SRI CHANDRASEKHARENDRA SARASWATHI VISWA MAHAVIDYALAYA

(Deemed to be University u/s 3 of UGC act 1956) (Accredited with "A" grade by NAAC)

SCSVMV

(NCTE Recognition: F.SRO/NCTE/B.Ed/2006-07/10532, Dt.3-2-2007; F.SRO/NCTE/APSO3638/B.Ed/ TN/2014-15/63744, Dt.30-04-2015 & F.NO.SRC/NCTE/APSO3638/B.Ed/TN/2023/143263 Dt.31-08-2023)

ENATHUR, KANCHIPURAM – 631 561

SCHOOL OF EDUCATION

Bachelor of Education (B.Ed)

Curriculum

(Effective from the Academic Year 2024 - 25)

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.

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 to institutional/regional/national and international development.

PROGRAMME GENERAL OBJECTIVES

The general objectives of B.Ed.,programmeto imbibe knowledge of subject, culture anddevelop an understanding of the various pedagogic skills and approaches of organizing learningexperiences. To develop skills required in selecting, organizing learning experiences and students support activities .To develop the skills and values involved in dealing with the academic and personal problems learners .To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.To acquire knowledge and develop an understanding of various aspects of school management.

PROGRAMME SPECIFIC OBJECTIVES

i. To promote a sense of dedication to the teaching profession.
ii. To achieve a balanced personal growth trajectory.
iii. To examine the curriculum and choose the best teaching techniques based on the Students requirements.
iv. To Apply cutting-edge techniques to participate in the process of self-directed learning.
v. To use instructional strategies and techniques to address issues in the classroom.
vi. To gain control over the subject matter and pedagogy.
vii. To incorporate technology into the curriculum development and transaction process, broaden their scope of knowledge.
viii. To recognize the traits, requirements, and strategies for working with a diverse student body in an inclusive setting.
ix. To introduce students to a range of teaching techniques appropriate for various learning environments.
x. To encourage the use of ICT in educational methods.
xi. To help student instructors become better communicators.
xii. To give them the tools to support student diversity and engage in inclusive practices interaction with the community, parents, and students
xiii. To teach them how to handle disruptive behavior, learning challenges, and discipline issues with kids.
xiv. To give them instruction on creating lesson plans and learning sequences.
xv. To place them in internships to provide them with practical experience in actual classroom teaching.
xvi. To enable them how to use various assessment techniques.
xvii. To enable them several counseling methods and approaches.
xviii. To ensure the wellbeing and mental health of the pupils.

PROGRAMME OUTCOMES

On successful completion of the programme, the student teachers will be able to

i. Equip a sense of professional commitment towards the teaching profession.
ii. Attain harmonious development of their personality.
iii. Analyze curriculum and select appropriate teaching strategies according to their needs.
iv. Engage themselves in the process of self-directed learning through the use of innovative practices.
v. Apply teaching skills and methodology to deal with classroom problems.
vi. Empower themselves with the subject content and pedagogy.
vii. Expand their horizon of knowledge by integrating technology in the process of planning and transaction of the curriculum.
viii. Comprehend the characteristics, needs and approaches of dealing with diverse learners in an inclusive environment.
ix. Acquaint them with a variety of instructional strategies suited to different learning conditions.
x. Promote teaching strategies using ICT.
xi. Develop communication skills among the pupil teachers.
xii. To enable them to practice inclusion and support diversity of students Interaction with students, parents and community

xiii. Train them to manage discipline problems, learning difficulties and challenging behaviour among the students.
xiv. Train them to design learning sequences and lesson plans
xv. Give them hands-on-practice in real classroom teaching through internships
xvi. Acquaint them with using different evaluation strategies
xvii. Train them in using different counselling skills and techniques
xviii. Ensure mental health and students' well-being

GENERAL RULES AND REGULATIONS

The School of Education of SCSVMV (Deemed to be 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 recommended 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 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	General	50%
2	BC	5%Relaxation in cut off
3	MBC/DNC	7% Relaxation in cut off
4	SC/ST	10% Relaxation in cut off
5	Special category	10% Relaxation in cut off

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 and Cultural actitivies (Minimum zonal leval participation in AIU organized events) 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 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 PROGRAMME

The B.Ed. programme shall be for duration of two academic years consisting of four semesters. Each semester is spread over for a period of 100 working days (30 hours in a week spreading over for 5 working days in a week, excluding the period of examination and admission.

MEDIUM OF INSTRUCTION:

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

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.

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 isthe 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.

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

SEMESTER I: (18 Weeks - 16 Weeks for Teaching + 2 Weeks School Exposure)

S. No	Code	Subject	Credits	Hours per week	CIA	EA	Total Marks
Courses on Perspectives in Education							
1	ED 111	Philosophical and Social Contexts of Education	5	5	30	70	100
2	ED 112	Educational Psychology	5	5	30	70	100
Courses on Curriculum and Pedagogic Studies							
	Pedagogy Subject –I (Part-I) (Any one)						
3	ED 1211	Pedagogy of General Tamil-I	5	5	30	70	100
	ED 1212	Pedagogy of General English-I					
	ED 1213	Pedagogy of General Sanskrit-I					
	ED 1214	Pedagogy of General Hindi-I					
	ED 1215	Pedagogy of Computer Science-I					
	ED 1216	Pedagogy of Economics-I					
	ED 1217	Pedagogy of Commerce and Accountancy-I					
	Pedagogy Subject -II (Part-I) (Any one)						
4	ED 1221	Pedagogy of Special Tamil-I	5	5	30	70	100
	ED 1222	Pedagogy of Special English-I					
	ED 1223	Pedagogy of Special Sanskrit-I					
	ED 1224	Pedagogy of Special Hindi-I					
	ED 1225	Pedagogy of Mathematics-I					
	ED 1226	Pedagogy of Physical Science-I					
	ED 1227	Pedagogy of Biological Science-I					
	ED 1228	Pedagogy of Computer Science-I					
	ED 1229	Pedagogy of History-I					
	ED 12210	Pedagogy of Economics-I					
	ED 12211	Pedagogy of Commerce and Accountancy-I					
5	ED 1261	Language across the Curriculum	3	3	15	35	50
Engagement with the Field							
	Courses on Enhancing Professional Capacities						
6	ED 1321	Indian Culture	1	2	50	-	50
7	ED 1322	Communication Skills	1	2	50	-	50
Total			**25**	**27**	**235**	**315**	**550**

SEMESTER II: (18 Weeks – 16 Weeks for Teaching + 1 Week School Attachment programme+ 1 Week Community Living Camp)

S. No	Code	Subject	Credits	Hrs/ week	CIA	EA	Total Marks
Courses on Perspectives in Education							
1	ED 211	Learning and Teaching	5	5	30	70	100
Courses on Curriculum and Pedagogic Studies							
	Pedagogy Subject - I (Part-II) (Any one)		5	5	30	70	100
2	ED 2231	Pedagogy of General Tamil-II					
	ED 2232	Pedagogy of General English-II					
	ED 2233	Pedagogy of General Sanskrit-II					
	ED 2234	Pedagogy of General Hindi-II					
	ED 2235	Pedagogy of Computer Science-II					
	ED 2236	Pedagogy of Economics-II					
	ED 2237	Pedagogy of Commerce and Accountancy-II					
	Pedagogy Subject - II (Part-II) (Any one)		5	5	30	70	100
3	ED 2241	Pedagogy of Special Tamil -II					
	ED 2242	Pedagogy of Special English-II					
	ED 2243	Pedagogy of Special Sanskrit-II					
	ED 2244	Pedagogy of Special Hindi –II					
	ED 2245	Pedagogy of Mathematics-II					
	ED 2246	Pedagogy of Physical Science-II					
	ED 2247	Pedagogy of Biological Science-II					
	ED 2248	Pedagogy of Computer Science-II					
	ED 2249	Pedagogy of History-II					
	ED 22410	Pedagogy of Economics-II					
	ED 22411	Pedagogy of Commerce and Accountancy-II					
4	ED 2261	Assessment for learning	5	5	30	70	100
Engagement with the Field							
	Courses on Enhancing Professional Capacities						
5	ED 2321	Critical understanding of ICT	3	3	15	35	50
6	**Elective(Any one of the following)**		1	2	50	-	50
	ED 2322	Hindi for Everyday Use					
	ED 2323	Quantitative Aptitude and Reasoning Ability					
7	ED 2324	Open Elective (Student will take any one course offered from other Department students)	1	2	50	-	50
Total			**25**	**27**	**235**	**315**	**550**

Third Semester [Practicum (ED 3311)]
(18 Weeks - 16 Weeks Internship)

S. No	Code	Subject	Credits	Hrs/ Week	CIA	EA	Total Marks
1	**School Internship (16 Weeks) and Engagement with the field (2 Weeks)**		25		-	-	-
	ED 3311A	Observation Record (PS- I & II)			-	20	20
	ED 3311B	Teaching Practice Lesson Plan Record (PS - I & II)			-	80	80
	ED 3311C	Teaching Learning Material (PS- I & II)			-	20	20
	ED 3311D	Scholastic Achievement Record (PS -I & II)			-	40	40
	ED 3311E	Case Study Record & School Supervision Record			-	20	20
	ED 3311F	Action Research Record			-	20	20
2	**Other Records**					-	
	ED 3311G	Micro Teaching Record (PS - I & II)			-	40	40
	ED 3311H	Psychology Experiments Record			-	20	20
	ED 3311I	Textbook Review Record			-	20	20
	ED 3311J	Audio Visual Aids Record			-	20	20
	ED 3311K	Practice Teaching Lesson Plan Record (PS- I & II)			-	40	40
	ED 3311L	Computer Practical Examination			-	20	20
	ED 3311M	SUPW Record			-	20	20
	ED 3311N	Special School Visit Record			-	20	20
	ED 3311O	Physical Education Record &Citizenship Training Record			-	20	20
3	ED 3311P	**Teaching Competency** (Practical Examinations) (PS- I & II)			-	80	80
Total			**25**	**-**	**-**	**500**	**500**

(Note: Practical Examinations will be conducted after completion of School Internship with the internal and external examiner. Final evaluation will be done by **Moderation Board**)

SEMESTER IV: (18 Weeks)

S.No	Code	Subject	Credits	Hours per week	CIA	EA	Total Marks
Courses on Curriculum and Pedagogic Studies							
1	**Elective – I (Any one of the following)**		5	5	30	70	100
	ED 4251	Guidance and Counseling					
	ED 4252	Understanding the Self					
	ED 4253	Gender, School and Society					
	ED 4254	Peace and Value Education					
2	**Elective – II (Any one of the following)**		5	5	30	70	100
	ED 4255	Inclusive Education					
	ED 4256	Contemporary India and Education					
	ED 4257	Art Education					
	ED 4258	Life Skills Education					
3	ED 4261	Educational Management	5	5	30	70	100
Engagement with the Field							
	Courses on Enhancing Professional Capacities						
4	ED 4321	Environmental Education & Research in Education	5	5	30	70	100
5	ED 4322	Health, Yoga and Physical Education	5	5	30	70	100
		Total	**25**	**25**	**150**	**350**	**500**

Total Credits: 100

TOTAL MARKS REQUIREMENT FOR THE B.Ed., PROGRAMME

S.No	Broad Classification of the Curriculum	Marks
1	Courses on Perspectives in Education	**300**
2	Courses on Curriculum and Pedagogical Studies	**850**
3	Engagement with the Field / Practicum	**(500 + 450)**
Total Marks Allotted for all Courses		**2100**

UNDERSTANDING THE CODE FOR EACH COURSE:

- Each code of the course consists of 2 letters (ED) and 3,4 or 5 digits.
- ED stands for Education.
- The first digit in any course indicates the semester in which the course in prescribed (Ex. ED 211 – It means the course is offered in second semester).
- The last digit represents the serial number of the paper in that category (Ex. 112 – The digit 2 represents the second course in the category 1 i.e., Courses on Perspectives in Education).

- The Second digit represents the category of course viz., Perspectives in Education is represented by (1); Curriculum and Pedagogic Studies is represented by (2) and Engagement with the Field is represented by (3).
- The Third digit indicates the sub category of the second digit. Only Curriculum and Pedagogic studies and Engagement with the Field have sub categories.(Ex. ED 4251 so 5 represent the sub category (Elective Course) of Curriculum and Pedagogy Studies.

THE SUB-CATEGORIES OF THE CATEGORY (2) ARE	**THE SUB-CATEGORIES OF THE CATEGORY (3) ARE:**
PS-1 Part – I - Code (21) PS-II Part – I - Code (22) PS-1 Part – II - Code (23) PS-II Part – II - Code (24) Elective Courses- Code (25) Curriculum Related Courses- Code (26)	Practicum – Code (31) Enhancing Professional Capacities**(EPC) –** Code (32)

SYLLABUS

SEMESTER I: (18 Weeks - 16 Weeks for Teaching + 2 Weeks School Exposure)

S. No	Code	Subject	Credits	Hours per week	CIA	EA	Total Marks
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Courses on Curriculum and Pedagogic Studies							
	Pedagogy of School Subject –I (Part-I) (Any one)						
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	ED 12210	Pedagogy of Economics-I					
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5	ED 1261	Language across the Curriculum	3	3	15	35	50
Engagement with the Field							
Courses on Enhancing Professional Capacities							
6	ED 1321	Indian Culture	1	2	50	-	50
7	ED 1322	Communication Skills	1	2	50	-	50
Total			**25**	**27**	**235**	**315**	**550**

PHILOSOPHICAL AND SOCIAL CONTEXTS OF EDUCATION

Course Code**: ED 111** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Describe the meaning and role of the inter-relationship of philosophy and Education.
CO2: Understand the schools of educational thought and their implications.
CO3: Identify the different types of philosophers and their philosophy concepts.
CO4: Develop knowledge skill for teaching – learning process.
CO5: Master various statistical techniques for reporting quantitative data.

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 threeschools 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 PRESENTDAY CONTEXT

a. Mahatma Gandhi.
b. Robindranath Tagore.
c. Jiddu Krishna Murty.
d. Vivekananda.
e. August Froebel
f. J J.Rousseau.

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 – V EDUCATION AND CULTURE

a. Meaning and characteristics of culture.
b. Culture growth and development.
c. Cultural pluralism, cultural relativism, cultural lag, cultural conflict, ambivalence andtolerance, enculturalism through education.
d. Agencies of Education with special emphasis on Home, School, and Mass Media.
e. Problems of Indian society: Unemployment and underemployment, ragging, eve-teasing,communal violence, terrorism, brain drain, population explosion.

SUGGESTED ACTIVITIES

1. Prepare portfolio of philosophers who have contributed for the society
2. What are the great contributions of Buddhists in the field of Education? Can they beimplemented in the present scenario?
3. Explain about Vedanta Philosophy and how the knowledge of Vedanta is helpful inbringing about the students in the present day?
4. Make a case study of any school run on the philosophy of J.Krishnamurty.
5. Compare Rousseau's educational thoughts with that of Robindranath Tagore's.
6. Make a portfolio on the great educational thinker 'August Froebel'.
7. Prepare an album on contributions of Swamy Vivekananda.
8. Make a portfolio of cultures of any five states in India and make a comparison of cultures.
9. Explain each culture process with two examples other than what you studied in your text book.

REFERENCE BOOKS

1. Aggarwal, J.C. (1992). **Theory & Principles of Education: Philosophical andsociological Bases of Education,** Vikas publishing house Pvt., Ltd.
2. Aggarwal, J.C. (1985). **Theory and Principles of Education,** Vikas Publishing HousePvt., Ltd.
3. Bhatia&Bhatia: (1990) **A Book of Education for Beginners,** Kalayani Publishers.
4. Bhatia, R. L., & Ahuja, B. N. (2008). **History of Modern Indian**

Education. Delhi:Surjeet Publications.
5. Bhatia, R. L., & Ahuja, B. N. (2008). **Modern Indian Education and its Problem**.Delhi: Surjeet Publications.

COURSE OUTCOME

CO1 : Gain Philosophy and education knowledge.
CO2 : Demonstrate Epistemology skills.
CO3 : Explain the thinkers on education.
CO4 : Analyze the ways to develop School of educational thought and their implications.
CO5 : Demonstrate the education and culture to the society.

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1						L												
CO2						L												
CO3		M																
CO4															M			
CO5																		M

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

EDUCATIONAL PSYCHOLOGY

Course Code**: ED 112** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Illustrate different factors influencing on child development and their applications to education

CO2: Gain knowledge about the concept of learning and its related theories

CO3: Understand motivation and its influence on human behavior

CO4: Comprehend in-depth concepts of intelligence and creativity

CO5: Acquire the concepts and theories of personality

UNIT – I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and Branches – Educational Psychology: Meaning, Nature, Scope and Importance – Methods of Educational Psychology: Introspection, Observation, Experimental and Case Study – Growth, Development and Maturation: Meaning, Concepts and Principles – Nature and Nurture: Meaning and influence on development – Stages of Development: Prenatal and Postnatal (Infancy to Adolescence) – Aspects of Development: Physical, Mental, Emotional, Moral and Social – Individual Differences and their Educational Implications – Theories of Human Development: Piaget's Cognitive Development Theory, Kohlberg's Moral Development Theory and Erikson's Psychosocial Development Theory – Educational Implications of Developmental Theories.

UNIT – II: MOTIVATION AND LEARNING

Motivation: Meaning and Definitions – Theories of Motivation: Hull's Drive Reduction Theory, Maslow's Hierarchy of Needs and Achievement Motivation – Level of Aspiration and Educational Implications. Learning: Meaning and Concept of Learning – Behaviourist Theory: Pavlov's Classical Conditioning, Thorndike's Connectionism and Skinner's Operant Conditioning – Constructivist Theory: John Dewey – Social Constructivism: Vygotsky – Discovery Learning: Bruner – Observational Learning: Bandura – Insight Learning: Kohler – Humanistic Theory: Carl Rogers – Educational Implications of Learning Theories.

UNIT – III: INTELLIGENCE

Meaning, definitions and types – Theories of Intelligence: Two-factor Theory, Thurstone's Group Factor Theory, Thorndike's Multifactor Theory, Guilford's Structure of Intellect Model, and Gardner's Multiple Intelligence Theory – Intelligence Quotient (IQ) – Assessment of Intelligence – Emotional Intelligence: Concept and educational

implications. Creativity**:** Concept, factors, process, relationship between intelligence and creativity, strategies for fostering creativity and measurement of creativity.

UNIT – IV: ADOLESCENCE

Understanding their needs and problems in Indian context – Realistic and contextual frames of growing up in adolescence – Impact of economic changes and urbanization – Impact of media – Identity crisis – Drug addiction – Abuse – Bullying – Juvenile delinquency – Health awareness: personal hygiene, nutrition, disease prevention and control – Teacher's Role: Guidance and counselling, supportive classroom practices, and referral services.

UNIT – V: PERSONALITY

Meaning, definitions, and determinants of personality – Theories of Personality: Type Theory, Trait Theory, Psychoanalytic Theory – Defense Mechanisms: Meaning, types and educational implications – Assessment of Personality: Projective and Non-projective techniques.

SUGGESTED ACTIVITIES

1. Visit any two Special Educational Institutions and write a report on the methods of teaching.
2. Visit anyone of the Mental Health Institutes to prepare a detailed report about its services.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.
4. Select any two projective techniques and administer on some children and comment on their personality traits.
5. Classify your students on the basis of any two trait theories.
6. Make an album of Kohler, Bruner, Piaget, Vygotsky and Bandura.
7. Select any 3 memory techniques other than you have studied in your class and implement these techniques to your students and record your observations.
8. Select any five measures and implement them to develop creativity among your students and record observations.
9. Observe a student of your choice for one week and explain to what extent he/she is following the principles of learning.
10. Provide any five situations where a learner can learn through insightful learning and record your observations.

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12. Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan,Delhi.

COURSE OUTCOME

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

CO1: Reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context.

CO2: Develop different aspects of a child's physical, intellectual, social and moral development

CO3: Understand motivation and its influence on human behavior.

CO4: Acquire knowledge about concepts of intelligence and creativity.

CO5: Familiarize with the concepts and theories of personality

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1		S																
CO2										M								
CO3														M				
CO4															S			
CO5													M					

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

பொது தமிழ் கற்பித்தல் I

Course Code: ED 1211 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

பாட வெளியீடு 1: தாய் மொழியின் இன்றியமையாமையும், தாய் மொழி கற்றலின் நோக்கங்களையும் அறிதல்.

பாட வெளியீடு 2: தாய்மொழியில் பாடப் பகுப்பின் வகைகள், கற்பித்தல் முறைகள், மொழித் திறன்களை அறிதல்.

பாட வெளியீடு 3: செய்யுள் உரைநடைப்பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்.

பாட வெளியீடு 4: மொழியாக்கம், மொழிபெயர்ப்பு ஆகியவற்றின் அடிப்படை விதிகளை அறிந்து கொள்ளச் செய்தல்.

அலகு 1: தமிழ்மொழிக் கல்வியின் சிறப்பு

கற்பித்தலின் இன்றியமையாமை – பொது நோக்கங்கள் - சிறப்பு நோக்கங்கள் அடிப்படைத் திறன்கள் - இலக்கிய இன்பம் - படைப்பாற்றல் - கற்பனையாற்றல 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 கருத்துக்கள் - 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 – பல்வேறு நுண்ணிலைக் கற்பித்தல் திறன்கள் - பெருநிலை மற்றும் நுண்ணிலைக் கற்பித்தல் வேறுபாடுகள். பாடத்திட்டம் - அலகுதிட்டம், ஆண்டு திட்டம்.

அலகு 3: கற்பித்தல் முறைகள்

பண்டைய முறைகள்: விரிவுரை(சொற்பொழிவு), விளையாட்டு முறை, விதிவருமுறை, விதிவிளக்க முறை, அறிவியல் முறை, கண்டறி முறை, மூலமுறை, நடிப்பு, தனிப்பயிற்சி,

மேற்பார்வை, ஒப்படைப்பு - புதிய முறைகள்: மொழிபயிற்றாய்வுக் கூடம், தனிநபர் கற்றல், திட்டமிட்டு கற்றல் - கணிப்பொறி துணைக்கொண்டு கற்பித்தல், கெல்லர் திட்டம் - பண்டைய முறைக்கும், புதியமுறைக்கும் உள்ள வேறுபாடுகள், ஆசிரியர் பண்புகள் - பணிமுன் மற்றும் பணியிடைப் பயிற்சி.

அலகு 4: மொழித் திறன்கள்

கேட்டல், பேசுதல், எழுதுதல், படித்தல், சுருக்கி எழுதுதல், மொழிபெயர்ப்பு – மொழியாக்கம் - புதிய வாக்கியம் அமைத்தல், தமிழ் கவிதையைப் படித்து அதன் நிறை குறைகளை எடுத்து விளக்குதல், அறிவியல் தமிழ் - தமிழில் ஆய்வும் மற்றும் கற்பித்தலும், கட்டுரை, கவிதை, கதை அம்சங்களை அறிதல் - தமிழில் கலந்துள்ள பிற மொழிச் சொற்கள் அறிதல், மொழித்திறன் - (கலைச்சொல்லாக்கம், நேர்க்காணல்) தமிழ்க் கவிஞர்களை குறித்து அறிதல் (பாரதியார், பாரதிதாசன், கண்ணதாசன், அப்துல்ரகுமான்)

அலகு 5: தமிழில் மதிப்பிடல்

முன்னறிவுத் தேர்வு - குறையறிதல் - குறைக்களைதல் - வளர்வறி – தொகுநிலை மதிப்பீடு, வினா வகைகள் (அகவயம், புறவயம்) வினாக்களைத் தயாரித்தல் -

அடைவுத் தேர்வினைத் திட்டமிடுதல் - வினாத் தாள் தயாரித்தல், தேவையான துணைக் கருவிகள் எட்கார் டேல் பங்களிப்பு – உற்றுநோக்குதல் - தமிழ் பாடங்கள் தொடர்புடைய புறவய வினாக்கள், விடைகள் ஒரு பார்வை (1 ஆம் வகுப்பு முதல் 10 ஆம் வகுப்பு வரையுள்ள மாநிலபாடதிட்டம்)

பரிந்துரை செயல்பாடுகள்

1. படைப்பாற்றல் மூலம் சிறு கவிதை எழுதச் செய்தல்
2. அடிப்படை திறன்களை பட்டியலிடுதல் மூலம் அறிந்துகொள்ளல்.
3. செய்யுள், உரைநடை, இலக்கணம் ஆகியவற்றில் உள்ள பெரும் அறிஞர்களை பற்றிய ஒரு புகைப்பட பதிவேட்டை தயாரித்து வரச் செய்தல்.
4. தேர்வின் வகைகளை மனவரைபடம் மூலம் வரைந்து வரச்செய்தல்.
5. தமிழ்பாடம் தொடர்புடைய புறவய வினாக்களை எழுதிவரச் செய்து மாணவர்களிடம் வினாடி வினா நிகழ்வை நடத்துதல்.

மேற்கோள் புத்தகங்கள்

1. பாடப்பொருள் மற்றும் தமிழ்க் கற்பித்தல், பேராசிரியர் வி. கணபதி மற்றும் பிறர். பப்ளிஷர்ஸ் , சென்னை 14. (201

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

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

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

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

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

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

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

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நிரல் வெளியீடு 1: வாழ்க்கைத் திறன்களில் தன்னிறைவை அடைந்தோம்.
நிரல் வெளியீடு 2: தமிழ் சமூகத்தின் பண்பாட்டு மரபுகளை பற்றி உணர்தோம்.
நிரல் வெளியீடு 3: தமிழ் பாடங்கள் கற்பித்தலில் உள்ள பழைய மற்றும் புதிய முறைகளை புரிந்துகொண்டோம்.
நிரல் வெளியீடு 4: மொழிக்கற்பித்தலில் உள்ள அடிப்படை திறன்களை வளர்த்தோம்.
நிரல் வெளியீடு 5: தமிழ் பாட தேர்வின் வகைகள், மதிப்பிடலின் அம்சங்களை கண்டறிந்தோம்.

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1		M																
CO2											L							
CO3																		
CO4															S			
CO5																		

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

PEDAGOGY OF GENERAL ENGLISH – I

Course code: **ED 1212** Credit: **5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of teaching of English.
CO2: Comprehend the lesson plan, Micro-teaching and its skills.
CO3: Understand the different approaches of lesson planning and about its writing.
CO4: Define various methods in teaching of English.
CO5: Comprehend various instructional media in classroom teaching of English.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING

Meaning, Nature, Scope, Need, Significance, Values, Aims and Objectives: Instructional objectives and Behavioral Objectives – Need and Importance of Instructional Objectives. Teaching English as a skill rather than a knowledge subject – The scope of the B.Ed. English course – Recommendations of Indian commissions and Committees on English Language Education – Qualities of a Good English Teacher.

UNIT-II: TEACHING SKILLS

Bloom's Taxonomy of Educational objectives – Cognitive –Affective –Psychomotor domains. Meaning of instructional objectives- Relationship of teaching – learning objectives with general aims and objectives of teaching English
Micro-teaching –meaning and definition –principles –steps –features –the micro teaching cycle – merits and demerits.-Core teaching skill and their components –Introducing a lesson, Explanation, Questions, Reinforcement, Stimulus Variation, using black board, Closure –Link lesson.-Observation of Demonstration lesson by Teacher Educator –Guide teacher –Peer Group observation.

UNIT – III: APPROACHES OF TEACHING ENGLISH

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing. 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.

UNIT - IV: METHODS OF TEACHING

Concept and definitions of Method – Approach – Technique – Design.
Methods of Teaching English - Bilingual method – Grammar Translation Method - Direct Method – Dr. West's new Method – Substitution Method and their merits and demerits. Teacher-centered Instruction: Lecture method, Demonstration and Team teaching – Learner centered Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL),Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT- V: INSTRUCTIONAL MEDIA

Techniques of using Laboratory on English language learning- to enrich the English language learning process - Role of Language Lab in developing spoken skills Classification of Instructional Media in English – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Prepare seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Prepare a report on language policies given in the reports of Kothari commission, NEP 1986 POA 1992.
3. Preparation of power point presentation for anyone topic from a different branch of English.
4. Select a topic of your choice and make a plan for individualized instructions.
5. Select any two topics and prepare frames of programmed learning.
6. Prepare a Blue Print for a 10^{th} Standard English question paper.
7. Memorize Formulas for measures of central tendency.
8. Take a topic of your choice and select 10 vocabulary items to teach in the relevant context. Give reasons for your selection.
9. Prepare material for role play and dramatization selecting topics from 6^{th} to 10^{th} classes from any English Text Book.
10. Practice in quick black board sketches for purposes of introducing new items.

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10. Pandey, K.P and Amita, (1998), Teaching of English in India, Vishwa Vidyalaya Prakshan, Varanasi.

COURSE OUTCOME

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

CO1: Analyze the aims and objectives of teaching of English.

CO2: Provide familiarization with micro teaching skills for teaching and learning English.

CO3: Students will able to understand the various methods and approaches of English language teaching and also about lesson plan writing.

CO4: Handle various methods of Teaching English.

CO5: Make effective use of instructional resources including audio-video materials, ICT and Internet; in teaching pedagogy of English

PO MAPPING

	PROGRAM OUTCOME																	
Course Outcome	**PO 1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO 10**	**PO 11**	**PO 12**	**PO 13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1				S														
CO2									M									
CO3																S		
CO4															M			
CO5		S																

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF GENERAL SANSKRIT - I

Course Code: ED 1213 **Credits: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

Course Objectives:-पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूप- वैशिष्ट्यप्रयोगान्, पाठ्यचर्यायां संस्कृतस्यस्थानञ्चअवगच्छन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेप्रयोगेचसामर्थ्यप्राप्नुवन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धञ्च अवगच्छन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितान् विविधोपागमान् विधीन्प्रविधिश्य अवगच्छन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियाणां भूमिकाम् अवगच्छन्ति।

पाठ्यक्रमांशाः

UNIT-I संस्कृतभाषायाः स्वरूपं महत्त्वञ्च

1. संस्कृतभाषायाः स्वरूपं, भाषावैज्ञानिक सांस्कृतिकं साम्प्रतिकंच महत्त्वम् ।
2. अन्यभारतीयभाषासु संस्कृतभाषायाः प्रभावः।
3. त्रिभाषासूत्रेषु संस्कृतस्य स्थानम्।
4. विविधस्तरेषु पाठ्यक्रमे संस्कृतस्य स्थानम्-प्राथमिक-माध्यमिक-उच्चमाध्यमिकस्तरेषु,आधुनिक-पारम्परिक पाठशालासुसंस्कृतस्य स्थानम्।

UNIT- II भाषाशिक्षणसिद्धान्ताः सूत्राणि च ।

1. प्रकृतिवादीसिद्धान्तः।
2. अभ्याससिद्धान्तः।
3. रुचिसिद्धान्तः।
4. सक्रियतायाः सिद्धान्तः।
5. मौखिककार्यस्य सिद्धान्तः
6. अनुपातक्रमसिद्धान्तः।
7. बहुमुखिसिद्धान्तः।
8. स्वतन्त्रतासिद्धान्तः।
9. वैयक्तिकभिन्नतासिद्धान्तः।

सूत्राणि-

1. ज्ञातात्अज्ञातंप्रति
2. सरलात् कठिनंप्रति
3. स्थूलात् सूक्ष्मं प्रति
4. पूर्णात् अंशं प्रति

5. विशेषणात् विशेष्यं प्रति
6. नियमात् तर्कं प्रति
7. विश्लेषणात् संश्लेषणं प्रति
8. मूर्तात् अमूर्तं प्रति

UNIT-III भाषा कौशलानि

1. श्रवणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु श्रवणदोषाः तन्निवारणोपायाः,श्रवणसंवर्धनोपायाश्च।
2. भाषणम्- महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु भाषणदोषाः तन्निवारणोपायाः,भाषणसंवर्धनोपायाश्च।
3. उच्चारणम्- महत्त्वं, स्थानप्रयत्नयोः ज्ञानम्, उच्चारणदोषाःतन्निवारणोपायाश्च ।
4. पठनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु पठनदोषाः तन्निवारणोपायाः, पठनसंवर्धनोपायाश्च ।
5. लेखनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु लेखनदोषाःतन्निवारणोपायाः,लेखनसंवर्धनोपायाश्च ।

UNIT-IVसंस्कृतभाषाशिक्षणे उपागमाः, विधयश्च।

1. सम्प्रेषणात्मकोपागमः
2. संरचनात्मकोपागमः

विधयः-

1. पाठशालाविधिः
2. मौखिकविधिः
3. व्याख्याविधिः
4. आगमन-निगमनविधिः
5. भण्डार्करविधिः
6. प्रत्यक्षविधिः
7. समन्वयविधिः
8. खण्डान्वयविधिः
9. दण्डान्वयविधिः

UNIT-V संस्कृतभाषाशिक्षणे पाठ्यसहगामिक्रियाणाम् आवश्यकता, महत्त्वं, प्रयोजनानि च ।

1. भाषाक्रीडाः
2. आशुभाषणम्
3. अन्त्याक्षरी
4. कथाकथनम्
5. पात्राभिनयः

6. रसप्रश्नाः
7. वादविवादः
8. रचना

क्रियाकलापाः-

1. श्रवणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु श्रवणदोषाः तन्निवारणोपायाः,श्रवणसंवर्धनोपायाश्च ।
2. भाषणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु भाषणदोषाः तन्निवारणोपायाः,भाषणसंवर्धनोपायाश्च ।
3. उच्चारणम्- महत्त्वं, स्थानप्रयत्नयोः ज्ञानम्, उच्चारणदोषाः,तन्निवारणोपायाश्च ।
4. पठनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु पठनदोषाः तन्निवारणोपायाः, पठनसंवर्धनोपायाश्च ।
5. लेखनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु लेखनदोषाःतन्निवारणोपायाः,लेखनसंवर्धनोपायाश्च ।

सन्दर्भग्रन्थाः-

1. डा. ऽदयशड़कर झा : चौखम्बा सुरभारती प्रकाशन,संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्),वाराणसी।

2. के साम्बशिवमूर्ति : संस्कृतशिक्षणम् दीपशिखा प्रकाशन, जयपुर ।

3.सन्तोष मित्तल: संस्कृतशिक्षणम् ।

4. के. नलचक्रवर्ती: संस्कृतशिक्षणम् ।

5. सिहेच्. एल्. एन्. शर्मा, फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च ।

6. डा. वि. मुरलीधरशर्मा: संस्कृतशिक्षणसमस्याः ।

7. विश्वासः कौशलबोधिनी, संस्कृत भारती, दिल्ली।

8. रामशकल पाण्डेय:संस्कृतशिक्षणम् ।

9. रघुनाथ सफाया: संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997।

10. सीताराम चतुर्वेदी : संस्कृतशिक्षणम् ।

11. इन्दिराचरण पाण्डेय: संस्कृत शिक्षण समीक्षण,सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

