**BEDN-2311M**	Physical Education Project	20
				BEDN-2311N	Citizenship Training Record	20
				BEDN-2311O	Educational Tour Record	20
				BEDN-2311P	Special School Visit (HI) project	20
				BEDN-2311Q	Swachh Bharath Project	20
				BEDN-2311R	Cancer Hospital visit Project	20
				BEDN-2311S	Working model for PS-I & PS-II (10+10)	20
				BEDN-2311T	Permanent model for PS-I & PS-II (5+5)	10
				BEDN-2311U	Final Practical Examination for PS-I (External)	50
				BEDN-231V	Final Practical Examination for PS-II (External)	50
			650			**700**
		Total Marks				**1350**

COURSES ON PERSPECTIVES OF EDUCATION

COURSE I: PHILOSOPHICAL AND SOCIAL CONTEXTS OF EDUCATION
CODE: BEDN 111   LO/W – 4

OBJECTIVES: At the end of this course the student–teacher should be able to
1. Recognize the types and functions of education.
2. Appreciate the role of philosophy in solving the problems of education.
3. Recognize the importance of philosophy for a teacher to discharge his/her duties effectively.
4. Recognize the thought process of different schools of philosophy.
5. Appreciate the contributions of different schools of thought.
6. Appreciates the contributions of great philosophers and educationists.
7. Compares the educational issues of ancient India, medieval India and modern India.
8. Identify the importance of value propagation through teaching to the students.
9. Recognize the facets and forms of knowledge.
10. Establish the relationship between Sociology and Education.
11. Apply the principles of 'social context of learning' in his/her teaching process.
12. Establish the relationship between education and culture.
13. Make an attempt to bring social change through the process of education.
14. Reflect upon one's own identity as teacher.

A) COURSE DESCRIPTION

This course aims to introduce the concept of education, meaning, and forms of education and aims of education. Major schools of thought viz., Naturalism, Idealism and Pragmatism and their educational significance are introduced to the students in view of providing the Philosophical foundations of education. Concept of sociology of education, education as a means to social change, education and culture, forms and facets of knowledge, one's identity as teacher are the contents of this course. Upon the completion of this course students should be able to address various issues of education such as the role of the teacher, teacher student rapport, the type of discipline to be maintained in the classroom, methodology to be used and curriculum to be adopted. They should understand the relationship between education and society, need for maintaining gender parity in the society and how education changes the society towards growth and prosperity.

B) CONTENT OF THE COURSE:

This course consists of the following **TEN** units covering most important philosophical and sociological foundations of education. The details of each unit with its sub–units are furnished hereunder.

UNIT - I   THE INTER-RELATIONSHIP OF PHILOSOPHY AND EDUCATION
   a. Meaning and definitions of Philosophy and Education.
   b. Nature and Scope of Philosophy of Education.
   c. Relationship between Philosophy and Education.
   d. Types, functions and characteristics of Education.
   e. Aims of Education.
   f. The utility of knowledge of philosophy to the teacher.

**UNIT - II   SCHOOLS OF EDUCATIONAL THOUGHT AND THEIR
                IMPLICATIONS**
   a. INDIAN- 1) Vedanta 2) Buddhism and their implications to the present society.
   b. WESTERN: 1) Idealism 2) Naturalism3) Pragmatism 4) Existentialism.
   c. Comparative study of all the problems of education with respect to the above three schools of thought.
   d. Relevance of the above three schools of thought to the present day system of education.

**UNIT – III   THINKERS ON EDUCATION AND THEIR RELEVACNE TO PRESENT
                DAY CONTEXT**
   a. Mahatma Gandhi.
   b. Robindranath Tagore.
   c. Jiddu Krishna Murty.
   d. Vivekananda.
   e. August Froebel.
   f. J.J.Rousseau.

**UNIT – IV   A BRIEF INTRODUCTION TO THE HISTORY OF INDIAN
                EDUCATION**
   a. Education in Ancient India (aims, schools, role of the teacher, nature of educational institutes etc).
   b. Education in Medieval India (aims, schools, role of the teacher, nature of educational institutes etc).
   c. Education in modern and contemporary India. (development of education with respect to five year plans and pre-independence and post independence commissions).

UNIT – V   VALUES IN EDUCATION
   a. Meaning, concept and definitions of value.
   b. Classification of values.
   c. Value crisis and approaches to values.
   d. The need of the teacher to be value based.

UNIT – VI   EPISTEMOLOGY (THEORIES OF KNOWLEDGE)
   a. Meaning of knowledge, three conceptions of knowledge- knowledge for practice, knowledge in practice, and knowledge of practice.
   b. Theory of knowledge – Ways of knowing, Areas of knowledge, Factors of Knowing.
   c. Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual.

d. Forms of knowledge- Intuitive knowledge, Demonstrative Knowledge, Sensitive Knowledge, Experiential Knowledge, Logical Knowledge, revealed Knowledge, Digital Knowledge.
e. Differences among information, difference between knowledge and wisdom.

UNIT – VII   SOCIOLOGY OF EDUCATION
a. Meaning and Scope of Sociology of Education.
b. Socialization and role of education in the process of Socialization.
c. Learning as a social activity; social context of learning.
d. Agencies of Education with special emphasis on Home, School, and Mass Media.

UNIT – VIII   EDUCATION AND CULTURE
a. Meaning and characteristics of culture.
b. Culture growth and development.
c. Cultural pluralism, cultural relativism, cultural lag, cultural conflict, ambivalence and tolerance, enculturalism through education.

UNIT – IX   SOCIAL CHANGE AND EDUCATION
a. Meaning and factors of Social Change.
b. Education as a facilitator of Social Change.
c. Socialization processes: Social world & children (Teacher, Parents, Peers).
d. Gender as a social construct; gender roles, gender-bias and educational practice, Violence against women.
e. Problems of Indian society: Unemployment and underemployment, ragging, eve-teasing, communal violence, terrorism, brain drain, population explosion.

UNIT –X   EVOLVING AN 'IDENTITY' OF A TEACHER'
a. Reflections on one's own aspirations and efforts in becoming a 'Teacher'.
b. Evolving an identity as a Teacher, which is progressive and open to re-construction?
c. Teacher's professional identity. What does it entail?

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I
1. Make a definition of education of your own after eliciting the answers from people of different sections.
2. Visit of any formal institution and making a case study of the institution.
3. Visit of Anganwadi centers and working there for a day.
4. Prepare portfolio of philosophers who have contributed for the society.
5. Mention any five aims which you feel to be achieved in the present conditions and substantiate your stand for the recommendation of those five aims.
6. Arrange a quiz programme on any of the biographies or autobiographies or speeches, or books of great philosophers.
7. Visit of Government organizations/NGOs etc dealing with disabled, women and underprivileged sections of the society.

8. Glean the information about 10 open universities in India with brief details of each Open University and make a report with suitable photographs.

UNIT- II
9. What are the great contributions of Buddhists in the field of Education? Can they be implemented in the present scenario?
10. Explain about Vedanta Philosophy and how the knowledge of Vedanta is helpful in bringing about the students in the present day?
11. Make a case study of any school run on the philosophy of J.Krishnamurty.
12. What are the activities that are going on any of the schools with which you are acquainted related to the Naturalism, Idealism and Pragmatism?
13. Visit any four schools run by different managements or trusts and observe and record the disciplinary aspects followed in those four schools.

UNIT- III
14. Go through any book written by J.Krishnamurty and explain the foundations of education described in that book. How are they different from those what you studied?
15. Read the book 'My Experiments with truth" written by Mahatma Gandhiji and write all the educational foundations found in the book.
16. Compare Rousseau's educational thoughts with that of Robindranath Tagore's.
17. Make a portfolio on the great educational thinker 'August Froebel'.
18. Prepare an album on contributions of Swamy Vivekananda.

UNIT- IV
19. Make comparisons of ancient Indian educational system and medieval system of education in India. Explain the reasons for difference.
20. Make comparisons of medieval Indian educational system and modern system of education in India. Explain the reasons for difference.
21. Explain recommendations of any two commissions/committees submitted their report before 1980 and explain what recommendations were not yet implemented and what could be the possible reasons for that.
22. Explain the recommendations of any two pre-independence committees/commissions. Were the recommendations implemented in India? If not, why?
23. Make an attempt to give your recommendations to be implemented to make our school education more meaningful and productive.

UNIT-V

24. Visit any two schools and note the values adopted in each school and make a comparison of them.
25. Interact with at least 10 people (students, teachers, parents, educational administrators, etc) and list out the values expected by them to be promoted in schools. Make a common list after consolidating the ten lists collected.
26. Conduct an analytical study of any school of your choice run based on the value system.
27. Collect paper reports on teacher atrocities on students.
28. What activities do you suggest to promote value education among students?

UNIT- VI
29. Collect the definitions, opinions, comparisons about the two terms 'knowledge' and 'wisdom'.
30. Explain three forms of knowledge by using stories and anecdotes.

UNIT- VII
31. Reflect on your experiences how you were educated through home and mass media.
32. Make a survey taking any particular issues such as the impact of mass media on the school children, truancy, malnutrition, learning disability, eye problems, obesity etc, and record your observations.
33. Explain with news items and paper cuttings how education plays a role in socialization of the individual.

UNIT- VIII
34. Make a portfolio of cultures of any five states in India and make a comparison of cultures.
35. Explain each culture process with two examples other than what you studied in your text book.

UNIT- IX
36. Interview with some women of different backgrounds and elicit the information about women empowerment, atrocities on women etc. Record the interview and make a report after analyzing the answers given by them.
37. Make a portfolio on 'ragging' and suggest what measures can eradicate this menace?
38. How education acts as a powerful tool of social change? Explain through an album.
39. Collect the paper cuttings of both national and international terrorism news items published and suggest measures how to eradicate terrorism at least in Indian soil.
40. Evaluate the incidents how politicians use communal violence as tool for their comeback into power.

UNIT- X
41. Explain various practices which bring you identity as good teacher.
42. Make an album on some teachers who could attain professional identity as a teacher.

D) LIST OF TEXT & REFERENCE BOOKS
1. Aggarwal, J.C. (1992). **Theory & Principles of Education: Philosophical and sociological Bases of Education,** Vikas publishing house Pvt., Ltd.
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19. Mohanty, J. **(**1992). **Current Issues in Education**, cosmos publications.
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27. Sharma, R. A. (2008). **Development of Educational system in India**. Meerut: R.Lall Books Depot.
28. Sharma, R. N. (2008). **Education in the Emerging Indian Society**. Delhi: Surjeet Publications.
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30. **The Hindu Speak On Education, 2006 Kasturi & Sons Ltd, Chennai.**
31. **The right of Children to Free anc Compulsary Education** (2009). Government of India.
32. UNESCO. (1959**). Education for international understanding**: Examples and Suggestion for Class Room Use. Paris: UNESCO Publication.

COURSE II: PERSPECTIVES OF CHILD GROWTH AND DEVELOPMENT
CODE   : BEDN 112   LO/W - 4

OBJECTIVES: At the end of this course the student–teacher should be able to
1. Provide hands-on-experience through assignments, projects and experiments.
2. Recognize the importance of the knowledge of growth and development of a learner to the teacher.
3. Use appropriate tool or approach for study of various psychological issues of the learner.
4. Differentiate the concept of growth, development and maturity.
5. Recognize the importance of each state of development.
6. Collect evidences in favor of heredity and environment in determining the development of the learners.
7. Compare various theories of development.
8. Apply the knowledge of the growth and development of the child in different stages and in educating them.
9. Apply the knowledge of principles of educational psychology and techniques to facilitate optimum development of integrated personality.
10. Appreciate the need and significance of the study of developmental psychology in understanding, analyzing, interpreting and guiding the development of the learner.
11. Use the energy of the adolescents to mould them as transformational leaders.
12. Recognize the problems of adolescents and teach accordingly in the class room.
13. Design learning situations which enable learners to various styles and strategies of learning.
14. Use the knowledge of individual differences among children while teaching in the class room and assigning tasks to the children.
15. Recognize the growth of the child in pluralistic contexts.
16. Resolve the problem of identity crisis among the children by suggesting various strategies.
17. Recognize the role of the teacher in making the child to establish his/her identity in a real world.
18. Choose and use appropriate psychological tests in educational settings for behavior modification.

A) COURSE DESCRIPTION

This course aims at providing basic principles of growth and development that includes meaning, nature and scope of educational and developmental psychology, branches and methods of psychology, growth and development, theories of development, childhood and social development, the most gullible period of human life i.e., adolescence, individual differences, different stages of development, factors influencing the development of personality, defense mechanisms, self and emotions, pluralistic context and growth of the child and establishing identity in a real world. The student-teacher can act according to the individual differences and intelligence of the students.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important concepts related to growth and development of a learner. The details of each unit with its sub-units are furnished hereunder.

UNIT- I   DEVELOPMENTAL PSYCHOLOGY, METHODS AND APPROACHES OF STUDYING CHILD DEVELOPMENT

a. Meaning, Nature and scope of Educational Psychology and Branches of Psychology.
b. Developmental psychology and use of its knowledge to a teacher.
c. Methods of study – Introspection, Observation, Experimental and Case study with reference to Growth and Development.
d. Approaches: Cross-sectional, Cross-cultural and Longitudinal.

UNIT- II   GROWTH AND DEVELOPMENT OF THE LEARNER

a. Concept of Growth, Development and Maturation, Principles of Development.
b. Different stages of Development – Infancy, Childhood and Adolescence behavioral characteristics, role of the teacher.
c. Different dimensions of development – Physical, Mental, Emotional, Social and Moral (Kohlberg), psycho-social developmental of stages proposed by Erikson.
d. Influence of Heredity and Environment on development and its educational implications.

UNIT- III   THEORIES OF DEVELOPMENT

a. Piaget's theory of cognitive development.
b. Erikson's psycho-social theory of development.
c. Kohlberg's theory of Moral Development.
d. Vygotsy's social development theories.
e. Golman's theory of Emotional Development.

UNIT- IV   CHILDHOOD AND SOCIAL DEVELOPMENT

a. Characteristics of childhood and developmental tasks.
b. Development of child with reference to physical, cognitive, social, emotional, moral and language aspects.
c. Socialization process- conflicts resolution and social development.
d. States of social development- isolated play, parallel play and social play and characteristics of a matured person.
e. Child in different socio-cultural contexts.

UNIT- V   THE MOST GULLIBLE PERIOD- THE ADOLOSCENCE

a. Concept and meaning of adolescence.
b. Physical, cognitive, social, emotional, moral and language development problems to be faced by an adolescent.
c. Groups of adolescents- gangs.
d. Adjustments of adolescents with reference to defense mechanisms and holistic development.
e. The advantages of adolescence for coordination of energy into useful channels.
f. Developing the leadership qualities among the adolescent. Development of the concept of team leader, transitional leadership and transformational leadership qualities.

UNIT- VI   INDIVIDUAL DIFFERENCES

a. Individual differences, meaning, and dimensions (cognitive, abilities, interests, aptitude, creativity, personality and values).

b. Individual differences among learners, understanding differences based on diversity of language, caste, gender, community, religion etc.
c. Individual difference based on cognitive abilities- learning difficulties, slow learners and intellectually challenged, intellectually gifted children- implications for catering to individuals in view of 'differences' rather than 'defects' perspective.

UNIT- VII   IMPACT OF GROWTH AND DEVELOPMENT ON PERSONALITY
a. Personality – Type and Trait approaches.
b. Endocrine system and personality development.
c. Assessment of personality
   1.   Projective techniques.
   2.   Non- projective techniques.

UNIT- VIII   SELF AND EMOTIONS
a. Formation of self (Self-concept, Self-esteem, Self-efficacy).
b. Emotions: Goleman's theory of emotional intelligence.
c. Identity crisis- Marcian Theory.

UNIT-IX   PLURALISTIC CONTEXT AND GROWTH OF THE CHILD
a. Marginalization. Diversity and Stereotyping.
b. Issues and implications of changing family structure and parenting on growing up with respect to – attachment and bonding, experiences of trauma in childhood (child abuse, violence, death of a parent).
c. Interventions for life skills in the areas of–coping with stress, communication and interpersonal skills.

UNIT- X   ESTABLISHING IDENTITY IN A REAL WORLD
a. Influence of media: (Depiction of children, men and women in the television, cinema and social networking).
b. Peer relations: competitions, cooperation and peer pressure.
c. Role of teacher in establishing identity with respect to media and peer relations.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I
1. Make a pictorial expression of various stages of development of children.
2. Make an experimental study on any aspect of education and record your observations.
3. Write details of at least two books written by popular writer on each branch of psychology.

UNIT- II
4. Explain psycho-social development of Eric Erickson taking your own experiences and comment on the theory developed by Erikson.
5. Give at least 20 evidences that heredity plays an important role in shaping the child.
6. Give five examples each in support of the concepts growth, development and maturity.

UNIT- III

7. Reflect upon your own experiences in tune with the Piaget's theory of cognitive development and comment on his theory.
8. Reflect upon your own experiences in tune with the Goleman's theory of emotional development and comment on the theory.
9. Write all the content on any book written by Vygotsky on social development.

UNIT- IV

10. Make an observation of isolated play, parallel play and social play of children and record your observations and make inferences about those boys who were observed.
11. Explain the development of children in different social contexts with suitable examples.

UNIT- V

12. Reflect upon the changes you experienced when you were adolescent and explain your behavioral problems.
13. Explain different defense mechanisms adopted during the time of adolescence with suitable illustrations and examples.
14. How do you mould an adolescent as a transformational leader?

UNIT-VI

15. Go to any school of your choice and identify the children with learning disabilities and explain about the tools to be used by you.
16. Select any topic of your choice and prepare questions suitable to slow learners, intellectually challenged and gifted children.

UNIT-VII

17. Select any two projective techniques and administer on some children and comment on their personality traits.
18. Classify your students on the basis of any two trait theories.

UNIT-VIII

19. Explain the concepts -self-concept, self-esteem and self-efficacy with at least 3 examples.
20. Explain the 'identity crisis' that is conspicuous in various stages of development of children.

UNIT-IX

21. Explain any 10 techniques to cope up with the stress.
22. Explain the impact of trauma in child hood with illustrations and anecdotes.

UNIT-X

23. Make a survey on the impact of social net working on school children by developing your own tool and record your findings.
24. Explain about five situations of peer pressure with relevant examples.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal.J.C. (1995) **Essential Educational Psychology,** Vikas publishing house Pvt. Ltd, New Delhi.
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COURSES ON CURRICULUM AND PEDAGOGIC STUDIES

PEDAGOGY SUBJECT-1

COURSE III(a):   PEDAGOGY OF ENGLISH - I
CODE: BEDN 1211   LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Recognize the place of English in India in the right perspective and the importance of learning English as a second language.
2. Recognize the concepts, terms and procedures in the content and methodology of teaching English.
3. Develop different skills in various activities pertaining to teaching and learning.
4. Apply the knowledge in actual classroom situations.
5. Apply different methods, approaches and techniques needed for teaching different skills of ELT in the Indian context.
6. Develop the skill of planning a lesson in prose, poetry and supplementary reader.
7. Develop integrated skills in ELT.
8. Prepare different activities and tasks for learners.
9. Comprehend the contents and structures of English textbook of State/Central Board of classes from VI to X at various levels.
10. Recognize the current trends in the teaching of English.
11. Use the basics of English grammar in her / his speech and writing.
12. Develop skills of presentation of vocabulary.
13. Use multilingualism as a strategy in class room situation.
14. Use the approaches and methods of Teaching English Language according to the nature of the content.
15. Select appropriate evaluation techniques and assessment procedures.
16. Use microteaching techniques for full scale teaching.
17. Identify the objectives and specifications in any lesson of English text book.
18. Use the Phonetics in speech.
19. Develop the skills of LSRW.

Note: Common for the students who have taken English as major and to other subjects also.

A) COURSE DESCRIPTION
    This course deals with various theoretical inputs such as teching of English languae in India, Microteaching skills, introduction to phonetics and teaching pronunciation, listening, speaking, reading and writing skills, teaching vocabulary, methods of teaching English, teaching of grammar, language curriculum, language assessment and evalution.

B) CONTENT OF THE COURSE
    This course consists of the following **TEN** units covering most important aspects of Methods of Teaching English. The details of each unit with its sub-units are furnished hereunder.

UNIT – I   TEACHING OF ENGLISH LANGUAGE IN INDIA
a. English in Indian Education – Elements of English Language – Pre –Independence, period – Post- Independence period.
b. Development of Language Policy in India: NPE, Three - Language Formula and NCF-2009, Status of English in India as a Second Language and as a Global Language.
c. Nature and Importance and place of English Language.
d. Aims and Objectives of teaching English at Secondary Level.
e. Problems of learning a foreign language-Influence of mother tongue.
f. Teaching English in bilingual / multilingual context.
g. Special qualities required for a good English Teacher.

UNIT – II   MICRO TEACHING SKILLS - OBJECTIVES AND INSTRUCTIONAL PLANNING
a. Micro teaching – Principles, Skills – Introducing the lesson – Explanation – Using the blackboard – Reinforcement – Stimulus Variation – Questioning – Link lesson.
b. Aims and objectives of teaching English at Secondary level – with special reference to Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives.
c. Year plan, unit plan and lesson plan (Herbertian and constructive approach).
d. Macro teaching – Lesson plan format – Teaching Prose – Poetry – Grammar – Composition – Teaching aids.
e. Observation – Demonstration lesson – Teacher educator – guide teacher – Peer group – Feedback.
f. Aims and procedure for teaching Intensive reader and Extensive reader.
g. Criteria for selection of Reader.
h. Difference between teaching Prose and Poetry.

UNIT- III   INTRODUCTION TO PHONETICS AND TEACHING PRONUNCIATION
a. Speech Sounds of English, Vowel chart, Speech Organs, Classification of Sounds.
b. Vowels, diphthongs, consonants.
c. The Syllable, Stress - Word Stress and Sentences Stress.
d. Intonation, Rhythm and Expression in recitation.
e. Techniques of using language laboratory.

UNIT – IV   LISTENING AND SPEAKING SKILLS
a. Development of language skills – LSRW.
b. Sub skills of listening – listening for perception – listening for comprehension .
c. The three phases of listening.
d. Listening material – listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder.
e. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.
f. Techniques and materials for teaching speaking.
g. Sub skills of speaking.

UNIT– V   READING AND WRITING SKILLS
a. Types and sub skills of reading; methods of teaching reading.
b. Reading and reflecting on text.
c. Mechanics of writing.
d. Sub skills and techniques of writing.
e. Reading: Intensive – Extensive – Types – Skimming and scanning.
f. Writing – Legibility, Appropriateness, capitalization, punctuation and Direction.
g. Activities to develop reading and writing skills.

UNIT- VI   TEACHING VOCABULARY, STUDY AND REFERENCE SKILLS
a. Selecting and grading vocabulary items.
b. Techniques of teaching vocabulary.
c. Vocabulary games and word building.
d. Acquiring Vocabulary-Active-Passive Vocabulary.
e. Techniques of teaching and study skills: note making / note taking / mind mapping / brain storming.
f. Techniques of teaching reference skills: Dictionary / Thesaurus / Encyclopedia and Bibliographies.

UNIT – VII   METHODS AND APPROCHES IN TEACHING ENGLISH
a. Concept and definitions of Method – Approach – Technique – Design.
b. Methods of Teaching English - Bilingual method – Grammar Translation Method - Direct Method – Dr. West's new Method – Substitution Method and their merits and demerits.
c. Approaches in teaching English-Structural approach – Situational approach, Selection and Grading of Structures – Types of structures – Principles of Situational approach – Oral Approach and their merits and demerits.
d. Communicative approach and Eclectic approach.
e. Recent trends in the teaching of English.
f. Micro skills in English Language Teaching.

UNIT – VIII   TEACHING OF GRAMMAR CONTENT IN ENGLISH
a. Need and importance of teaching grammar.
b. Types of grammar and techniques of teaching grammar.
c. Using authentic materials to teach grammar.
d. Grammar games and related activities and Remedial teaching in grammar.
e. Basic Concepts of grammar content in the text books of English of Tamilnadu State right from VIII class to XII class – A review.
f. Tense and Time - Voice-Active and Passive – Degrees of Comparison – Transformation of sentences – Simple, Complex and Compound Sentences - Concord-Agreement of Noun with Verb.
g. Regular and irregular verbs, Finite verb and Non Finite verb – Phrasal Verbs and Prepositional Phrases.
h. Clauses – Adverbial clauses – Adverbs of Frequency.
i. Idioms and their uses.
j. Parts of Speech – Lexical and Structural words – Determiners and Intensifiers.
k. Error Analysis – Common errors by Indian English Users.

UNIT- IX   LANGUAGE ACROSS CURRICULUM
a. Need for communication.
b. Communication for classroom teaching.
c. Classroom interaction patterns.
d. Interpersonal skills.
e. Individual / pair / group activities.
f. Concept, meaning and definition of curriculum.
g. Curriculum and Syllabus - Distinction, Academic Standards.
h. Curriculum Design - Principles of Curriculum Construction.

UNIT – X   LANGUAGE ASSESMENT AND EVALUATION
a. Concept of Evaluation – purpose and procedure of evaluation, Measurement and Testing
b. Types of evaluation – Formative, Summative, Diagnostic and Prognostic, continuous comprehensive evaluation, Assessment - assessment of learning and assessment for learning.
c. Qualities of a Good test.
d. Different tools and Techniques of evaluation Difference between measurement and evaluation.
e. Construction and administration of Scholastic Achievement Test.
f. Test items and criteria for constructing test items.
g. Statistical measures- (i) Measures of central tendency: Arithmetic mean, median, mode,
h. (ii) Measures of Variability – Range – Average deviation – Quartile deviation – Standard Deviation Correlation – Rank difference method use and interpretation.
   (iii) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.
   (iv) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency curve, Ogive, Percentile Ranks, Normal Probability curve, Skewness & Kurtosis.
i. Analysis and interpretation of scores.
j. Frequency Distribution.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT - I
1. Take a few passages from different lessons of any class of your choice and critically examine the following and comment:
   a. To what extent the language convey the meaning of the topic being discussed?
   b. Is the language learner-friendly?
   c. Is the language too technical in nature?
2. Visit any language lab and note down the equipment required for the establishment of language lab in your school.
3. Teach English in bi-lingual method for one group of students and for the second group exclusively in English for your class and compare the performance.

UNIT - II
4. Preparation of picture album with match sticks figures for any lesson.
5. Prepare scrap book taking one theme in to consideration.

6. Make a plan to establish language labs in your school.

UNIT - III
7. Listen to BBC and CNN news and record your experiences.
8. Explain the steps for developing speaking skills among your students.
9. Prepare 3 activities for practicing pronunciation and spelling of 15 words from two lessons from the text book of 10th class.
10. Prepare phonetic chart in order to introduce International Phonetic Alphabet readers.

UNIT – IV
11. Examine any five poems prescribed for all three levels.
12. Explan lingua phone records and tape records.
13. Listen to a radio lessons and try to conduct a radio lesson on your own.

UNIT – V
14. Go through Internet and find books prescribed for developing reading skills.
15. Write any five kinds of letters.
16. Prepare material for teaching picture composition on any two students.

UNIT – VI
17. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
18. Prepare material for role play and dramatization selecting topics from 6th to 10th classes from any English Text Book.
19. Examination of different dictionaries suitable for teacher's reference.
20. Writing Research Reports (Note making, summarizing, Abstracting).

UNIT – VII
21. Take specimens from different forms of literatures (American Literature, Indian Writing in English and Common wealth Literature) and compare them and note down the differences in tone, text, style, message etc.,
22. Translate from few passages from English to Tamil and Vice Versa.
23. Prepare picture album exclusively to explain various common structures found in the text books.

UNIT – VIII
24. Select 10 examples of grammar activities listed in English readers of classes 6 to 10 and analyze.
25. Give examples for Transformational grammar.
26. Classify different methods for showing syntactic relationships in to inflection and collocation.

UNIT – IX
27. Design group activities for improving oral expression in English.
28. Design pair activities for including vocabulary items.

UNIT – X

29. Prepare a Blue Print for a 10th Standard English question paper.
30. Memorize Formulas for measures of central tendency.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal. J. C. **Principles, Methods & Techniques of Teaching**. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J. C. **Essentials of Educational Technology**. UP: Vikas Publishing House Pvt Ltd.
3. Baruah, T. C.**The English teachers' handbook**. New Delhi: Sterling Publishers.
4. Bennet, W.A. **Aspects Of Language And Language Teaching, London : Cambridge University Press.**
5. Brown, G. **Listening to spoken English, applied linguistics and language**. London: Longman.
6. Chauhan, S. S. **Innovations in Teaching Learning Process**. UP: Vikas Publishing House Pvt Ltd.
7. Christopher, S. W. **Computer and language learning**. Singapore: SEAMEO – Regional Language Centre.
8. Dahin. **The language laboratory and language learning**. London: Longman.
9. Dhand, H. **Techniques of Teaching**. New Delhi: APH Publishing Corporation.
10. Frisby, A. W.**Teaching English**. London: Longman.
11. Geetha, N. **English language teaching**: Approaches, methods, techniques. London: Orient Longman Ltd.
12. Gregory Bernard, G. **Better spoken English**. London: Macmilllan & Co.
13. Krishnaswamy.N. and Sriram.T. (1994), **English in India, T.R. Publications, Madras.**
14. Mowla Shaikh, (2004), **Methods of Teaching of English, Neelkamal Publications Private Ltd., New Delhi.**
15. Mowla, Venkateswaran, S. **Principles of Teaching English**. UP: Vikas Publishing House Pvt Ltd.
16. Palmer, H. E. **Oral Method of Teaching Language**. Delhi: Surjeet. Publications.
17. Pandey, K.P and Amita, (1998), **Teaching of English in India, Vishwa Vidyalaya Prakshan, Varanasi.**
18. Rao, P.**Method of teaching English**. Hyderabad: Neelkamal Publications.
19. Sharma, R. A. **Technological foundation of education**. Meerut: R.Lall Books Depot.
20. Sharma, R. N.**Contemporary Teaching of English**. Delhi: Surjeet Publications.
21. Siddiqui, M.H. **Techniques of Classroom Teaching**. New Delhi: APH Publishing Corporation.
22. Venkateswaran, S. **Principles of Teaching English**. UP: Vikas Publishing House Pvt Ltd.
23. Thomas, A. J., & Martinet, A. V. A. **Practical English grammar**. London: OUP.

COURSE III (b): தமிழ் கற்பித்தல் - I
CODE : BEDN 1212   **LO/W – 4**

நோக்கங்கள்

1. உயர்நிலை, மேனிலை வகுப்புத் தமிழ் பாடங்களின் கற்றல் நோக்கங்களை வெளிப்படுத்தல்.

2. மொழிக் கல்வியில் தமிழின் இடத்தை மதிப்பிடுதல்.

3. மொழி. இலக்கியம் கற்பித்தலுக்கான முறைகளை மேற்கொள்ளுதல்.

4. மாணவர்களிடையே மொழித் திறன் வளர்க்கும் முறைகளை மேற்கொள்ளுதல்.

5. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்.

6. பாடம் கற்பிப்புத் திட்டத்தைத் தயாரிக்க உரிய அணுகுமுறைகளைப் பின்பற்றுதல்.

7. உயர்நிலை, மேனிலைத் தமிழ் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரித்தல்.

8. அகவய, புறவய வினாக்கள் வினாப் பண்புகளுக்கேற்பத் தயாரித்தல்.

9. தேர்ச்சி தேர்வுகளுக்கான வினாத்தாள் திட்டவரைவினைத் தயாரித்தல்.

10. மாணவரின் தேர்ச்சியை மதிப்பிடல்.

பயிற்சி விளக்கம்

தமிழ் பாடம் கற்றலில் மிக முக்கிய நோக்கம் ஆசிரிய – மாணவர்கள் தமிழ் அறிவைப் பெறுதல். இவற்றின் தன்மை. எல்லைகள் மற்றும் தமிழ் பாடச் சம்மந்தமான கருத்துக்களை மனித இனத்திற்கு பயன்படும் வகையில் புரிந்துக் கொள்ளல். தமிழ் மொழியின் பயன்களை அறிதல். தமிழ் மொழி கற்பித்தலின் நோக்கங்கள், கற்பித்தல் முறைகள், அணுகுமுறைகள், மேலும் கற்பித்தலின் பொழுது பயன்படும் துணைக் கருவிகளை அடையாளம் கண்டு பயிற்சி அளித்து பயன்படுத்தச் செய்தல். தமிழ் பாடத் திட்டத்தை பகுப்பாய்வு செய்து வளர்ச்சி பெறச் செய்தல். தமிழ் மொழி கற்றதற்கான மொழி பயிற்றாய்வுக் கூடத்தை அமைத்து பயன்படுத்த பயிற்சி அளித்தல். தமிழ் மொழியில் மதிப்பீடுகளை கவனமாகச் செய்தல். தமிழ் மொழிக் கருத்துக்களை ஒருங்கமைக்கச் செய்தல். தமிழில் இடம் பெற வேண்டிய பாடப்பொருளை வரிசையாக அமைத்தல்.

பயிற்சிப் பாடப்பொருள் அமைப்பு

இந்த தாள் பத்து அலகுகளைக் கொண்டது. இது தமிழ் பாடப்பொருள் சம்மந்தமான கருத்துக்களை தலைமைப்பண்பாளருக்கும், மாணவர்களுக்கும் மாற்றம் செய்யும் வண்ணம் அமைக்கப்பட்டுள்ளது. தமிழ் பாடப்பொருளை திட்டமிடுதலிலும், கற்பித்தலிலும், துணைக்கருவிகள் கையாள்வதிலும், கலைத்திட்டம் அமைப்பதிலும், தமிழ் ஆய்வுக் கூடத்தை அமைத்தல், மேலும் இவற்றில் மதிப்பீடும் அளவீடும் செய்ய பயிற்சி அளித்தல். மேற்கண்ட பாடப்பொருளின் கீழ் எல்லா அலகுகளையும் அமைத்தல்.

பயிற்சிக்கான முன் ஆயத்தம்

பாடப்பொருளை பகுப்பாய்வு செய்து மீட்டறிதல். மேலும் தமிழ்நாடு அரசு பாடப் புத்தகக் கருத்தை இரு பிரிவாகப் பிரித்து ஆறாம் வகுப்பு முதல் பத்தாம் வகுப்பு வரை ஒரு பிரிவாகவும், மற்றொரு வகுப்பை பதினோராம் வகுப்பு முதல் பனிரெண்டாம் வகுப்பு வரை ஒரு பிரிவாகவும் பிரித்து பயிற்சிக்கான முன் ஆயத்தம் செய்தல். இது இரண்டிற்கும் இடைப்பட்ட பாடப்பிரிவாக அமைந்துள்ளது. பாடப்பொருளில் எழுத்து தேர்வு அமைப்பது, ஒப்படைப்பு வழங்குவது, மேலும் வினாடி-வினா நிகழ்ச்சியை நடத்துவது, குழு கலந்துரையாடல் ஒருங்கமைப்பது போன்றவை உள்ளடக்கியது. இந்த பயிற்சிக்கு பத்து நிமிடம் ஒவ்வொரு பாடப் பிரிவு வேளையிலும் ஒதுக்குவது மற்றும் தனிப்பட்ட வகுப்பும்

எடுக்கலாம். இந்த அனைத்து வேலைகளும் கற்பித்தல் நெறிமுறை வழங்கிய நாளிலிருந்து 30 நாட்களுக்குள் முடிக்கப்பட வேண்டும்.

அலகு 1: தமிழ்மொழிக் கல்வியின் சிறப்பு

கற்பித்தலின் இன்றியமையாமை –சிறப்பு நோக்கங்கள் - வெளியிடும் கருவி பட்டறிவை எடுத்தியம்பல் - செயலாற்றல் - அறிவுக்களஞ்சிய வாயில் - அடிப்படைத் திறன் வளர்ச்சி- இலக்கிய இன்பம் - படைப்பாற்றல் - கற்பனையாற்றல் - சமூகப் பண்பாட்டு வளர்ச்சி – சமூக மரபுகளைப் பேணுதல் - வாழ்க்கைத் திறன்களைப் பெறுதல் - விழுமப் பதிவு.

அலகு 2: பாடப் பகுப்பின் வகைகள்

செய்யுள் - உரைநடை - இலக்கணம்: மரபிலக்கணம் - மொழித்திறன் - இவை 6-10, 9-11 வகுப்புகளில் அமைந்துள்ள பான்மை. இவ்வகைப்பாடுகளில் அமைந்துள்ள பிரிவுகள்: காலநிலை, பாடுபொருள், அளவு, அழுத்த நிலைகள் - பாடநூல் பனுவல் அமைப்பு மாற்றங்கள் - அவற்றிற்கான கற்பித்தல் - கற்றல் அணுகுமுறைகள் - கற்பித்தல் நோக்கங்கள் - ஒவ்வொன்றிற்கும் இடையேயான தொடர்புகள் இவற்றை மொழித்திறன் வளர்ச்சிக்குப் பயன்படுத்தும் முறைகள், நுண்ணிலைக் கற்பித்தல் பயிற்சி.

அலகு 3: கற்பித்தல் முறைகள்

பண்டைய முறைகள்: விரிவுரை(சொற்பொழிவு). வினாவிடை, நெட்டுரு, தடைவிடை, கலந்துரையாடல், மொழியியல் கல்வி – தற்கால முறைகள் வெளிப்படுத்து முறைகள் - பங்கேற்பு முறைகள் - விளையாட்டு, நடிப்பு, தனிப்பயிற்சி, மேற்பார்வை, ஒப்படைப்பு, நிரல்வழிக் கற்றல், தானே கற்றல், கருத்தாக்கம். ஆசிரியர் பண்புகள், பணிமுன் மற்றும் பணியிடைப் பயிற்சி.

அலகு 4: மொழித் திறன்கள் -1

முடக்கத் திறன்: கேட்டல், படித்தல், தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள் - பழகுசெயல்கள்: மொழிசாராத் துலங்கல், குறுந்துலங்கல், நெடுந்துலங்கல், விரிவுத் துலங்கல், பழகுசெயல்களும் தேர்ந்தறிமுறைகளும் - திறன் பெறுதலில் தடைகள் -படித்தல் வகைமுறை.

அலகு 5: மொழித் திறன்கள் - 2

இயக்கத் திறன் - பேசுதல், எழுதுதல், தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள் - பழகுசெயல்கள் - திறன் வளர்க்கும் முறைகள் - திறனைத் தேர்ந்தறிமுறைகள் - எழுதுதலும் படித்தலும் - குறியீடும் ஒலியும் -எழுத்துக் குறியீடுகள் - வடிவங்கள் - பொருளுணர்வோடு இணைத்தல் - பிற திறன்களுடன் தொடர்பு

அலகு 6: மேனிலைத் திறன்கள் மற்றும் படைப்பாற்றல்

படைப்பாற்றல், இலக்கிய வடிவங்கள். கட்டுரை, கதை,கவிதை எழுதுதல் - இவற்றின் வடிவ அமைப்புக்கள், பழகு செயல்கள், முன்செயல்கள் - தொடர் செயல்கள் - இலக்கியப் பயிற்சி –தழுவல்- வடிவம், பொருள் -கருத்துக்கு முதன்மை வழங்கல், சுருங்கச் சொல்லுதல், எளிமை, மற்றும் கருத்தாழம், இலக்கிய திறனாய்வு, பொதுக் கருத்துக்கள், அறிவியல் தமிழ், தமிழில் ஆய்வும் மற்றும் கற்பித்தலும்.

அலகு 7: பாடம் கற்பித்தல் - முன்தயாரிப்பு நிலை

கற்பித்தலைப் பழகுதல் - உடன் பயில்வோரிடம் பழகுதல் - ஆசிரியர் கற்பிப்பினை உற்றுநோக்கல் - கற்பித்தல் உத்திகளைப் பழகுதல், நுண்ணிலைக் கற்பிப்புப் பயிற்சி – உயர்நிலை நுட்பம், தாழ்நிலை நுட்பம்- பயிற்சி முறையினைப் பதிதல்.

அலகு 8: பாடம் கற்பித்தல் - கற்பித்தல் நிலை

பாடங்கற்பித்தல்: பாடம் கற்பித்தல் திட்டத் தேவை, கற்பித்தல் திட்டத்தில் காணப்பட வேண்டிய கூறுகள்: பாடத்தலைப்பு – முடித்ததற்கான கால அளவு – தேவையான துணைக் கருவிகள் - கற்பித்தல் நோக்கங்கள் (மொழிப் பாடத்தில் மொழி, விழுமியம் சார்ந்த நோக்கங்கள்) – தேவையான துணைக் கருவிகள் - கற்பித்தல் அழுத்தங்கள் - கற்பித்தல் முறைகள் பாடம்கற்பித்தல் திட்டப் படிவம் - மொழிப்பாடத்திற்கேற்றவாறு வடிவமைக்கப்பட்ட வடிவம் - கெர்பார்ட் அல்லது பிற ஏற்புடைய வடிவங்கள்.

அலகு 9: கற்றல் கற்பித்தலை மதிப்பிடல்

குறையறிதல் - குறைக்களைதல் - முன்னறிவுத் தேர்வு- தொடர்ச்சியான மற்றும் முழுமையான சீர மதிப்பீடு - வாய்மொழி வினாக்கள் - எழுதுநிலை வினாக்கள் - பழகுசெயல்கள், தொடர்செயல்கள், வினாத் தளங்கள், வகுப்பறை வினாக்கள் - வளர்வறி – தொகுநிலை- நிலைக்கேற்ற வினாக்கள் - வளர்வறி வினாவகைகள் - வினாப் பண்புகள் - தேர்வு வினாக்கள் - வினா வகைகள் - மொழித் திறன், இலக்கியத் தேர்ச்சிகளை அளக்கும் வினாக்கள் - வினாக்களைத் தயாரித்தல் - அடைவுத் தேர்வினைத் திட்டமிடுதல் - வினாத்தாள் வரைவு – வினாத் தாள் தயாரித்தல்.

