BACHELOR OF EDUCATION (B. Ed.)

Curriculum Design

S. No	Code No.	Title of the paper	Int. Marks	Ext. Marks	Total Marks	Credits
First Semester						
01	**70111**	Contemporary India and Education	25	75	100	4
02	**70112**	Educational Psychology	25	75	100	4
03	**70113 A/B**	**Optional – I** Tamil/ English	25	75	100	4
04	**70114**	**Practical – I** Enhancing Professional Capacities	--	200	200	8
		Total	**75**	**425**	**500**	**20**
Second Semester						
05	**70121**	Educational Evaluation	25	75	100	4
06	**70122**	Curriculum and instruction	25	75	100	4
07	**70123 A/B/ C/D/E/F/G**	**Optional-II** Tamil/ English/ Mathematics/Science/Social Studies/Commerce/Economics	25	75	100	4
08	**70124**	**Practical – II** General Practicum Components	--	200	200	8
		Total	**75**	**425**	**500**	**20**
Third Semester						
09	**70131**	Critical Understanding of ICT	25	75	100	4
10	**70132**	Guidance and Counselling	25	75	100	4
11	**70133**	Environmental Education	25	75	100	4
12	**70134**	**Practical – III** School based Learning activities	--	200	200	8
		Total	**75**	**425**	**500**	**20**
Fourth Semester						
13	**70141**	Educational Technology	25	75	100	4
14	**70142**	**Practical – IV** School Internship/ practice Teaching	--	400	400	16
		Total	**25**	**475**	**500**	**20**

No. of credits per semester- 20
Total No. of credits programme – 4 X 20= 80
Total Marks- 2000

B.Ed. - Distance Education 2015-2016 onwards –Practicum Component

70114 Practical – I Enhancing Professional Capacities -200 Marks (8 credits)

S. No.	Activity	Maximum Marks	Credits
1.	Reading and reflecting on text	50	2
2.	Drama and Arts in Education	50	2
3.	Understanding Self	50	2
4.	Application of ICT	50	2

70124   Practical – II General Practicum Components -200 Marks (8 credits)

S. No.	Subjects	Maximum Marks	Credits
1.	Yoga Education	50	2
2.	Language Across the curriculum	50	2
3.	Inclusive Education	50	2
4.	Gender Studies	50	2

70134   Practical – III School based Learning Activities-200 Marks (8 credits)

S. No.	Activity	Maximum Marks	Credits
1.	Addressing School Assembly on different themes	50	2
2.	Preparation of school time table	50	2
3.	Organizing Quiz/Debate/Parent teacher Association	50	2

S. No.	Subjects/Records	Maximum Marks	Total	Credits
4.	Maintenance of a school Register	50		2

70142   Practical – IV School Internship/ Practice teaching – 400 marks (16 credits)

S. No.	Subjects/Records	Maximum Marks	Total	Credits
1.	Pedagogy Optional I Preparation and utilization of teaching aids Teaching competence	25 75	100	4
2.	Pedagogy-Optional II Teaching Competence Preparation and utilization of teaching Aids	75 25	100	4
3.	**Observation** Pedagogy –Optional I Pedagogy –Optional II	 25 25	50	2
4.	**Lesson Plan** Pedagogy Optional –I Pedagogy Optional -II	 25 25	50	2
5.	**Micro Teaching** Pedagogy Optional –I Pedagogy Optional -II	 25 25	50	2
6.	**Test and Measurement** Pedagogy Optional –I Pedagogy Optional -II	 25 25	50	2

ANNEXURE- I

Detailed Syllabi

70111 - CONTEMPORARY INDIA AND EDUCATION

OBJECTIVES

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

❖ know the meaning, definition and nature of Education and Philosophy

❖ understand the relationship between education and philosophy and different Indian and Western philosophies

❖ apprise the principles of education advocated by great Indian and Western philosophers

❖ develop an understanding of Sociology and Education

❖ understand the role of family, community, school and mass media in education

❖ get exposed to social and educational problems

❖ appreciate the social values and personal values of teachers

❖ acquire the knowledge about the educational provisions in the constitution of India

❖ explain the role and functions of various regulatory bodies in Education

❖ acquaint with the knowledge about health and nutrition

UNIT I Philosophy and Education

Education: Meaning, Definition, Nature and Scope – Philosophy: Meaning, Definition and Scope – Educational Philosophy: Meaning, Definition and Need – Relationship between education and philosophy.

UNIT II Contribution of Indian Philosophy in Education

Major Schools of Indian Philosophy:

(i)   Hinduism

(ii) Buddhism

(iii) Jainism.

UNIT III Contribution of Indian Thinkers to Education

Educational thoughts of Indian thinkers:

(i) Vivekananda

(ii) Mahatma Gandhi

(iii) Tagore

(iv) Aurobindo.

UNIT IV Contribution of Western Philosophy in Education

Contribution of Western Philosophy in Education

(i) Naturalism

(ii) Idealism

(iii) Pragmatism

(iv) Realism

(v) Eclectism.

UNIT V Contribution of Western Thinkers to Education

Educational Thoughts of Western thinkers:

(i) Rousseau

(ii) Frobel

(iii) Montessori

(iv) John Dewey.

UNIT VI Sociology and Education

Concept of Sociology

Relationship between Sociology and Education

Socialization – Culture

Social mobility – Social-stratification

Social change – Modernization.

UNIT VII Agencies of Education

Educational influence of family, community, religion, school and Mass media

Formal and non-formal systems of education

Open University system

Distance Education.

UNITVIII Problems in Indian Society and Education- I

Population explosion – Unemployment – Under employment – Illiteracy – Child labour
– Communal violence – Terrorism – Universalisation of primary education.

UNIT IX Problems in Indian Society and Education- II

Stagnation

Wastage

Special education for differentially abled and gifted

Women education

Brain Drain.

UNIT X Value Education and the Teacher

Value: Definition, classification – Value education in schools – Teachers personal values and code of ethics – Personal and professional development of teachers.