COURSE OUTCOME: -पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूपवैशिष्ट्यज्ञाने , पाठ्यचर्यायां च दक्षाः भविष्यन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेतेषां प्रयोगेचसमर्थाःभविष्यन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धस्योपरि ज्ञानं प्राप्नुवन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितेषु विविधोपागमेषु विधी-प्रविधिषु चनिपुणाः भविष्यन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियासुदक्षाः भविष्यन्ति।

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19
CO1					S	S												
CO2	S																	
CO3						S					S							
CO4		S																
CO5				S														

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF GENERAL HINDI - I

Course Code**: ED 1214** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

CPS 2: हिन्दी शिक्षण की विधियाँ

COURSE OBJECTIVE:

1. छात्राध्यापकों के दैनिक व्यवहार में हिन्दी भाषा के महत्त्व तथा विविध स्तरों पर उसके शिक्षण के उद्देश्यों एवं सिद्धान्तों से अवगत कराना।

2. मातृभाषा, द्वितीयभाषा एवं राष्ट्रभाषा, राजभाषा सम्पर्कभाषा, प्रादेशिक भाषा,अन्तर्राष्ट्रीयभाषा, विदेशीभाषा के रूप में हिन्दी शिक्षण के अन्तर व त्रिभाषा सूत्र से अवगत कराना।

3. हिन्दी शिक्षण में श्रवण, भाषण, उच्चारण, पठन, लेखन एवं वर्तनी शिक्षण कीउपादेयता को स्पष्ट करना।

4. हिन्दी शिक्षण में उपागम, विधि एवं प्रविधियों से अवगत कराना।

5. हिन्दी साहित्य में अभिरुचि उत्पन्न करने वाले साधनों की जानकारी प्रदानकरना तथा पाठ्यसहगामी क्रियाओं की उपादेयता बतलाना।

Course Content:

UNIT- 1 हिन्दी भाषा का स्वरूप एवं महत्व ।

1. भाषा- अर्थ, महत्त्व, मानक भाषा एवं मातृभाषा

2. भाषा के विविध रूप राष्ट्रभाषा राजभाषा, सम्पर्कभाषा, प्रादेशिक भाषा,

3. सांस्कृतिकभाषा, अन्तर्राष्ट्रीय भाषा एवं विदेशी भाषा ।

4. भाषां की प्रकृति एवं विशेषताएँ, भारतीय भाषाओं का हिन्दी के साथ सम्बन्ध

5. हिन्दी भाषा का उद्गम तथा विकास

(क) स्वतन्त्रता से पूर्व (ख) स्वतन्त्रता के बाद (ग) राष्ट्रीय अन्तर्राष्ट्रीय स्तर पर ।

6. संविधान और शिक्षा समितियों की संस्तुतियों में भाषा ।

UNIT- II हिन्दी भाषा शिक्षण के उद्देश्य, सिद्धान्त एवं सूत्र ।

1. त्रिभाषा सूत्र के अनुसार माध्यमिक एवं उच्चमाध्यमिक स्तर के पाठ्यक्रमों में हिन्दी का स्थान।

2. मातृभाषा, द्वितीय भाषा तथा राष्ट्रभाषा के रूप में हिन्दी शिक्षण के उद्देश्य,पाठ्यक्रम।

3. हिन्दीतर प्रान्तों में हिन्दी शिक्षण उद्देश्य, पाठ्यक्रम एवं विधियां । -

4. हिन्दीतर प्रान्तों में हिन्दी शिक्षण समस्याएँ उच्चारण, भाषण, वाचन,लेखन (लिपि)

सिद्धान्त-

1. स्वाभाविकता का सिद्धान्त

2. अभ्यास का सिद्धान्त

3. रुचि कासिद्धान्त

4. सक्रियता का सिद्धान्त

5. मौखिककार्य का सिद्धान्त

6. अनुपातक्रम का सिद्धान्त

7. बहमुखी का सिद्धान्त

8. स्वतन्त्रता का सिद्धान्त

9. वैयक्तिकभिन्नता का सिद्धान्त आदि

सूत्र

1. ज्ञात से अज्ञात

2. सरल से कठिन

3. स्थूल से सूक्ष्म

4. पूर्ण से अंश

5. विश्लेषण से संश्लेषण

6. मनोवैज्ञानिक से तार्किक आदि

UNIT - III भाषा कौशल का विकास

1. श्रवण महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में श्रवणदोष उपचार एवं श्रवण संवर्धन के उपाय।

2. भाषण महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में भाषणदोष उपचार एवं भाषण संवर्धन के उपाय।

3. उच्चारण महत्त्व, गुण दोष और निवारण के उपाय।

4. पठन - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में पठनदोष उपचार एवं पठन संवर्धन के उपाय।

5. लेखन - महत्त्व, प्रयोजन, प्रकार, विविध स्तरों में लेखन दोष- उपचार एवंलेखन संवर्धन के उपाय।

6. वर्तनी शिक्षण - उद्देश्य, समस्याएँ एवं समाधान।

UNIT - IV हिन्दी भाषा शिक्षण के उपागम, विधि एवं प्रविधियाँउपागम विधियाँ

1. सम्प्रेषणात्मक उपागम

2. संरचनात्मक उपागम

विधियाँ

1. मौखिक विधि

2. व्याख्या विधि

3. आगमन विधि

4.निगमन विधि

5. समन्वय विधि

6. भण्डार्कर विधि

7. प्रत्यक्ष विधि

8. अनुकरण विधि

प्रविधयाँ

1. अभिनय

2. वस्तुप्रदर्शन

3.प्रतिमान

4. चित्रप्रदर्शन

5. कोशप्रयोग

6. वाक्यप्रयोग

UNIT - V हिन्दी भाषा शिक्षण में पाठ्यसहगामी क्रियाओं की आवश्यकता, महत्त्व एवंप्रयोजन।

1. साहित्यिक प्रतियोगिताएँ- काव्यगोष्ठी सभा, कविता प्रतियोगिताविद्यालय पत्रिका, भित्ति पत्रिका, अभिनय (रङ्गमञ्च), वाद-विवाद

क्रिया-कलाप

प्रतियोगिताएँ एवं निदानात्मक कार्ययोजना

1. उच्चारणशुद्धता की दृष्टि से एक उपचारात्मकएवं निदानात्मक कार्ययोजना का निर्माण।

2. भाषा सम्बन्धि संस्तुतियों का संकलन ।

3. प्रत्येक शिक्षण सिद्धान्त के आधार पर कथा संग्रह ।

4. प्रत्येक शिक्षण सूत्र के आधार पर उदाहरणों का संग्रह ।

5. पाठ्य सहगामिक्रियाओं के अन्तर्गत (काव्यगोष्ठी, सभा, कविता प्रतियोगिताविद्यालय पत्रिका, भित्ति पत्रिका, अभिनय (रङ्गमञ्च), वाद-विवादप्रतियोगिताओं का आयोजन |

6. हिन्दीतर भाषा, मातृभाषा आदियों में विद्यमान लघुकथाओं का हिन्दीभाषा मेंअनुवाद |

संदर्भ ग्रन्थ

1. . केशवप्रसाद (1975) : हिन्दी भाषा शिक्षण, गणपति राय एवं सन्स,प्रकाशन |
2. शत्रुघ्न प्रसाद सिंह (1964) हिन्दी शिक्षण, दिल्ली पुस्तक सदन, प्रकाशन |
3. . रामशक्लपांडे (1977) : हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा । • हिन्दी शिक्षण के विविध आयाम, श्रीपति
4. रजनीकान्त शुक्ल (2012) प्रकाशन, तिरुपति ।
5. दिनेश चन्द्र भरद्वाज (1985)
6. क्षत्रियके.: मातृभाषाशिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
7. बघेला, हेतसिंह, हिन्दी शिक्षण, यूनिवर्सिटी पब्लिकेशन्स, जयपुर |
8. पाण्डेय, रामशकल हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
9. हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर,
10. सिंह सावित्री हिन्दी शिक्षण, विनोद पुस्तकें मन्दिर, आगरा।
11. सिंह निरंजन कुमार माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थानहिन्दी ग्रन्थ अकादमी, जयपुर।
12. भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
13. श्रीवास्तव आर. पी. हिन्दी शिक्षण, नमन प्रकाशन, नई दिल्ली।
14. सफाया रघुनाथ, हिन्दी शिक्षण विधि, हरियाणा हिन्दी ग्रन्थ अकादमी,चण्डीगढ़।
15. तिवारी भोलानाथ, भाषा विज्ञान, चौखम्बा प्रकाशन, वाराणसी।
16. वाजपेयी किशोरीदास हिन्दी शब्दानुशासन, केन्द्रीय हिन्दी संस्थान, आगरा।

COURSE OUTCOME:-

1. हिन्दी भाषा के महत्व एवं शिक्षण उद्देश्य जनित सिद्धान्तो के बारे मे अनुभव प्राप्त होगा।
2. हिन्दी भाषा सहित त्रिभाषा सूत्र ज्ञान सम्पादन।
3. श्रवण, भाषण, उच्चारण, पठन कौशल प्राप्ति होगा।
4. हिन्दी शिक्षण मे विविध प्रविधियाँ मे कुशलता प्राप्त होगा।

5. हिन्दी साहित्य मे पाठ्य सहगामी क्रियाओ का समन्वय सम्पादन।

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19
CO1					S	S												
CO2	S																	
CO3						S					S							
CO4		S																
CO5				S														

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF COMPUTER SCIENCE-I

Course code**: ED 1215** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Appreciate the interdisciplinary contributions of Computer Sciences
CO2: Develop the skill in teaching of Computer Science by integrating ICT.
CO3: Practice activity-based Instruction concepts like Role play, simulation, gaming and prioritizing
CO4: Use educational resources and types of resources in learning Computer Science.
CO5: Help in developing professional skills.

UNIT- I REFLECTIONS ON COMPUTER SCIENCE

a. Definition, 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. Concept of aims, objective soft teaching Computer Science. Computer resource s and applications, computers and their impact on current developments, types of computer applications and systems used in educational setup.
d. Development of scientific attitude and Training in scientific method.
e. Hardware components of microcomputer, Input and Output devices, types of computers.
f. Software: definition, System software, Application software, High level and programming languages, use of computers in schools.

UNIT- II 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 equipment.
d. Laboratory Techniques-structure and design-registers-record maintenance. School complex as a platform for pooling of teaching experiences.

UNIT- III ACTIVITY BASED AND GROUP CONTROLLED INSTRUCTION

a. Activity based instruction: concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritization.
b. Group Controlled Instruction: Concept, Definition and Importance of Group Instruction: Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods.
c. Group Projects - Computer Science activities – active learning computer science –Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT- IV RESOURCE – BASED LEARNING:

a. Defining educational Resource and Resource Centre (Area), Resource Bank, Resource

Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

b. Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT-V 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 programs for Computer Science teachers.
f. Job opportunities for Computer Science teachers in various organizations, sources for searching for jobs.

SUGGESTED ACTIVITIES

1. 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.
2. Make a portfolio on the development of hardware of computers in India.
3. Explain about any two software which can be used in the educational context
4. Prepare a case study of any company related to IT Solutions
5. Write an essay on Group controlled Instruction.
6. Teacher talk / Expert talk on Assessment and Evaluation
7. Teacher talk on different types of resource-based learning and role of resource centre.

REFERENCE BOOKS

1. Rajasekar, S. Computer Education and Educational Computing. Hyderabad: Neelkamal Publications.
2. Ram Babu, A. (2015). Essentials of Micro Teaching. Hyderabad: Neelkamal Publications.
3. Singh, Y.K. (2005). Teaching of Computer Science. New Delhi: APH Publishing Corporation.
4. Edmund, Amidon; John B Hough; Ned A Flanders (1967)Interaction analysis: theory, research, and application Reading, Mass., Addison-Wesley Pub. Co.
5. Goel,H.K (2005) Teaching of Computer Science , New Delhi, R.LallBook.Depot.
6. J.C. Aggarwal (2010) Principles, Methods and Techniques of Teaching, Vikas Publication House Pvt Ltd.
7. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) Critical Digital Pedagogy: A Collection., Hybrid Pedagogy Books.

COURSE OUTCOMES

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

CO1: Understand the nature of teaching Computer Science
CO2: Understand the need and role of science laboratory.
CO3: Practice activity-based Instruction concept like Role play, simulation, gaming and prioritizing
CO4: Analyze different types of Educational Resources in Classroom learning.
CO5: Enhance towards professional development

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1		L															
CO2			M														
CO3		S	M														
CO4				M													
CO5	S																

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF ECONOMICS -I

Course Code**: ED 2236** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Recognize the definition and principles of Economics

CO2: Acquaint the curriculum based on national and state policies

CO3: Know the importance correlation in Economics Education

CO4: Acquire knowledge about Instruction for teaching Economics

CO5: Comprehend in-depth Approaches in Economics Education

UNIT- I MODERN TRENDS IN ECONOMICS EDUCATION

Economics – Nature of Economics as a discipline -Trends in curriculum development of Tamil Nadu higher secondary stages – Importance of Planning of teaching – Context of Planning of teaching.

UNIT- II CURRICULUM IN ECONOMICS OF TEACHING

Economics curriculum – Curriculum based on National and state policies – Organizing Economics curriculum at the school level –Correlation – Integration – Unit method – Horizontal and vertical curriculum – Chronological – Periodical and Regressive method– Detailed study of the Secondary school Economics syllabus – Curriculum content graded Economics – A critical study of the secondary school Economics syllabus.

UNIT-III CORRELATION IN ECONOMICS EDUCATION

Correlation in Economics – Meaning – Correlation of Economics with – geography, Civics – History – Politics - Mathematics – Statistics and Commerce, Development of skills required in Economics, Skill categories: Basic and Complex skills – Mastering skills, Assessing skills - Value orientations: Social and Economic.

UNIT- IV INSTRUCTION FOR TEACHING ECONOMICS

Introduction – Individualized Instruction (II) - Computer Assisted Instruction (CAI) – Programmed Instruction (PI) - Procedure and steps, Project based learning, problem-solving and ability to take decisions.

UNIT- V PERCEPTIONS, IDEOLOGIES AND APPROACHES IN ECONOMICS EDUCATION

Nature of Economics as a discipline - Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005 - Economics education for beginners; a rationale for when should we begin teaching economics and what should be taught at different levels - Diverse programmes and approaches in Economics Education, Study of Economics as a social reality, study of Economic systems, contemporary models of growth - Challenges in teaching of Economics with regard to Understanding the learner, coping with the learning environment - The Economics teacher.

SUGGESTED ACTIVITIES

1. Make a lesson plan of your choice pertaining to the three levels of teaching.
2. Make a lesson plan for effective teaching.
3. Observe the class of ten experienced teachers and explain their types of teaching.
4. Go to the classes of five teachers and observe their classes by using Flanders ten categoryanalysis and compare their performance.
5. Make a lesson plan for effective teaching taking all the four components into consideration.
6. Trace in brief the trend of prices in India beginning with first five year plan.

REFERENCE BOOKS

1. Dreze, Jean And Amartya Sen. 1996. *India: Economic Development and Social Opportunity.* Oxford University Press, New Delhi.
2. N. Hasan, Teachers Manual in Economics, Regional College of Education (NCERT), Ajmer, 1970.
3. Mujibul Hasan Siddiqui, Teaching of Economics, Ashish Publishing House, New Delhi, 1993.
4. Srinivasan, M,V. Teaching Economics in India. New Delhi: NCERT

COURSE OUTCOME

CO1: Recognize the economics and their importance.
CO2: Compare the regressive and chronological
CO3: Summarize the Programmed Instruction
CO4: Determine the nature of economics as a discipline
CO5: Generalize the Characteristic of good economics teacher

PO MAPPING

Course Outcome	**PROGRAM OUTCOME**																
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						M											
CO2						L											
CO3				S		L											
CO4																	
CO5		M															

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

PEDAGOGY OF COMMERCE & ACCOUNTANCY - I

Course Code**: ED 1217** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO 1: Examine the lesson plan and unit plan.
CO 2: Understand the various methods of teaching.
CO 3: Appreciate an addressing learners needs.
CO 4: Empower in social and cultural diversity.
CO 5: Develop the evaluation and assessment of learners in commerce.

UNIT - I PLANNING FOR CLASSROOM TEACHING

Developing objectives and meeting educational aims – Enriching preparation for teaching – Unit and lesson planning, Qualities of an Commerce Teacher,

UNIT – II EXPLORING PEDAGOGIC OPTIONS

Methods of Teaching – Lecture, Demonstration, Case study, Interaction, Project, Discussion, Simulation, and Role play, Seminar, Choice of an appropriate pedagogy, Classroom Management.

UNIT - III CURRICULUM DEVELOPMENT AND SYLLABUS OF COMMERCE

Curriculum development – theories, processes and Practices, Understanding Commerce curriculum (different national and international boards), Embracing social and cultural diversity - Building an inclusive classroom environment - Addressing learners needs - Curriculum and Syllabus - Curriculum Design - Principles of Curriculum Construction

UNIT- IV DEVELOPING TEACHING CONTENT AND RESOURCES

What to teach: Developing teaching Content, Place of textbooks in the Classroom, Relevance and selection of resource material, School context and suitability of learning material, Technology in commerce classroom (including e-learning environment, Critical pedagogy in Accountancy and Business studies, Reflective teaching, Teachers as Researchers, Print Resources- Textbooks, Popular science books, Journals and magazines

UNIT- V EVALUATION IN ACCOUNTANCY AND BUSINESS STUDIES

Evaluation and assessment of learners in Commerce – Examining contemporary trends, Construction of tests, Moving towards alternative assessment modes, Typology of questions, The

concept of Evaluation and Types of Evaluation: Diagnostic, Formative and Summative, Preparation CCE Record, Analysis and Interpretation of Test Scores.

SUGGESTION ACTIVITIES

1. Writing reflective journals
2. Designing an Action Research Project
3. Designing alternate assessment models
4. Developing tests and analyzing question papers
5. Analyzing textbooks of Accountancy and business studies
6. Comparative Analysis of Commerce curriculum of different national and international boards

REFERENCE BOOKS:

1. Armitage, A. (2011). Critical Pedagogy and Learning to Dialogue: Towards Reflexive Practice for Financial Management and Accounting Education, Journal for Critical Education Policy Studies. 9(2). 104-124. Bhatia, S.K. (2012).
2. Teaching of Business Studies and Accountancy. New Delhi: Arya Book Depot. Bonk, C.J. and Smith, G.S. (1998).
3. Alternative Instructional Strategies for Creative and Critical Thinking in the Accounting Curriculum. Journal of Accounting Education. 16 (2), 261-293.
4. Dymoke, S. and Harrison, J. (Ed.) (2008). Reflective Teaching and Learning. New Delhi:Sage. (Chapter- 1: Professional Development and the Reflective Practitioner) Holtzblatt, M. and Tschakert, N. (2011).
5. Expanding your accounting classroom with digital video technology. Journal of Accounting Education. 29, 100-121.

COURSE OUTCOME

CO1: Examine the need and importance of various Commerce plans.
CO2: Discuss the ways of classroom management.
CO3: Analyze the importance of Commerce curriculum.
CO4: Use the approaches of developing teaching content.
CO5: Identify the concept of Evaluation and list out the components.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1																		
CO2				L														
CO3						M												
CO4												L						
CO5																S		

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

சிறப்பு தமிழ் கற்பித்தல் - I

Course Code**: ED 1221** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

பாட வெளியீடு 1: தமிழ்மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மையை அறிதல்.
பாட வெளியீடு 2: தாய்மொழியில் பாடப் பகுப்பின் வகைகள், கற்பித்தல் முறைகள், மொழித் திறன்களை அறிதல்.
பாட வெளியீடு 3: செய்யுள் உரைநடைப்பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்.
பாட வெளியீடு 4: மொழியாக்கம், மொழிபெயர்ப்பு ஆகியவற்றின் அடிப்படை விதிகளை அறிந்து கொள்ளச் செய்தல்.
பாட வெளியீடு 5: பல்வேறு தமிழ்க் கவிஞர்களின் முக்கிய அம்சங்களை அறிதல்.

அலகு 1 தமிழ்மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை

மொழி, பேச்சுமொழி, எழுத்துமொழி, மொழியின் இன்றியமையாமை, மொழியின் பண்புகள், மொழித் தோற்றக் கொள்கைகள் பண்டையக் கொள்கைகள், இக்கால மொழியிலாளர்களின் கருத்துக்கள் - தமிழ்மொழியின் வரலாறும் வளர்ச்சியும் தமிழ் வரிவடிவ வரலாறு, தமிழ் எழுத்துச் சீர்திருத்த வரலாறு, தமிழ் மொழியின் தனித்தன்மை, அறிஞர் கருத்துக்கள் தமிழ் எழுத்துக்களின் பிறப்பு, ஒலியனியல் - உருபனியல் - மாற்றொலிகள் - ஒலியன்களைக் காண்பதற்கான கொள்கைகள் தமிழ் எழுத்துக்களில் குறிலும், நெடிலும் - ஒலிப்பதற்குரிய பொது அட்டவணை: உயிர், மெய், சிறப்பெழுத்து, ஆய்தம்.

அலகு 2: கலைத்திட்டமும் மொழிக்கற்றல் கொள்கையும்

கல்வி ஏற்பாடு – கல்வி ஏற்பாடு உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - தேசியக் கல்விக் கொள்கை – 1986 முதல் இன்று வரை தமிழ் கற்பித்தலின் நோக்கங்கள் - பெண்கல்வி – சுற்றுச்சூழல் விழிப்புணர்வுடன் கூடிய கல்வி – கல்விஉரிமைகள் கல்வியைப் பரவலாக்க அரசின் செயல் திட்டங்கள் - மதிப்புக் கல்வி - இருமொழிக் கொள்கை, மும்மொழிக் கொள்கை மொழி கற்றலுக்கான உளவியல் கொள்கைகள் - மொழி கற்றலுக்கான உடலியல் கொள்கைகள். குழந்தை வளர்ச்சியும் மொழி கற்றலும்: மூவகை நிலைகள்.

அலகு 3: முத்தமிழின் வளர்ச்சி நிலை

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.பிச்சமூர்த்தி, புதுமைப்பித்தன், ஈரோடு தமிழன்பன், நா. காமராசன், மேத்தா, இன்குலாப், மீரா, சிற்பி பாலசுப்பிரமணியம், வைரமுத்து – அப்துல் ரகுமான், அய்க்கூ கவிதைத் தோற்றம் வளர்ச்சி முத்தமிழ் அறிமுகம் (இயல், இசை, நாடகம்) – தமிழ்மொழியை சிறப்பிக்கும் திரைப்படங்கள் மற்றும் திரைப்பட பாடல்கள், பல்லூடகம், குழுக் கற்பித்தல், கற்பித்தல் இயந்திரம், செயல் தொடர் ஆராய்ச்சி.

அலகு 4: இலக்கண அறிவு

குறில், நெடில், ஆய்தம், உயிரெழுத்து, மெய்யெழுத்து, வாக்கிய அமைப்பு, ஐவகை இலக்கணம் - பள்ளிக் கல்வி பாடத்திட்டத்திற்கான இலக்கணப் பார்வை நூல்கள் - யாப்பருங்கலக் காரிகை – நன்னூல் - யாப்பருங்கலக் காரிகை – தண்டியலங்காரம் நம்பியகப்பொருள் - புறப்பொருள் வெண்பா மாலை - ஆகிய இலக்கண நூல்கள் - திறனாய்வின் தோற்றம், திறனாய்வு வகைகள், இலக்கிய வகைகளுக்கேற்ற ஆய்வு நெறிமுறைகள்: புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாடகம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் முதலியன.

அலகு 5: தமிழ்மொழியும் விழுமப் பதிவும் கற்பித்தலை மதிப்பிடலும்

விழுமம் என்பதன் பொருள் - விழும வகைகள் - ஒழுக்கம் சார்ந்த விழுமங்கள் - இலக்கியங்களில் விழுமங்கள் - சங்க இலக்கியங்கள் முதல் தற்காலம் இலக்கியங்கள் வரை விழுமச் சீரழிவினைச் சீர்செய்ய இலக்கியங்கள் - தேர்வின் வகைகள்: முன்னறித்தேர்வு, குறையறித்தேர்வு, குறைதீர் தேர்வு - அகவய வினாக்கள், புறவய வினாக்கள் மற்றும் அவற்றின் வகைகள் - அடைவுத் தேர்வு விளக்கம், மையப்போக்கு அளவுகள், சிதறல் அளவுகள் - இயல்நிலை பரவல், வினாத்தாள் தயாரிப்பு.

பரிந்துரை செயல்பாடுகள்

1. தமிழ் அறிஞர்களின் படங்களை வரைந்து வரச் செய்தல்.
2. தேசிய கல்விக்கொள்கை வலியுறுத்தியுள்ள தோட்டம் அமைத்தல், யோகா, உடற்பயிற்சி, கைவேலைப்பாடு போன்றவை மாணவர்களுக்கு அளித்தல்.
3. பாரதியார், பாரதிதாசன் கவிதைகளை ஒப்பீட்டு எழுதி வரச்செய்தல்.
4. கவிஞர்களைப் பற்றி பேச்சு போட்டி நடத்துதல்.
5. விழுமப் பதிவு சம்மந்தமாக ஓர் மனவரைப்படம் வரைந்து 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)

நிரல் வெளியீடு 1: தமிழ்மொழியின் படிப்படியான வளர்ச்சியை அறிந்தோம்.
நிரல் வெளியீடு 2: மொழியின் திறன்களையும் கற்பித்தலின் வகைகளை கண்டுணர்ந்தோம்.
நிரல் வெளியீடு 3: செய்யுள், உரைநடை, இலக்கணம், துணைப்பாட நிகழ்வுகளை கற்றுணர்கிறோம்.
நிரல் வெளியீடு 4: பிறமொழியின் அம்சங்களையும் தாய்மொழியின் உயர்வையும் உணர்ந்தோம்.
நிரல் வெளியீடு 5: விழுமக் கல்வியின் முக்கிய அம்சங்களை உணர்தல்.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						M												
CO2											L							
CO3																		
CO4																		
CO5																		S

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

PEDAGOGY OF SPECIAL ENGLISH – I

Course Code: ED 1222 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1: Understand the concept of Pedagogy, Andragogy and Heutagogy.
CO2: To enhance the general conversational skills in different socio-cultural contexts.
CO3: Enables to measure the effectiveness of their teaching by linking student performance to specific learning objectives.
CO4: Gain mastery of role play, simulation, gaming and prioritization exercises.
CO5: Enable the learner to communicate effectively and appropriately in real life situations.

UNIT –I PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction

UNIT – II DEVELOPING COMMUNICATION SKILL IN ENGLISH

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

UNIT – III ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning-Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field-Engagement using Rubrics, Competency based Evaluation.

UNIT – IV TEACHING VOCABULARY, STUDY AND REFERENCE SKILLS:

Selecting and grading vocabulary items-techniques of teaching vocabulary-Acquiring Vocabulary-Active-Passive Vocabulary-Techniques of teaching reference skills: dictionary, thesaurus, encyclopedia and bibliographies-Techniques of teaching and study skills: note making / note taking / mind mapping / brainstorming.

UNIT-V DEVELOPING LANGUAGE SKILLS

Listening and Speaking — Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
Reading and Writing — Sub skills of reading; Importance of understanding the development of reading skills; aloud reading and silent reading; extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia etc- Stages of writing; Process of writing; Formal and Informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement etc. Reference skills; Study skills; higher order skills.

SUGGESTED ACTIVITIES

1. Explain any five games through which you can develop communication skills in the English language.
2. Use a power point as a tool for development of communication ability for your students.
3. Select a topic of your choice and make a plan for individualized instructions.
4. Select any two topics and prepare frames of programmed learning.
5. Listen to two TV programs on BBC, CNN and record your observations.
6. Type any three types of letters (Formal, Business, and Personal) and write the differences and similarities among them.
7. Identify the grammatical errors from your peer students, note books and write necessary corrections.
8. Select any passage from any 10^{th} standard prose lesson and underline Noun phrase, modifier, adverbials and adjectival phrases.
9. Prepare activities for listening, speaking, reading and writing. (5 Each)
10. Prepare three activities for practicing pronunciation and spelling of 15 words from lesson in any textbook of classes VI to X

REFERENCE BOOKS

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11. Kumar, Krishna, 2011. The Child‘s Language and the Teacher, a Handbook, New Delhi, National Book trust India,.
12. Jeremy Harmer, Longman Handbooks for Language Teachers, The Practice of English Language Teaching, 1998.

COURSE OUTCOME

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

CO1: Understand and use methods of logical analysis in analyzing the data from a wide variety of languages and dialects.
CO2: Improves Language Development and Acquisition
CO3: Comprehend the construction of achievement tests and blue print making.
CO4: Students refer to a dictionary and study the correct stress, right accent and right intonation to ask questions, make requests or to make commands.
CO5: Students will attain and enhance competence in the four modes of literacy: writing, speaking, reading and listening.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1					S													
CO2						S												
CO3				S														
CO4											M							
CO5																M		

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF SPECIAL SANSKRIT – I

Course Code: ED 1223 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

Course Objectives:-पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. विविधपाठयोजनानाम् अवगमने, निर्माणे च योग्याः भविष्यन्ति ।
2. माध्यमिकस्तरे संस्कृतपाठ्यपुस्तकानाम् अध्ययने, विश्लेषणे च योग्यता प्राप्स्यन्ति ।
3. विविधशिक्षणोपकरणानां निर्माणे, प्रयोगे च प्रबुद्धाः भविष्यन्ति ।
4. मूल्याङ्कनोपकरणानां निर्माणे, प्रयोगे च दक्षा भविष्यन्ति ।
5. संस्कृतभाषाशिक्षके अपेक्षितगुणान् कर्तव्यानि च ज्ञास्यन्ति ।

पाठ्यक्रमांशाः

UNIT-I पाठयोजना

1. अर्थः, परिभाषाः, उद्देश्यानि, महत्त्वम्, स्वरूपंगुणाश्च ।
2. ब्लूम- शिक्षणोद्देश्यानां वर्गीकरणम् ।
3. पाठयोजनाप्रकाराः गद्यं पद्यं व्याकरणञ्च ।
4. पाठयोजनानिर्माणे अवधेयांशाः ।
5. पाठयोजनायाः सीमा ।

UNIT- II संस्कृतपाठ्यपुस्तकानि

1. स्वरूपम्, उद्देश्यानि, आवश्यकता महत्त्वञ्च ।
2. संस्कृतपाठ्यपुस्तकस्य रचनासिद्धान्ताः ।
3. पाठ्यपुस्तकप्रकाराः ।
4. उत्तमसंस्कृतपाठ्यपुस्तकस्य लक्षणानि गुणवत्तासम्पादनोपायाश्च ।

UNIT– IIIदृश्यश्रव्योपकरणानि –

1. अर्थः, परिभाषा, उद्देश्यानि, प्रकाराः, दृश्य-श्रव्यञ्च ।
2. संस्कृतशिक्षणे मनोवैज्ञानिकपरिप्रेक्ष्येदृश्य-श्रव्योपकरणानां महत्त्वम् अनुप्रयोगश्च ।

3. दृश्यश्रव्योपकरणानां प्रयोगे अवधेयांशाः ।

UNIT– IV मूल्याङ्कनम्

1. मूल्याङ्कनस्य आवश्यकता, महत्त्वं प्रक्रिया च।
2. लिखित-मौखिक-परीक्षणं मूल्याङ्कनम् अनयोर्मध्ये विद्यमानाः भेदाः
3. भाषाशिक्षणस्य मूल्याङ्कनप्रकाराः।
4. आदर्शपश्नपत्रनिर्माणम् ।
5. पारम्परिकमूल्याङ्कनविधयः- शलाका, शास्त्रार्थश्च ।

UNIT – Vसंस्कृतशिक्षकस्य गुणाः कर्तव्यानि च ।

1. भाषाशिक्षकरूपेणसंस्कृतेः प्रसारकरूपेणसंस्कृतशिक्षकस्य गुणाः ।
2. संस्कृतशिक्षकस्य सामान्याः विशिष्टाश्चयोग्यताः,कर्तव्यानि च ।
3. कक्षापूर्वसिद्धता - शिक्षणानन्तरसमीक्षा ।
4. शिक्षकस्य कक्षागतव्यवहाराः भाषाप्रयोगः, व्युत्पन्नता च ।

क्रियाकलापाः

1. संस्कृतशिक्षणस्य स्थूलसूक्ष्मपाठयोजनानां निर्माणम् ।
2. माध्यमिकस्तरीयसंस्कृतपाठ्यपुस्तकानां समीक्षणम् ।
3. संस्कृतशिक्षणस्य दृश्यश्रव्योपकरणानां निर्माणम् ।
4. संस्कृतशिक्षणाय उपलभ्यमानानां दृश्यश्रव्योपकरणानां समीक्षणम्(विभिन्नसंस्थाभिः,व्यक्तिभिश्च निर्मितानाम्)
5. सरलमानकसंस्कृतम्, संस्कृतविकासयोजना (Vision & Roadmap) इत्यादिविषयेषु चर्चा, विमर्शः चः।
6. आदर्शशिक्षकाणांजीवनेतिहासस्य सङ्कलनम्।
7. संस्कृताधिगमस्य मूल्याङ्कनार्थम्आदर्शप्रश्नपत्रनिर्माणम्।

सन्दर्भग्रन्थाः-

1. डा. उदयशङ्कर झा : चौखम्बा सुरभारती प्रकाशन,संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्),वाराणसी।
2. के साम्बशिवमूर्ति : संस्कृतशिक्षणम् दीपशिखा प्रकाशन, जयपुर ।
3.सन्तोष मित्तल: संस्कृतशिक्षणम् ।

4. के. नलचक्रवर्ती: संस्कृतशिक्षणम् ।

5. सिहेच्. एल्. एन्. शर्मा, फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च ।

6. डा. वि. मुरलीधरशर्मा: संस्कृतशिक्षणसमस्याः ।

7. विश्वासः कौशलबोधिनी, संस्कृत भारती, दिल्ली।

8. रामशकल पाण्डेय:संस्कृतशिक्षणम् ।

9. रघुनाथ सफाया: संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997।

10. सीताराम चतुर्वेदी : संस्कृतशिक्षणम् ।

11. इन्दिराचरण पाण्डेय: संस्कृत शिक्षण समीक्षण,सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

COURSE OUTCOME: -पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. विविधपाठयोजनानाम् अवगमने, निर्माणे चनिपुणाः भविष्यन्ति ।
2. माध्यमिकस्तरे संस्कृतपाठ्यपुस्तकानाम् अध्ययने, विश्लेषणे च समर्थाःभविष्यन्ति ।
3. विविधशिक्षणोपकरणानां निर्माणे, प्रयोगे च दक्षाः भविष्यन्ति ।
4. मूल्याङ्कनोपकरणानां निर्माणे, प्रयोगे च प्रबुद्धाः भविष्यन्ति ।
5. संस्कृतभाषाशिक्षके अपेक्षितगुणेषु कर्तव्येषु च निपुणाः भविष्यन्ति ।