அலகு 10: தமிழில் மதிப்பிடல்

வினாக்கள் - அகவயம், புறவயம் - இவ்விரு வகைகளில் அமைப்புக்கள் – ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைப்பட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள், அடைவுத் தேர்வு, தேர்வுத் தாள் தயாரித்தல் - வினாத்தாள் திட்ட வரைவு – விடைத்ததாள் அளவிடுதல் - வினாப் பகுப்பாய்வு – முறைகள் மாணவரின் விடைத் தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியியல் அளவைகள் கொண்டு). தரவுகள் மற்றும் வரைபடங்கள், மதிப்பெண்கள் பகுப்பாய்வு மற்றும் விளக்கம்.

செயல்பாடுகள்

அலகு 1.

1. அடிப்படை திறன்களை கண்டுபிடிப்பதில் சோதனை மேற்கொள்ளல்.
2. படைப்பாற்றல் மூலம் சிறு கவிதை எழுதச் செய்தல்.
3. சமூக மரபுகளைப் பறைசாற்றும் வண்ணம் ஒரு குடும்ப உறவின் விவரங்களைச் சேகரிக்கச் செய்தல்.
4. சமூகத்தில் நிகழ்ந்த ஏதாவது திருவிழாவைப் பற்றி கலந்துரையாடச் செய்தல்.

அலகு 2

5. செய்யுள் பகுதியில் வரும் கருத்துக்களைக் கொண்டு ஏதாவது நாடகம் நடிக்கச் செய்தல்.
6. மொழித் திறனை மேம்படுத்தும் வகையில் மொழிபெயர்ப்புகள் ஆய்வு செய்வதை கண்காணித்தல்.
7. இணைப்புப் பாடத்தை நடத்த ஏதுவகைச் செய்தல்.
8. இலக்கணப் பிரிவுகளில் தனிப் பயிற்சி அளித்தல்.
9. உரைநடைக்கும் செய்யுள்நடைக்குமுள்ள வித்தியாசங்களை அறியச் செய்தல்.
10. திரைப்படப் பாடல் மூலம் பாடக் கருத்துக்களை எவ்வாறு மாணவர்களை கவரலாம் என்பதை செய்து காட்டல்.

அலகு 3

11. திட்டமிட்டுக் கற்றலை நூல் வடிவில் தயாரிக்க பணிதல்.
12. பல்வேறு வகை அற நாடகங்களை வகுப்பில் நடிக்கச் செய்தல்.
13. மாலை நேரங்களில் மேற்பார்வை படிப்பு மேற்கொள்ள சிறப்பு ஏற்பாடு செய்தல்.

14. புணியிடைப் பயிற்சி மேற்கொள்ளும் இடத்திற்கு இவர்களை அழைத்து சென்று காண்பித்தல்.
15. விளையாட்டு முறை மூலம் தமிழ் சொல்லித் தருவதை செய்து காட்டுதல்.

அலகு 4

16. படிக்கும் பழக்கத்தை நடைமுறையில் காண்பித்தல்.
17. கேட்டல் எவ்வாறு முதல் அடிப்படை திறனாக உள்ளது என்பதற்கான பயிற்சி அளித்தல்.
18. மொழிச் சாராத் துலங்களின் அம்சங்களை காட்சச் செய்தல்.
19. கேட்டல் மற்றும் படிதலில் உள்ள அம்சங்களை அட்டவணைப்படுத்தச் செய்தல்.

அலகு 5

20. பேச்சுப் போட்டி, கட்டுரைப் போட்டி பள்ளிகளில் நடத்துதல்.
21. சிறந்த பேச்சாளராக மாற பயிற்சி அளித்தல்.
22. ஓவியம் வரைந்து அவற்றை வார்த்தைகளுடன் இணைக்கப் பயிற்சி அளித்தல்.
23. பேச்சும், எழுத்தும் இயங்குத் திறன் தான் என்பதை செயல் வடிவில் செய்துக் காட்டல்.
24. பிற இடங்களில் நடைபெறும் போட்டிகளில் மாணவர்களைப் பங்கு பெற பயிற்சி அளித்தல்.
25. பல்வேறு பகுதியில் வாழும் மக்களின் பேச்சை ஒலிபரப்பின் மூலம் கேட்டல்.

அலகு 6

26. ஒரு நூலில் உள்ள அறிவியல் மற்றும் தொழில்நுட்ப வார்த்தைகளைக் கண்டுபிடித்தல்.
27. அறிவியல் மற்றும் தொழில்நுட்ப வார்த்தைகள் எந்த திரைப்படப் பாடல்களில் வருகிறது என்பதை கண்டுபிடித்து வர பயிற்சி அளித்தல்.
28. படைப்பாற்றலை ஊக்குவிக்கம் பொருட்டு சிறு கவிதை எழுதச் செய்தல்.
29. ஏதாவது ஒரு நூலை நன்றாக படிக்கும்படிச் செய்து அவற்றின் கருத்துக்களை பொருள் மாறாமல் திறனாய்வு செய்யச் சொல்லல்.

அலகு 7.

30. ஏதாவது ஒரு நபரை உற்றுநோக்கி அவர்களைப் பற்றிய தகவல்களைச் சேகரிக்கச் செய்து சரியாக உள்ளதா என ஒப்பிட்டுப் பார்த்தல்.
31. நண்பர்களின் முக்கியத்துவம் கல்விச் சுற்றுலா செல்வதின் மூலம் உணருதல்.
32. கற்பித்தல் உத்திகளை கண்டுபிடிப்பதில் பயிற்சி அளித்தல்.
33. உயர்நிலை நுட்பம், தாழ்நிலை நுட்பம் வேறுபாடுகளை அறிய பயிற்சி அளித்தல்.
34. ஒருவரைப் போல் மற்றொருவர் செயல் செய்ய ஊக்குவித்தல்.

அலகு 8

35. பல்வேறு துணைக்கருவிகள் தயாரிப்பதல் பயிற்சி அளித்தல்.
36. கற்பித்தல் முறைகளில் பழைய முறையை விட புதிய முறை சிறந்தது ஏன் என்பதற்கான செயல்முறை விளக்கம் செய்துக் காட்டல்.
37. ஒரு செயலை திட்டமிடல், நிறைவேற்றுதல், முடித்தல் போன்ற படிநிலை அடிப்படையில் செய்ய சிறப்பு பயிற்சி அளித்தல்.
38. மொழிப் பாடத்தின் கூறுகள் நமக்கு எவ்வாறு பயன்படுகிறது என்பதை வலியுறுத்தல்.
39. ஹெர்பார்ட் படிநிலை மற்றும் புளும் வகைப்பாடு இவற்றிற்க்கிடையேயுள்ள வித்தியாசங்களை மாணவர்களைச் சொல்லச் செய்தல்.

அலகு 9

40. மாதிரி வினாத்தாள் வடிவமைப்பதில் பயிற்சி அளித்தல்.
41. முன்னறிவு வினாவிற்கு ஓர் ஒத்திகைப் பார்த்தல்.

42. குறையறித் தேர்வும், குறைதீர் தேர்வுக்குமுள்ள வித்தியாசங்களை செயல் வடிவில் செய்து காட்டுதல்.

43. வாய்மொழி பயிற்சிக்கும் எழுதுநிலைப் பயிற்சிக்கும் தனிப் பயிற்சி அளித்தல்.

44. வினா வகைகளை பற்றிய ஒரு மாதிரியைச் செய்து வரச் செய்தல்.

அலகு 10

45. மதிப்பெண்களைக் கொண்டு புள்ளி விவர வரைபடங்கள் வரையப் பயிற்சி அளித்தல்.

46. மதிப்பெண்களை எவ்வாறு கணிப்பொறி, இணைய தளம் கொண்டு எளிதில் கணக்கிடலாம் என்பதற்கான பயிற்சி அளித்தல்.

47. ஏதாவது ஒரு போட்டியை நடத்தி முடிவெடுத்தல்.

48. அகவய வினா, புறவய வினா மாதிரிகளை தயார் செய்து விளையாட பயிற்சி அளித்தல்.

49. மதிப்பீட்டுப் படிவத்தைக் கொண்டு அறிக்கைத் தயாரித்தல்.

50. பல்வேறு வகை பதிவேடுகளை மாதிரி வடிவில் தயார் செய்து வரச் செய்தல்.

பார்வை நூல்கள்.

1. **நுண்ணிலைக் கற்பித்தல்**, வி. கணபதி, சாந்தா பப்ளிஷர்ஸ், சென்னை.

2. **பைந்தமிழ் கற்பிக்கும் முறைகள்**, கு.பா.வேணுகோபால், சாரதா பதிப்பகம்.

3. **தமிழ் இலக்கண இலக்கிய அறிமுகம்**, வி.கணபதி, சாந்தா பப்ளிஷர்ஸ், சென்னை.

4. ஆறுமுகநாலவர், நன்னூல், இலக்கண நூல்

5. **பாடநூல்களில் தமிழ் இலக்கியத்தின் பங்கு** – கு. விஜயா பப்ளிஷர்ஸ் , சென்னை -14 (2011)

6. **பாடப்பொருள் மற்றும் தமிழ்க் கற்பித்தல்**, பேராசிரியர் வி. கணபதி மற்றும் பிறர். பப்ளிஷர்ஸ் , சென்னை 14. (2013)

7. பி. இரத்தினசபாபதி, **செம்மொழிக்கல்வி** (தமிழ்), சாந்தா பப்ளிஷர்ஸ். சென்னை -14 (2007)

8. முனைவர் உ. பிரபாகரன், **தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்)** அரவிந்த் பதிப்பகம், கும்பகோணம். (2012)

9. முனைவர் பா.வீரப்பன். **தொடக்க நிலையிலி தமிழ் கற்பித்தல்**, ஜோதிப்பிரியா, சென்னை – 61. (2005).∴

10. பேராசிரியர் பி. இரத்தினசபாபதி. **வினாக்களில் விரிசல்கள்**, சாந்தா பப்ளிஷர்ஸ் , சென்னை -17(2002)

11. டேவிட் ஜேக்கப்சன் மற்றும் பிறர், **கற்பித்தல் திறன் அணுகுமுறைகள்**. சார்லஸ் இ. மேரில் பப்ளிஷர்ஸ் கம்பெனி, இலண்டன் (2001)

12. நார்மன் இ. கிரௌலாண்ட். **அடைவுச் சோதனையை எவ்வாறு கட்டமைப்பது**, பிரின்டைஸ் ஆல், நியூ ஜெர்சி. அமெரிக்கா (1988 அல்லது தற்காலிக பதிப்பு)

13. **பாடப்புத்தகத் தயாரிப்பில் தாய்மொழியின் கொள்கைகள்**, என்.சி.இ.ஆர்.டி பப்ளிஷர்ஸ்(1970)

தாமஸ் லெக்மான், தற்கால தமிழின் இலக்கணம். பி.ஜ.எல்.சி பாண்டிச்சேரி (1993).

COURSE III(c): PEDAGOGY OF SANSKRIT - I
CODE : BEDN 1213 LO/W – 4

OBJECTIVES: At the end of the course the student-teacher will be able to
1. Appreciate the role and need of the teacher of Sanskrit.
2. Recognize the competencies and commitments expected from a good teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Sanskrit.
5. Recognize the nature and structure of Sanskrit language.
6. Develop the spirit of inter personal communication.
7. Apply the steps of acquiring basic language skills needed for day to day communication.
8. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
9. Develop the skills in the teaching of Sanskrit use the classroom teaching.
10. Acquire the skill in formulating objectives for his/her future endeavors.
11. Apply the knowledge of planning in future course of teaching and learning.
12. Develop the skill in preparing handouts on the lines of constructivism.
13. Develop the skill in identifying the topics which can be taught through certain methods.
14. Recognize the need and importance of teaching aids.
15. Develop the skill in teaching of Sanskrit by integrating ICT.
16. Understand the principles of curriculum construction and organization of subject matter.
17. Apply the steps in curriculum development and make an attempt to develop an Sanskrit curriculum of their own.
18. Acquire mastery over development and use of evaluation tools.
19. Develop the skills in preparing scholastic achievement test and develop skill in assessment of both cognitive and non-cognitive aspects of the learners.
20. Develop the skill in using the pedagogy in dealing the content.
21. Apply the knowledge gained in actual classroom situations.
22. Acquaint with the nature and use of Sanskrit language.
23. Apply different approaches and methods for teaching Sanskrit language effectively.
24. Make use of apt teaching learning materials to make the teaching learning process more meaningful and concrete.
25. Construct various tools and tests for making objective evaluation.

A) COURSE DESCRIPTION
The main aim of this course is to understand the role and responsibilities of a good teacher, the concept of Sanskrit language learning and its nature, scope and role of Sanskrit in human welfare, aims and values of teaching Sanskrit, objectives and instructional planning, methods and approaches in Sanskrit, use of technology in teaching Sanskrit, analyzing and developing Sanskrit curriculum, use of language laboratory, assessment of the performance of the learners at all stages continuously and comprehensively, integration of content and pedagogy with respect to the content areas of Sanskrit language and literature.

B) CONTENT OF THE COURSE
This course consists of the following **TEN** units covering most important aspects of Pedagogy of Sanskrit. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the course

Analysis and review of the basic concepts of the content in the Sanskrit text books prescribed by the Government of Tamil Nadu right from VI class to X class is the pre-requisite to commence the course on pedagogy of Sanskrit. This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   SANSKRIT TEACHER AS A TRANSFORMER
a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
b. Competencies, commitments and performances expected from a good Sanskrit teacher.
c. Qualities of a good teacher in general and qualities of a Sanskrit teacher in particular.
d. Activities that develop the competencies mentioned above.
e. Teacher as a researcher, collaborator with other schools.
f. Concept of transformational leadership, the role of a teacher as transformational leader.
g. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesson plans and observation schedules).

UNIT – II   REFLECTION ON SANSKRIT LANGUAGE
a. Nature, importance and scope of Sanskrit Language, as a process of construction of knowledge and communicative skills.
b. Linguistic importance of Sanskrit with special reference to Paniniya Shiksha.
c. The impact of Sanskrit on other Indian languages.
d. Sanskrit as language and culture.
e. Religious importance of Sanskrit.

UNIT – III   OUTCOME BASED TEACHING OF SANSKRIT
a. Objectives of teaching Sanskrit curriculum at Primary level.
b. Objectives of teaching Sanskrit curriculum at Secondary level.
c. Objectives of teaching Sanskrit curriculum in Traditional Pathasalas.
d. Bloom's Taxonomy of Educational objectives Vs improved version of taxonomy of Anderson.
e. Instructional objectives and specifications.
f. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Sanskrit.

UNIT – IV   PLANNING OF TEACHING IN SANSKRIT LANGUAGE
a. Semester plans and year plans.
b. Unit plan and writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructive approach, Herbertion steps and CCE model of DTERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.

e. Planning of instructional materials required for teaching and learning of Sanskrit.
f. Organization of activities for teaching and learning of Sanskrit.
g. Writing of lesson plans for prose, poetry, grammar, drama and composition.

UNIT – V   METHODS, AND APPROCHES IN TEACHING SANSKRIT
a. Pedagogical shift from Sanskrit as a body of knowledge to process of construction of knowledge.
b. Concept and definitions of Method – Approach – Technique – Design, Differences among method and approach.
c. Teacher centered, pupil centered and experimental methods.
d. Pathasala method, oral method, explanation method.
e. Inductive and deductive method, Bhandarkar method.
f. Text book method, direct method, eclectic method.
g. Approaches in teaching Sanskrit-Structural approach – Situational approach, Selection and Grading of Structures – Types of structures – Principles of Situational approach – Oral Approach and their merits and demerits.
h. Recent trends in the teaching of Sanskrit.
i. Communicative approach.
j. Structural approach.

UNIT – VI   TECHNOLOGY USAGE FOR TEACHING OF SANSKRIT LANGUAGE
a. Need and importance of technology and teaching aids with reference to teaching of Sanskrit.
b. Classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Preparation and use of Display Boards, Graphic aids, Three Dimensional Aids, Projected Aids (Slides, films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia).
d. Improvisation of Teaching Aids.
e. Activity aids – Field trips, Sanskrit club, Celebration of important days related to famous authors and poets in Sanskrit.
f. Internet and E-learning.
g. Utilization of community resources.

UNIT – VII   PLACE OF SANSKRIT IN CURRICULUM
a. Concept, meaning and definition of curriculum.
b. Place of Sanskrit in present curriculum in different Boards of Tamil nadu and CBSE.
c. Principles of Curriculum construction.
d. Approaches to curricular organization (Concentric, Topical, Process, Concept, and Integrated).
e. Steps involved in developing Sanskrit curriculum, suggestions for improving the existing curriculum in Sanskrit.
f. Place of Sanskrit curriculum at Primary level & Secondary level.
g. Place of Sanskrit curriculum in Traditional Pathasalas.
h. Nature and objectives of Sanskrit Text Books, Principles of composition of text books, Ideal Sanskrit Text Book.

UNIT – VIII SANSKRIT LABORATORIES
   a. Listening, speaking, reading, writing and their inter relation.
   b. Acquisition of language skills.
   c. Need, importance and role of Language laboratories, present status of Language laboratories in the schools and their usage, evaluation of the laboratory work.
   d. Planning of laboratories, plan of lecture-cum-laboratory room.
   e. Organizing and equipping language laboratories.

UNIT – IX   ASSESSMENT AND EVALUATION IN SANSKRIT
   1. Concept of Evaluation–purpose and procedure of evaluation, criterion and norm-referenced evaluation, continuous comprehensive evaluation, assessment- assessment of learning, assessment for learning.
   2. Measurement and Testing.
   3. Traditional Shalaka Pariksha and Sastrartha.
   4. Types of evaluation – Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation.
   5. Qualities of a Good test.
   6. Different tools and Techniques of evaluation.
   7. Construction and administration of
         a. Scholastic Achievement Test.
         b. Diagnostic test.
   8. Test items and criteria for constructing test items.

UNIT – X   PROFESSIONAL DEVELOPMENT OF SANSKRIT TEACHER
   a. In-service programmes for Sanskrit teachers.
   b. Sanskrit teachers Associations – Role and advantages.
   c. Journals and other resource material in Sanskrit Education.
   d. Professional growth-participation in Conferences/Seminars/Workshops and E-Learning.
   e. Organizations that conduct in-service programmes for Sanskrit teachers.
   f. Job opportunities for Sanskrit teachers in various organizations, sources for searching for jobs.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I
   1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.
   2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
   3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
   4. Prepare two lesson plans for each micro teaching skill mastered by you.

UNIT – II
   5. Explain historical development Sanksrit language by using necessary pictures.

6. Make an album of the life histories of any 10 Sanskrit poets.
7. Visit of national and state level institutes catering to the needs of Sanskrit language development.
8. Explain chronologically the role of kings in propagation of Sanskrit language.

UNIT- III
9. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
10. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.

UNIT- IV
11. Prepare a lecture schedule for fifth unit of Sanskrit Text book of any class of your choice.
12. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
13. Prepare a digital lesson plan on any topic of your choice.
14. Analyze the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.

UNIT - V
15. Name any two methods which you feel are most suitable to teaching of Sanskrit. Substantiate your answer.
16. List out the topics that can be taught through teacher-centered methods in the school syllabi and explain the reasons.
17. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.

UNIT –VI
18. Prepare materials for teaching picture composition.
19. Prepare materials for role play and dramatization.
20. Prepare a power point presentation on any topic of your choice in Sanskrit.
21. Select a concept in Sanskrit for teaching and learning through series of slides/transparencies/album/scrapbook.
22. Prepare simple linear programme for any unit of your choice in grammar.
23. Prepare remedial materials for any one unit your like.
24. Prepare any two charts, improvised apparatus and models useful for teaching of Sanskrit.

UNIT – VII
25. Examine the Sanskrit curriculum from class I to V and explain it from the view point of the curricular approaches.
26. Examine the Sanskrit curriculum from class VI to X and explain it from the view point of the curricular approaches.
27. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
28. Analyze objectively the IX class text book of Sanskrit in the state of Tamil Nadu and compare it with the IX class text book prescribed by CBSE Board.

UNIT - VIII

29. Plan and organize literary club in your institution and list out the activities you wish to conduct fortnightly.
30. Planning and conducting any two practical classes in Sanskrit and maintain a record of practical work.
31. List out ten teaching aids which you wish to procure for your Sanskrit lab for teaching effectively to the students of your class.
32. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
33. Design and carry out of any one simple investigation in teaching of Sanskrit.

UNIT - IX

34. Preparation of unit test question paper for a unit in Sanskrit.
35. Give a group work to the students and assess their performance individually by adopting objective procedures.
36. Analyze recent X class Sanskrit question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.
37. Analyze recent X class Sanskrit question paper of Tamil Nadu State and compare it with that of X class Sanskrit question paper of CBSE Board and record your observations.
38. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X

39. Make a needs assessment survey of 30 Teachers of Sanskrit and finalize the list of in-service programmes they want.
40. Name any five Journals related to Sanskrit Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
41. Give the details of sources where Sanskrit Teachers find the advertisement for the jobs of teachers.

D)   LIST OF TEXT & REFERENCE BOOKS:

1. Bolil. V.P(1956), **A New approach to teaching Sanskrit**
2. Raja Ram Varma. K (1965), **The Teaching of Sanskrit**
3. Apte G.G & Dongre, P.K(1960), **Teaching of Sanskrit in Secondary Schools**
4. Huparikar (1993), **The problems of Sanskrit Teaching**
5. Raghunatha Safaya, **Sanskrit Teaching Methods.**

COURSE III (d):   PEDAGOGY OF COMMERCE AND ACCOUNTANCY-I
CODE   :   BEDN 1214   LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy.
2. Identify and create appropriate classroom climate for teaching and learning economics.
3. Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy.
4. Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
5. Construct appropriate episode to appreciate lifelong learning.
6. Identify and create appropriate classroom climate for teaching and learning economics.
7. Examine different problematic issues in teaching commerce & Accountancy.
8. Evaluate the text book of commerce & Accountancy.
9. Appreciate the role of various educational organizations towards quality enhancement.
10. Examine professional development of teacher.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with the concept, meaning, historical development of Commerce Education and its present position at the school level, correlation of commerce with other subjects, principles involved in curriculum construction, selection and gradation of materials for school and college level, various methods of teaching viz., discussion method, lecture cum demonstration method, problem solving method, inductive and deductive methods, surveys and market studies, use of various instructional materials to make teaching learning process more effective and concrete, integration of ICT in education, factors affecting the class room management and techniques to manage the class room effectively, utilization of community resources to the maximum extent, the constituents of department of commerce that include commerce laboratory, teaching diary, records and registers and professional development and ethics of commerce teacher.

B) CONTENT OF THE COURSE

This course consist of the following **TEN** units covering most important aspects of pedagogy of Commerce and Accountancy such as Commerce Education, Instructional methods, planning of teaching in Commerce and Accountancy, Classroom Management, Instructional Materials, Community Resources, Commerce Department Professional Development are the other units dealt in this course. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course:
Analysis and review of the basic concepts of the content in the Commerce and Accountancy text books prescribed by the Government of Tamil Nadu right from XI class to XII class is the pre-requisite to commence the course on pedagogy of Commerce and Accountancy.
This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods.

The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   COMMERCE EDUCATION AND LIFE LONG LEARNING

a. Commerce Education, historical development, present status in secondary and   higher education.
b. Teaching basic skills – general commerce education, specific job training for business.
c. Meaning – Importance of Life Long Learning / Education, Current Scenario, Developing Life-long Learning as a discipline of study and field of practice, Expansion of the programme.
d. Strengthening the Departments, Introduction of programmes in the colleges, Creation of Centres of Excellence, Role and functions of departments of life-long learning, UGC support to Lifelong Learning Programmes.
e. Integration of Commerce with other subjects.
f. Research in Commerce education – Computer in Commerce and Accountancy teaching and research.

UNIT - II   LEARNING STRATEGIES IN COMMERCE EDUCATION

a. Oral, Written, Training, Homework, Independent Study, Interpretation of graphs,
b. Advertisement, Press release and public relation materials, Consumer Education.
c. Analysis of Budgets and Balance Sheets, Case Studies, Working out.
d. Assignment: Characteristics of good assignment, Types, Purposes and Guidelines for preparing assignment.

UNIT - III   APPROACHES IN TEACHING OF ACCOUNTANCY

a. The journal approach.
b. The ledger approach.
c. The balance sheet approach.
d. The equation approach.
e. The spiral development approach.
f. The profit and loss approach.
g. The complete cycle approach and the Single entry approach.

UNIT- IV   COMMERCE CLASSROOM CLIMATE AND ITS MANAGEMENT

a. Classroom management – factors influencing classroom management.
b. System approach: input, process, output and feedback aspects in commerce teaching.
c. Classroom Climate: Meaning, Types, ideal classroom climate, Evaluation by pupils: Self evaluation, Rating by superiors or colleagues.
d. Classroom interaction analysis: Flanders interaction- significance of interaction analysis.
e. Types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

UNIT - V   INSTRUCTIONAL MATERIALS

a. Textbook-reference books-periodicals-business journals.
b. Technical documents, survey reports- business documents-news papers.

c. Research journals and reports-e-resources-importance of collateral readings.
d. Textbook – Functions and qualities, Make a review of school commerce and accountancy textbook, and compare with the same level contents prescribed in other Boards of Examinations.
e. Reviews, fixing device, need and importance, characteristics of a good review.

UNIT - VI   PROBLEMS OF COMMERCE TEACHING
a. Problems of Commerce teaching in urban and rural areas.
b. Global Issues - Environmental Pollution, Diseases, Global warming, over population, malnutrition, superstitious beliefs.
c. Recession: Condition of retail traders in India - Role of teacher in creating awareness, Liberalization, Privatization and Globalization (LPG).

UNIT - VII   ROLE OF EDUCATIONAL ORGANIZATIONS
a. MHRD, NCERT, SCERT,SSA and department of school education in promoting quality of school curriculum.
b. Functions of organization - concurrent functions of the Government.
c. Programmes organized to achieve the target under article 45. Rashtriya Madhyamik Shiksha Abhiyan.
d. School leadership development programme, Capacity building, School Effectiveness.

UNIT - VIII   COMMUNITY RESOURCES
a. Community resources: meaning, types, their uses in the teaching and learning of Commerce and Accountancy.
b. Establishing link between school and community: field trip, work experience, guest speakers, and developing commercial interest and attitude activities.
 c.   Commerce club or association, activities, school bank, school co-operative society.

UNIT - XI   EXPLORING LEARNERS OF COMMERCE
a. Concept of Individual differences, Nature and type of differences: Inter Vs. Intra individual differences, Factors of Individual differences, Dealing with Individual differences – Areas of Individual differences.
b. Aptitude, Attitude, Intelligence, Interest, Creativity and social characteristics of commerce learners.
c. Identification of gifted and slow learner, assignments to suit individual differences, Enrichment and remedial methods of teaching.

UNIT - X   RECENT DEVELOPMENTS IN COMMERCE:
a. Teaching controversial issues in Commerce and Accountancy.
b. World Trade Organization (WTO) – General Agreement on Tariffs on Trade (GATT) – General Agreement on Trade in Services (GATS).
c. Introduction to Goods and Services Tax (GST) in India and its advantages.
d. Liberalization, Privatization and Globalization (LPG).
e. Disinvestments – Inflation – Recent Tax status at State & Central level – VAT (Value Added Tax).

f. Recession – Economic crimes – Security Scam – Hawala – FERA, FEMA- Foreign investment and its impact.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I
1. Prepare a portfolio depicting the history of Indian Education System.
2. Make a survey of the Colleges which offer Commerce and Accountancy course and prepare a write-up on the issues and challenges faced by these departments.
3. Prepare a power point presentation highlighting the theme, "Education - lifelong learning".
4. Write an article on the present status of Commerce Education at Higher Secondary in which you have attached for teaching practice.

UNIT – II
5. Analyze and prepare a report on the various types of products which are advertised during the prime time on any two regional channels.
6. Prepare a portfolio on Advertisement.
7. Prepare a write-up highlighting the important issues on the latest 'Educational Budget' presented in the Parliament or Legislative Assembly.
8. Write an assignment on the meaning, types and characteristics of a good assignment.

UNIT - III
9. Prepare a mindmap on importance of 'journal approach' and 'ledger approach,' 'complete cycle approach' and 'Single entry' approach in teaching of Commerce and Accountancy.
10. Differentiate between balance sheet approach, equation approach, & spiral development approach.
11. Make a study and submit a report on the profit and loss of any institution.

UNIT - IV
12. Make a study on the different techniques adopted by your commerce teacher in the school in which you are doing teaching practice and highlight the merits and de-merits of them.
13. Make an analysis of your commerce & Accountancy class in the lines of Flanders interaction analysis for 15 minutes and prepare a report on the same.
14. Identify any two leaders in India (one political and one from non-political background) and explain the leadership qualities & characteristics possessed to be a strong leader.

UNIT - V
15. Imagine yourself as a business executive interested in buying a school. Prepare a business document for purchase of a matriculation school.
16. Analyse any two newspapers (one regional paper and one from national paper) probably Sunday edition and prepare a technical document on the space allotted for various major issues viz., political, social, economical, sports, advertisements, science and technology, etc.).

17. Write an article relating to commerce and accountancy and get it published in any journal of your choice.
18. Prepare and submit an assignment on "The merits and de-merits of XII standard (State board) commerce & accountancy text book".
19. Analyse objectively the XI class text book of Commerce and Accountancy and compare it with the XI class text book prescribed by CBSE Board.

UNIT - VI
20. Prepare mind mapping with four frames on the problems of commerce teaching and learning in urban and rural areas.
21. Prepare a portfolio on any one of the following themes with a minimum of 20 pages viz., Environmental pollution, common diseases, global warming, population explosion, malnutrition, superstitious beliefs.
22. Write an assignment on liberalization, privatization and globalization and its impact on education.

UNIT –VII
23. Explain the role of NCERT, MHRD and school education departments in promotion quality school curriculum.
24. Prepare a power point presentation on the role and contributions of SCERT towards school education programs.
25. Prepare an album on Rashtriya Madhyamik Shiksha Abhiyan.
26. Browse through the internet and write an assignment on the various programs which are offered by SCERT, NCERT and School Education department of Tamil Nadu on the issues of 'School leadership, capacity building, and school effectiveness'.

UNIT – VIII
27. Identify some community resources which can be used by the school to improve teaching and learning of commerce and accountancy.
28. Organize a guest lecture on any topic of your choice in the Department of Education by inviting an expert in the field of commerce education and submit a report.
29. Plan and organize commerce and accountancy club in your institution and list out the activities you wish to conduct fortnightly.

UNIT - IX
30. Prepare an album on the theme 'Gifted Children'.
31. Identify slow learners in the school in which you are attached for teaching practice and evolve strategies to improve their learning competencies and submit a report for the same.
32. Prepare a power point presentation on the topic 'Individual Differences' among higher secondary commerce students.
33. Prepare a basic tool to identify 'Creativity' among your students in school where you are undergoing teaching practice.

UNIT - X
1. Prepare an album depicting the historical development of WTO.

2. Write an assignment on the objectives of WTO, GATT, GATS.
3. Prepare a portfolio on VAT in India.
4. Write an assignment on the impact on foreign investments in India for the growth of industries.
5. Prepare mind mapping with two frames on each topic viz., Hawala, FERA, FEMA, and Economic Crimes in India.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal, J.C**.** (2006): **Teaching of Social Studies**, New Delhi: Vikas Publishing House
2. Bining A.C. & Bining D.A. (1962), **Teaching of Social Studies in Secondary Schools**, New York: Mc Graw Hill.
3. Chopra, H.K. and Sharma, H. (2007): **Teaching of Commerce**, Kalyani Publisher, Ludhiana.
4. Douglas, Palnford and Anderson (2000): **Teaching Business Subjects**, Prentice Hall, New York.
5. Gupta, U. C. (2007). **Teaching of Commerce, Khel Sahitya Kendra, New Delhi.**
6. Head, G.W. (1988), **Commerce**, London: Heinemann Professional Publishing.
7. Joyce & Well, (2004)**, Models of Teaching**: *U.K.*: Prentice Hall Of India
8. Kochhar, S.K. (2006): **The Teaching of Social Studies**, New Delhi: Sterling Publishers P.Ltd.
9. Khan, M.S. (1982). **Commerce Education**, New Delhi: Sterling Publishers Private Limited.
10. Muthumanickam, R. (2004): **Educational Objectives for Effective Planning and Teaching,** Chidambaram: Cyber Lan Publisher
11. Pattanshetti, M.M. (1992), **Designing and organizing tutorials in colleges and universities,** Davangere: You Need Publication.
12. Rao, S. (2000). **Teaching of Commerce**, New Delhi: Anmol Publications Pvt. Ltd.
13. Rao Seema (2005). **Teaching of Commerce**, Anmol Publishers, New Delhi.
14. Saylor, J.G. William, M.A. & Hollis (1956). **Curriculum Planning**,, New York: Rinehart and Company Inc.
15. Sharma, R.N. (2008): **Principles and Techniques of Education**, New Delhi: Surjeet Publications
16. Singh Y.K. (2009). **Teaching of Commerce**, New Delhi: APH Publishing Corporation.
17. Sivarajan. K. & E.K. Lal (2004)**: Commerce Education – Methodology of Teaching Pedagogic Analysis**, Calicut.
18. The Current Syllabus in Tamil Nadu for Standards XI and XII.
19. Verman, M.M.A., (1979). **Method of teaching Accountancy**, New York: McGraw Hill.

COURSE III (e):   PEDAGOGY OF COMPUTER SCIENCES I
CODE   :   BEDN 1215   LO/W– 4

OBJECTIVES: At the end of this course the student–teacher should be able to
  1. Obtain in-depth knowledge about teaching of computer science.
  2. Recognize various policies of the Government in promotion computer science teaching.
  3. Use strategies to integrating ICT in teaching.
  4. Apply the knowledge in actual class – room situation in teaching Computer Science.
  5. Recognize the competencies and commitments expected from a good Computer science teacher.
  6. Apply the steps of scientific method in solving day to day problems in life.
  7. Develop the skill in teaching of Computer Science by integrating ICT.
  8. Apply the steps in curriculum development and make an attempt to develop a computer science curriculum of their own.
  9. Cultivate the habit of reading Computer science journals, writing articles to magazines and journals.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with the importance of Computer science and its nature, scope and role of Computer Sciences in human welfare, aims and values of teaching Computer sciences, objectives and instructional planning, methods and approaches in Computer science, and use of technology in teaching Computer Sciences, analyzing and developing Computer Science curriculum, use of laboratory, assessment of the performance of the learners at all stages continuously and comprehensively, integration of content and pedagogy with respect to the content areas of Computer Sciences.

B) CONTENT OF THE COURSE

This course consist of the following **TEN** units covering most important aspects of pedagogy of Computer Science such as transformational leader, reflections in Computer Sciences, outcome based teaching in Computer Sciences, planning of teaching in Computer Sciences. Use of technology, curriculum, Computer science laboratories, assessment and evaluation and treatment of content by using pedagogy are the units dealt in this course. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course:

Analysis and review of the basic concepts of the content in the Computer sciences text books prescribed by the Government of Tamil Nadu right from XI class to XII class is the pre-requisite to commence the course on pedagogy of Computer Sciences.

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc., This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   AIMS AND VALUES OF COMPUTER SCIENCE
  a. Nature, Scope and Meaning of Computer Science.

b. Values of Teaching Computer Science**:** Educational, social, cultural, moral, democratic, disciplinary, informatory, practical, vocational, national and international, artistic and recreational.
c. Educational objectives of teaching Computer Science at the Higher Secondary School stage.
d. Attainment of the objectives of Computer Science teaching.
e. High level and programming languages.
f. Binary conversion from and to decimal, Octa and Hexa decimal systems.
g. Viruses and protection systems.

UNIT – II   TEACHING COMPUTER SCIENCE
a. History, Development and nature of computer science, its role and importance in daily life.
b. Computer Science Teaching for solving problems.
c. Planning for instructional uses of micro computers, planning for administrative uses of computers.
d. Policy and research implications: role of computer science teacher in developing scientific temper in the society.
e. Role of Government in bringing computer science as a subject at the higher secondary and secondary level, Learning difficulties in computer science, current trends in computers and innovations.

UNIT- III   HIGHER SECONDARY CURRICULUM AND DEVELOPMENT
a. Recent trends in curriculum development.
b. Student, subject and environment oriented approaches.
c. Curriculum development and improvement practices in India.
d. E-assessment: definition, types of e-assessment, risk involved in using e-assessment, limitations of e-assessment.
e. Role of Educational organizations: MHRD, NCERT, SCERT, SRC and department of school education in promoting quality computer science school curriculum.

UNIT – IV   CLASSROOM CLIMATE AT HIGHER SECONDARY LEVEL
a. Classroom climate: authoritarian, laissez-faire and democratic climates, Teacher Behaviors.
b. Classroom Interaction Analysis: Flander's Interaction Analysis Technique, categories, observation and recording, Interaction matrix, Interpretation, Advantages,
c. Multiple role of teacher, content, expert, a manager and a leader of students in developing human behavior.

UNIT – V   CO-CURRICULAR ACTIVITIES IN COMPUTER SCIENCE
a. Co-curricular activities in computer Science, Role of teacher in co-curricular activities, types of co-curricular activities.
b. Strengthening Computer Science Education: Online courses, Social Networks, Blogs, Cloud computing, Android, Windows, Cyberspace Threats and Solutions, Spyware

protection, Microsoft outlook 2013, video conferencing, e-chats, apps related to communication, teaching and learning.

UNIT - VI   ASSIGNMENTS AND REVIEW
  a. Assignments: types, need, Characteristics of good assignment, Purposes and Guidelines for preparing assignment.
  b. Value of the computer science library.
  c. Review – characteristics of a good review, need and importance of reviewing lesson.

UNIT – VII   EXPLORING LEARNERS OF COMPUTER SCIENCE
  a. Concept of Individual differences.
  b. Nature and type of differences: Inter vs. Intra individual differences.
  c. Factors of Individual differences, dealing with Individual differences.
  d. Areas of Individual differences: Aptitude, Attitude, Intelligence, Interest, Creativity and social characteristics of Computer Science learners.
  e. Identification of gifted and slow learner.
  f. Enrichment and remedial methods of teaching.

UNIT – VIII   PROFESSIONAL DEVELOPMENT OF TEACHERS
  a. Pre-service education programme, qualities required for a teacher, ethics of teacher, social and environmental responsibilities of the computer science teacher.
  b. In-service education programmes for professional development.
  c. Increasing academic qualifications for Professional excellence.
  d. School leadership development programme, Capacity building, School effectiveness.

UNIT – IX   SYSTEM APPROACH IN TEACHING AND LEARNING
  a. Concept, Steps, components of the system, input, process, output, resources, constraints, strategy, feedback and control levels of system on systems approach.
  b. Microsystems: Microsystems, System for mastery learning of computer science-events of instruction-types of system approach.
  c. Skills and needs of a computer science teacher.
  d. ICT for improving quality of teacher training, ICT for enhancing quality of teachers and ICT for improving educational management.

UNIT – X   CO-OPERATIVE AND COLLABORATIVE LEARNING
  a. Co-operative & Collaborative learning: Meaning, components, positive interdependence, individual accountability, group processing, social skills, face to face interaction.
  b. Co-operative & Collaborative learning Approaches: writing groups, peer teaching, learning communities, problem based learning.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK
UNIT – I
  1. Prepare a power point presentation on computer virus.
  2. Prepare a portfolio on 'Applications of computer in schools'.
  3. Prepare a model highlighting the topic 'computer and innovations'.

UNIT – II

4. Prepare series of 5 frames through mind mapping on the concept 'Generation of computers'.
5. Write an assignment on the role of Government in bringing computer science as a subject at the secondary levels.

UNIT – III

6. Prepare a handout on the concept of e-assessment, types and challenges in using e-assessment tools in school evaluation.
7. Analyse the websites of MHRD, NCERT and prepare an assignment on the role of these institutions in promoting computer science curriculum.
8. Prepare a portfolio on computer science curriculum at the higher secondary level.

UNIT - IV

9. Prepare a tree diagram depicting the concept and characteristics of Laissez faire and democratic climate of classroom. Identify the merits and demerits of each one of them in maintaining suitable classroom climate.
10. Based on Flanders interaction analysis, make observations and record your observations regards computer science teacher in the school to which you have attached for teaching practice and submit a report based on it.
11. Prepare a mind map with five to ten frames on the concept 'role of computer science teacher'

UNIT - V

12. Write an assignment on the concept of co-curricular activities and mention the various co-curricular activities which can be organized with the use of computers in your classroom (quiz, songs, videos, internet browsing etc.).
13. Identify any 10 Educational apps which can be used for the purpose of teaching and explain briefly about the use of each one of them.
14. List out the topics that can be taught through teacher-centered methods in the school syllabi.
15. Identify any five online courses which are available and give the details of these courses.
16. Prepare a portfolio on social networks and its uses in the education sector.
17. Develop CAI program for any topic of your choice.

UNIT –VI

18. Prepare an article on the concept 'assignment'.
19. Identify any two computer softwares which can be used in computerization of library and explain the merits and limitations of each one of them.
20. Prepare a scrap book with about ten pages on the concept 'library apps'.
21. Write an assignment on the concept of review and the need and importance of reviewing a lesson.

UNIT – VII

22. Prepare a static model on the concept individual differences among adolescent.

23. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.
24. Suggest some measures which can be adopted by you as a teacher to tackle individual differences among students while teaching Computer Science.
25. Write an assignment on gifted children in Computer Science XI / XII classroom. Write some specific which you will assign to the student to engage the gifted children positively during the class hours of these gifted children.
26. Identify some of the tools which can be used to measure aptitude, attitude, intelligence, interest, creativity of adolescent children between the age group of 15 to 18 years and prepare a write up for the same.

UNIT - VIII
27. Make a survey on the B.Ed. colleges which offer computer science as a subject of teaching in your district and prepare a report.
28. Assume yourself as an educational planner for in-service program and suggest some of the programs which you would like to offer to computer science teachers specifying the aims, objectives, and length of topics which will be covered during these programs to enhance professional competencies of computer science teacher at the higher secondary level.
29. What according to you are the distinct skills needed for a professionally competent computer science teacher in teaching & managing the classroom effectively.
30. Prepare a mind map on importance of Pre-service & In-service programs for computer science with at-least eight frames.

UNIT - IX
31. Draw a diagram on computer science classroom / lab and explain in detail about the skills required for a computer science teacher.
32. Prepare a power point presentation on the topic, 'ICT for enhancing quality of teachers'.
33. Prepare a portfolio on ICT for improving quality of teacher training programs.
34. Prepare an assignment on the role of ICT for improving educational management.
35. Organize a lecture on systems approach in teaching and learning and submit a report for the same.