UNIT XI Indian Constitution and Education

Directive Principles – Article 45 – Responsibilities of Central and State Governments – Amendments related to education

UNIT XII University Education Commission

University Education Commission – Indian Education Commission – Secondary Education Commission – Ishwarbhai Patel Committee – NPE 1986.

UNIT XIII Regulatory Bodies of Education

MHRD – UGC–NIEPA –NCERT – NCTE– NAAC– TANSCHE – DTERT– DIET– CABE–CBSE.

UNIT XIV Health and Nutrition Education

The concept of health – School health programmes – Common ailments of children – First aid – Nutritional deficiencies – Balanced diet – Healthy food habit.

REFERENCE BOOKS

1. Agarwal, J.C. (1999). Theory and Principles of Education. New Delhi: Vikas Publications House Pvt. Ltd.

2. Biswal, U.N. (2005). Philosophy of Education. New Delhi: Dominant Publishers and Distributors.

3. Chandra, S.S. (1996). Principles of Education. New Delhi: Atlantic Publishers.

4. Ghanta, R. and Dash, B.N. (2005). Foundations of Education. Hyderabad: Neelkamal Publications.

5. Mathur, S.S. (1997). Sociological and Philosophical Foundations of Education. Agra: Vinod Pustak Mandir.

6. Patel, M.S. (1953). The Educational Philosophy of Mahatma Gandhi. Ahmedabad: Navjeevan Pub. House.

7. Sharma, R.A. (2008). Development of Educational System in India. Meerut: R.Lall books depot.

8. Sharma, R.N. (2008). Education in the Emerging Indian Society. Delhi: Surjeet Publications.

9. Saraswathi, T.S. (1999). Culture, Socialisation and Human Development. New Delhi: Sage Publications.

70112- EDUCATIONAL PSYCHOLOGY

OBJECTIVES

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

❖ acquire knowledge of nature and scope of Educational Psychology

- ❖ understand the human growth and development
- ❖ apply psychology in classroom situations
- ❖ comprehend the concept of cognitive development
- ❖ acquaint the theories of learning
- ❖ acquire knowledge about individual differences and skill provide suitable learning situations
- ❖ understand the significance of motivation
- ❖ acquire knowledge about personality intelligence and creativity
- ❖ know the importance of mental health

UNIT I Introduction to Psychology

Definition of Psychology- Schools of Psychology – Behavioural, Cognitive, Psychoanalysts, Methods of Psychology – Branches of Psychology – Educational Psychology – Concepts, Nature and Scope – Importance of Educational Psychology for the Teacher.

UNIT II Human Growth and Development

Concept of Growth and Development – Distinction between Growth and Development – Maturation and Development – Nature versus Nurture, general principles of Growth and Development.

UNIT III Dimensions of Development

Dimensions of development: Physical, cognitive, emotional, and moral – Stages of Development – Childhood to adolescence problems and Education of Adolescents – Developmental tasks and its Educational implications.

UNIT IV Cognitive Development- I

Cognitive process – Attention Factors relating to Attention – Span of Attention – Inattention and Distraction – Sensation and Perception – Factors relating to perception – Imagery.

UNIT V Cognitive Development- II

Concept Maps.

Piaget's Stages of Cognitive Development

Reasoning and problem Solving

Meta cognition – Implications for the teacher.

UNIT VI Learning

Nature and Importance of Learning – Types of Learning – Theories of Learning: Thorndike, Pavlov, Skinner, Kohler and Gagne – Learning Curve – Transfer of Learning Facilitating Transfer – Remembering and Forgetting – Improving memory.

UNIT VII Individual Differences

Nature and causes of Individual differences – Educational programme to suit individual differences – Classroom instruction – Concept of exceptional children: gifted, backward, physically mentally and socially challenged and Educational provisions.

UNIT VIII Motivation-I

Motivation: Functions of Motives – Kinds of Motives – Theories of Motivation – Maslow's Hierarchy of Needs – Achievement motivation – Components – Fear of Failure and Hope of Success.

UNIT IX Motivation-II

Motivation in the classroom context motivational functions of teacher - Praise and Blame, Rewards and Punishments – Feedback / Knowledge of results – Level of Aspiration – Characteristics of a motivated learner.

UNIT X Intelligence

Theories of Intelligence – Single, Two Factor and Multi Factor theories – Multiple Intelligence, Guilford's Structure of the Intellect – Emotional Intelligence – Individual differences in distribution of Intelligence – Test and their uses.

UNIT XI Creativity

Creativity – Relationship and differences between intelligence and creativity – Convergent and Divergent Thinking – The Process of Creativity – Guiding for Creativity – Measuring Creativity.

UNIT XII Personality

Meaning and Definitions of Personality

Determinants of Personality

Theories of personality – Psychoanalytic, humanistic.

UNIT XIII Assessment of Personality

Assessment of Personality

Important Tools and techniques

Integrated Personality.

UNIT XIV Mental Health

Conflict and Frustration – Concept of Adjustment – Adjustment Barriers – Adjustment mechanisms – Causes of maladjustment – Symptoms of Maladjustment – Defense Mechanisms – Problem children, Juvenile Delinquency – Concepts of Mental Health.