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19
CO1															S			
CO2			S															
CO3										S								
CO4																	S	
CO5													S					

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF SPECIAL HINDI - I

Course code: ED 1224 **Credits: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES:

इस पाठ्यांश के उद्देश्य निम्नप्रकार से हैं :

- हिंदीभाषा अधिगम से संबंधित विविध सिद्धांतों के बारे में जानकारी देना।
- भाषा अधिगम से संबंधित भारतीय तत्त्वों को समझाना।
- भाषा अधिगम एवं शिक्षण से संबंधित पाश्चात्य तत्त्वों को समझाना ।
- भाषाई कौशलों के विकास एवं मूल्यांकन को हिंदी के विशेष संदर्भ में अवगत कराना।
- हिंदी के अध्यापक-छात्रों को विविध परिप्रेक्ष्यों तथा समाजों में कार्य करने हेतु संसिद्ध कराना ।

UNIT I

1. भाषा अधिगम के विविध भारतीय सिद्धांत : एक परिचय

2. भारतीय दर्शन व शिक्षा दर्शन : पाणिनि, भर्तृहरि, न्याय दर्शन एवं मीमांसा दर्शन के परिप्रेक्ष्य में

3. भाषा अधिगम के विविध पाश्चात्य सिद्धांत : एक परिचय

4. जॉन डीवी, पियाजे, चोमस्की और क्राशेन के शिक्षा एवं द्वितीय भाषा के मूलभूत विचार

5. अधिगम योजना का संक्षिप्त परिचय : संरचनावादी अथवा 5 ई मॉडल : हिंदी के विशेष संदर्भ में

UNIT II

1. भाषाई कौशलों का विकास एवं उनका मूल्यांकन : अर्थ और परिभाषा और महत्व

2. पठन कौशल का आशय और उनके प्रकार : सस्वर पठन एवं मौन पठन

3. श्रवण कौशल का अर्थ और परिभाषा : श्रवण कौशल का महत्व

4. लेखन अभिव्यक्ति कौशल का अभिप्राय : महत्व एवं शिक्षण के उद्देश्य

5. मौखिक अभिव्यक्ति कौशल का अभिप्राय : महत्व एवं शिक्षण के उद्देश्य

UNIT III

1. भाषाई शिक्षण एवं भाषा शिक्षक : सामान्य परिचय

2. हिंदी के शिक्षक के लिए आवश्यक गुण

3. भाषाई शिक्षक की योग्यता एवं कौशल : सामान्य परिचय

4. हिंदी भाषाई शिक्षण की परंपरा और इतिहास

5. दक्षिण भारत में हिंदी शिक्षण परंपरा का विकास : तमिलनाडु के विशेष संदर्भ में

UNIT IV

1. हिंदी में पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण : सामान्य परिचय

2. पाठ्यक्रम का अर्थ और पाठ्यक्रम की परिभाषा

3. पाठ्यचर्या का अर्थ और पाठ्यचर्या की परिभाषा

4. पाठ्यवस्तु का अर्थ और पाठ्यवस्तु की परिभाषा

5. पाठ्यक्रम के निर्माण की प्रक्रिया

UNIT V

1. हिंदी व्याकरण के मौलिक सिद्धांतों का परिचय

2. हिंदी व्याकरण के पठन-पाठन में चुनौतियाँ : दक्षिण भारत के विशेष संदर्भ में

3. लिंग- वचन- कारक- वाक्यों के प्रकार : पाठन के संदर्भ में चुनौतियाँ

4. काल विवेचन : हिंदी व्याकरण पाठन में चुनौतियाँ : सामान्य भूतकाल विशेष संदर्भ में

5. हिंदी में विविध वाक्य प्रयोगों व उच्चारण संबंधी पाठ्य समस्याएँ : तमिलनाडु के विशेष संदर्भ में

SUGGESTED ACTIVITIES:

1. हिंदी अधिगम के कार्यों पर एक टिप्पणी लिखें।
2. भाषाई कौशलों को एक सारणी के रूप में लिखकर लायें।
3. तमिल व तेलुगु भाषी समुदाय के छात्रों के लेखन व वर्तनी संबंधी समस्याओं पर एक चार्ट बनाकर लायें।
4. अपनी मातृभाषा/ अंग्रेजी अथवा संस्कृत से हिंदी में किसी पैराग्राफ का अनुवाद करके लायें और उसे कक्षा में पढें।
5. भाषाई सिद्धांतों पर भारतीय एवं पाश्चात्य सिद्धांतों को सारणी के रूप में प्रदर्शित करें।
6. तमिल एवं तेलुगु छात्रों के हिंदी-उच्चारण संबंधी दोषों पर अपनी राय व्यक्त करें।

REFERENCES BOOKS:

1. प्रो. हरेंद्र प्रसाद सिन्हा, भारतीय दर्शन की रूपरेखा, मोतीलाल बनारसीदास, बंगलूरु (1999)
2. डॉ. मिश्रा, जयनारायण मिश्र हृदय, भारतीय दर्शन, शिखर प्रकाशन, प्रयागराज (2013)

3. डॉ. रामशकल पाण्डेय, भारतीय शिक्षा दर्शन की रूपरेखा, विनोद पुस्तकमंदिर, आगरा (2005)
4. डॉ. महेंद्र कुमार मिश्र, भारतीय दर्शन, अर्जुन पब्लिशिंग हाउस, नयी दिल्ली (2011)
5. अरुण कुमार सिंह, शिक्षा मनोविज्ञान, भारतीभवन प्रकाशन, दिल्ली (2003, 2010)
6. डि वी जॉन, अनुवादक : लाडली मोहन माथुर, शिक्षा और लोकतंत्र, श्यामबिहारीराय द्वारा ग्रंथशिल्पी प्रकाशन (2004)
7. डॉ. सुरेंद्रवर्मा, पाश्चात्य दर्शन की समकालीन प्रवृत्तियाँ, मध्यप्रदेश हिंदी ग्रंथ अकादमी, भोपाल (2005)
8. डॉ. रामशकल पाण्डेय, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा (2009)
9. राष्ट्रीय पाठ्यचर्या की रूपरेखा, एन.सी.ई.आर.टी. प्रकाशन विभाग, नयी दिल्ली (2005)
10. जय नारायण कौशिक, हिंदी शिक्षण, हरियाणा साहित्य अकादमी, पंचकूला (2006)
11. रमन बिहारीलाल, हिंदी शिक्षण, रस्तोगी प्रकाशन, शिवाजी रोड, मेरठ (2007)
12. मनोरमा गुप्त, भाषा शिक्षण सिद्धांत और प्रविधि, केंद्रीय हिंदी संस्थान, आगरा (2010)
13. रवींद्रनाथ श्रीवास्तव, भाषा शिक्षण, वाणी प्रकाशन, नयी दिल्ली (2005)
14. प्रो. आर. एस. सर्राजु, प्रयोजनमूलक हिंदी, मिलिंद प्रकाशन, सुल्तान बाजार, हैदराबाद (2013)
15. सं. श्रुतिकान्त भारती, दक्षिण भारत में हिंदी, मिलिंद प्रकाशन, सुल्तान बाजार, हैदराबाद (2015)

COURSE OUTCOME:

इस पाठ्यांश के समाप्त करने के उपरांत अध्यापक-छात्र :

- हिंदी अधिगम की पाठ्य-सामग्री और पद्धति की संकल्पनाओं, नियमों और प्रक्रियाओं को समझ सकते हैं।
- हिंदी पाठन-ज्ञान को वास्तविक कक्षा स्थितियों में लागू कर सकते हैं।
- भाषाई अधिगम से संबंधित संपूर्ण सैद्धांतिक पक्ष की जानकारी प्राप्त कर सकते हैं।
- भाषा अधिगम के संदर्भ में भारतीय और पाश्चात्य विद्वानों को अवगत कर सकते हैं।
- हिंदी एवं अन्य भाषाई समुदायों के बीच कार्य करने के प्रति सकारात्मक दृष्टिकोण विकसित करेंगे।

PO MAPPING

			PROGRAM OUTCOME															
Course Outcome	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PO 13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1																**S**		
CO2																S		
CO3																S		
CO4																S		
CO5																S		

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF MATHEMATICS – I

Course code: ED 1225 **Credit: 5**

Lecture: 80Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES:

CO1: To understand the nature, aims and objectives of teaching Mathematics
CO2: To develop various skills of teaching Mathematics
CO3: To acquire competencies in teaching Mathematics and to prepare lesson plans
CO4: To recognize the various methods of teaching Mathematics.
CO5: To understand various technologies and teaching learning material available for teaching Mathematics.

UNIT - I NATURE OF MATHEMATICS

Meaning and Nature of Mathematics - Characteristics of mathematics: Precision and Accuracy, Logical Sequence, Symbolism and Applicability - Values of teaching mathematics: Practical, cultural, social and disciplinary values -Correlation of Mathematics with other subjects: Science, Social science, Language and literature, Art and architecture. History of mathematics-its importance for a teacher - Contributions of Mathematicians: Aryabhatta, Bhaskaracharya, Ramanujan, Archimedes, Euclid, Pythagoras.

UNIT - II AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims of teaching mathematics: Practical, social, disciplinary and cultural aims, Objectives of teaching mathematics- Bloom's Taxonomy of educational objectives-cognitive, affective and psychomotor domains-Instructional 0bjectives and specifications, Revised Blooms Taxonomy (Anderson & Krathwohl), Difference between original and revised Blooms taxonomy.

UNIT-III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning-characteristics -development of micro teaching, Microteaching cycle, Micro Teaching practice in basic teaching skills: Skill of Stimulus Variation- Skill of Reinforcement- Skill of Probing Question- Skill of Explaining- Skill of Introduction-Skill of Closure- Skill of Illustrating with examples-Model episode.

Organizing Teaching: Memory, Understanding and Reflective Level, Meaning, Importance and purpose of planning – Year plan – Unit plan - Lesson plan: Needs, Advantages, Herbartian steps - Preparation of writing lesson plan-writing of specific instructional objectives, writing of mathematics lesson plan in specific content areas.

UNIT-IV METHODS OF TEACHING

Lecture method, Demonstration method, Inductive and Deductive method, Analytic and synthetic method, Laboratory method, Problem Solving method and Team teaching-Learner centered Instruction: Programmed instruction, Computer assisted instruction, Keller plan, Heuristic method, Project method, Activity Based learning (ABL), Active learning method (ALM), Mind map, Recreation mathematics-puzzles, riddles, magic squares, mathematical crossword puzzles, word search.

UNIT-V TEACHING LEARNING MATERIALS AND TECHNOLOGY IN TEACHING MATHEMATICS

Edgar dale's cone of experience, Teaching Learning Materials: Concept, importance and classification - No cost and low cost materials- Contextual and local specific TLMs - Collection, preparation, storing and use of TLMs, Computer and Internet-Interactive smart Board for teaching mathematics - Web based learning- e-learning– Webinars – Virtual classroom– Mobile learning– e-content and e-resources for teaching mathematics.

SUGGESTED ACTIVITIES:

1. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
2. Visit any exclusive institute for Mathematics and record your observations.
3. Prepare a model Lesson plan of your choice in IX STD Mathematics textbook.
4. Analyze the observation and criticism format provided to you and make some suggestions to make it more comprehensive and complete.
5. Go through Vedic Mathematics book and note down 10 techniques which you feel worthy to teach your students.
6. Organize quiz in Mathematics subject in your classroom.
7. Organize recreational activities in Mathematics and submit a report.
8. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to avoid the deficiencies.

REFERENCE BOOKS

1. Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
2. Bagyanathan, D. (2007). Teaching of Mathematics. Chennai: Tamil Nadu Textbook Society.
3. Anderson, Lorin W., David R. Krathwohl (ed.) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom Taxonomy of Educational Objectives, Abridged Edition, Allyn.
4. Sidhu Kulbir Singh.(2010). Teaching of Mathematics. New Delhi: Sterling publishers.
5. Boyer Carl, B. (1969). A History of Mathematics. Wiley, New York.
6. James Anice (2005). Teaching of Mathematics. Neelkamal Publications.
7. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
8. Mangal, S.K. &Mangal, S. (2005). Essentials of educational technology and management. Meerut: loyal book depot.

COURSE OUTCOME:

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

CO1: Understand the nature, aims and objectives of teaching Mathematics

CO2: Develop various skills of teaching Mathematics

CO3: Prepare lesson plans and teaching learning material to teach Mathematics

CO4: Apply the various methods of teaching Mathematics.

CO5: Utilize technologies and teaching learning material available for teaching Mathematics

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1			M															
CO2					S													
CO3														S				
CO4					S													
CO5										S								

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF PHYSICAL SCIENCE – I

Course Code: ED 1226 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1**:** Understand the role of a science teacher
CO2: Understand the nature, aims, and objectives of teaching Physical Science
CO3: Develop various skills for teaching physical science
CO4: Acquire competencies in teaching physical science and prepare lesson plans
CO5: Understand various methods and models of teaching physical science.
CO6: Understand various technologies available for teaching physical science.

UNIT-I SCIENCE TEACHER AS A TRANSFORMER

Meaning, importance, and need of a teacher, development of attitude and skills among the prospective teachers. Competencies, commitments, and performances expected from a good Physical Science teacher. Qualities of a good teacher in general and qualities of a Physical Science teacher in particular. Activities that develop the Teacher competencies. Teacher as a researcher and collaborator with other schools. Concept of transformational leadership, the role of a teacher as a transformational leader.

UNIT- II AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Aims of teaching physical science: Practical, social, disciplinary, and cultural aims - Objectives of teaching physical science- Taxonomy of educational objectives with particular reference to physical science - Bloom's Taxonomy of educational objectives, Classroom objectives in the cognitive, psychomotor, and affective domains-specifications of these objectives in physical science learning, Revised Blooms Taxonomy (Anderson & Krathwohl), Difference between original and revised Blooms taxonomy.

UNIT-III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning, characteristics, and cycle -Relevant skills in Micro teaching- Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of Explaining, Skill of Introduction, Skill of Closure- Skill of Illustrating with examples-skills of integrating ICT skills, Model episode. Year Plan, Unit plan: Characteristics, steps, and advantages - Lesson plan: Meaning, characteristics, and advantages – Herbartian steps - Preparation of writing lesson plan writing specific instructional objectives, Writing of physical science lesson plan in specific content areas.

UNIT-IV MODELS AND METHODS OF TEACHING

Different models of teaching (Bloom, Skinner, Herbartian, Morrison, Biggie and Hunt).Concept attainment model, Glaser’s advance organizer, social inquiry, non-directive models. Methods of teaching. Teacher-centered Instruction: Lecture method, Demonstration method, Inductive and Deductive method, Analytic and synthetic method, Laboratory method, Problem Solving method and Team teaching-Learner centered Instruction: Programmed instruction, Computer assisted

instruction, Keller plan, Heuristic method, Project method, Activity Based learning (ABL), Active learning method (ALM), Mind map

UNIT-V TECHNOLOGY IN TEACHING PHYSICAL SCIENCE

Audio-Visual aids: concept, importance and classification – Teaching Learning Materials(TLM) - Computer and Internet-Interactive smart Board for teaching physical science - Web-based learning- e-learning– Webinars – Virtual classroom– Mobile learning–flipped classroom, artificial intelligence and augmented reality.

SUGGESTED ACTIVITIES

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 two lesson plans for each micro teaching skills (other than you practiced) mastered by you.
4. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
5. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains.
6. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains.
7. Prepare a unit plan for any unit of your choice for class between VIII to X.
8. Explain any two values of Teaching Physical Sciences and suggest three activities which you feel can inculcate these two values among students.
9. Prepare a digital lesson plan on any topic of your choice.
10. Prepare a CD containing a lesson with animation and other augmentations.

REFERENCES BOOKS

1. Carin & Robert Sund, (1989). Teaching Modern Science (Fifth Edition), MCerill 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.
4. Falvery, P., Holbrook, J., Conian, D. (1994). Assessing Students, Longmans Publications, Foundation by Longmans, Penguin Books.
5. Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools, Sterling Publication (Pvt.) Limited. Jenkins, E.W. (Ed.) (1997). Innovations in Science and
6. Technology Education, Vol. VI, UNESCO, Paris.
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8. Publication (Pvt.) Limited.
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10. NCERT, (1997), Fifth Survey of Research in Education, NCERT, New Delhi.
11. Newbury N.F., Teaching of Chemistry in Tropical Secondary Schools, Oxford

University Press. Pandey, (2003).
12. Major Issues in Science Teaching, Sumit Publications, New Delhi.
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16. Siddiqi, (1985). Teaching of Science Today and Tomorrow, Doals House.
17. Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.

COURSE OUTCOME

At the end of this course, a student–teacher shall be able to

CO1: Appreciate various roles played by a science teacher.

CO2: Appreciate the uses of different equipment and resources in teaching physical Science and appraise the importance of the Physical science Library, Physical science Textbook, Physical science club, and Physical science laboratory in teaching physical science.

CO3: Identify the requisite qualities of a good physical science teacher and develop the essential Skills for a Physical science Teacher.

CO4: Gain insight into individual differences in learning Physical science and understand the role of a physical science teacher in remedying the differentials in the classroom.

CO5: Realize the importance of evaluation in teaching physical science, understand the evaluation techniques, and acquire the statistical skills to interpret the test results.

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1	L																	
CO2						S												
CO3		S																
CO4								S										
CO5																		S

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF BIOLOGICAL SCIENCE – I

Course Code: ED1227 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1**:** Understand the role of a science teacher
CO2: Understand the nature, aims, and objectives of teaching biological science
CO3: Develop various skills for teaching biological science
CO4 Acquire competencies in teaching biological science and prepare lesson plans
CO5: Understand various methods and models of teaching biological science.
CO6: Understand various technologies available for teaching biological science.

UNIT-I SCIENCE TEACHER AS A TRANSFORMER

Meaning, importance, and need of a teacher, development of attitude and skills among the prospective teachers. Competencies, commitments, and performances are expected from a good biological science teacher. Qualities of a good teacher in general and qualities of a Biological Science teacher in particular. Activities that develop the Teacher competencies. Teacher as a researcher and collaborator with other schools. Concept of transformational leadership, the role of a teacher as a transformational leader.

UNIT-II AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Aims of teaching biological science: Practical, social, disciplinary, and cultural aims - Objectives of teaching biological science- Taxonomy of educational objectives with particular reference to biological science - Bloom's Taxonomy of educational objectives, Classroom objectives in the cognitive, psychomotor, and affective domains-specifications of these objectives in biological science learning, Revised Blooms Taxonomy (Anderson & Krathwohl), Difference between original and revised Blooms taxonomy.

UNIT-III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning, characteristics, and cycle -Relevant skills in Micro teaching- Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of Explaining, Skill of Introduction, Skill of Closure- Skill of Illustrating with examples-skills of integrating ICT skills, Model episode. Year Plan, Unit plan: Characteristics, steps, and advantages - Lesson plan: Meaning, characteristics, and advantages – Herbartian steps - Preparation of writing lesson plan writing specific instructional objectives, Writing of biological science lesson plan in specific content areas.

UNIT-IV MODELS AND METHODS OF TEACHING

Different models of teaching (Bloom, Skinner, Herbartian, Morrison, Biggie, Hunt) Concept attainment model, Glaser's advance organizer, social inquiry, non-directive models. Methods of teaching. Teacher-centered Instruction: Lecture method, Demonstration method, Inductive and Deductive method, Analytic and synthetic method, Laboratory method, Problem-Solving method and Team teaching-Learner centered Instruction: Programmed instruction, Computer-assisted instruction, Keller plan, Heuristic method, Project method, Activity Based Learning (ABL), Active learning method (ALM), Mind map.

UNIT-V TECHNOLOGY IN TEACHING BIOLOGICAL SCIENCE

Audio-Visual aids: concept, importance and classification – Teaching Learning Materials(TLM) - Computer and Internet-Interactive smart Board for teaching biological science - Web-based learning- e-learning– Webinars – Virtual classroom– Mobile learning– flipped classroom, artificial intelligence and augmented reality.

SUGGESTED ACTIVITIES

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 two lesson plans for each micro teaching skills (other than you practiced) mastered by you
4. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
5. Select any topic of your choice and identify the objectives and specifications and write them for all the three domains
6. Make a list of activities that can develop the skill of identification of objectives and specifications of the three domains
7. Prepare a unit plan for any unit of your choice for class between VIII to X.
8. Explain any two values of Teaching Biological sciences and suggest three activities that you feel can inculcate these two values among students.
9. Prepare a digital lesson plan on any topic of your choice.
10. Prepare a CD containing a lesson with animation and other augmentations.

REFERENCES BOOKS

1. Carin A and B R Sund (1964), Teaching Science through Discovery, Charles E. Merrill Books Inc.,
2. David Sang & Robert Frost (2005). Teaching Secondary Science Using Ict• DK Publishing (2013). Timelines of Science
3. Don P. Kauchak,& Paul D. Eggen (2013). Introduction to Teaching: Becoming a Professional 60 (5th Edition)
4. Ernst Mayr (1985).The Growth of Biological Thought: Diversity, Evolution, and Inheritance
5. J. A. Cover, Martin Curd, & Christopher Pincock (2012).Philosophy of Science: The Central Issues (Second Edition)
6. Jeffrey Bennett (2014). On Teaching Science: Principles and Strategies That Every Educator Should Know. Big Kid Science:Boulder,CO
7. John Gribbin. (2004).The Scientists: A History of Science Told through the Lives of Its Greatest Inventors. Random House: New York
8. Judith Bennett (2003) Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
9. Lois N. Magner (2002).A History of the Life Sciences, Revised and Expanded
10. Michael F. Fleming (2002).Biology Teacher's Survival Guide: Tips, Techniques & Materials for Success in the Classroom

11. Michael Reiss (2012). Teaching Secondary Biology (Ase Science Practice). HodderEducation:London
12. Siddiqi, (1985). The teaching of Science Today and Tomorrow, Doals House.
13. Williams, B., (1999). Internet for Teachers, John Wiley & Sons, U.S.A. World Inc.

COURSE OUTCOME

At the end of this course, a student–teacher shall be able to

CO1: Appreciate various roles played by a science teacher.

CO2: Appreciate the uses of different equipment and resources in teaching biological science and appraise the importance of the biological science Library, Biological science Textbook, Biological science club, and Biological science laboratory in teaching biological science.

CO3: Identify the requisite qualities of a good biological science teacher and develop the essential Skills for a Biological science Teacher.

CO4: Gain insight into individual differences in learning biological science and understand the role of a biological science teacher in remedying the differentials in the classroom.

CO5: Realize the importance of evaluation in teaching biological science, understand the evaluation techniques, and acquire the statistical skills to interpret the test results.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	P18
CO1	L																	
CO2						S												
CO3		S																
CO4								S										
CO5																	S	

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF COMPUTER SCIENCE-1

Course code: ED 1228 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSEOBJECTIVES

CO1: To understand the nature of teaching Computer Science
CO2: To recognize the aims and objectives of Teaching Computer Science
CO3: To gain mastery of teaching skills in their teaching
CO4: To comprehend the various methods of teaching Computer Science
CO5: To gain knowledge on usage of instructional media in teaching Computer Science

UNIT- I NATURE OF COMPUTERSCIENCE/KNOWLEDGE

Meaning, Nature, concept and scope of Computer science –Correlation of Computer Science with other subjects: Science, Social science, Language and literature, Art and architecture- The great inventors, significant discoveries and inventions in computer field..

UNIT- II AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Aims of teaching Computer Science: Practical, social, disciplinary and cultural aims, Objectives of teaching Computer Science - Bloom's Taxonomy of educational objectives-cognitive, psychomotor and affective domains- Instructional Objectives and specifications, Revised Blooms Taxonomy (Anderson & Krathwohl), Difference between original and revised Blooms taxonomy.

UNIT- III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning-characteristics -development of micro teaching, Microteaching cycle, Micro Teaching practice in basic teaching skills: Skill of Stimulus Variation- Skill of Reinforcement- Skill of Probing Question- Skill of Explaining- Skill of Introduction-Skill of Closure- Skill of Illustrating with examples-Model episode.

Organizing Teaching: Memory, Understanding and Reflective Level, Meaning, Importance and purpose of planning – Year plan – Unit plan - Lesson plan: Needs, Advantages, Herbartian steps - Preparation of writing lesson plan-writing of specific instructional objectives, writing of Computer Science lesson plan in specific content areas.

UNIT- IV METHODS OF TEACHING

Lecture method, Demonstration method, Inductive and Deductive method, Laboratory method, Problem Solving method and Team teaching-Learner centered Instruction: Programmed instruction, Computer assisted instruction, Keller plan, Heuristic method, Project method, Activity Based learning (ABL), Active learning method (ALM) and Mind map,

UNIT- V TEACHING LEARNING MATERIALS AND TECHNOLOGY IN TEACHING COMPUTER SCIENCE

Edgar dale's cone of experience, Teaching Learning Materials: Concept, importance and classification - No cost and low cost materials- Contextual and local specific TLMs - Collection, preparation, storing and use of TLMs, Computer and Internet-Interactive smart Board for

teaching Computer Science - Web based learning- e-learning– Webinars – Virtual classroom– Mobile learning– e-content and e-resources for teaching Computer Science, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTEDACTIVITIES

1. Write general and specific instructional objectives for one of the lessons in Computer Science.
2. Prepare an episode and link lesson for anyone of the topics in Computer Science using any one of the skill in micro teaching.
3. Write a lesson plan for any one of the lessons in Computer Science.
4. Develop a programmed learning instruction material for one of the topics in Computer Science.
5. Write an essay on Classification of Instructional Media.

REFERENCE BOOKS

1. Arulsamy,S.(2010).ComputersinEducation.Hyderabad:NeelkamalPublications.
2. Chauhan,S.S.(1985).InnovationinTeachingandLearningofProcess.NewDelhi:Vikas Publishing House.
3. Anderson, Lorin W., David R. Krathwohl (ed.) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom Taxonomy of Educational Objectives, Abridged Edition, Allyn.
4. Dennis, P. Curtin., et al. (1999). Information Technology – The Breaking Wave. NewDelhi: TataMcGraw Hill Publishing.
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7. Hemant Kumar Goyal. (2004). Teaching of Computer Science. Meerut: R.Lall Book Depot.
8. Passi, B.K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahmedabad: Sahitya Mudranalaya.
9. Rajaraman, V. Fundamentals of Computers. New Delhi: Prentice Hall of India.
10. Rajasekar, S. (2004). Computer Education and Educational Computing. New Delhi: Neelkamal Publications.
11. Rajasekar, S. Computer Education and Educational Computing. Hyderabad: Neelkamal Publications.
12. Ram Babu, A. (2015). Essentials of Micro Teaching. Hyderabad: NeelkamalPublications.
13. Singh, Y.K. (2005). Teaching of Computer Science. New Delhi: APH Publishing Corporation.

COURSE OUTCOME

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

CO1: Understand the nature of teaching Computer Science

CO2: Recognize the aims and objectives of teaching Computer Science

CO3: Use appropriate teaching skills in their teaching.
CO4: Apply different teaching methodology to in Computer Science.
CO5: Utilize technology and teaching learning material in teaching Computer Science.

PO MAPPING

		PROGRAM OUTCOME																
Course Outcome	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**P O13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1						L												
CO2														M				
CO3						S												
CO4						S												
CO5										S								

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF HISTORY- 1

Course Code: ED 1229 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1: Acquire knowledge of values History
CO2: Interest to learn objectives of History
CO3: Cultivate various teaching strategies in History
CO4: Apply various teaching methods in Teaching History.
CO5: Use various teaching aids in Teaching History
CO6: Draw designing a lesson plan

UNIT- I EDUCATIONAL OBJECTIVES OF TEACHING HISTORY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains - Revised Bloom's Taxonomy 2001 (Anderson & Krathwohl) Interrelation among thedomains – Correlation between subjects.

UNIT-II MICRO TEACHING AND THEIR SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - The History of Micro-Teaching – Dwight William Allan and Kevin Ryan – B.K. Passi - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement - Skill of non-verbal clues, Skill of Closure, Map- reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III TEACHING STRATEGIES

The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Spiral Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) - Unit Plan – Lesson PlanWriting.

UNIT-IV METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Recitation Method, Source Method, Unit Method - Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method - Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V TEACHING AIDS

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors - Blended Learning Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

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. Visit any Historical place of interest or Historical Museum in your vicinity.
4. 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.
5. Make a portfolio of famous historians of our country.
6. Explain the four dimensions of History with suitable examples.
7. Make a chronological explanation of wars /battles held between 1000 AD to 2000 AD in India.

REFERENCE BOOKS

1. Aggarwal, (2008). **Teaching of history: (**4th Ed). UP. Vikas Publishing House Pvt. Ltd.
2. Aggarwal.J.C, (1992) **Teaching of History: A Practical Approach**, New Delhi, VikasPublishing House Pvt., Ltd.,
3 Aggarwal, (2008), Teaching Social Studies, A practical approach (4th Ed.,) UP: Vikas Publishing Housing Pvt Ltd.

COURSE OUTCOME

CO1: Explain the aims and objectives of teaching History.
CO2: Demonstrate the micro teaching skills.
CO3: Realize the macro teaching skills
CO4: Identify the different methods in teaching History.
CO5: Generalize the various ICT resources in teaching History.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1																		
CO2				L														
CO3				L														
CO4					M													
CO5										S								

L – Low attainment level

M – Medium attainment level

S–Strong attainment level

PEDAGOGY OF ECONOMICS -I

Course Code: ED 12210 **Credit: 5**

Lecture: 80 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1: To understand nature of Economics.
CO2: To formulate instructional objectives for a lesson.
CO3: To gain mastery of the teaching skills.
CO4: To apply various methods in teaching Economics.
CO5:To use teaching learning materials in teaching Economics.

UNIT- I NATURE OF ECONOMICS

Meaning, definition and scope of Economics- Economics in Education, Field of Economics- Agriculture, Industry, Marketing, Banking, Public Finance and foreign trades, Values of teaching Economics: Practical, cultural, social and disciplinary values.

UNIT- II AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Aims of teaching Economics: Practical-social-disciplinary-cultural, Objectives of teaching Economics, Bloom's Taxonomy of educational objectives-Cognitive, Affective and Psychomotor domains-Instructional Objectives and specifications, Revised Blooms Taxonomy, Difference between original and revised Blooms taxonomy.

UNIT- III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Microteaching: Meaning, characteristics and cycle -Relevant skills in Micro teaching- Skill of Stimulus Variation, Skill of Reinforcement, Skill of Blackboard, Skill of Explaining, Skill of Introduction-Model episode. Year plan, Unit plan: Meaning -Characteristics, Lesson plan: Meaning, characteristics and advantages, Herbartian steps - Preparation of writing lesson plan-writing of specific instructional objectives, writing of Economics lesson plan in specific content areas.

UNIT- IV METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, descriptive method, Case method, Activity Based Learning (ABL), Active Learning Method (ALM).

UNIT- V TEACHING LEARNING MATERIALS

Edgar dale’s cone of experience, Teaching Learning Materials: Concept, importance and classification - No cost and low cost materials- Contextual and local specific TLMs - Collection, preparation, storing and use of TLMs.

SUGGESTED ACTIVITIES

1. Prepare a classified schema of field of Economics.

2. Prepare a report on field trip organized by you for your students.
3. Prepare a detailed report regarding the materials and media prepared and used by you for your teaching and learning process.
4. Prepare innovative teaching aid for teaching Economics.
5. Prepare an album representing importance of Economics.

REFERENCE BOOKS:

1. Agarwal, J.C. (2005). Teaching of economics. Agra: VinodPustakMandir.
2. N. Hasan, Teachers Manual in Economics, Regional College of Education (NCERT), Ajmer, 1970.
3. Mujibul Hasan Siddiqui, Teaching of Economics, Ashish Publishing House, New Delhi, 1993.
4. Srinivasan, M,V. Teaching Economics in India. New Delhi: NCERT
5. Trace in brief the trend of prices in India beginning with first five year plan. Bloom. Benjamin.S. (1984). Taxonomy of educational objectives: Book 1: Cogniti
6. Bruce R. Joyce & Marsha Weil. (1972). Model of Teaching. ETR Association.Domain. Boston: Addison Wesley Publishing House.
7. Sharma, R.N. (2008). Principles and techniques of Education. Delhi: Surgeet
8. SiddiqueMujibulHasan. (2004). Teaching of economics. New Delhi: Ashish
9. Sharma, R.A. (2008). Technological foundation of education. Meerut: Lall Books Depot.
10. Yadav.A. (2003). Teaching of economics. New Delhi: Anmol Publications.

COURSE OUTCOME:

After completion of this course, the student teachers will be able to:
CO1: Comprehend the nature objectives of teaching Economics
CO2: Realize the aims and objectives of teaching Economics
CO3: Develop various skills of teaching Economics and Prepare lesson plans
CO4: Apply the various methods of teaching Economics.
CO5: Utilize teaching learning materials for teaching Economics

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1			M															
CO2				S														
CO3														S				
CO4				S														
CO5										S								

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – 1

Course code: ED12211 **Credit: 5**

Lecture: 80 hours **Tutorial: 16 hours**

COURSE OBJECTIVES

The student – teachers will be able

CO1: To understand the nature, aims and objectives of teaching Commerce and Accountancy

CO2: To develop various skills of teaching Commerce and Accountancy

CO3: To acquire competencies in teaching Commerce and Accountancy and to prepare lesson plans

CO4: To recognize the various methods and teaching learning material of teaching Commerce and Accountancy.

CO5: To understand various technologies available for teaching Commerce and Accountancy.

UNIT- I CONCEPTUAL BACKGROUND OF COMMERCE AND ACCOUNTANCY

Introduction to Commerce: Meaning, Definitions, scope and nature of commerce as discipline - Classification: Trade, Transport, Warehouse, Banking, Insurance and Advertisement – Consumer education – E-commerce - Correlation of commerce with other subjects like economics, geography, mathematics, law and statistics. Accountancy- Book keeping, Subsidiary books, Ledgers - Trial balance, Final accounts.

UNIT - II AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Aims and Objectives of teaching Commerce at higher secondary level Historical development of commerce education in India -need and importance of learning commerce and accountancy - values of learning commerce (practical utility, social, disciplinary and cultural values)- Bloom's taxonomy of educational objectives(cognitive, affective and psycho motor domains), Instructional Objectives and specifications, Revised Blooms Taxonomy (Anderson & Krathwohl), Difference between original and revised Blooms taxonomy.