UNIT - X
36. Identify any two topics and explain how you as a computer science teacher will organize group work as a technique to teach the concept.
37. Prepare a collage on the concept of collaborative learning.
38. Prepare a scrap book on the concept co-operative learning in computer science.
39. Draw a diagram on the concept co-operative learning / collaborating learning and write down the importance of it modern classroom.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Aggarwal J. C., (2000). **Principles, Methods and Techniques of Teaching,** Vikas Publishing House Pvt. Ltd.,
2. Allen Martin, (1980), **Teaching and Learning with LOGO***, London: Cromm Helm.
3. Balagursamy**, Programming in Basic***, THN, Delhi.

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5. Davis, **Computer Today**, McGraw Hill Delhi.
6. Goel, H. K. (2007). **Teaching of Computer science,** New Delhi: R.Lall Books.
7. Harley, H.K. (2007). **The internet: complete reference**. New Delhi: Tata McGrow Hill pub.co., Ltd.
8. Krishna Sagar, (2005) **ICTs and teacher training**, Delhi: Tarum offset.
9. Malvino, **Digital Computer Electronics**, TMH, Delhi.
10. Nair, C.P.S., **Teaching of Science in Our School**, Chand & Co., Pvt Ltd., New Delhi.
11. Rao, P.V.S., **Computer Programming**, TMH, Delhi.
12. Roger Humt Hon Shelley, **Computers and Common Sense**, Prentice Hall (India) Delhi.
13. Sharma, R.A. (2008).**Technological foundation of education**. Meerut: R.Lall Books Depot.
14. Shied, **Introduction to Computer Science**, SCHAVM.
15. Sing, Y. K. (2009). **Teaching Practice.** New Delhi: APH Publishing Corporation.
16. Stanely Pogrow, **Education in the Computer Age,** Sage Publication, Delhi, 1993.
17. Steeven M. Rass, **Basic Programmking for Education**, Pentic Hall, New York, 1990.

PEDAGOGY SUBJECT-2

COURSE IV (a): PEDAGOGY OF ENGLISH - II
CODE: BEDN 1221   LO/W – 4

OBJECTIVES: At the end of the course the student teachers will be able to
1. Appreciate the role and importance of a good English teacher.
2. Compare the Phonetics of English and Mother Tongue.
3. Compare the grammar principles of English and Mother Tongue.
4. Use appropriate teaching aids to make teaching learning process more meaningful.
5. Develop English language skill in various activities pertaining to teaching and learning of English.
6. Develop positive attitude towards teaching and learning of English.
7. Develop the pre-requisite competencies and skills needed for the student-teachers in English.
8. Recall his/her knowledge of English grammar and vocabulary.
9. Appreciate the value of English after completion of the course.
10. Apply various methods and techniques of evaluations in English in his/her teaching.
11. Prepare and use different kinds of instructional materials for teaching English.
12. Understand and detect the causes of difficulties faced by the students in learning a foreign language and suggest remedial measures.
13. To formulate instructional objectives in terms of observable terminal behaviors of learners.

A) COURSE DESCRIPTION
This course deals with role of a teacher as transformer, factors affecting language learning, developing communication skills, English language experiences, advanced methods of teaching English and conducive learning environment, use of aids in Teaching English, types of courses for developing second language learning, composition and technology-based learning resources

and materials, role of organizations promotion English language teaching and advanced grammar.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important pedagogical knowledge and application of English education. The details of each unit with its sub – units are furnished hereunder.

UNIT – I   TEACHER AS A TRANSFORMER
   a. Language - Concept – Meaning – Functions.
   b. Language as a means of communication – Language is arbitrary – Language is skill – language is social behavior.
   c. Principles of Language Teaching – Speech before writing.
   d. Formation – proper order and proportion.
   e. Mother Tongue Vs Second Language.
   f. Importance of Teaching English – Objectives of Learning English at higher secondary level – Functional, cultural and literacy roles of English language – scope of teaching English at the secondary level – The role of English in the present national context and its place in the higher secondary – Instructional objectives (General, Specific).

UNIT – II   FACTORS AFFECTING LANGUAGE LEARNING
   a. Psychological factors affecting language learning – Attitude – Motives – Desires – Intelligence – Emotions – Readiness – Reward and Punishment.
   b. Sociological factors affecting Language learning – Home environment – School environment – utility of the language.
   c. Learning the mother tongue and learning the second language – Interference and transfer from the mother tongue.

UNIT – III   DEVELOPING COMMUNICATION SKILL IN ENGLISH
   a. Use of conventional formulae – greeting – apology – invitation – refusal – accepting - thanking.
   b. Interpreting non verbal presentation - Describing and interpreting picture, tables, graphs, maps, etc.
   c. Various concepts and ways in which they are expressed – construction – suggestion.
   d. Prohibition – permission – probability – likelihood – possibility – obligation – Necessity – concession.
   e. Oral drills – Repetition drills – Mechanical drills – Substitution drills.
   f. Importance and need of language teaching and learning process – Different ways and means to enhance creative teaching and learning at a higher secondary level. Continuous comprehensive evaluation – Apprise with latest methodologies, approaches and technologies of teaching English.

UNIT – IV   ENGLISH LANGUAGE EXPERIENCES
   a. Types of language learning experiences – Dictionary skills – SQ3R.
   b. Note making and summarizing –Different types of writing – Formal – Semi-formal and informal.
   c. Comprehension of unseen passages – global and local comprehension.

d. Co-curricular activities, Quiz, Puzzle, Riddles, Recitation of Rhymes, and Pair work.
e. Definition, meaning, nature and scope of literature – Different forms of literature – its role and importance in language learning – how it strengthens and enriches the language and literature in the higher secondary curriculum.
f. Needs and objectives and relevance of literature to include in school curriculum.
g. Role and relevance of media in school curriculum.
h. Strategies for further development of School curriculum, creative writing – post colonialism and prepare a flow chart for main incidents.

UNIT – V   ADVANCED METHODS OF TEACHING ENGLISH AND CONDUCIVE LEARNING ENVIRONMENT
a. Latest methodologies, approaches and techniques of teaching English.
b. Individualized instruction – Programmed learning.
c. Working of Internet, e-learning- World Wide Web – Tele-conferencing- Satellite - EDUSAT.
d. Role, function and position of second language in higher secondary level.
e. Definition, meaning, nature and scope of classroom climate- characteristics of good classroom climate - role of classroom climate in teaching and learning - to sensitize and comprehend classroom climate.
f. Priorities to promote the congenial climate in classrooms - Design and complete a plan to measure the school climate and identify priorities to improve the climate in all classrooms - how the student- teachers learn in a mixed environment of the intellectual, social, emotional and physical environments in a classroom climate.

UNIT - VI   USE OF TEACHING AIDS IN TEACHING OF ENGLISH AND ROLE OF LANGUAGE LABORATORY IMPROVING LANGUAGE SKILLS
a. Technological Aids in teaching of English – Need and importance.
b. Types of A.V. Aids – Simple classroom A.V. aids – Writing board, flash cards, charts, match stick drawings, pictures, flannel board, Tape Recorder, OHP and T.V.
c. Use of CD, software for learning English, I-Pad,   social networks, language games, computer aided language teaching / learning.
d. Types of authentic materials - Language laboratory - Traditional learning resources - Technology based learning resources - Impact of language.
e. Laboratory on English language learning- to enrich the English language learning process - Role of Language Lab in developing spoken skills - modern language teaching- repetition exercises in phonetic sounds – Audio Resources- Lingua phone, Audio cassettes, recorder, dictionaries, Language Laboratory. Radio Broadcast.

UNIT - VII   TYPES OF COURSES FOR DEVELOPING SECOND LANGUAGE LEARNING
a. English for Global Purpose, communicative language teaching (CLT).
b. English for Specific Purpose- EAP-EST-EOP-ESL/EFL.
c. Remedial English course.
d. Identification of lexical, syntactic structures.
e. Different forms of literatures, role and importance in language learning.
f. English as a Second language, English as a Foreign Language ESL/EFL - authentic texts

for language learning-English for Special Purposes (ESP), English for academic purpose (EAP), English for occupational purpose (EOP).

g. Identification of the lexical, syntactic and textual structures - content and method of natural link between structural linguistics and behaviorist learning theory.

h. Communicative Language Teaching (CLT): the impetus for the development of CLT.

UNIT- VIII   COMPOSITION AND TECHNOLOGY – BASED LEARNING RESOURCES AND MATERIALS

a. Types of composition – Controlled – Guided – Free.
b. Kinds of composition – Letter writing – Formal – Informal – Business letters.
c. Paragraph writing – Essay writing – Précis writing – Expansion of proverb –Developing stories from outline.
d. Summarizing – Abstracting – Translation – Comprehension.
e. Oral composition – Pair work – Mixed ability grouping.
f. Correction of Composition exercise – correction symbols.
g. Need and importance of teaching learning materials and instructional aides – the significance of print media – reading materials such as magazines, newspapers, moral story books E-libraries etc.,
h. Role of ICT – Utilization of Radio, Television programs, educational films, Computer Assisted Instruction, role of Language lab in developing spoken skills.

UNIT – IX   THE ROLE OF ORGANIZATIONS PROMOTING ENGLISH LANGUAGE TEACHING

a. Research in Teaching English.
b. Improving the professional efficiency of The English teacher. English and Foreign Languages University (EFLU) [formerly Central Institute of English and Foreign Language (CIEFL)].
c. National Council for Educational Research and Training (NCERT).
d. Regional Institute of English South India (RIESI, Bangalore).
e. The British Council.

UNIT –X   ADVANCED GRAMMAR

a. The Noun phrase – Modifier – Head word, Qualifier, adverbials, adjectival phrases and adjectival clauses.
b. The Verb phrase – Tense forms – Primary Auxiliaries – Modal Auxiliaries.
c. Types of Sentence – Simple, Compound, Complex – transformation of sentences, from simple to compound, complex vice versa.
d. Main clause, Subordinate and coordinative conjunctions and types.
e. Sentence pattern – Active and Passive voice.
f. Direct and Indirect speech – various forms of Questions – Question Tags.
g. Analysis and classification of grammatical errors.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT - I

1. Prepare an album depicting cultural role of English with suitable pictures, paper cuttings, etc. from various magazines and news papers.

2. Prepare a portfolio showing the importance of English in all spheres of life.

UNIT - II
3. Explain with suitable illustrations and anecdotes the psychological and sociological factors in learning English.
4. Make a list of differences and similarities between your mother tongue and English.

UNIT - III
5. Explain any five games through which you can develop the communication skill in English language.
6. Use a power point as tool for development of communication ability for your students.

UNIT - IV
7. Select two groups of students and teach one group with repetitions and substitute drills and the other group without using these skills. Compare the performance of theses two groups.
8. Organize a debate on using literature for learning of English at the higher secondary level.

UNIT - V
9. Select a topic of your choice and make a plan for individualized instructions.
10. Select any two topics and prepare frames of programmed learning.

UNIT - VI
11. Make a survey of 10 students and record the observation – how the schools are using media for teaching English language in the schools.
12. Prepare a script for teaching of English of standard VIII through radio broadcast.

UNIT - VII
13. Select any two topics of your choice and prepare remedial materials for slow learners.
14. Select any 5 organizations in the country completely dedicated for English language and explain their contributions with suitable diagrams.

UNIT - VIII
15. Listen to two TV programmes in BBC, CNN and record your observations.
16. Type any three types of letters (Formal, Business, and Personal) and write the differences and similarities among them.

UNIT - IX
17. Visit British Council in Chennai or any other branch write a case study of it and suggest their good practices you wish to adapt in your library.
18. List out and explain various courses offered by EFLU, Hyderabad for advanced learners of English.

UNIT - X
19. Identify the grammatical errors from your peer students note books and write necessary correction.
20. Select any passage from any 10th standard prose lesson and underline Noun phrase, modifier, adverbials and adjectival phrases.

D) LIST OF TEXT & REFEREMCE BOOKS:

1. Bagehi Ganesh (1994), **Teaching Poetry in Schools and Colleges, T.R.Publications, Madras**.
2. Bansibihari, Kute, Suryawanshi, '**Communicative Language Teaching in English'.**
3. Barua, T. C. Teachers' **Handbook of English Bright.**
4. Billows, F.L. (1964), **Techniques of Language Teaching, Longmans.**
5. Connor, J.D.O (1997), **Better English Pronunciation, UBS, New Delhi.**
6. Cornfield, R.R (1966), **Foreign Language Instruction – Dimensions and Horizons,** Meredith publishing Company, New York**.**
7. Doff Adrian, (1995), **Teach English – A Training Course for Teachers,** Cambridge.
8. Elizabeth, (2004), **MES and Methods of Teaching English,** Discovery Publishing, Rao, D.B.House**,** New Delhi.
9. Gadre G.L., '**Teaching English in Secondary Schools'.**
10. Gurav H. K., '**Teaching aspects of English Language'.**
11. Hornby, A.S (1993), **Guide to Patterns and Usage in English OUP.**
12. J.A. and G. P. Mc. Mgregor. **Teaching English as a second language.**
13. Jones, Daniel (1964) **English in India: Bombay: Asia Publishing House**.
14. Kohli A. S., '**Teaching of English'.**
15. Menon and Patel, '**Teaching of English in India'.**
16. O'Connor, J.D. **Better English Pronunciation.**
17. **Principles of Teaching English**, Delhi; Vikash
18. Pawar N. G., '**Theory and Practice of Teaching English Language'.**
19. Pahuja N. P., '**Teaching of English'.**

COURSE IV (b):   தமிழ் கற்பித்தல் - II
CODE   :   BEDN 1222   **LO/W – 4**

நோக்கங்கள்

1. தமிழின் சிறப்புகளை விளக்குதல்.
2. கல்வி ஏற்பாட்டில் தாய்மொழி பெற்றுள்ள இடத்தை மதிப்பிடுதல்.
3. மொழியியல் கோட்பாடுகள் அடிப்படையில் தமிழைக் கற்பித்தல்.
4. மொழி கற்றல் கொள்கைகளை அறிந்து அவற்றைப் பொருத்தமாக கற்பித்தலில் பயன்படுத்துதல்.
5. முத்தமிழ் வளர்ச்சி நிலைகளை எடுத்துக்காட்டுகள் தந்து விளக்குதல்.
6. ஐவகை இலக்கணம் கற்பிப்பதற்குரிய மேற்கோள் நூல்களைப் பயன்படுத்துதல்.
7. இலக்கியங்களை அவற்றின் வகைக்கேற்பத் திறாய்வு செய்யும் முறைகளை மாணவர் மேற்கொள்ளச் செய்தல்.
8. மாணவர்கள் மொழியாக்கத் திறன்பெற வழிகாட்டல்.
9. மாணவர்களிடையே படைப்பாற்றல் திறனை வளர்க்கும் முறைகளை மேற்கொள்ளல்.
10. இலக்கியக் கல்வி வாயிலாக மாணவர்களிடையே விழுமங்களைப் பதித்தல்.

பயிற்சி விளக்கம்

தமிழ் அறிவைப் பன்மடங்கு பெருக்கிக் கொள்ளல். தமிழ் வளர்ச்சிக்குப் பல்வேறு மன்றங்களையும், கழகங்களையும் ஏற்படுத்தி பொதுமக்களிடையேயும் மாணவர்களிடையேயும்

போட்டிகள் நடத்துதல். தமிழறிஞர்களின் வாழ்க்கையை மையப்படுத்தி நாடகங்கள் நடத்தி பொதுமக்களிடையே கொண்டுச் செல்லுதல். தமிழ் நூலகம், கண்காட்சி போன்றவை ஏற்பாடுச் செய்தல். தமிழில் புதுமைகளை புகுத்தச் செய்தல். ஆராய்ச்சி அறிவை ஏற்படுத்தி தமிழ் தழைத்தோங்க வழிவகைச் செய்தல். பிற மொழிக் கவிதைகளை மொழியாக்கம் செய்தல். நமது மொழியில் உள்ளதை பிற மொழி மக்களும் உணரும் வண்ணம் மிளிரச் செய்தல். தமிழ் அகராதி பார்க்கும் பழக்கத்தை பன்மடங்கு வளர்த்தல். எப்பொழுதும் தமிழ் என்ற கருத்துணர்வுடன் இருக்கச் செய்தல். மொழிப் பயிற்றாய்வுக் கூடம் மூலம் பிற மொழி மாணவர்களுக்கு தமிழ் கற்பித்தல். இலக்கணத்தையும் படைப்பாற்றலையும் பல்வேறு உடலியல் மற்றும உளவியல் அடிப்படையில் பயிற்சி அளித்தல். எழுத்துச் சீர்திருத்தங்களை மேற்கொள்ள வழிவகைச் செய்தல். இவற்றின் மூலம் ஒவ்வொரு மாணவர்களின் தனித்திறமையை வெளிக்கொண்டு வருதல்.

பயிற்சி பாடப்பொருள் அமைப்பு

இந்த தாள் பத்து அலகுகளைக் கொண்டது. தமிழ் மொழியின் தோற்றம், தனித்தன்மை, சிறப்புகள். பற்றியும் தமிழ் கலைத்திட்ட எவ்வாறு அமைய வேண்டும் என்பதைப் பற்றியும் பல்வேறு அறிஞர்களின் கருத்துக்கள், கோட்பாடுகள் பற்றியும், மொழியாக்கம் பற்றியும் இலக்கண அறிவின் முக்கியத்துவம் பற்றியும் முத்தமிழின் சிறப்பு பற்றியும் எவ்வாறு தமிழ் அறிவை மதிப்பிடப் பட வேண்டும் என்பதைப் பற்றியும் இத்தாள் உள்ளடக்கியுள்ளது.

பயிற்சிக்கான முன் ஆயத்தம்

இது தமிழ்நாடு அரசு பாடத் திட்டத்திற்கேற்ப ஆறாம் வகுப்பு முதல் பனிரெண்டாம் வகுப்பு வரை மாணவர்களுக்கு தமிழ் அறிவை வளர்க்க ஏற்படுத்தப்பட்டது. வினாடி வினா, கலந்துரையாடல், இலக்கிய மன்றங்கள் போன்ற செயல்பாடுகள் செய்ய வழிவகைச் செய்கிறது. ஒவ்வொரு நாளிலும் ஒரு பாட வேளையில் குறைந்தப்பட்சம் பத்து நிமிடங்களாவது செயல்பாட்டிற்கு ஒதுக்குவது அவசியமாகும்.

அலகு 1 தமிழ்மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை

மொழி, பேச்சுமொழி, எழுத்துமொழி, மொழியின் இன்றியமையாமை, மொழியின் பண்புகள், பொருட் கட்டின்மை, புத்தாக்க விளைமை, முறைமை, ஒலிப்புடைமை, சமூகத் தன்மை, குறியீட்டுத் தகைமை, மொழித் தோற்றக் கொள்கைகள், பண்டையக் கொள்கைகள், இக்கால மொழியிலாளர்களின் கருத்துக்கள், மொழியின் வளர்ச்சி, தமிழ்மொழியின் வரலாறும் வளர்ச்சியும், தமிழ்மொழி வளம், தமிழ் மொழி வளம், தமிழ் வரிவடிவ வரலாறு, தமிழ் எழுத்துச் சீர்திருத்த வரலாறு, மொழி மாறுபாடுகள், கிளைமொழி, பொதுமொழி, தமிழ் மொழியின் தனித்தன்மை, அறிஞர் கருத்துக்கள்.

அலகு 2: கல்வி ஏற்பாட்டில் (கலைத்திட்டத்தில்) மொழியின் இடம்.

கல்வி ஏற்பாடு – கல்வி ஏற்பாடு உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - தேசியக் கல்விக் கொள்கை – 1986 முதல் இன்று வரை - இன்றைய கல்வியில் ஏற்படும் சிக்கல்கள் - பள்ளிக் கல்வி ஏற்பாடு – தமிழ் மொழியின் இடம் - தமிழ் கற்பித்தலின் நோக்கங்கள் -மொழிப் பாடத்தின் சிறப்புக் கூறுகள் - தேசிய கல்விக் குறிக்கோளும் பள்ளிக் கல்வி ஏற்பாட்டிற்கும் உள்ள தொடர்பு – வழிகாட்டும் கொள்கைகள் - பெண்கல்வி – சுற்றுச்சூழல் விழிப்புணர்வு – கல்விஉரிமைகள் - கல்வியைப் பரவலாக்க அரசின் செயல் திட்டங்கள் - மதிப்புக் கல்வி.

அலகு 3: மொழியியல் கோட்பாடுகள்.

ஒலி மொழியாதல் - ஒலியும் எழுத்தும் - தமிழ் எழுத்துக்களின் பிறப்பு – நன்னூலார் கொள்கை – பிறப்பிடமும் முயற்சியும் (நன்னூல்) நன்னூலில் இடர்படும் - மொழியியலாளர் கொள்கை மொழியின் அமைப்பு – ஒலியனியல் - உருபனியல் - மாற்றொலிகள் - சொல்வகை – தொடரியல் - வாக்கியமும் வாக்கிய வகைகளும்.

தொடரியலில் ஒலியை ஆராயும் முறைகள் - கோட்பாடுகள் - ஒலியன்களைக் காண்பதற்கான கொள்கைகள் - தமிழ் எழுத்துக்களில் குறிலும், நெடிலும் - ஒலிப்பதற்குரிய பொது அட்டவணை: உயிர், மெய், சிறப்பெழுத்து, ஆய்தம்.

அலகு 4: மொழிக் கற்றல் கொள்கைகள்

இருமொழிக் கொள்கை, மும்மொழிக் கொள்கை, ஆர்வம், ஊக்கம், மொழிக் கல்வியின் இன்றியமையாமை – மொழியும் சமூகமும் - மொழிவளர்ச்சியில் சூழ்நிலை – உறவு முறையும் மொழியும் - சமுதாய வழக்குகள் - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்: இயக்கக் கல்வி, கருத்துக் கல்வி, இக்கொள்கையாளர்கள் மொழி வளர்ச்சி பற்றிக் கொண்டுள்ள கருத்துக்கள் - அக்கருத்துக்களின் ஏற்பும் மறுப்பும். குழந்தை வளர்ச்சியும் மொழி கற்றலும்: மூவகை நிலைகள்.

அலகு 5: முத்தமிழின் வளர்ச்சி நிலை

தமிழ் எழுத்துளை மாற்றியமைத்தல், தமிழ் மொழியின் கிளை மற்றும் பொது மொழி, இலக்கிய வகை: கவிதை – யாப்பியல் நூற்கள்- ஒவ்வொன்றைப் பற்றியும் சிறு குறிப்புக்கள் - தற்கால மரபுக் கவிதைச் சான்றோர்கள் - பாரதியார், பாரதிதாசன், சுரதா, நாமக்கல் கவிஞர், கவிமணி, சுந்தானந்த பாரதி, புலவர் குழந்தை, முடியரசன், கருணானந்தம், கண்ணதாசன், புதுக்கவிதை: வரையறைகள் - புதுக்கவிதைக் காலம்: மணிக்கொடி, வானம்பாடிக் காலங்கள், புதுக்கவிதை புனைந்தோர்: கு.பி.ச.மூர்த்தி, புதுமைப்பித்தன், ஈரோடு தமிழன்பன், நா. காமராசன், மேத்தா, இன்குலாப், மீரா, சிற்பி பாலசுப்பிரமணியம், வைரமுத்து – அப்துல் ரகுமான், அய்க்கூ கவிதைத் தோற்றம் வளர்ச்சி. இசைத் தமிழ், இசைத் தமிழ் இலக்கியங்கள் இலக்கியச் சான்றுகள் - மறைந்துபோன இசைத்தமிழ் நூல்கள், பிற்கால இசைத் தமிழ் வளர்ச்சி, நாடகங்கள், பண்டைய நாடகங்கள் - திரைப்படங்கள், பல்லூடகம், குழுக் கற்பித்தல், கற்பித்தல் இயந்திரம், செயல் தொடர் ஆராய்ச்சி.

அலகு 6: இலக்கண அறிவு

குறில், நெடில், ஆய்தம், உயிரெழுத்து, மெய்யெழுத்து, வாக்கிய அமைப்பு, ஐவகை இலக்கணம் - பள்ளிக் கல்வி பாடத்திட்டத்திற்கான இலக்கணப் பார்வை நூல்கள் - நன்னூல் - யாப்பருங்கலக் காரிகை – தண்டியலங்காரம் - நம்பியகப்பொருள் - புறப்பொருள் வெண்பா மாலை ஆகிய இலக்கண நூல்கள் - அவற்றிலுள்ள பாடம் தொடர்புடைய நூற்பாக்கள் அனைத்தும் - விளக்கங்களுடன் - அவற்றிற்கான நடைமுறை வாழ்க்கை எடுத்துக்காட்டுக்கள்.

அலகு 7: இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வு – நிழல் திறனாய்வு வகைகள் - கோட்பாடுகள் - இலக்கிய ஆய்வு நெறிமுறைகள் - இலக்கிய வகைகளுக்கேற்ற ஆய்வு நெறிமுறைகள்: புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாடகம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் முதலியன.

அலகு 8: மொழியின் பணிகளும் மொழியாக்கமும்

மொழியின் பணிகள்: சுட்டல், கிளர்த்தல், தூண்டல், செறிவூட்டல், எதிராடல், மொழியியல், மொழியாக்க வழிமுறைகள், மொழிபெயர்ப்பும், மொழியாக்கமும் - ஒலிபெயர்ப்பு – மொழி பெயர்ப்பு, கருத்துப் பெயர்ப்பு, புதுச்சொற் படைப்பு, மொழியாக்கப் பண்புகள்: அளவு, இனிமை, சீர்மை, மொழியாக்க முனைப்புகள் - கருத்தக்கன, பெண் கல்வி, சுற்றுச் சூழல் கல்வி, நன்னெறிக் (மதிப்பு) கல்வி, கல்வி உரிமை.

அலகு 9: தமிழ்க் கல்வியில் படைப்பாற்றல் திறன் வளர்த்தல்.

வகுப்பறையில் செயலூக்கம் - படைப்பாற்றல்: பகுத்தல் - தொகுத்தல் - நடைமுறைப் பயன்பாட்டாக்கம் - படைப்பாற்றல் தன்மைகள் - படைப்பாற்றலை வளர்க்கும் சூழல்கள்: தகவல் திரட்டல், மேம்படுத்தல், தழுவல், ஈடுகட்டல் - மிகுத்தும் குறைத்தும் காணல் - மீள வைத்தல், இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - படைப்பாற்றல் வளர்க்கும் செயல்பாடுகள் தளிர்நிலை – வளர்நிலை.

அலகு 10: தமிழ்மொழியும் விழுமப் பதிவும்

விழும வகைகள் - ஒழுக்கம் சார்ந்த விழுமங்கள் - நம்பிக்கையுடையது – பணிவு-பொறுப்பு- நேர்மை, பிறரை கருதுதல் - குடிமை –பருப்பொருள் விழுமங்கள்: முருகியல்: முருகியல் விழுமங்களும் கல்வியும், அறிவார்ந்த விழுமங்கள், மாந்தர்நேயம், திறனாய்வுச் சிந்தனை, படிப்பார்ந்த மதிப்புக்கள், அறிவியல் விழுமங்கள் - உள்ளியல்பு விழுமங்கல் - புறவந்தல் விழுமங்கள் - குவலய உணர்வு விழுமங்கள் - குழுசார் விழுமங்கள் (சமுதாய விழுமங்கள்) – விழுமவகைகளின் இயல்பு - இலக்கியங்களில் விழுமங்கள்: சங்க இலக்கியங்கள் முதல் தற்காலம் இலக்கியங்கள் வரை, விழுமச் சீரழிவினைச் சீர்செய்ய இலக்கியங்கள்.

செயல்பாடுகள்
அலகு 1.
1. மொழித் தோற்றக் கொள்கையை செயல் வடிவில் விளக்குதல்.
2. மொழியின் உட்பிரிவுகளையும், கிளை மொழிகளையும் கொண்டுச் செல்லுதல்.
3. தமிழ் அறிஞர்களின் படங்களை வரைந்து வரச் செய்தல்.
4. தமிழ் அறிஞர்களின் பேச்சாற்றலை அவர்களின் அரிய கருத்துக்கள் மூலம் நினைவிற்குக் கொண்டு வருதல்.

அலகு 2
5. பெண்களின் முக்கியத்துவம் தமிழ் அறிஞர்களின் கருத்து மூலம் உணர வைத்தல்.
6. சுற்றுச் சூழலின் முக்கியத்துவத்தை உணர்த்தும் வகையில் அதைப் பற்றிய விழிப்புணர்வு நாடகங்களை மக்களிடம் நடித்துக் காட்டல்.
7. தேசியக் கல்விக் கொள்கை வலியுறுத்தியுள்ள தோட்டம் அமைத்தல், கைவேலைப்பாடு, யோகா, உடற்பயிற்சி போன்றவை மாணவர்களுக்கு அளித்தல்.
8. புராண கதைகள், நீதிக் கதைகள் போன்றவை சொல்ல பயிற்சி அளித்தல்.
9. முதியோர் கல்வி, அறிவொளி, மாற்றுத்திறனாளி பள்ளி போன்ற இடங்களிலும் கல்வி பற்றிய விழிப்புணர்வை ஏற்படுத்தல்.

அலகு 3
10. எழுத்துக்கள் கற்பதிலும், பேசுவதிலும் பயிற்சி அளித்தல்.
11. நன்னூலார் போன்றவை கூறியுள்ள சூத்திரங்களை மனப்பாடம் செய்து வரச் செய்தல்.
12. வாக்கிய அமைப்பின் வேறுபாடுகளை அட்டவணை அமைத்து புரிந்துக்கொள்ளச் செய்தல்.
13. எழுத்துப் பயிற்சி வழங்க நான்கு வரித் தாளில் பயிற்சி தருதல்.
14. உயிர் மற்றும் மெய்யெழுத்துக்களின் வகைகளை அடையாளம் காண விழைதல்.

அலகு 4
15. குழந்தை பருவத்தின் பல்வேறு வகைகளை படம் வரைந்து வருதல்.
16. மொழியின் முக்கியத்துவத்தை இருமொழி, மும்மொழி கொள்கைகள் மூலம் செயல் வடிவில் செய்துக் காட்டல்.
17. மொழி வளர்ச்சியில் உதவும் கூறுகளான வீடு, பள்ளி, சமூகம் போன்றவற்றின் பங்கை அறிதல்.

18. மொழி மேம்பாட்டிற்கு உதவும் உடலியல் மற்றும் உளவியல் கூறுகளைப் பட்டியலிட்டு வரச் செய்தல்.

அலகு 5

19. கவிஞர்களைப் பற்றி பேச்சு போட்டி நடத்துதல்.
20. திரைப்பட பாடல்களில் எவ்வாறு பிறமொழி கலப்பு தாக்கத்தை ஏற்படுத்தி உள்ளது என்பதை அடையாளம் காணல்.
21. புதுக் கவிதை பற்றி ஒரு விவாதம் ஏற்பாடு செய்தல்.
22. கவிஞர்களின் கவி வரிகளை அலசுதல்.
23. குழுக் கற்பித்தல் மாதிரி அமைப்பை நடத்திக் காட்டல்.
24. இசைத் தமிழின் முக்கியத்துவம் வேறுபாட்டு ஒலி மூலம் உணரச் செய்தல்.

அலகு 6

25. குறில், நெடில் உச்சரிப்பை பயிற்சி மூலம் செய்துக் காட்டல்.
26. ஐவகை இலக்கணம் பற்றி படம் வரைந்து வரச் செய்தல்.
27. எழுத்துக்களின் பிறப்பை அறிதல்.
28. இலக்கண நூல்களிடையேயுள்ள வேறுபாடுகளை அறிந்து அட்டவணைத் தயாரித்தல்.

அலகு 7.

29. ஏதாவது ஒரு நூலைத் திறனாய்வுச் செய்தல்.
30. மாணவர்களிடையே சிறுகதையை படிக்கும் பழக்கத்தை தினமும் ஓர் கதை சொல்ல வைப்பதன் மூலம் செய்கிறோம்.
31. நாட்டுப்புற பாடல்கள், கதைகள், மருத்துவம் மூலம் கிராமப் புற மக்களின் வாழ்வை உணர முடியும் என்பதால் தினம் ஒரு கருத்தை மாணவர்களிடம் வகுப்பில் சொல்லச் செய்தல்.
32. சிறுவர் இலக்கியம் நாடக வடிவில் நடிப்பது மூலம் அவர்கள் எண்ணத்தை நாம் அறிந்து கொள்கிறோம்.
33. அரிச்சந்திரா நாடகம், நல்லத்தங்காள் போன்ற அறநெறிக் கதைகளை நடித்துக் காட்டல்.

அலகு 8

1. கற்பித்தல் துணைக்கருவியைத் தயாரித்தல்.
2. பெண் கல்வியும் பெண்களின் நிலையும் வலியுத்தல் மற்றும் சாதனை செய்த தமிழ் பெண் புலவர்களின் படங்களைச் சேகரித்து வருகிறோம்.
3. சுற்றுச் சூழல் மாசடைந்தால் என்னவாகும் என்பதின் மூலம் அதற்கான விழிப்புணர்வு நாடகங்களை ஏற்பாடுச் செய்தல்.
4. மொழியின் பணிகளை படங்களுடன் விளங்கம் செய்து வர பணிக்கிறோம்.
5. பல்வேறு உரிமைகளைக் கூறி கல்வி உரிமையின் முக்கியத்துவத்தை மனவரைபடம் மூலம் வரைந்து வரச் செய்தல்.

அலகு 9

1. படைப்பாற்றல் திறன் மூலம் கவிதை, கட்டுரை, அய்க்கூ, புதுக்கவிதைப் போன்றவை எழுதி வரச் செய்தல்.
2. படைப்பாற்றல் சம்மந்தமான படங்கள் வரைந்து வருதல்.
3. மொழிபெயர்ப்பு, மொழியாக்கம் வேறுபாட்டைக் கூறி அவையும் படைப்பாற்றலா? என்பதை விளக்குகிறோம்.
4. பள்ளி வளாகம் என்ற அடிப்படையில் தோட்டங்கள் அமைத்து அங்காங்கே படைப்பாற்றல் தொடர்புடைய கவிஞர்களின் படங்களை வைக்கிறோம்.

5. படைப்பாற்றலை வளர்க்கும் பொருட்டு வரிசைப்படுத்தும் வாக்கியங்களை தந்து வரிசைப்படுத்தச் செய்தல் மற்றும் சரியான விடையைத் தேர்வுச் செய்யும் பயிற்சி அளிக்கிறோம்.

அலகு 10

1. புள்ளி விவரங்களை அறிதலும் வரைபடம், விளக்கப்படம் வரைதலுக்குமான பயிற்சி அளிக்கிறோம்.
2. சங்க இலக்கியம் முதல் தற்காலிக இலக்கியம் வரையுள்ள நூல் கருத்துக்களை படித்து அவற்றை மதிப்பீடுச் செய்கிறோம்.
3. தேசத் தலைவர்களின் பிறந்த நாளை சிறப்பாகக் கொண்டாடச் செய்தல்.
4. கல்விச் சுற்றுலா, பொருட்காட்சி, கண்காட்சி, தேசத் தலைவர்களின் திரைப்படங்கள், சமுதாய வளமையங்கள் போன்றவற்றிற்கு அழைத்துச் சென்று அவற்றின் முக்கியத்துவத்தை உணர வைக்கிறோம்.
5. சில பயிற்சி மூலம் நாநெகிழ், நாபிறழ் பயிற்சி அளித்து சிறப்பான பேச்சை வளர்க்கிறோம்.
6. விழும வகைகளைப் பல்வேறு வகையில் அமைத்து சரியான வகையில் விழும மதிப்பை செய்கிறதை பார்வையிடல்.

பார்வை நூல்கள்

1. **தமிழ்ச் சுடர் (வினா-விடை),** வி.கணபதி, சாந்தா பப்ளிஷர்ஸ், சென்னை.
2. **தமிழ் ஐவகை பாடங்களும், திறன் அடிப்படையில் கற்பித்தல்**, வி. கணபதி, சாந்தா பப்ளிஷர்ஸ், சென்னை.
3. பேராசிரியர் கணபதி வி, - **தமிழ் இலக்கண இலக்கிய அறிமுகம்** - சாந்தா பப்ளிஷர்ஸ், சென்னை.
4. வீரப்பன் பா. – **உயர்நிலையில் தமிழ் கற்பித்தல் ஆசிரியர் கையேடு** மண்டலக் கல்வியியல் நிறுவனம் தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம், மைசூர்.
5. சிங்காரவேலு முதலியார், அபிதான சிந்தாமணி சாரதா பதிப்பகம்.
6. **நிகண்டுகள்**, சூடாமணி, பிங்கலம், திவாகரம்.
7. திருமதி.ஆ.சுலோச்சனா, பாதியின் சிந்தனைவீச்சு, **தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி** நிறுவனம், சென்னை -24. (2014)
8. திருமதி ஆ.சுலோச்சனா, **இலக்கிய வீச்சு, தமிழகக்கல்வி**, ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை -24. (2014)
9. **தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு** தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை -24 (2014)
10. திருமதி, ஆ.சுலேச்சனா, **அரங்கேறிய ஆய்வுகள்**, தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை -24 (2015)
11. இந்திய மொழிகளின் நடுவண் நிறுவன வெளியீடுகள்.
12. **மொழியின் பொதுமைக் கூறுகள் கருத்தியல் விளக்கம்**, (செப்டம்பர் 2014)
13. **மொழித் தேர்விடல் கட்டுரைகள்** (டிசம்பர் 2014)
14. **சங்க இலக்கியம் கற்றல், கற்பித்தல்**, மதிப்பிடல் (நவம்பர் 2013).

COURSE IV (c):   PEDAGOGY OF SANSKRIT - II
CODE   :   BEDN 1223   LO/W – 4

OBJECTIVES: At the end of the course the student-teacher will be able to
1. Recognize the nature and use of Sahitya and Vyakarana.
2. Practice skills and their inter-links for mastering Sahitya and Vyakarana.
3. Apply different approaches and methods for teaching Sahitya and Vyakarana effectively.
4. Make use of apt teaching Learning Materials to make the teaching learning process more meaningful and concrete.
5. Acquire the knowledge of the concepts, terms and procedures in the innovation, trends and approaches of teaching Sanskrit.
6. Apply the knowledge in actual classroom situations.
7. Develop skill in various activities pertaining to teaching and learning of Sanskrit.
8. Develop positive attitude towards teaching and learning of Sanskrit.
9. Appreciate the contribution of Sanskrit language to the teaching and learning.
10. Construct various tools and tests for making objective evaluation.
11. Collect information about various Government and NGO's work for propagation of Sanskrit.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with principles of language teaching, factors affecting language learning, developing communicative skills, instructional materials, class work and home work, methods of teaching Sahistya and Vyakarana, co-curricular activities in teaching Sanskrit, use of language laboratory, use of computer and propagation of Sanskrit language.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important pedagogical knowledge and application of Sanskrit education. The details of each unit with its sub – units are furnished hereunder.

UNIT – I   PRINCIPLES OF LANGUAGE TEACHING
a. Language – Concept – Meaning – Functions.
b. Language as a means of communication-Language is arbitrary – Language is skill – Language is social behavior.
c. Principles of Language Teaching – Speech before writing.
d. Habit formation – proper order and proportion**.**
e. Acquisition of mother tongue vs second language.

UNIT – II   FACTORS AFFECTING LANGUAGE LEARNING
a. Psychological factors affecting language learning – Attitude – Motives – Desires – Intelligence – Emotions – Readiness – Reward and Punishment.
b. Sociological factors affecting Language learning – Home environment – School environment – utility of the language.
c. Learning of mother tongue and learning the second language – Interference and transfer from the mother tongue.

UNIT – III   DEVELOPING COMMUNICATION SKILL IN SANSKRIT

a. Use of conventional formulae – greeting – apology – invitation – refusal – accepting - thanking.
b. Interpreting non verbal presentation - Describing and interpreting pictures, tables, graphs, maps, etc.
c. Various concepts and ways in which they are expressed – construction – suggestion
d. Prohibition – permission – probability – likelihood – possibility – obligation – Necessity – concession.
e. Oral drills – Repetition drills – Mechanical drills – Substitution drills.

UNIT – IV   INSTRUCTIONAL MATERIAL FOR SANSKRIT
a. Textbook – functions and qualities, Review of school Sanskrit Textbook, and comparison with the same level contents prescribed in other Boards of examinations.
b. Role of dictionaries and reference books in teaching of Sanskrit.
c. Role of supplementary readers in teaching of Sanskrit.
d. Importance of Sahithya in Sanskrit language.
e. Works of Kalidasa - Kumara Sanbhavam, Abhijana, Sakunthalam and their pedagocgical treatment.

UNIT – V   CLASS WORK AND HOME WORK IN TEACHING SANSKRIT
a. Need and importance of class work in teaching of Sanskrit.
b. Need and importance of Home work in teaching of Sanskrit.
c. Points to be kept in mind while giving home work to the students.

UNIT – VI   METHODS OF TEACHING SAHITYA
a. Nature, importance and objectives of teaching Sahitaya.
b. The teaching of rasa, chhandas, alankaras for creating interest and joy in learning Sahitya
c. The critical appreciation.
d. The evaluation of ancient and modern methods of teaching literature: 1) Traditional methods- Dandanavya, Khandanvaya, Tika and Vyakhya, 2) Modern Methods- Role play, Dramatization.
e. Self-study and guidance.

UNIT – VII   METHODS OF TEACHING VYAKARANA
a. Nature, importance and objectives of teaching Vyakarana.
b. Formal and functional grammar.
c. The importance of pronunciation, drill and objectives in teaching of Grammar.
d. The importance and influence of declension of words and conjugation of verbs.
e. Methods of teaching of Grammar- 1) Traditional Methods - Sutravidhi, Vyakhyavidhi, inductive and deductive methods 2) Modern Methods- project Method, Heuristic Method.
f. Language laboratory and computers in teaching grammar.