REFERENCE BOOKS

1. Judith J. (2008) Learners, learning and educational activity London Routledge

2. Graham R. (2008) Psychology: The key concepts, London, Routledge

3. Chobra, RK.(2006) Elements of educational Psychology, New Delhi Arise Publishers

4. Thomas M.H (2005) A student's guide to studying psychology, London Psychology Press.

5. Cara .F (1998) Practical for Psychology. A student workbook London, Routledge

6. Coleman, D. (1998) Working with emotional intelligence New York: Bantan Books

7. Adams J.A (1992) Learning and Memory: An Introduction Illions Dorsey Press.

8. Mangal, S.K (1981) Psychological Foundations of Education Ludhiana Parkash Bros.

9. Kokila Thangasamy.S (2007) Educational Psychology Maa Nila Pathipagam Madurai.

10. Nagarajan.K & Seetharaman (2009) Psychology of Learning & Human Development Ram Publishers, Chennai

70113A- பொதுத் தமிழ்

நோக்கங்கள்

மாணவ ஆசிரியர்கள்

❖ தாய்மொழி கற்றலின் நோக்கங்களை அறிதல்

❖ தமிழ்மொழியின் பல்வேறு பயிற்று முறைகளை அறிதல்
❖ பாடத்திட்டம் அமைத்தலில் அமைந்துள்ள கோட்பாடுகளை அறிதல்
❖ கற்பித்தல் திறன்களை அறிதல்
❖ கேட்டுணர்தல் திறனையும் பொருளுணர்தல் திறனையும் அறிதல்
❖ சிறந்த படிக்கும் பழக்கங்களை வளர்த்தல்
❖ சிறந்த எழுத்தாற்றலை வளர்த்தல்
❖ செய்யுள் உரைநடைப் பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்
❖ வினாத்தாள் அமைத்தலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்
❖ தேர்வு குறித்த சிந்தனை பெறுதல்
❖ தமிழ் கற்பித்தலில் தகவல் நுட்பவியலைப் பயன்படுத்துதல்

அலகு- 1 தாய்மொழிக்கல்வி

தாய்மொழி – தாய்மொழி கற்பித்தலின் நோக்கங்கள் – பயன்கள் – தனிச்சிறப்பு – எண்ணத்தை வெளியிடும் கருவி – திருத்தமாகப் பேச, கேட்க, படிக்க, எழுதப் பயிற்சி அளித்தல்.

அலகு- 2 தமிழைப் பயிற்றும் முறைகள்- I

தமிழ் மொழியினைப்பயிற்றும் முறை

பண்டையோர் கண்ட பயிற்று முறை

சங்ககாலம் முதல் தற்காலம் வரையில்

விளையாட்டு முறை

நடிப்பு முறை.

அலகு- 3 தமிழைப் பயிற்றும் முறைகள்- II

செயல்திட்ட முறை

தனிப் பயிற்சி முறை

மேற்பார்வைப் படிப்பு முறை

திட்டமிட்டுக்கற்றல்

இம்முறைகளைப் பல்வேறு நிலைகளில் பயன்படுத்துதல்.

அலகு- 4 பயிற்சி ஆயத்தம்

உற்று நோக்கல் பதிவு – நோக்க அடிப்படையில் கற்பித்தல் – மொழிக்கற்பித்தல் நோக்கங்களும், நோக்கக் கூறுகளும் – பாடத் திட்டம் தயாரித்தலின் இன்றியமையாமை – நன்மைகள், தீமைகள் – ஆசிரியர் மனதிற் கொள்ளத்தக்கன – புளூமின் கற்பித்தல் கோட்பாடுகள்.

அலகு- 5 நுண்ணிலைக் கற்பித்தல்

நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி – பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன், கிளர் வினாத்திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன், உதாரணங்களைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி.

அலகு- 6 துணைக்கருவிகளைப் பயன்படுத்துதல்

துணைக்கருவிகள்

துணைக்கருவி வகைகள்

காட்சிக் கருவிகள்

கேள்விக்கருவிகள்

காட்சி-கேள்விக் கருவிகள்

உருவாக்கம் பயன்படுத்துதல்.

அலகு- 7 மொழித்திறன்களைக் கற்பித்தல்

பேசுதல் திறன் – நோக்கம் –முறைகள் – பயிற்சி – பயன்கள்

கேட்டல்திறன் – நோக்கம் – முறைகள் – பயிற்சி – பயன்கள்

அலகு- 8 மொழித்திறன்களைக் கற்பித்தல்

படித்தல் திறன் –நோக்கம் –முறைகள் – பயிற்சி – பயன்கள்

எழுதுதல் திறன் – நோக்கம் – முறைகள் – பயிற்சி – பயன்கள்.

அலகு- 9 பாடநூல்

பாடநூல் –அமைப்பு முறை – உள்ளடக்கம் – வல்லுநர்களின் வழிகாட்டல் – தொடக்கநிலை, நடுநிலை, உயர்நிலை, மேல்நிலை வகுப்புகளில் மொழிப்பாடத் திட்ட நோக்கங்கள் – அவற்றின் மொழிப்பாடங்கள் – அமைப்பு முறை பற்றிய கருத்துக்கள் – உள்ளடக்கப்பகுப்பாய்வு – பயிற்சிச் சிக்கல்கள் – தீர்வுகள்.

அலகு- 10 கற்பித்தல் பொது முறை

செய்யுள் பயிற்று முறை – உரைநடை பயிற்று முறை – இலக்கணம் பயிற்று முறை – துணைப்பாடம் பயிற்று முறை – (மாதிரி வகுப்புகள் வழி பயிற்சி ஆசிரியர்களுக்கு விளக்கம் அளித்தல்) – மொழிப்பயிற்சியும் – கட்டுரை வரைதலும்.

அலகு-11 தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் -I

மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (Mass media in Language Teaching) கணினி அடிப்படையில் கல்வி (Computer Based Education) – கணினி துணையுடன் கற்பித்தல் (Computer Assisted Instruction) - கணினி மேலாண்மையில் கற்பித்தல் (Computer Managed Instruction)

அலகு-12 தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் -II

கணினி ஊடகக் கற்பித்தல் (Computer Mediated Communication)

கணினியில் தமிழ்

மின் தமிழ்

இணையத்தில் இணைந்த தமிழ்.

அலகு-13 மதிப்பீடு- I

தமிழ் கற்பித்தலின் விளைவுகளை மதிப்பிடல் – மதிப்பிடுதலின் நோக்கமும் பயனும் – பண்புகள் – நல்ல தேர்வின் இன்றியமையாத கூறுகள் – தேர்வு வகைகள் – வினா வங்கியின் பயன் – வினாத்தாள் வடிவமைப்பு – வினா வகைகள் – தொடர் மற்றும் முழுமையான மதிப்பீடு (CCE) – பயன்கள் – நோக்கம்.