UNIT- III TEACHING SKILLS AND PLANNING FOR INSTRUCTION

Micro-teaching – Meaning, Definition, Objectives – Development of micro teaching – Micro teaching cycle –Stages of micro teaching – Advantages of micro teaching - Micro Teaching practice in basic teaching skills (Skill of Introducing a lesson, Explanation, illustrating with examples, Questioning, Reinforcement and Blackboard work)– Link practice. Meaning, Importance and purpose of planning – Year plan – Unit plan -Lesson plan: Needs, Advantages - Aspects of a good lesson plan(pre requisite information, Instructional objectives, Specifications, Teaching aids, Steps and Content, Learning experiences, Evaluation, Review, and Assignments), Writing of Commerce and Accountancy lesson plan in specific content areas.

UNIT - IV INSTRUCTIONAL METHODS

Lecture method – Demonstration method – Inductive method and Deductive methods - Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active

Learning Method (AALM),Team teaching.
Seminar – Symposia - Workshop – Panel discussion - Debate - Team teaching - Supervised study - Tutorial - Assignment –Brain storming – Heuristic method – Programmed learning.

UNIT -V TEACHING AIDS AND EDUCATIONAL TECHNOLOGY

Edgar dale's cone of experience, Teaching Learning Materials: Concept, importance and classification - No cost and low cost materials- Contextual and local specific TLMs - Collection, preparation, storing and use of TLMs, Computer and Internet-Interactive smart Board for teaching Commerce and Accountancy- Web based learning- e-learning– Webinars – Virtual classroom– Mobile learning– e-content and e-resources for teaching Economics.

SUGGESTED ACTIVITIES

1. Prepare and present a report on different resources for teaching Commerce and accountancy.
2. Prepare innovative teaching aid for teaching Commerce and accountancy.
3. Prepare a model Lesson plan in Commerce and accountancy.
4. Visit a small scale industry and record your observation.
5. Organize quiz in Commerce and accountancy subject in your classroom.
6. Organize recreational activities in Commerce and accountancy and submit a report.
7. Prepare a report on field trip organized by you for your students.
8. Prepare a detailed report regarding the materials and media prepared and used by you for your teaching and learning process.
9. Prepare an album representing importance of Commerce and accountancy.

REFERNCE BOOKS

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2. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1:Cognitive domain. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan.
4. Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surgeet Publications.
5. Sharma, R.A. (2008). Technological foundation of education. Meerut: Lall Books Depot.
6. Passi, B.K (1976), Becoming a better teacher: Micro teaching approach. Ahemedabad:SahityaMudranalaya.
7. James, M.L (1965), Principles and methods of secondary education, New York: McGraw – HillPublicasher Company Ltd.,
8. Singh, Y.K (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.
9. Sharma R.N (2009) Principles of Techniques of Education. Delhi: Surjeet Publications
10. Rao, S.(2000) Teaching of commerce. New Delhi: Anmol Publications Pvt. Ltd.
11. Kocher S.K (1992) Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
12. Gupta, U.C.(2007), Teaching of Commerce. New Delhi: Khelsahidtya Kendra.
13. Rao, Seema (2007), Teaching of Commerce, New Delhi: Anmol Publication Pvt Ltd.

COURSE OUTCOME:

After completion of this course, the student teachers will be able to:
CO1: Understand the nature, aims and objectives of teaching Commerce and Accountancy
CO2: Develop various skills of teaching Commerce and Accountancy
CO3: Develop competencies in teaching Commerce and Accountancy and to prepare lesson Plans
CO4: Apply the various methods of teaching Commerce and Accountancy.
CO5: Utilize technologies and teaching learning material available for teaching Commerce and Accountancy

PO MAPPING

		PROGRAM OUTCOME																
Course Outcome	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PO 13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1			M															
CO2					S													
CO3														S				
CO4					S													
CO5										S								

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

LANGUAGE ACROSS THE CURRICULUM

Course Code: ED 1261 **Credit: 3**

Lecture: 48 Hrs **Tutorial: 16 Hrs**

COURSE OBJECTIVES

CO1: Understand the nature, function and role of different kinds of languages in curriculum transaction

CO2: Understand and analyse content areas and write.

CO3: Understand the nature of classroom discourse.

UNIT - I NATURE AND FUNCTIONS OF LANGUAGE

Meaning and concept, functions of language, role of language in curriculum transaction, verbal and non-verbal communication. Language as a determinant of Access, Language proficiency and students' attitude towards Learning and Schooling/ dropouts, Language/oral proficiency and critical thinking. Role Plays and Discussions as tools for learning, 'Questioning' to stimulate thought and to encourage and motivate to respond, Preparing Subject/content-based exercises in reading, comprehension and usage, Sensitizing, Reflecting and Facilitating, Understanding the learner and his/her language background, creating sensitivity to the language diversity, Using oral & written language in the classroom for optimal learning.

UNIT - II NATURE OF CLASSROOM DISCOURSE

Classroom Discourse — oral language; discussion as a tool for learning; the nature of questioning in the classroom — types of questions and teacher's role.

(The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.)

UNIT - III INFORMATIONAL READING AND WRITING

Reading in the content areas — social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies — note-making, summarizing; making reading-writing connections; process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose — writing to learn and understand.

(The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.)

SUGGESTED ACTIVITIES

1. Designing Games and Exercises for Developing Listening, Speaking, Reading and Writing Skills
2. Assignments on Developing Writing Skills- Summary, Letter, Paragraph, Essays, Speech
3. Assignments on Developing Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming
4. Assignments on Developing Listening Skills – Listening to speech, directions
5. Examine the curriculum approaches in the present secondary curriculum in vogue of models mentioned in our syllabus?

6. Prepare mind map with a page each, depicting the role of teacher, headmaster, school administrator, NCERT, and SCERT in developing curriculum.
7. Examining the defects in the existing school curriculum of Tamil Nadu State syllabus and suggest the measures for improvement.

REFERENCE BOOKS

1. Akmajian, A. et al. (2010). Linguistics: Introduction to Language and Communication. (6thed.). Cambridge: MIT Press.
2. Fasold, R. & Connor-Linton, J. (2013). An Introduction to Language and Linguistics. (6thed.). Cambridge: Cambridge University Press.
3. Floyd, K. (2009). Interpersonal Communication. New York: McGraw Hill Companies Inc.
4. Fromkin, V., Rodman, R. &Hyms, N. (2011). Introduction to Language. (9thed.). Canada: Cengage Learning.
5. Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation

COURSE OUTCOME

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

CO1: appreciate the functions of language in curriculum transaction

CO2: Explore the influences of the knowledge categories, social, cultural, economic and technological aspects in shaping the present school curriculum and the textbooks.

CO3: Understand the nature and need of informational reading.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1												L			M			
CO2		M										S						
CO3												S			M			

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

INDIAN CULTURE

Course code: ED 1321 **Credit: 1**

Lecture: 32 Hrs

COURSE OBJECTIVES

At the end of this course the student - teachers will be able to
CO1: To recognize the basic concepts of Indian culture
CO2: To understands the various forms and the names of pioneers in music & dance
CO3: To appreciate the famous temples of India

UNIT - I BASICS OF INDIAN CULTURE &MONUMENTS OF INDIA

Concept and meaning of culture, Significance of Indian Culture, Unity in Diversity, Scientific Heritage of India, Ancient Indian Science and Technologies with special reference to Upavedas, Art and Architecture, Vedic Mathematics, Astrology and Astronomy.
India gate, Gate way of India, Tajmahal, Fathepursikri, Kutubminar, LalKhila, Peacock throne, Jumma masjid, Golgumbuj, The pillar of mehrouli, Mysore fort, Jairpur fort, Jaisalmar Fort, Charminar, Victoria memorial.

UNIT- II INDIAN MUSICAND DANCE FORMS –- PIONEERS IN MUSIC & DANCE

The history of dance in India and its propagation- Classical dances and folk dances of India, Bharathanatyam, Kathak, Manipuri, Odissi and Kuchipudi - its significance and prominent dancers, Kathakali, Famous dance institutes of the country, Folk dances of India- Bangra, Giddha, Garba, Bihu, Tappetagullu.

The history of music in India and its propagation, Music forms in our country- Hindustani, Carnatic and RabindraSangeeth, Prominent vocal singers of our country- Musical instruments: Veena, violin, table, Flute, Sarod, Mandolin, viola, Jalatarangini, Guitar, Mridangam, Sitar.

UNIT - III FAMOUS TEMPLES OF INDIA- SCULPTURAL MARVELS

Somnath temple, Ajanta and Ellora, Brahma temple of pushkar.Kaamakhya temple, Ajgabinath temple, Lakshmi narayana temple, ISCON temples, Amaranth temple, Hrishikesh, Kedarnath and Badrinath temple, Vaishnavimata temple, KasiVisweswara temple, Dwaraka temple, Halibade, Belur, Sravanabelagola, Dilwara temples, jain temples, Ajmirdarga, Khajuraho temple, Jugannadh temple, Konark temple, Lingaraj temple, Ramappagudi, HajaraRamalayam, Vithaleswara temple, Balaji temple, Kanipakkam temple, Nataraj temple, Brihadeeswara temple, Mahabalipuram temple, Ekambareswara temple, Kamakshi temple, Varadaraj temple, Meenakshi temple, Padmanabha temple.

SUGGESTED ACTIVITIES

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.
3. Make a portfolio of any two classical dancers.
4. Make a portfolio of folk dances of India.

5. Make an album on different types of musical instruments.
6. Make an album on different types of dance forms.
7. Prepare a portfolio on music items by collecting newspaper cuttings.
8. Name any three kings and explain their contributions with photographs in building great monuments.
9. Make a portfolio of great monuments of our country.
10. Make a portfolio of temples of our country.

REFERENCE BOOKS

1. Joshi.K, (1992).**The Veda and Indian Culture**,Rastriya Veda VidyaPratisthana, New Delhi.
2. Majumdar, R.C., **Ancient India**,MotilalBanarasidas Publishers, Delhi, 1994.
3. Patel. I.S., (1984) **Science and the Vedas**, Bombay.
4. Sri ChandrasekharendraSaraswatiSwamiji. (1991). **The Guru Tradition**,BharatiyaVidyaBhavan, Bombay.
5. Sri JayendraSaraswatijiMaharaj., (1951). **The Vedas and Vedangas**,Prakashan Kendra, Lucknow.
6. Swami SatyanandaSaraswati. 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.

COURSE OUTCOME

CO1: Appreciate the rich Indian culture
CO2: Understand the great contributions of our ancestors and forms of music and dance
CO3: Visit the great monuments, temples and other cultural architecture of our country

PO MAPPING

Course Outcome		PROGRAM OUTCOME																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1			L															
CO2		M																
CO3												M						

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

COMMUNICATION SKILLS
(Software – EWL (English Wordsworth Language Lab)

Course code: ED1322 **Credit: 1**
Lecture: 32Hrs

COURSE OBJECTIVES:

CO1: To make the students confident of speaking in English impeccably and with utmost enthusiasm.
CO2. To familiarize the students with different styles of communication.
CO3. To enlighten the students with the seven concepts of communication.
CO4. To make the students understand the nuances of communication.
CO5. To train the students and make them comprehend various aspects of Interview skills.

List of modules (outline) available in Software - Wordsworth® (English - Wordsworth - Language Lab) - are mentioned below:

UNIT-I ENGLISH CONCEPTS

- Grammar - Tenses
- Grammar- Parts of Speech (Verb, Adverb, Noun, Pronoun, Adjective, Interjection, Conjunction, and Preposition)
- Practice of figures of speech
- Practice of direct and indirect speech

UNIT-II PRONUNCIATIONS SKILLS

- Phonetics - Intonation
- Practice of pronunciation - nouns
- Practice of pronunciation of vowel sounds
- Practice of pronunciation of consonant sounds

UNIT- III COMMUNICATION SKILLS (LISTENING - SPEAKING - READING - WRITING SKILLS)

- Listening Skills (Basic & Advanced)
- Speaking Skills (Basic & Advanced)
- Reading Skills (Basic & Advanced)
- Writing Skills (Basic & Advanced)

UNIT-IV-COMMUNICATION SKILLS - SOCIAL

- Practice of communication skills of meeting with new people
- Practice of communication skills of asking questions in the first meeting
- Practice of communication skills of making friends
- Practice of skills of dos and don'ts.

UNIT-V-ADVANCED ENGLISH LEARNING AND SOFT SKILLS

- Practice of effective communication
- Listening comprehension.
- Practice of email etiquette
- Practice of presentation skills
- Practice of Interview handling skills

SUGGESTED ACTIVITIES

1. Group Exercise – Role-play on Communication Process
2. Group Exercise — Factors Affecting Perspectives in Communication
3. Assignment — Chart Making on Elements of Communication
4. Group Exercise — Role-play of a Phone Conversation

COURSE OUTCOME:

At the end of the course, the students would be able to:

CO1. Practice different types of Communication.

CO2. Involve in conversations without fear, shy and apprehension.

CO3. Successfully confront the different barriers of communication.

CO4. Socialize with ease and comfort.

CO5. Become more self-confident and develop strong determination.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19
CO1														S					
CO2		S																	
CO3								S											
CO4				M															
CO5																			M

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

SYLLABUS

SEMESTER II: (18 Weeks – 16 Weeks for Teaching + 1 Week School Attachment programme+ 1 Week Community Living Camp)

S. No	Code	Subject	Credits	Hrs/ week	CIA	EA	Total Marks
Courses on Perspectives in Education							
1	ED 211	Learning and Teaching	5	5	30	70	100
Courses on Curriculum and Pedagogic Studies							
	Pedagogy of School Subject - I (Part-II) (Any one)		5	5	30	70	100
2	ED 2231	Pedagogy of General Tamil-II					
	ED 2232	Pedagogy of General English-II					
	ED 2233	Pedagogy of General Sanskrit-II					
	ED 2234	Pedagogy of General Hindi-II					
	ED 2235	Pedagogy of Computer Science-II					
	ED 2236	Pedagogy of Economics-II					
	ED 2237	Pedagogy of Commerce and Accountancy-II					
	Pedagogy of School Subject - II (Part-II) (Any one)		5	5	30	70	100
3	ED 2241	Pedagogy of Special Tamil -II					
	ED 2242	Pedagogy of Special English-II					
	ED 2243	Pedagogy of Special Sanskrit-II					
	ED 2244	Pedagogy of Special Hindi –II					
	ED 2245	Pedagogy of Mathematics-II					
	ED 2246	Pedagogy of Physical Science-II					
	ED 2247	Pedagogy of Biological Science-II					
	ED 2248	Pedagogy of Computer Science-II					
	ED 2249	Pedagogy of History-II					
	ED 22410	Pedagogy of Economics-II					
	ED 22411	Pedagogy of Commerce and Accountancy-II					
4	ED 2261	Assessment for learning	5	5	30	70	100
Engagement with the Field							
Courses on Enhancing Professional Capacities							
5	ED 2321	Critical understanding of ICT	3	3	15	35	50
6	**Elective (Any one of the following)**		1	2	50	-	50
	ED 2322	Hindi for Everyday Use					
	ED 2323	Quantitative Aptitude and Reasoning Ability					
7	ED 2324	Open Elective (Student will take any one course offered from other Department)	1	2	50	-	50
Total			**25**	**27**	**235**	**315**	**550**

LEARNING AND TEACHING

Course Code: **ED 211** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO 1: Recognize the definition and principles of learning
CO 2: Acquaint the various theories of learning.
CO 3: Know the importance the Flanders 10 category analysis for analyzing the Teachers' behavior.
CO 4: Acquire knowledge about transfer of learning in the classroom.
CO 5: Comprehend in-depth Principle of teaching and levels of teaching

UNIT – I: CONCEPT AND PROCESS OF LEARNING

Meaning, Concept and Definition of Learning – Nature and Characteristics of Learning – Learning Process – Principles of Learning – Self-learning, Rote Learning and Meaningful Learning – Attention, Perception, Sensation, Concept Formation, Imagination, Thinking and Reasoning – Characteristics of Good Learning.

UNIT – II: APPROACHES AND STRATEGIES OF LEARNING

Learner-centered and Teacher-centered Approaches – Purpose of Learning in and out of School – Modern Strategies of Learning: Self-directed Learning, Collaborative Learning, Experiential Learning and Active Learning – Different Types of Knowledge: Content Knowledge, Pedagogical Knowledge and Technological Knowledge (TPACK) – Educational Reforms: Salient Features of NPE 1968, NPE 1986/1992, RTE Act 2009 and NEP 2020 with reference to Teaching and Learning.

UNIT – III: TRANSFER OF LEARNING

Learning Curve: Meaning and Educational Implications – Conditions of Learning: Intrinsic and Extrinsic Factors – Transfer of Learning: Meaning, Types, Significance, Facilitative Conditions and Methods – Factors Influencing Learning: Learner Factors, Learning Material, School Factors, Home Factors and Social Factors.

UNIT – IV: TEACHING AS A PROCESS

Concept, Meaning and Definitions of Teaching – Nature and Characteristics of Teaching – Types of Teaching: Authoritarian, Democratic and Laissez-faire – Principles of Teaching – Characteristics of Good Teaching – Levels of Teaching: Memory Level, Understanding Level and Reflective Level – Learner-centered Teaching and Reflective Teaching.

UNIT – V: EFFECTIVE TEACHING

Effective Teaching: Concept, Meaning and Characteristics – Effective Teaching Behaviour: Clarity, Variety, Task Orientation and Student Engagement – Measurement of Teaching Behaviour – Flanders' Ten Category Interaction Analysis – Basic Teaching Model (Robert Glaser) – Insight Model (Plato) – Impression Model (John Locke) – Rule Model (Kanl) – Computer-based Teaching Model (Daniel Davis) – Classroom Communication.

SUGGESTED ACTIVITIES

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 isfollowing the principles of learning.
3. Explain five strategies to teach concepts thorough trial and error method and compareyour findings with the theory of trial and error.
4. Make an album of Vygotsy and Thorndike.
5. Observe the class of 10 experienced teachers and explain their teaching with reference totypes of teaching.
6. Make a lesson plan of your choice pertaining to the three levels of teaching.
7. Make a lesson plan for effective teaching.
8. Observe the class of ten experienced teachers and explain their types of teaching.
9. Go to the classes of five teachers and observe their classes by using Flanders ten category analyses and compare their performance.
10. Make a lesson plan for effective teaching taking all the four components intoconsideration.

REFERENCE BOOKS:

1. Agarwal (2004). **Psychology of Learning and Development**. Shipra Publications. NewDelhi.
2. Allen, B P. (2006). (5^{th} Ed.). **Personality Theories: Development, Growth and Diversity.** Needham Heights, MA: Allyn and Bacon.
3. Berk. L. E, (2010). (8^{th} Ed.). **Child Development**. PHI Publications. New Delhi.
4. Bhatia, K.K. (2003). **Bases of Educational Psychology**. Kalyani Publishers New Delhi.
5. Burger, J.M. (2010). (8^{th} Ed.). **Personality**. KCA: Wordsworth Publishing.

Beggie, H.L.and Hunt M.P: Psychological Foundations of Education.

COURSE OUTCOME

CO1: Recognize the Self and meaningful learning.
CO2: Compare the Learning and teaching.
CO3: Summarize the Levels of Teaching.
CO4: Determine the various models of teaching behavior.
CO5: Generalize the Characteristic of good teaching and learning.

Course Outcome	PROGRAM OUTCOME																	
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PO 13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1															S			
CO2																		
CO3						L												
CO4																		
CO5		M																

PO MAPPING

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

பொது தமிழ் கற்பித்தல் II

Course Code: **ED 2231** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

பாட வெளியீடு

பாட வெளியீடு 1: தமிழில் மொழியியல் அமைப்பை அறிதல்
பாட வெளியீடு 2: நுண்ணிலைக் கற்பித்தலில் நுணுக்கத்தை காணுதல்
பாட வெளியீடு 3: பணிமுன் பயிற்சி மற்றும் பணியிடை பயிற்சியின் முக்கியத்துவத்தை உணர்தல்.
பாட வெளியீடு 4: தற்கால சூழலுக்கேற்ப ஆங்கில அறிவை தமிழ் மாணவர்கள் உணர்ந்து கொள்ள வாய்ப்பளித்தல்.

அலகு 1: தமிழில் மொழியியல் அமைப்பு

கற்றல் மற்றும் கற்பித்தல் என்பதன் பொருள், கற்பித்தலின் முக்கியத்துவம், மொழி, மொழியின் இரு வகைகள், தாய்மொழி கல்வியின் முக்கியத்துவம், ஆதாரக் கல்வி, மொழியின் தோற்றம் (சைகை மொழி, போலி மொழி, உணர்ச்சி மொழி, பண்பு மொழி, தொழில் மொழி, இன்பப்பாட்டு மொழி, ஒலி உறுப்புகளும் அவற்றின் செயல்களும், தமிழ்மொழி கற்றலின் நோக்கங்கள், அடிப்படை திறன்கள், மதிப்பு கல்வி

அலகு 2: பாடத்தின் அமைப்பு

அறிமுகம் செய்யுள் - உரைநடை - இலக்கணம், நுண்ணிலைக் கற்பித்தல் பயிற்சி, – பல்வேறு நுண்ணிலைக் கற்பித்தல் திறன்கள் (பல்வகைத் தூண்டல், வினாக்கேட்டல், கரும்பலகைத் திறன், பாடம் தொடங்குதல், விளக்குதல், முடித்தல்) – வகுப்பறை மற்றும் நுண்ணிலைக் கற்பித்தல் வேறுபாடுகள். பாடத்திட்டம் - அலகுதிட்டம், ஆண்டு திட்டம்

அலகு 3: கற்பித்தல் முறைகள்
பழைய கற்பித்தல் முறைகள்: பாடப்புத்தக முறை, வாய்வழி முறை. மூல முறை. செயல்திட்ட முறை, பிரச்சனைகளை தீர்க்கும் முறை, கண்டறி முறை, நடிப்பு முறை, விளையாட்டு முறை, குருகுலக் கல்வி முறை, இடைக்கால கல்வி முறைகள், கிருஸ்துவ முறைக்கல்வி, ஆங்கில கல்விமுறைகள். புதிய கற்பித்தல் முறைகள்: திட்டமிட்டுக் கற்பித்தல், மொழிப்பயிற்றாய்வுக்கூடம், கணிப்பொறி வழிகொண்டு மற்றும் துணைக்கொண்டு கற்றல், கற்பிக்கும் இயந்திரம்.

அலகு 4: தமிழ் இலக்கியம்

தமிழ் இலக்கியம் - கவிதைகள் - வெளிநாட்டவர்களின் கருத்துக்கள் மற்றும் இந்தியக் கற்பனை – உணர்வுகள் - அமைப்பு – உள்ளடக்கங்கள் - தமிழ் கவிதைகளின் அழகுகள், தமிழ் பழமொழிகள் சிலவற்றை ஆங்கில மூலம் அறிதல், பள்ளியில் தமிழ் மன்றங்களை அமைத்தல், கல்வி உரிமைகள், தமிழ் திரைப்படம், பாடல்கள், நகைச்சுவையில் தமிழ் மொழியின் தாக்கங்கள். தேச பற்றில் தமிழ் மொழியின் அம்சம்.

அலகு 5: மொழி கற்பித்தலில் கணிப்பொறி

மொழி கற்பித்தலில் கணினிகள், தமிழ் மொழி ஆட்சி மொழியாகவும் நிர்வாக மொழியாகவும் இருக்கக் காரணங்கள், மொழி கற்பிப்பதற்கான பல்லூடக கருவிகளின் பயன்பாடுகள், பண்பலை வானொலி நிகழ்ச்சித் தொகுப்பு, சுற்றுலா வழிக்காட்டி பயிற்சி முறைகள், பொதுக் கூட்டம் அல்லது விழாவில் குறிப்பு எடுத்தல், தன் விவரப் படிவம் தயாரித்தல், செய்தி சேகரித்தல், மொழி பெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழுக்கு)

நிரல் வெளியீடு

நிரல் வெளியீடு 1: மொழி தோற்றத்தில் பல்வேறு வகைகளை அறிந்தோம்.
நிரல் வெளியீடு 2: தமிழ் சமூகத்தின் பண்பாட்டு மரபுகளை பற்றி உணர்தோம்.
நிரல் வெளியீடு 3: தமிழ் பாடங்கள் கற்பித்தலில் உள்ள பழைய மற்றும் புதிய முறைகளை புரிந்துகொண்டோம்.
நிரல் வெளியீடு 4: மொழிக்கற்பித்தலில் உள்ள அடிப்படை திறன்களை வளர்த்தோம்.
நிரல் வெளியீடு 5: தமிழ் பாட தேர்வின் வகைகள், மதிப்பிடலின் அம்சங்களை கண்டறிந்தோம்.

பரிந்துரை செயல்பாடுகள்

1. படைப்பாற்றல் மூலம் சிறு கவிதை எழுதச் செய்தல்
2. நுண்ணிலை கற்பித்தல் மூலம் கற்பித்தல் திறனை சிறிது மேம்படுத்திக்கொள்ளல்.
3. கற்பித்தலின் பல்வேறு உத்திகளை பயன்படுத்தி கற்றலை செம்மையுறச்செய்தல்.
4. பள்ளியில் இலக்கிய மன்றங்களின் வளர்ச்சியை ஊக்குவித்தல்.
5. கணினி தமிழின் முக்கியத்துவத்தை எடுத்துக்காட்டல்.

மேற்கோள் புத்தகங்கள்

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PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1																		
CO2		M																
CO3			**L**															
CO4																		
CO5																S		

L – Low attainment level
M – Medium attainment level
S – Strong attainment level

PEDAGOGY OF GENERAL ENGLISH – II

Course Code: **ED 2232** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1 Understand the different roles, status and functions of English language in India
CO2 Encourage an awareness and appreciation of the different perspectives of people from other cultures.
CO3 Understand the use of language in context, such as grammar and vocabulary
CO4 It will focus on the fundamental aspects in acquisition and development of language skills.
CO5 Enable to identify materials for teaching English at various levels in the Indian context

UNIT I: GENERAL INTRODUCTION ON LANGUAGE

Understanding and defining Language; various components of language; Functions of language; Signature characteristics of Languages; Understanding the following concepts Dialect, Standard and Non-standard language, classical ;Characterizing mother tongue, first language, and second language, bilingual and multilingual.
Minority languages and Heritage languages, Code mixing and code switching- their application in classroom. Introducing the four major skills and sub skills- Teaching oral communication listening and speaking skills in the classroom-collaborative learning activities and demonstrations of approaches to teaching oral communication- developing, evaluating and adapting tasks and resources.

UNIT-II: LANGUAGE AND LITERACY IN THE CONTEXT OF SCHOOL

Language environment of school and the varied nature of Indian classrooms; and Language. Understanding notions concerning "right" and "Wrong" use of language; acknowledging the worth of "errors" in language learning. Learner's profile: language environment at home; characterizing bilingualism Multilingualism; Home language, notions of dialects and colloquialism, literary inventions and idioms.

UNIT- III: ROLE AND POSITION OF LANGUAGES

Constitutional Provisions and Policies of Language Education Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE1968, NPE-1986; POA 1992; National Curriculum Framework-2005.
Role of English language in the Indian context - English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

UNIT-IV: GRAMMAR IN CONTEXT: VOCABULARY IN CONTEXT: ACQUISITION OF LANGUAGE SKILLS

Transformational grammar: Direct Speech and Indirect Speech Active Voice and Passive Voice. Degrees of Comparison Simple – Compound – Complex Sentences Question Tags. Preparation of activities to teach the four LSRW skills and their sub skills. Preparation of testing items to test all the four LSRW skills.

UNIT-V: TEACHING AIDS IN TEACHING ENGLISH

Importance of Teaching Aids. Edgar Dale's Cone of Experience, Types of Teaching Aids-Projected Aids-Non-Projected Aids. Language Laboratory. Computers in Learning English-CALL PowerPoint Presentations Identifying Websites-Multimedia and Internet.

SUGGESTED ACTIVITY

1. Students undertake a study of the linguistic cultures prevailing in the society
2. Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
3. Visit 5 schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.
4. Discussion on the topic 'Mother Tongue and Other Tongue'
5. Collect 10 examples of Grammar in context from English textbooks of VI to VIII and have a group discussion.
6. Prepare a newsletter on the basis of your school experience programme (hand written).
7. Explain any five games through which you can develop communication skills in the English language.
8. Use a power point as a tool for development of communication ability for your students.

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COURSE OUTCOME

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

CO1: Understand the different roles, status and functions of English language in India
CO2: Demonstrate knowledge of the socio-cultural factors that influence language development and literacy.
CO3: Understand the use of language in context, such as grammar and vocabulary.
CO4: Improves the basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
CO5: Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1				S														
CO2									M									
CO3																S		
CO4															M			
CO5		S																

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF GENERAL SANSKRIT – II

Course Code: **ED 2233** Credit:**5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

Course Objectives:-पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूप- वैशिष्ट्यप्रयोगान्, पाठ्यचर्यायां संस्कृतस्यस्थानञ्चअवगच्छन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेप्रयोगेचसामर्थ्यप्राप्नुवन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धञ्च अवगच्छन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितान् विविधोपागमान् विधीन्प्रविधिश्य अवगच्छन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियाणां भूमिकाम् अवगच्छन्ति।

पाठ्यक्रमांशाः

UNIT-I संस्कृतशिक्षणस्योद्देश्यानि

1. संस्कृतशिक्षणस्योद्देश्यानां निर्धारणसमये ब्लूममहोदयस्य ध्येयाः विन्दवः ।
2. प्राथमिस्तरेषु संस्कृतशिक्षस्योद्देश्यानि।
3. माध्यमिकस्तरेषु संस्कृतशिक्षस्योद्देश्यानि।
4. उच्चमाध्यमिकस्तरेषु संस्कृतशिक्षस्योद्देश्यानि।
5. व्यवहारिकोद्देश्यानि।

UNIT-IIपाठ्यक्रमे संस्कृतस्य स्थानम् ।

1. प्राथमिक-माध्यमिक- उच्चमाध्यमिकस्तरेषु संस्कृतस्य स्थानम्।
2. परम्परागतसंस्कृतपाठशालायां संस्कृतस्य स्थानम्।
3. त्रिभाषासूत्रेषु संस्कृतस्य स्थानम्।
4. त्रिभाषासूत्रस्य महत्वम्।

UNIT-IIIसंस्कृतशिक्षणायोगः पाठ्यक्रमाश्च

1. विविधायोगस्य संस्कृतस्य स्थाननिर्धारणे क्रमिकसंक्षिप्तप्रतिवेदनम्।
2. माध्यमिकस्तरेषु संस्कृतपाठ्यक्रमम् एवं पाठ्यपुस्तकानि च।
3. माध्यमिकस्तरेषु आदर्शपाठ्यपाठ्यपुस्तकस्य विकाशः।
4. माध्यमिकस्तरेषु आदर्शपाठ्यपाठ्यपुस्तकस्य वाह्य-आन्तरिकगुणाः।

UNIT-IVसंस्कृतशिक्षणम्।

1. उच्चारणशिक्षणम्
2. गद्यपद्यशिक्षणम्
3. नाटक-उपाख्यानशिक्षणम्
4. व्याकरण-रचना-अनुवादशिक्षणम्

UNIT-V संस्कृतभाषायाः सम्बर्धने विविधसंस्थानां प्रयासः।

1. सर्वकारीयसंस्थानां प्रयासः
2. इतरसंस्थानां प्रयासः

क्रियाकलापाः-

1. श्रवणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु श्रवणदोषाः तन्निवारणोपायाः,श्रवणसंवर्धनोपायाश्च ।
2. भाषणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु भाषणदोषाः तन्निवारणोपायाः,भाषणसंवर्धनोपायाश्च ।
3. उच्चारणम्- महत्त्वं, स्थानप्रयत्नयोः ज्ञानम्, उच्चारणदोषाः,तन्निवारणोपायाश्च ।

4. पठनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु पठनदोषाः तन्निवारणोपायाः, पठनसंवर्धनोपायाश्च ।
5. लेखनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु लेखनदोषाःतन्निवारणोपायाः,लेखनसंवर्धनोपायाश्च ।

सन्दर्भग्रन्थाः-

1. डा. उदयशङ्कर झा : चौखम्बा सुरभारती प्रकाशन,संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्),वाराणसी।
2. के साम्बशिवमूर्ति :संस्कृतशिक्षणम् दीपशिखा प्रकाशन, जयपुर ।
3. सन्तोष मित्तल: संस्कृतशिक्षणम् ।
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5. सिहेच्. एल्. एन्. शर्मा, फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च ।
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7. विश्वासः कौशलबोधिनी, संस्कृत भारती, दिल्ली।
8. रामशकल पाण्डेय:संस्कृतशिक्षणम् ।
9. रघुनाथ सफाया: संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997 I
10. सीताराम चतुर्वेदी : संस्कृतशिक्षणम् ।
11. इन्दिराचरण पाण्डेय: संस्कृत शिक्षण समीक्षण,सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

Course Outcome: -पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूपवैशिष्ट्यज्ञाने , पाठ्यचर्यायां च दक्षाः भविष्यन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेतेषां प्रयोगेचसमर्थाःभविष्यन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धस्योपरि ज्ञानं प्राप्नुवन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितेषु विविधोपागमेषु विधी-प्रविधिषु चनिपुणाः भविष्यन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियासुदक्षाः भविष्यन्ति।

PO Mapping

Course Outcome	PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1	M																
CO2													M				
CO3														S			
CO4													S				
CO5				S													

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF GENERAL HINDI – II

Course Code: **ED 2234** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

CPS 5: हिन्दी शिक्षण की विधियाँ

COURSE OBJECTIVES:

1. हिन्दीभाषाशिक्षण केविविध शिक्षणविधियों(गद्य कविता, व्याकरण, नाटक, रतना, निबन्ध, पत्र)से परिचित कराना ।
2. छात्राध्यापकों में हिन्दी पाठयोजना की आवश्यकता, महत्व, निर्माण कौशल की योग्यता का विकास करना।
3. गृहकार्य के महत्व, प्रकार एवं संशोधन का ज्ञान प्रदान करना।
4. हिन्दी पाठ्यपुस्तक के निर्माण सिद्धान्त, आलोचना, मूल्याङ्कन से परिचित कराना।
5. हिन्दी-शिक्षण में दृश्य श्रव्यसाधनों के महत्व को समझाना उनका प्रयोग करने की योग्यता का विकास करना ।
6. हिन्दी - शिक्षक की योग्यताओं एवं कर्तव्यों को जानने हेतु प्रेरित करना।
7. हिन्दी-शिक्षण के अर्थ, प्रकार, महत्व, विधियों एवं प्रक्रिया काज्ञान प्रदान करना।

UNIT -I हिन्दी शिक्षण में विविध पाठों के उद्देश्य, विधियों, प्रविधियाँ एवंपाठयोजना।