UNIT –VIII   COCURRICULAR ACTIVITIES IN TEACHING SANSKRIT
a. Sanskrit literary clubs and other connected activities.
b. Recreation Sanskrit- language puzzles and riddles, Sanskrit crossword puzzles, end word game, language games, games for development of concentration among the students.
c. Sanskrit language laboratory.

d. Sanskrit journals.
e. Organization of sloka recitation, writing of poetry etc.,

UNIT – IX   LANGUAGE AND COMPUTERS
a. Computers in Sanskrit language learning, interactive method of learning language.
b. Multimedia presentation for language.
c. Materials – computers in publication.
d. Methods of research, analysis of research done in the teaching of language in general and in Sanskrit in particular.

UNIT – X   PROPAGATION OF SANSKRIT LANGUGE
a. Propagation of Sanskrit Language in India.
b. Strategies for the propagation of Sanskrit Language.
c. Advantages of propagation of Sanskrit Languauge.
d. The role of educational institutes, NGOs and Government both State and Central in propagation of Sanskrit Language.
e. The future of Sanskrit Language in India.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I
1. Interact with people who speak Tamil & Telugu from your optional subject and ask them how Tamil & Telugu is different from Sanskrit Language.
2. Explain about five websites propagating Sanskrit language.

UNIT – II
3. Explain why the importance of Sanskrit language in our counry from the view point of Psychological, Sociological and religious point of view.
4. Explain the avenues for getting jobs for those who study Sanskrit language.

UNIT – III
5. Explain any five games through which you can develop the communication skills in Sanskrit language.
6. Use a power point as tool for development of communication ability from your students.

UNIT – IV
7. Give details of any two dictionaries of Sanskrit language and compare them.
8. Analyse any book writtern by contemporary writers in Sanskrit.

UNIT – V
9. Explain with suitable examples what kind of home work you give to your students and what objectives you keep in mind while giving home work.
10. How do you differenciate between class work and home work.

UNIT – VI

11. Make a critical appreciation of any Sanskrit classical text.
12. Compare any two traditional and two modern methods of teaching of Sanskrit.

UNIT – VII
13. Make a comparission of Sutravidhi, Vyakhyavidhi with any two modern methods of teaching of Sanskrit.
14. Organize Sanskrit club in your school and record all the information with year long activities to be carried out.

UNIT – VIII
15. Organize a quiz program of six rounds on the content taught by you. Write your plan of action.
16. Name five Sanskrit recreation games and give the details. Analyze any one of them.

UNIT – IX
17. How do you integrate computers in teaching of Sanskrit for your students?
18. How computers are useful for doing research in Sanskrit.

UNIT – X
19. As a student of Sanskrit what steps do you like in propagation of Sanskrit Language.
20. What support is extended by the Government for promotion of Sanskrit Education in our country.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Bolil. V.P(1956), **A New approach to teaching Sanskrit**
2. Raja Ram Varma. K (1965), **The Teaching of Sanskrit**
3. Apte G.G & Dongre, P.K, **Teaching of Sanskrit in Secondary Schools**
4. Huparikar, **The problems of Sanskrit Teaching**
5. Raghunatha Safaya, **Sanskrit Teaching Methods.**

COURSE IV (d):   PEDAGOGY OF MATHEMATICS
CODE: BEDN 1224   **LO/W – 4**

OBJECTIVES: At the end of the course, the student teachers will be able to
   1. Recognize the role and importance of a teacher in the system of Education.
   2. Recognize the aims, values and objectives of mathematics education.
   3. Identify the role of different branches of mathematics and their implications on the society.
   4. Correlate relationship of mathematics with other subjects and the processes and products of mathematics.
   5. Translate the objectives of teaching mathematics in terms of expected behavioral out comes in order to provide appropriate learning experiences.
   6. Develop the skill of Microteaching.
   7. Develop competency in teaching strategies, content and in the preparation of suitable teaching-learning materials.
   8. Apply various methods and techniques of teaching Mathematics.
   9. Sensitize the teachers to the needs and interests of the students of Mathematics and adopt flexibility in the teaching-learning process in view of the individual differences.
   10. Use the strategies of evaluation and design of the tools of evaluation.

A) COURSE DESCRIPTION:
     This course deals with use and significance of teaching mathematics, contributions of great Mathematicians, aims and values of teaching of mathematics, methods and techniques of teaching Mathematics, planning for instruction, principles and approaches of curriculum construction, Mathematics library and books, evaluation in Mathematics teaching, aesthetic aspects of Mathematics.

B) CONTENT OF THE COURSE
     This course consists of the following **TEN** units covering most important aspects of Methods of Teaching Mathematics. The details of each unit with its sub-units are furnished hereunder.
Pre-requisite for the course:
Analysis and review of the basic concepts of the content in the Mathematics text Books prescribed by the Government of Tamilnadu right from VI class to X Class is a pre-requisite to commence the course on pedagogy of Mathematics.

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   MATHEMATICS TEACHER AS A TRANSFORMER
   a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
   b. Evaluates the curricular approach of Mathematics in the curriculum of State syllabus.
   c. Organize Quiz programmes, Laboratory and library in the schools.

d. Competencies, commitments and performances expected from a good Mathematics teacher.
e. Qualities of a good teacher in general and qualities of a Mathematics teacher in particular.
f. Activities that develop the competencies mentioned above.
g. Teacher as a researcher, collaborator with other schools.
h. Concept of transformational leadership, the role of a teacher as transformational leader.
i. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesion plans and observation schedules).

UNIT – II   THE REFLECTIONS ON MATHEMATICS
a. Meaning, characteristics, definition and nature of mathematics.
b. Logical sequence, structure, precision, abstractness, symbolism.
c. Interdisciplinary nature of Mathematics.
d. Contributions of great mathematicians–Euclid, Pythagoras, Bhaskaracharya, Aryabhatta, Srinivasa Rumanujan.
e. Teaching of Mathematics by integrating the History of mathematics to a mathematics teacher.
f. Aims and values of teaching Mathematics.

UNIT – III   OUTCOME BASED TEACHING OF MATHEMATICS
a. Objectives of teaching Mathematics at Upper primary level and Secondary level.
b. Bloom's Taxonomy of Educational Objectives vs. improved version of taxonomy of Anderson.
c. Instructional Objectives and specifications.
d. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Mathematics.
e. Measures to create interest in Mathematics, Mathematics fairs, Mathematics clubs, Journals.

UNIT – IV   PLANNING OF TEACHING IN MATHEMATICS
a. Semester plans and Year plan.
b. Unit plan, writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Meaning, purpose and proforma of lesson plan, Lesson plan on the lines suggested in constructivist approach and CCE model, preparation of digital lesson plans.
d. Observation and criticism of lessons.
e. Identification and organization of concepts of teaching and learning of Mathematics.
f. Planning of instructional material required for teaching and learning of Mathematics.
g. Organization of activities for teaching and learning of Mathematics.

UNIT – V   METHODS, MODELS AND APPROACHES OF TEACHING MATHEMATICS
a. Pedagogical shift from Mathematics as a body of fixed knowledge to process of construction of knowledge.

b. Differences among Method, Model, Approach, Strategy.
c. Factors affective learning mathematics – Gagne's types of learning, ideas of Piaget and Bruner.
d. Methods of teaching Mathematics – 1) Teacher centered methods (Lecture Method, Lecture Demonstration method, Historical Method), 2) Pupil centered methods (Heuristic method, Project method, Scientific method, Inductive and deductive approaches, Laboratory method, Activity method, Programmed Instruction and CAI, Analytical and Synthetic method).
e. Models of teaching- concept attainment model of Bruner, enquiry model.
f. E-teaching/tutoring, peer tutoring.
g. Enrichment programmes – Oral Mathematics, Drill, and Problem solving exercises.
h. Recreation mathematics-puzzles, riddles, magic squares, mathematical crossword puzzles, word search.
a   Vedic Mathematics and speed Mathematics, Maths Talent Search, Mathematics Olympiads.
i. Activity based Learning (ABL), Activity Learning Method (ALM), applications of ABL and ALM methods.

UNIT – VI   USE OF TECHNOLOGY FOR TEACHING OF MATHEMATICS
a. Need and importance of technology and Teaching Aids with reference to teaching of Mathematics.
b. Brief classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Preparation and use of Display Boards, Graphic aids, three Dimensional Aids, Projected Aids (Slides, Film-strips, Films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia computer).
d. Preparation and use of the following teaching aids in the teaching of mathematics
     a. Charts, models and flannel cuttings.
     b. Black board and Geo board.
     c. Transparencies and Slides.
     d. TV, Educational films and Video tapes.
e. Abacus, Napier tables, grid paper, geo-board, Dominos, activity packs and sheets.
f. Improvisation of Teaching Aids.
g. Internet and e-leaning.
h. Utilization of Community Resources.

UNIT – VII   MATHEMATICS CURRICULUM
a. Concept and principles of curriculum construction.
b. Principles of organizing the curriculum.
c. Approaches to Curricular Organization-Concentric, Topical, spiral, Process, Concept, and Integrated, logical and psychological approaches.
d. Project Based Learning (PBL).
e. Constructivist approach.
f. Textbook – Functions and qualities, Review of school Mathematics Textbooks, and comparison with the same level contents prescribed in other Boards of examinations.
g. Recommendations of
     1. Kothari commission.

2. NPE-86 on curriculum.
3. NCF-2005.

UNIT – VIII   MATHEMATICS LABORATORY AND LIBRARY.
   a. Need, importance and role of Mathematics laboratories, present status of Mathematics laboratories in the schools and their usage.
   b. Organization of Mathematics Library.
   c. Experience, Language, Symbols and Pictures (ELSP).
   d. Popular books and references.

UNIT – IX   EVALUATION IN MATHEMATICS
   a. Concept of Evaluation – purpose and procedure of evaluation, criterion and norm-referenced evaluation.
   b. Measurement and Testing.
   c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic.
   d. Different tools and Techniques of evaluation.
   e. Construction and administration of
      a. Unit test.
      b. Scholastic Achievement Test.
      c. Diagnostic test.
   f. Characteristics of a good evaluation tool (test).
   g. Test items and criteria for constructing test items.
   h. Statistical measures- (i) Measures of central tendency: Arithmetic mean, median, mode, (ii)Measure of Variability; range, quartile deviation, average deviation, and standard deviation use and interpretation.
      (iii) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.
      (iv) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency Curve Ogive, Percentile Ranks, Normal Probability curve, Skewness & Kurtosis.

UNIT – X   PROFESSIONAL DEVELOPMENT IN MATHEMATICS TEACHER
   a. In-service programmes for Mathematics teachers.
   b. Mathematics teachers Associations – Role and Uses.
   c. Journals and other resource material in Mathematics Education.
   d. Professional growth-participation in conferences/Seminars/Workshops and E-Learning.
   e. Organizations that conduct in-service programmes for Mathematics teachers.
   f. Job opportunities for Mathematics teachers in various organizations, sources for searching for jobs.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT- I
   1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.

2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
4. Prepare two lesson plans for each micro teaching skill mastered by you.

UNIT- II
5. Make a portfolio on works of Euclid, Pythagoras, Bhaskaracharya, Aryabhattu and Srinivasa Ramanujan.
6. Visit any exclusive institute for Mathematics and record your observations.
7. Explain various things in your house in the language of mathematics.
8. Make a brief note on five Mathematics institutes in India.

UNIT- III
9. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
10. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.
11. Organize mathematics club in your school and record all the information with yearlong activities to be carried out.

UNIT- IV
12. Prepare a lecture schedule for sixth unit of Mathematics Text book of any class of your choice.
13. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
14. Prepare a digital lesson plan on any topic of your choice.
15. Analyze the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.

UNIT- V
16. List out any five problems in each branch of Mathematics and explain the method which you use to teach those problems.
17. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
18. Select any concept of your choice and explain on the lines suggested by enquiry model.
19. List out the topics that can be taught through teacher-centered methods in the school syllabi.
20. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
21. Explain the methods of teaching to the students through online, e-mail. Moodle and any other means.
22. Observation and criticism of one lesson in mathematics on TV.
23. Go through Vedic Mathematics book and note down 10 techniques which you feel worthy to teach your students in your class.
24. Make a portfolio on the topic 'Recreational Mathematics'.

UNIT- VI

25. Visit any coaching center where abacus and speed mathematics training is imparted and record your observations.
26. Prepare any two charts, two improvised apparatus and two models useful for teaching of Mathematics.
27. Prepare a CD containing any two lessons with animation and other augmentations.
28. Explain about the electronic teaching aids for better conceptualization.
29. List out ten topics where teaching aids are inevitable to use.
30. Prepare a teaching aid showing an activity for each experience of the cone given by Dale Edgar.
31. Make a whatsapp group and learn Mathematics through it.

UNIT- VII

32. Examine the science curriculum from class I to V and explain it from the view point of the curricular approaches.
33. Examine the science curriculum from class VI to X and explain it from the view point of the curricular approaches.
34. Collection of mathematical puzzles, items, etc in newspapers, magazines and journals and preparing a scrap book
35. How do you plan and what steps do you follow for the development of curriculum of Mathematics for class VIII.
36. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
37. Analyze objectively the IX class text book of Mathematics and compare it with the IX class text book prescribed by CBSE Board.

UNIT- VIII

38. Prepare laboratory instructional cards for any two experiments of your choice.
39. Plan and organize a science club in your institution and list out the activities you wish to conduct fortnightly.
40. List ten teaching aids which you wish to procure for your Mathematics lab for teaching effectively to the students of your class.
41. Make a mobile laboratory of your own and visit any two remote schools where laboratory is not there and teach them Mathematics through experimentation and observe your findings and record them.

UNIT - IX

42. Preparation of unit test for a unit in Mathematics.
43. Give a group work to the students and assess their performance individually by adopting objective procedures.
44. Mention any two concepts and how do you teach them to your students by adopting constructivist approach?
45. Give two assignments to your students and how do you assess the performance of the students electronically?
46. Explain the methods you use to initiate group discussions among your students electronically.

47. Analyze recent X class Mathematics question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.
48. Analyze recent X class Mathematics question paper of Tamil Nadu State and compare it with that of X class Mathematics question paper of CBSE Board and record your observations.
49. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.
50. Prepare 20 questions in mathematics suitable for 10th class students who wish to appear for National Talent Search Examination.

UNIT- X
51. Make a needs assessment survey of 30 Teachers of Mathematics and finalize the list of in-serverce programmes they want.
52. Name any five journals related to Mathematics Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
53. Give the details of sources where Mathematics Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS
1. Aggarwal, J. C. (2008). **Teaching of mathematics**. UP: Vikas Publishing House Pvt Ltd.
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COURSE IV (e):   PEDAGOGY OF PHYSICAL SCIENCES
CODE   :   BEDN 1225   LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Appreciate the role and need of the physical science teacher.
2. Recognize the competencies and commitments expected from a good physical science teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Physical Sciences.
5. Recognize the nature and structure of physical science.
6. Develop the spirit of enquiry, scientific temper.
7. Apply the steps of scientific method in solving day to day problems in life.
8. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
9. Acquire the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching.
10. Acquire the skill in formulating objectives for his/her future endeavors.
11. Apply the knowledge of planning in future course of teaching and learning.
12. Acquire the skill in preparing handouts on the lines of constructivism.
13. Develop the skill in identifying the topics which can be taught through certain methods.
14. Recognize the need and importance of teaching aids.
15. Develop the skill in teaching of Physical Science by integrating ICT.
16. Recognize the principles of curriculum construction and organization of subject matter.
17. Apply the steps in curriculum development and make an attempt to develop a science curriculum.
18. Develop the habit of reading physical science journals, writing articles to magazines and journals.

19. Establish physical science laboratory.
20. Use the evaluation tools effectively according to the nature of the content in physical science.
21. Apply the principles in preparing scholastic achievement test.
22. Develop the skill in using the pedagogy in dealing the content.
23. Apply the knowledge gained to actual classroom situations.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with concepts like Science teacher as a transformer, reflections in Physical Sciences, outcome based teaching in Physical Sciences, planning of teaching in Physical Sciences, methods, models and approches in teaching Physical Sciences, technology usage for teaching of Physical Sciences, analyzing and developing Physical Science curriculum, use of laboratory, assessment of the performance of the learners at all stages, and professional development of Physical Science Teacher.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of pedagogy of Physical Sciences. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course

Analysis and review of the basic concepts of the content in the Physical sciences text books prescribed by the Government of Tamil Nadu right from VI class to X class is the pre-requisite to commence the course on pedagogy of Physical Sciences.

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   SCIENCE TEACHER AS A TRANSFORMER

  a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
  b. Competencies, commitments and performances expected from a good Physical Science teacher.
  c. Qualities of a good teacher in general and qualities of a Physical Science teacher in particular.
  d. Activities that develop the competencies mentioned above.
  e. Teacher as a researcher, collaborator with other schools.
  f. Concept of transformational leadership, the role of a teacher as transformational leader.
  g. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesson plans and observations schedules).

UNIT – II   REFLECTIONS ON PHYSICAL SCIENCE

  a. Definition, Nature and scope of physical science, Science as a process of construction of knowledge and science process skills.

b. Interdisciplinary nature of Physical Sciences.
c. Role of Physical Sciences in human welfare, Physical Science and environment, peace and equity.
d. Concepts of aims, objectives and values of teaching Physical Science.
e. Development of scientific attitude and Training in scientific method.
f. Physical Science and lifelong learning.

UNIT - III   OUTCOME BASED TEACHING OF PHYSICAL SCIENCES
a. Objectives of teaching Physical Sciences suggested in the National Policies.
b. Bloom's Taxonomy of Educational objectives vs improved version of taxonomy of Anderson.
c. Instructional objectives and specifications.
d. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Physical Sciences.

UNIT – IV   PLANNING OF TEACHING IN PHYSICAL SCIENCES
a. Semester plans and Year plan.
b. Unit plan and writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructive approach, Herbertian steps and CCE model of TNSCERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.
e. Planning of instructional materials required for teaching and learning of Physical Sciences.
f. Organization of activities for teaching and learning of Physical Sciences.

UNIT – V   METHODS, MODELS AND APPROCHES IN TEACHING PHYSICAL SCIENCES
a. Pedagogical shift from Physical Science as a body of knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach, Strategy.
c. Methods of Teaching Physical Science – 1) Teacher centered method (Lecture Method, Lecture cum Demonstration method, Historical Method); 2) Pupil centered methods (Heuristic method, Project method, Scientific method, Inductive and deductive approaches, Laboratory method, activity method, Programmed Instruction and CAI.
d. Models of teaching – concept attainment model of Bruner, enquiry model.
e. Systems Approach to Physical Science Teaching - Concept, steps, components of the system- the product – input – resources – constraints – strategy – feedback and control Levels of system – micro-systems – macro-systems.
f. E-teaching, E-tutoring, peer-tutoring. Virtual learning, web based learning, tele–conferencing- video conferencing. Mobile learning, Net club: Blogs

UNIT – VI   TECHNOLOGY USAGE FOR TEACHING OF PHYSICAL SCIENCES
a. Need and importance of technology and Teaching Aids with reference to teaching of Physical Sciences.

b. Classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Preparation and use of Display Boards, Graphic aids, Three Dimensional Aids, Projected Aids (Slides, films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia).
d. Improvisation of Teaching Aids.
e. Activity aids – Field trips, Science Fairs, Science club, Science Museum, celebration of important days such as Science Day, etc.
f. Internet and E-learning.
g. Utilization of community resources.

UNIT - VII   PHYSICAL SCIENCE CURRICULUM
a. Concept, meaning and definition of curriculum.
b. Principles of Curriculum construction.
c. Approaches to curricular organization (Concentric, Topical, Process, Concept, and Integrated).
d. Steps involved in developing Physical Science curriculum, suggestions for improving the existing curriculum in Physical Sciences.
e. Textbook – functions and qualities, Review of school Physical Science Textbook, and comparison with the same level contents prescribed in other Boards of Examinations.

UNIT – VIII   PHYSICAL SCIENCE LABORATORIES
a. Need, importance and role of science laboratories, present status of science laboratories in the schools and their usage, evaluation of the laboratory work.
b. Planning of laboratories, plan of lecture-cum-laboratory room.
c. Organising and equipping laboratories, first aid.
d. School complex as platform for pooling of teaching experiences.

UNIT – IX   ASSESSMENT AND EVALUATION IN PHYSICAL SCIENCES
a. Concept of Assessment and Evaluation: purpose and procedure of evaluation - assessment of learning & assessment for learning, performance based assessment.
b. Measurement and Testing.
c. Types of evaluation: Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation
d. Qualities of a Good test.
e. Different tools and Techniques of evaluation, development of parameters for assessment, techniques for assessment of group work of the students.
f. Construction and administration of a) Scholastic Achievement Test; b) Diagnostic test
g. Test items and criteria for constructing test items.

UNIT – X   PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER
a. In-service programmes for Physical Science teachers.
b. Physical Science teachers Associations – Role and Uses.
c. Journals and other resource material in Physical Science Education.
d. Professional growth-participation in Conferences/Seminars/Workshops and E-Learning.
e. Organizations that conduct in-service programmes for Physical Science teachers.

f. Job opportunities for Physical Science teachers in various organizations, sources for searching for jobs.

C). HANDS ON EXPERIENCE AND PRACTICAL WORK
UNIT – I
1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.
2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
4. Prepare two lesson plans for each micro teaching skills (other than you practiced) mastered by you.

UNIT – II
5. Make a survey on the problems of environmental pollution due to chemicals in your locality and record the observations in a suitable format.
6. Select any two science process skills and explain them with suitable equipment and apparatus.
7. Visit any science exhibition/ science and technology museum/field visit to industry/ planetarium/ institution of scientific interest in your vicinity and write your observations.
8. Explain any two values of Teaching Physical Sciences and suggest three activities which you feel can inculcate these two values among students.

UNIT – III
9. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
10. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.
11. Analyse the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.

UNIT - IV
12. Prepare a unit plan for any unit of your choice for class between VIII to X.
13. Prepare a lecture schedule for fifth unit of physical science text book of any class of your choice.
14. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
15. Prepare a digital lesson plan on any topic of your choice.

UNIT - V
16. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
17. Select any concept of your choice and explain on the lines suggested by enquiry model.
18. List out the topics that can be taught through teacher-centered methods in the school syllabi.

19. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
20. Explain the method of teaching to the students through online, CAI, e-mail, Moodle and any other means.

UNIT – VI
21. Prepare any two improvised apparatus useful for teaching of Physical sciences.
22. Prepare a CD containing a lesson with animation and other augmentations.
23. Explain about electronic teaching aids for better conceptualization.
24. Select a concept in Physical Science for teaching and learning through series of slides/transparencies/album/scrapbook.
25. List out ten topics where teaching aids other than blackboard and charts are inevitable for classroom teaching.

UNIT – VII
26. Examine the science curriculum from class I to V and explain it from the view point of the curricular approaches.
27. Examine the science curriculum from class VI to X and explain it from the view point of the curricular approaches.
28. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
29. Analyse objectively the IX class text book of Physical Sciences and compare it with the IX class text book prescribed by CBSE Board.

UNIT - VIII
30. Prepare laboratory instructional cards for any two experiments of your choice.
31. Plan and organize science club in your institution and list out the activities you wish to conduct fortnightly.
32. Planning and conducting any two practical classes in Physical Science and maintain a record of practical work.
33. List out ten teaching aids which you wish to procure for your Physical Science lab for teaching effectively to the student of your class.
34. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
35. Design and carry out any one simple investigation in teaching of Physical Science.

UNIT - IX
36. Preparation of unit test question paper for a unit in Physical Sciences.
37. Give a group work to the students and assess their performance individually by adopting objective procedures.
38. Give two assignments to your students and how do you assess the performance of the students electronically?
39. Explain the methods you use to initiate group discussions among your students electronically?
40. Analyze recent X class Physical Science question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.

41. Analyze recent X class Physical Science question paper of Tamil Nadu State and compare it with that of X class Physical Science question paper of CBSE Board and record your observations.
42. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X
43. Make a needs assessment survey of 30 Teachers of Physical Science and finalize the list of in-service programmes they want.
44. Name any five journals related to Physical Science Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
45. Give the details of sources where Physical Science Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Carin & Robert Sund, (1989). **Teaching Modern Science** (Fifth Edition), Merill Publishing Co., U.S.A.
2. Chauhan, S.S. (1985). **Innovation in Teaching and Learning Process**, Vikas Publishing
3. Edgar Dale, **Audio-Visual Methods in Teaching**, Revised Edition, Thy Dryden Press, Newyork.
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6. Heiss, Obourn & Hoffman (1985). **Modern Science in Secondary Schools**, Sterling Publication (Pvt.) Limited.
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19. P.S.S.C., (1964). **Physics Teachers Resource Book and Guide**, NCERT Publication.

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COURSE IV (f):   PEDAGOGY OF BIOLOGICAL SCIENCES
CODE: BEDN 1226   LO/W – 4

OBJECTIVES: At the end of the course, the student teachers will be able to
1. Appreciate the role and need of the science teacher.
2. Recognize the competencies and commitments expected from a good teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Biological sciences.
5. Recognizes the nature and structure of science.
6. Understand the causes for environmental hazards and pollution.
7. Understand the causes for environmental degradation.
8. Suggest the measures to protect the environment in daily life.
9. Acquire knowledge of environmental issues and policies in India.
10. Develop the spirit of enquiry, scientific temper.
11. Apply the steps of scientific method in solving day to day problems in life.
12. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
13. Acquire the skill in formulating objectives for his/her future endeavors.
14. Apply the knowledge of planning in future course of teaching and learning.
15. Develop the skill in preparing handouts on the lines of constructivism.
16. Develop the skill in identifying the topics which can be taught through certain methods.
17. Develop the skill in teaching of Biological Science by integrating ICT.
18. Recognize the need and importance of teaching aids.
19. Prepare improvised teaching aids for their class room teaching.
20. Use electronic teaching aids for effective teaching.
21. Develop the skills in identifying the teaching aids to be used for each topic to be dealt in the class room.
22. Organize science fairs, exhibitions, museum etc., in the school.
23. Integrate ICT in the teaching learning process.
24. Celebrate important dates of scientific importance such as Science Day, environmental Day etc.

25. Apply the steps in curriculum development and make an attempt to develop a science curriculum of their own.
26. Analyze the text books objectively and compare them with that of the text books prescribed by other Boards.
27. Analyze the print, non-print areas of Biological sciences.
28. Cultivate the habit of reading science journals.
29. Cultivate the habit of writing articles to magazines and journals.
30. Recognize the importance of laboratory work at school level.
31. Develop the skill in preparation of instructional card.
32. Recognize the different records to be maintained in a laboratory.
33. Improvise equipments and teaching aids.
34. Participate actively in the school complexes meetings and contribute in the meetings.
35. Acquire mastery over development and use of evaluation tools.
36. Develop the skills in preparing scholastic achievement tests.
37. Develop the skill in assessment of both cognitive and non-cognitive aspects of the learners.
38. Develop the skill in using the pedagogy in dealing the content.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with concepts like Science teacher as a transformer, reflections in Biological Sciences, outcome based teaching in Biological Sciences, planning of teaching in Biological Sciences, methods, models and approches in teaching Biological Sciences, technology usage for teaching of Biological Sciences, analyzing and developing Biological Science curriculum, use of laboratory, assessment of the performance of the learners at all stages, and professional development of Biological Science Teacher.

B) CONTENTS OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of pedagogy of Biological Sciences. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the course

Analysis and review of the basic concepts of the content in the Biological Sciences text Books prescribed by the Government of Tamil Nadu right from VIII class to X Class is a pre-requisite to commence the course on pedagogy of Biological Sciences.

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   SCIENCE TEACHER AS A TRANSFORMER
   a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.

b. Competencies, commitments and performances expected from a good Science teacher.
c. Qualities of a good teacher in general and qualities of a Biological Science teacher in particular.
d. Activities that develop the competencies mentioned above.
e. Teacher as a researcher, collaborator with other schools.
f. Concept of transformational leadership, the role of a teacher as transformational leader.
g. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesion plans and observation schedules).

UNIT – II   REFLECTIONS ON SCIENCE
a. Definitions, Nature and scope of science, Science as a process of construction of knowledge and science process skills.
b. Interdisciplinary nature of Biological Sciences.
c. Role of Biological Sciences in human welfare, Biological sciences and environment, health, peace and equity.
d. Concepts of aims, objectives and values- (Intellectual value, 2) Utilitarian value, 3) Vocational value, 4) Moral value, 5) Aesthetic value, 6) Cultural value, 7) Disciplinary value, 8) Creative value and Utilization of leisure time.
e. Development of scientific attitude and Training in scientific method.

UNIT – III   OUTCOME BASED TEACHING OF BIOLOGICAL SCIENCES
a. Concept of out come based teaching objectives of teaching Biological Sciences suggested in the National Policies.
b. Bloom's Taxonomy of educational objectives vs. improved version of taxonomy of Anderson.
c. Instructional objectives and specifications.
d. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Biological Sciences.

UNIT – IV   PLANNING OF TEACHING IN BIOLOGICAL SCIENCES
a. The need for planning Semester plans and Year plan.
b. Unit plan, writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructivist approach and CCE model of TNSCERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.

UNIT – V   METHODS, MODELS AND APPROACHES OF TEACHING BIOLOGICAL SCIENCES
a. Pedagogical shift from Biological Science as a body of fixed knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach and Strategy.
c. Methods of teaching Biology – 1) Teacher centered methods (Lecture Method, Lecture Demonstration method, Historical Method), 2) Pupil centered methods (Heuristic

method, Project method, Scientific method, Inductive and deductive approaches, Laboratory method, Activity method, Programmed Instruction and CAI).
d. Models of teaching- concept attainment model of Bruner, enquiry model.
e. E-teaching/tutoring, peer tutoring.

UNIT – VI   USE TECHNOLOGY FOR TEACHING OF BIOLOGICAL SCIENCES
a. Need and importance of Technology and Teaching Aids with reference to teaching of Biological Sciences.
b. Brief classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Preparation and use of Display Boards, Graphic aids, three Dimensional Aids, Projected Aids (Slides, Film-strips, Films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia computer).
d. Improvisation of Teaching Aids.
e. Activity aids – Field trips, Science Fairs, School Garden, Science Club, Science Museum, Aquarium, Terrarium, Vivarium and Herbarium, celebration of important days such as Science Day, environmental day etc.
f. Internet and e-leaning.
g. Utilization of Community Resources.

UNIT – VII   BIOLOGICAL SCIENCE CURRICULUM
a. Concept of Curriculum.
b. Principles of Curriculum Construction.
c. Approaches to Curricular Organization (Concentric, Topical, Process, Concept, Integrated).
d. Steps involved in developing Biological science curriculum, suggestions for improving the existing curriculum in Biological Sciences.
e. Textbook – Functions and qualities, Review of school Biological Science Textbooks, and comparison with the same level contents prescribed in other Boards of examinations.
f. Analysis of non-print areas of Biological Sciences.

UNIT – VIII BIOLOGICAL SCIENCE LABORATORIES
a. Need, importance and role of science laboratories, present status of science laboratories in the schools and their usage, evaluation of the laboratory work.
b. Planning of laboratories, Plan of Lecture-cum-Laboratory Room.
c. Mobile laboratories, planning of field experiences and observations, maintaining field diary.
d. Organizing and equipping laboratories, First Aid.
e. School complex as platform for pooling of teaching experiences.

UNIT – IX   ASSESSEMENT AND EVALUATION IN BIOLOGICAL SCIENCES
a. Concept of Assessment and Evaluation – purpose and procedure of evaluation - assessment of learning, assessment for learning, performance based assessment.
b. Measurement and Testing.
c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation.
d. Qualities of a Good test.

e. Different tools and Techniques of evaluation, development of parameters for assessment, techniques for assessment of group work of the students.
f. Construction and administration of
  a. Scholastic Achievement Test.
  b. Diagnostic test.
g. Test items and criteria for constructing test items.

UNIT – X   PROFESSIONAL DEVELOPMENT IN BIOLOGICAL SCIENCE TEACHER

a. In-service programmes for Biological Science teachers.
b. Biological Science teachers Associations – Role and Uses.
c. Journals and other resource material in Biological Science Education.
d. Professional growth-participation in Conferences/Seminars/Workshops and E-Learning.
e. Organizations that conduct in-service programmes for Biological Science teachers.
f. Job opportunities for Biological Science teachers in various organizations, sources for searching for jobs.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I
1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters observed.
2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
4. Prepare two lesson plans for each micro teaching skill mastered by you other than which you taught during micro teaching practice.

UNIT - II
5. Make a survey on the problems of environmental pollution in your locality and record the observations in a suitable format.
6. Identify the eco system prevailed in your surroundings and study the components.
7. Select any two science process skills and explain them with suitable equipment and apparatus.
8. Visit any zoological park/Botanical Garden/Agro based industry/ food park/institution of scientific interest or Science and Technological Museum in your vicinity.
9. Explain any two values of Teaching Biological sciences and suggest three activities that can inculcate those two values.

UNIT - III
10. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
11. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.

UNIT - IV

12. Prepare a lecture schedule for fifth unit of Biological Science Text book of any class of your choice.
13. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
14. Prepare a digital lesson plan on any topic of your choice.
15. Analyze the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.

UNIT - V

16. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
17. Select any concept of your choice and explain on the lines suggested by enquiry model.
18. List out the topics that can be taught through teacher-centered methods in the school syllabi.
19. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
20. Explain the methods of teaching to the students through online, e-mail. Moodle and any other electronic means.

UNIT - VI

21. Prepare any two charts, improvised apparatus and models useful for teaching of Biological Sciences.
22. Prepare a CD containing any two lessons with animation and other augmentations.
23. Explain about the electronic teaching aids for better conceptualization.
24. Collect and preserve any two specimens of your choice.
25. Prepare a herbarium based on a certain theme.
26. List out ten topics where teaching aids are inevitable to use.
27. Prepare a teaching aid showing an activity for each experience of the cone given by Dale Edgar.

UNIT - VII

28. Examine the science curriculum from class I to V and explain it from the view point of the curricular approaches.
29. Examine the science curriculum from class VI to X and explain it from the view point of the curricular approaches.
30. How do you plan and what steps do you follow for the development of curriculum of Biological Science for class VIII.
31. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
32. Analyze objectively the IX class text book of Biological Sciences and compare it with the IX class text book prescribed by CBSE Board.

UNIT - VIII

33. Prepare laboratory instructional cards for any two experiments of your choice.

34. Plan and organize a science club in your institution and list out the activities you wish to conduct fortnightly.
35. Planning and conducting any four practical classes in Biology and maintain a record of practical work.
36. List ten teaching aids which you wish to procure for your Biological science lab for teaching effectively to the students of your class.
37. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
38. Design and carrying out of any one simple investigation in Biology/Teaching of Biological Sciences.
39. Make a mobile laboratory of your own and visit any two remote schools where laboratory is not there and teach them Biological science through experimentation and observe your findings and record them.

UNIT - IX
40. Preparation of unit test for a unit of your choice in Biology.
41. Give a group work to the students and assess their performance individually by adopting objective procedures.
42. Mention any two concepts and how do you teach them to your students by adopting constructivist approach?
43. Give two assignments to your students and how do you assess the performance of the students electronically?
44. Explain the methods you use to initiate group discussions among your students electronically.
45. Analyze recent X class Biological Science question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.
46. Analyze recent X class Biological Science question paper of Tamil Nadu State and compare it with that of X class Biological Science question paper of CBSE Board and record your observations.
47. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X
48. Make a needs assessment survey of 30 Teachers of Biological Science and finalize the list of in-serverce programme they want.
49. Name any five Journals related to Biological Science Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
50. Give the details of sources where Biological Science Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:
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28. Siddiqui, S. (1985). **Teaching of science today and tomorrow**. New Delhi: Doba's House.
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COURSE IV (g):   PEDAGOGY OF HISTORY
CODE: BEDN 1227   LO/W – 4

OBJECTIVES: At the end of the course, the student teachers will be able to
1. Appreciate the role and importance of teaching.
2. Use the microteaching stratergies in full scale teaching.
3. Recognize the aim, objectives and values of History teaching.
4. Arrange various roots of Histroy chronologically.
5. Identify the objectives and specifications of all the lessons of History.
6. Compare the Bloom's Taxonomy and Aderson's.
7. Use the knowledge for making year, unit and lesson plan.
8. Select appropriate method/aptitude/model for teaching according to nature of the topic.
9. Use appropriate teaching aids for teaching of the content.
10. Analyses text books and make suggestions.
11. Recognize the principles of curriculum construction.
12. Develop the skill of development of curriculum.
13. Construct different tools and test for evaluation and assessment.
14. Develop competency in the preparation of lesson plans and unit plans.
15. Develop the skill in handling the hardware materials in Instructional Technology while teaching.
16. Develop competency in constructing and administering diagnostic and achievement tests.

A) COURSE DESCRIPTION
    This course deals with the meaning, scope, different conceptions of History, its future and dimensions, goals, instructional objectives, instructional planning, various methods and approaches, micro-teaching skills, use of Technology in teaching History, curricular organization, relationship of History with other subjects and evaluation in History and professional development of History teachers.

B) CONTENT OF THE COURSE
    This course consists of the following **TEN** units covering most important aspects of Methods of Teaching History. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the course:
Analysis and review of the basic concepts of the content in the History text Books prescribed by the Government of Tamilnadu right from VI class to X Class is a pre-requisite to commence the course on pedagogy of History.This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   HISTORY TEACHER AS A TRANSFORMER

a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
b. Competencies, commitments and performances expected from a good History teacher.
c. Qualities of a good teacher in general and qualities of a History teacher in particular.
d. Activities that develop the competencies mentioned above.
e. Teacher as a researcher, collaborator with other schools.
f. Concept of transformational leadership, the role of a teacher as transformational leader.
g. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesson plans and observation schedules - introducing a lesson, Explaining, Questioning, and Use of blackboard, Reinforcement, Stimulus Variation, and Closure).

UNIT – II   THE REFLECTIONS ON HISTORY
a. The meaning, nature and scope of History.
b. Interdisciplinary nature of History, History of History.
c. Different conceptions of History
    1. Biographical Conception.
    2. History as the record of the past.
    3. Evolutionary conception.
    4. Implications of various conceptions of History to teachers.
    5. Is History an Art or Science?
d. Aims and objectives of Teaching History-General and Specific.
e. Values of Teaching History- Practical, Intellectual, Social, Moral and Cultural.

UNIT – III   DIMENSIONS OF HISTORY
a. Dimensions of History
    1. Continuity.
    2. Development.
    3. Time.
    4. Place.
b. Geographical Foundations of History.
c. Chronological Divisions of History.

UNIT – IV   OUTCOME BASED TEACHING OF HISTORY
a. Concept of outcome based teaching and objectives of teaching History at Secondary level.
b. Bloom's Taxonomy of educational objectives vs. improved version of taxonomy of Anderson.
c. Instructional objectives and specifications.
d. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in History.
e. Objective based Teaching.

UNIT – V   PLANNING OF TEACHING IN HISTORY
a. Semester plans and Year plan.

b. Unit plan, writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructivist approach and preparation of digital lesson plans.
d. Observation and criticism of lessons.

UNIT – VI   METHODS AND APPROACHES OF TEACHING HISTORY

a. Pedagogical shift from History as a body of fixed knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach, Strategy.
c. Principle involved in the selection of Method, Approaches in teaching, Classification of methods.
d. Lecture method, Historical Method, Oral method, Story-telling, Dramatization, Source method, and Problem method, Project method and Unit method.
e. Approaches- Dalton Plan, the Inductive Approach, the Deductive Approach and Team Teaching.
f. Individualized instruction – Programmed learning, Computer Assisted Instruction.
g. Models of teaching- concept attainment model of Bruner, enquiry model.
h. E-teaching/tutoring, peer tutoring.
i. Integration of chronology and current affairs in teaching History.

UNIT – VII   EDUCATIONAL TECHNOLOGY IN TEACHING HISTORY

a. Need and importance of Technology and Teaching Aids with reference to teaching of Mathematics.
b. Brief classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Preparation and use of Display Boards, Graphic aids, three Dimensional Aids, Projected Aids (Slides, Film-strips, Films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia computer)
d. Improvisation of Teaching Aids.
e. Activity aids – Field trips, Social Fairs, Social Club, Museum, celebration of important days such as National Integration Day, Martyr's day etc.
f. Internet and e-leaning.
g. Utilization of Community Resources.
h.   Computer assisted instruction in History, Multimedia presentation, Programmed learning, Web learning, History laboratory.
i. Mass media, History Club and its activities.

UNIT – VIII THE HISTORY CURRICULUM

a. Content and principles of selection- Individual, Social and National needs.
b. The claims of local History, National History and world History.
c. Theories influencing the selection of materials.
d. Doctrine of Natural taste and interests, Cultural Epoch theory.
e. Organization of materials and Plans, The chronological and Periodical.
f. Concept and principles of curriculum construction.
g. Principles of organizing the curriculum.

h. Approaches to Curricular Organization (Concentric, Topical, spiral, Process, Concept, Integrated, logical and psychological approach.

i. Textbook – Functions and qualities, Review of school History Textbooks, and comparison with the same level contents prescribed in other Boards of examinations.

UNIT – IX   EVALUATION IN HISTORY

a. Concept of Evaluation – purpose and procedure of evaluation, criterion and norm-referenced evaluation.

b. Measurement and Testing.

c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic.

d. Different tools and Techniques of evaluation.

e. Construction and administration of
   a. Unit test.
   b. Scholastic Achievement Test.
   c. Diagnostic test.

f. Characteristics of a good evaluation tool (test).

g. Test items and criteria for constructing test items.

h. Statistical measures- (i) Measures of central tendency: Arithmetic mean, median, mode, (ii)Measure of Variability; range, quartile deviation, average deviation, and standard deviation use and interpretation.

(iii) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.

(iv) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency curve Ogive, Percentile Ranks, Normal Probability curve, Skewness & Kurtosis.

UNIT – X   PROFESSIONAL DEVELOPMENT IN HISTORY TEACHER

a. In-service programmes for History teachers.

b. History teachers Associations – Role and Uses.

c. Journals and other resource material in History Education.

d. Professional growth-participation in Conferences/Seminars/Workshops and E-Learning.

e. Organizations that conduct in-service programmes for History teachers.

f. Job opportunities for History teachers in various organizations, sources for searching for jobs.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT- I

1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters suggestions.

2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.

3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.