அலகு-14 மதிப்பீடு- II

மையப் போக்கு அளவைகள்: கூட்டுச்சராசரிஇ இடைநிலை, முகடு சிதறல் அளவைகள் : வீச்சு, திட்ட விலக்கம், கால்மான விலக்கம் ் ஒட்டுறவு பொருளும் பயன்களும் – தர ஒட்டுறவுக் கெழு விளக்கம்.

செய்முறைப் பயிற்சிகள்

❖ கருத்தரங்கு நடத்துதல்

❖ கற்பித்தல் பொருள் தயாரித்தல் தொடர்பான துணைக்கருவிகள் தயாரித்தல்

❖ வானொலி அல்லது தொலைக்காட்சிப் பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்

❖ வினாவங்கி தயாரித்தல்

❖ குறையறி சோதனையும் குறைதீர் பயிற்சியும்

பார்வை நூல்கள்

1. கணபதி வி. (1989) "தமிழ் ஐவகைப் பாடங்களும் கற்பித்தல்" சாந்தா பதிப்பகம் சென்னை -14

2. கோவிந்தராஜன் மு. (1990) "நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும்"இ சரஸ்வதி பதிப்பகம் சென்னை.

3. புலவர் செந்தூர் பாண்டியன் (1979) "நுண்ணிலைப்பயிற்சி " மீனாட்சி பதிப்பகம் புதுக்கோட்டை

4. வேணுகோபால் இ.பா (1991) "பைந்தமிழ் கற்பிக்கும் முறைகள் சகுந்தலா வெளியீட்கம் வேலூர்.

5. முனைவர் பழனிவேலு ஞா. "தமிழ் கற்பித்தழில் புதுமைப்போக்குகள்".கபிலன் பதிப்பகம் 93

6. கோவிந்தராஜன் மு. (1980) "மொழித்திறன்களும் சில சிக்கல்களும்" தேன்மொழிப்பதிப்பகம் சென்னை

7. கணபதி வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள்" சாந்தா பதிப்பகம் சென்னை -14

8. இலக்குவன் (2008) : தமிழ்ப்பாடநூலும் ஆசிரியரும், சென்னை : சாரதா பதிப்பகம்

70113B- TEACHING OF ENGLISH

OBJECTIVES

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

- ❖ realize the role of English in India in the right perspective and the rationale for learning English as a second language
- ❖ get familiarized with the various aspects of the B.Ed. programme with special reference to the nature of the language skills to be developed and evaluation
- ❖ acquire knowledge of the current trends in the teaching of English
- ❖ get familiarized with techniques of oral preparation and practice of language items.

UNIT I Role of English in Indian Classroom- I

The status of English in India today – The rationale for learning English – Aims of teaching English at the Primary level, Secondary level and Higher Secondary level - Objectives of teaching English as a second language.

UNIT II Role of English in Indian Classroom- II

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 III Teaching of Different Skills in English

Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives – Micro teaching – Macro teaching – Use of different drills in Teaching Oral English.

UNIT IV Technology Assisted Language Learning (TALL) - I

Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches - Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television.

UNIT V Technology Assisted Language Learning (TALL) – II

Programmed learning – Language laboratory – Computer assisted language learning – Power point presentation – Related websites in language learning.

UNIT VI Approaches and Methods of Teaching English

Method – Approach – Technique – Design – Method – Grammar Translation Method – Bilingual method – Direct Method – Dr.West's new method – Merits and Demerits – Approaches – Structural Approach – Types of Structures – Selection and Grading of Structures – Principles of Situational – Oral Approach – Communicative approach- Eclectic approach – Recent trends in the teaching of English.

UNIT VII Types of Evaluation

Difference between measurement and evaluation - Characteristics of a good English test –Concept of Evaluation – Types of evaluation – formative and summative- Different types of tests – Achievement tests – Aptitude tests – Proficiency tests – Diagnostic tests - Construction of a good test – Preparation of blue print.

UNIT VIII Role of Mother-Tongue in Teaching English

Use of the Mother-Tongue in the English Class – Difference between Learning the Mother-Tongue and the other tongue – Arguments against the use of Mother-Tongue – When to use the Mother-Tongue.

UNIT IX Listening Comprehension - I

Sub skills of listening – listening for perception – listening for comprehension – The three phases of listening – Listening material – listening to specific information, for general understanding, to deduce meaning.

UNIT X Listening Comprehension - II

Listening activities – dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

UNIT XI Speaking Skills- I

Techniques in teaching speaking – Tasks for developing speaking skill – Individual, pair and group work – Improving oral fluency – Dialogue – Role play – Dramatization – Play Reading – Group Discussion.

UNIT XII Speaking Skills- II

Narration – Description – Communication Game – Debate – Interview – Extempore Speech – Barriers for Effective Communication – Testing Speaking.

UNIT XIII Reading Skills

Aims of teaching reading - Process involved in reading – Symbol, sound, sense- Types of reading – reading aloud – silent reading – skimming – scanning – intensive reading – extensive reading – Methods of teaching reading to beginners – Alphabet method – Phonetic method – Word method – Phrase method – Sentence method – Strategies to develop reading.

UNIT XIV Writing Skills

Mechanics of Writing – Sub skills in writing – visual perception – syntax – organization – grammar – content purpose – relevance – Writing skills – Mechanical skills – Grammatical skills – Judgment skills – Discourse skills – Characteristics of good Handwriting – distinctiveness – legibility – simplicity – uniformity – spacing – capitalization – punctuation – speed – Developing good handwriting.

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1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt.Ltd.
4. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
5. Palmer, H. E. (2008). Oral Method of Teaching Language. Delhi: Surjeet Publications.
6. Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
7. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
8. Sharma, R. N. (2008). Contemporary Teaching of English. Delhi: Surjeet Publications.
9. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
10. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
11. Venkateswaran, S. (2008). Principles of Teaching English. UP: Vikas Publishing House Pvt.Ltd.