1. गद्यकीपरिभाषाएवंमहत्त्व, गद्य-पाठ के प्रकार, उद्देश्य,विधियाँ ।
2. गद्य-शिक्षण की पाठयोजना |
3. कविता की परिभाषा, कविता शिक्षण का महत्त्व, उद्देश्य तथाविधियाँ ।
4. कविता शिक्षण की पाठयोजना ।
5. व्याकरण का अर्थ तथा परिभाषाएँ, उद्देश्य तथा विधियाँ ।
6. व्याकरण शिक्षण की पाठयोजना ।
7. नाटक शिक्षण का अर्थ, परिभाषाएँ, उद्देश्य तथा शिक्षण कीविधियाँ ।
8. नाटक शिक्षण की पाठयोजना ।
9. रचना, निबन्ध एवं पत्र के उद्देश्य, महत्व एवं विधियाँ ।
10. रचना, निबन्ध एवं पत्र के पाठयोजनाएँ।

UNIT -II पाठ योजना एवं गृहकार्य महत्त्व आवश्यकता, प्रकार एवंसंशोधन।

1. पाठ योजना का महत्व, आवश्यकता एवं प्रकार ।
2. उत्तम पाठ योजना के गुण एवं संशोधन।
3. गृहकार्य का महत्व, आवश्यकता एवं प्रकार।
4. गृहकार्य के संशोधन विधियाँ।
5. ब्लूम शिक्षणोद्देश्यों का वर्गीकरण ।
6. पाठ योजना निर्माण में सावधानियाँ ।
7. पाठ योजना की सीमाएँ ।

UNIT - III पाठ्य पुस्तक

1.पाठ्यपुस्तक की ऐतिहासिक पृष्ठभूमि, पाठ्यपुस्तक कामहत्त्व |
2.हिन्दी के पाठ्य पुस्तकों के बाह्य एवं आन्तरिक गुण ।
3.पाठ्यपुस्तक निर्माण के सिद्धान्त ।
4. हिन्दी की पाठ्यपुस्तकों का आलोचनात्मक अध्ययन, हिन्दीकीपाठ्यपुस्तककामूल्याइकन।
5. पाठ्यपुस्तक का मूल्यांकन (बाह्य एवं आन्तरिक) तथाआलोचना ।
6. विस्तृत अध्ययन सहायक पुस्तकें, महत्त्व एवं स्वरूप ।
7. हिन्दी शिक्षक योग्यता एवं दायित्व |

UNIT - IV हिन्दी शिक्षण में दृश्य-श्रव्य साधन।

1. दृश्य श्रव्य साधन का अर्थ और परिभाषा ।प्रकार श्रव्य साधन, दृश्य साधन, दृश्य-श्रव्य साधन ।
2. दृश्य-श्रव्य साधनों के उद्देश्य एवं महत्त्व |
3. हिन्दी शिक्षण में दृश्य-श्रव्य साधन की उपादेयता ।
4. दृश्य-श्रव्य साधन के प्रयोग करते समय सावधानियाँ ।
5. नूतन प्रवृत्तियाँ भाषा प्रयोगशाला, तकनीकी, संगणक, संगोष्ठी एवं सूचनाप्रौदयोगीकी हिन्दी कक्ष आदि।
6. हिन्दी भाषा विकास में जन संचार साधनों तथा विभिन्न हिन्दीशिक्षण संस्थाओं की भूमिका ।

UNIT V हिन्दी शिक्षण में मूल्यांकन –

1. भाषाशिक्षणमेंमूल्याकनकीसकल्पना।
2. हिन्दीशिक्षणमेंमूल्याङ्कनकाअर्थ, प्रकार, महत्त्व
3. हिन्दी शिक्षण में मूल्यांकन विधियाँ ।
4. हिन्दी शिक्षण में मूल्यांकन की प्रक्रिया |
5. प्रश्नपत्र नमूना ।

क्रिया-कलाप

1. हिन्दी के विभिन्न शिक्षण पाठयोजनाओं का निर्माण ।
2. माध्यमिक स्तरीय हिन्दी पाठ्यपुस्तक का विश्लेषण ।
3. हिन्दी शिक्षण में जन संचार साधनों की भूमिका ।
4. हिन्दी क्षेत्र में कार्य कर रहे किसी संस्था या संघटन का संक्षिप्तकार्यप्रणाली का विवरण ।
5. हिन्दी इतर क्षेत्र में कार्य कर रहे किसी संस्था या संघटन का संक्षिप्तकार्यप्रणाली का विवरण ।
6. 'वैश्वीकरण एवं हिन्दी विषय पर चर्चा सत्र का आयोजन ।

संदर्भ ग्रन्थ

1. केशवप्रसाद (1975) हिन्दी भाषा शिक्षण, गणपति राय एवं सन्स, प्रकाशन ।
2. शत्रुघ्न प्रसाद सिंह (1964) हिन्दी शिक्षण, दिल्ली पुस्तक सदन, प्रकाशन ।
3. रामशकलपांडे (1977) :हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
4. रजनीकान्त शुक्ल (2012) प्रकाशन, तिरुपति ।
5. दिनेश चन्द्र भरद्वाज (1985) आगरा।हिन्दी शिक्षण के विविध आयाम, श्रीपतिहिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर,
6. क्षत्रिय के मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
7. बघेला, हेतसिंह, हिन्दी शिक्षण, यूनिवर्सिटी पब्लिकेशन्स, जयपुर ।
8. पाण्डेय, रामशकल हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
9. सिंह सावित्री, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
10. सिंह निरंजन कुमार, माध्यमिक विद्यालयों में हिन्दी शिक्षण राजस्थानहिन्दीग्रन्थअकादमी, जयपुर ।
11. भाई योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
12. श्रीवास्तव आर. पी. हिन्दी शिक्षण, नमन प्रकाशन, नई दिल्ली।
13. सफाया रघुनाथ हिन्दी शिक्षण विधि, हरियाणा हिन्दी ग्रन्थ अकादमी, चण्डीगढ़ |
14. तिवारी भोलानाथ, भाषा विज्ञान, चौखम्बा प्रकाशन, वाराणसी ।
15. वाजपेयी किशोरीदास हिन्दी शब्दानुशासन, केन्द्रीय हिन्दी संस्थान, आगरा।

COURSE OUTCOME:-

1. हिन्दी भाषा शिक्षण के विविध विधियों का परिचय प्राप्त होगा।
2. हिन्दी पाठ्ययोजना की आवश्यता, महत्व एवं निर्णाण कौशल की पूर्ण परिचय प्राप्त होगा।
3. गृहकार्य के महत्व, प्रकार एवं त्रुटिसंसोधन का ज्ञान प्राप्त होगा।
4. हिन्दी पाठ्यपुस्तक के निर्णाण सम्बन्धित ज्ञान प्राप्त होगा।
5. दृश्य श्रव्य साधनों के उपयोग मे दक्षता सम्पादन होगा।
6. हिन्दी शिक्षकों के योग्यता विषयक ज्ञान की प्राप्ति होगी।
7. हिन्दी शिक्षण के अर्थ, प्रकार, महत्व, विधियो एवं प्रकिया मे दक्षता प्राप्त होगा।

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1	M																	
CO2														M				
CO3															S			
CO4														S				
CO5				S														

1. L- Low Attainment Level
2. M- Medium Attainment Level
3. S- Strong Attainment Level

PEDAGOGY OF COMPUTER SCIENCE-II

Course code: **ED 2235** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1: Analyze the qualities of a computer science textbook.
CO2: Understand the factors behind Media Selection of teaching Computer science
CO3: Develop a scientific/positive attitude towards teaching and learning
CO4: Understand the purpose behind the assignment
CO5: Develop interest in knowing recent Research in Computer science Education

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UNIT-I COMPUTER SCIENCE TEXTBOOK

Functions of a Textbook, Use of Textbook inside and outside the Classroom, Criteria for Evaluation of Computer Science Textbook – Selection of Content – Organization – Presentation – Verbal Communication – Visual Communication – Exercises – Physical Structure, Value of Computer Science Library – Digital Library – meaning, Function of Digital Library and its uses

UNIT-II: AUDIO-VISUAL AIDS IN TEACHING OF COMPUTER SCIENCE

Flanner Board – Chart – Flash Cards – Graph – Poster – Models - Diorama, Projected Aids – Hardware Demonstration - Filmstrip – slide – OHP sheet –, Computer – online clippings as aids, TV. Criteria for selection of appropriate teaching aids.

UNIT-III: CREATIVITY IN LEARNING

Creative Thinking in Computer science. Imagination – Significance – Sensation and Imagery – Types of Imagination – Nature – Characteristics – Nurturing and Stimulation of Creativity – Conditions that enhances Creativity

UNIT-IV: ASSIGNMENT

Aims – Types of assignments in Computer science (Preparatory, revision, study, remedial, Project, experience, problem, practice) – Individual assignments – Group assignments – Home assignments – Criteria of assignments – Procedure – significance – Teacher's role – Difficulties in the preparation – Advantages and Disadvantages

UNIT-V: RESEARCH IN COMPUTER SCIENCE EDUCATION

Need for Research in Computer science Education – Problem in Teaching Learning Process of Computer science – Outcomes of Research – Learning to Understand How Children Learn Computer science.

SUGGESTED ACTIVITIES

1. Analyze the computer science school text book and prepare the report.
2. Preparation of Multimedia instructional materials on Computer science
3. Drafting recent reports on the research findings of the Computer science Education.
4. Preparing assignments about the significance and limitations of various Social Networks

REFERENCE BOOKS:

1. Rao, P.V.S.,1981. Computer Programming, TMH, Delhi.
2. Roger Humt Hon Shelley,1975. Computers and Common Sense, Prentic Hall (India) Delhi.
3. Shied, Introduction to Computer Science, SCHAVM.
4. StanelyPogrow, Education in the Compute Age, Sage Publication, Delhi, 1993.
5. Steeven M. Rass, Basic Programming for Education, Pentic Hall, New York, 1990.
6. Jared Keengve, Grace Onchwari, James.N.Oigara,(2014),Promoting Active learning through Flipped Classroom model, US of America.
7. Robert.A.Reiser&Robert.M.Gagne, 1983. Selecting Media for Instruction, New Jersey.

COURSE OUTCOMES

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

CO1: Understand the nature of teaching Computer Science
CO2: Understand the need and role of science laboratory.
CO3: Practice activity-based Instruction concept like Role play, simulation, gaming and prioritizing
CO4: analyze different types of Educational Resources in Classroom learning.
CO5: enhance towards professional development

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1		L																
CO2			M															
CO3		S	M															
CO4				M														
CO5	S																	

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF ECONOMICS - II

Course Code: **ED 2236** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO 1: Recognize the Psychological Basis of Economics Teaching

CO 2: Acquaint the various Data resources.

CO 3: Know the importance of Economics and mother tongue

CO 4: Acquire knowledge about Education Technology in Economics.

CO 5: Comprehend in-depth ICT in Economics

UNIT- I PSYCHOLOGICAL BASIS OF ECONOMICS TEACHING

Psychological basis – introducing different topics – Motivating students – for different lesson in Economics – Development of different motivating skills.

UNIT- II DATA RESOURCES

Data Resources – Meaning - Need and importance – Data collection – Primary and Secondary data resources and Economics – Classification of data, Current research trends in Economics Education. Various journals available for Economics publications, Membership to various organizations related to Economics, Designing and implementing innovative approaches to teaching Economics –Economics Teacher as a Researcher

UNIT- III ECONOMICS AND MOTHER TONGUE

Economics in Mother tongue – Need and Importance - Prospects and Problems Of through Mother tongue – Practical suggestion teaching Economics through Mother tongue in electronic media.

UNIT- IV EDUCATION TECHNOLOGY IN ECONOMICS

Education Technology in Education – Programmed Instruction – Types – Advantages and Disadvantages. Introduction – Objective – Importance of teaching skills – Types of teaching skills – Class based teaching skill – Field based Teaching skills, Web learning, Utilization of Community Resources, Economics laboratory.

UNIT- V ICT IN ECONOMICS

Internet and its applications – Meaning – Working of Internet – e learning – Power point presentations - World Wide web – teleconferencing – Satellite – EDUSAT –QR code method – MOOC's – Swayam For Fast Track Learners

SUGGESTED ACTIVITIES

1. Explain the concept of psychology and economics with 3 examples.
2. Observe a student of your choice for one week and explain to what extent he/she isfollowing data collection resources.
3. Make an album of educational technology in Economics.

4. Make a lesson plan of your choice pertaining to the three levels of teaching.
5. Make a lesson plan for effective teaching in Economics.
6. Observe the class of ten experienced teachers and explain their types of Economics teaching.

REFERENCE BOOKS:

1. M.S. Bawa (ed), Teaching of Economics: Contemporary Methods and Strategies for secondary and senior secondary levels, Teachers Handbook, IASE, Dept, of Education, University of Delhi, Publication No. 13, Delhi, 1995
2. N. Hasan, Teachers' Manual in Economics, Regional College of Education (NCERT), Ajmer, 1970.
3. Mujibul Hasan Siddiqui, Teaching of Economics, Ashish Publishing House, New Delhi, 1993.
4. Srinivasan, M,V. Teaching Economics in India. New Delhi: NCERT

COURSE OUTCOME

CO1: Recognize the Psychological basis of motivation.

CO2: Compare the Primary data resources and Secondary data resources.

CO3: Summarize the Programmed Instruction.

CO4: Determine the various teaching Aids.

CO5: Generalize the Characteristic of internet and its applications.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1						M												
CO2															L			
CO3																		
CO4						S												
CO5		M								S								

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

PEDAGOGY OF COMMERCE & ACCOUNTANCY - II

Course Code: **ED 2237** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO 1: Practice Nature and scope of Commerce and Accountancy.
CO 2: Enable the geography and Law
CO 3: Encourage an Ethics and Values Contemporary Business Environment
CO 4: Develop an appreciation of the role of English in both academics and life.
CO 5: Develop National and commerce syllabus and textbooks.

UNIT - I NATURE OF COMMERCE & ACCOUNTANCY

Commerce & Accountancy Education: Evolution and Foundations, Historical and Socio-Political Context of Commerce & Accountancy Education Relationship of Commerce & Accountancy with business, trade, industry and economy: A Macro Perspective, Nature and scope of Commerce & Accountancy, emergence of Commerce & Accountancy as an independent discipline; Commerce & Accountancy in India; relationship of Commerce & Accountancy with other social science disciplines, acquisition of Commerce perspective to critically explore and question familiar Commerce & Accountancy reality; critical enquiry of the popular perception that Commerce & Accountancy is a non-utility subject; objectives of teaching Commerce & Accountancy as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts

UNIT - II UNDERSTANDING KNOWLEDGE IN COMMERCE & ACCOUNTANCY

Interrelationships within Commerce & Accountancy (Business Studies/ Management) Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law, Problem Solving Approach (PSA), Collaborative Learning Approach (CLA)

UNIT - III COMMERCE & ACCOUNTANCY AND SOCIETY UNDERSTANDING

Ethics and Values Contemporary Business Environment and Commerce & Accountancy Education, Dale's Cone of Experience- Using the Cone of Experience, Commerce & Accountancy and society relationship, Various business categories places, Current trends of business.

UNIT - IV COMMERCE & ACCOUNTANCY AS A SCHOOL SUBJECT

Place of Commerce & Accountancy in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position) Commerce Syllabus and Textbooks: Development and Organization Theory and Practice: Mending the Gaps in Commerce Curriculum

UNIT –V UNDERSTANDING COMMERCE & ACCOUNTANCY

Pedagogy Commerce & Accountancy Classroom: Processes and Challenges, Needs of Commerce & Accountancy learners: Andragogy/Pedagogy. Understanding Pedagogy in Business Studies: Specifics of Classroom Transaction.

REFERENCE BOOKS:

1. Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan Doctoral Thesis. University of Punjab, Lahore. Carmona, S., Ezzamel, M., Gutiérrez, F.(2004)
2. Cherunilam, F. (2000). Business Environment. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business) Dymoke, S. and Harrison, J. (Ed.) (2008)
3. Reflective Teaching and Learning. New Delhi: Sage. Chapter-4: Classroom Management Lal, J. (2002)
4. Accounting Theory. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory. Wadhwa, T. (2008)
5. Commerce Curriculum at Senior Secondary Level: Some Reflections. MERI Journal of Education. III (2), 52-59

COURSE OUTCOME

CO1: Examine the basic tenets of Commerce & Accountancy education.
CO2: Explore the interrelationship within Commerce & Accountancy.
CO3: Describe National policy on Ethics and Values Contemporary Business
CO4: Analyze the Commerce & Accountancy as a school subject.
CO5: Demonstrate Needs of Commerce & Accountancy learners.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1						M												
CO2								L										
CO3																		
CO4		L												M				
CO5															S			

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

சிறப்பு தமிழ் கற்பித்தல் -II

Course Code: **ED 2241** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

பாட வெளியீடு

பாட வெளியீடு 1: பேச்சு உறுப்புக்களின், தனித்தன்மையை அறிதல்.
பாட வெளியீடு 2: தாய்மொழி கற்பித்தலில் புதுமைகளை அறிந்து கொள்ளல்.
பாட வெளியீடு 3: மொழியை குறித்து பல்வேறு நபர்களின் கருத்துக்களை சேகரித்து ஒப்பிட்டு காணுதல்.
பாட வெளியீடு 4: பேச்சு தமிழிலுள்ள சிரமங்களை அடையாளம் கண்டு அவற்றை தீர்க்க முயற்சி எடுத்தல்.
பாட வெளியீடு 5: தேசிய இலக்குகளில் தாய் மொழிக்கு தரும் முக்கியத்துவத்தை உணர்தல்.

அலகு 1 பேச்சு உறுப்புக்கள்

பேச்சு உறுப்பு, ஒலியின் தோற்றம், உயிர் மற்றும் மெய் தோற்றம், உச்சரிப்பு – ஒலிகளின் வகைப்பாடு – அடிப்படை இலக்கணம், வாக்கியங்களின் பறிமாற்றம்.

அலகு 2: தமிழ் கற்பித்தலில் புதுமைகள்

தமிழ் கற்பித்தலின் புதுமை – தனி வேறுபாடுகள் - கற்பித்தல் நூட்பங்கள் - திட்டமிடப்பட்ட அறிவுறுத்தல் - மேற்பார்வையிடப்பட்ட ஆய்வு – வகுப்பறை கற்பித்தல் - தகுதிகள் மற்றும் குறைபாடுகள், தமிழில் முதல் கணினி.

அலகு 3: மொழி விமர்சனம்

மொழி விமர்சனம் - அடிப்படை கோட்பாடுகள் - வகைப்பாடு – வகைப்பாடு அடிப்படையில் நாடகங்கள் - விளக்கமளிக்கும் - பாரம்பரியம் அழகியல் - மதிப்பு அடிப்படையிலான வரலாற்று அடிப்படையிலான ஒப்பீட்டு பாராட்டு இலக்கிய விமர்சனத்தின் தேவை – ஆசிரியர்களின் பங்கு, உரையாசிரியர்களின் மொழிநடை, செய்யும் நயம் பாராட்டல்,

அலகு 4: பேச்சுத் தமிழில் உள்ள சிரமங்கள்

பேச்சுத் தமிழில் உள்ள சிரமங்கள். – வகைகள் - சரியான வார்த்தைகள் தெரியாமல் சரியான உச்சரிப்பு தெரியாமல் - வேறு அர்த்தம் தெரியாமல் எழுத்துப்பிழை மாறும்போது – சில எழுத்துப் பிழைகள் - உச்சரிப்பு மதிப்பெண்கள் - பயன்கள், இலக்கியக் கழகங்கள் - பேச்சாற்றல், பள்ளி இதழ்கள் - எழுத்தாற்றல், வட்டார வழக்கு, திருந்திய திராவிட மொழிகள், திருந்தாத திராவிட மொழிகள், நாநெகிழ் பயிற்சி, நாபிறழ் பயிற்சி.

அலகு 5: தேசிய இலக்குகள்

தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் இடையிலான உறவு – தாய்மொழியில் பாடத்திட்டம் - தேசியக்கல்விக் கொள்கையில் மொழிக்கல்வி – பாடத்திட்டம் கருத்துக்கள் - பள்ளி பாடத்திட்டத்திற்கும் கல்வி இலக்குகளுக்கும் இடையிலான உறவு. கலைக்கல்வி, பெண்கல்வி, மொழியின் சமூகப் பணிகள், மொழியும் பிற கலைகளும்.

நிரல் வெளியீடு

நிரல் வெளியீடு 1: பேச்சு உறுப்புகளின் தனித்தன்மையை அறிந்தோம்.
நிரல் வெளியீடு 2: கற்பித்தல் நுட்பங்களை தமிழ் பாடத்தில் எப்படி பயன்படுத்தலாம் என்பதை அறிதல்.

நிரல் வெளியீடு 3: வரலாற்று அடிப்படையிலான ஒப்பீடு ஏன் தேவை என்பதை கண்டறிந்தோம்.

நிரல் வெளியீடு 4: பேச்சுத் தமிழில் உள்ள சிரமங்களை மிகச்சுலபமாக தீர்க்க வழி அறிந்தோம்.

நிரல் வெளியீடு 5: தேசியக்கல்விக் கொள்கையில் மொழிக்கல்வியின் அவசியத்தை புரிந்துகொள்ளல்.

பரிந்துரை செயல்பாடுகள்

1. தமிழ் அறிஞர்களின் படங்களை வரைந்து வரச் செய்தல்.
2. தேசிய கல்விக்கொள்கை வலியுறுத்தியுள்ள தோட்டம் அமைத்தல், யோகா, உடற்பயிற்சி, கைவேலைப்பாடு போன்றவை மாணவர்களுக்கு அளித்தல்.
3. பாரதியார், பாரதிதாசன் கவிதைகளை ஒப்பீட்டு எழுதி வரச்செய்தல்.
4. கவிஞர்களைப் பற்றி பேச்சு போட்டி நடத்துதல்.
5. விழுமப் பதிவு சம்மந்தமாக ஓர் மனவரைப்படம் வரைந்து வரச் செய்தல்.

பார்வை நூல்கள்

1. நுண்ணிலைக் கற்பித்தல், வி. கணபதி, சாந்தா பப்ளி'ர்ஸ், சென்னை.
2. பைந்தமிழ் கற்பிக்கும் முறைகள், கு.பா.வேணுகோபால், சாரதா பதிப்பகம்.
3. தமிழ் இலக்கண இலக்கிய அறிமுகம், வி.கணபதி, சாந்தா பப்ளி'ர்ஸ், சென்னை.
4. ஆறுமுகநாலவர், நன்னூல், இலக்கண நூல்
5. பாடநூல்களில் தமிழ் இலக்கியத்தின் பங்கு – கு. விஜயா பப்ளி'ர்ஸ் , சென்னை -14 (2011)
6. பாடப்பொருள் மற்றும் தமிழ்க் கற்பித்தல், பேராசிரியர் வி. கணபதி மற்றும் பிறர். பப்ளி'ர்ஸ், சென்னை 14. (2013)

PO MAPPING

L – Low attainment level
M – Medium attainment level
S – Strong attainment level

Course Outcome	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO18
CO1			L												S			
CO2										S								
CO3																		
CO4					M													
CO5		,	M															

PEDAGOGY OF SPECIAL ENGLISH –II

Course Code: **ED 2242** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1 Appreciate the role and importance of language and a good English teacher.

CO2 Comprehend the Bruner's concept attainment model and Ausbel's advance organizer model.
CO3 Develops positive attitude towards teaching and learning of English.
CO4 Understand the application of linguistics on other related disciplines
CO5 Understand the concepts of Development and Analysis of Syllabus and Textual Materials

UNIT – I TEACHER AS A TRANSFORMER

Language - Concept – Meaning – Functions-Language as a means of communication – Language is arbitrary – Language is skill – language is social behavior-Principles of Language Teaching – Speech before writing-Formation – proper order and proportion-Mother Tongue Vs Second Language-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.

UNIT- II TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT–III FACTORS AFFECTING LANGUAGE LEARNING

Psychological factors affecting Language Learning – Attitude-Motives – Desires – Intelligence-Emotions – Readiness – Reward and Punishments. Sociological factors affecting Language learning – Home environment – School environment – Utility of the language.

UNIT-IV LINGUISTIC BEHAVIOR AND SYSTEM

Linguistic Behaviour— language as a rule governed behaviour and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; speech and writing. Linguistic system— the organisation of sounds; the structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Phonetics, Syntax and semantics; etc.

UNIT-V: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials and developing activities and tasks as per the differentiated needs of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism) Teacher as a researcher and facilitator — keeping in view the inclusive classroom.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.
2. Discuss in groups how the role of English language has changed in the 21st century.
3. On the basis of the English textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language & Gender (ii) Language & Values. Write a report on their reflection in the textbooks.
4. Prepare activities for listening, speaking, reading and writing. (5 Each)
5. Prepare 3 activities to develop the reading skills of class VI students.
6. Prepare an outline for a school magazine.
7. Select any ten questions from the class VI English textbook which lend scope to the creativity of the learners.

REFERENCE BOOKS:

1. Larsen-Freeman, Diane (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
2. National Curriculum Framework 2005; NCERT, December 2005.
3. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
4. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
5. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
6. Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
7. Samajh ka Madhyum, National Council of Educational Research and Training, New Delhi 2009.
8. Source Book on Assessment for Classed I-V, Language English, NCERT, October 2008.
9. Learning Indicators till the Elementary Stage, National Council of Educational Research and Training, New Delhi 2015.
10. Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English, National Council of Educational Research and Training, New Delhi 2015.

COURSE OUTCOME

CO1: Evaluate student progress in learning the subject content and mastering the related competencies.

CO2: Encourage higher-order thought in their students by building up from lower level cognitive skills.

CO3: Students can read and understand any text in English listening to the inputs given by the teacher in the classroom.

CO4: Understand the factors that greatly influence someone in the process of his or her second language acquisition.

CO 5: Develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1	S														S			
CO2			S															
CO3																L		
CO4																	M	
CO5								S										

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

PEDAGOGY OF SPECIAL SANSKRIT – II

Course Code: **ED 2243** Credit: **5**

Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES:-पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूप- वैशिष्ट्यप्रयोगान्, पाठ्यचर्यायां संस्कृतस्यस्थानञ्चअवगच्छन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेप्रयोगेचसामर्थ्यप्राप्नुवन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धञ्च अवगच्छन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितान् विविधोपागमान् विधीन्प्रविधिश्य अवगच्छन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियाणां भूमिकाम् अवगच्छन्ति।

पाठ्यक्रमांशाः

UNIT-I व्याकरणशास्त्रशिक्षणम्

1. व्याकरणशिक्षणस्य महत्वम् ।
2. व्याकरणस्य परम्पराक्रमः वर्णविचारश्च।
3. व्याकरणशिक्षणे प्रणाल्यः।
4. व्याकरणशिक्षणम्, विधयश्च

UNIT-II साहित्यशास्त्रशिक्षणम् ।

1. साहित्यशास्त्रस्य परिचयः।
2. पद्य-गद्य-नाटक-चम्पूकाव्यादीनां परिचयः।
3. काव्यशिक्षणस्य स्वरूपम्, परिभाषा, उद्देश्यानि।
4. साहित्यशास्त्रस्य शिक्षणविधयः- परम्परागतविधिः आधुनिकविशिश्च।

UNIT-III ज्योतिषशास्त्रशिक्षणम्

1. ज्योतिषशास्त्रस्य परिचयः ।
2. होरा(जातकशास्त्रम्)
3. सिद्धान्तशास्त्रम्- संहिताशास्त्रम्, प्रश्नशास्त्रम्
4. ज्योतिषशिक्षणस्य विधयः

UNIT-IV दर्शनशास्त्रशिक्षणम्।

1. दर्शनशात्रस्य परिचयः
2. दर्शनशात्रस्य प्रकाराः
3. आस्तिक-नास्तिकदर्शनानां परिचयः
4. दर्शनशिक्षणविधयः

UNIT-V विविधपाठ्ययोजना ।

1. गद्यपाठ्ययोजना
2. पद्यपाठ्ययोजना
3. नाटकपाठ्ययोजना
4. व्याकरणपाठ्ययोजना

क्रियाकलापाः-

1. श्रवणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु श्रवणदोषाः तन्निवारणोपायाः,श्रवणसंवर्धनोपायाश्च ।
2. भाषणम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु भाषणदोषाः तन्निवारणोपायाः,भाषणसंवर्धनोपायाश्च ।
3. उच्चारणम्- महत्त्वं, स्थानप्रयत्नयोः ज्ञानम्, उच्चारणदोषाः,तन्निवारणोपायाश्च ।
4. पठनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु पठनदोषाः तन्निवारणोपायाः, पठनसंवर्धनोपायाश्च ।
5. लेखनम् - महत्त्वं, प्रयोजनानि, प्रकाराः, विविधस्तरेषु लेखनदोषाःतन्निवारणोपायाः,लेखनसंवर्धनोपायाश्च ।

सन्दर्भग्रन्थाः-

1. डा. उदयशङ्कर झा : चौखम्बा सुरभारती प्रकाशन,संस्कृतशिक्षणम् (शास्त्रशिक्षणसहितम्),वाराणसी।
2. के साम्बशिवमूर्ति : संस्कृतशिक्षणम् दीपशिखा प्रकाशन, जयपुर ।
3. .सन्तोष मित्तल: संस्कृतशिक्षणम् ।
4. के. नलचक्रवर्ती: संस्कृतशिक्षणम् ।
5. सिहेच्. एल्. एन्. शर्मा, फतेह सिंह : संस्कृतशिक्षणं नवीनप्रविधयश्च ।
6. डा. वि. मुरलीधरशर्मा: संस्कृतशिक्षणसमस्याः ।
7. विश्वासः कौशलबोधिनी, संस्कृत भारती, दिल्ली।
8. रामशकल पाण्डेय:संस्कृतशिक्षणम् ।
9. रघुनाथ सफाया: संस्कृत शिक्षण, हरियाणा ग्रन्थ अकादमी, 1997 I
10. सीताराम चतुर्वेदी : संस्कृतशिक्षणम् ।
11. इन्दिराचरण पाण्डेय: संस्कृत शिक्षण समीक्षण,सम्पूर्णानन्दसंस्कृतविश्वविद्यालय, वाराणसी।

COURSE OUTCOME:-पाठ्यांशस्यास्य अधिगमनेन छात्राध्यापकाः

1. संस्कृतभाषायाः स्वरूपवैशिष्ट्यज्ञाने , पाठ्यचर्यायां च दक्षाः भविष्यन्ति।
2. संस्कृतशिक्षणस्यसिद्धान्तानांसूत्राणाञ्चअवगमनेतेषां प्रयोगेचसमर्थाःभविष्यन्ति।
3. संस्कृतभाषायाम् अधिकारसम्पादनाय अपेक्षितकौशलानितदन्तः सम्बन्धस्योपरि ज्ञानं प्राप्नुवन्ति।
4. सफलसंस्कृताध्यापनाय अपेक्षितेषु विविधोपागमेषु विधी-प्रविधिषु चनिपुणाः भविष्यन्ति।
5. संस्कृतभाषाविकासाय विभिन्नपाठ्यसहगामिक्रियासुदक्षाः भविष्यन्ति।

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1															S			
CO2															S			
CO3				S														
CO4			M															
CO5																S		

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

PEDAGOGY OF SPECIAL HINDI – II

Course code**: ED 2244** Credits**:-5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES:

इस पाठ्यांश के उद्देश्य निम्नप्रकार से हैं :

1. हिंदी भाषा से संबंधित विविध पाठ्यांश निर्माण पद्धतियों के बारे में जानकारी देना।
2. हिंदी पाठन-पठन को वास्तविक कक्षा स्थितियों जैसे स्मार्टरूम इत्यादि के परिप्रेक्ष्य में समझाना।
3. हिंदी एवं भाषा प्रौद्योगिकी के पारस्परिक संबंधों की जानकारी प्रदान करना।
4. यह समझाना कि कंप्यूटरीय भाषाविज्ञान के सैद्धांतिक सूत्रों के आधार पर हिंदी भाषा एवं साहित्य का शिक्षण कैसे हो।
5. हिंदी के अध्यापक-छात्रों को हिंदी एवं अन्य भाषाओं के बीच कार्य करने के लिए संसिद्ध कराना ।

UNIT I

1. शब्दावली शिक्षण, अध्ययन और संदर्भ कौशल
2. शब्दावली वस्तुओं का चयन - शब्दावली सिखाने की तकनीक
3. शब्दावली प्राप्त करना - सक्रिय-निष्क्रिय शब्दावली –
4. संदर्भ कौशल सिखाने की तकनीक: शब्दकोश, थिसॉरस, विश्वकोश और ग्रंथ सूची
5. . शिक्षण और अध्ययन कौशल की तकनीक: नोट बनाना / नोट लेना / माइंड मैपिंग / ब्रेन स्टोर्मिंग.