4. Prepare two lesson plans for each micro teaching skills mastered by you.

UNIT - II

5. Visit any Historical place of interest or Historical Museum in your vicinity.
6. Explain any two values of Teaching History and suggest three activities that can inculcate those two values. Prepare a port folio or any one activity.
7. How knowledge of History helpful in personality development of a learner.
8. Make a portfolio of famous historians of our country.

UNIT - III
9. Explain the four dimensions of History with suitable examples.
10. Make a chronological explanation of wars /battles held between 1000 AD to 2000 AD in India.

UNIT - IV
11. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
12. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.

UNIT - V
13. Prepare a lecture schedule for sixth unit of History Text book of any class of your choice.
14. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
15. Prepare a digital lesson plan on any topic of your choice.
16. Analyze the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.

UNIT - VI
17. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
18. Select any concept of your choice and explain on the lines suggested by enquiry model.
19. List out the topics that can be taught through teacher-centered methods in the school syllabi.
20. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
21. Explain the methods of teaching to the students through online, e-mail. Moodle and any other electronic means.
22. Plan and elaborate a quiz program for your students on any selected theme.
23. Prepare a topic for teaching through the technique of 'Dramatization'.

UNIT - VII
24. Prepare any two charts, improvised apparatus and models useful for teaching of History.
25. Prepare a CD containing any two lessons with animation and other augmentations.
26. Explain about the electronic teaching aids for better conceptualization.
27. Organise a mock parliament in your class and record your observations.
28. List out ten topics where teaching aids are inevitable to use.
29. Prepare a teaching aid showing an activity for each experience of the cone given by Dale Edgar.

UNIT - VIII
30. Examine the History curriculum from class I to V and explain it from the view point of the curricular approaches.
31. Examine the History curriculum from class VI to X and explain it from the view point of the curricular approaches.
32. How do you plan and what steps do you follow for the development of curriculum of History for class VIII.
33. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
34. Analyze objectively the IX class text book of History and compare it with the IX class text book prescribed by CBSE Board.

UNIT - IX
35. Preparation of unit test for a unit in History.
36. Give a group work to the students and assess their performance individually by adopting objective procedures.
37. Mention any two concepts and how do you teach them to your students by adopting constructivist approach?
38. Give two assignments to your students and how do you assess the performance of the students electronically?
39. Explain the methods you use to initiate group discussions among your students electronically.
40. Analyze recent X class History question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.
41. Analyze recent X class History question paper of Tamil Nadu State and compare it with that of X class History question paper of CBSE Board and record your observations.
42. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X
43. Make a needs assessment survey of 30 Teachers of History and finalize the list of in-service programme they want.
44. Name any five Journals related to History Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
45. Give the details of sources where History Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Aggarwal, (2008). **Teaching of history:** (4th Ed). UP. Vikas Publishing House Pvt. Ltd.
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COURSE IV (h):   PEDAGOGY OF COMMERCE AND ACCOUNTANCY - II

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
2. Appreciate the role and need of the Commerce and Accountancy teacher.
3. Recognize the competencies and commitments, expected from a good Commerce and Accountancy teacher.
4. Recognize the need for a teacher to becoming a transformational leader.
5. Appreciate the interdisciplinary contributions of Commerce and Accountancy.
6. Acquire the skill of identification, writing of objectives and specifications of any topic of any subject.
7. Develop the skills in teaching of Commerce and Accountancy.
8. Find the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers.
9. Use the instructional materials employed in teaching of Commerce & Accountancy.
10. Acquire the skill in formulating objectives for his/her future endeavors.
11. Apply the knowledge of planning in future course of teaching and learning.
12. Develop the skill in preparing handouts on the lines of constructivism.
13. Develop the skill in identifying the topics which can be taught through certain methods.
14. Recognize the need and importance of teaching aids.
15. Develop the skill in teaching of Commerce and Accountancy by integrating ICT.
16. Recognize the principles of curriculum construction and organization of subject matter.
17. Apply the steps in curriculum development and make an attempt to develop a Commerce and Accountancy curriculum of their own.
18. Cultivate the habit of reading commerce and accountancy journals, writing articles to magazines and journals.
19. Use the evaluation tools effectively according to the nature of the content in Commerce and Accountancy.
20. Apply the principles in preparing scholastic achievement test.
21. Develop the skill in using the pedagogy in dealing the content.
22. Apply the knowledge gained to actual classroom situations.
23. Develop interest in learning recent developments in Commerce and Accountancy.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with concepts like Commerce teacher as a transformer, reflections on Commerce and Accountancy, outcome based teaching in Commerce and Accountancy, planning of teaching in Commerce and Accountancy, methods, models and approches in teaching Commerce and Accountancy, technology usage for teaching of Commerce and Accountancy, analyzing and developing Commerce and Accountancy curriculum, activities of Commerce and Accountancy department, Assessment and evaluation in commerce and accountancy and professional development of Commerce and Accountancy Teacher.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of pedagogy of Commerce and Accountancy. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course:

Analysis and review of the basic concepts of the content in the Commerce and Accountancy text books prescribed by the Government of Tamil Nadu right from XI class to XII class is the pre-requisite to commence the course on pedagogy of Commerce and Accountancy. This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   COMMERCE AND ACCOUNTANCY TEACHER AS A TRANSFORMER
   a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
   b. Competencies, commitments and performances expected from a good Commerce and Accountancy teacher.
   c. Qualities of a good teacher in general and qualities of a Commerce and Accountancy teacher in particular.
   d. Activities that develop the competencies mentioned above.
   e. Teacher as a researcher, collaborator with other schools.
   f. Concept of transformational leadership, the role of a teacher as transformational leader.
   g. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesson plans and observations schedules).

UNIT – II   REFLECTIONS ON COMMERCE AND ACCOUNTANCY
   a. Definition, Nature and scope of Commerce and Accountancy, Interdisciplinary nature of Commerce and Accountancy.
   b. Historical development of commerce education, Role of Commerce and Accountancy in human welfare, classification – general commerce education – specific job training for business.
   c. Concepts of aims, objectives and values of teaching Commerce and Accountancy.
   d. Comparison of commerce with business and economics forms of organization, e-commerce, consumer education.
   e. Technical documents, survey reports- business documents-news papers.
   f. Research journals and reports-e-resources-importance of collateral readings.

UNIT- III   OUTCOME   BASED   TEACHING   OF   COMMERCE   AND ACCOUNTANCY
   a. Objectives of teaching Commerce and Accountancy suggested in the National Policies.
   b. Aims, Objectives and Values of learning Commerce and Accountancy.
   c. Bloom's Taxonomy of Educational objectives vs improved version of taxonomy of Anderson.
   d. Instructional objectives and specifications.

e. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Commerce and Accountancy.

UNIT – IV   PLANNING OF TEACHING IN COMMERCE AND ACCOUNTANCY
a. Semester plans and Year plan.
b. Unit plan and writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructive approach, herbertian steps and CCE model of TNSCERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.
e. Planning of instructional materials required for teaching and learning of Commerce and Accountancy.
f. Organization of activities for teaching and learning of Commerce and Accountancy.

UNIT – V   METHODS, MODELS AND APPROCHES IN TEACHING COMMERCE AND ACCOUNTANCY
a. Pedagogical shift from Commerce and Accountancy as a body of knowledge to process of construction of knowledge.
b. Methods of Teaching Commerce and Accountancy.
   1) Teacher centered method (Lecture Method, Lecture cum Demonstration method, Descriptive method, objective based method).
   2) Pupil centered methods (Inductive and deductive approaches, Problem solving method, case study method).
c. Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion.
d. Tutorial method, assignment method, students' motivation technique, analytical method.
e. Brainstorming, Heuristic method, simulation and role playing, team teaching-micro teaching.
f. Individualized instructional methods, Methods suitable for teaching Commerce and Accountancy.

UNIT – VI   TECHNOLOGY USAGE FOR TEACHING OF COMMERCE AND ACCOUNTANCY
a. Need and importance of Technology and Teaching Aids with reference to teaching of Commerce and Accountancy.
b. Classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. 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).
d. Multi-media in learning Commerce Modules: Video conferencing, e- tutoring, Software in Commerce and Accountancy.

e. Activity aids: Field study, Industrial visit, Educational Tour and Utilization of community resources etc.
f. Internet, E-learning, e-commerce, and Electronic accounting.
g. Evaluation of websites in commerce teaching and learning.

UNIT - VII   COMMERCE AND ACCOUNTANCY CURRICULUM
a. Concept, meaning and definition of curriculum.
b. Principles of Curriculum construction.
c. Approaches to curricular organization (Concentric, Topical, Process, Concept, and Integrated).
d. Steps involved in developing Commerce and Accountancy curriculum, suggestions for improving the existing curriculum in Commerce and Accountancy.
e. Academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading "Business and Commerce".
f. Selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus.
g. Latest trends in curriculum construction in developed countries.

UNIT – VIII   ACTIVITIES OF COMMERCE AND ACCOUNTANCY DEPARTMENT
a. Need, importance and role of laboratories, present status of laboratories in the schools and their usage, evaluation of the laboratory work.
b. School complex as platform for pooling of teaching experiences.
c. Commerce association, activities, school bank, school co-operative society.
d. Meaning, need for classroom research - difference between action research and fundamental research- steps in action research - journaling the results of classroom research.
e. Research in Commerce education – Computer in Commerce and Accountancy teaching and research.

UNIT – IX   ASSESSMENT AND EVALUATION IN COMMERCE AND ACCOUNTANCY
a. Concept of Assessment and Evaluation, purpose and procedure of evaluation, assessment of learning, assessment for learning, performance based assessment.
b. Measurement and Testing.
c. Types of evaluation: Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation
d. Qualities of a Good test.
e. Different tools and Techniques of evaluation, development of parameters for assessment, techniques for assessment of group work of the students.
f. Construction and administration of a) Scholastic Achievement Test; b) Diagnostic test
g. Test items and criteria for constructing test items.

UNIT - X   PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER
a) Commerce teacher - Academic Qualifications and Professional Education professional growth of teacher – pre-service and in-service programme.

b) Qualities required for a good teacher – ethics of a commerce teacher and competencies of commerce teacher.
c) Social and environmental responsibilities of the commerce teacher, problems faced by the commerce teachers.
d) Commerce teachers Associations – Role and Uses.
e) Job opportunities for Commerce teachers in various organizations, sources for searching for jobs.
f) Journals and other resource material in Commerce Education.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK
UNIT – I
1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.
2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
3. Prepare a mind map on Competencies, commitments and performance expected from a good Commerce and Accountancy teacher.
4. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
5. Prepare two lesson plans for each micro teaching skill mastered by you.

UNIT – II
6. Make a survey on the various types of financial companies located in your vicinity and prepare a report on nature of the job.
7. Prepare an album with themes on 'Book keeping' and 'Profit and Loss Accounts'.
8. Prepare a portfolio on VAT and GST.
9. Justify the reasons for Teaching Commerce and Accountancy from XI and XII standard and state the importance of teaching Commerce and Accountancy at this level.
10. Prepare an essay on the concept, importance and status of e-commerce in India.

UNIT – III
11. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
12. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.
13. Analyse the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.
14. Create a model on 'Blooms Taxonomy of Educational Objectives'.

UNIT - IV
15. Prepare a unit plan for any unit of your choice for class XII standard.
16. Prepare a lecture schedule for fifth unit of Commerce and Accountancy text book of any class of your choice.
17. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
18. Prepare a digital lesson plan on any topic of your choice.

19. Organize group work on the preparation of lesson plans in Accountancy.

UNIT - V
20. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
21. Select any concept of your choice and explain on the lines suggested by enquiry model.
22. List out the topics that can be taught through teacher-centered methods in the school syllabi of commerce and accountancy.
23. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
24. Explain the method of teaching to the students through online and CAI.
25. Make a collection of e-learning resources in Accountancy and Commerce.
26. Observe at least five Classes of fellow / peer students teaching in the same discipline.

UNIT –VI
27. Prepare any two charts, improvised apparatus and models useful for teaching of Commerce and Accountancy.
28. Prepare a CD containing any two lessons with animation and other augmentations.
29. Explain about electronic teaching aids for better conceptualization.
30. Select a concept in Commerce and Accountancy for teaching and learning through series of slides/transparencies/album/scrapbook.
31. List out five topics which can be taught effectively using computers.

UNIT – VII
32. Examine the Commerce and Accountancy curriculum from class XI to XII and explain it from the view point of the curricular approaches.
33. Suggest some improvements in the present curriculum in vogue for higher secondary school education (XI to XII) in the State of Tamil Nadu.
34. Construct Commerce curriculum to enrich the present higher secondary education.

UNIT - VIII
35. Design and carry out any one simple investigation in teaching of Commerce and Accountancy.
36. Undertake a project on the success story of a business establishment and submit it in the form of a report.
37. Identify some slow learners in your school during teaching practice and adopt suitable measures to enhance learning among them and present it in the form of a report.

UNIT - IX
38. Give a group work to the students and assess their performance individually by adopting objective procedures.
39. Give two assignments to your students and how do you assess the performance of the students electronically?
40. Explain the methods do you use to initiate group discussions among your students electronically?

41. Analyze recent XI class Commerce and Accountancy question paper and also analyze half-yearly examination question paper of class XI and compare them and record your observations.
42. Analyze recent XI class Commerce and Accountancy question paper of Tamil Nadu State and compare it with that of XI class Commerce and Accountancy question paper of CBSE Board and record your observations.
43. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X
44. Make a needs assessment survey of 30 Teachers of Commerce and Accountancy and finalize the list of in-service programme they want.
45. Name any five Journals related to Commerce and Accountancy Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
46. Give the details of sources where Commerce and Accountancy Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Bhatia,K.K.(2001).**Foundations of teaching learning process**.Ludhiana:Tandon Publication.
2. Douglas, Palnford and Anderson (2000): **Teaching Business Subjects**, Prentice Hall, New York.
3. Head, G. W. (1988). **Commerce**. London: Heinemann Professional Publishing.
4. Joyce.,&well.,(2004).**Models of teaching**.U.K:Prentice hall of India.
5. Khan, M. S. (1982). **Commerce education**. New Delhi: Sterling Publishers Private Limited.
6. Mangal,S.K.,&Mangal,S.(2005).**Essentials of Educational Teachnology.**
7. Pattanshetti, M.M. (1992), **Designing and organizing tutorials in colleges and universities**, Davangere: You Need Publication.
8. Rao, S. (2000). **Teaching of commerce**. New Delhi: Anmol Publications Pvt. Ltd.
9. Sharma, K., & Titeja, T. (1995). **Teaching of economics**. New Delhi: Common wealth publication.
10. Sharma,R.A.(2008).**Technological foundations of education**.Meerut:R.Lall Books Depot.
11. Sharma, R. N. (2008). **Principles and Techniques of Education**. Delhi: Surjeet Publications.
12. Singh, Y. K. (2009). **Teaching of Commerce**. New Delhi: APH Publishing Corporation.
13. The Current Syllabus in Tamil Nadu for Standards XI and XII.
14. Verman, M. M. A. (1979). **Method of teaching accountancy**. New York: McGraw Hill.

COURSE IV (i):   PEDAGOGY OF COMPUTER SCIENCES - II
CODE   :   BEDN 1229   LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Appreciate the role and need of the Computer science teacher.
2. Recognize the competencies and commitments expected from a good Computer science teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Computer Sciences.
5. Recognize the nature and structure of Computer science.
6. Develop the spirit of enquiry and scientific temper.
7. Apply the steps of scientific method in solving day to day problems in life.
8. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
9. Acquire the skill in formulating objectives for his/her future endeavors.
10. Apply the knowledge of planning in future course of teaching and learning.
11. Develop the skill in preparing handouts on the lines of constructivism.
12. Develop the skill in identifying the topics which can be taught through suitable methods.
13. Recognize the need and importance of teaching aids.
14. Develop the skill in teaching of Computer Science by integrating ICT.
15. Apply the steps in curriculum development and make an attempt to develop a computer science curriculum of their own.
16. Cultivate the habit of reading Computer science journals, writing articles to magazines and journals.
17. Integrate ICT in teaching.
18. Recognize the concepts and terms in Computer Science.
19. Apply the knowledge in actual class – room situation in teaching Computer Science.
20. Acquire mastery over development and use of evaluation tools.
21. Develop the skills in preparing scholastic achievement test and develop skill in assessment of both cognitive and non-cognitive aspects of the learners.
22. Develop the skill in using the pedagogy in dealing the content.
23. Apply the knowledge gained to actual classroom situations.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with concepts like Computer Science teacher as a transformer, reflections on Computer Science, outcome based teaching in Computer Science, planning of teaching in Computer Science, methods, models and approches in teaching Computer Science, technology usage for teaching of Computer Science, analyzing and developing Computer Science curriculum, Computer Science Laboratory, Assessment and evaluation in Computer Science and professional development of Computer Science Teacher.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of pedagogy of Computer Science. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course

Analysis and review of the basic concepts of the content in the Computer sciences text books prescribed by the Government of Tamil Nadu from XI class to XII class is the pre-requisite to commence the course on pedagogy of Computer Sciences.

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods. The time frame for the completion of the whole process is 30 working days right from the date of first instruction day.

UNIT – I   COMPUTER SCIENCE TEACHER AS A TRANSFORMER
   a. Meaning, importance and need of a teacher, development of attitude and skill among the prospective teachers.
   b. Competencies, commitments and performances expected from a good Computer Science teacher.
   c. Qualities of a good teacher in general and qualities of a Computer Science teacher in particular.
   d. Activities that develop the competencies mentioned above.
   e. Teacher as a researcher, collaborator with other schools.
   f. Concept of transformational leadership, the role of a teacher as transformational leader.
   g. Micro-teaching: concept, meaning, cycle and skills (Five skills with proper lesson plans and observations schedules).

UNIT – II   REFLECTIONS ON COMPUTER SCIENCE
   a. Definition, Nature and scope of Computer science, Computer Science as a process of construction of knowledge and science process skills.
   b. The Science of Computer, Historical Overview, The great inventors, significant discoveries and inventions in computer field.
   c. Concepts of aims, objectives of teaching Computer Science.
   d. Computer resources and applications, computers and their impact on current developments, types of computer applications and systems used in educational setup.
   a. Development of scientific attitude and Training in scientific method.
   b. Hardware components of micro computer, Input and Output devices, types of computers.
   c. Software: definition, System software, Application software, High level and programming languages, use of computers in schools.

UNIT- III   OUTCOME BASED TEACHING OF COMPUTER SCIENCES
   a. Objectives of teaching Computer Sciences suggested in the National Policies.
   b. Bloom's Taxonomy of Educational objectives Vs improved version of taxonomy of Anderson.
   c. Instructional objectives and specifications.
   d. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Computer Sciences.

UNIT – IV   PLANNING OF TEACHING IN COMPUTER SICENCES
   a. Semester plans and Year plan.

b. Unit plan and writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructive approach, herbertian steps and CCE model of TNSCERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.
e. Planning of instructional materials required for teaching and learning of Computer Sciences.
f. Organization of activities for teaching and learning of Computer Sciences.

UNIT – V   METHODS, MODELS AND APPROCHES IN TEACHING COMPUTER SCIENCES
a. Pedagogical shift from Computer Science as a body of knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach, Strategy.
c. Methods of Teaching Computer Science – 1) Teacher centered method (Lecture Method, Lecture cum Demonstration method, Historical Method); 2) Pupil centered methods (Project method, Scientific method, Inductive and deductive approaches, Laboratory method).

UNIT – VI   TECHNOLOGY USAGE FOR TEACHING OF COMPUTER SCIENCES
a. Need and importance of technology and Teaching Aids with reference to teaching of Computer Sciences.
b. Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite - EDUSAT Educational technology in computer science teaching – programmed learning – computer assisted instruction – mass media for computer science learning-Multimedia-Animation-PowerPoint presentations- E-learning, peer-tutoring, E-tutoring.
c. Classification of Teaching Aids, Edgar Dale's Cone of Experiences.
d. Strengthening Computer Science Education-Online courses-Social Networks-Blogs-Cloud computing-Android-Windows-Cyberspace Threats and Solutions-Spyware protection.
e. Instructional Resources in Computer Science - Text books, Teacher Manuals, Reference Books and Journals. Instructional Media.

UNIT- VII   COMPUTER SCIENCE CURRICULUM
a. Concept, meaning and definition of curriculum.
b. Principles of Curriculum construction.
c. Approaches to curricular organization (Concentric, Topical, Process, Concept, and Integrated).
d. Steps involved in developing Computer Science curriculum, suggestions for improving the existing curriculum in Computer Sciences.
e. Textbook – functions and qualities, Review of school Computer Science Textbook, and comparison with the same level contents prescribed in other boards of examinations.

UNIT – VIII   COMPUTER SCIENCE LABORATORY

a. Need, importance and role of computer science laboratory, present status of computer science laboratories in the schools and their usage, evaluation of the laboratory work.
b. Practical Work in laboratory - Need, Importance and organization.
c. Computer science: Setting up of laboratory, purchase and maintenance of equipments.
d. Laboratory Techniques - structure and design-registers-record maintenance.
e. School complex as platform for pooling of teaching experiences.

UNIT – IX   ASSESSMENT AND EVALUATION IN COMPUTER SCIENCES
a. Concept of Assessment and Evaluation – purpose and procedure of evaluation, assessment of learning, assessment for learning, performance based assessment.
b. Measurement and Testing.
c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation.
d. Qualities of a Good test.
e. Different tools and Techniques of evaluation, development of parameters for assessment, techniques for assessment of group work of the students.
f. Construction and administration of a) Scholastic Achievement Test; b) Diagnostic test
g. Test items and criteria for constructing test items.

UNIT – X   PROFESSIONAL DEVELOPMENT IN COMPUTER SCIENCE TEACHER
a. In-service programmes for Computer Science teachers.
b. Computer Science teachers Associations – Role and Uses.
c. Journals and other resource material in Computer Science Education.
d. Professional growth-participation in Conferences/Seminars/Workshops and E-Learning.
e. Organizations that conduct in-service programmes for Computer Science teachers.
f. Job opportunities for Computer Science teachers in various organizations, sources for searching for jobs.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK
UNIT – I
1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.
2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.
3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
4. Prepare two lesson plans for each micro teaching skill mastered by you.

UNIT – II
5. Make a survey on the use of computers in the schools and evaluate the use in line with laboratory, teacher quality and content taught to the students.
6. Make a portfolio on the development of hardware of computers in India.
7. Explain about any two software which can be used in the educational context.
8. Prepare a case study of any company related to IT Solutions.

UNIT – III
9. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
10. Make a list of activities that can develop the skill of identification of objectives and specification of the three domains.
11. Analyse the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.
12. Develop question bank in 3 units of school text book of any standard with 50 marks using software.

UNIT - IV
13. Prepare a unit plan for any one unit of your choice for class between XI to XII.
14. Prepare a lecture schedule for fifth unit of Computer science text book of any class of your choice.
15. Select any topic of your choice and prepare a handout on the lines suggested in constructivist approach.
16. Prepare a digital lesson plan on any topic of your choice.

UNIT - V
17. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
18. Select any concept of your choice and explain on the lines suggested by enquiry model.
19. List out the topics that can be taught through teacher-centered methods in the school syllabi.
20. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
21. Explain the method of teaching to the students through online, CAI, e-mail, and any other means.
22. Develop CAI program for any topic of your choice.

UNIT – VI
23. Prepare any two charts, improvised apparatus and models useful for teaching of Computer sciences.
24. Prepare a CD containing any two lessons with animation and other augmentations.
25. Explain about electronic teaching aids for better conceptualization.
26. Prepare a concept in Computer Sciences for teaching and learning through series of slides/transparencies/album/scrapbook.
27. List out ten topics where teaching aids apart from blackboard and chart and inevitable to use.
28. Develop e-content for one subject of your choice.

UNIT – VII
29. Examine the Computer Science curriculum from class XI to XII and explain it from the view point of the curricular approaches.

30. Suggest some improvements in the present curriculum in vogue for school education (XI to XII) in the State of Tamil Nadu.
31. Analyse objectively the IX class text book of Computer Sciences and compare it with the IX class text book prescribed by CBSE Board.

UNIT - VIII
32. Prepare laboratory instructional cards for any two experiments of your choice.
33. Plan and organize computer science club in your institution and list out the activities you wish to conduct fortnightly.
34. Planning and conducting any two practical classes in Computer Science and maintain a record of practical work.
35. List out ten teaching aids which you wish to procure for our Computer Science lab for teaching effectively to the student of your class.
36. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
37. Design and carry out of any one simple innovation in teaching of Computer Science.

UNIT - IX
38. Prepare a unit test question paper for any unit of any class of your choice in Computer Sciences.
39. Give a group work to the students and assess their performance individually by adopting objective procedures.
40. Mention any two concepts and how do you teach them to your students by adopting constructivist approach?
41. Give two assignments to your students and how do you assess the performance of the students electronically?
42. Explain the methods you use to initiate group discussions among your students electronically?
43. Analyze recent XI class Computer Science question paper and also analyze half-yearly examination question paper of class XI and compare them and record your observations.
44. Analyze recent XII class Computer Science question paper of Tamil Nadu State and compare it with that of XII class Computer Science question paper of CBSE Board and record your observations.
45. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X
46. Make a needs assessment survey of 30 Teachers of Computer Science and finalize the list of in-serverce programme they want.
47. Name any 5 Journals related to Computer Science Education and write down the details viz., title of the journal, publications, theme, type of journal, periodicity, ISSN No., etc.
48. Give the details of sources where Computer Science Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal J.C., (2000) **Principles, Methods and Techniques of Teaching**, Vikas Publishing House Pvt. ltd.,
2. Allen Martin, (1980), **Teaching and Learning with LOGO**, London: Cromm Helm.
3. Balagursamy, **Programming in Basic,** THN, Delhi.
4. Carin.,& Robert, S. (1989). **Teaching modern science (5th edition).** U.S.A: Merill Publishing Co.
5. Chauhan, S.S., (1995) **Innovations in Teaching Learning Process**, Vikas Publishing House Private Ltd.,
6. Das, R.C., (1990) **Science Teaching in Schools**, Sterling Publishers Private Ltd., Bangalore.
7. Davis, **Computer Today**, McGraw Hill Delhi.
8. Goel,H.K(2007).**Teaching of computer science**. New Delhi:R.Lall Books.
9. Gotstried, **Progamming with BASIC**, SCHAUM.
10. Harley, H.K. (2007). **The internet: complete reference**. New Delhi: Tata McGrow Hill pub.co., Ltd.
11. Heiss, Obourn. & Hoffman. (1985) **Modern science in secondary schools**. New Delhi: Sterling Publication (Pvt.) Limited.
12. Hillman, David (1998) **Multimedia Technology and Applications**, New York : Delmar Publishers.
13. Krishna Sagar, (2005) **ICTs and teacher training**, Delhi: Tarum offset.
14. Malvino, **Digital Computer Electronics**, TMH, Delhi.
15. Nair, C.P.S., **Teaching of Science in Our School**, Chand & Co., Pvt Ltd., New Delhi.
16. NarendraVaidya, **Science Teaching for the 21st Century**, Deep & Deep Publication, Pvt. Ltd., New Delhi, 1999.
17. Rao, P.V.S., **Computer Programming**, TMH, Delhi.
18. Roger Humt Hon Shelley, **Computers and Common Sense**, Prentice Hall (India)Delhi.
19. Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006). **Introduction of educational Technology.**
20. Sharma, R.C., **Modern Science Teaching,** DhanpatRai Publishing Co. Pvt. Ltd.,
21. Sharma,R.A.(2008).**Technological foundation of education**. Meerut: R.Lall Books Depot.
22. Shied, **Introduction to Computer Science**, SCHAVM.
23. Siddifit, S. (1985). **Teaching of Science today and tomorrow**. New Delhi: Doba's House.
24. Stanely Pogrow, (1993) **Education in the Computer Age**, Sage Publication, Delhi.
25. Steeven M. Rass, (1990) **Basic Programmking for Education**, Pentic Hall, New York.
26. Yadav, M.S., (2000) **Modern Methods of Science Teaching in Secondary Schools**. Ammul Publications Pvt. Ltd., New Delhi, 2000. New Delhi.

OPTIONAL COURSES:

COURSE V (a):   GUIDANCE AND COUNSELING
CODE   :   BEDN 1231   LO/W- 4

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Differentiate the concepts of guidance and counseling.

2. Establish guidance and counseling labs in the school setup.
3. Recognize the classification of guidance and counseling.
4. Recognize principles and practices of Guidance and Counseling.
5. Recognize the process of guidance and counseling.
6. Apply the knowledge regarding tools and techniques for guidance services in schools.
7. Develop practical skills in organizing and conducting guidance services in schools.
8. Recognize the principles underlying guidance.
9. Recognize the need of guidance and counseling in schools.
10. Describe the different services in the school guidance programme.
11. Acquire the skills necessary to administer and interpret standardized tools.
12. Acquire the qualities required for a good counselor.

A) COURSE DESCRIPTION

This course deals with the concepts and definitions of guidance and counseling, importance of guidance and counseling in secondary schools, principles of guidance, need and objectives of guidance, types of guidance–personal, educational and vocational, goal, processes and techniques of counseling, teacher as counselor, types of counseling - directive, non–directive, eclectic, information center for guidance and counseling, tests and academic achievement, techniques for gathering data–observation, interview, sociometry, role play, case study, functions and characteristics of a counselor, preparation and training, need, importance and organization of information center for Guidance and Counseling.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of Guidance and Counseling. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course
A desire to learn about guidance and counseling techniques in the field of education and having knowledge and interest in concept related to guidance and counseling without any misconception is the pre-requisite to commence the course on guidance and counseling.

UNIT – I   MEANING AND SCOPE
  a. Guidance and counseling – concept and definition.
  b. Aims, nature, principles and needs.
  c. Scope of guidance in education.

UNIT – II   HISTORY AND DEVELOPMENT
  a. Historical background of guidance and counseling movement-its present day importance.
  b. Guidance and counseling in secondary schools in India.

UNIT –III   PRINICIPLES OF GUIDANCE
  a. Principles of guidance – views of Jones, Leferer, Turrel and Weitrel.
  b. Individual differences – all round development, purposes of guidance.
  c. Need for guidance, objectives of guidance.
  d. Different types of guidance – Educational, Vocational, Personal and Social.

UNIT – IV   TYPES OF GUIDANCE

a. Personal guidance – concept of needs.
b. Psychology of adjustment – guidance to meet the needs and adjustment.
c. Deviant behaviors and guidance of exceptional children.
d. Educational guidance - problems of the present day curriculum, facilities, teacher guidance for solving educational problems.
e. Vocational guidance – world of vocations, requirement and problems, career guidance, techniques of placement.

UNIT- V   COUNSELLING
a. Counseling– Meaning, Definitions, Elements, Characteristics, Objectives, Need.
b. Difference between Counseling and Guidance.
c. Relationship between guidance and counseling, benefits and limitations.

UNIT – VI   GOALS AND NEEDS OF COUNSELING
a. Counseling, goals, process, techniques.
b. Client counselor relationship.
c. Counselor, qualities, functions, professional ethics.
d. Teacher as counselor.

UNIT- VII   TYPES OF COUNSELING
a. Types: Directive Counseling, Non-Directive Counseling, Eclectic counseling – Meaning, Characteristics, Steps, Advantages and Limitations.
b. Views of Rogers and Wallen, directive and non-directive counseling, electric counseling, student counseling, placement counseling; group counseling.

UNIT–VIII   TESTS AND TECHNIQUES
a. Information for guidance and counseling, Tests and Academic achievement, intelligence, attitude, aptitude and individual records of students.
b. Techniques for gathering data – observation, interview, sociometry, role-play & case study.

UNIT- IX   GROUP GUIDANCE AND GROUP COUNSELLING
a. Group guidance – meaning, definition, objectives, problems, significance, techniques and Uses.
b. Group counseling – meaning, requirements, uses.
c. Techniques of group guidance – conference, discussion group, field trip or tour, lecture or speech, role, playing, skit, symposium, workshop.
d. Non –Testing Devices in Guidance: observation, cumulative record, anecdotal record, case study, autobiography, interview, rating scale and sociometry etc.

UNIT – X   GUIDANCE FOR EXCEPTIONAL CHILDREN
a. Guidance for Exceptional Children- meaning and types.
b. Guidance for gifted- backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

c. Information center – organizing a center for personal, educational, vocational guidance
d. Reference materials - Nature, Source, display and use.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I
1. Visit any guidance and counseling center in your vicinity and record all the observations.
2. Visit any 3 educational institutions and record the steps taken by them for student guidance and counseling.

UNIT – II
3. Visit one Government, one private and one CBSE school and note down the guidance and counseling activities.
4. Give the details of 3 famous guidance and counseling centers/ organization/ institutes in the country.

UNIT – III
5. Make a portfolio of Jones and Leferer.
6. Make a portfolio of Turrel and Weitrel.

UNIT – IV
7. Identify any two exceptional children and what guidance you are going to give to them to correct deviant behavior.
8. Make a survey in your class and identify the children who seek guidance.   List out the area in which they really seek guidance.

UNIT – V
9. Select any two students who are in need of counseling. compare them and record your observations.

UNIT – VI
10. Explain how do you organize counseling to your students in your class?
11. Observe any two teachers of any school and explain what are the qualities they possess to be an efficient counselor.

UNIT – VII
12. Which type of counseling do you like? Explain the contribution of Carl Rogers in the field of counseling.
13. Explain the contributions of any one counselor who prefer directional counseling.

UNIT – VIII
14. Select any three students of your choice and use the techniques of sociometry as role play and record your observations.
15. Select any three students of your choice and use 'case study' and 'attitudes' to analyze the needs of the children.

UNIT – IX
16. Assess the need of guidance to children by conducting group discussion and panel discussion.

UNIT – X
17. Visit any guidance and counseling centers and list out the materials used.
18. How do you give guidance to deaf and dumb children?
19. Make an attempt to give guidance to visually impaired students and record the difficulties you faced while giving guidance.

D) LIST OF TEXT AND REFERENCE BOOKS
1. Adams Jones F: Problem in Counseling, Macmillan Co, New York.
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26. Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
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28. Tolbert, E. L. (1974). Counseling for career development. Boston: Houghton Mifflin.
29. Tyler L.E: The work of the Counselor, Appleton century crafts, New Delhi, 1962.
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COURSE V (b):   CURRICULUM DEVELOPMENT
CODE   :   BEDN 1232   LO/W- 4

OBJECTIIVES: At the end of this course the student – teacher should be able to
1. Acquire the knowledge of the terms and concepts.
2. Recognize the principles, designs, development and evaluation of curriculum.
3. Apply the knowledge in analyzing the different types of curriculum and their evaluation.
4. Develop skill in preparing curriculum design.
5. Develop interest in studying books, journals and articles on curriculum development.
6. Develop desirable positive attitude towards curriculum development.

A) COURSE DESCRIPTION

This course attempts to acquaint the student-teacher to the concept of curriculum, its bases, processes and approaches, principles, designs, transaction, evaluation and agencies of curriculum development. This helps the student teachers to evaluate the existing curriculum and can make suggestions for improvement. The student-teacher can forecast the new curricular areas and be able to develop curriculum with the theoretical base provided herewith.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of curriculum development. The details of each unit with its sub-units furnished hereunder.

Pre-requisite for the Course:
A strong desire to learn about curriculum and the innovations as a part of school and having interest and basic awareness on various curriculum related activities without any misconception is the pre-requisite to commence the course on curriculum development.

UNIT – I CONCEPT OF CURRICULUM
    a. Meaning, concept, definitions and classifications of curriculum concepts.
    b. The relationship between curriculum and syllabus.
    c. Need for curriculum development.
    d. Curriculum determinants, national aspirations and needs.

UNIT – II   FOUNDATIONS OF CURRICULUM
    a. Philosophical Foundations of Curriculum with respect to major philosophies.
    b. Psychological Foundations of Curriculum with respect to major schools of thought.

c. Sociological Foundations of Curriculum with reference to society, schooling, and social change.
d. Contributions of Indian thinkers to curriculum development.

UNIT -III TYPES OF CURRICULUM
a. Curriculum Organization-Educational Objectives & Curriculum Organization.
b. Subject matter & Curriculum Organization, ABC's curriculum organization: Learning & Curriculum Organization.
c. Types of Curricula – Subject Centered, Co-related, Fused, Core, Student-Centered-their relative values and weaknesses.

UNIT –IV BASIC TASKS FOR CURRICULUM DEVELOPMENT
a. Establishing the philosophy, Assessing needs, formulating goals and objectives.
b. Selecting the content-organizing content, selection of curriculum experiences
c. Evaluation of the curriculum.

UNIT –V CURRICULUM DESIGNING
a. Strategies used in creating curriculum designs, the importance of pre-planning, steps to be taken in designing.
b. Choosing a type of design: the subject design, societal activities and problems design, specific competencies design, the individual needs and interests design, the process skill design.

UNIT –VI PROCESS OF CURRICULUAR CHANGE AND DEVELOPMENT
a. Meanings of change and development – distinguishing between change and development, How change occurs?
b. Practical applications of change process in improving the curriculum.
c. Media and agencies for achieving change.

UNIT –VII APPROACHES TO CURRICULUM DEVELOPMENT
a. Major categories of curricular approach: subject–centred approach, Broad fields approach, social problem approach, learner center approach.
b. Issues related to curriculum approaches: Models of curriculum development, Technical / Scientific models, Non-technical/Non-scientific models.

UNIT – VIII AGENCIES OF CURRICULUM DEVELOPMENT
a. Role of teachers in curriculum development, curriculum and the Headmaster.
b. Role of the school administrator in curriculum development.
c. Role of NCERT in curriculum development, Role of SCERT in curriculum development.
d. Role of National Council of Teacher Education.

UNIT- IX CURRICULUM TRANSACTION
a. Strategies for Curriculum Transaction, Organization of Instruction.
b. Models of Teaching: Team Teaching, Individualizing the Curriculum, Distance learning Modes.

c. Resources for Curriculum Transaction, Computer and the Internet.

UNIT –X   EVALUATION OF CURRICULUM
 a. The Curriculum cycle, Evaluation as comparing objectives and outcomes.
 b. Focus of Curricular Evaluation: Subject content, organization and mode of transaction.
 c. Outcome of Curriculum Evaluation: Change /refinement of content, Organization and modes of transaction.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT - I
 1. Go through the science curriculum of any two Boards and compare them.
 2. Read thoroughly 'samachir kalvi' curriculum in vogue in Tamil Nadu and list out the national aspirations.

UNIT - II
 3. Go through the primary school curriculum and find out the contribution of Indian thinkers.
 4. Go through the curriculum of secondary education in Tamil Nadu and list out the philosophical, sociological and psychological foundations.

UNIT - III
 5. List out the values and limitation of 'samachir kalvi' curriculum implemented at school level.
 6. Review the higher secondary education curriculum of Tamil Nadu and list out the aspects where subject-centered, co-related, fused, core, student-centered, types are well addressed.

UNIT - IV
 7. Formulate the goals and objectives in the curriculum which you are going to propose.
 8. Evaluate the CBSE curriculum at secondary level.

UNIT - V
 9. Explain various curriculum designs and select any one which you like and substantiate your answers.

UNIT - VI
 10. What is the role of media in achieving changes in the process of curriculum development?

UNIT - VII
 11. Examine the curriculum approaches in the present secondary curriculum in vogue of models mentioned in our syllabus.

UNIT - VIII

12. Draw mind map with a page each, depicting the role of teacher, headmaster, school administrator, NCERT, and SCERT in developing curriculum.

UNIT - IX

13. Teach to the students of your class through team teaching and record your observations.

UNIT - X

14. Evaluate the curriculum.
15. Examining the defects in the existing school curriculum of Tamil Nadu State syllabus and suggest the measures for improvement.

D)   LIST OF TEXT & REFERENCE BOOKS

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   and Educational Technology, New York, Macmillan Publishing
2. Andrew Pollard and Pot Triggs: Reflective Teaching in Secondary Education –A Hand Book for Schools and Colleges, London, British Library cataloguing in Publication data, 1997.
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6. Dick, W., & Carey, L. (1996). The systematic design of instruction (4th Ed). New York: Haper Collins College Publishers.
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11. Kenneth, A. L. (2006). **Teaching for deep understanding: What every educator should know.** New Delhi: Corwin Press.
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15. NCERT (2005). National Curriculum Framework, New Delhi:NCERT.
16. Rao, V. K. (2008). Instructional technology. New Delhi: APH Publishing Corporation.
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19. Saylor Galen, J and William Alanda: Planning Curriculum School,

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23. Steakhouse, L. (1975). An introduction to curriculum research and development. London: Heinemann.
24. Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt.
25. Taylor, P. H., & Richards, C. M. (1979). An introduction to curriculum studies. New York: Humanities Press.
26. Travers, R. M. W. (1973). Second handbook of research on teaching. Skokie: Rand McNally.
27. Tyler, R. W. (1969). Basic principles of curriculum and instruction. Chicago: University of Press.
28. UNESCO Publications Learning the Treasure within, UNESCO Publications, 1966.
29. Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.
30. West, C. (1991). Instructional design implications from cognitive science. NJ: Prentice Hall

CURRICULUM RELATED COURSES

COURSE VI : INNOVATION AND RESEARCH IN EDUCATION
CODE   : BEDN 1241   **LO/W - 2**

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Recognize the Panchasheel of India.
2. Recognize the concept, meaning of innovation.
3. Collect the common characteristics of creative people.
4. Develop the thought process of thinking differently.
5. Provide hands-on experience related to action research.
6. Apply the principles of action research in class room situations.
7. Conduct action research related to various issues such as late coming, truancy etc.
8. Applying the principles of innovation.
9. Develop conditions for innovation.
10. Practice innovative approaches.
11. Compare the results of various innovative approaches.
12. Recognize the process of research and research report.
13. Appreciate the need of implementation of 'New Pancha Sheel of Education'.
14. Appreciate the spirit of innovation and its need for growth and development of any society or country.

A) COURSE DESCRIPTION

This course aims to introduce the concept of innovation and research with emphasis particularly on action research. The concept of innovation, conditions required to be innovative, development of innovative spirit, new panchasheel of India are introduced in the first two units. In the next unit innovative schools of philosophy as alternative to the formal schools such as concept of de-schooling, community schools, virtual class rooms. The last two units are exclusively confined to the concept of research, action research and writing of research report.