70114 Practical – I Enhancing Professional Capacities

200 Marks (8 credits)

S. No.	Activity	Maximum Marks	Credits
1.	Reading and reflecting on text	50	2
2.	Drama and Arts in Education	50	2
3.	Understanding Self	50	2
4.	Application of ICT	50	2

70121- EDUCATIONAL EVALUATION

OBJECTIVES

The student-teacher will be able to

- ➢ understand the concept of Assessment, measurement and evaluation

- ➢ apply measurement and evaluation in their teaching field

- ➢ understand the different approaches to evaluation

- ➢ understand and adopt CCE in their teaching and learning

- ➢ develop knowledge about techniques and tools of evaluation

- ➢ appreciate the new trends in evaluation

- ➢ implement the new examination system

- ➢ understand the need, importance and meaning of statistics

- ➢ prepare scholastic achievement test

COURSE CONTENT

Unit I – Concept of Assessment, Measurement and Evaluation

1.1 Concept and Meaning of assessment, measurement and evaluation.

1.2 Relationship and difference between measurement and evaluation.

1.3 Need and Importance of Evaluation.

1.4 Purpose of Evaluation

1.5 Place of Evaluation

Unit II – Approaches to Evaluation

2.1 Test and different types - Placement, Formative, Summative, diagnostic, Prognostic.

2.2 Distinction between Formative and Summative Evaluation

2.3 Continuous and Comprehensive evaluation: Meaning, need and relevance, procedures of Evaluation, Criteria of Evaluation

Unit III – Techniques of Evaluation - I

3.1 General Techniques of Evaluation

3.2 Quantitative technique and Qualitative technique

3.3 Self-reporting techniques

Unit IV – Techniques of Evaluation - II

4.1 Observation techniques

4.2 Projective Techniques

4.3 Sociometric Techniques.

Unit V – Tools of Evaluation

4.1 Tools of Evaluation – Rating Scales and Types – Aptitude Tests – Anecdotal Records- Inventories - Teacher made and Standardized tests.

4.2 New Trends in Evaluation -·Grading system – Computer based Examination – Choice Based Credit System-other New Trends

Unit VI – Instructional Objectives and Evaluation

6.1 Instructional Objectives and Specifications.

6.2 Cognitive Domain, Affective Domain, Psycho-motor Domain –Evaluation Pattern.

Unit VII – Bloom's Approach

7.1 Bloom's Evaluation Approach-Meaning and Definition-Techniques for evaluation of behavioural Modification.

7.2 Coordination of Teaching and Testing Activities.

Unit VIII - Scholastic Achievement Test (SAT).

8.1 Purpose of Scholastic Achievement Test

8.2 Preparation of scholastic Achievement test- planning, preparation, designing the test items, review and editing, arranging the test items, providing directions, preparing scoring key and marking scheme, administering test and scoring, Evaluating the test.

8.3 Characteristics of good measuring instrument- Validity, Reliability, Objectivity, Adequacy, Practicability, Discrimination Index.

Unit IX – Examination System - I

9.1 Examination: Meaning, Types, Objectives of Examination, Test and Examination

9.2 Present Examination System, Examination Reforms, NCERT and Examination Reforms

Unit X – Examination System - II

10.1 On-Line Examination: Meaning, Advantages, Limitations, Requirements for on-line Exam.

10.2 Open Book Examination (OBE): Meaning, Types, Objectives, Advantages, and Limitations.

Unit XI – Construction of Objective Type test Items

11.1 Objective Test Items –Meaning –Standardized-Teacher Made Objective Test Items Objective Test Items –Comparison between Teacher made objective Test and Standard Objective Test Items

11.2 Steps of Construction of Objective Type Tests. Planning, Preparation, Try-out, Evaluation of Test.

11 .3 Types of Items of an Objective Test- Recall type-Recognition Type-Advantages and limitations

Unit XII - Analysis and Interpretation of Scores I

12.1 Importance and essentials of interpretation of scores.

12.2 Measures of central tendency- Arithmetic Mean, Median and Mode

Unit XIII - Analysis and Interpretation of Scores II

13.1 Measures of Variability- Range, Quartile Deviation, Standard Deviation, and Mean Deviation

13.2 Coefficient of Correlation –Spearman Brown's Rank Difference Method.

Unit XIV - Analysis and Interpretation of Scores III

14.1 Normal Probability Curve- Properties and Uses

14.2 Skewness and Kurtosis.

14.3 Graphical representation of data – Importance of Graphical representation of data-Types of Graphical representation, Limitations

14.4 Histogram, Frequency Polygon, Cumulative frequency Curve

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All India Council for Secondary Education (AICSE) (1956). **Report of the Bhopal Seminar on Examination Reform.** New Delhi.

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Nagarajan K. (1996). **Handbook of Statistics**. Madras: Ram Publishers.

Srivastava, H.S (2010). **Conducting Tests and Examinations.** New Delhi: S. Chand & Company Ltd.

UGC (1991). **Examination Reform – A Plan of Action**, New Delhi.

70122- CURRICULUM AND INSTRUCTION

OBJECTIVES

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

- ❖ Acquire knowledge about the basic principles of Curriculum development
- ❖ Understand the importance of Instructional objectives
- ❖ Develop skill in Instructional management
- ❖ Realise the need for innovation in Teaching-learning Process
- ❖ Understand the concept of evaluation
- ❖ Familiarise various Evaluation Techniques
- ❖ Acquire knowledge in Recent Trends
- ❖ Understand the way of Curriculum Transaction

UNIT I Curriculum

Meaning of Curriculum

Curriculum and Education

Curriculum and syllabus

Need and importance of Curriculum

Co-curricular and extracurricular activities.

UNIT II Types of Curriculum

Types of Curriculum- linear type, spiral type, concentric type, pyramidal – Patterns of Curriculum – Subject –centred Activity – centred, Experience – centred.

UNIT III Curriculum Development

Determinants of Curriculum – Philosophical, sociological, Psychological , Religious, Cultural, Economical, Political - Principles of Curriculum Development Relevance, variety, Utility, Flexibility – NCERT's recommendations with reference to School Education – Steps in Curriculum Development.

UNIT IV Instructional Objectives

Instructional Objectives - Meaning of Instructional Objectives –learning Experience and Evaluation – Bloom's Taxonomy of Instructional Objectives – Cognitive, Affective and Psychomotor domains – Revised version of Bloom's Taxonomy – Anderson.