UNIT II

1. हिंदी भाषा शिक्षणार्थ शिक्षण अधिगम सामग्री
2. हिंदी भाषा शिक्षणार्थ पाठ्य-सहगामी क्रियाएँ
3. हिंदी भाषा एवं मशीनी अनुवाद
4. हिंदी पठन पाठन में छात्रों के द्वारा सामान्य गलतियाँ : तमिलनाडु के विशेष संदर्भ में
5. हिंदी अनुवाद में गलतियाँ तथा हिंदी छात्रों की गलतियाँ : एक सामान्य तुलनात्मक अध्ययन

UNIT III

1. हिंदी भाषा शिक्षण एवं भाषा प्रौद्योगिकी : सामान्य परिचय
2. हिंदी पठन-पाठन तथा सूचना युग : स्मार्ट क्लासरूम के विशेष संदर्भ में
3. सूचना एवं प्रौद्योगिकी संसाधनों का सामान्य परिचय
4. हिंदी पठन पाठन में छात्रों के द्वारा सामान्य गलतियाँ : तमिलनाडु के विशेष संदर्भ में
5. हिंदी अनुवाद में गलतियाँ तथा हिंदी छात्रों की गलतियाँ : एक सामान्य तुलनात्मक अध्ययन

UNIT IV

1. हिंदी भाषा शिक्षण में सूचना एवं तकनीकी का उपयोग : सामान्य परिचय
2. भाषा शिक्षण एवं अधिगम हेतु सूचना एवं संप्रेषण तकनीकी संसाधन (टंकण इत्यादि)

3. भाषा शिक्षण एवं अधिगम हेतु सूचना एवं संप्रेषण तकनीकी संसाधनओं का उपयोग: लाभ एवं सीमाएँ
4. भाषा शिक्षण एवं कंप्यूटर तथा इंटरनेट का उपयोग : हिंदी अध्यापन के विशेष संदर्भ में
5. . हिंदी एवं मशीन अनुवाद के विविध संसाधन : हिंदी अध्यापन के केंद्र में

UNIT V

1. हिंदी साहित्य शिक्षण में सूचना एवं तकनीकी का उपयोग : सामान्य परिचय
2. उपन्यास एवं काव्य का शिक्षण तथा सूचना और संचार तकनीकी संसाधनों का प्रयोग
3. नाटक एवं कहानी का शिक्षण तथा सूचना और संचार तकनीकी संसाधनों का प्रयोग
4. हिंदी और सोशल मीडिया का उपयोग : अध्यापन के विशेष संदर्भ में
5. हिंदी शिक्षण एवं डिजिटल संसाधनों का उपयोग : पीपीटी एवं पॉडकॉस्ट के विशेष संदर्भ में

SUGGESTED ACTIVITIES:

1. राजभाषा विभाग के वेबपेज में जाकर हिंदी अनुवाद पर हो रहे कार्यों पर एक टिप्पणी लिखें।
2. गूगल अनुवाद में हिंदी और अंग्रेजी से संबंधित गलत प्रयोग कैसे बनते हैं? एक सारणी के रूप में लिखकर लायें।
3. गूगल अनुवाद में हिंदी और अपनी मातृभाषा (तमिल, तेलुगु आदि) से संबंधित गलत प्रयोग कैसे बनते हैं? एक सारणी के रूप में लिखकर लायें।
4. अपनी मातृभाषा/ अंग्रेजी अथवा संस्कृत से हिंदी में गूगल का अनुवाद करके लायें और उसे कक्षा में पढें।
5. भाषा शिक्षण और इंटरनेट के उपयोग पर एक निबंध लिखकर लाये।
6. कवितासमय.कॉम तथा हिंदी कहानी.कॉम वेबसाइटों में हिंदी साहित्य की उपलब्धता पर लघु भाषण दें।

REFERENCES BOOKS:

1. Creative Writing and Translation, National Council of Educational Research and Training, New Delhi 2010.
2. Samajh ka Madhyam, National Council of Educational Research and Training, New Delhi 2009.
3. FOLDOC : Free online dictionary of Computing https://foldoc.org/
4. भाषा शिक्षण एवं इंटरनेट सूचना युग में हिंदी शिक्षण एवं परीक्षण समस्याएँ, टेकचन्द, सं. एम. बालकुमार- 2013
5. वर्शौर, एम. ऐण्ड लिआव, एम. एमवजांग टेक्नोलॉजीज फॉर ऑटोनोमस लैंग्वेज लर्निंग स्टडीज इन सेलफ-एक्सेस लवनांग जनरल, 2(3), पीपी. 107-118 (2011).
6. बघेला, हेतसिंह, हिन्दी शिक्षण, यूनिवर्सिटी पब्लिकेशन्स, जयपुर (2011)
7. पाण्डेय, रामशकल हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा (2009)
8. हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा (2014)

COURSE OUTCOME:

इस पाठ्यांश के समाप्त करने के उपरांत अध्यापक-छात्र :

1. हिंदी अधिगम की पाठ्य-सामग्री और पद्धति की संकल्पनाओं, नियमों और प्रक्रियाओं को समझ सकते हैं।

2. हिंदी पाठन-ज्ञान को वास्तविक कक्षा स्थितियों में लागू कर सकते हैं।
3. हिंदी एवं भाषा प्रौद्योगिकी के पारस्परिक संबंधों की जानकारी प्राप्त कर सकते हैं।
4. हिंदी और सोशल मीडिया के उपयोग की सामान्य जानकारी अर्जित कर सकते हैं।
5. हिंदी एवं अन्य भाषाओं के बीच कार्य करने के प्रति सकारात्मक दृष्टिकोण विकसित करते हैं।

PO Mapping

	PROGRAM OUTCOME																	
Course Outcome	**PO 1**	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**	**PO 9**	**PO 10**	**PO 11**	**PO 12**	**PO 13**	**PO 14**	**PO 15**	**PO 16**	**PO 17**	**PO 18**
CO1																S		
CO2													S					
CO3							M											
CO4																M		
CO5											M							

M- Medium Attainment Level
L - Low Attainment Level
S- Strong Attainment Level

PEDAGOGY OF MATHEMATICS – II

Course code: **ED 2245** Credit: **5**
Lecture: **80Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES:

CO1: To understand pedagogical analysis and teaching models
CO2: To realize the importance of curriculum development in Mathematics and identify the principles and steps in curriculum construction.
CO3: To identify the uses of different resources in teaching Mathematics.
CO4: To recognize the qualities, competencies and commitments expected from a good Mathematics teacher.
CO5: To construct achievement test, evaluate the progress of pupils and to develop statistical skills to interpret the test results.

UNIT I: PEDAGOGICAL ANALYSIS AND TEACHING MODELS

Pedagogical shift from Mathematics as a body of fixed knowledge to process of construction of knowledge, Critical pedagogy: Meaning- foster independent thinking through critical pedagogy, Interaction analysis: Flander- Galloway, Bloom's mastery learning, Skinner's operant conditioning, Bruners Concept attainment, Ausubel's Advance organizer, Glaser's basic teaching, Byron Massials, Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT II: CURRICULAR REFORMS IN MATHEMATICS

Curriculum: Definition and concept, Principles of curriculum construction and organization, Approaches to curriculum organization: psychological-logical-unitary-integrated-topical-spiral, Critical evaluation of Mathematics syllabus at the secondary stage – Overview on Tamil Nadu State Board, CBSE and ICSE syllabi - Current Trends in Mathematics Curriculum. Recommendations on Mathematics curriculum: Kothari commission- NPE 86- NCF 2005-NPE-2020.

UNIT III: RESOURCES FOR TEACHING MATHEMATICS

Mathematics Textbook: Need and qualities of good mathematics textbook, Mathematics club: Functions-Organisation and activities, Field trip, Mathematics laboratory: Need, Material and equipment's, Mathematics Fair: Functions-organization and activities, Mathematics journal, National Council of Teachers of Mathematics (NCTM)
E-Resources: ICT and multimedia resources for teaching mathematics – Educational Blogs - Open learning resources.

UNIT IV: ESSENTIAL SKILLS FOR A GLOBAL COMPETENT MATHEMATICS TEACHER

Qualities of a good Mathematics teacher- Professional growth of Mathematics teacher, pre-service and in-service courses and initiatives, Promoting culturally inclusive classroom environment - Developing speed and accuracy in Mathematics, Developing and maintaining interest in mathematics - Classroom Management, Essential Skills for a Mathematics Teacher

(Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Meta cognitive skills, Research skills, interrogative questioning, Techno-pedagogic skills, Current research trends in Mathematics Education, Various journals available for Mathematics publications, Membership to various organizations related to Mathematics Designing and implementing innovative approaches to teaching Mathematics-Mathematics Teacher as a Researcher.

UNIT V: EVALUATION IN MATHEMATICS

Measurement, Meaning and Purpose of Evaluation-Criteria of a good test-Diagnostic test, Prognostic tests, Construction of Achievement test - design, blueprint, marking scheme - question wise analysis, Concept of CCE - Statistical Interpretation of Scores - Measures of central tendency, Measures of dispersion, Skewness, Kurtosis, Normality, Correlation and Rank correlation -Graphical representation of score.

SUGGESTED ACTIVITIES:

1. Analyze objectively the IX class text book of Mathematics and compare it with the IX class text book prescribed by CBSE Board.
2. Organize a Mathematics club in your School and list out the activities you wish to conduct.
3. Organize a Mathematics fair in your School and list out the activities you wish to conduct.
4. Organize a Mathematics laboratory in your School and list out the activities you wish to conduct.
5. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
6. Prepare an Achievement test for a unit in IX class Mathematics text book.
7. Prepare a blueprint for 25 marks in IX class Mathematics text book.

REFERENCE BOOKS:

1. Aggarwal, J. C. (2008). Teaching of mathematics. UP: Vikas Publishing House Pvt Ltd.
2. Bagyanathan, D. (2007). Teaching of Mathematics. Chennai: Tamil Nadu Textbook Society.
3. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
4. Boyer Carl, B. (1969). A History of Mathematics. Wiley, New York.
5. Mangal, S.K., & Mangal,S.(2005). Essentials of educational technology and management. Meerut: loyal book depot.
6. James Anice (2005). Teaching of Mathematics. Neelkamal Publications.
7. Joyce & Well. (2004). Models of teaching, U.K: Prentice hall of India.
8. Siddhu K.S: Methodology of Teaching Mathematics.
9. Siddizui, M. H. (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.

10. Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers private ltd.
11. Chambers, P. (2010). Teaching Mathematics: Developing as a Reflective Secondary Teacher, SAGE. New Delhi
12. NCERT (2012). Pedagogy of Mathematics, New Delhi: NCERT.

COURSE OUTCOMES:

At the end of this course the student teacher shall be able to:

CO 1: Utilize pedagogical analysis and teaching models in Mathematics classroom.
CO 2: Realize the importance of curriculum development in Mathematics and identify the Principles and steps in curriculum construction.
CO 3: Apply different equipment's and resources in teaching Mathematics.
CO 4: Recognize the qualities, competencies and commitments of a Mathematics teacher.
CO 5: Construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results.

PO Mapping

Course Outcome	**PROGRAM OUTCOME**																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**P18**
CO1						S												
CO2			**S**															
CO3										S								
CO4	S																	
CO5																S		

L – Low attainment level
M – Medium attainment level
S – Strong attainment level

PEDAGOGY OF PHYSICAL SCIENCE – II

Course Code: **ED 2246** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1**:** Understand the Pedagogical shift and analysis methods
CO2: Recognize learning of physical science as a lifelong learning
CO3: Select appropriate learning resources for physical science teaching and learning.
CO4 Explore various assessment strategies for evaluating learning in Physical science.
CO5: Explore various professional development opportunities.

UNIT-I PEDAGOGICAL SHIFT AND ANALYSIS

Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum, and planning teaching -learning experiences (taking examples from science/ Physics/ Chemistry, such as Solutions, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.).Interaction analysis- Flander, Galloway.

UNIT-II: PHYSICAL SCIENCE AS A RECURRENT LEARNING

Meaning and justification of recurrent learning; Characteristics of a recurrent learner and fostering these qualities in students by engaging them in a range of science, physics, and chemistry teaching-learning activities. Lifelong learning by stimulating creativity and inventiveness in science – debate, discussion, drama, poster making, visit to various places, science club, celebrating specific days, field visits, science exhibitions: benefits and objectives, evaluation of exhibits, exploring linkages with district/ state/ central agencies.

UNIT-III LEARNING RESOURCES IN PHYSICAL SCIENCE

Print resources: science Textbook as a learning resource, Evaluation of NCERT/State science text books using relevant criteria, characteristics of teachers handbooks, resource books, laboratory manuals, science journals and magazines, encyclopedia- Developing and using resources such as charts, models, science kits, posters, science parks. Science laboratories: designing, management, and safe practices- Making low-cost equipment from locally available resources, using the immediate environment and the community resources for teaching of physical science. ICT integration in physical science teaching: websites, videos, games, simulations, mobile apps, presentations, OER, interactive multimedia resources, e-books, podcasts, digital concept maps, and digital graphics; different forms of ICT and its application in science education

UNIT-IV LEARNINGASSESSMENT IN PHYSICAL SCIENCES

Analysis of Learning standards in science – comparison of Indian (Learning outcomes) and international learning standards in science- Process and product assessment in Physical Sciences - Performance Assessment criteria in assessing projects, experiments, group work, and individual activities in physical science. Continuous assessment in physical science and the role of a science teacher in providing feedback and remediation. - Application of various tools and techniques that can be used to assess learning in physical science - Diagnosing learning difficulties and misconceptions in Physical Science. Construction of a unit test in physical science using different types of test items, weightage, table of specifications, and scoring key - Assessment of practical skills in physical science- Use of ICT in assessing Physical science - Developing and maintaining student portfolio in physical science.

UNIT-V PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

Professional competencies of a physical science teacher-Need for updating content and pedagogical competencies, pre-service and in-service courses and initiatives, agencies to nurture the best teachers, and NCERT activities for teachers. Participation in science fairs, exhibitions, and science club activities - Planning contextual activities- celebration of science day, birthdays of great physicists and chemists, seminars, conferences, online sharing, distance learning, membership to organizations- NSTA, IPA, IAPT, Indian Chemical Society, and INSC. NCERT publications and journals. Meaning, nature, scope, designing and implementing innovative approaches to teaching science- Teacher as a Researcher.

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Science/Physics/Chemistry
2. Prepare laboratory instructional cards for any two experiments of your choice.
3. Plan and organize science club in your institution and list out the activities you wish to conduct fortnightly.
4. Planning and conducting any two practical classes in Physical Science and maintain a record of practical work.
5. Preparation of unit test question paper for a unit in Physical Sciences.
6. Give a group work to the students and assess their performance individually by adopting objective procedures.
7. Give two assignments to your students and how do you assess the performance of the students electronically?
8. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

REFERENCE BOOKS:

1. Pedagogy of Physical Science, Text book for B.Ed, Part I, NCERT
2. Pedagogy of Physical Science, Text book for B.Ed, Part II, NCERT
3. National Curriculum Framework 2005, NCERT, New Delhi.

4. Steve Alsop, Keith Hicks (2007). Teaching Science: A Handbook for Primary and Secondary School Teachers, Kogan Page, New Delhi.
5. Judith Bennett (2003) Teaching and Learning Science: A guide to recent research and its applications, Continuum, London.
6. Robin Millar (1984) Doing Science: Images of Science in Science Education, The Falmer Press, London.
7. State Textbook in Physics and Chemistry for classes VIII, IX and X.
8. Nathan S Washton (1967). Teaching Science Creatively, Saunders Company, London.
9. School Science Review, the Association for School Education, College Lane, Hatfield, Hertfordshire, AL 109 AA, UK.
10. Physics Teacher, American Association of Physics Teachers, Department of Physics and Astronomy, University of Maryland, College Park, MO 20742.
11. Columbus Ohio. 11. Ralph Martin, Colleen Sexton, Kay Wagner, Jack Gerlovich (2000) Science for All Children: Methods for Constructing Understanding, Allyn and Bacon, London.

COURSE OUTCOME

At the end of this course, a student–teacher shall be able to

CO1: Analyze the importance of pedagogical shift.
CO2: Understand the learning of physical science as a lifelong learning
CO3: Analyze and employ the learning resources for teaching physical science
CO4: Practice various types of evaluation
CO5: Acquire various competencies through professional development programs.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						S									S			
CO2				L														
CO3							M											
CO4																		S
CO5	L																	

L – Low attainment level
M – Medium attainment level
S – Strong attainment level

PEDAGOGY OF BIOLOGICAL SCIENCE – II

Course Code: **ED 2247** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1**:** Understand the Pedagogical shift and analysis methods
CO2: Recognize learning of biological science as a lifelong learning
CO3: Select appropriate learning resource for biological science teaching and learning.
CO4: Explore various assessment strategies for evaluating learning in biological science.
CO5: Explore various professional development opportunities.

UNIT-I PEDAGOGICAL SHIFT AND ANALYSIS

Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum, and planning teaching -learning experiences (taking examples from science/ Biology).Interaction analysis- Flander, Galloway.

UNIT-II: BIOLOGICAL SCIENCE AS A RECURRENT LEARNING

Meaning and justification of recurrent learning; Characteristics of a recurrent learner and fostering these qualities in students by engaging them in a range of science, botany, and zoology teaching-learning activities. Lifelong learning by stimulating creativity and inventiveness in science – debate, discussion, drama, poster making, visit to various places, science club, celebrating specific days, field visits, science exhibitions: benefits and objectives, evaluation of exhibits, exploring linkages with district/ state/ central agencies.

UNIT-III LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Textbook as a learning resource, Handbooks, Teacher Resource books, laboratory manuals, Encyclopedia. Developing and using Charts, models, science kits posters, worksheets, museum, botanical garden, national parks, aquaria, and herbarium. Specimens – collection and preservation methods. Preparation of slides. Science laboratories: designing, management, and safe practices. Making low-cost equipment from locally available resources, using the immediate environment and the community resources for teaching of biological science. Developing and using digital resources: websites, videos, games, simulations, mobile apps, presentations, OER, interactive multimedia resources, e-books, podcasts, digital concept maps, and digital graphics.

UNIT-IV LEARNING ASSESSMENT IN BIOLOGICAL SCIENCES

Analysis of Learning standards in science – comparison of Indian (Learning outcomes) and international learning standards in science- Process and product assessment in biological sciences - Performance Assessment criteria in assessing projects, experiments, group work, and individual activities in biological science. Continuous assessment in biological science

and the role of a science teacher in providing feedback and remediation. - Application of various tools and techniques that can be used to assess learning in biological science - Diagnosing learning difficulties and misconceptions in biological science. Construction of a unit test in biological science using different types of test items, weightage, table of specifications, and scoring key - Assessment of practical skills in biological science- Use of ICT in assessing biological science - Developing and maintaining student portfolio in biological science.

UNIT-V PROFESSIONAL DEVELOPMENT OF BIOLOGICAL SCIENCE TEACHER

Professional competencies of a biology teacher need for updating content and pedagogical competencies. Various in-service courses and agencies available for biology teachers to develop their professional competencies. Professional development activities: seminars, conferences, online and offline courses, teacher exchange programs, competitions, publications, development of teaching portfolio. Role of professional associations in professional development. Developing professional competencies in dealing with gender issues, equity and inclusion, ethical issues, environmental issues, human health and population. Action research, reflection and evidence-based practice in science teaching. Importance of self-directed professional development. Teacher leadership: using transformative pedagogical practices

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Science/Biology
2. Prepare laboratory instructional cards for any two experiments of your choice.
3. Plan and organize science club in your institution and list out the activities you wish to conduct fortnightly.
4. Planning and conducting any two practical classes in biological science and maintain a record of practical work.
5. Preparation of unit test question paper for a unit in biological sciences.
6. Give a group work to the students and assess their performance individually by adopting objective procedures.
7. Give two assignments to your students and how do you assess the performance of the students electronically?
8. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

REFERENCE BOOKS

1. Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karan paper backs, New Delhi. 2. Ahmed J. (2011). Teaching of Biological Science. New Delhi:PHI Learning Pvt. Ltd.
2. Chikara. M.S and S.Sarma (1985), Teaching of Biology, Ludhiana, Prakash Brothers.
3. Edigar, Marlow and D.B. Rao (1966) Teaching Science Successfully, New Delhi
4. Jenkins, E. W. (1997). Innovations in science and technology education. (Vol.VI), Paris: UNESCO.

5. Karla, R.M. (1976) Innovation in Science Teaching, New Delhi, Oxford & IBH Publishing Co.
6. Karthwohl, David R.Ed (1984): Taxonomy of Education Objectives, Handbook II – Affective Domain, New York, David McKay.
7. Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahmadabad: Sahitya Mudranalaya.
8. Patton, M.Q. (1980). Qualitative evaluation methods. New Delhi: Sage Publications. 25. Saunders, H. N. (1967). The teaching of general science in tropical secondary school. London: Oxford University Press.
9. Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.

COURSE OUTCOME

At the end of this course, a student–teacher shall be able to

CO1: analyze the importance of pedagogical shift.
CO2: understand the learning of biological science as a lifelong learning
CO3: analyze and employ the learning resources for teaching biological science
CO4: practice various types of evaluation
CO5: acquire various competencies through professional development programs.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**P18**
CO1	L																	
CO2						S												
CO3		S																
CO4								S										
CO5																	S	

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

PEDAGOGY OF COMPUTER SCIENCE – II

Course code: **ED 2248** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES:

CO1: To understand pedagogical analysis and teaching models
CO2: To realize the importance of curriculum development in Computer Science and identifies the principles and steps in curriculum construction.
CO3: To identify the uses of different resources in teaching Computer Science.
CO4: To recognize the qualities, competencies and commitments expected from a good Computer Science teacher.
CO5: To construct achievement test, evaluate the progress of pupils and to develop statistical skills to interpret the test results.

UNIT I: PEDAGOGICAL ANALYSIS AND TEACHING MODELS

Pedagogical shift from Computer Science a body of fixed knowledge to process of construction of knowledge, Critical pedagogy: Meaning- foster independent thinking through critical pedagogy, Interaction analysis: Flander- Galloway, Bloom's mastery learning, Skinner's operant conditioning, Bruner's Concept attainment, Ausubel's Advance organizer, Glaser's basic teaching, Byron Massials, Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT II: CURRICULAR REFORMS IN COMPUTER SCIENCE

Curriculum: Definition and concept, Principles of Curriculum construction and organization, Approaches to curriculum organization: psychological-logical-unitary-integrated-topical- spiral, Critical evaluation of Computer Science syllabus at the secondary stage – Overview on Tamil Nadu State Board, CBSE and ICSE syllabi - Current Trends in Computer Science Curriculum. Recommendations on Computer Science curriculum: Kothari commission- NPE 86- NCF 2005- NPE-2020.

UNIT III: RESOURCES FOR TEACHING COMPUTER SCIENCE

Computer Science Textbook: Need and qualities of good Computer Science textbook, Computer Science club: Functions-Organization and activities, Field trip, Computer Science laboratory: Need, Material and equipments, Computer Science journal, E-Resources: ICT and multimedia resources for teaching Computer Science– Educational Blogs - Open learning resources.

UNIT IV: ESSENTIAL SKILLS FOR A GLOBAL COMPETENT COMPUTER SCIENCE TEACHER

Qualities of a good Computer Science teacher- Professional growth of Computer Science teacher, pre-service and in-service courses and initiatives, Promoting culturally inclusive

classroom environment , Developing and maintaining interest in Computer Science- Classroom Management, Essential Skills for a Computer Science Teacher (Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Meta cognitive skills, Research skills, interrogative questioning, Techno-pedagogic skills, Current research trends in Computer Science Education, Various journals available for Computer Science publications, Membership to various organizations related to Computer Science, Designing and implementing innovative approaches to teaching Computer Science- Computer Science Teacher as a Researcher.

UNIT V: EVALUATION IN COMPUTER SCIENCE

Measurement, Meaning and Purpose of Evaluation-Criteria of a good test-Diagnostic test, Prognostic tests, Construction of Achievement test - design, blueprint, marking scheme - question wise analysis, Concept of CCE - Statistical Interpretation of Scores - Measures of central tendency, Measures of dispersion, Skewness, Kurtosis, Normality, Correlation and Rank correlation -Graphical representation of score.

SUGGESTED ACTIVITIES:

1. Analyze objectively the XI class text book of Computer Science and compare it with the IX class text book prescribed by CBSE Board.
2. Organize a Computer Science club in your School and list out the activities you wish to conduct.
3. Organize a Computer Science laboratory in your School and list out the activities you wish to conduct.
4. List ten teaching aids which you wish to procure for your Computer Science lab for teaching effectively to the students of your class.
5. Suggest some improvements in the present curriculum in vogue for secondary school education (VIII to X) in the State of Tamil Nadu.
8. Prepare an Achievement test for a unit in XI class Computer Science text book.
6. Prepare a blueprint for 25 marks in XI class Computer Science text book.

REFERENCE BOOKS

1. Chryatalla Mousa, Aman Yadav, Anne Ottenbreit-Leftwich (2021) Preparing pre-service teachers to teach Computer Science: Models. Practices and policies, Information Age publishing.
2. Mohanty, L (2006). ICT strategies for Schools. New Delhi. Sage publication.
3. N R SwaroopSaxena, Dr. Navneet Kumar Singh (2016) Principles and methods of Teaching, R.Lall Book depot.
4. Nortan, P (1998), Introduction to Computer. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
5. Orit Hazzan, Tamil Lapidot, Noa Ragonis (2014) Guide to Teaching Computer science: An activity-based approachsecond edition, Springer.
6. Vinay Bharti (Latest edition) Pedagogy of Computer science, Laxmi Book Depot.

COURSE OUTCOME:

At the end of this course the student teacher shall be able to:

CO 1: Utilize pedagogical analysis and teaching models in Computer Science classroom
CO 2: Realize the importance of curriculum development in Computer Science and identify the Principles and steps in curriculum construction.
CO 3: Apply different equipment's and resources in teaching Computer Science
CO 4: Recognize the qualities, competencies and commitments of a Computer Science teacher.
CO 5: Construct achievement test to evaluate the progress of pupils and to develop statistical Skills to interpret the test results .

PO MAPPING

Course Outcome	**PROGRAM OUTCOME**																	
	PO 1	**PO 2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO 11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						S												
CO2			**S**															
CO3									S									
CO4	S																	
CO5																S		

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

PEDAGOGY OF HISTORY– II

Course Code: **ED 2249** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES

CO1. Explore the Paradigm and their related concepts.
CO2. Develop various teaching models in History.
CO3. Define activity based teaching.
CO4: Use community resources in teaching History.
CO5. Differentiate evaluation tools and their importance.

UNIT I: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy - Need and its implications in Teacher Education, Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models - Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting) - Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synectics models, Skinner's Operant Conditioning Teaching Model.

UNIT III: ACTIVITY BASED TEACHING

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming exercises - Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Symposium, and Brain Storming.

UNIT IV: COMMUNITY RESOURCES AND LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, and History Learning Resources: Importance and Utilization of Resources in Teaching History - History Club and its activities, Museum Library, Newspapers and Magazines- Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT V: EVALUATION OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation - Standardization of Test, Principles and steps involved in the construction of achievement test of history– Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

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SUGGESTED ACTIVITIES

1. Teacher invited talk on Community Resources and learning.
2. Student's seminar on Need & Significance of teaching history.
3. Prepare a Model Lesson plan in History for Mughal Empir**e.**
4. Analyze the different use of Mass Media in classroom instruction.

REFERENCE BOOKS:

1. Mangal, S. K., & Mangal, S. (2005). **Essentials of educational technologyand management**. Meerut: loyal book depot.
2. Heidi, R. (2009). **Teaching world history: A resource book sources and studies inworld history**. U.S: Power well Books Ltd.
3. Gupta, B. L. (1992). **Value and distribution system in ancient India**. New Delhi:Gyan Books Pvt. Ltd.
4. Siddiqui, M.H (2008), **Models of Teaching,** New Delhi, APH Publishing Corporation.
5. Chauhan, S.S. (2008).**Innovations in teaching learning process**.UP: VikasPublishing House Pvt Ltd.

COURSE OUTCOME:

CO1: Examine the Aims and Objectives of pedagogy of History.

CO2: Discuss the ways of planning for instruction.

CO3: Analyze the importance of teaching skills.

CO4: Construct a lesson plan for teaching history.

CO5: Use the resources for teaching history

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO 1	**PO 2**	**PO 3**	**PO4**	**PO 5**	**PO 6**	**PO 7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						L												
CO2																		
CO3					M													
CO4														S				
CO5																		

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

PEDAGOGY OF ECONOMICS – II

Course Code: **ED 22410** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES:

The student – teachers will be able

CO1: To understand pedagogical analysis and teaching models
CO2: To realize the importance of curriculum development in Economics and identify the principles and steps in curriculum construction.
CO3: To identify the uses and applications of different equipments and resources in teaching Economics.
CO4: To recognize the qualities, competencies and commitments expected from a good Economics teacher.
CO5: To understand the techniques of evaluation, to construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results.

UNIT I: PEDAGOGICAL ANALYSIS AND TEACHING MODELS

Pedagogical shift from Economics as a body of fixed knowledge to process of construction of knowledge, Critical pedagogy: Meaning- foster independent thinking through critical pedagogy, Interaction analysis: Flander- Galloway, Bloom's mastery learning, Skinner's operant conditioning, Bruner's Concept attainment, Ausubel's Advance organizer, Glaser's basic teaching, Byron Massials, Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT II: CURRICULAR REFORMS IN ECONOMICS

Curriculum: Definition and concept, Principles of Curriculum construction and organization, Approaches to curriculum organization: psychological-logical-unitary-integrated-topical-concentric-spiral, Critical evaluation of Economics syllabus at the secondary stage –Current Trends in Economics Curriculum.

UNIT III: RESOURCES FOR TEACHING ECONOMICS

Need and significance of learning resources in Economics, Identifying and analyzing the learning resources in teaching-learning process of Economics, Economics Textbook: Need and qualities of good Economics textbook, Economics club: Functions-Organisation and activities, Field visits, Excursion, Economics Fair: Functions-organization and activities, Economics journal, E-Resources: ICT and multimedia resources for teaching Economics – Educational Blogs - Open learning resources.

UNIT IV: ESSENTIAL SKILLS FOR A GLOBAL COMPETENT ECONOMICS TEACHER

Qualities of a good Economics teacher- Professional growth of Economics teacher, pre-service and in-service courses and initiatives, agencies to nurture the best teachers, Promoting culturally

inclusive classroom environment, Developing and maintaining interest in Economics - Classroom Management, Essential Skills for a Economics Teacher (Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Meta cognitive skills, Research skills, interrogative questioning, Techno-pedagogic skills.

UNIT V: EVALUATION IN ECONOMICS

Measurement, Meaning and Purpose of Evaluation-Criteria of a good test-Diagnostic test, Prognostic tests, Construction of Achievement test - design, blueprint, Marking scheme - question wise analysis, Concept of CCE - Statistical Interpretation of Scores - Measures of central tendency, Measures of dispersion, Skewness, Kurtosis, Normality, Correlation and Rank correlation -Graphical representation of score.

SUGGESTED ACTIVITIES:

1. Analyze objectively the IX class text book of Economics and compare it with the IX class text book prescribed by CBSE Board.
2. Plan and organize an Economics club in your School and list out the activities you wish to conduct.
3. Plan and organize an Economics fair in your School and list out the activities you wish to conduct.
4. Make a portfolio on the topic 'Recreational activities in Economics'.
5. 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.
6. Prepare an Achievement test for a unit in XI class Economics text book.
7. Prepare a blueprint for 25 marks in XI class Economics text book.

REFERENCE BOOKS

1. Agarwal, J.C. (2005). Teaching of Economics. Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). Taxonomy of educational objectives: Book 1: Cognitive domain. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). Models of Teaching. ETR Association.
4. M.S. Bawa (ed), Teaching of Economics: Contemporary Methods and Strategies for secondary and
5. senior secondary levels, Teachers Handbook, IASE, Dept, of Education, University of Delhi, Publication No. 13, Delhi, 1995
6. N. Hasan, Teachers' Manual in Economics, Regional College of Education (NCERT), Ajmer, 1970.
7. Mujibul Hasan Siddiqui, Teaching of Economics, Ashish Publishing House, New Delhi, 1993.
8. Srinivasan, M,V. Teaching Economics in India. New Delhi: NCERT

9. SiddiqueMujibulHasan. (2004). Teaching of economics. New Delhi: AshishPublishing House.
10. Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surgeet Publications.
11. Sharma, R.A. (2008). Technological foundation of education. Meerut: Lall Books Depot.
12. Yadav.A. (2003). Teaching of economics. New Delhi: Anmol Publications.

COURSE OUTCOME:

At the end of this course the student teacher shall be able to:

CO 1: Utilize pedagogical analysis and teaching models in Economics classroom
CO 2: Realize the importance of curriculum development in Economics and identify the Principles and steps in curriculum construction.
CO 3: Apply different equipment's and resources in teaching Economics.
CO 4: Recognize the qualities, competencies and commitments of a Economics teacher.
CO 5: Construct achievement test to evaluate the progress of pupils and to develop statistical Skills to interpret the test results.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1						S												
CO2				S														
CO3										S								
CO4	S																	
CO5																S		

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

PEDAGOGY OF COMMERCE AND ACCOUNTANCY– II

Course code: **ED 22411** Credit: **5**
Lecture: **80 hours** Tutorial: **16 hours**

COURSE OBJECTIVES:

CO1: To understand pedagogical analysis and teaching models
CO2: To realize the importance of curriculum development in Commerce and Accountancy and identify the principles and steps in curriculum construction.
CO3: To identify the uses and applications of different equipments and resources in teaching commerce and accountancy.
CO4: To recognize the qualities, competencies and commitments expected from a good commerce and accountancy teacher.
CO5: To understand the techniques of evaluation, to construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results.

UNIT I: PEDAGOGICAL ANALYSIS AND TEACHING MODELS

Pedagogical shift from Commerce and accountancy as a body of fixed knowledge to process of construction of knowledge, Critical pedagogy: Meaning- foster independent thinking through critical pedagogy, Interaction analysis: Flander- Galloway, Bloom's mastery learning, Skinner's operant conditioning, Bruner's Concept attainment, Ausubel's Advance organizer, Glaser's basic teaching, Byron Massials, Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT II: CURRICULAR REFORMS IN COMMERCE AND ACCOUNTANCY

Curriculum: Definition and concept, Principles of Curriculum construction and organization, Approaches to curriculum organization: psychological-logical-unitary-integrated-topical-spiral, Critical evaluation of commerce and accountancy syllabus at the secondary stage – Overview on Tamil Nadu State Board, CBSE and ICSE syllabi - Current Trends in commerce and accountancy curriculum, Recommendations on curriculum: Kothari commission- NPE 86- NCF 2005, NPE-2020.

UNIT III: RESOURCES FOR TEACHING COMMERCE AND ACCOUNTANCY

Commerce and accountancy Textbook: Need and qualities of good commerce and accountancy textbook, Commerce and accountancy club: Functions-Organization and activities, Field trip, Commerce and accountancy laboratory: Need, Material and equipments, Commerce and accountancy Fair: Functions-organization and activities, Commerce and accountancy journals,
E-Resources: ICT and multimedia resources for teaching Commerce and accountancy- Educational Blogs - Open learning resources.

UNIT IV: ESSENTIAL SKILLS FOR A GLOBAL COMPETENT COMMERCE AND ACCOUNTANCY TEACHER

Qualities of a good Commerce and accountancy teacher- Professional growth Commerce and accountancy teacher, pre-service and in-service courses and initiatives, Promoting culturally inclusive classroom environment - Developing and maintaining interest in Commerce and accountancy- Classroom Management, Essential Skills for a Commerce and accountancy Teacher (Global Competent): Creativity and innovation, Critical thinking and problem solving, Collaboration, Communication, Construction and exploration of new understandings, Meta cognitive skills, Research skills, interrogative questioning, Techno-pedagogic skills, Current research trends in Commerce and accountancy Education. Various journals available for Commerce and accountancy publications, Designing and implementing innovative approaches to teaching Commerce and accountancy-Commerce and accountancy Teacher as a Researcher

UNIT –V: EVALUATION IN COMMERCE AND ACCOUNTANCY

Measurement, Meaning and Purpose of Evaluation-Criteria of a good test-Diagnostic test, Prognostic tests, Construction of Achievement test - design, blueprint, marking scheme - question wise analysis, Concept of CCE - Statistical Interpretation of Scores - Measures of central tendency, Measures of dispersion, Skewness, Kurtosis, Normality, Correlation and Rank correlation -Graphical representation of score.

SUGGESTED ACTIVITIES:

1. Analyze objectively the IX class text book of Commerce and accountancy and compare it with the IX class text book prescribed by CBSE Board.
2. Plan and organize a Commerce and accountancy club in your School and list out the activities you wish to conduct.
3. Plan and organize a Commerce and accountancy fair in your School and list out the activities you wish to conduct.
4. 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.
5. Prepare an Achievement test for a unit in XI class Commerce and accountancy text book.
6. Prepare a blueprint for 25 marks in XI class Commerce and accountancy text book.