B) CONTENT OF THE COURSE

This course consists of the following **FIVE** units covering most important aspects of innovation and research. The details of each unit with its sub – units are furnished hereunder.

Pre-requisite for the Course:

A desire learn about innovations in the field of education and having knowledge and interest in concept related to innovations and technology without any misconception is the pre-requisite to commence the course on curriculum development.

UNIT – I   THE NEW PANCHASHEEL OF EDUCATION- AN INNOVATIVE THOUIGHT PRCESS IN EDUCATION
   a. Introduction of the concept of 'New **Panchasheel'** of Education.
   b. Learner Center Education.
   c. Women centered family.
   d. Human being centered development.
   e. Knowledge centered society.
   f. Innovation centered India.

UNIT – II   INNOVATION
   a. Meaning, definition, principles and barriers of innovation.
   b. Suggestions for the promotion of innovation, process of generation of innovation (origin, specification, trial-adaptation and Consolidation).
   c. Meaning and definition of creativity, Characteristics of creative people.
   d. Conditions congenial for innovation – Individual (tolerance to ambiguity, autonomy, initiating change, search, creativity, observation) Institutional (open climate, Freedom, democratic leadership style, Head of the institute as a change agent), social conditions (perception of an acute need, political and public support, charismatic leadership).

UNIT – III   INNOVATIVE PHILOSOPHY OF SCHOOLS
   a. Concept of De-schooling society - Ivan Illich.
   b. Community schools, Alternative school, non-graded school.
   c. Virtual school, Mobile school.
   d. Open and distance learning.
   e. Floating University.

UNIT – IV   RESEARCH IN EDUCATION
   a. Meaning and concept of research.
   b. Purpose of research- Fundamental or basic research.
   c. Types of Educational Research: Applied research, Action research, Descriptive research.

d. Tools of research Inquiry forms: The questionnaire, Preparing and administering the questionnaire, A sample questionnaire, Thurston technique, Likert method.
e. The interview.

UNIT – V   ACTION RESEARCH
a. Nature, meaning and definition of action research.
b. The differences between fundamental research and action research.
c. The Need and importance of action research to the teachers.
d. Steps involved in action research, preparation of Research report- Style manuals- Format of the research report, Main body of the report, Reference and appendices.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I
1. Make a portfolio as 'Innovation centers in India'.
2. Reflect up on the new Panchasheel of Education and make a list of advantages of each component.

UNIT - II
3. Select any 3 creative people of our country go through their life histories and make a list of common characters among them leading to their innovation and creativity.
4. Select any situation and explain how individual, institutional and social conditions responsible for innovation.

UNIT - III
5. Prepare a questionnaire of your own based on the philosophy of de-schooling and make a survey on 30 people and analyze the results.
6. Collect the information about the organization of alternative schools, virtual schools and mobile schools.

UNIT - IV
7. Prepare a structured interview and interview 3 people on the topic of media impact on school children and write a report.
8. Prepare an attitude scale of Likert type and administer to students of your class and analyse the results.

UNIT - V
9. Make a survey of 5 schools, 5 B.Ed colleges and 5 DIET's and observe the importance given to action research in their institutions.
10. Conduct an action research on any issue related to students and write a report.

D) LIST OF TEXT & REFERENCE BOOKS:
1. Best John W, Research in Education – Englewood Cliff N.J. Prentice _Hall.
2. Borg, W.R. & Cal M.D. (1983), Educational Research an Introduction (4th ed.) New York Longman Inc.
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7. Gilbert S. (1979), Foundations of Educational Research Englewood Cliffs, New Jersey, Prentice Hall Inc.
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9. Good W.J. & Hatt P.K. (1962), Methods in Social Research, New York Mc-Grawhill, Book Co.
10. Siddhu, Kulbir Singh, (1985), Methodology of Research in Education, New Delhi Sterling Publishers Pvt. Ltd.
11. Sukhia, S.P. Mehrotra, P.A. & Mehrotra R.N. (1966), Elements of Education Research (2nd Ed.) New Delhi Allied Publishers.
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15. Van Dalen D.B. & Mayer, Williams J. (1979), Understanding Educational Research, An Introduction, New York, and Mc-Graw-Hill Book Co.

E)   ENGAGEMENT WITH FIELD

COURSE VII: FIRST YEAR PRACTICUM COMPONENT

CODE: BEDN 1311

Sl.No.	Course Title	Marks
1	2 activities enlisted in courses 1 to 5 & 8 are to be completed and each activity carries 5 marks (6 x2 =12) x 5 = 60	60
2	2 activities enlisted in courses 6,7 & 9 are to be completed and each activity carries 6 marks (3 x 2 =6) x 6 = 36	36
3	Micro Teaching Skills for PS-I (5 X5)	25
4	Micro Teaching Skills for PS-II (5 X5)	25
5	Practice Teaching for PS-I (5 X5)	25
6	Practice Teaching for PS-II (5 X5)	25
7	8 weeks Teaching practice in Schools for PS- I (20 X5)	100
8	8 weeks Teaching practice in Schools for PS-II (20 X5)	100
9	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
10	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
11	School Supervision Project	20
12	Survey project	20

13	Special School Visit (MR) project	20
14	Scholastic Achievement Record	25
15	Computer Education and Educational Technology Record	25
16	Psychology Experiments (4 x 6 =24)	24
17	2 Working model for PS-I & PS-II (10+10)	20
18	2 Permanent model for PS-I & PS-II (5+5)	10
19	Computer Practical Examination (Internal)	20
20	Final Practical Examination for PS-I (External)	50
21	Final Practical Examination for PS-II (External)	50
	TOTAL MARKS ALLOTTED FOR PRACTICUM	**700**

F) COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS

COURSE VIII: CRITICAL UNDERSTANDING OF ICT
CODE: BEDN 1321   **LO/W - 4**

OBJECTIVES
   At the end of the course, the student teachers will be able to
1. Recognize the concept of ICT in Education.
2. Acquire knowledge of Computers, its Accessories and Software.
3. Appreciate the historical development of computers.
4. Recognize the Hardware components of a Computer.
5. Acquire the skills of operating a Computer in multifarious activities pertaining to Teaching and Learning.
6. Appreciate the influence of ICT for improving the Professional Competencies.
7. Use different approaches of ICT Integration in Education.
8. Understand the features of MS Office and their operations.
9. Develop skill in using MS-Word, MS-Power points and MS-Spread Sheets.
10. Appreciate the application of e-learning in Education
11. Acquire skill in accessing World Wide Web and Internet and global Accessing of Information.
12. Integrate technology in classroom Teaching Learning Strategies.
13. Utilizing ICT for professional Development of Teachers.
14. Recognize the use of ICT as a powerful tool for teaching and learning.

A) COURSE DESCRIPTION

The main aim of this course is to make the student-teachers acquainted with Computer fundamentals and applications, Information and Communication Technology, ICT enriched learning experiences in classroom, developing 21st century skills, using microsoft office tools for teaching and learning, role of technology in promoting higher order thinking skills, role of technology in fostering a student-centric learning environment, using technology to transform educational institutions, using internet as pedagogical and communication tool, technology supported project based learning.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important aspects of information and communicationa technology. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course:
Analysis and review of the basic concepts of the content in the ICT as a teaching and learning tool, having interest and basic awareness on computers is the pre-requisite to commence the course on critical understanding of the ICT.

UNIT - I   COMPUTER FUNDAMENTALS AND APPLICATIONS
   a. What is a computer, Characteristics of Computer, Classification of Computers, Parts of Computer?
   b. Hardware components-Input devices and Output devices and their functions, Processing device – CPU, Memory device – Primary: RAM, ROM and its types & Secondary: FDD, HDD, CD, DVD, and Pen Drive (USB).
   c. Software and its types, Operating systems.
   d. Exploring Desktop & My Computer using MS Office – Start, save, operate MS windows – Windows Elements – Control Menu - Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – note pad - Calendar – Calculator – clock -computer virus – infection, causes and remedies - Handling zip files.

UNIT - II   INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)
   a. Concept, Importance, Characteristics and Scope of Information Communication Technology.
   b. Objectives of Information Communication Technology.
   c. Information Communication Technology as an integral part of Teaching.
   d. Application of Computers in various walks of life.

UNIT - III   ICT ENRICHED LEARNING EXPERIENCES IN CLASSROOM
   a. ICT Enriched learning experiences.
   b. New needs of Teachers – Motivating teachers to use technology- integration of ICT in Teacher Education.
   c. Individualized instructions – Concept, Need, and Principles.

d. Computer Assisted Instruction, Computer Assisted Learning, Computer Based Testing.
e. Technology in Teaching.
f. Software for Teaching & Learning, Testing and Research activities.

UNIT - IV   DEVELOPING 21st CENTURY SKILLS
a. Introduction to Globalization with reference to Education.
b. Communication – concept, elements, process, barriers & Types.
c. 21st Century Skills for prospective teachers.
d. Current status of ICT Literacy levels among prospective teachers.
e. Effective Handling of Instructional Media and Aids – Aural, Print, Visual and multimedia.
f. Collaborative learning - group discussion, panel discussion, ICT supportive presentations, articles for magazines, projects, field visits, portfolio management, etc.

UNIT - V   USING MICROSOFT OFFICE TOOLS FOR TEACHING AND LEARNING
a. MS office – Word - Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph -using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents.
b. MS office – Excel, -Basics of Spreadsheet, Manipulation of cells, Columns and Rows. Data processing, storing and retrieving simple financial transactions of the school such as school budget & accounting, Tabulation of data & converting into Graphical form - Students progress record – Page layout.
c. MS office – Power Point - Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.
d. Awareness on MS Office Tools & Help desk.

UNIT - VI   ROLE OF TECHNOLOGY IN PROMOTING HIGHER ORDER THINKING SKILLS
a. Use of ICT in enhancing higher order thinking skills.
b. Research findings of educationists on higher order thinking skills.
c. Role of technology in teaching thinking skills.

UNIT - VII   ROLE OF TECHNOLOGY IN FOSTERING A STUDENT-CENTRIC LEARNING ENVIRONMENT
a. Student Centric Learning – An Introduction.
b. Purpose of Technology rich student Centered classroom.
c. Importance of Student Centric Classroom in 21st century.
d. Changing roles of the learner and the teacher in using ICT – Integration and Challenges.
e. Virtual classroom, Smart Boards – Tools and Opportunities.
f. Open Educational Resources – Concept and Significance - Mobile apps for teaching and learning.

**UNIT - VIII   USING TECHNOLOGY TO TRANSFORM EDUCATIONAL
              INSTITUTIONS**
   a. Impact of Technology Integration leading to transformation of educational institutes.
   b. Impact of Technology Integration on Teacher Educators and Student Teachers.
   c. Effective Data Management using Computers.
   d. Concept and Application of Computer networks.
   e. HTML – Editing tools – Hyperlink and Images, Creating a web page – HTML tags, tables, frames, and forms.
   f. Learning from cyber resources.

**UNIT - IX   USING INTERNET AS PEDAGOGICAL AND COMMUNICATION
              TOOL**
   a. Using the Internet for teaching & research.
   b. WWW, Website and web pages, Internet connectively – Browsing the Internet – Browsing Software – URL addresses, Search Engines, Exploring Websites and downloading materials from websites, E- mail – Sending, Receiving and Storing mail, Chatting, downloading and retrieving files.
   c. Identifying Resources - Directories, Search engines, ask the Experts, Net Snippets.
   d. Using Internet as an Educational Communication Tool : Online conferencing, Video-conferencing, - Conferencing & internet forums, Newsgroups & Blog, Wiki, Discussion Board, Chat Rooms, E-Journal, Digital libraries, Online Examinations.
   e. Learning using Internet: E-learning, Internet safety, Strategies for Internet safety.
   f. Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards.

UNIT - X   TECHNOLOGY SUPPORTED PROJECT BASED LEARNING
   a. Meaning and definition of Project based Learning.
   b. Features of Project based Learning.
   c. Importance of Project based Learning.
   d. Role of Technology in Project based Learning.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT-I
   1. Exploring Desktop & My Computer - Creating a folder, deleting, restoring files, emptying Recycle Bin, Renaming folders.
   2. Prepare a model depicting configuration of computers.
   3. Explain any two softwares that can be used for teaching and learning.
   4. Make a survey of 5 schools and prepare a report on computer literacy of teachers in those schools.
   5. Prepare a collage for 10 pages with the concept of 6th sense in computer.
   6. Prepare a computer configuration for three computers with i3, i5 & i7 processor which you are supposed to buy for your institution with all its necessary components along with the tentative budget.

UNIT-II

7. Prepare a portfolio on Information Communication Technology.
8. Make a survey in your school/college and identify the issues of computer lab and practical works organized in the institution and submit a report.
9. List out any five brand ambassadors of ICT and their contributions in changing the world.
10. Prepare an album on 'Generation of computers'.

UNIT-III

11. Using CAI/CML model prepare two topics relevant to pedagogical subject with 20 frames.
12. Prepare Self Instructional Material on any one topic and analyze its effectiveness for individualized learning.
13. Write an assignment on the list of software that can be effectively used for teaching and learning.
14. Prepare a portfolio to justify Technology enriching learning experience of the students.
15. Make a survey on the Effective Use of Technology for teaching in the schools surrounding your vicinity and prepare a report for the same.

UNIT-IV

16. Make a portfolio on globalization and its influence on education.
17. Conduct an action research on ICT literacy skills among teachers of your school to which you are attached for teaching practice and submit a report for the same.
18. Organize a group discussion on the importance of 21st century computer skills among prospective teachers and present it in the form of a report.

UNIT-V

20. Construct objective type test for 50 minutes to test the knowledge of MS word.
21. Construct objective type test for 50 minutes to test the knowledge of MS power point.
22. Prepare students progress record – Tabulation of results of an academic test.
23. Make multimedia presentation on a topic relevant to the Pedagogical Subject.

UNIT-VI

24. Write an assignment narrating the meaning, characteristics, importance of higher order thinking skills. Identify and suggest some measures to enhance higher order thinking skills among teachers.
25. Identify any five innovative products in ICT which you feel is really useful to mankind and narrate the life history of those individuals who invented them in the form of an album.

UNIT-VII

26. Compare any two distance education institutions and prepare a report on the measures taken by them to support student centric learning.
27. Prepare a collage for 10 pages with the concept of student centric learning.
28. Draw a picture depicting internet as a gateway to student-centric learning.
29. Prepare a working /non-working model on the theme 'Use of internet for teaching and learning'.

30. Identify any 2 open source software which are being used in the field of education and narrate their role and significance in teaching and learning.

UNIT-VIII
31. Make a comparison between a Government school and a private school in terms of the use of technology in your vicinity and submit a report for the same.
32. Create a web page using HTML tags for your institution.
33. Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.
34. Make a comparison on any two educational institutions website and justify which institutions website is informative and effective.

UNIT-IX
35. Create a Blog with all your classmates as members.
36. Cataloge websites related to school curriculum.
37. Using HTML prepare a Proforma page which can be used for Online Examination.
38. Prepare an assignment on the concept of online courses and explain the merits and demerits of the same. Also identify and name any five online courses offered by educational institutions with full details of the course.

UNIT-X
38. Make a portfolio of various conferences held in this decade regarding Computer advancements both in India and abroad.
39. Identify some computer projects which can be done in schools and explain the method/procedure of any one of the project of your choice.

LIST OF TEXT & REFERENCE BOOKS:
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16. Sharma, R.N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
17. Simon, C. (1995). The way Microsoft windows 95 works. USA: Microsoft Press
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22. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
23. விஜயலட்சுமி. (2008). கற்பித்தலில் சிக்கல்கள்-தீர்வுகள். சென்னை சாந்தா பதிப்பகம்.
24. இரத்தின சபாபதி, பி. (2008). கல்வியில் தேர்வு. சென்னை சாந்தா பதிப்பகம்.
25. கணபதி, வி ரூ இரத்தின சபாபதி, பி (2008). நுண்நிலை கற்பித்தல். சென்னை சாந்தா பதிப்பகம்.
26. பாஸ்கரன், ப., ' பத்மப்ரியா. (2007). கலைத்திட்ட வளர்ச்சி. சென்னை சாந்தா பதிப்பகம்.
27. விஜயலட்சுமி, வ. (2007). நுண்ணிலை கற்பித்தல். சென்னை சாந்தா பதிப்பகம்.

COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS

COURSE IX: YOGA EDUCATION
CODE   : BEDN 1322   **LO/W - 2**

OBJECTIVES
After going through this module you will be able to:
1. Record a brief history of development of yoga through the ages.
2. Discuss how yoga and yoga practices are important for healthy living.
3. Explain some important principles of yoga.
4. State the different types of yoga.
5. Derive how Hatha yoga and Astanga yoga are complementary to each other.
6. Name the satkarma and describe their uses in cleansing the body and the mind.
7. Demonstrate some important asanas and pranayama.
To realize the above objectives, the following units of study have been included.

A) COURSE DESCRIPTION
    The main aim of this course is to make the student-teachers acquainted with the importance of yoga and yoga practices, concepts and principles of yoga as a science of spiritual evolution, classical approach to yogic practices, yoga and health, Asana, pranayama, mudra, and nadanusandhana, concept of pancha kosa and its role in obtaining positive health and professional training with hands on experience for student-teachers highlighting the general guidelines, do's and don'ts while practicing yoga.

B) CONTENT OF THE COURSE
This course consist of the following **FOUR** units covering most important aspects viz., yoga and yoga practices, Yogic Texts, yoga and health and practicum. The details of each unit with its sub-units are furnished hereunder.

Pre-requisite for the Course:
A strong desire and realization of yoga as a part of life and having interest and basic awareness on yoga without any misconception is the pre-requisite to commence the course on yoga education.

UNIT - I: This unit / module are titled "Introduction to yoga and yoga practices". The unit deals with clarifying the concepts and principles of yoga as a science of spiritual evolution. It also signifies the two major schools of yoga – the Patanjali yoga sutra and the Hatha yogic practices. The unit discusses the 5 entities responsible for the functional aspects of human body – the Prana, the apana, the vyana, the samana and the udyan. Further, the unit discusses the classical approach to yogic practices including the astanga yoga and hatha yogic practices which include asana, pranayama, kriyas, mudras and bandhas.

UNIT- II: Which is titled as "Introduction to Yogic Texts", explains the significance of yogic texts in obtaining a comprehensive and authentic view of yoga schools – both Patanjali and Hatha yoga. The astanga yoga is discussed with reference to Patanjali Yoga Sutra, a classic treatise on yoga sutra, which has four padas – the Samadhi pada, the sadhana pada, the vibhuthi pada, and the kaivalya pada. The unit, in following the Patanjali line of thought also explains the kriya yoga of Patanjali. Regarding the Hatha yogic text the unit briefly explains the Hatha pradipika authored by Swami Swatmarama is Asana, pranayama, mudra, and nadanusandhana. Then there are other texts also belonging to the Hatha yoga like the Gherand, Samhita which contains more than 100 yogic practices of varied nature. It specially emphasized the sudahikriyasa.

UNIT- III: This unit which titled as "yoga and health" aims at relating yoga practices with health. After clarifying the modern concept of health as defined by the W.H.O, the unit relates it to how yoga can act as preventive healthcare and how yogic practices, if properly and regularly done can bring wellness, happiness and tranquility. In this regard the unit highlights the concept of pancha kosa and its role in obtaining positive health. The unit also deals with the role of yoga in ensuring the holistic health.

UNIT- IV: This unit deals with practice and is practical oriented. The purpose of yoga can never be obtained unless we put to practice the various yoga practices like asanas, pranayama, sudhi kriyas, bandhas etc. it is with this aim in view that different yogic practices have been explained stepwise, so that practitioner can obtain clarity about the procedures, the precautions to be taken care when doing these practices. Every posture of the practices included has been clearly defined. The unit also highlights the general guidelines, do's and don'ts, etc. to ensure further clarification regarding the method of the practices, corresponding pictures, displaying the different postures have been added along with the description guidelines, of the practice technique.

UNIT – I   INTRODUCTION TO YOGA AND YOGIC PRACTICES
  a. Introduction.
  b. Learning objectives.
  c. Yoga: meaning and initiation.
  d. History of development of yoga.
  e. Astanga yoga or raja yoga.
  f. The streams of yoga.
  g. The schools of yoga: Raja yoga and Hatha yoga.
  h. Yogic practices for healthy living.
  i. Some select yogic practices.
  j. Summary.
  k. Unit-end questions / exercises.

UNIT – II   INTRODUCTION TO YOGIC TEXTS
  a. Introduction.
  b. Learning objectives.
  c. Historicity of yoga as a discipline.
  d. Classification of yoga and yogic texts.
  e. Understanding astanga yoga of Patanjali.
  f. Hatha yogic practices.
  g. Complementarily between patanjali yoga and hatha yoga.
  h. Meditational processes in patanjala yoga sutra.
  i. Summary.
  j. Unit-end questions / exercises.

UNIT – III   YOGA AND HEALTH
  a. Introduction.
  b. Learning objectives.
  c. Need of yoga for positive health.
  d. Role of mind in positive health as per ancient yogic perspectives.
  e. Concept of health, healing and disease: yogic perspectives.
  f. Potential cause of ill health.
  g. Yogic principles of healthy living.
  h. Integrated approach of yoga for management of health.
  i. Stress management through yoga and yogic dietry considerations.
  j. Summary.
  k. Unit-end questions / exercises.

UNIT – IV   GUIDELINES FOR PRACTICUM
  a. Practicing asanas, pranayama, sudhi kriyas, bandhas etc.
  b. General guidelines, do's and don'ts.
  c. Description guidelines, of the practice technique.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT -I

1. Glean the information about prominent yoga schools of our country and explain any two with relevant photographs.
2. Explain 5 yogic practices and how are they useful in the process of teaching and learning.

UNIT - II
3. Go through any yoga text and comment on the text.
4. Make a portfolio of yogic asanas.

UNIT - III
5. Make a case study on S VYASA University, Bangalore.
6. Interact with 10 persons who have been practicing yoga and elicit the impact of yoga on their health problems.

UNIT – IV
7. Prepare a portfolio on the various asanas which you have learnt through this program.
8. Write any five asanas which you are practicing and explain its benefits.

D)   LIST OF TEXT & REFERENCE BOOKS
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7. Devi, I. (1987). Yoga, The Technique of Health and Happiness. Bombay: Jaico Publishing House.
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10. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.
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21. Yadav, Y.P. & Yadav, R. (1998). Art of Yoga. Friends Publications, India.

CHOICE BASED COURSES

COURSE X (a): ENGLISH FOR COMPETITIVE EXAMINATIONS
CODE: BEDN 141   **LO/W - 2**

OBJECTIVES:
 At the end of the course the student – teachers should be able to.
   • Face the competitive exams in English with confidence.
   • Face the exam with ease and comfort.
   • Identify the grammatical components properly.
   • Recognize the syntax of English Sentences.
   • Pick out the correct options on Synonyms, Antonyms, Homophones.

COURSE CONTENT
The course consists of **FIVE** units which train the student–teachers to appear for the competitive exams with ease and confidence. Very often repeated questions of English sentence pattern, parts of speech, Synonyms, Antonyms, Homophones, etc., are being dealt with. Mock tests and exams at regular intervals to facilitate the student-teachers score well in the competitive exams like **TNPSC, STAFF SELECTION COMMISSION, UPSC, TET EXAMS.**

UNIT – I   SENTENCE PATTERN
   a. S+V (Subject + Verb).
   b. S+V+O (Subject + Verb+ Object).
   c. S+V+C (Subject + Verb + Complement).
   d. S+V+IO+DO (Subject + Verb+ Indirect Object + Direct Object).
   e. S+V+A (Subject + Verb + Adjunct).
   f. Identification of sentence pattern in a sentence from a model question paper.
   g. Pattern practice with examples from model question papers.

UNIT – II   WORD ORDER
   a. Nouns, Kinds of nouns viz., common noun, abstract noun, proper noun etc.,
   b. Order of lexical verbs, Auxiliary, Modals, Finite, Non Finite, Transitive, Intransitive verbs.
   c. Word order adjectives, Adverbs, Different types of Adverbs. Adverbs of Frequency.etc.
   d. Practicing the student – teachers to put the words in the correct order to make a meaningful sentences out of the given examples e.g., late/the doctor/arrived

(Ans. The Doctor arrived late).

UNIT – III PHRASE, CLAUSE AND SENTENCE
    a. Identify the Phrase, clause, simple, compound, complex sentences from the model questions.
    b. Recast the group of sentences to arrive at simple, compound, complex sentences.
    c. Change the phrase in to clause and transformation of sentences.
    d. Composition – Essay writing, Translation – Exercise English to Tamil vice versa.
    e. Letter writing – different forms of letters.

UNIT – IV WORD POWER: SYNONYMS, ANTONYMS, HOMOPHONES
    a. Identification the synonyms from a group of options.
    b. Identification the antonyms from a group of options.
    c. Identification the homophones from the options.
    d. Dialogue – spoken English.

UNIT – V WORD CLASSES
    a. Identify the words given and transform it to other grammatical category.
    b. Transform the verb into noun e.g., Announce – announcement
    c. Transformation of the adjectives into nouns e.g.
    d. Drilling from the model question paper.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I
1. Select any topic of your choice and identify the various sentence patterns.
2. Make five meaningful sentences for each sentence pattern studied by you.

UNIT – II
3. Ask your friend to make twenty sentences where the words are jumbled. Arrange them in right order.
4. Select any prose lesson from eighth class text book and write the difficult nouns you come across.

UNIT – III
5. Select any topic of your choice and list out 10 simple, compound and complex the sentences from the topic.
6. Select any topic of your choice from 9th class English text book and list out at least 10 phrases and different types of clauses with description.
7. Select any passage from newspaper and try to translate from Tamil to English and vice versa.
8. Look at the advertisement for jobs – respond to the advertisement and apply for a job.

UNIT – IV
9. Select any five difficult words and write at least 5 synonyms to each word and make 25 sentences by using each word.
10. Complete the dialogue exercises.

UNIT – V
11. Select any 10 words and transform them into other categories. Make a meaningful sentence for each word used and transformed.

D) LIST OF TEXT & REFERENCE BOOKS:
1. **Communication skills in English,** Edited by the Department of English, Osmania University, Hyderabad, Oxford University press (2000).
2. U R Penny (1998). **Grammar Practice Activities**, Cambridge University Press.
3. Corder Pit S. (1967). **Error Analysis and inter language.** Oxford University Press, London.
4. Offo Jesperson (1934). **Essentials of English Grammar.** Oxford University Press, London.

COURSE X(b):   HINDI FOR EVERY DAY USE
 CODE: BEDN 142   LO/W - 2

OBJECTIVES: At the end of this course the student – teacher should be able to
1. Recognize the importance of Hindi language.
2. Appreciate the role of Hindi language for National integration.
3. Recognize the phonetics of Vowels and Consonants.
4. Recognize different words in Hindi.
5. Receive the rules of grammar to understand the syntax of sentence.
6. Develop the skills to speak, read and write Hindi.
7. Use the vocabulary and frame the sentence of one's own.

A) COURSE DESCRIPTION
This course aims to introduce the Hindi language for every day use by the student teachers belonging to non-Hindi speaking areas. The need and importance of Hindi language, alphabets of Hindi language, words to be used in our day to day course of life, vocabulary, basic grammar of Hindi language, listening, speaking, reading and writing skills are dealt in the course. This paper offers balanced learning of Hindi language, particularly for daily usage in the form of spoken purpose. Stress would be given on learning of *Devanagari*script too. By the end of the course Students would be able to read and write basic Hindi language and they would be able to use simple dialogue, pertaining to all possible functional aspects of daily conversations such as introducing themselves in interviews, making simple purchases, counting, calculations, commands, requests etc.

B) CONTENT OF THE COURSE
This course consists of the following **FIVE** units covering most important aspects   making the non-Hindi speaking person to speak and write Hindi language. The details of each unit with its sub – units are furnished hereunder.

UNIT – I   REFLECTIONS ON HINDI LANGUAGE
a. Importance of Hindi learning & the place of Hindi as National language.
b. Cultural contexts of Hindi: an introduction &various functional forms of Hindi.

c. Hindi Phonetics – Vowels and Consonants.
d. Barahkhadi & Dwitvakshar and Samyuktakshar.
e. Often wrong spelt words and correction.

At the end of Unit-I, students will be able to know the importance of Hindi language learning and to develop basic idea about the said language. It is also expected to learn the various functional aspects of Hindi in the present context. Students will become familiar with many components of Hindi environment and culture.

UNIT – II   HINDI VOCABULORY MADE EASY
  a. Greetings and Introductory words.
  b. Basic words for daily usage – spoken purpose in particular.
  c. Quantity & Number, Time calculation.
  d. Recognizing Hindi terms of various items viz; Colors, Vegetables, Flowers, parts of body and Fruits.
  e. Adjective noun agreements, Oblique and expressions of procession (APNA).
  f. Questions and answers using live examples.

At the end of Unit-II, students will be able to know the basic orthography of Hindi language and they will be able to write words. Students will be introduced to the script of *Devanagari,* with it's pronunciation and intonation.To create awareness of correct spelling, stress would be given to practical examples on often wrong spelt words so that they can correct themselves.

UNIT – III   HINDI GRAMMAR FOR SYNTAX UNDERSTANDING
  a. Gender and Number.
  b. Infinitive Verbs: commands and requests.
  c. Introduction to Parts of speech.
  d. Verb usage variations.
  e. Karakchihn – Introduction.

Unit-III provides the students a solid basis of Hindi grammar from where they can learn the standard Hindi. Students will be able to make basic social conversations with correct usage of Hindi. Special focus will be given to make basic inquiries, verbal interaction with others and use their language sense.

UNIT – IV   WRITING AND READING SKILLS OF HINDI
  a. Application of case-endings in sentences.
  b. Sentence formation (Gender specified).
  c. Sentence formation (Number specified).
  d. Changing the sentence according to the instructions (using 'Be form').
  e. Introduction of Tenses.
  f. Hindi – reading exercises (Short stories, paragraphs etc.).

At the end of Unit-IV, Students will be introduced to read and write Hindi. All elements of writing, reading and correct spelling will be taken care of. Loud reading practice in the presence of subject expertise would allow the students to rectify the problems of pronunciation in general.

UNIT – V   THE FOUNDATION FOR HINDI SPEAKING
  a. Present Tense and it's variations.
  b. Future Tense and it's variations.

c. Past Tense and it's variations- PERFECT and IMPERFECT actions.
d. Practice of Tenses using live examples- a special reference to 'ne'
e. Transcription of Paragraph.
f. Over all review of what we learned so far.

At the end of the Unit-V, the students will be equipped with working knowledge in Hindi. This unit covers approximately all the elements of spoken Hindi including conversations dealing with travel inquiries, health issues, shopping needs, all possible aspects of essential terms and other everyday actions.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I
1. Go through any book in Hindi which is helpful for learning of alphabets and explain how you are benefitted by the book.
2. Make a comparison of your mother tongue with Hindi language.

UNIT – II
3. Give details of any book in Hindi exclusively written for Teaching and learning vocabulary.
4. Write the meanings of 10 words in Hindi by forming a sentence using each word.

UNIT – III
5. Make verbal interaction in Hindi using different genders and numbers.
6. Collect 15 words which are commonly used in Hindi and your mother tongue.

UNIT – IV
7. Practice to read the material which is given to you loudly.
8. Write the content given to you legibly in Hindi.

UNIT – V
1. Make a conversation with your Teacher in Hindi on the given context.
2. Develop content in Hindi of your own as directed.

E) LIST OF TEXT & REFERENCE BOOKS:
1. Pankhudiya (by Dr. Madhu Dhawan)
2. Aao Hindi Seekhe (Dr. Alok Pandey) by Milind Publications, Hyderabad.
3. Shabari Hindi-Tamil Bodhini by Shabari Publications, Tamil Nadu.

All sorts of Material including Text material, PPTs, Practice tables, voice clips and Video clips will be provided by the Department of Hindi.

1) COURSES ON PERSPECTIVES OF EDUCATION

COURSE I: LEARNING AND TEACHING
CODE   :   BEDN 211   **LO/W – 4**

OBJECTIVES
At the end of this course the student – teacher should be able to
1. Recognize the definition and principles of learning.
2. Compare various behaviorist perceptions on learning.
3. Experiment the process of transfer of learning.
4. Collect various memory techniques from different sources.
5. Use memory techniques in the teaching learning process.
6. Recognize the definition of motivation, and motivation theories, principles.
7. Apply the motivational theory while teaching in the classroom.
8. Administer the intelligence scales to find out individual differences among the children.
9. Use the counseling techniques for the benefit of the students.
10. Recognize various types of teaching and learning.
11. Select the appropriate types and levels of teaching taking the context into consideration.
12. Use Flanders 10 category analysis for analyzing the teachers' behaviour.
13. Apply the components of effective teaching in the classroom.

A) COURSE DESCRIPTION
This course aims at providing basic principles of psychology that includes concept and process of learning, behaviouristic perception of learning, cognitive and humanist perception of learning, transfer of learning, memory and forgetting, motivation, intelligence, group dynamics, teaching as a process and effective teaching.

B) CONTENT OF THE COURSE
This course consists of the following **TEN** units covering most important Psychological Concepts of Learning and Teaching. The details of each unit with its sub-units are furnished hereunder.

UNIT- I   CONCEPT AND PROCESS OF LEARNING
a. Meaning, concept and definition of learning.
b. Learning process, importance of learning principles.
c. Learning process, attention, perception, sensation and concept formation, Imagination, Thinking and Reasoning.

UNIT- II   BEHAVIOURISTIC PERCEPTION OF LEARNING
a. Trial and Error- Thorndike laws of learning both primary and secondary, class room implications.
b. Classical conditioning – Pavlov's classical conditioning and class room implications.
c. Operant conditioning- Skinner's Operant conditioning, class room implications.

d. Differences between classical and operant conditioning.

UNIT-III   COGNITIVE AND HUMANISTIC PERCEPTION OF LEARNING
a. Cognitive perspectives of learning (insightful learning- Kohler, discovery learning of Bruner, Developmental theory of leaning- Piaget, Social Learning of Bandura and Social constructivism of Vygotsky)
b. Humanistic perspectives of learning (Learner centered approach- Carl Rogers)
c. Learning by Observation.
d. Specially-abled Learners, types, identification, characteristics and educational programmes.

UNIT-IV   TRANSER OF LEARNING
a. Intrinsic and Extrinsic conditions of learning curve
b. Transfer of training – concept, significance, facilitative conditions and methods.
c. Factors influencing learning – learner factors, learning material, school factors, home factors, social factors.

UNIT-V   MEMORY AND FORGETTING
a. Concept of memory and forgetting.
b. Types of memory: short-term and long-term memory.
c. Process of memory, remembering and process of association.
d. Forgetting: phenomena of forgetting, how to overcome forgetting.

UNIT-VI   MOTIVATION
a. Motivation –concept, types, achievement motivation and classroom motivation.
b. Motivation and learning.
c. Functions of motives, kinds of motives.
d. Theories of motivation – Hull's Drive Reduction, Maslow's Hierarchy of Needs, Achievement Motivation-components.
e. Fear of failure and hope of success.
f. Motivation in the classroom context- praises, blames, rewards and punishments, feedback/knowledge of results, level of aspiration.

UNIT-VII   INTELLIGENCE
a. Meaning and concept of intelligence.
b. Intelligence theories.
c. Critical perspective of the construct of Intelligence.
d. Multiple theory of Intelligence of Gardener, Emotional and social intelligence of Goleman.
e. Measurement of intelligence and use of intelligence.
f. Creativity – Factors of creativity, fostering creativity among school children.
g. Impact of growth and Development on intelligence.

UNIT- VIII   GROUP DYNAMICS
a. Group dynamics and teacher's role.

b. Properties of human group, types-characteristics of class as a group, Sociometry, a Sociogram, helping an isolate.
c. Training for leadership.
d. Guidance and counseling services-educational, vocational, personal counseling – concept and types: directive, non-directive and eclectic counseling.
e. Role of teacher in Guidance and Counseling services.

UNIT- IX   TEACHING AS A PROCESS
a. Concept. Meaning and definitions of teaching.
b. Types of teaching- authoritarian, democratic and laissez-faire.
c. Principles of teaching.
d. Levels of teaching- Memory level, understanding level and reflective level.

UNIT- X   EFFECTIVE TEACHING
a. Concept, Meaning and definitions of Effective teaching.
b. Effective teaching behavior- clarity, variety, task orientation and engagement at task.
c. Measurement of teaching behavior - Flanders's Ten Category analysis.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I
1. Explain the concept of perception and sensation with 3 examples.
2. Observe a student of your choice for one week and explain to what extent he/she is following the principles of learning.

UNIT- II
3. Conduct an experiment of your own on the lines of classical conditioning suggested by Ivon Pavlov and compare the findings.
4. Explain five strategies to teach concepts thorough trial and error method and compare your findings with the theory of trial and error.

UNIT- III
5. Provide any five situations where a learner can learn through insightful learning and record your observations.
6. Explain the concept of social leaning of Bandura and Vygotsy with two examples.
7. Make an album of Kohler, Bruner, Piaget, Vygotsy and Bandura.

UNIT- IV
8. Give two examples of each type of transfer of learning and conduct an experiment with your children.
9. Make an experimental study on transfer of learning and record your observations.

UNIT - V
10. Select any 3 memory techniques other than you have studied in your class and implement these techniques to your students and record your observations.
11. Explain the techniques to come out of the habit of forgetting.

UNIT - VI

12. Explain different kinds of motivation with suitable illustrations and stories.
13. Explain Maslow Hierarchy of needs pictographically.

UNIT - VII

14. Administer any one suitable intelligence scale to your students and clarify them accordingly.
15. Select any five measures and implement them to develop creativity among your students and record observations.

UNIT - VIII

16. Prepare sketch for giving career guidance to your students.
17. What factors make an individual to behave differently in a group?

UNIT - IX

18. Observe the class of 10 experienced teachers and explain their teaching with reference to types of teaching.
19. Make a lesson plan of your choice pertaining to the three levels of teaching.

UNIT - X

20. Go to the classes of five teachers and observe their classes by using Flanders ten category analysis and compare their performance.
21. Make a lesson plan for effective teaching taking all the four components into consideration.

D) LIST OF TEXT & REFERENCE BOOKS:

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28. Wertsch, J.V. (1985). **Cultural, Communication, and Cognition: Vygotskian Perspectives.** Cambridge University Press.
29. Yakaiah, P. & Bhatia, K.K. (2005). **Introduction to Educational Psychology**. Kalyani Publishers. Ludhiana.

COURSE II: CONTEMPORARY INDIA AND EDUCATION
CODE   : BEDN 212   **LO/W - 2**

OBJECTIVES
 At the end of this course the student-teacher should be able to
   1. Understand and contextualize ideals of the Constitution of India.
   2. Appreciate humanistic agenda of the constitution on India.
   3. Value the role of education in realizing the ideals of the Constitution.
   4. Develop critical awareness about the issues of education that are coming in the way of
       realization of the values of the constitution.
   5. Develop positive attitudes towards various forms of exclusion.
   6. Appreciate the need for education for peace.
   7. Reflect on the issues of secondary school stage education.

A) COURSE DESCRIPTION
This course deals with the importance of normative vision of Indian education, education as
fundamental right, contemporary Indian schooling: concerns and issues, understanding exclusion
in schooling, secondary education concerns and issues, etc. This course also helps the student
teachers to understand constitutional provisions, and sensitizes student-teacher on exclusion in
schooling highlight some of the issues and concerns of secondary education.

B) CONTENT OF THE COURSE
        This course consists of the following **FIVE** units covering most important aspects of the
Contemporary India and Education. The details of each unit with its sub-units are furnished
hereunder.

**UNIT – I   NORMATIVE VISION OF INDIAN EDUCATION: INDIAN
               CONSTITUTION**
   a. Basic Features of Indian Constitution.
   b. Fundamental Rights.
   c. Directive principles of state policy.
   d.   Federal Structure.
   e. Preamble of the Constitution: The ideals.
   f. Sovereign Nation.
   g. Democratic and Secular policy.
   h. Liberty, Equality and Fraternity.
   i. Justice: Social, Economic and Political.   .

UNIT – II   EDUCATION AS FUNDAMENTAL RIGHT
   a. Human Rights; Meaning Nature and Classification.
   b. Right of Children: International convention and Indian Constitution; Education as
       Fundamental Right of Children – 2009.
   c. Issues in Implementing RTE -2009: A critical understanding.
   d. Issues that affect and negate the children's right to education (Child Labor: Street
       children, abandoned and orphans).

e. Differently-abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in schools.

UNIT – III   CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES
a. Equality of Educational Opportunity: Meaning and nature: Forms of inequality: Religion, Region, Caste, Gender and other marginalized groups.
b. Inequality of Schooling: Public – Private schools, Rural – urban schools, Mass-elite schools, single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination; concept and issues and policy interventions.
c. Schooling: Quality concerns and issues.
    i.   Universal access.
    ii. Universal Enrollment.
    iii. Universal Retention.
    iv. Universal success.

UNIT – IV   UNDERSTANDING EXCLUSION IN SCHOOLING
a. Exclusion: meaning and nature.
b. Forms of exclusion: a) physical / psychological exclusion.
c. Different types of differently-abled children: Nature of problems and their impact on learning.
d. Measure to address the issue of learning of differently-abled children and professional preparedness of Institutions.
e. Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

UNIT – V   SECONDARY EDUCATION CONCERNS AND ISSUES
a. Secondary School stage: its linkages with primary and higher secondary stages of education.
b. Aims of Secondary School Stages of Education.
c. Universalization of Secondary School stages of Education: Its Status.
d. Quantitative expansion, Qualitative consolidation and Equity perspective – A sociological understanding.
e. Issues in Secondary school stages of Education: Privatization, Vocationalization.
f. Reforms in Secondary School stage Education: Curricular, Pedagogical and Examinations.
g. Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of education.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I
1. List out the constitutional provisions for education and explain about the implementation of these provisions in selected schools of your choice.

2. Take a survey of 5 schools and explain the implementation of justice (social, economic and political).
3. Make a Critical Study with the help of Survey and Observation of alternative schools – Night schools, Mobile schools, Child labor Schools and prepare a report.
4. Prepare an album on 'Vision of Indian Education: Indian Constitution'.

UNIT- II
5. Make a portfolio on child labor.
6. Explain any 10 features of RTE act and identify 10 schools and observe the implementation of these features in those 10 schools.