UNIT V Innovations in Teaching-Learning Process- I

Individual Instruction

programmed Instruction

personalized system of Instruction

Computer Assisted Instruction.

UNIT VI Innovations in Teaching-Learning Process- II

Team teaching

Co-operative Learning

Seminar

Symposium

Panel Discussion

Workshop.

UNIT VII Instructional Management

Need for Instructional planning – Preparation of Annual plan- Time table –Classroom Management – Role of headmaster – Qualities of Teacher – Job satisfaction of teachers – Teacher Welfare measures.

UNIT VIII Evaluation

Concept and Purpose of Evaluation – basic Principles – tools and techniques of Evaluation – Tests as Tools –Classification of tests – Characteristics of a Good Tool – Validity, Reliability, Objectivity and Usability. Preparation, Administration and Interpretation of Results of Achievement and Diagnostic test.

UNIT IX Evaluation Techniques

Evaluation – its importance – semester vs Non-Semester Patterns – External Examination: merits and limitations –Continuous Internal assessment: merits and demerits –Criterion referenced and norm referenced Tests- formative and summative Education.

UNIT X Student Support Services

Meaning of Co-curricular and extracurricular activities – Organisation of co-curricular and extracurricular activities - Discipline and freedom – School health programme - Physical Education programme – Guidance and counseling – Principles of guidance and counseling.

UNIT XI Curriculum Transaction- I

Teaching – Definition – Meaning – Principles of Teaching – Functions of Teaching – Role of a Teacher – Models of Teaching – Characteristics features of Models of teaching – Components of Models of Teaching.

UNIT XII Curriculum Transaction- II

Glaser's Basic model of teaching

Herbert's model of teaching

Carroll's models of teaching

Classification of model of teaching based on Joyce and Weil.

UNIT XIII Recent Trends - I

National Policy on Education – Special focus on Teacher education – DTERT, DIETs, BRC – Activity Based Learning (ABL) – Active Learning Methodology (ALM), Advanced Active Learning Methodology (AALM) : Overview, Benefits.

UNIT XIV Recent Trends – II

Trimester system in School Education – Continuous Comprehensive Evaluation in School education (CCE) – Justice Verma Commission on Teacher Education (2012) – SSA, RMSA, Rashtriya Ucchatar Shiksha Abhiyan (RUSA)

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1. Benett, bill J. and Martin, Kenneth (1980). The practice of teaching: A positive start New York: Harper and Row International.
2. Bigge, Morris L (1982). Learning Theories for teachers.
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5. Goodson Iyer (Ed) (1985). curriculum Development and Educational Technology New York: Sterling publication
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9. Huebner Dwayna (1964). Assessment of the Curriculum New York Bureau of Publication Coloumbia University, teachers College.
10. JacobgenD.Etal (1985). Methods of etachingA skilsl approach Toronoto Charles and Meril Publication Company
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70123A - சிறப்புத் தமிழ்

நோக்கங்கள்:

மாணவ ஆசிரியர்கள்

- ❖ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்
- ❖ கலைத்திட்டத்தில் மொழியின் இடத்தினை அறிதல்
- ❖ தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல்
- ❖ இலக்கியக் கழகங்கள் பற்றி அறிதல்
- ❖ தேசியக் கல்விக் குறிக்கோள்களை அறிதல்
- ❖ பள்ளியிதழ்களின் முக்கியத்துவத்தை அறிதல்
- ❖ கவிதை பற்றிய கொள்கைகளை அறிதல்
- ❖ முத்தமிழின் வளர்ச்சியினை முறையோடறிதல்
- ❖ இலக்கியத் திறனாய்வு பற்றி அறிதல்
- ❖ மொழிபெயர்ப்பு மொழிவளர்ச்சிக்குத் துணையாதலையுணர்தல்

அலகு-1 மொழியின் தோற்றம் - **I**

மொழியின் பண்புகள்

மொழியின் தோற்றக்கொள்கை

மொழியின் வளர்ச்சி - தமிழ்மொழி வரலாறு

தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள்.

அலகு-2 மொழியின் தோற்றம் - **II**

பேச்சு மொழியும் எழுத்து மொழியும்

சிறப்பு மொழி

பண்பு மொழிக்கொள்கை

தமிழ்மொழியின் தனித்தன்மைகள்.

அலகு-3 கலைத்திட்டத்தில் தாய்மொழி - **I**

கலைத்திட்டத்தில் தாய்மொழி

தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்குமுள்ள தொடர்பினைக் காணல்

கலைத்திட்டதில் தாய்மொழி பெறுமிடம்.

அலகு-4 கலைத்திட்டத்தில் தாய்மொழி – **II**

தேசியக் கல்விக் கொள்கையில் கலைக்கல்வி – கலைத்திட்டத்தின் கோட்பாடுகள் – ஆரம்ப, இடை, உயர்நிலைகளில் தேசியக் கல்வியின் நோக்கம் மற்றும் குறிக்கோள்.

அலகு- 5 தமிழ் மொழியியல் அமைப்பு

மொழியியல் –ஒலி மொழியாதல் - ஒலிகளின் பிறப்பு – பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் – தமிழ் மொழியின் அமைப்பு – அடைப்பொலி, உரசொலி, மூக்கொலி, ஆடொலி, மருங்கொலி, ஒலியனியல் – ஒலியன்களை கண்டறியும் கொள்கைகள்.

அலகு- 6 இலக்கியக் கழகங்கள்

இலக்கியக் கழகங்கள் – இன்றியமையாமை – அமைக்கும் முறை – பணிகள் – திறன் வளர்ச்சி – செயல்முறை - இடம் பெறத்தக்கவை – நடத்துதல் பயன்.

அலகு- 7 பள்ளியிதழ்கள்

பள்ளியிதழ்கள் – கையெழுத்துப் பிரதிகள் – அமைப்பு – முறை – பயன் – இதழாசிரியர்கள் – ஆசிரியர் குழு – செயற்குழு – அளவும் அமைப்பும் – நடைமுறை.