REFERENCE BOOKS:

1. Agarwal, J, C. (1996). Teaching of Commerce: A Practical Approach. Vikash Publishing
2. Bloom. Benjamin.S. (1984). Taxonomy of educational objectives: Book 1: Cognitive domain. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). Models of Teaching. ETR Association.
4. VinothMonga, Neeraj Kumar, (2014). Teaching of Commerce, BOOKMAN Publishers.

5. Anderson, Lorin W., David R. Krathwohl (ed.) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom Taxonomy of Educational Objectives, Abridged Edition, Allyn.

COURSE OUTCOMES:

At the end of this course the student teacher shall be able to:

CO1: Utilize pedagogical analysis and teaching models in Commerce and accountancy classroom

CO2: Realize the importance of curriculum development in Commerce and accountancy and identify the principles and steps in curriculum construction.

CO3: Apply different equipment's and resources in teaching Commerce and accountancy.

CO4: Recognize the qualities, competencies and commitments of a Commerce and accountancy teacher.

CO5: Construct achievement test to evaluate the progress of pupils and to develop statistical skills to interpret the test results.

PO Mapping

Course Outcome	**PROGRAM OUTCOME**																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1						S												
CO2			**S**															
CO3										S								
CO4	S																	
CO5																S		

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

ASSESSMENT FOR LEARNING

Course code: **ED 2261** Credit: **5**
Lecture: **80 Hrs** Tutorial: **16 Hrs**

COURSE OBJECTIVES:

The student teacher will be able to

CO1: Understand the concept of assessment and evaluation and their role in teaching- learning process.
CO2: Realize the importance of curricular and co-curricular areas of assessment.
CO3: Identify domains and tools for classroom assessment
CO4: Develop necessary skills for preparation of achievement and diagnostic assessment.
CO5: Understand devise marking, scoring, grading procedures and ways of reporting student performance.

UNIT I: CONCEPT AND PERSPECTIVES OF ASSESSMENT & EVALUATION

Concept of test, examination, measurement, assessment, and evaluation in education and their inter relationships, Purpose and principles of assessment, 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), Focus on Assessment and Evaluation in various Educational commissions and NCFs , Continuous and comprehensive assessment.

UNIT II: DOMAINS AND TOOLS OF ASSESSMENT

Concept of learning outcomes, Assessment of cognitive, Affective and Psychomotor domains of learning, Revised Blooms Taxonomy – cognitive domain – Anderson and Krathwohl, Affective Domain – Krathwohl, Psychomotor domain – Dr. R.H. Dave, Area of assessment: Scholastic and Non-scholastic. Meaning & construction of process-oriented tools- Interview, Inventory, Observation schedule, Check-list, Rating scale, Anecdotal record; Assessment of group processes-Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing tasks; Criteria's for assessment of social skills in collaborative or cooperative learning situations. Self and Peer assessment, Portfolio assessment – meaning-scope -uses-developing & assessing portfolio; Development of Rubrics, Assessment devices-Projects-Assignments-Work sheets, Questioning-Practical work and Performance-based activities.

UNIT III: PLANNING, CONSTRUCTION AND ADMINISTRATION OF ASSESSMENT

Construction of achievement tests- steps, procedure and uses (Teacher made test/Unit Tests) - Constructing table of specifications & writing different forms of questions (Very short answer, Short answer, Essay type & Objective type) with their merits and demerits; assembling the test,

preparing instructions, scoring key and marking scheme; and question wise analysis, Construction of diagnostic test – Steps, uses & limitation; Remedial measures- need types and strategies Quality assurance in tools – Reliability: Meaning &Different methods of estimating reliability (Test-retest; equivalent forms, split- half); Validity: Meaning & Different methods of estimating reliability (Face, content, construct), Objectivity and Practicability/ Usability Inter dependence of validity, reliability and objectivity, writing test directions and guidelines for administration (if any), scoring procedure – manual and electronic.

UNIT IV: ANALYSIS AND INTERPRETATION OF STUDENT'S PERFORMANCE

Administration, item analysis and determining item and test characteristics; item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning. Analysis and Interpretation of Students' performance processing test data: Graphical representations, Calculation of measures of central tendency and variability, Skewness, Kurtosis, and derived scores-percentiles, percentile rank, percentage score, grade point averages, z-scores, Normal probability curve, Grading – Meaning, types, and its uses, Norms – Meaning, types.

UNIT – V FEED BACK MECHANISM AND REPORTING

Concept and criteria of constructive feedback, Reporting – meaning and types of reporting, Reflective practices to improve assessments towards raising the standards of quality of instruction, 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, Use of feedback for teachers' self-improvement and curriculum revision.

SUGGESTED ACTIVITIES:

1. Prepare an achievement test to your students and record observations.
2. Prepare a blueprint for 25 marks from your major subject in IX STD.
3. Select any five strategies for formative assessment in your class and which of the five strategies found to be more effective. Substantiate your answer.
4. Discussion on existing assessment practices in schools and submitting the report.
5. Prepare a diagnostic test to your students and record observations.
6. Prepare 25 MCQ in from your major subject in IX STD.
7. Prepare a graphical representation of data.

REFERENCE BOOKS:

1. Ebel, R.L. and Fresbie, D.A. (2009).Essentials of Educational Measurement. New Delhi: PHILearning PVT. LTD.
2. Garrett, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publication.
3. Gupta, S.K. (1994). Applied Statistics for Education. Mittal Publications.
4. Mehta, S.J. & Shah, I.K. (1982).Educational Evaluation. Ahmedabad: Anand Prakashan (Gujarati).

5. NCERT (2016) Learning outcomes, New Delhi
6. Rani, P. (2004).Educational Measurement and Evaluation. New Delhi: Discovery Publishers.
7. Rawat, D.S. (1970). Measurement, Evaluation and Statistics in Education. New Delhi: New RajBook Depot.
8. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).Measurement and Assessment in Education. New Delhi: PHI Learning PVT. LTD.
9. Ten Brink, T.D. (1974). Evaluation – A Practical Guide for Teachers. New York: McGraw HillBook Co.
10. Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. NewDelhi: PHI Learning Pvt. Ltd.
11. Linn, Robert and Norman E Gronland (2000); Measurement and Assessment in teaching, 8th edition, by Prentice Hall, Inc, Pearson Education, Printed in USA.
12. Ved Prakash, et.al. (2000): Grading in schools, NCERT, Published at the publication Divisionby the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

COURSE OUTCOME:

At the end of this course, a student–teacher shall be able to

CO1: Apply assessment and evaluation in teaching- learning process.

CO2: Understand the importance of assessment in continuous and comprehensive manner.

CO3: Use assessment techniques, strategies and tools to assess learner's competence.

CO4: Gain knowledge of judging and scoring students' performance.

CO5: Devise marking, scoring, grading procedures and ways of reporting student performance.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**	**PO13**	**PO14**	**PO15**	**PO16**	**PO17**	**PO18**
CO1				S												**S**		
CO2																S		
CO3																S		
CO4																S		
CO5																S		

L- Low Attainment Level
M- Medium Attainment Level
S-Strong Attainment level

CRITICAL UNDERSTANDING OF ICT

Course code: **2321** Credit: **3**
Lecture: **48 Hrs** Tutorial : **16 Hrs**

COURSE OBJECTIVES:

CO1: To understand the concept and importance of ICT
CO2: To prepare e-content and use e-resources
CO3: To apply ICT in teaching and assessment

UNIT I: INFORMATION AND COMMUNICATION TECHNOLOGY AND EDUCATION

ICT: Concept, Objectives, Need and importance of ICT – Characteristics and scope of ICT – paradigm shift in education due to the influences of ICT – Challenges in integrating ICT in school education – Affordability for ICT equipped classroom. Computer hardware fundamentals, computer network–LAN, WAN and Internet. Software – meaning and types, MS-Windows: Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad, Emerging Trends in ICT and its educational applications: Augmented reality, e-books, learning analytics, ubiquitous computing and mobile learning, E-learning: concept, types, characteristics, e-learning tools and technologies, Game based learning.

UNIT II: E-CONTENT AND E-RESOURCES

Basics and operations of Ms-word, Ms-Excel and MS-PowerPoint, Educational applications of word processing, spreadsheet, PowerPoint presentation and drawing tools – diagrams, concept maps, timelines, flow charts, Reusable Learning Objects (RLO), e-content standards, authoring tools- open source and proprietary alternatives, Multimedia: meaning and types, multimedia tools-audio editing, video editing, screen casting, graphic editing, basics of animation, and creating interactive media, Evaluation of multimedia resources.
Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing, Locating internet resources – browsing, navigating, searching, selecting, evaluating, saving and bookmarking.

UNIT III: ICT PEDAGOGY AND ASSESSMENT

Smart classroom: Concept, equipment, organization, operation in teaching- Techno pedagogical content knowledge (TPCK). Approaches to integrating ICT in teaching and Learning, Learning Management Systems (LMS), Subject specific ICT tools for creating and facilitating learning. Designing technology integrated authentic learning designs and experiences, Technology for pedagogical innovations: Web quest, PBL, Virtual tours, MOOC, Flipped classroom, Assistive technology for special needs and inclusion: tools and processes, ICT and Universal design for Learning (UDL) ICT and Assessment: e-portfolio, electronic rubrics, online and offline assessment tools –rubrics, survey tools, puzzle makers, test generators, reflective journal, and

question bank. Use of web 2.0 tools for assessment, ICT for professional development - tools and opportunities: electronic teaching portfolio, 2.0 technologies, technology and design based research, ICT for self-directed professional development, web conferencing, role of OER and MOOCs

SUGGESTED ACTIVITIES:

1. Prepare a lesson plan in MS word.
2. Prepare a progress report card and results in MS-excel.
3. Prepare a portfolio on Information Communication Technology.
4. Prepare a PowerPoint in any topic of your interest.
5. Prepare students data in MS word.
6. 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.
7. List out any five brand ambassadors of ICT and their contributions in changing the world.
8. Construct objective type test for 50 minutes to test the knowledge of MS word.
9. Prepare students progress record – Tabulation of results of an academic test.
10. Shooting, editing, and sharing of videos segment on any Educational topic.
11. Make multimedia presentation on a topic relevant to the Pedagogical Subject.

REFERENCE BOOKS:

1. Aggarwal. J.C. (2013). Essentials of Educational Technology, Noida: Vikas Publishing House.
2. Kumar, K.L (2008). Educational Technology New Delhi, New Age International Pvt Ltd.
3. Aggarwal J.C. (2000). Innovation in Educational Technology. New Delhi: Vikas Publishing House.
4. GoI (2012) National Policy on ICTs in School Education, MHRD, Govt. of India.
5. DSERT Karnataka (2012). Position Paper on ICT Mediation in Education. DSERT
6. Aggarwal J.C. (2013). Modern Learning in Educational Technology. New Delhi Black Prints.
7. Aggarwal. D.D. (2004). Educational Technology. New Delhi: Sarup Publishing House.
8. Bharihok D. (2000). Fundamentals of Information Technology. New Delhi: Pentagon Press.
9. Bhattachary S.P. (1994). Models of Teaching. Regency Publications
10. Byran P. (1997). Discover the Internet Comdex Computer. New Delhi: Dream Tech Publishing.
11. Conrad K. (2001). Instructional Design for Web Based Training. HRD Press.
12. Crouton T. E. (1962). Programmed Learning and Computer Based Instruction. New Work.
13. Mrunalini,T., & Ramakrishna, A. (2014), ICT in Education. Hyderabad: Neelkamal Publications.

COURSE OUTCOME:

At the end of this course the student – teacher shall be able to

CO1: Utilize the ICT and e-resources in Teaching Learning Process
CO2: Formulate e-content
CO3: Apply ICT in teaching and assessment

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1							M											
CO2			S							S								
CO3																M		

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

HINDI FOR EVERY DAY USE

Course Code: **ED 2322** Credit: **1**
Lecture: **32 Hrs**

COURSE OBJECTIVES

CO1: Recognize the phonetics of Vowels and Consonants.
CO2: Receive the rules of grammar to understand the syntax of sentence.
CO3; Develop the skills to speak, read and write Hindi.

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UNIT – I 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 – II 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.).

UNIT – III 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.

SUGGESTED ACTIVITIES

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.
3. Make verbal interaction in Hindi using different genders and numbers.
4. Collect 15 words which are commonly used in Hindi and your mother tongue.

REFERENCE BOOKS

1. Pankhudiya (by Dr. MadhuDhawan)
2. Aao Hindi Seekhe (Dr. AlokPandey) by Milind Publications, Hyderabad.
3. Shabari Hindi-Tamil Bodhini by Shabari Publications, Tamil Nadu.

COURSE OUTCOME

CO1: Understands the phonetics of Vowels and Consonants.
CO2: Understands the rules of grammar to understand the syntax of sentence.
CO3: Apply their skills to speak, read and write Hindi.

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	P18
CO1		M																
CO2		S																
CO3		S																

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

QUANTITATIVE APTITUDE & REASONING ABILITY

Course Code**: ED 2323** Credit: **1**

Lecture **: 32 Hrs**

COURSE OBJECTIVES:

The student will be able to
CO1: Recognise number system and solve problems quickly.
CO2: Acquire knowledge in logical and analytical thinking.
CO3: Develop skills to solve different quantitative problems.

QUANTITATIVE ABILITY

UNIT - I
Simplification using BODMAS rule - HCF and LCM - Logarithm - Clocks - Calendars - Surd and indices

UNIT - II
Race (Linear and circular) - Data interpretation: Bar chart - Pie chart - Tables - Data in-sufficiency

REASONING ABILITY

UNIT - III
Odd-man out –Logical Reasoning - Puzzles - Series - Missing numbers.

SUGGESTED ACTIVITIES:
1. Collect 15 LCM and HCF sums and solve it.
2. Make an album on pie chart.
3. Collect 15 logical reasoning questions and solve it.
4. Make an album on bar chart.
5. Collect 20 LCM and HCF sums and solve it.
6. Explain BODMAS rule and solve 15 sums.

REFERENCE BOOK
- R.S.Agarwal, Quantitative Aptitude, S.Chand Publication.

COURSE OUTCOME:
At the end of the course students will be able to
CO1: Use their logical thinking and analytical thinking in personal and professional life.
CO2: Interpret data and solve different quantitative problems.
CO3: Enhance the aptitude round clearing ability in interview process.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1				M														
CO2		M																
CO3						M												

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

SEMESTER III [Practicum (ED 3311)]

S. No	Code	Subject	Credits	Hrs/ Week	CIA	EA	Total Marks
1	**School Internship (16 Weeks) and Engagement with the field (2 Weeks)**		25		-	-	-
	ED 3311A	Observation Record (PS- I & II)			20	-	20
	ED 3311B	Teaching Practice Lesson Plan Record (PS - I & II)			80	-	80
	ED 3311C	Teaching Learning Material (PS- I & II)			20	-	20
	ED 3311D	Scholastic Achievement Record (PS -I & II)			40	-	40
	ED 3311E	Case Study Record & School Supervision Record			20	-	20
	ED 3311F	Action Research Record			20	-	20
2	**Other Records**						
	ED 3311G	Micro Teaching Record (PS - I & II)			40	-	40
	ED 3311H	Psychology Experiments Record			20	-	20
	ED 3311I	Textbook Review Record			20	-	20
	ED 3311J	Audio Visual Aids Record			20	-	20
	ED 3311K	Practice Teaching Lesson Plan Record (PS- I & II)			40	-	40
	ED 3311L	Computer Practical Examination			20	-	20
	ED 3311M	SUPW Record			20	-	20
	ED 3311N	Special School Visit Record			20	-	20
	ED 3311O	Physical Education Record & Citizenship Training Record			20	-	20
3	ED 3311P	**Teaching Competency** (Practical Examinations) (PS- I & II)			-	80	80
Total			**25**	**-**	**420**	**80**	**500**

(Note: Practical Examinations will be conducted after completion of School Internship with the internal and external examiner. Final evaluation will be done by **Moderation Board**.)

SYLLABUS

SEMESTER IV: (18 Weeks)

S.No	Code	Subject	Credits	Hours per week	CIA	EA	Total Marks
Courses on Curriculum and Pedagogic Studies							
1	**Elective – I (Any one of the following)**		5	5	30	70	100
	ED 4251	Guidance and Counseling					
	ED 4252	Understanding the Self					
	ED 4253	Gender, School and Society					
	ED 4254	Peace and Value Education					
2	**Elective – II (Any one of the following)**		5	5	30	70	100
	ED 4255	Inclusive Education					
	ED 4256	Contemporary India and Education					
	ED 4257	Art Education					
	ED 4258	Life Skills Education					
3	ED 4261	Educational Management	5	5	30	70	100
Courses on Enhancing Professional Capacities							
4	ED 4321	Environmental Education & Research in Education	5	5	30	70	100
5	ED 4322	Health, Yoga and Physical Education	5	5	30	70	100
		Total	**25**	**25**	**150**	**350**	**500**

GUIDANCE AND COUNSELING

Course Code**: ED 4251** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Understand meaning, need and principles of guidance and counseling
CO2: Develop knowledge about various approaches of counseling
CO3: Know the qualities required for a good counselor
CO4: Understand skills in administering and interpreting testing and non-testing devices in guidance
CO5: Explain the purpose of guidance at primary, middle, secondary and higher secondary school level

UNIT - I CONCEPT OF GUIDANCE, COUNSELING AND COUNSELOR:

Guidance: Meaning, Definition, Characteristics of guidance, Need of guidance, Objectives of guidance – Principles of guidance – Types of Guidance: Guidance and Teaching – Merits and Limitations of guidance.

Counseling: Meaning, Definition, Characteristics of counseling, Need of Counseling –Principles of counseling – Techniques of counseling – Organization of counseling in Schools – Difference between guidance and counseling – Difference between counseling and teaching.

Counselor: Meaning – Qualities of a good counselor: Personality traits, Training and Development, Academic qualifications, Experience – Role of counselor – Functions of a Counselor – Professional ethics – Counselor and Teacher – Counselor and Counselee Relationship.

UNIT – II MAJOR APPROACHES TO COUNSELING

Group counseling: Purpose of group counseling – Goals of group counseling –Advantages of group counseling – Directive Counseling – Non-directive counseling: Procedures Characteristics Advantages and limitations-Individual Counseling: Meaning, Characteristics – Advantages and limitations –Eclectic counseling – Meaning, Nature, Steps, Merits and Limitations.

UNIT - III THEORIES IN SCHOOL COUNSELING

Introduction-goals - Career Development- Personal and Social Development-levels of school counseling-elementary-secondary-school councilor work- Improving School Climate Assessment tools used in school counseling- Direct Intervention-involving parents Theories in school counseling- assessment tools used in school counseling- humanistic-cognitive-behavioral-psychoanalytic-constructionist-Alfred Adler's theory

UNIT – IV TESTING AND NON -TESTING DEVICES IN GUIDANCE

Testing devices in guidance-Intelligence test-Aptitude test-Achievement test-Attitude scales Interest inventory-Personality test-Creativity tests-Non-testing devices in guidance:

Questionnaire – Observation – Sociometry –Autobiography – Rating Scales – Anecdotal Record Case study – Cumulative Record – Role of Information and Communication Technology (ICT) in testing and Non-Testing devices in Guidance.

UNIT - V GUIDANCE SERVICES IN SCHOOLS

Meaning – Significance – Types of guidance services offered in schools: Orientation service to students – Methods of providing orientation service –Student information service. Counseling service – Placement services – Follow-up services – Persons working in school guidance: Headmaster – Class teacher – School counselor – School Doctor – Planning of Guidance service Activates at Primary school level, Middle school level, Secondary level and higher secondary level.

SUGGESTED ACTIVITIES

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on 'Need for guidance services in schools'.
- Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a 'Students Problem Checklist' and prepare a report.
- Visiting a school where differently abled students are studying and collecting information about how the special needs of the students are catered to and how students are encouraged to further develop the specific ability they possess.
- Assess the need for guidance to children by conducting group discussion and panel discussion.

REFERENCE BOOKS

1. Aggarwal, J. C. (1991). Educational, vocational guidance and counselling. New Delhi: Doabai House.
2. Bernad, H. W. and Fullmer, D. F. (1977). Principles of Guidance (Second Edition). New York: Crowell.
3. Bhatnagar, R. P., and Seema, R. (2003). Guidance and Counselling in education and psychology. Meerut: R. Lall Book Depot.
4. Meenakshisundaram, A. (2012). Guidance and counseling Dindigul: Kavyamala Publishers.
5. Nagarajan, K. and Natarajan, S (2012). Guidance and counselling Chennai: Ram Publishers.
6. George, R.L. and Christiani, T.H.(1990). Counselling theory and practice (3rd edn.). New Jersy: Prentice Hall.
7. Cormier, Sherilyn, L. and Hacney, Harold. (1987). The Professional Counsellor. New Delhi: Prentice Hall of India Limited
8. Bernad, H. W. and Fullmer, D. F. (1977). Principles of Guidance (Second Edition). New York: Crowell.
9. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

10. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

COURSE OUTCOMES

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

CO1: Support the need for guidance and counseling at various levels of education

CO2: Examine the ethical considerations in guidance

CO3: Appraise the dimensions and factors affecting career development

CO4: Develop skills in administering and interpreting testing and non-testing devices in guidance

CO5: Help you to regain wellbeing and balance in your life

PO MAPPING

Course Outcome	PROGRAM OUTCOME																		
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18	PO 19
CO1														S					
CO2															S				
CO3								S											
CO4				M															
CO5																			M

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

UNDERSTANDING THE SELF

Course Code: **ED 4252** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Understand the cognitive, affective and psychomotor resources.
CO2: Make the role of nature and their related things.
CO3: Differentiate self-actualization and self-esteem.
CO4: Realize the commonness and uniqueness prevalent in nature and human nature and feel equality as the reality
CO5: Collect spiritual related pictures and their significances.

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.

SUGGESTED ACTIVITIES

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.
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.
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.
8. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.
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.

REFERENCE BOOKS

1. Agarwal (2004). **Psychology of Learning and Development**. New Delhi: Shipra Publications.
2. Allen, B P. (2006). (5th Ed.). **Personality Theories: Development, Growth and Diversity.** Needham Heights, MA: Allyn and Bacon.
3. Berk. L. E, (2010). (8th Ed.). **Child Development.** New Delhi: PHI Publications.
4. Bhatia, K.K. (2003). **Bases of Educational Psychology**. New Delhi: Kalyani Publishers.
5. Burger, J.M. (2010). (8th Ed.). **Personality**. KCA: Wordsworth Publishing. Beggie, H.L. and Hunt M.P: Psychological Foundations of Education.
6. Cloninger, S.C. (2008). (5th Ed.). **Theories of Personality: Understanding Persons**. Englewood Cliffs, Prentice Hall, New Jersey

COURSE OUTCOMES

CO1: Demonstration the Yogic practices.
CO2: Gain the different types of thinking.
CO3: Explain the harmony in existence and co-existence.
CO4: Analyze the ways to develop prejudices and stereotypes to liberate from irrational tendencies.
CO5: Compare the Swamy Vivekananda philosophy and JK philosophy.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1														S			
CO2									L								
CO3						L											
CO4											M						
CO5		M															

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

GENDER, SCHOOL AND SOCIETY

Course code**: ED 4253** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES:

CO1: Develop a basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.

CO2: Know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society learn about gender issues in school, curriculum, textual materials across disciplines,

CO3:.Understand pedagogical processes and their intersection with class, caste, religion; as well as the need to address gender-based violence in all social spaces.

CO4: Recognize gender roles in textbooks and curriculum

CO5: Understand the participation of gender in mass media.

UNIT – I INTRODUCTION TO GENDER, GENDER ROLES AND SOCIETY

Meaning of Gender- Difference between Gender and Sex- the Concept of Gender, sexuality- Social Construction of Gender - Types of Gender Roles as stressed since ancient period - Gender Roles and Relationship Matrix - Gender-based Division and Valuation of Work - Exploring Attitudes towards Gender. History and current scenario of Indian Women: Status of women in ancient India. - Concept of Patriarchy and Matriarchy and issues related to Indian Women. - Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state. - Stereotypes in society. -Issue related to women/girl child: female infanticide and feticide, sex ratio, honour killing, dowry, child marriage, property rights, divorce, widowhood.

The Indian constitution and provisions accorded to women- Human rights , women's rights, rights of the girl child, rights of the transgender - Government schemes and initiatives in promoting the education of girl child. - Gender Movements – Beti Bachao, Beti Padhao, Skilling Women folk etc - POSCO Act.

UNIT - II GENDER, SCHOOL CURRICULUM AND GENDER ROLES IN MASS MEDIA

Educational provisions specially meant for girls Education. Emerging trends in the field of girls Education - Reservations. Gender as an influencing factor in course choices. Women empowerment through girls' education - its need – National Development. Gender roles in school curricula and textbooks-Teacher's role in developing positive attitude towards opposite genders in schools. Developing school curriculum for gender equality. Gender roles in mass media: magazines, TV shows, cartoon, movies and advertisements.

UNIT - II1 GENDER ISSUES

Gender, Social construction of Gender - Gender socialization and Gender Roles - Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

UNIT - IV SOCIALIZATION PROCESSES IN INDIA:

Family, School and Society -Gender Identities and socialization practices in different types of families in India. -Gender Concerns related to access, enrolment, retention, participation and overall achievement. - Gender Issues in Curriculum – Gender, Culture and Institution:

Intersection of class, caste, religion and region – Construction of gender in curriculum, frameworks since Independence: An Analysis – Gender and the Hidden Curriculum – Gender in text and classroom processes – Life skills and sexuality. -Gender Jurisprudences (in Indian Contest) – Prenatal Diagnostics Technique Act, 1994 – The draft sexual Law Reforms in India, 2000 – Domestic Violence Act, 2005 – Reservation for Women – Supreme Court Verdict about transgender.

UNIT - V CREATING GENDER INCLUSIVE CLASSROOM

Developing positive self concept and self esteem among girls -Teaching Learning Materials - Classroom transaction -Teacher as an agent of change.

SUGGESTED ACTIVITIES

1. Textbook analysis for identifying integration of gender issues, and gender biases reflected in it.
2. Study of sex ratio and analysis of it state-wise based on census data.
3. Preparation of a Bulletin Board on Gender Relations Issues.
4. Debate on women's reservation bill and other Acts.

REFERENCE BOOKS

1. Aggrawal, N. (2002). Women and law in India. New Delhi: New Century Pub.
2. Agnes, F., Chandra, S., & Basu, M. (2004). Women and law in India. New Delhi: Oxford University Press.
3. Goonesekere, S. (ed.) (2004). Violence, law and women’s rights in South Asia. New Delhi: Sage.
4. Jaising, I. (ed.) (2005). Men’s laws women’s lives: A constitutional perspective on religion, common law and culture and South Asia. New Delhi: Women Unlimited.
5. Kapur, R. (1992). From theory to practice: Reflections on legal literacy work with women in India. In M. Schuler, & S.R. Kadirgamar (eds.), Legal Literacy: A tool for women's empowerment (pp. 93-115). New York: UNIFEM.
6. Maswood, S. (2004). Laws relating to women. New Delhi: Orient Law House

COURSE OUTCOME

CO1: Identify social diversity in the context of education in India and understand the basic features of the Indian constitution

CO2: Appraise about the policy initiatives taken in education reform during pre- and post-independent India.

CO3: Recognize various commissions for improving education in the country

CO4: Develop an overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.

CO5: Appraise the policy initiatives taken in education reform during pre- and post-independent India

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1		L															
CO2		L															
CO3				M													
CO4			M														
CO5			L														

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

PEACE AND VALUES EDUCATION

Course Code**: ED 4254** Credit-**5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: To assist students in developing a rich vision of world peace and work for a visible global society
CO2: Explain the methods of fostering values
CO3: Inculcation of good manners and of responsible and cooperative citizenship
CO4: Identify and apply the practices for value inculcation and clarification
CO5: Discuss the ways of promoting culture of peace

UNIT- I PEACE EDUCATION

Peace education – fundamental Meaning ,concept, scope, need and its importance-Aims ,objectives and Types of peace education- Peace Education: Strategies and Agencies Different Peace Education Strategies-Role of different organizations like UNESCO in Peace Education (with special reference to Delor's Commission Report) -NCF 2009 recommendations on Peace Education-Current status of Peace Education at Global scenario.

UNIT- II UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life-Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels. Transactional modalities - Cooperative Learning-Group Discussion- Project Work-Conflict Resolution-Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications - Rabindranath Tagore- Mahatma Gandhi- Aurbindo- Swami Vivekananda.

UNIT - III VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education -Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development Socio-cultural traditions, religion and constitution-Value education in school curriculum-Fostering Values: Meaning and Significance - Values in the Classroom -Value from the Pupil's Perspective- Approaches to Values- Education Role of Teacher in Fostering Value among Students

UNIT - IV APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

UNIT- V PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity

– Education for non-violence – UNESCO culture of peace programmes – International peace and security.

SUGGESTED ACTIVITIES

1. Role Playing & Story Telling Peace and Harmony through Meditation, Yoga and Exercise
2. Collect a list of pacifist and brief their contribution to the field of peace making.
3. Write about the contribution of any two Nobel Prize winners for peace.
4. Prepare a Mind Mapping on a World of Peace and a World of Conflict
5. create a song or poem about peace, violence, or peace versus violence

REFERENCE BOOKS

1. Gandhi, M.K., (1959) An Autobiography of The story of my experiments with Truth, Ahmadabad : Navajivan Trust. 2. Hicks, David, (1988), Education f
2. Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi
3. Aggarwal, J. C. (2005) Education for Values, Environment and Human Rights, Shipra Publications, 115-A, Vikas Marg Delhi - 110092
4. Galtung, J. (1996) Peace by Peaceful Means: Peace and Conflict, Development and Civilization, London: SAGE Publications
5. Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
6. Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
7. Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
8. Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
9. Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays. Delhi Konark.
10. UNESCO. (2001). Learning the Way to Peace. A Teachers Guide to Education for Peace. New Delhi: UNESCO.
11. Bey T.M. and G.Y. Turner (1995). Making School a Place of Peace. London: Sage.
12. Brown, G. (1971). Human Teachingfor Human Learning. New York, Viking.
13. Canfeid, J. (1975). 101 Ways to Enhance Self-concept in the Classroom. Engle Cliffs: Prentice Hall.

COURSE OUTCOMES

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

CO1: Examine the need and importance of Peace education
CO2: Identify the importance of value propagation through teaching to the students
CO3: Analyze the importance of value education
CO4: Construct the culture of developing peace education
CO5: Use the approaches of value inculcation in children

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1															S			
CO2		S																
CO3													L					
CO4										M								
CO5														M				

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

INCLUSIVE EDUCATION

Course Code**: ED 4255** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Recognize the concept of Special / Integrated / Inclusive Education, Policies and programs available for the disabled

CO2: Identify the characteristics of children with disabilities

CO3: Identify and assess the children with special needs.

CO4: Recognize the role of parents, therapists and NGOs in the process of rehabilitation of the disabled.

CO5: Understand and acquire the Skills of Adapting Curriculum to meet the needs of the Students with Diverse needs

UNIT- I CONCEPT OF INCLUSIVE EDUCATION

Inclusive education – concept, meaning, definition and importance. Classification of impairment, disability and handicap. Concept of special education, integrated education, mainstreaming and inclusive education. Need for inclusive education in India for children with special needs. Constitutional obligations for the education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST.

UNIT - II TYPES AND CHARACTERISTICS OF CHILDREN WITH SPECIALNEEDS

Children with special learning needs-Children with physical challenges: visual, hearing, loco-motor and neurological. Children with intellectual challenges: gifted, mentally challenged, autism (ASD) and learning difficulties (LD). Children with emotional and behavioral deviations with special reference to ADHD and Juvenile Delinquency. Children with socio-cultural deviations (SC, ST, Minorities) and linguistic minorities.

UNIT - III IDENTIFICATION, ASSESSMENT OF SPECIAL CHILDREN

Identification, assessment and education of children with physical challenges(visual, hearing, loco-motor and neurological),intellectual challenges – gifted, mentally challenged, autism, learning difficulties and emotional and behavioral deviations with special reference to ADHD and juvenile delinquency. Challenges and prospects in Identification, assessment of children in inclusive education.

UNIT IV VOCATIONAL TRAINING, COMMUNITY BASED REHABILITATION AND EDUCATING IN INCLUSIVE CLASSROOMS

Concept of shelter workshops, transitory employment- Self-employment and extended employment and CBR. Role of mothers, crisis management, counseling. d. Intervention by multi-disciplinary team, referral services-Need for creation of physical, psychological, sociological barrier free environment within and outside the classroom. Assistive devices and technologies required for education of children with special needs in inclusive classroom. Need

for parent and community involvement to promote positive behaviours and social competence in children with special learning needs. Need for multi-disciplinary approach to address the educational needs of children with special learning needs

UNIT V INCLUSIVE PRACTICES IN CLASSROOM

Meaningful learning: strategies for differentiating content, curriculum adaptation and adjustment, lesson planning and TLM. Pedagogical strategies to respond to needs of individual students: Cooperative learning strategies in the classroom, peer tutoring, buddy system, reflective teaching, multisensory teaching. Use of IT suitable for different disabilities.

SUGGESTED ACTIVITIES

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.
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.
10. 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.

REFERENCE BOOKS

1. Ainscow, M. (2005). From special education to effective schools for all, keynote presentation at the Inclusive and Supportive Education Congress, University of Strathclyde, Glasgow.
2. Das, A.K. and Pillay, A.N. (1999). Inclusive education for disability students: Challenges for education. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
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. 14. Kundu, C.L. (2000). Status of disability in India, RCI. New Delhi.
5. Madhumita Puri and George Abrahm (2005). Handbook of Inclusive education for educators, administrators, and planners, SAGE publishers, New Delhi.
6. Mani, M. N. G. (2000). Inclusive education in Indian context. International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya. Coimbatore.
7. NCERT (2006) Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, New Delhi.

8. NCERT (2013) Training and Resource Material on Adolescence Education, New Delhi, available on www.aeparc.org
9. Nagaraju, M.T.V. (2014). Curriculum and Instruction of Inclusive education. New Delhi: Commonwealth Publishers.
10. Orlansky, W. D. (1992). Exceptional children: An inventory survey of special education. Macmillan Publishing Company. New York.
11. Oza, D. J. and Ronak, R. P. (2011). Management of behavioural problems of children with mental retardation. VDM publications. Germany

COURSE OUTCOMES

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

CO1: Understand the policies and programmes available for the disabled

CO2: Enlist the characteristics of children with disabilities

CO3: Apply various tools to assess the children with special needs.

CO4: Recognize the role of parents, therapist and NGO's in the process of rehabilitation of the disabled.