UNIT- III
7. Write notes of universal Enrollment concept and what are the reasons for not achieving the target.
8. Make a study on Intervention for enhancing the quality of secondary education and prepare a report.

UNIT- IV
9. Conduct a survey on street children and orphans and prepare a report on them.
10. Make a survey on types of Exclusion in your school and record the problems and suggest measures to overcome the problem.

UNIT- V
11. Conduct a survey (a minimum of 10 schools) and critically analyze the implementation of RMSA.
12. Select five list out the activities in practice that leading to national integration.

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COURSE III : GENDER, SCHOOL AND SOCIETY
CODE   : BEDN 213   LO/W - 2

OBJECTIVES
At the end of this course the student – teacher should be able to
1. Identify the gender related issues.
2. Develop sociological perspectives about the impact of culture, tradition, socialization, division of labor on gender aspects.
3. Develop awareness about the impact of gender on education.
4. Understand the dynamics of gender perspectives and sensitization.
5. Acquire the knowledge regarding equality and its relationship to women education.
6. Identify hindrances in achieving hundred percent literacy, continuing education, course preferences etc.
7. Recognize the knowledge about legal provisions related to women's Rights and Education.
8. Recognize the trends in girls' education and women empowerment.
9. Recognize benefits of women / girls education.
10. Estimate the level of change in the status.

A) COURSE DESCRIPTION
        This course introduces the importance of women's education, concept, meaning of gender, gender discrimination, factors affecting gender discrimination, changing status of women, women's rights and its legal provisions, equality of division of labor, Educational provisions specially meant for girls Education, Emerging trends in the field of women Education, Women empowerment through girl's education and its need, etc.

B) CONTENT OF THE COURSE
    This course consists of the following **FIVE** units covering most important aspects of gender and equality of opportunities for women, historical perspectives and changing nature of women, gender and education. Details of each unit with its sub-units are furnished hereunder.

UNIT – I BASICS OF GENDER
   a. Concept, Meaning and scope of gender.
   b. The difference between sex and Gender – Gender discrimination.
   c. The characteristics of patriarchal system and its impact on women's status.
   d. The need and importance of women's education – its benefits.

UNIT – II FACTORS AFFECTING GENDER DISCRIMINATION
   a. Factors influencing gender differences and practices – inequality in ratio, female infanticide, foeticide, crime, and violence.
   b. Religious, Physical, Sociological, Economic, Political, Legal, Employment, Psychological factors etc.
   c. Socialization process and its impact on decision making on Women / Girls Education.
   d. Rural / Urban / Tribal Societies in relation to girls Education.
   e. Women and Girls' status at present in our Society.

UNIT – III HISTORICAL PERSPECTIVES AND CHANGING STATUS OF WOMEN

a. Epic, Vedic age – Kaikeyi, Sathyabhama, Gargi, Maitreyi, Lopamudra etc.
b. Medieval age – Rani Lakshmi Bai, Chennama, Rudramadevi.
c. British age – Victoria, Elizebeth, Noorjahan.
d. Present age – Indira Gandhi, Sushma Swaraj, Sirimavo Bandaranayake, Kiran bedi, Kalpana Chawla, Indra Noori, Arundhati Bhattacharya, Kiran Majundar Shah, Meerakumar.

UNIT – IV LEGAL ISSUES OF GENDER

a. Women's rights.
b. Legal Provisions.
c. Equality of Sexes.
d. Education and division of Labour – Home, School, Society, work place.

UNIT – V GENDER AND EDUCATION

a. Educational provisions specially meant for girls Education.
b. Emerging trends in the field of girls Education - Reservations.
c. Gender as an influencing factor in course choices.
d. Women empowerment through girls' education - its need – National Development.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I

1. Make a portfolio of gender discrimination in home and society.
2. Prepare an album on importance of women education for National Development.

UNIT – II

3. Collect the information of women who have achieved great status in the country and make a portfolio with all necessary pictures.
4. Make a survey in a village on girls education at least 50 houses by using your own questionnaire and analyze the responses and prepare a report.

UNIT – III

5. Make an album of epic, Medieval and present age women other than you studied in this course.

UNIT - IV

6. Prepare a power point presentation on women's rights and constitutional provisions provided for safeguarding womanhood**.**
7. Make a survey on women teachers in your school and highlight the contribution of them in the growth of the institute.

UNIT – V

8. Make a portfolio on the emerging trends in the field of girl's education in India.
9. Make a study on 'gender as an influencing factor in course choice' and submit a report.
10. Make a collage of 10 pages depicting the theme 'Educational provisions specially meant for girls Education'.

D) LIST OF TEXT & REFERENCE BOOKS:
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COURSE IV: INCLUSIVE EDUCATION
CODE: BEDN 214   LO/W-2

OBJECTIVES: At the end of the course, the student- teachers will able to
1. Recognize the concept of Special / Integrated / Inclusive Education.
2. Differentiate the meaning of Disability, Impairment and Handicapped.
3. Develop a comprehensive view on various social attitudes towards disabilities.
4. Classify various disabilities.
5. Identify the characteristics of children with disabilities.
6. Acquire knowledge on services and programmes available for families with special needs.
7. Recognize the policies and programmes available for the disabled.
8. Understand the present scenario on development of special education in India.
9. Recognize the role of parents, therapist and NGO's in the process of rehabilitation of the disabled.
10. Develop empathy towards routine problems of the disabled children in schools.

A) COURSE DESCRIPTION

This course aims at making the student teachers to get sensitized with various issues related to concept of inclusive education, students' awareness, types and characteristics of children with special needs, identification, assessment of special children, vocational training, community based rehabilitation and educating in inclusive classrooms, etc. Further this course includes issues such as family and disability management, vocational training and community based rehabilitation, students' awareness and policies and legislation with regards to inclusive education such as PWD Act, RCI Act etc.

B) CONTENT OF THE COURSE

This course consists of the following **FIVE** units covering most important aspects of inclusive education. The details of each unit with its sub-units are furnished hereunder.

UNIT - I   CONCEPT OF INCLUSIVE EDUCATION

a. Inclusive education – concept, meaning, definition and importance.
b. Concept and classification of impairment, disability and handicap.
c. Concept of special education, integrated education, mainstreaming and inclusive education.
d. Need for inclusive education in India for children with special needs.
e. History of special education.
f. Concessions and rights of the disabled.
g. Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

UNIT - II   TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS

a. Concept, types and characteristics of different types of children with special learning needs.
b. Children with physical challenges: visual, hearing, loco-motor and neurological.
c. Children with intellectual challenges: gifted, mentally challenged, autism (ASD) and learning difficulties (LD).
d. Children with emotional and behavioral deviations with special reference to ADHD and Juvenile Delinquency.
e. Children with socio-cultural deviations (SC, ST, Minorities) and linguistic minorities.

UNIT - III   IDENTIFICATION, ASSESSMENT OF SPECIAL CHILDREN

a. Identification, assessment and education of children with physical challenges – visual, hearing, loco-motor and neurological.
b. Identification, assessment and education of children with intellectual challenges – gifted, mentally challenged, autism, learning difficulties.
c. Identification, assessment and education of children with emotional and behavioral deviations with special reference to ADHD and juvenile delinquency.
d. Identification, assessment and education of children with socio-cultural deviations and linguistic minorities.
e. Challenges and prospects in Identification, assessment of children in inclusive education.

UNIT - IV   VOCATIONAL TRAINING, COMMUNITY BASED REHABILITATION AND EDUCATING IN INCLUSIVE CLASSROOMS

   a. Concept of shelter workshops, transitory employment.
   b. Self employment and extended employment and CBR.
   c. Role of mothers, crisis management, counseling.
   d. Intervention by multi-disciplinary team, referral services.
   e. Need for creation of physical, psychological, sociological barrier free environment within and outside the classroom.
   f. Assistive devices and technologies required for education of children with special needs in inclusive classroom.
   g. Need for parent and community involvement to promote positive behaviours and social competence in children with special learning needs.
   h. Need for multi-disciplinary approach to address the educational needs of children with special learning needs.

UNIT - V   STUDENTS AWARENESS, POLICIES AND LEGISLATION

   a. Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts.
   b. Psychology of awareness – reporting.
   c. International Legislations- Salmanca Declaration, UNESCAP, UNCRPD.
   d. National Legislations – NPE 1986, PoA 1992, RCI Act 1992, PWD Act 1995 with latest amendments, National Trust Act 1999, RTE Act 2009.
   e. Government schemes and provisions – SSA, RMSA with special reference to the provisions and activities aimed at meeting the needs of children with special learning needs.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

   1. Visit to National Institute for empowering for the persons with multiple disabilities, Muttukadu, ECR road, Kovalam, Chennai.
   2. Prepare a power point presentation on recent trends in the field of inclusive education - Awareness and attitudinal changes towards the disabled.

UNIT – II

   3. Visit to NIVH, regional centre, Poonamallee.
   4. Visit to blind school, Arrakonam.
   5. Prepare brailly English lesson for class VIII.
   6. Demonstration of finger spelling language in a deaf and dumb school.
   7. Prepare an assistive device for person with cerebral palsy.
   8. Prepare an album on different types of loco-motor disabilities.
   9. Prepare a remedial teaching plan for dyscalculia students.

UNIT – III

   10. Conduct parental counseling for children with learning disabilities.

11. Create an awareness model pamphlet on autism spectrum disorder.
12. Organize a role play to understand the family problems of mentally handicapped children.
13. Make a visit to department of psychiatry of Meenakchi Medical College, Kanchipuram to gain hands on experience of 'mental ill'.
14. Prepare case studies of two differently abled children (with different disabilities).

UNIT – IV
15. Visit an NGO and prepare a detailed case study report on vocational training.
16. Make a survey at rural level to gather the census of disability prevalence.
17. Organize an awareness camp at rural community to impart the knowledge of CBR.
18. Make a get together meeting with village health worker, Anganwadi teachers at Primary Health Centre.
19. Prepare a power point presentation on barrier free environment for orthopedically disabled.

UNIT - V
20. Prepare a power point presentation on rights and benefits available for the persons with disabilities in Indian constitution.
21. Organize family counseling sessions to give the referral services on rights of the disabilities.
22. Form a small group of 5-6 student teachers and conduct awareness camp in any village/ward on causes, prevention and referral services available for differently-abled children and prepare a report.
23. Prepare mindmap on Inclusive education with reference to the following policies viz., NPE 1986, PoA 1992, RCI Act 1992, PWD Act 1995, National Trust Act 1999, and RTE Act 2009

D) LIST OF TEXT AND REFERENCE BOOKS
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3. Dash, M. (2000). **Education of Exception Children**, Atlantic Publishers and Distributor, New Delhi.
4. Govinda Rao, L. (2007). **Perspectives on special education**, Neelkamal Publications Pvt. Ltd. Hyderabad.
5. Kundu, C.L. (2000). **Status of disability in India,** RCI. New Delhi.
6. Madhumita Puri and George Abrahm (2005). **Handbook of Inclusive education for educators, administrators, and planners,** SAGE publishers, New Delhi.
7. Mani, M. N. G. (2000). **Inclusive education in Indian context**. International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya. Coimbatore.

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19. Venkatesan, S. (2003). **Children with developmental disabilities: A training guide for parents, teachers and care givers**. Sage Publications. New Delhi.

COURSES ON CURRICULUM AND PEDAGOGIC STUDIES

OPTIONAL COURSES

COURSE V (a): TEACHER EDUCATION
CODE   :   BEDN 2231   **LO/W- 2**

OBJECTIVES:
At the end of this course the student – teacher should be able to
1. Recognize the current trends in teacher education in India and abroad.
2. Recognize the role of teachers in modern society.
3. Recognize the problems involved in the organization of teacher education programs at different level.
4. Acquaint with operational system of computer and its role in education.
5. Analyze the teacher education program at present in vogue.

A) COURSE DESCRIPTION
    This course aims at introducing the concepts such as teaching as a profession, pre-service and in-service education, and development of teacher education and evaluation of teacher education programs. This course also helps the student teachers to understand their role and behavior and responsibility as teacher and ways and means for his/her professional development.

B) CONTENT OF THE COURSE

This course consists of the following **FIVE** units covering most important aspects of the Teacher Education and Teacher Development. The details of each unit with its sub-units are furnished hereunder.

UNIT – I   INTRODUCTION
   a. Teaching as profession.
   b. Teacher education as distinct from Teacher Training.
   c. Need for teacher education.
   d. The concept of teaching.
   e. Effective teaching, contributory factors.
   f. Characteristics of teachers.

UNIT – II   PRE-SERVICE EDUCATION
   a. Pre-service teacher education.
   b. Historical perspective, different types of teacher education institutions.
   c. General and stage-wise, objectives of teacher education.

UNIT – III   IN-SERVICE EDUCATION
   a. Need for in-service education for teachers.
   b. Objectives, techniques of in-service education.
   c. Functions of NCERT, SCERT and Extension Department.

UNIT – IV   DEVELOPMENT OF TEACHER EDUCATION
   a. Administration of Teacher education in Tamil Nadu.
   b. Role of DTERT, Universities and NCTE.
   c. Secondary Teacher Education in Five Year Plans.

UNIT – V   EVALUATION
   a. Evaluation of teaching.
   b. Concept, criteria, construction and description of rating scales.
   c. Students' evaluation of teachers.

C)   HANDS ON EXPERIENCE AND PRACTICALWORK:

UNIT - I
   1. Make a survey among the school children to find the qualities that makes a person a good teacher.
   2. Collecting the details of various teacher organizations in Tamil Nadu state and India and submit a report on them.

UNIT - II
   3. Prepare a portfolio on the historical perspectives of teacher education in India.

UNIT - III
   4. Prepare mind map with minimum of 2 pages each highlighting on the functions of NCERT, SCERT and Extension Department in strengthening teacher education programmes.

UNIT- IV

5. Suggest the measures in the form of a report on activities to be taken up by different stake holders of teacher education sector to make it more qualitative.
6. Analyse NCFTE- 2009 and submit a report highlighting the important issues related to in-service programs.
7. Prepare a power point presentation on the functions of SCERT in organizing in-service programs.

UNIT- V

8. Prepare a rating scale for assessing the quality of teachers in your school and analyze 10 teachers and submit a report.

D)   LIST OF TEXT & REFERENCE BOOKS:

1. Arun, K.Gupta: **Teacher Education, Current and Prospective,** Sterling Publishers, New Delhi.
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3. Harry, D. (2008). Teaching human rights : A hand book for teacher education. Delhi : Authors
4. Jagannath, M. (2005). **Teaching of Human Rights**. New Delhi: Deep & Deep Publications (p) Ltd.
5. Loughran, J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. London: Routledge.
6. MHRD (2001): **Convention on the Right of the child**. New Delhi.
7. Mursell J.L. **Successful Teaching** McGraw Hill New Delhi
8. Ryans, D.G: **Characteristics of Teacher,** Washington, D.C., American Council of Education, 1970.
9. Singh, R.P. **Studies in Teacher Education - An Overview,** Bharat Publishers, New Delhi.
10. Vanaja and Vijiya Bharathi.**Value Oriented Education, Initiatives at the Teacher Education Level**, New Delhi, Neelkamal Publications Pvt. Ltd, 2011.

COURSE V (b):   EDUCATIONAL MANAGEMENT
CODE   :   BEDN 2232   LO/W- 2

OBJECTIVES: At the end of this course the student – teacher should be able to

1. Recognize the concepts, definitions, terms and theories in the field of educational management.
2. Recognize the role of personnel involved in effective educational management.
3. Develop the leadership qualities among the student teachers.
4. Recognize the importance of classroom organization.
5. Apply the principles and techniques of supervision in teaching profession.
6. Appreciate the role of different bodies in educational administration.
7. Compare various issues of administration with regards to education and other disciplines.
8. Compare the concepts of administration, organization and management.
9. Develop the strategies of tapping the community resources for school development.
10. Develop skill in preparing school timetable.

A) COURSE DESCRIPTION

This course introduces the concepts of management, administration and organization, components of administration process, basic principles of modern management theories, principles of good administration, leadership behavior, role of the Head of the educational institutes and different styles of leadership, educational supervision, role of D.E.Os, administration of education at different levels, role of the center and state, school administration, classroom management, organization of co-curricular activities, school and community, problems of finance, issues in educational administration such as decentralization, autonomy, academic freedom, students participation etc.,

B) CONTENT OF THE COURSE

This course consists of the following **FIVE** units covering most important aspects of Educational Management. Details of each unit with its sub-units are furnished hereunder.

UNIT – I   INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

a. Nature and scope of educational administration, definitions, differences between management, organization, administration.
b. Components of the administrative process, management of things, human relations.
c. Basic principles of modern management theory – totalitarian versus democratized, classical theory, socio-technical system theory and its relevance to educational administration.
d. Principles of good administration, Role of the Head Master and D.E.Os on effective management based on the recommendations of IEC, 1964 – 66.

UNIT – II   LEADERSHIP BEHAVIOUR, SUPERVISION & CLASSROOM MANAGEMENT

a. Leadership behavior: concept, importance, types of leadership qualities, strategies to develop leadership qualities, implication of educational administration.
b. Educational supervision: meaning and scope, Need for supervision.
c. Types of supervision: based on goals to be attained, American system of classification.
d. Classroom management: problems, mistakes, disciplinary practices, classroom rules, routines and regulations.
e. Time management: allocated time, instructional time, engaged time and academic learning time.
f. Violation of rights of children and legal consequences.
g. Creating positive and productive environment for learning, creation of emotionally safe learning environment to increase learning & creating a cultural congruity between home and school.

UNIT – III   SCHOOL ADMINISTRATION & MANAGEMENT

a. School administration: scope and meaning, role of the Headmaster and teacher in school administration.
b. School discipline: meaning of discipline, principles of punishments, means to achieve good discipline, corporal punishment.

c. Office management: management of statutory and non-statutory records.
d. Organization of the co-curricular activities: Need and importance, guiding principles for effectiveness.
e. Some important co-curricular activities: school assembly, publications, athletics and games, clubs and societies, role and organization of each.
f. School library, functions of the school library, requisites of good library, motivating pupils to utilize library.

UNIT – IV ADMINISTRATION AT DIFFERENT LEVELS, SCHOOL AND COMMUNITY
a. Administration of education at different levels in Tamil Nadu.
b. Role of the Center and State: constitutional provisions to local bodies and private enterprises.
c. School and community: school & home partnership, parent teacher association, school community center, measures to win community support.
d. Problems of school finance: grants in-aid and other fees and endowments.
e. Institutional planning: concept and scope, characteristics of good plan.
f. Extension Service Department.

UNIT – V MANAGEMENT AND EVALUATION OF HUMAN RESOURCE
a. Total Quality Management (TQM): concept and importance.
b. Stress management: meaning, concept, causes of stress, types of stress, methods and techniques of managing stress.
c. Disaster Management: meaning, concept, need and importance, types of disasters, management during the time of disasters.
d. SWOT analysis: meaning, concept, importance, self evaluation of strength, weaknesses and opportunities, analysis of an institute as a whole.
e. Decision making: importance of decision making in planning, types and characteristics of decisions, factors of decision making process, educational implication in teaching learning process.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT - I
1. Draw a mind map on the responsibilities and role of Headmaster, role of D.E.O.
2. Make a study on the administrative process of the school in which you are attached for teaching practice and submit a report.
3.   Collect the information about the organizations offering courses for educational management with all necessary details.
4. Suggest measures to develop the relationship between school and community.
5. Suggest measures to attain Total Quality Management.
6. Write the expectations from a successful Head master of a school and select any one Head master you feel as effective and successful in administering the school.

UNIT – II
7. Prepare a portfolio on importance of leadership qualities in school management.

8. Prepare an album on the theme classroom management.
9. Make a study on the management of time by your guide teachers in school where you are attached for teaching practice.

UNIT – III
10. Prepare a report on the maintenance of discipline in the school where you were attached for teaching practice.
11. Make a study on the types of co-curricular activities which are carried out in the school while undergoing teaching practice and prepare a report stating the need, importance and effectiveness of such programs.

UNIT – IV
12. Study of the institutional planning of a matriculation school and submit a report.
13. Make a visit to Government, aided and private schools and study their maintenance and prepare a report by suggesting measures for improvement.
14. Identify any two extension programs which can be organized in your school for teachers and students.

UNIT - V
15. Suggest measures to attain Total Quality Management in the school / higher education institution in the form of a report highlighting the areas of improvement.
16. Make a SOWT analysis of the institution which you have studied your UG Degree program.
17. Prepare an album on Stress Management.

D)   LIST OF TEXT AND REFERENCE BOOKS
1. Amiol of Alams & Rrank G. Dickey: **Basic principles of Supervision,** New Delhi, Eurasia Publishing House Ltd.
2. Cannobell, Corbally and Ranasyer: **Introduction of Educational Administration,** Boson Allan and Bacon Inc.
3. Chaube, S. P., & Chaube, A. (2008). **School Organization,** New Delhi: Vikas Publishing House.
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5. **Gangadhar, R. M., & Rao, V. P. S. (2000). Organizational behavior,** Delhi: Konark Publishers Pvt. Ltd.
6. Haggett Albert: **Practical School Administration,** Iiinois Grarrand Press.
7. Hemalata, T., & Ruhela, S.P. (1997). **Educational Management - Innovative global patterns**. New Delhi: Regency Publication.
8. John W Best and James V Kahn (2008). Research in Education, Pearson/PHI, New Delhi.
9. Kochar S.K. **Successful Supervision and Inspection,** New Delhi, Sterling Publishers.
10. Kochar S.K.: **Pivotal Issues in Indian Educational Administration,** New Delhi, Sterling Publishers.
11. Kochar S.K. : **Secondary School Administration ,** New Delhi, Sterling Publishers.
12. Krishnamacharyulu, V. (2010). **School Management and Systems of Education**, Neelkamal Publications Pvt. Ltd. Hyderabad.
13. Mathur S.S. **Educational Administration,** New Delhi, Allied Publishers.

14. Meenakshi Sundaram, A. (2012). **Educational Innovations and Management**, Kavyamala Publishers, Chinnalapathi, Tamil Nadu.
15. Mishra R. C. (2007). History of Educational Administration, APH Publishing Corporation, New Delhi.
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19. Prakash, S. (1999). **Educational Planning**, Gyan Publishing House, New Delhi.
20. Premila Chandrasekaran (1994). **Educational Planning and Management**, Sterling Publishers.
21. Raghunath Safya : **School Administration and Organization,** New Delhi, Dhanpat Rai and Sons.
22. Rai, B. C. (1997). **School Organization and management,** Prakashan Kendra, Lucknow.
23. Sharma, R.A (2008). Educational Technology & management. Meerut: R.Lall Books Depot.
24. Sindhu K.S. **School Organization,** Jalandhar City International Publishers.
25. Sindhu K.S. **School Organization and Administration,** Jalandhar City, International Publishers.
26. Mort Paul R: **Principles of School Administration Schools,** McGraw Hill Co IIIinois.
27. Vandana Punia (2005). **Managerial Skills in Educational Administration**, Deep and Deep Publications Pvt. Ltd. Delhi.
28. Vashist, S.R (2008). **Encyclopedia of educational administration,** Anmol publication Pvt. Ltd, Delhi.
29. Vashist, S.R(2006). **School administration**. Anmol publication Pvt. Ltd, Delhi.
30. Veer, U. (2008). **Modern school Organization**. Vikas Publishing House, Delhi.

CURRICULUM RELATED COURSES

COURSE VI: **ASSESSMENT FOR LEARNING**
CODE   :   BEDN 2241   **LO/W - 4**

OBJECTIVES
At the end of this course the student – teacher should be able to
1. Recognize the nature of assessment and evaluation and their role in teaching-learning process.
2. Recognize the perspectives of different schools of learning on learning assessment.
3. Realize the need for school based and authentic assessment.
4. Examine the contextual roles of different forms of assessment in schools.
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
6. Develop assessment tasks and tools to assess learners' performance.
7. Analyze, manage, and interpret assessment data.

8. Analyze the reporting procedures of learners' performance in schools.
9. Develop indicators to assess learners' performance on different types of tasks.
10. Examine the issues and concerns of assessment and evaluation practices in schools.
11. Understand the policy perspectives on examinations and evaluation and their implementation practices.
12. Traces the technology bases assessment practices and other trends at the international level.

A) COURSE DESCRIPTION

This course aims at providing basic principles of assessment and learning that includes meaning, purpose and classification of assessment, theories on assessment, classification of assessment, domains of assessment, types, trends and tools of assessment, planning, construction, administration and reporting of assessment, feedback mechanism and reporting. The student-teacher can use the knowledge and experience gained through this course and act according to the requirements of the classroom teaching and assessment effectively.

B) CONTENT OF THE COURSE

This course consists of the following **TEN** units covering most important concepts on assessment of learning, planning, administration, reporting of assessment and feedback mechanisms etc. The details of each unit with its sub-units are furnished hereunder.

UNIT – I   CONCEPT OF ASSESSMENT AND EVALUATION
a. Meaning of Assessment, Measurement, Tests, Examination, Appraisal and Evaluation and their interrelationships.
b. Purpose(s) and principles of assessment, characteristics of quality assessment.

UNIT – II   PERSPECTIVES ON ASSESSMENT AND EVALUATION
a. Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment-changing the culture of classroom assessment.
b. Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher-made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (self-referenced, norm-referenced, criterion-referenced) and context (internal, external).
c. Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks – continuous and comprehensive assessment.

UNIT – III   DOMAINS OF ASSESSMENT
a. Concept of learning outcomes, assessment of cognitive, Affective and Psychomotor domains of learning.
b. Revised Blooms Taxonomy – cognitive domain – Anderson and Krathwohl, Affective Domain – Krathwohl, Psychomotor domain – Dr. R.H. Dave.
c. Area of assessment: scholastic and non-scholastic.

UNIT – IV   FORMATIVE AND SUMMATIVE ASSESSMENT

a. Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments.
b. Observation, questioning, reflections on learning are strategies for using assessment in the process of learning.
c. Use of projects, assignments, work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments-use of rubrics.
d. Summative assessment: meaning, purpose, summative assessment in practice, use of teacher-made and standardized test.
e. Aligning formative and summative assessments.

UNIT – V   TOOLS OF ASSESSMENT

a. Assessment of cognitive learning: understanding and application; thinking skills-convergent, divergent, critical, problem solving, and decision making.
b. Selected-Response assessment: multiple choice, binary choice, and matching and constructed response assessment: completion, short-answer and essay items as tools nature, advantages and limitations, guidelines for their construction and scoring.
c. Assessment of affective learning: attitude and values, interest, self concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation.
d. Assessment of performance / project-based assessment – meaning, characteristics, scope; using rubrics to grade a performance-based assessment.
e. Portfolios: meaning, types, purposes, guidelines for portfolio entries and assessing portfolios.

UNIT – VI   PLANNING, CONSTRUCTION, ADMINISTRATION AND REPORTING OF ASSESSMENT

a. Planning: Deciding on what, why and how to assess- difference between instruction, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment – oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; preparation of a blue print.
b. Construction / selection of items: writing test items / questions, reviewing and refining the items, assembling the test items / questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), scoring procedure – manual and electronic; Development of rubrics.

UNIT – VII   ADMINISTRATION AND REPORTING OF ASSESSMENT

a. Administration, item analysis and determining item and test characteristics; item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning.
b. Analysis and Interpretation of Students' performance processing test data: Graphical representations; calculation of measures of central tendency and variability, and derived scores-percentiles, percentile rank, percentage score, grade point averages, z-scores; and frame of reference for interpretation of assessment data; norm-referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation.

c. Reporting student performance – content and formats; progress reports, cumulative records, profiles and open house; using feedback for reporting to different stakeholders – students, parents, and administrators.
d. Use of feedback for teachers' self improvement and curriculum revision.

UNIT – VIII   ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION
a. Existing Practices: class / unit tests, half – yearly and annual examinations, Board examinations and entrance tests, State and National achievement surveys; management of assessment and examinations; use of question bank.
b. Issues and problems: Marking vs. grading, Non-detention policy, objectivity vs. subjectivity; Impact of entrance test and public examination on teaching and learning, menace of coaching.

UNIT – IX   RECENT TRENDS IN ASSESSMENT AND EVALUATION
a. Online examination.
b. Computer based examination.
c. Other technology based examinations.
d. Standards-based assessment-international practices.

UNIT – X   FEED BACK MECHANISM AND REPORTING
a. Concept and criteria of constructive feedback.
b. Reporting – meaning and types of reporting.
c. Reflective practices to improve assessments towards raising the standards of quality of instruction.
d. Statistical application for interpretation and reporting: Mean, Median, Standard Deviation, and Percentile Rank (Calculation and interpretation).

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT – I
1. Make interlink between measurement, assessment and evaluation with 5 suitable examples.
2. Evaluate the assessment procedure followed in State Board and CBSE Board.

UNIT – II
3. Prepare a diagnostic test and one achievement test to your students and record observations after comparing them.
4. Survey five schools under different managements and observe continuous comprehensive evaluation followed in those schools and make a comparison.

UNIT – III
5. Make a survey of 5 schools and observe what kind of assessment is being done with regards to non-scholastic areas.
6. Assess non-scholastic aspects of one group of students and compare them with their scholastic achievement.

UNIT – IV

7. Select any five strategies for formative assessment in your class and which of the five strategies found to be more effective. Substantiate your answer.
8. Give a project to a group of 5 students and what technique do you use to make individual performance of the project.

UNIT – V

9. Prepare a rating scale and assess the attitude of 30 students and record the observations.
10. Answer the problem solving ability of any 30 students by using your own tools / strategies.

UNIT – VI

11. Conduct a test by using as many objective type questions as possible despite covering other types of questions for 50 marks in the topic of your choice.
12. Select question paper for State Board and another for CBSE Board of same class on same subject and prepare blue prints and compare them.

UNIT – VII

13. Collect progress report, cumulative record, profile, feedback from parents, teacher and administrators of any 3 students and compare their performance and other aspects.
14. Prepare 3 feedback forms for teachers, administrators and students separately.

UNIT – VIII

15. Conduct a survey on the different types of tests / examinations which one has to undergo from higher secondary level to placements in jobs.
16. Make a survey on non-detention policy on 100 persons covering diverse groups and prepare a report.

UNIT – IX

17. Select any software and conduct an online examination (objective type) to your students. Compare the results with paper based tests.
18. Make a standard-based assessment for your students and record the observations.

UNIT – X

19. Collect the feedback from the students about the teacher, analyze the feedback and analyze the results.
20. Make a survey of 20 schools and record the 'feedback mechanism' in their respective schools.

D) LIST OF TEXT AND REFERENCE BOOKS.

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2. Agarwal, Y.P. (1990), **Statistical Methods – Concepts, Applications and Computation**Sterling Publishers Pvt. Ltd. , New Delhi.
3. Ebel, Robert L. and Frisbie, David A., (1991): **Essential of Education Achievements**, Prentice Hall of India. New Delhi.

4. Fredcrick, Davis B. (1981). **Educational Measurement and their interpretation**, Woodworth Publishing Company Inc.. Belmont.
5. Bhatia, K. K. **Measurement and Evaluation in Education**, Tabdon publications, Ludhiana.
6. Brans ford, J., A.L., & Cocking, R.R (Eds.) (2000). **How people learn: Brain, mind, experience, and school**. Washington DC: National Academy Press.
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8. Carr, J.F., & Harris, D.E. (2001). **Succeeding with standards: Linking curriculum, assessment, and action planning**. Alexandria, VA: Association for supervision and Curriculum Development.
9. Danielson, C.(2002). **Enhancing student achievement: A framework for school improvement. Alexandria**, VA: Association for supervision and curriculum Development.
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25. Srivastava,H.S. and Pritamn Singh (1977): **Use of Test Material in Teaching**. NCERT: New Delhi.
26. Stiggins, R. (2005). **From formative assessment to assessment for learning: A path to success in standards-based schools**, Phi Delta Kappan, 324-328.
27. Taiwo, Adediran A. (2004). **Fundamentals of Classroom Testing**, Vikas Publishing House Pvt. Ltd. New Delhi.

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3) ENGAGEMENT WITH FIELD

COURSE VII: SECOND YEAR PRACTICUM COMPONENT
CODE: BEDN 2311

S.No	Course Title	Marks
1	3 activities enlisted in courses 1 to 3 & 8 are to be completed and each activity carries 5 marks (3 x 4 =12) x 5 = 60	**60**
2	2 activities enlisted in courses 4 to 7 & 9 are to be completed and each activity carries 6 marks (2 x 5 =10) x 6 = 60	**60**
3	Practice Teaching for PS-I (3 X5)	15
4	Practice Teaching for PS-II (3 X5)	15
5	8 weeks Teaching practice in Schools for PS-1 (20 X5)	100
6	8 weeks Teaching practice in Schools for PS-2 (20 X5)	100
7	Observation of Lessons of experienced teachers in PS-I (10 X1)	10
8	Observation of Lessons of experienced teachers in PS-II (10 X1)	10
9	Case Study Project	20
10	Action Research Project	20
11	Book Review Project	20
12	SUPW Project	20
13	Physical Education Project	20
14	Citizenship Training Record	20
15	Educational Tour Record	20
16	Special School Visit (HI) project	20
17	Swatchh Bharath Project	20
18	Cancer Hospital visit Project	20
19	Working model for PS-I & PS-II (10+10)	20
20	Permanent model for PS-I & PS-II (5+5)	10
21	Final Practical Examination for PS-I (External)	50
22	Final Practical Examination for PS-II (External)	50
	TOTAL MARKS ALLOTTED FOR PRACTICUM	**700**

F)   COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS

COURSE VIII: UNDERSTANDING THE SELF
CODE   :   BEDN 2321   LO/W - 2

OBJECTIVES
After completion of the course, the student- teacher will be able to
1. Understand that any self is a human resource to exercise all the resources cognitive, affective and psychomotor resources.
2. Make them realize that the self does not have independent existence but related to Nature, other selves and the "unknown" causing it and this great design of the Universe.
3. Make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; there by developing self-actualization and self-esteem.
4. Realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. Realize the commonness and uniqueness prevalent in nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

A) COURSE DESCRIPTION
This course aims at providing self as a human resource, self in relation to social identities, self (person) as a part of the nature, self in relation to profession, and self-development through self-learning. It will further help in understanding self as part of nature, self in relation to profession, self learning as means for self development of the individual.

B) CONTENT OF THE COURSE
      This course consists of the following **FIVE** units covering most important aspects of understanding the self to personal and social identities. The details of each unit with its sub-units are furnished hereunder.

PURPOSE OF THE COURSE
        It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended to transact through a workshop mode by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

UNIT – I   SELF AS A HUMAN RESOURCE
a. Cognitive resources of the self: self-critical awareness about one's abilities and opportunities to develop independent thinking, critical-thinking and creative thinking, decision-making and problem solving and develops them as skills.

b. Affective resources: feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.
c. Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.
d. Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

UNIT – II   SELF IN RELATION TO SOCIAL IDENTITIES
a. Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.
b. Self-critical understanding of the basic realities of the man-made divisions over the time-scale.
c. Critical understanding of the Nature's necessity of gender differences for the onset and continuity of human race.
d. Critical understanding of the basic realities of cultural differences across the time-scale across the globe.

UNIT – III   SELF (PERSON) AS A PART OF THE NATURE
a. Nature, harmony in existence and co-existence.
b. Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.
c. Responsibility of self towards conservation, protection and enrichment of plant and animal life.
d. Responsibility of self towards other human beings in the family, society, and people across the globe.

UNIT – IV   SELF IN RELATION TO PROFESSION
a. Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.
b. Self-critical awareness of one's attitudes towards students, teaching, teaching material, interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.
c. Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.
d. Self-Critical awareness of involvement in team work with colleagues, head of the learners.

UNIT – V   SELF-DEVELOPMENT THROUGH SELF-LEARNING (SELF- KNOWLEDGE)
a. Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.
b. Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

c. Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to truth, beauty and goodness both inside and outside.

d. Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I
1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.
2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision-making and problem solving with all their components.
3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.

UNIT – II
4. Write your positive and negative attitudes on Caste, Class, Language, Religion, Nation and region.
5. List out at least 5 man-made differences over the time-scale and analyze critically.

UNIT – III
6. Explain with suitable examples the responsibility of self towards conservation, protection and enrichment of plant and animal life.
7. Explain your responsibility of self towards other human beings in the family, society and people across the globe.

UNIT – IV
8. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.

UNIT – V
9. Introducing yoga exercise to be done with ease and meditation which starts with self-knowledge with 'let come and let go spirit' to experience spells of silence for healthy body and mind and to awaken the hidden faculties.
10. Explain with relevant illustration your objective view of belongings, prejudices and stereo type to liberate from theoretical teachings.

D) LIST OF TEXT AND REFERENCE BOOKS.
1. Agarwal (2004). **Psychology of Learning and Development**. New Delhi: Shipra Publications.
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18. Venkateshamurthy C.G. and A.V. Govinda Rao (2005) Life Skills Education Training Package. R.I.E., Mysore.
19. Vygotsky, L.S. (1978). **Mind in Society: The development of higher Psychological process**. Cambridge, Massachusedtts: Harvard University Press.
20. UNICEF (2006) **Life Skills Modules-Adolescence Education Program**. UNICEF House New Delhi.
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COURSE IX: ENVIRONMENTAL EDUCATION
CODE   : BEDN 2322   **LO/W – 2**

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

1. Recognize the concept and importance of Swachh Bharat.
2. Participate in various activities that promote Swachh Bharat.
3. Appreciate the Campaign for Swachh Bharat.
4. Recognize the need and importance of environmental education.
5. Identify the factors responsible for environmental degradation.
6. Develop strategies to curb out environmental degradation in their house and locality.
7. Identify the various factors responsible for environmental pollution.
8. Implement the measures within their control to reduce the greenhouse effect and effect of ozone depletion.
9. Recognize the role of Government and non-Government agencies in reducing the environmental issues faced by mankind.
10. Appreciate the strategies taken up for sustainable development.
11. Recognize the role of the teacher in a school in promoting the environmental awareness among the children.
12. Develop strategies to sensitize the students regarding the environmental problem faced in the country.
13. Organize various activities to promote the concept of environmental protection.

A) COURSE DESCRIPTION
        This course aims to introduce the concept of Swachh Bharat and its execution, concept meaning, characteristics of environmental education, factors of degradation, types of environmental hazards and pollution, green house effect, measures to protect our flora and fauna, environmental issues and policies, education of environmental laws, constitutional amendments, public movements against environment such as silent valley project, Narmada Bachao Andolan, concept of sustainable development, Efforts   at international level right from Stockholm conference (1992) to Kyoto conference, need for introduction of environmental education at school level to sensitize the students right from primary level to higher education level and the role of the teacher in promoting the concept of environmental protection, impact of science and technology on environment and role of the individuals to protect environment, use of effective teaching methods to make the students to participate actively in understanding the issues and problems of environment, and finally make use of evaluation and preparation of question paper.

B) CONTENT OF THE COURSE
    This course consists of the following **FIVE** units covering most important issues of environment and environmental education viz., Swachh Bharat, nature, meaning of environmental education, environmental management and protection, environmental movements and developments and sensitizing the students through methods and strategies about environmental issues, protection and sustainable development. The details of each unit with its sub–units are furnished hereunder.

UNIT- I   SWACHH BHARAT- AN ENVIRONMENTAL AWAKENING

a. Meaning, concept, definition of Swachh Bharat.
b. Evolution of the concept of Swachh Bharat, objectives, its campaign and execution.
c. Integration of Swachh Bharat campaign in educational institutions.
d. Strategies to implement the Swachh Bharat campaign in schools and other educational institutions.

UNIT –II   OBJECTIVES, SCOPE AND NATURE OF ENVIRONMENTAL EDUCATION

a. Meaning, importance, definition, characteristics and objectives of environmental education.
b. Importance, objectives, scope and guiding principles of environmental education.
c. Factors of degradation of environment – adverse socio–economic impacts of degradation of environment.
d. Types of pollution: Land, Air, Water, Noise, and Radiation.
e. Green house effect- Ozone layer depletion.

UNIT –III   ENVIRONMENTAL MANAGEMENT AND PROTECTION

a. Need for environmental management – functions and characteristics of environmental management.
b. Dimensions of environmental management. Factors responsible for flora and fauna extinction.
c. Measures to conserve flora and fauna - causes for forest fire- measures of prevention.
d. Major environmental problems in India – Environmental protection and polices in India.
e. Need and objectives of conservation – Environmental conservation measures taken in India.
f. Constitutional amendments made and Environmental laws.

UNIT-IV   ENVIRONMENTAL MOVEMENTS AND DEVELOPMENTS

a. Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao Andolan, National Test Range at Balipal, Orissa.
b. Conditions for achieving the goals of sustainable development.
c. Strategies for sustainable development in India.
d. The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992.
e. The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration.
f. Kyoto conference and part on Global Warming 1997.

UNIT-V   ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM AND MEANS TO SENSITIZE THE STUDENTS

a. Environmental education at Primary, Secondary and Higher Education level.
b. Major constraints for its implementation at these levels.
c. Teacher's role – national resource center for environmental education.
d. Characteristics of good teaching method.

e. Seminar, Workshop, Problem–solving, Field trips and Surveys, Projects, Exhibition and other methods.
f. Relative efficiency of teaching methods.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I
1. Make a survey in your school/college and identify the issues of cleanliness and suggest the activities to make your campus Swachh.
2. Make a survey in your street/village and identify the issues of cleanliness and suggest the activities to make your campus Swachh.
3. Organize an activity to promote the concept of Swachh Bharat in your locality to sensitize the people.
4. List out any five strategies other than learnt in the class to promote Swachh Bharat and explain how do you implement those strategies in your school/college/locality.
5. List out any five brand ambassadors to the swatc bharat campaign in India and explain what activities were taken up by them.

UNIT- II
6. Make a survey of your area and document all the environmental problems found along with photographs.
7. Make a survey of a selected area and study various environmental issues and prepare a report.
8. Suggest various means to implement environmental awareness among the school children.
9. Write a report about various environmental problems you find in your house or street and what suggestions do you make to alleviate the problem.
10. As a responsible citizen of the country what measures you have taken to address the issues of environment.

UNIT- III
11. What are the measures taken up by the Government to curb out the environmental pollution.
12. List out the flora and fauna that is endangered due to environmental problems and prepare an album.