அலகு-8 இயல் தமிழ்

இலக்கிய வகைகள் – கவிதை – மேனாட்டார் மற்றும் தமிழறிஞர் விளக்கம் – கற்பனை – உணர்ச்சி, வடிவம், பாடுபொருள் – உள்ளுறை உவமம் – அணி, இறைச்சி மற்றும் சிறப்பியல்புகள் – புதுக்கவிதை.

அலகு-9 இசைத்தமிழ்

இசையும் தமிழும் – மொழிக்கல்வியில் இசை – தொல்காப்பியத்தில் இசைக் கூறுகள் – பக்திப் பாடல்கள், நாட்டுப்புறப் பாடல்கள் – தற்காலக ்கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு.

அலகு-10 நாடகத்தமிழ்

நாடகம்: தோற்றம் – சங்ககாலம் முதல் இக்காலம் வரை அமைப்பு –வகைப்பாடு – எழுத்து, வானொலி, வட்டார மொழி, செய்யுள் நாடகங்கள் – நாடக உத்திகள்.

அலகு-11 இலக்கியத் திறனாய்வு- I

திறனாய்வின் தோற்றம் – இன்றைய திறனாய்வின் நிலை – திறனாய்வின் வகைகள் – படைப்பு வழித் திறனாய்வு – மரபு வழித் திறனாய்வு – முருகியல் திறனாய்வு.

அலகு-12 இலக்கியத் திறனாய்வு- II

விளக்க முறைத் திறனாய்வு – மதிப்பீட்டு முறைத் திறனாய்வு – வரலாற்று முறைத் திறனாய்வு – ஒப்பீட்டு முறைத் திறனாய்வு – பாராட்டு முறைத் திறனாய்வு – திறனாய்வாளரின் தகுதிகள்.

அலகு-13 தமிழ் மொழியின் வளர்ச்சி நிலை - I

கணிப்பொறியும் தமிழும் – பல்லூடகமும் தமிழ் கற்பித்தலும் –மொழிபெயர்ப்பு – மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு..

அலகு-14 தமிழ் மொழியின் வளர்ச்சி நிலை - II

தமிழ் இணையம் – தமிழ் ஆட்சிமொழியாவதில் ஏற்படும் சிக்கல்கள் – நீக்கும் வழிமுறைகள் – செம்மொழித்தமிழ்

செயல்முறைப் பயிற்சிகள்

➢ முன்னறிவிப்பில்லாச் சொற்பொழிவுகள்

➢ ॔கற்பித்தல் பொருள் தொடர்பான துணைக்கருவிகளைத் தயாரித்தல்

➢ கையெழுத்து இதழ் தயாரித்தல்

➢ வினாவங்கி தயாரித்தல்

➢ கருத்தரங்கம் நடத்துதல்

பார்வை நூல்கள்:

1. கணபதி .வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள் " பகுதி –II சென்னை சாந்தா பப்ளிஃர்ஸ்.

2. கணபதி.வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள் " பகுதி –I சென்னை சாந்தா பப்ளிஃர்ஸ்.

3. முனைவர் முத்துசண்முகம் (1988), "இக்கால மொழியியல்" கழக வெளியீடு

4. முனைவர் முவ. (1988) "மொழிவரலாறு" கழக வெளியீடு

5. முனைவர் எஸ் ஸ்ரீகுமார் (2002) "மொழியும் சமூகமும்" செண்பகா பதிப்பகம் தி.நகர் சென்னை -17.

6. முனைவர் சேதுமணியன் (1990) "மொழிபெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்" செண்பகம் வெளியீடு மதுரை

7. முனைவர் ந. சுப்பு ரெட்டியர் (2005) "தமிழ் பயிற்றுமுறை" மாணிக்கவாசகர் பதிப்பகம் சிதம்பரம்

8. கணபதி .வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள் "சென்னை. சாந்தா பப்ளிஃர்ஸ்.

9. முனைவர் மு.வ (1996) "தமிழ் இலக்கிய வரலாறு" சாகித்திய அகாடமி புதுதில்லி

10. முனைவர் இ.பா வேணுகோபால் (2006) பைந்தமிழ் கற்பிக்கும் முறை சாரதா பதிப்பகம் சென்னை.

11. முனைவர் சு. சக்திவேல் (1996) "தமிழ் மொழிவரலாறு" மணிவாகர் பதிப்பகம் சென்னை

12. முனைவர் மு. கோவிந்தராஜன் "மொழித்திறன்களும் சில சிக்கல்களும" தேன்மொழிபதிப்பகம் சென்னை

13. முனைவர் வி. கருணாகரன் "மொழிவளர்ச்சி"

70123 B- TEACHING OF SPECIAL ENGLISH

OBJECTIVES

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

- ❖ acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- ❖ understand the connections of English speech and to acquire good pronunciation and fluency of speech
- ❖ get familiarized with the syllabi related to High School and Higher Secondary classes.
- ❖ acquire a working knowledge of the grammatical terminology and grammatical system in English

UNIT I Phonetics of English- I

Elements of English language

Phonology

Morphology,

Lexis grammar

The individual sounds – Place of articulation.

UNIT II Phonetics of English- II

The concept of the Phoneme and the Allophone

Strong and weak forms

Word Stress

Phonetic Transcription.

UNIT III Fluency

Use of conventional formulae – 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 for fluency – concession – Oral drills – Repetition drills – Mechanical drills – Substitution drills.

UNIT IV Advanced Grammar- I

The Noun phrase

The Verb phrase

Tense forms

Auxiliaries

Types of Sentence

Clauses – Sentence pattern – Active and Passive voice.

UNIT V Advanced Grammar- II

Direct and Indirect speech

Question forms

Analysis and classification of grammatical errors.

UNIT VI Lexis

Word formation – Affixation – Conversion – Compounding – Clipping – Port Manteau – Onomatopoeia – Loan words – other minor devices – Patterns of spelling – Phrasal verbs and prepositional phrases – Sentence connectors – Devices for cohesion and coherence.

UNIT VII Language Acquisition Research- I

First Language acquisition – Behaviourism and Second Language Learning – Errors and Learning Strategies – Causes for difference amoung learners.