CO5: Acquire the Skills of Adapting Curriculum to meet the need of the Students with Diverse needs

PO Mapping

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18	PO19
CO1			M															
CO2								S										
CO3																	M	
CO4																		S
CO5								L										

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

CONTEMPORARY INDIA AND EDUCATION

Course Code**: ED 4256** Credit**: 5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Acquire knowledge about the salient features of the Indian Constitution and constitutional measures to protect diversities

CO2: Develop an understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.

CO3: Recall the policy framework for the development of Indian education.

CO4: Familiarize with various incentive schemes like mid-day meal, and support to economically, socially and educationally backward communities

CO5: Appreciate innovations and new measures towards Universalization of education including the role of Panchayati Raj Institutions.

UNIT – I CONTEMPORARY INDIAN EDUCATION AND CONSTITUTION

a. Education-concept, nature, aims and functions. Types and levels of education. Distance, adult education, and mass literacy program. optional education.

b. Tribal, Agrarian, Industrial, and Post-Industrial Societies- India's educational landscape: a multiplicity of educational possibilities Religion, caste, class, gender, language, area, and tribes – Constraints in obtaining universal basic education – Demands of various social groups towards education – The role of education in fostering a good attitude towards diversity.

c. Basic features of the Indian Constitution, preamble, fundamental rights, and duties. Constitutional amendments for the RTE Act of 2009 and universal education.. Issues in Implementing RTE -2009: A critical understanding. Justice- Social, Economic, and Political.

UNIT- II POLICY FRAMEWORK FOR DEVELOPMENT OF EDUCATION IN INDIA

a. **Overview of educational reform in the Pre-independence period:**

- Macaulay‘minutes
- Wood’s Despatch
- Hunter Commissions
- Sargent Report and Basic Education

b. **Education in Post Independence Period:**

- Mudaliar Commission(1952)
- Education Commission (1964-66)
- NPE 1968; NPE 1986 and its modified version 1992
- Knowledge Commission; Language Policy

- Views of great thinkers on education: Tagore, Vivekananda, Gandhi, Aadhisangara
- Learning without Burden-1993,
- Justice Verma Commission-2012

UNIT - III INITIATIVES OF THE GOVERNMENT OF INDIA

Sarva Shiksha Abhiyan (SSA) - Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - RashtriyaUchchatar Shiksha Abhiyan(RUSA)-Mid-day Meal - Schemes for girls, SC, ST and Marginalized Group - ICT In School Education- National Repository of Open Educational Resources (NROER) - Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT).Role of UGC, NAAC, NCTE, challenges in implementing NPE 2019,2020.

Concerns and Issues in Indian Education - Right to Education and Universal Access: Issues of a) Universal enrolment b) Universal retention c) Universal success

Issues of quality and equity - Equality of Educational Opportunity: Meaning of equality and constitutional provisions, Prevailing nature and forms of inequality, including dominant and minor groups and related issues

Inequality in schooling- Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

UNIT -IV CONSTITUTIONAL PROVISIONS AND EDUCATION

Constitutional provisions on education that reflect National ideals: Democracy and the values of equality, justice, freedom, concern for others‘ wellbeing, secularism, respect for human dignity and rights. India as an evolving Nation: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system; Aims and purposes of education drawn from constitutional provision; Fundamental Rights& Duties of Citizens Constitutional interventions for universalization of education and RTE Act 2009- Decentralization of Education and Panchayat Raj (specifically though 73rd and 74th amendment) Role of Central and State governments in the development of education

UNIT- V CONTEMPORARY INDIAN EDUCATION: CONCERNS AND ISSUES

Challenges in Implementation of RTE Act 2009 Right to Education and Universal Access: Issues of a) Universal enrolment b) Universal retention c)⎜ Universal success Issues of quality and equity.⎜ (The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children) School safety⎜ 15 Equality of Educational Opportunity: Meaning of equality and constitutional provisions⎜ Prevailing nature and forms of inequality, including dominant and minor groups⎜ and related issues Inequality in schooling: Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

SUGGESTED ACTIVITIES

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

2. Prepare an album on 'Vision of Indian Education: Indian Constitution'.
3. Make a study on 'gender as an influencing factor in course choice' and submit a report.
4. Explain any 10 features of RTE act and identify 10 schools and observe the implementation of these features in those 10 schools.
5. Conduct a survey (a minimum of 10 schools) and critically analyze the implementation of RMSA.

REFERENCE BOOKS

1. Adams, J. A. (1992). Learning and memory: An introduction. Illions: Dorsey Press.
2. Adiseshiah, M.S. (1978). Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation. New Delhi: Govt. of India.
3. Aggarwal, J.C. (2009). Recent Developments and Trends in Education. New Delhi: Shipra Publications.
4. Dhankar. N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
5. National Policy on Education, Min. of HRD, New Delhi.
6. Govt. of India (1992). Programme of Action (NPE). Min of HRD
7. Govinda, R. (2011). Who goes to school: Exploring exclusion in Indian education. Oxford University Press.
8. Kakkat, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas, Publishing House Pvt. Ltd.
9. Kumar, K. (2013). Politics of education in colonial India. India: Routledge.
10. Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.

COURSE OUTCOME

At the end of this course,a student–teacher shall be able to

CO1: identify social diversity in the context of education in India and understand the basic features of Indian constitution

CO2:Appraise about the policy initiatives taken in education reform during pre- and post-independent India.

CO3: Recognize various commissions for improving education in the country

CO4: Develop an overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.

CO5: Appraise the policy initiatives taken in education reform during pre- and post-independent India

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1		L															
CO2		L															
CO3				M													
CO4			M														
CO5			L														

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

ART EDUCATION

Course code**: ED 4257** Credit**: 5**
Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

1. Integrate Art with Education and become better communicator.
2. Realize that liberal arts help in making better professionals.
3. Recognize the role of Arts as a medium of Education.
4. Deepen student's ability for perception and reflection.
5. Use art as an alternative language to experience and communicate concepts in teaching-learning.

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. Eisner Elliot.

UNIT – V ART AND CRAFT IN EDUCATION

a. Art in Craft and Craft in Art.
b. Traditional Craft and their relevance to Education.
c. Local Craft and their place in SUPW.
d. Indian Festivals and its Artistic significance.

SUGGESTED ACTIVITIES

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.
3. Explain the place of Art in society with pictures and relevant illustrations.
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.
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.
8. Make an album of Indian festivals and artistic significance.

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 OUTCOMES

CO1: Appreciate the role of Art as a medium of expression.
CO2: Develop creative thinking through different Art forms.
CO3: Demonstration the SUPW things.
CO4: Explore the Drama as a form of Teaching.
CO5: Identify the Rasa Principles.

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1							L										
CO2											L						
CO3																S	
CO4									M								
CO5						L											

L – Low attainment level
M – Medium attainment level
S – Strong attainment level

LIFE SKILLS EDUCATION

Course Code**: ED 4258** Credit**: 5**
Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO 1: To apply the knowledge of Introduction to psychology.
CO 2: To enable the students to understand the concept of social skills
CO 3: To understand the universal human Values.
CO 4: To understand the concept of stress management and Benefits of life skill.
CO 5: To understand the concept of dynamics and economics aspects.
CO 6: To understand the nature of personality and adjustment and to develop insight into various types of adjustable and mal-adjustable behaviors with reference to defense mechanism.

UNIT - I INTRODUCTION TO LIFE SKILLS

Meaning of Life skills, Origin of life skills, Basic Elements of life skills (Critical thinking, creative thinking, social skills, Emotional skills, Decision making, Problem solving), self awareness, self esteem. Methods of psychology: Meaning of Psychology, Branches of psychology, Introspection, Case study, Observation and Period of Adolescent, Importance of Life skills, Life skills in 21st Century

UNIT - II SOCIAL SKILLS

Communication Skills: Listening, Speaking, Reading and Writing - Different modes of writing – Digital Literacy – Effective use of Social Media and Non - verbal communication - Communication techniques - Interpersonal Skills: Components, Types, Dimensions of Interpersonal relationships -methods to enhance interpersonal relationship - Selman's Stages of interpersonal reasoning - Empathy: Types, Dimensions, Teaching Strategies for enhancing empathy – practices fostering empathy - Service Learning and Social Curriculum Design. Outline of Cognitive and Professionals skills.

UNIT- III UNIVERSAL HUMAN VALUES

Truth, Non-Violence, Righteousness, Peace, Service and Renunciation- Self Science curriculum and Para curriculum - The teacher as a facilitator -Agencies of Life Skills Education: UNESCO, UNICEF, WHO, NSDC & TNSDC.

UNIT - IV STRESS MANAGEMENT

Stress, Stressor and types of stressors - External and Internal Stressors - Skill Development: Hard skills and Soft skills, Social Emotional Learning (SEL) Benefits of life skill, Outline of Curriculum Design (Humanistic and Personal - Conflict management

UNIT -V PERSONALITY

Assessment of personality, contributions of the Sigmund Freud to the Personality - Iceberg theory, Dynamic aspects (id, ego and super ego), Economic aspects (Eros and thanatos) Topographic aspects (conscious, subconscious, unconscious) Defense mechanisms, Classification of personality

SUGGESTED ACTIVITIES

1. Prepare an album on stress management.
2. Draw a mind map on Universal Human values.
3. Suggest measures to develop the relationship between Creative & critical skills.
4. Prepare a portfolio on Defense mechanisms.
5. Teacher talk on Iceberg theory and their importance.

REFERENCE BOOKS

1. Deccecco, J.P. (1990) **The Psychology of Learning and Instruction,** prentice hall ofIndia Pvt., Ltd., New Delhi.
2. Shashi Jain (2010) **Introduction to Psychology**, Kalyani Publishers, New Delhi.
3. **Abnormal Psychology** by James N. Butcher (Author), Jill M. Hooley Susan Mineka (Author)

COURSE OUTCOMES

CO1: Explain different values for Human.
CO2: Analyze the dynamic and economic aspects.
CO3: Examines the topographic aspects.
CO4: Interprets the Science curriculum and Para curriculum.
CO5: Demonstrates the importance of communication and interpersonal skills.

PO MAPPING

Course Outcome		PROGRAM OUTCOME																	
	PO	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1		S																
CO2						L												
CO3																		
CO4			L															
CO5					M													

L – Low attainment level

M – Medium attainment level

S – Strong attainment level

EDUCATIONAL MANAGEMENT

Course Code**: ED 4261** Credit**:5**

Lecture**: 80 Hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES:

Recognize the concepts, definitions, terms and theories in the field of educational management.

CO1: Recognize the role of personnel involved in effective educational management

CO2: Develop the leadership qualities among the student teachers

CO3: Recognize the importance of classroom organization

CO4: Apply the principles and techniques of supervision in teaching profession

CO5: Appreciate the role of different bodies in educational administration

UNIT – I INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Nature and scope of educational administration, definitions, differences between management, organization, administration.- Components of the administrative process, management of things, human relations- Basic principles of modern management theory – totalitarian versus democratized, classical theory, socio-technical system theory and its relevance to educational administration-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

Leadership behavior: concept, importance, types of leadership qualities, strategies to develop leadership qualities, implication of educational administration. - Educational supervision: meaning and scope, Need for supervision-Types of supervision: based on goals to be attained, American system of classification-Classroom management: problems, mistakes, disciplinary practices, classroom rules, routines and regulations-Time management: allocated time, instructional time, engaged time and academic learning time-Violation of rights of children and legal consequences.

UNIT – III SCHOOL ADMINISTRATION & MANAGEMENT

School administration: scope and meaning, role of the Headmaster and teacher in school administration-School discipline: meaning of discipline, principles of punishments, means to achieve good discipline, corporal punishment-Office management: management of statutory and non-statutory records-Organization of the co-curricular activities: Need and importance, guiding principles for effectiveness-Some important co-curricular activities: school assembly, publications, athletics and games, clubs and societies, role and organization of each-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.

School administration: Meaning, nature, aims, objectives and principles – Institutional planning– School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration-Administration of education at different levels in Tamil Nadu-School and community: school & home partnership, parent teacher association, school community center, measures to win community support-Problems of school finance: grants in-aid and other fees and endowments-Institutional planning: concept and scope, characteristics of good plan-Extension Service Department.

UNIT – V FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education– Funding system of education: Public, fees, student loans, education chess, industry and external aids.

SUGESSTED ACTIVITIES

1. Visit a nearby school and prepare a detailed report on its administrative system.
2. Debate on the advantages and disadvantages of various management approaches.
3. Presentation on the salient features of various theories of school Administration.
4. Group discussion on the role of Headmaster and Head mistress in school administration.
5. Present a report on the role of UNESCO, UNICEF&UNDP
6. Draw a mind map on the responsibilities and role of Headmaster, role of D.E.O.
7. Suggest measures to develop the relationship between school and community.
8. 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.
9. Prepare an album on the theme classroom management.
10. Make a study on the management of time by your guide teachers in school where you are attached for teaching practice.
11. Prepare a report on the maintenance of discipline in the school where you were attached for teaching practice.
12. Make a study on the types of co-curricular activities which are carried out in theschool while undergoing teaching practice and prepare a report stating the need, importance and effectiveness of such programs.

REFERENCE BOOKS

1. Chaube, S. P., & Chaube, A. (2008). **School Organization,** New Delhi: Vikas Publishing House.
2. **Educational commission Report 1964-66.**
3. **Gangadhar, R. M., & Rao, V. P. S. (2000). Organizational behavior,** Delhi: Konark Publishers Pvt. Ltd.
4. Haggett Albert: **Practical School Administration,** Iiinois Grarrand Press.
5. Hemalata, T., & Ruhela, S.P. (1997). **Educational Management - Innovative global patterns**. New Delhi: Regency Publication.
6. John W Best and James V Kahn (2008). Research in Education, Pearson/PHI, New Delhi.
7. Kochar S.K. **Successful Supervision and Inspection,** New Delhi, Sterling Publishers.

8. Krishnamacharyulu, V. (2010). **School Management and Systems of Education**, Neelkamal Publications Pvt. Ltd. Hyderabad.
9. Mathur S.S. **Educational Administration,** New Delhi, Allied Publishers.
10. Meenakshi Sundaram, A. (2012). **Educational Innovations and Management**, Kavyamala Publishers, Chinnalapathi, Tamil Nadu.

COURSE OUTCOMES

At the end of this course the student – teacher should be able to:

CO1: Appreciate the role of different bodies in educational administration
CO2: Compare various issues of administration with regards to education and other disciplines
CO3: Compare the concepts of administration, organization and management.
CO4: Spell out the role of a Headmaster and Headmistress in school management
CO5: Appreciate the role of different agencies that provide financial support for education

PO MAPPING

Course Outcome	PROGRAM OUTCOME																
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1								S										
CO2			S															
CO3															L			
CO4																		M
CO5										M								

L- Low Attainment Level

M- Medium Attainment Level

S- Strong Attainment Level

ENVIRONMENTAL EDUCATION & RESEARCH IN EDUCATION

Course Code**: ED 4321** Credit-**5**

Lecture**: 80 Hrs** Tutorial**: 16**

COURSE OBJECTIVES

CO1: Understand the concept of Environmental Education.
CO2: Appreciate the policies and programs initiated to protect the environment.
CO3: Understand the Environmental hazards and develop the skill of managing the environment.
CO4: Understand the process of conducting research
CO5: Explain tool design and procedure for collection of data

UNIT-1 ENVIRONMENTAL EDUCATION & ITS MOVEMENTS AND DEVELOPMENTS

Concept and Meaning of Environment and types of Environment –Environmental Awareness – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education

Environmental movements in India: Silent Valley movement- Chipko Movement- Narmada Bachao Andolan,- National Test Range at Balipal- The Stockholm conference 1972 – Nairobi conference 1982 – The Rio Summit 1992-The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration-Kyoto conference and part on Global Warming 1997.

UNIT-II PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT & ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Major Environmental Problems: Global Warming- Green House Effect- Climate Change-Ozone Layer Depletion- Acid Rain and Extinction of Flora and Fauna– National Environmental Policies and Program: Environmental Legislation- Acts- Rules- Notifications and Amendments- National and Regional Green Tribunals- Pollution Control Board. Environmental Education in School Curriculum – Environmental Education at different Levels of School Education –Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in promoting Environmental Education.

UNIT–III ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

Environmental Degradation –Types of Environmental Degradation Environmental Pollution-Environmental Pollutants – Types of Pollution: Soil/Land Pollution- Water Pollution-Air Pollution- Radiation/Nuclear Pollution- Light Pollution- Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management: Earth Quake- Landslides-Volcanic Eruption-Forest Fire- Tsunami-Cyclone- Flood - Nuclear and Industrial Accidents – Oil Spills.

UNIT – IV: RESEARCH IN EDUCATION

Meaning, concept and Definition of Research- Steps in the process of Research- Characteristics of Qualitative and Quantitative research- Skills needed to design and conduct Research. Types of Educational Research: Applied Research, Action Research, and Descriptive Research.

UNIT V- METHODS OF DATA COLLECTION

Tests, Inventories and scales: types and their construction and uses, Identifying a tool using reliability and validity information

Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires

Interview: types, characteristics and applicability, guidelines for conducting interviews

Qualitative and quantitative observation: use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.

SUGGESTED ACTIVITIES

1. Make a survey of your area and document all the environmental problems found along with photographs
2. Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swachh.
3. Organize a Rally in a school where you attend Internship on Swachh Bharat and Importance of Environment (The World Environment Day is 5th June) and report
4. Discussion on the need and importance of protecting the environment
5. Seminar on environmental awareness and environmental attitude
6. Preparation of a scrap book on issues related to environment
7. Power point presentation on different types of environmental pollutions and its causes.
8. Conduct an action research on any issue related to students and write a report.
9. Prepare a questionnaire of your own based on the philosophy of de-schooling and make a survey on 30 people and analyze the results.
10. Collect the information about the organization of alternative schools, virtual schools and mobile schools.

REFERENCE BOOKS

1. Palmer, J.A. (1998). Environmental education in the 21st Century: Theory, practice, progress, and promise. Routledge.
2. Meenakshisundaram, A. (2012). *Guidance and counseling* Dindigul: Kavyamala Publishers.
3. Nagarajan, K. and Natarajan, S (2012). *Guidance and counselling* Chennai: Ram Publishers.
4. Sharma, R.A. (2012). *Fundamentals of guidance and counselling*. Meerut: R. Lal Book Depot.
5. Sharma, R.N. (2008).*Vocational Guidance & Counselling*. Delhi: Surjeet Publications.
6. Environmental Studies (2004), Kumaraswamy K. Alagappa Moses, Vasanthy, Bharathidasan University Publication – Tiruchirapalli.
7. Environmental Studies (2004), Kumaraswamy K, Periyar E. V. R. College Publications – Tiruchirapalli.

8. Environmental Education, Purushotham Reddy K & Narasimha Reddy D (2003), Neelkamal Publications PVt.Ltd. – New Delhi.
9. Environmental Education, Rao & V.K, Reddy. R.S (2004), Common wealth publishers – New Delhi.
10. Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.

COURSE OUTCOMES

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

CO1: Acquires knowledge about the meaning, scope and importance of Environmental Education

CO2: Identifies the different sources of energy and classifies them.

CO3: Identifies the actions that eliminate or reduce risks from future disaster events.

CO4: Develop knowledge about the nature, purpose, scope, areas, and types of research in education.

CO5: Able to determine the type of data, the sources and technique to collect data in research.

PO MAPPING

COURSE OUTCOME	PROGRAM OUTCOME																	
	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17	PO 18
CO1											S							
CO2			S															
CO3						M												
CO4												M						
CO5															S			

L - Low Attainment Level

M - Medium Attainment Level

S - Strong Attainment Level

HEALTH, YOGA, AND PHYSICAL EDUCATION

Course Code**: ED 4322** Credit**: 5**

Lecture**: 80hrs** Tutorial**: 16 Hrs**

COURSE OBJECTIVES

CO1: Gain knowledge about health, communicable diseases, and the importance of food and nutrition

CO2: Understand the concept and importance of yoga and asanas.

CO3: Apply the knowledge from various yoga approaches to real-life health and stress management situations.

CO4:Sensitize, motivate, and help them to acquire the skills for physical fitness and learn correct postural habits and activities for its development

CO5: Acquire skills to systematize and conduct various sports activities in school

UNIT - I EDUCATION ON HEALTH AND NUTRITION

- Concept of Health Education. Health needs of Children and Adolescents, including Differently-Abled Children. Ways of implementing Health Education in Schools.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent disease transmission; Harmful effects of self-medication and patient's rights.
- Nutrition- concept, importance- Food and nutrition-base nutrition-nutrients-food groups-food values- Balanced diet-food pyramid. Sources include energy proteins, fats, carbohydrates, vitamins, minerals, and water- functions and resources.

UNIT - II INTRODUCTION TO YOGA AND YOGIC PRACTICES

Yoga: meaning and initiation. Eight limbs of yoga,Yogic practices for healthy living - Advantages of yoga. Asanas - meaning and types - Standing, Sitting, Prone and Supine positions (5 Asanas each).Kriyas and Pranayama, Meditation-Role of yoga asanas for prevention of common diseases. Surya namaskar - meaning, stages, benefits.

UNIT – III YOGA AND HEALTH

Need of yoga for positive health. Role of mind in positive health as per ancient yogic perspectives. Concept of health, healing, and disease: yogic perspectives - Potential cause of ill health- Integrated approach of yoga for managing health-Stress management through yoga and yogic dietary considerations.

UNIT- IV PHYSICAL EDUCATION

Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities. Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health. Games and sports —

athletics (general physical fitness exercises), games (lead-up games, relays, and significant games), rhythmic activities, gymnastics, and their impact on health. Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships- Role of institutions (school and family), health services, policies and significant health and physical education-related programs, blood banks, the role of media. Health and Physical Education and its relationship with other subject areas like Science, Social Science, and Languages.

UNIT – V SYSTEMATIZING COMPETITIONS

Intramural and extramural competitions: meaning, definition- organizing sports meet-conducting tournaments – single league and single knock out- preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

- Learning and performing of basic yogic activities, asanas and pranayama, Kriyas and Meditation.
- Celebration of yoga day, yoga week.
- Prepare a report by visiting a school and interacting with a physical director about using physical activities.

REFERENCE BOOKS

1. Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadharma SMYM Samiti.
2. Bette J., Logsdon & Others.1977. "Physical Education for Children: A Focus on the Teaching Process", Lea &Febiger, Philadelphia
3. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.
4. Iyengar, B.K.S. (2012). Light on yoga. From first impression. India: Harper Collins.
5. Deborah A. Wuest, Charles A. Bucher. 2006. 15th edition. "Foundation of Physical Education Exercise Science and Sports", Tata McGraw Hill, Pvt. Ltd., New Delhi
6. Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadharma SMYM Samiti.
7. Bucher, Charles. (1975). Foundation of Physical Education. (St. Luis: The C.V. Mosby Co).

COURSE OUTCOMES

After successful completion of this course, a student teacher will be able to

CO1: Analyze the importance of health education, food, and nutrition

CO2: Gather information about cause, effect, and prevention of communicable diseases.

CO3: Perform different asanas for healthy living.

CO4: Find the relationship between health and physical education and their interlink with other subjects.

CO5: Acquire skills to systematize and conduct various sports activities in school

PO MAPPING

Course Outcome	PROGRAM OUTCOME																	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PO13	PO14	PO15	PO16	PO17	PO18
CO1									M									
CO2															L			
CO3									S									
CO4						S												
CO5		S																

L- Low Attainment Level
M- Medium Attainment Level
S- Strong Attainment Level

SCHEME OF EXAMINATION

The **B.Ed.**, Programme of SCSVMV (Deemed to be University) consists of three parts viz., **Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field** spread over two years.

FIRST SEMESTER

There are **Seven** Courses in the First Semester B.Ed., programme with maximum weightage of 550 marks. 235 marks out of this shall be allotted for continuous comprehensive internal assessment.

The marks to be obtained by the candidate in the University examinations in the respective courses in first semester are as follows:

Sl.No.	Course Title	Marks	External	CIA
1	Philosophical and Social Contexts of Education	100	70	30
2	Educational Psychology	100	70	30
3	Pedagogy Subject - I (PART – I)	100	70	30
4	Pedagogy Subject - II (PART – I)	100	70	30
5	Language across the Curriculum	50	35	15
6	Indian culture	50	-	50
7	Communication Skills	50	-	50
Total Marks Allotted for First Semester		**550**	**315**	**235**

SECOND SEMESTER

There are **Seven** Courses in the Second Semester B.Ed., Programme with maximum weightage of 550 marks. 235 marks out of this shall be allotted for Continuous Comprehensive Internal Assessment.

The marks to be obtained by the candidate in the University Examinations in the respective courses in Second Semester are as follows:

Sl.No.	Course Title	Marks	External	CIA
1	Learning and Teaching	100	70	30
2	Pedagogy Subject - I (PART – II)	100	70	30
3	Pedagogy Subject - II (PART – II)	100	70	30
4	Assessment for learning	100	70	30
5	Critical understanding of ICT	50	35	15
6	**Elective (Any one of the following)**	50	-	50
	Hindi for Everyday use			
	Quantitative Aptitude and Reasoning ability			
7	Open Elective* (Student will take any one course offered from other Department)	50	-	50
Total Marks Allotted for Second Semester		**550**	**315**	**235**

THIRD SEMESTER

All student teachers have to teach both the Pedagogical Subjects as per the instructions 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.

Practical Examinations will be conducted after completion of School Internship with the internal and external examiner. Final evaluation will be done by **Moderation Board.**

S. No	Code	Subject	Credits	Hrs/ Week	CIA	EA	Total Marks
1	**School Internship (16 Weeks) and Engagement with the field (2 Weeks)**		25		-	-	-
	ED 3311A	Observation Record (PS- I & II)			-	20	20
	ED 3311B	Teaching Practice Lesson Plan Record (PS - I & II)			-	80	80
	ED 3311C	Teaching Learning Material (PS- I & II)			-	20	20
	ED 3311D	Scholastic Achievement Record (PS -I & II)			-	40	40
	ED 3311E	Case Study Record & School Supervision Record			-	20	20
	ED 3311F	Action Research Record			-	20	20
2	**Other Records**					-	
	ED 3311G	Micro Teaching Record (PS - I & II)			-	40	40
	ED 3311H	Psychology Experiments Record			-	20	20
	ED 3311I	Textbook Review Record			-	20	20
	ED 3311J	Audio Visual Aids Record			-	20	20
	ED 3311K	Practice Teaching Lesson Plan Record (PS- I & II)			-	40	40
	ED 3311L	Computer Practical Examination			-	20	20
	ED 3311M	SUPW Record			-	20	20
	ED 3311N	Special School Visit Record			-	20	20
	ED 3311O	Physical Education Record &Citizenship Training Record			-	20	20
3	ED 3311P	**Teaching Competency** (PS- I & II) (Practical Examinations)			-	80	80
Total			**25**	**-**	**-**	**500**	**500**

FOURTH SEMESTER

There are **FIVE** Courses in the Fourth Semester B.Ed., Programme with Maximum Weightage of 500 marks. 150 marks out of this shall be allotted for Continuous Comprehensive Internal Assessment. The marks to be obtained by the candidate are as follows:

S.No	Course Title	Marks	External	CIA
1	**Elective – I (Any one of the following)**	100	70	30
	Guidance and Counseling			
	Understanding the Self			
	Gender, School and Society			
	Peace and Value Education			
2	**Elective – II (Any one of the following)**	100	70	30
	Inclusive Education			
	Contemporary India and Education			
	Art Education			
	Life Skills Education			
3	Educational Management	100	70	30
4	Environmental Education& Research in Education	100	70	30
5	Health, Yoga and Physical Education	100	70	30
	Total Marks Allotted for Fourth Semester	**500**	**350**	**150**

NOTE:

1. Passing minimum in external examination for all the courses conducted for100 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.
2. The course in **Fourth semester viz., Health, Yoga and Physical Education is a Practical paper. 30% of the marks will be evaluated for Theory and 70% of the marks will be evaluated through Practical session.**
3. There is no minimum mark for internal examinations.
4. The duration of examination for all the 70 marks courses are 3 hours and for courses conducted for 35 marks is 90 minutes.

However for two courses in **First semester viz., Indian Culture and Communication Skills** and for two courses in **Second semester viz., Hindi for Everyday use/ Quantitative Aptitude and Reasoning ability and Open Elective** are being evaluated internally, for which two Internal Exams (30 Marks) will be conducted for each course and the average will be taken (30 marks) and remaining 20 marks will be evaluated through Assignments / Activity / Seminar / Panel Discussion. The students have to secure a minimum of 50% marks to pass the exam.

PATTERN OF EXAMINATION FOR THE COURSES

In general the syllabus of each course is divided into 5 units for 100 marks and 3 units for 50 marks. It is advised that at least one question shall be set from each unit and the question paper should cover the entire syllabus.

A) Question paper format for 70 marks course

- Each question paper carries 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 Multiple Choice Questions (MCQ). All the 10 questions asked shall be answered. 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	---	10	No choice	1	10
			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 pedagogy papers should have a bearing on its teaching aspect.

QUESTION PAPER FORMAT FOR 70 MARKS COURSES

Course Code:
Course:
Time- 3 Hrs. **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) From Unit I
2) From Unit I
3) From Unit II
4) From Unit II
5) From Unit III
6) From Unit III
7) From Unit IV
8) From Unit IV
9) From Unit V
10) From Unit V

PART-B **(5 X 4 =20)**

Answer any 5 questions. Each question carries 4 marks.
Answer each question in about 200 words.

11) From Unit I
12) From Unit II
13) From Unit III
14) From Unit IV
15) From Unit V
16) From any Unit
17) From any Unit
18) From any Unit

PART C **(2 X 10 =20)**

Answer the following questions. Each question carries 10 marks
Answer each question in about 500 words.

19 A) From Unit I or II or III

or

B) From Unit I or II or III

20 A) From Unit IV or V

or

B) From Unit IV or V

PART D **(10 X 1 =10)**

Select the correct answer and write the answer along with the question in your answer booklet. Each question carries one mark.

21) From Unit I
22) From Unit I
23) From Unit II
24) From Unit II
25) From Unit III
26) From Unit III
27) From Unit IV
28) From Unit IV
29) From Unit V
30) From Unit V

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 Multiple Choice Questions (MCQ). 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, and analysis, synthesis, drawing the conclusions, making generalizations and 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) From Unit I
2) From Unit I
3) From Unit II
4) From Unit II
5) From Unit III

PART-B **(2 X 5 =10)**

Answer any 2 questions. Each question carries 5 marks.
Answer each question in about 200 words.

6) From Unit I
7) From Unit II
8) From Unit III

PART C **(1 X 10 =10)**

Answer the following question which carries 10 marks.
Answer the question in about 500 words

9 A) From Unit I or II

(or)

B) From Unit III

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) From Unit I
11) From Unit II
12) From Unit III
13) From any Unit
14) From any Unit

CONTINUOUS COMPREHENSIVE 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.	Continuous Comprehensive Internal Assessment	Duration	No. of Item	Distribution of marks
1	Internal Test	60 minutes	2 Tests	15
2	Assignment / Activity / Seminar / Panel Discussion	10 days	1 in each paper	10
3	Smart Board Teaching	15 minutes	1	5
Total				**30**

1. Continuous assessment regarding theory courses shall be based upon the performance of student teachers in respect of the following items:
    a) **Internal test:** Two internal tests will be conducted for 30 marks each. The total weightage of 60 marks is reduced to 15 marks.
    b) **Assignment / Activity** / **Seminar / Panel Discussion:** Topics in the subject given by the concerned members of faculty. This carries 10 marks
    c) **Smart board teaching:** Each student has to teach a topic of his interest from Pedagogy subject - II. This carries 5 marks.
2. Retest may be conducted, if reason for absence is found to be genuine.
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.

QUESTION PAPER FORMAT FOR 30 MARKS INTERNAL TESTS

Course Code:

Course:

Time- 60 Minutes Max. Marks: 30

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Part A (5 x 2 = 10)

Answer ALL the following questions in about 50 words.

Each question carries two marks.

1.
2.
3.
4.
5.

Part B (2 X 3 = 6)

Answer ALL the following questions in about 100 words.

Each question carries three marks.

6.
7.

Part C (2 X 5 = 10)

Answer any two the following questions in about 200 words.

Question carries five marks.

8.
9.
10.

Part D (4 x 1 = 4)

Select the correct answer and write along with the question in your answer sheet.

Each question carries one mark.

11.
12.
13.
14.

MINIMUM PASS MARKS REQUIRED IN PRACTICUM COMPONENTS IN THIRD SEMESTER:

- The student teacher should have successfully completed teaching practice at designated schools.
- The student teacher should be physically present for Teaching Competency (Practical Examination) and Moderation Board.
- If the student teacher fails in the Practicum, he/she must reappear for Moderation Boar**d** and Teaching Competency (Practical Examination).
- If above conditioned are satisfied, then a minimum of 50% marks is to be obtained in Practicum to qualify.

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.

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 20 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

Microteaching and demonstration lessons by the faculty members of the School of Education are prerequisites for 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 faculty. 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. 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 96 working days for third semester and each student-teacher has to write at least 40 lesson plans in each Pedagogy subject and deliver the same. 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 40 and each shall be approved by the concerned guide teacher in the respective schools.

SUBMISSION OF RECORDS

Submission of all the prescribed records 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 records written by the student teachers. In order to standardize the assessment done by the School of Education there is a need to constitute Moderation Board to moderate the assessments already made by the concerned competent members of faculty.

The University shall constitute a Moderation Board as detailed below.

S.No.	Name	Designation	Details
1	Head, SOE	Chairman	Chairman, Board of Studies, S.O.E.
2		External Member	Principal of colleges of Education/ Any renowned faculty
3	Faculty, SOE	Internal Member	Subject Expert
4	Faculty, SOE	Internal Member	Subject Expert

DUTIES AND RESPONSIBILITIES OF THE MODERATION BOARD

1. This Moderation Board should thoroughly verify the records done by the student teachers and the marks awarded by the concerned members of faculty under practicum. 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 the total practicum awarded by the members of faculty.
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 binding.

PRACTICAL EXAMINATIONS

The university shall appoint a Board of Examiners for the practical examination in pedagogical courses from other university departments and colleges of Education. Each Board consists of one external examiner 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	Tamil	Member subject concerned	Faculty concerned
2	English	Member subject concerned	Faculty concerned
3	Sanskrit	Member subject concerned	Faculty concerned
4	Hindi	Member subject concerned	Faculty concerned
5	Mathematics	Member subject concerned	Faculty concerned
6	Physical Science	Member subject concerned	Faculty concerned
7	Biological Science	Member subject concerned	Faculty concerned
8	Computer Science	Member subject concerned	Faculty concerned
9	History	Member subject concerned	Faculty concerned
10	Commerce & Accountancy	Member subject concerned	Faculty concerned
11	Economics	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 % (1050) of the total marks (2100). However one has to get 275/550 in First Semester, 275/550 in Second Semester, 250/500 in Third Semester and 250/500 in Fourth Semester Examinations 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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