UNIT- IV
13. Make a portfolio of various agitations that took place in India regarding various environmental issues.
14. Make a portfolio of various conferences held in this decade regarding environmental issues both in India and abroad.
15. List out any two strategies for sustainable development and explain how do you implement them.

UNIT - V

16. Organize an exhibition in your school/college to sensitize various environmental issues being faced by us today.
17. Organize a rally with regards to any one environmental issue of the country.
18. Plan and organize the celebration of 'World Environment Day'.
19. Suggest any other method to sensitize the students about the environmental issues.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Agarwal, S.P. and Aggarwal, J.C. (1996) **Environmental Protection, Education and Development**. New Delhi: New Concepts.
2. Archana Tomar. (2011). **Environmental education**. Kalpaz Publications. Delhi.
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4. Bondurant, J. V. (1996). **Teaching tolerance: Raising open minded Emphatic Children**. Doubleday. New York.
5. Goleman, Daniel. (2012). **Eco literate**. Jossey-Bass. United States.
6. Gruenewald, D.A. (2004). **A Foucauldian Analysis of Environmental Education** Toward the socio-ecological challenge of the earth charter. **Curriculum Inquiry**, 34(1): 71-107.
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19. Periyar E.V.R. College (Ed). (2004). **Environmental Studies**. Tiruchirapalli: Periyar E.V.R. College.
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23. Singh, S.R. (2012). **Environmental Education and Sustainable Development**. New Delhi: A.P.H. Publishing Corporation.
24. Sony Havilah, N. (2013). **Environmental Education**. A.P.H. Publishing Corporation. New Delhi.
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COURSE X: ART EDUCATION
CODE   : BEDN 2323   **LO/W - 2**

OBJECTIVES
After completion of the course, the student- teacher will be able to
1. Integrate Art with Education and become better communicator.
2. Develop creative thinking through different Art forms.
3. Realize that liberal arts help in making better professionals.
4. Appreciate the role of Art as a medium of expression.
5. Recognize the role of Arts as a medium of Education.
6. Deepen student's ability for perception and reflection.
7. Use art as an alternative language to experience and communicate concepts in teaching-learning.

A) COURSE DESCRIPTION
This course aims at providing basic principles of Art and Education that includes meaning of art and aesthetics, importance of art education, different forms of Art viz. visual, performing arts, and their significance to education, contributions made by contemporary thinkers on art and craft in education. The student-teacher can use the knowledge and experience gained through this course and act according to the needs and requirement for teaching.

B) CONTENT OF THE COURSE
This course consists of the following **FIVE** units covering most important concepts related to art and aesthetics, art and education, contemporary thinkers in the field, visual, performing art and art & craft in education. The details of each unit with its sub-units are furnished hereunder.

UNIT – I   ART AND AESTHETICS
a. Aesthetics – as a branch of Philosophy.
b. Aesthetics – its meaning, dimensions and constituents.
c. Art as a form of Aesthetics.
d. Indian Art and Rasa principal.
e. Importance of Arts in Education.

UNIT –II   ART AND EDUCATION
a. Art as a medium of education.
b. Art as a unifying principle in education.
c. Art and society.
d. Art and Human development.
e. Art for self – expression, keen observation, and sense of appreciation.

UNIT – III   PLACE OF VISUAL ART AND PERFORMING ARTS IN TEACHING
a. Different forms of Visual and performing Arts.
b. Teaching as an Art.
c. Drama as a form of Teaching.
d. Identification of local Art forms and their integration to teaching and learning.
e. Evaluation strategies; assessing the different forms of Art.

UNIT – IV   CONTRIBUTIONS MADE BY CONTEMPORARY THINKERS ON ART AND EDUCATION
a. Ravindranath Tagore.
b. A.K. Coomara Swamy.
c. Herbert Reed.
d. Esner Elliot.

UNIT – V   ART AND CRAFT IN EDUCATION
a. Art in Craft.
b. Craft in Art.
c. Traditional Craft and their relevance to Education.
d. Local Craft and their place in SUPW.
e. Indian Festivals and its Artistic significance.

C)   HANDS ON EXPERIENCE AND PRACTICAL WORK:
UNIT – I
1. Explain Indian Art and Rasa principle with suitable pictures.
2. Select a concept from the school curriculum which includes a social message and identify an appropriate art form to spread message in public and prepare a report.

UNIT – II
3. Explain the place of Art in society with pictures and relevant illustrations.

UNIT – III
4. Identify a local art form and integrate it in teaching an appropriate lesson from school curriculum – Prepare a lesson plan.
5. Select an appropriate lesson from the school curriculum and rewrite it in the form of a drama.

UNIT – IV
6. Make a portfolio of contribution of Ravindranath Tagore and A.K. Coomara Swamy in relation to Art Education.
7. Make a portfolio of contributions of Herbert Reed, Esner Elliot in relation to Art Education.

UNIT – V
8. Make an album of Indian festivals and artistic significance.

D)   LIST OF TEXT & REFERENCE BOOKS:
1. John Dewey, (1934). Art as Experience, New York, Minton.
2. Herbert Reed,(1968). Education through Art – Faber and Faber, New York.
3. Esner Elliot W, (1972). Educating Artistic Vision – New York, Macmillan.
4. John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom Macmillan.
5. Jefferson B, (1969). Teaching Art to Children – Continental View Point – Boston, Allyn Bacon.
6. Rabindranath Tagore, (1962) Lectures and Addresses – Macmillan, New Delhi.
7. Coomara Swamy A.K. (1974). Christian and Oriental Philosophy of Art, Munshiram Manoharlal, Delhi.

COURSE XI: INDIAN CULTURE
CODE   : BEDN 2324   LO/W - 2

OBJECTIVES
At the end of this course the student - teachers will be able to
1. Appreciate the great contributions of our ancestors to our culture.
2. Collect information about the contributions of India in various spheres of knowledge.
3. Visit the great monuments, temples and other cultural architecture of our country.
4. Recognize various forms of music and dance.
5. Recognize the names of pioneers in dance and music.
6. Recognize the basic concepts of Indian culture.
7. Appreciate the rich Indian culture.
8. Compare the contributions of ancient Indians with the modern contributions in India.
9. Recognize the growth and development of science and technology in ancient India.
10. Appreciate different forms of art and literature that prevailed in ancient India.
11. Develop interest in going through more literature about the ancient India.
12. Develop the feeling of belongingness to one's own mother land.

A)   COURSE DESCRIPTION
This course deals with the elements of Indian Cultural Heritage, Science and Technology. Various aspects right from the important manuscripts that includes Upaveda with special reference to Yoga, Vedic Mathematics, Astrology, Astronomy, Jyotisham, etc., Indian dance forms both classical and folk, monument and temples of India are dealt briefly to impart the basic knowledge to all the student-teachers to foster the spirit of belongingness and patriotic fervor.

B)   CONTENT OF THE COURSE
This course consists of units on Indian music, kings and monuments, temples of India etc**,** units covering most important aspects of Indian Culture and Science and Technology. The details of each unit with its sub-units are furnished hereunder.

UNIT- I   INTRODUCTION
a. Concept and meaning of culture, Significance of Indian Culture, Unity in Diversity.
b. Scientific Heritage of India.
c. Ancient Indian Science and Technologies, special reference to Upavedas.
d. Art and Architecture, Vedic Mathematics, Astrology and Astronomy.

UNIT- II   INDIAN DANCE FORMS – A UNIQUE DISPOSITION
a. The history of dance in India and its propagation.
b. Classical dances and folk dances of India.
c. Bharathanatyam - its significance and prominent dancers, Kuchipudi - its significance and prominent dancers.
d. Kathak - its significance and prominent dancers, Kathakali - its significance and prominent dancers.
e. Manipuri - its significance and prominent dancers, Odissi - its significance and prominent dancers.
f. Semi-classical dance forms of India- Mohiniattam, yakshagana.
g. Famous dance institutes of the country.
h. Folk dances of India- Bangra, Giddha, Garba, Bihu, Tappetagullu.

UNIT- III   INDIAN MUSIC- OUR CULTURAL HERITAGE
a. The history of music in India and its propagation.
b. Music forms in our country- Hindustani, Carnatic and Robindra Sangeeth.
c. Prominent vocal singers of our country- Hindustani(Bhimsen Hoshi, Kumar Gandharva, Pundit Jasraj, Parveen sultana, Begum Akthar) Carnatic (M.S.Subbulakshmi, M.Balamurali Krishna, M.L.Vasantha Kumari, Robindra Sangeeth).
d. Musical instruments and pioneers in those instruments- Veena, violin, tabla. Flute, Sarod, Mandolin, viola, Jalatarangini, Guitar, Mridangam, Sitar.

UNIT- IV   KINGS AND MONUMENTS OF OUR COUNTRY
a. India gate, Gate way of India, Tajmahal, Fathepur sikri, Kutub minar, Lal Khila, peacock throne, Jumma masjid, Golgumbuj.
b. The pillar of mehrouli, Mysore fort, Jairpur fort, Jaisalmar Fort.
c. Charminar, Victoria memorial.

UNIT- V   FAMOUS TEMPLES OF INDIA- SCULPTURAL MARVELS
   a. Somnath temple, Ajanta and Ellora, Brahma temple of pushkar. Kaamakhya temple, Ajgabinath temple, Lakshmi narayana temple, ISCON temples, Amaranth temple, Hrishikesh and Badrinath temple, Vaishnavi mata temple, Kedarnath and Badrinath temple, Kasi Visweswara temple.
   b. Dwaraka temple, Halibade, Belur.
   c. Sravana belagola, Dilwara temples, jain temples, Ajmir darga.
   d. Khajuraho temple, Jugannadh temple, Konark temple, Lingaraj temple,
   e. Ramappa gudi, Hajara Ramalayam, Vithaleswara temple, Balaji temple, Kanipakkam temple.
   f. Nataraj temple, Brihadeeswara temple, Mahabalipuram temple, Ekambareswara temple, Kamakshi temple, Varadaraj temple, Meenakshi temple, Padmanabha temple.

C)   HANDS ON EXPERIENCE AND PRACTICALWORK

UNIT – I
   1. Go through any two books written on ancient Indian culture and write the salient features.
   2. Make an album of ancient Indian contributions in Arts and Architecture, mathematics, Astrology and Astronomy.

UNIT – II
   3. Make a portfolio of any two classical dancers.
   4. Make a portfolio of folk dances of India.

UNIT – III
   5. Make an album on different types of musical instruments.
   6. Prepare a portfolio on music items by collecting newspaper cuttings.
   7. Make a portfolio on pioneers of various musical instruments.

UNIT – IV
   8. Name any five kings and explain their contributions with photographs in building great monuments.
   9. Make a portfolio of great monuments of our country.

UNIT – V
   10. Visit any temple and glean the information about the temple and write an essay with necessary photographs.
   11. Make a portfolio of temples of our country.

D)   LIST OF TEXT & REFERENCE BOOKS
   1. Joshi.K, (1992).**The Veda and Indian Culture**, Rastriya Veda Vidya Pratisthana, New Delhi.
   2. Majumdar, R.C., **Ancient India**, Motilal Banarasidas Publishers, Delhi, 1994.
   3. Patel. I.S., (1984) **Science and the Vedas**, Bombay.
   4. Sri Chandrasekharendra Saraswati Swamiji. (1991). **The Guru Tradition**, Bharatiya Vidya Bhavan, Bombay.

5. Sri Jayendra Saraswatiji Maharaj., (1951). **The Vedas and Vedangas**, Prakashan Kendra, Lucknow.
6. Swami Satyananda Saraswati. 1997(rp), **Asanas Pranayama Mudra BNSHA**, Bihar Yoga Bharati, Bihar.
7. Vartak, P.V., (1986). **Scientific Knowledge in the Vedas**, Delhi.
8. Winternize, M., (1996.) **History of Indian Literature**, Delhi.

G)   CHOICE BASED COURSES

COURSE XII (a):   GENERAL STUDIES FOR TEACHERS
 CODE   :   BEDN 241   LO/W - 2

OBJECTIVES
At the end of the course, the student - teachers will be able to
1. Recall the historical, geographical, political, economic and scientific terms and concepts.
2. Recognize new terms such as stock market, bulls, bears etc.,
3. Expand the abbreviations.
4. Recall the name of the authors, books, states and their capitals.
5. Appreciate the science and technological development in India.
6. Recognize the names of great personalities of our country.
7. Use the knowledge of general studies while teaching their respective subjects.
8. Recognize the need of general studies to a teacher for teaching the subject in integrated method.

A)   COURSE DESCRIPTION
This course deals with the elements of general studies related to Education, History, Geography, Economy, Polity and Science and Technology. Apart from this, prominent people of India and some popular books and authors also dealt in this course.

B)   CONTENT OF THE COURSE
This course consists of the following **FIVE** units covering most important aspects of General Studies needed for teachers.

UNIT- I   PROMINENT EDUCATION ORGANIZATIONS OF INDIA
a. NCERT, NIEPA, NIE, CIE, CASE.
b. IITs, IIMs, ISI, IISc.
c. AIU, total number of universities, colleges, schools and students of our country, Institutes of Scientific Interest- RR Labs, Open University.
d. Various Competitive Examinations- Olympiads, NTS, SAT, GATE, IELTS, TOFFEL, MAT, UPSC, CDS,NDA, IIT-JEE, AIEEE.

UNIT- II   KNOWLEDGE OF HISTORY FOR TEACHERS
a. Ancient History- Nalanda and Mourya dynasties.
b. Indian national struggle.

c. Prominent persons of national struggle- Gopala Krishna Gokhale, Dadabai Nauroji, Motilal Nehru, Chittaranjan Das, Mahatma Gandhi, Jawaharla Nehru, Lala Lajpat Rai, Bhagat Singh, Rajguru.
d. Mughals and their contribution to India.
e. Developments during the British regime.
f. The wars/battles in India right from 326 BC.

UNIT- III   KNOWLEDGE OF GEOGRAPHY FOR TEACHERS
a. Indian political map and world map.
b. Longitudes and latitudes, time and location.
c. Solar system.
d. Coast line of India and its importance.
e. Cyclones and devastation in the country.
f. Crop growth in India, mineral wealth of India.
g. States, union territories and significance of each state.

UNIT- IV   KNOWLEDGE OF ECONOMICS AND POLITY FOR TEACHERS
a. Stock market and stock exchanges, bulls, bears, shares and debentures.
b. Banks and their role.
c. Inflation, demand and supply, organized sector, un-organized sector, various industries and their role in the development of the nation.

UNIT-V   KNOWLEDGE OF SCIENCE AND TECHNOLOGY FOR TEACHERS
a. Space technology of India and related institutions.
b. Nuclear energy.
c. Various awards for sciences.
d. Who is who? – Alberuni, Aruna Asaf Ali, Salim Ali, Dhirubhai Ambani, Vishwanathan Anand, C. N. Annadurai, Yasser Arafat, Asha poorna devi, Aryabatta, T. Balasaraswathi, Indira Nooyi, N.R. Narayana Murty, Medha Patkar, Malala, W.C. Banerjee, Bhadur Shah – II.
e. Books, authors and Nationalities - David Copperfield, Descent of Man, Devadoss, Divine Comedy, Discovery of India, Freedom at midnight, Gardener, Golden Threshold, Guide, Good earth, Gulliver Travels, Harry potter.

C)   HANDS ON EXPERIENCE AND PRACTICALWORK

UNIT- I
1. Make a report on the number of schools, colleges and universities in the State of Tamil Nadu with due analysis.
2. Make a portfolio of the at least five National Institutes other than mentioned in the syllabus.

UNIT- II
3. Make an album with description of five prominent leaders who contributed for our national struggle.
4. Write an analytical essay on wars.

UNIT- III
5. Make an album with description on any two South Indian States of our Country.
6. Write a critical essay on cyclones of our Country and present trends of naming them.

UNIT- IV
7. Make a portfolio on NSE.
8. Write a critical essay on present economic state of our country.

UNIT- V
9. Make an album of any five significant industrialists.
10. Make a critical review of any of the books mentioned in our syllabus.

D)   LIST OF TEXT & REFERENCE BOOKS
1. Manoramma Year books

COURSE XII (b):   VOCABULARY BUILDING IN ENGLISH
CODE   :   BEDN 242   **LO/W – 2**

OBJECTIVES
At the end of the course the student teachers should be able to
1. Improve their active vocabulary.
2. Ascertain the correct spelling, pronunciation, and meaning.
3. Comprehends the function and usage of course.
4. Select proper words for specific context distinguishes the grammatical category of the words.

A)   COURSE DESCRIPTION
        The course is designed in such a way that student-teacher is stimulated in search and find words commonly used in newspaper articles, magazines and periodicals in meaningful context. It is based on learner-centered method and the course is activity oriented. It leads to the learner to acquire the range of vocabulary needed for better oral and written communication.

B)   COURSE DESCRIPTION
        The course consists of 5 units which deal with different aspects of vocabulary. The course is so designed to keep the student teachers equipped with necessary range of vocabulary needed for taking classes up to higher secondary level. It also caters to enhancing their level of vocabulary control. It also aims at improving their word power, spelling and pronunciation.

UNIT- I   INTRODUCTION TO VOCABULARY
a. What is vocabulary?
b. Meaning and importance of vocabulary.
c. Types of vocabulary Active vocabulary and passive vocabulary.
d. Techniques of acquiring vocabulary.

UNIT- II   VOCABULARY ENRICHMENT DEVICES

a. Word formation using prefixes, suffixes.
b. Pun, anagram, malapropism.
c. Palindromes, word squares.
d. Cross word puzzles.
e. Compound nouns, compound adjectives, compound verbs.
f. Words after the personalities, events Example Boycott, sadist, and waterloo.

UNIT- III   THEME BASED VOCABULARY
a. Personality Types.
b. Doctors, cardiologists, pediatrician, neurologist, dermatologist.
c. Speech types - stentorian, whisperer.
d. Diminutives Example - ankle - anklet.
e. Foreign words Example - calico, catamaran, mulligatawny.
f. Words depicting kinds of personality Example egoist, misogynist.
g. Giving etymological derivations.

UNIT- IV   INTRIGUING VOCABULARY
a. Words with multiple meaning.
b. Words having similar sounds.
c. Words with confusing spelling.
d. Some of the longest words in English. (Anti disestablishment Aryanism)

UNIT- V   VOCABULARY IN COMMON USE
a. Idiomatic words.
b. Phrasal verbs.
c. Words from literature like Shakespeare's works, English poems, novels etc.
d. Introducing word games.

C)   HANDS ON EXPERIENCE AND PRACTICALWORK

UNIT- I
1. Prepare alliterative words denoting the sounds of birds and animals. Example the crow craws, the bird chirp, the elephants trumpet.

UNIT- II
2. Collect some simple crossword puzzles from newspaper supplements like the young world, Indian Express and Times of India.

UNIT - III
3. Prepare a list of culinary articles commonly used in our kitchen and try to give the corresponding English words.

UNIT- IV
4. Make a list of English words that figures on computer games. Example minesweeper, cards etc.,

UNIT - V

5. Prepare simple word square. Like the following one.

A	T	E
T	E	A
E	A	T

D)   LIST OF TEXT & REFERENCE BOOKS

1. Word power made easy.
2. Effective English philph gerber random house publications.

B.Ed. SCHEME OF EXAMINATION

The **B.Ed.**, Programme of this university consists of four parts viz., **Perspectives of Education, Curriculum and Pedagogic Studies, Engagement with the Field and Choice Based Courses** spread over two years.

B.Ed., FIRST YEAR SCHEME OF EXAMINATION

There are **NINE** theory courses in the first year B.Ed., programme with maximum weightage of 1450 marks. 895 marks out of this shall be allotted for continuous comprehensive internal assessment. The continuous comprehensive internal assessment marks shall be forwarded to the Controller of Examination through the Head, School of Education.

The marks to be obtained by the candidate in the university examinations in the respective courses in first year are as follows:

Courses	External exams Max. Marks	Continuous Assessment Marks	Total Marks	Pass % (average)
Philosophical and Social contexts of Education	70	30	100	50
Perspectives of Child growth and Development	70	30	100	50
Pedagogy of Subject-I	70	30	100	50
Pedagogy of Subject-II	70	30	100	50
Optional Course-I	70	30	100	50
Innovation and Research in Education	35	15	50	50
PRACTICUM	100	600	700	350
Critical Understanding of ICT	70	30	100	50
Yoga Education	-	50	50	50
Choice Based Course - I	-	50	50	50
Total	**555**	**895**	**1450**	**--**

B.Ed., SECOND YEAR SCHEME OF EXAMINATION

There are **ELEVEN** theory courses in the second year B.Ed., programme with maximum weightage of 1350 marks. 865 marks out of this shall be allotted for continuous comprehensive internal assessment. The continuous comprehensive internal assessment marks shall be forwarded to the Controller of Examination through the Head, School of Education.

The marks to be obtained by the candidate in the university examinations in the respective courses in second year are as follows:

Courses	External exams Max. Marks	Continuous Assessment Marks	Total Marks	Pass % (average)
Learning and Teaching	70	30	100	50
Contemporary India and Education	35	15	50	50
Gender, School and Society	35	15	50	50
Inclusive Education	35	15	50	50
Optional Course - II	35	15	50	50
Assessment for Learning	70	30	100	50
PRACATICUM	100	600	700	350
Understanding Self	35	15	50	50
Environmental Education	35	15	50	50
Art Education	35	15	50	50
Indian Culture	-	50	50	50
Choice Based Course- II	-	50	50	50
Total	**485**	**865**	**1350**	**--**

NOTE:
1. Total number of theory courses for two year of B.Ed., program is **TWENTY**. The weightage for theory courses is 1400 and practicum is 1400.
2. Passing minimum in external examination for all the courses conducted for 100 marks is 28 (40%) out of 70. And for the courses conducted for 50 marks are 20 (40%). However in order to pass in the course one has to get 50% of marks both in internal and external evaluation together.
3. Minimum marks for passing the internal examinations are not fixed.
4. The duration of examination for all the 70 marks courses are 3 hours and for courses conducted for 35 marks is 90 minutes.
5. However for two courses in **First Year viz., Yoga Education and Choice Based Course - I** and for two courses in **Second Year viz., Indian Culture and Choice Based Course - II** are being evaluated internally for which two internal exams (25 Marks) will be conducted for each course where the student-teacher has to get an average of 50% marks.

PATTERN OF EXAMINATION OF THEORY COURSES
In general the syllabus of each course is divided into 10 units for 100 marks and 5 units or less than five for 50 marks. It is advised that at least one question shall be set in each unit and the question paper should cover the entire syllabus.

A) **Question paper format for 70 marks course**
- Each question paper caries 70 marks.
- The question paper contains **FIVE** sections.
- **SECTION-A** will have **10 very short answer** questions of which the student-teacher has to answer all the 10 questions. Each question carries **2 marks.**
- **SECTION-B** contains **8 short answer** questions. The student-teacher has to answer 5 questions out of eight. Each question carries **4 marks.**

- **SECTION-C** contains Essay type questions. **Only Two questions** with internal choice will be provided. Each essay question carries **10 marks.**
- **SECTION-D** contains MCQ questions. All the 5 questions asked shall be answered. Each question carries **one mark.**
- **SECTION-E** contains questions of completion type. **Five questions will be given and the blanks are to be filled** with suitable word or phrase. Each question carries **one mark.**

Types of questions, choice and weightage of model question paper for 70 marks

S.No.	Type	Length of the Answer	No. of Questions to be attempted	Type of choice	Marks per question	Total
A	Very short Answer	Each in 70 words	10	No choice	02	20
B	Short Answer	Each in about 200 words	5	Out of 8	04	20
C	Essay	Each in about 500 words	2	Internal choice	10	20
D	MCQ	---	5	No choice	1	5
E	Fill in the blanks	One word or phrase	5	No choice	1	5
			27			**70**

Questions will be based on theory, classroom interaction, analysis, synthesis, drawing the conclusions, making generalizations, preparation of lesson plans, scholastic achievement test design, etc. Further, the questions on the content in the case of optional papers should have a bearing on its teaching aspect.

QUESTION PAPER FORMAT FOR 70 MARKS COURSES

Course Code:
Course:
Time- 3Hrs   **Max. Marks: 70**
…………………………………………………………………………………………
PART-A   (10 X 2 =20)
Answer all the 10 questions. Each question carries 2 marks
Answer each question in about 70 words
1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

PART-**B   (5 X 4 =20)**

Answer any 5 questions. Each question carries 4 marks.
Answer each question in about 200 words
11)
12)
13)
14)
15)
16)
17)
18)

<div align="center">

PART C   **(2 X 10 =20)**

</div>

Answer the following questions. Each question carries 10 marks
Answer each question in about 500 words
19 A)

<div align="center">or</div>

   B)
 20 A)

<div align="center">or</div>

   B)

<div align="center">

PART D   (5 X 1 =5)

</div>

Select the correct answer and write the answer along with the question in your answer booklet. Each question carries one mark.
21)
22)
23)
24)
25)

<div align="center">

PART E   **(5 X 1 =5)**

</div>

Fill in the blanks and write the answer along with the question in your answer booklet. Each question carries one mark.
26)
27)
28)
29)
30)

B) Question paper format for 35 marks Course
- Each question paper caries 35 marks.
- The question paper contains **FOUR** sections.
- **SECTION-A** will have **5 very short answer** questions of which the student-teacher has to answer all the 5 questions. Each question carries **2 marks.**
- **SECTION-B** contains **3 short answer** questions. The student-teacher has to answer 2 questions out of three. Each question carries **5 marks.**
- **SECTION-C** contains Essay type questions. **Only one question** with internal choice will be provided. Essay question carries **10 marks.**

- **SECTION-D** contains MCQ questions. All the 5 questions asked shall be answered. Each question carries **one mark.**

Types of questions, choice and weightage of model question paper: 35 marks

S.No.	Type	Length of the Answer	No. of Questions to be attempted	Type of choice	Marks per question	Total
A	Very short Answer	Each in 70 words	5	No choice	02	10
B	Short Answer	Each in about 200 words	2	Out of 3	05	10
C	Essay	Each in about 500 words	1	Internal choice	10	10
D	MCQ	---	5	No choice	1	5
			13			**35**

Questions will be based on theory, classroom interaction, analysis, synthesis, drawing the conclusions, making generalizations, preparation of lesson plans, scholastic achievement test design, etc. Further, the questions on the content in the case of optional papers should have a bearing on its teaching aspect.

QUESTION PAPER FORMAT FOR 35 MARKS COURSES

Course Code:
Course:
Time: 1 ½ Hrs   **Max. Marks: 35**
………………………………………………………………………………………………
PART-A   (5 X 2 =10)
Answer all the 5 questions. Each question carries 2 marks
Answer each question in about 70 words
1)
2)
3)
4)
5)

PART-B   (5 X 2 =10)
Answer any 2 questions. Each question carries 5 marks.
Answer each question in about 200 words
6)
7)
 8)

PART C   (1 X 10 =10)
Answer the following question which carries 10 marks.
Answer the question in about 500 words
9 A)

                                            (or)

  B)

PART D   (5 X 1 =5)

Select the correct answer and write the answer along with the question in your answer booklet. Each question carries one mark.

10)

11)

12)

13)

14)

CONTINUOUS COMPRESHENSIVE INTERNAL ASSESSMENT

In order to make the internal assessment more objective and transparent the details of the division of 30 marks are given in the table below for those courses conducted for 100 marks.

S.No.	Assessments	Duration	No. of tests	Distribution of marks per paper
1	Assignments	10 days	1 in each paper	5
2	Tests	60 minutes	1 test	5
3	On-line test	30 minutes	1 test	5
4	Seminar	20 minutes	1	5
5	Panel Discussion	30 minutes	1	5
6	80% of minimum attendance is compulsory	Maximum of 5 marks on the following basis. Marks are indicated in the brackets against the range of attendance 81 – 83 = (1); 84 – 86 = (2); 87 – 89 = (3); 90 – 94= (4); 95 – 100 = (5).		
Total				**30**

1. Continuous assessment regarding theory courses shall be based upon the performance of student teachers in respect of the following items in each of the 20 courses.

   a) **Work Book:** The workbook shall consist of assignments in the subject given by the concerned members of faculty.
   b) **Internal tests:** Two internal tests will be conducted for 25 marks each and one out of which will be on-line test with objective type questions. The test scores of each test obtained will be reduced to 5 marks.
   c) **Attendance:** Five marks will be allocated according to the percentage of attendance mentioned in the above table.
   d) **Seminar:** Each student has to give a seminar on a topic of his interest followed by interaction. This carries 5 marks.
   e) **Panel Discussion:** A group of 3 students has to conduct a panel discussion on any current topic and the progress will be monitored by the respective members of faculty. This carries 5 marks.

2. There will be no supplementary test for internal assessment.
3. The internal marks should be sent to the university before the written examination.
4. The valued answer scripts of internal tests shall be returned to the student teachers for perusal and then collected back from them, after perusal in the classroom itself.
5. The marks shall be displayed on the department notice board.

6. The teacher shall also discuss the answers to all the questions in the classroom and supply the correct answers.
7. The papers shall be available for review by the university, if necessary.
8. If a student is not satisfied with the valuation of paper, he/she may appeal to the Head of the Department within 3 days of the announcement of the marks for consideration. Such appeals shall be referred to the review cell consisting of the Dean of the Faculty, the Head of the Department (nominated by the Head of the Department other than the teacher involved). If the Head of the Department himself/herself is the subject teacher, another senior member of the department in lieu of the Head of the Department will be nominated to be a member of Review cell. The marks awarded by the cell will be the final marks. Or the existing procedure of the university may be followed.
9. The candidates desirous of improving the internal assessment marks should undergo the course of study once again after obtaining the prior permission from the university. The marks obtained in the previous examinations will be stand cancelled.

Note: The Weightage for Continuous assessment for 50 marks courses is only 15 marks. The Assessment will be done for as per the details mentioned above but the total weightage of 30 marks is calculated and reduced to 15 marks. However for two courses in **First Year viz., Yoga Education and Choice Based Course - I** and for two courses in **Second Year viz., Indian Culture and Choice Based Course - II** are being evaluated based on internal exams only.

QUESTION PAPER FORMAT FOR 25 MARKS INTERNAL TESTS

Course Code:
Course:
Time- 60 Minutes   Max. Marks: 25
……………………………………………………………………………………………
Part A
Answer ALL the following questions in about 50 words   (5 x 2 = 10)
Each question carries two marks
1.
2.
3.
4.
5.
Part B
Answer ALL the following questions in about 100 words   (2 X 3 = 6)
Each question carries three marks
6.
7.
Part C
Answer the following questions in about 200 words.   (1 X 5 = 5)
Question carries five marks
8.
Part D
Select the correct answer and write along with the question in your answer sheet.
Each question carries one mark.   (2 x 1 = 2)
9.

10.

Rewrite the following statements by filling with suitable answers.   Each question carries one mark.   (2 x 1 = 2)
11.
12.

Minimum pass of marks required in practicum components in first year:

S. No.	Course Code	Details	Distribution of marks	Max. Marks	Passing Min.
1	BEDN-1311A	2 activities enlisted in courses 1 to 5 & 8 are to be completed and each activity carries 5 marks (6 x2 =12) x 5 = 60	60		
2	BEDN-1311B	2 activities enlisted in courses 6,9 & 10 are to be completed and each activity carries 6 marks (3 x 2 =6) x 6 = 36	36		
3	BEDN-1311C	Micro Teaching Skills for PS-I (5 X5)	25		
4	BEDN-1311D	Micro Teaching Skills for PS-II (5 X5)	25		
5	BEDN-1311E	Practice Teaching for PS-I (5 X5)	25		
6	BEDN-1311F	Practice Teaching for PS-II (5 X5)	25		
7	BEDN-1311G	8 weeks Teaching practice in Schools for PS- I (20 X5)	100		
8	BEDN-1311H	8 weeks Teaching practice in Schools for PS-II (20 X5)	100		
9	BEDN-1311I	Observation of Lessons of experienced teachers in PS-I (10 X1)	10	700	350
10	BEDN-1311J	Observation of Lessons of experienced teachers in PS-II (10 X1)	10		
11	BEDN-1311K	School Supervision Project	20		
12	BEDN-1311L	Survey project	20		
13	BEDN-1311M	Special School Visit (MR) project	20		
14	BEDN-1311N	Scholastic Achievement Record	25		
15	BEDN-1311O	Computer Education and Educational Technology Record	25		
16	BEDN-1311P	Psychology Experiments (4 x 6 =24)	24		
17	BEDN-1311Q	2 Working model for PS-I & PS-II (10+10)	20		
18	BEDN-1311R	2 Permanent model for PS-I & PS-II (5+5)	10		
19	BEDN-1311S	Computer Practical Examination (Internal)	20		
20	BEDN-1311T	Final Practical Examination for PS-I (External)	50		
21	BEDN-1311U	Final Practical Examination for PS-II (External)	50		

Note: On medical grounds, a student-teacher is exempted from submitting of any two activities (Sl. No. 11 to 16).   He/she will be awarded zero marks for these records/projects for computational purpose.

Minimum pass of marks required in practicum components in second year:

S. No.	Course Code	Details	Distribution of marks	Max. Marks	Passing Min.
1	BEDN-2311A	3 activities enlisted in courses 1 & 6 are to be completed and each activity carries 5 marks (2 x 3 = 6) x 5 = 30	30	700	350
2	BEDN-2311B	2 activities enlisted in courses 2 to 5 & 8 to 12 are to be completed and each activity carries 5 marks (9x 2 =18) x 5 = 90	90		
3	BEDN-2311C	Practice Teaching for PS-I (3 X5)	15		
4	BEDN-2311D	Practice Teaching for PS-II (3 X5)	15		
5	BEDN-2311E	8 weeks Teaching practice in Schools for PS-1 (20 X5)	100		
6	BEDN-2311F	8 weeks Teaching practice in Schools for PS-2 (20 X5)	100		
7	BEDN-2311G	Observation of Lessons of experienced teachers in PS-I (10 X1)	10		
8	BEDN-2311H	Observation of Lessons of experienced teachers in PS-II (10 X1)	10		
9	BEDN-2311I	Case Study Project	20		
10	BEDN-2311J	Action Research Project	20		
11	BEDN-2311K	Book Review Project	20		
12	BEDN-2311L	SUPW Project	20		
13	BEDN-2311M	Physical Education Project	20		
14	BEDN-2311N	Citizenship Training Record	20		
15	BEDN-2311O	Educational Tour Record	20		
16	BEDN-2311P	Special School Visit (HI) project	20		
17	BEDN-2311Q	Swachh Bharath Project	20		
18	BEDN-2311R	Cancer Hospital visit Project	20		
19	BEDN-2311S	2 Working model for PS-I & PS-II (10+10)	20		
20	BEDN-2311T	2 Permanent model for PS-I & PS-II (5+5)	10		
21	BEDN-2311U	Final Practical Examination for PS-I (External)	50		
22	BEDN-2311V	Final Practical Examination for PS-II (External)	50		

Note: On medical grounds, a student-teacher is exempted from submitting of any two activities (Sl. No. 9 to 18). He/she will be awarded zero marks for these records/projects for computational purpose.

DEMONSTRATION LESSONS

After providing all the necessary theoretical in-puts to the student-teachers, the concerned members of faculty of the pedagogical courses give three demonstration lessons to the student teachers for observation and practice. A thorough discussion takes place after the completion of each demonstration lesson. The student-teachers have to note down all the demonstration lessons given by the concerned faculty in the record of lesson plan.

OBSERVATION AND CRITICISM

Soon after the completion of demonstration lessons all the student teachers will be sent to different neighboring recognized secondary and higher secondary schools to observe 10 lessons in each pedagogical course taught by different experienced teachers working in those schools. All the reports must be recorded in the observation records and must take the signature of those teachers. Soon after the completion of observation of lessons of the experienced teachers there will be a thorough discussion with the concerned members of faculty in the School of Education.

PRACTICE TEACHING

Demonstration classes, observation of the lessons taught by the experienced teachers in schools and micro teaching sessions are prerequisite for conduct of practice teaching.

All the student-teachers have to teach minimum of five lessons in each pedagogical subject under the supervision of the concerned members of faculty dealing pedagogical courses. A lesson must be taught by applying all the theoretical aspects by using all necessary teaching learning materials after the approval of the lesson plan by the concerned members of faulty. There will be a thorough discussion on the do's and don'ts after completion of two rounds of practice teaching. Then the third and final round of practice teaching session takes place.

TEACHING PRACTICE (INTERNSHIP)

Attendance on all the working days is compulsory during the teaching practice period for the student teachers of B.Ed., Programme. However 10% of the attendance will be condoned on medical grounds for each year. There is no relaxation of attendance in the teaching practice period, during the time of demonstration and observation of lessons.

The teaching practice shall be for a period of 48 working days for each year and each student-teacher has to write at least 20 lesson plans in each pedagogical subject and deliver the same. First year teaching practice is confined to 6th and 7th classes in urban areas and second year teaching practice program shall be confined to 8th, 9th & 10th classes in rural areas except for Commerce and Computer Science whose teaching practices confined to 11th & 12th classes respectively. For the purpose of teaching practice, each student shall work as an apprentice under a selected teacher of an approved school and under the general supervision of the members of faculty of the School of Education. He/she shall also maintain the prescribed record books for teaching practice in each pedagogical course. Each record book shall contain lesson plans of at least 20 and each shall be approved by the concerned guide teacher in the respective schools.

SUBMISSION OF PROJECTS / RECORDS

Submission of all the prescribed records/project work related to both theory and practicum is a prerequisite to appear for the practical and theory examinations conducted by the university.

MODERATION BOARD

Practical work is given utmost importance in the curriculum of B.Ed., Programme. So it is very important to approve the assessment made by the concerned members of faculty with regards to the valuations of various projects/records written by the student teachers. In order to standardize the assessment done by the School of Education (continuous assessment marks in each paper) and practicum; there is a need to constitute Moderation Board to moderate the assessments already made by the concerned competent members of faculty.

The university shall appoint a Moderation Board with the following **five** members, usually suggested by the Chairman, Board of Studies in each year.

S.No.	Name	Designation	Details
1	Head, SOE	Chairman	Chairman, Board of Studies, S.O.E.
2		Member	One Head of University Department/Principal of colleges of Education
3		Member	Subject Expert
4		Member	Subject Expert
5	Faculty of the SOE	Member	Subject Expert

DUTIES AND RESPONSIBILITIES OF THE MODERATION BOARD
1. This Moderation Board should thoroughly verify the project / record work done by the student teachers and the marks awarded by the concerned members of faculty under practicum and also verify the marks awarded under continuous assessment for all the courses. The Board may suggest modifications, if any, in the marks awarded by the concerned members of faculty with due attestations.
2. These suggestions are to be incorporated in the final assessment sheets and sent to the Dean/Head, faculty of Education for onward transmission to the controller of examination of the University.
3. Moderation Board will examine a minimum of 20% of the total practicum and internal assessment marks awarded by the members of faculty at random.
4. If necessary, the Board may conduct interview to the student teachers with regards to award of marks.
5. Recommendations of Moderation Board are final and are not subject to review or revision.
6. Moderation Board moderate the marks awarded by the members of the faculty at the end of each year.
7. Moderation Board on constituted for both the years separately.

EXTERNAL PRACATICAL EXAMINATIONS
The university shall appoint a Board of Examiners for the final practical examination in pedagogical courses from other university departments and colleges of Education. Each Board consists of one external examiner (member of Board of Examiners) and one internal examiner (the concerned faculty of the pedagogical course). The student-teacher has to teach a selected or allotted topic in each pedagogical course under the supervision of Board of Examiners. At the time of practical examination the student-teacher has to submit two copies of lesson plans of the topic to be taught. He should produce all the teaching aids to the Board of Examiners for assessment and evaluation.

S. No.	SUBJECT	BOARD OF EXAMINERS	
1	English	Member subject concerned	Faculty concerned
2	Tamil	Member subject concerned	Faculty concerned
3	Sanskrit	Member subject concerned	Faculty concerned
4	Mathematics	Member subject concerned	Faculty concerned

5	Physical Sciences	Member subject concerned	Faculty concerned
6	Biological Sciences	Member subject concerned	Faculty concerned
7	History	Member subject concerned	Faculty concerned
8	Computer Science	Member subject concerned	Faculty concerned
9	Commerce & Accountancy	Member subject concerned	Faculty concerned

RESPONSIBILITIES OF EACH BOARD
a) Both the examiners have to observe and evaluate the topics taught by the student teachers.
b) They have to award marks separately and the award list shall be handed over to the Head in a sealed cover separately. The average mark will be the final mark of the student-teachers.
c) A viva-voce may be conducted at the end of each topic taught by the student-teacher.

TRANSITORY PROVISION
Whenever a course or scheme of instruction is changed in a particular year, only two examinations including supplementary immediately following through shall be conducted with the old syllabus / regulations.

DECLARATION OF RESULTS
1. Declaration of pass/class/distinction with first class will **NOT** be shown separately for theory and practicum. Rank of the candidate will be calculated on the sum total of marks obtained by the candidate both in theory and practicum.
2. Appearance for all the theory courses is compulsory for all the student teachers in first appearance. A candidate who fails to secure the passing minimum in the external examination and internal assessment together in any course shall be deemed to have failed in the written examination and he/she has to appear for that particular paper(s) only.
3. A candidate shall be declared to have passed the examination if he/she obtains not less than 50 % (1400) of the total marks (2800). However one has to get 725/1450 in First Year and 675/1350 in Second Year examinations for both the years to be declared pass.
4. One has to get 40% (28) marks in external examination and 50% aggregate including continuous assessment marks put together in each course.

DECLARATION OF FIRST CLASS WITH DISTINCTION
Candidates who secure more than 75% marks in the first attempt will be declared passed in the '**First Class with Distinction'**.

DECLARATION OF FIRST CLASS
Candidates who have succeeded in the first attempt and obtained not less than 60% of the total marks shall be placed in the **'First Class'**.

DECLARATION OF PASS
Candidates who have succeeded in obtaining less than 60% of the total marks shall be placed in the **'Second Class'**.

S.No.	% of marks obtained	Class

1	75% and above	FIRST CLASS WITH DISTINCTION
2	60% - 74%	FIRST CLASS
3	50% - 59%	SECOND CLASS

Candidates shall not be permitted to appear for the examinations after the lapse of three years from the date of his/her admission.

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