UNIT VIII Language Acquisition Research- II

Models of second language learning – As Creative Construction – As Acculturation – As Elaboration of a Simple Code – As a form of Skill Learning – As a form of Social Learning – Subconscious and Conscious aspects of Language Learning.

UNIT IX Teaching Vocabulary

Nature of words – Types of vocabulary – Active vocabulary – Passive vocabulary – Expansion of vocabulary – Selection and grading of vocabulary – Strategies to develop vocabulary.

UNIT X Types of Courses and Stylistics

English for Global Purpose – English for Specific Purpose – Remedial English course – The English Reader – Intensive, Extensive and Supplementary – Types of Deviation – Redundancy in Poetry – Rhetorical Question – Apostrophe – Simile and Metaphor.

UNIT XI Reference and Study Skills

Practice in the Intensive and Extensive Reading – Practice in the Efficient use of the Text Books and Library books – Study skills – note-taking, note-making, summarizing and paraphrasing – Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography – Annotated Bibliography.

UNIT XII Composition- I

Types of Composition – Controlled – Guided – Free – Kinds of composition – Letter writing – Formal – Informal – Business letters – Paragraph writing – Essay writing – Précis writing – Expansion of proverb.

UNIT XIII Composition- II

Developing stories from outline – Summarizing Abstracting – Translation – Comprehension – Oral composition – Pair work – Mixed ability grouping – Correction of Composition exercise – correction symbols.

UNIT XIV Language Curriculum

Principles of Curriculum construction – Limitations in the existing school English language curriculum – Qualities of a good English language text book – Unity in Writing – Language as Creative Construction – Language as a form of Social Learning.

REFERENCE BOOKS

1. Francis Soundararaj, F. (1995). Teaching Spoken English and Communication Skills.Chennai:

2. Joyce., & Well., (2004). Models of Teaching. U.K: Prentice hall of India.

3. Kohli, A. L. (2006). Techniques of Teaching English. New Delhi: Dhanpat Rai pub.co

4. Mangal, S. k., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: loyal book depot.

5. Sachdeva, M. S.(2003). A new approach to teaching of English in India. New Delhi: Tandon Publications.

70123 C - TEACHING OF MATHEMATICS

OBJECTIVES

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

- ❖ Understand the nature of Mathematics

- ❖ Analyse the objectives, aims and values of Teaching Mathematics

- ❖ Comprehend the steps in Curriculum designing

- ❖ Maths the mathematic concepts in the school level

- ❖ Become aware of and acquire expertise in production of materials

- ❖ Acquire skill in teaching mathematics through several teaching methods and techniques

- ❖ Practice various steps in teaching for problem solving

- ❖ Gain competence in assessing the performance of students through formative and summative evaluation.

- ❖ Acquire knowledge of several learning resources in Mathematics

- ❖ Acquire skill in planning for Teaching Mathematics

- ❖ Gain knowledge of several mathematical organisation for professional advancement

UNIT I Nature of Mathematics

Definition of Mathematics – Objectivity, symbolism, Abstractness, logical structure, structuralism and formalism. History of Mathematics – Its importance for a teacher.

UNIT II Aims and Objectives

Aims of teaching Mathematics – practical, disciplinary, cultural, social –values of Mathematics for a common and advanced learner taxonomy of Objectives – Bloom & Anderson.

UNIT III Mathematics Curriculum

Principles of Curriculum

Designing curriculum

Modern trends

Comparison of different curricula in Mathematics of Various steams.

UNIT IV Methods and Strategies - I

Developing a Mathematical concept

Expository and discovery teaching Group

Cooperative and collaborative strategies.

UNIT V Methods and Strategies - II

Provisions for heterogeneous classroom

Special children and teaching of Mathematics

Active learning

Tiger methods

Constructivism.

UNIT VI Teaching for Problem Solving

Definition of Problem

Polya's steps in problem solving

Various kinds of proof

Inductive and deductive method

Creative learning and teaching.

UNIT VII Learning Resources and Material Production - I

Classroom

Library

Laboratory

Low- cost teaching materials.

UNIT VIII Learning Resources and Material Production - II

Technology

Web based learning

Interactive board,

Gco board Sketchpad etc.

UNIT IX Planning for Teaching- I

Lesson Plan – importance of Lesson plan

Preparation of lessons

Characteristics features of lesson plan

Model lesson plan.

UNIT X Planning for Teaching- II

Unit plan- importance of unit plan

Characteristics features of unit plan

Worksheets Unit plan

Preparation of resource units.

UNIT XI Assessment and Evaluation -I

Purpose and programmes

NRT & CRT

Teacher made achievement test

Preparation of blueprint.

UNIT XII Assessment and Evaluation -II

Writing items

Preparing key & marking scheme

Diagnostics tests

Preparation suggesting remedial teaching.

UNIT XIII Teaching for Permanence

Drill

Review and Revision

Motivation Rationalization

Concretization, correlation,

Individualized Programmes, Home assignments.

UNIT XIV Teachers and Professional Development

Mathematics teachers, participations in organizational activities – seminars –Affiliating to AMTI, NCTM – How to play a role in Mathematical Olympiads –Contribution to journals and Magazines.

REFERENCE BOOKS

1. Ball W.W.K A short History of Mathematics
2. Bertrand Russell, Principles of Mathematics George and Allen
3. Bhimsankaran C.V Mathematics Education Book field Centre Bombay
4. Bulter and Wren Teaching of Secondary Mathematics Mc Graw Hill Company NewYork.

5. Cooney, Davis, Hendenar Dynamics of teaching Secondary School Mathematics Houghton Mifflin Company Boston.

6. Courant and Robins What is mathematics? OUP

7. Cundy, Martyn H and RollettA.P Mathematical Models Oxford, London.

8. Devies R. Teaching of Mathematics Addison Wesley Press Cambridge.

9. E.T Bell Mathematics, Queen and Servant of science, Mc Grahill Book Company , NewYork.

10. Fletcher F.G Some lessions in mathematics OUP.

11. Hogben Lancelot, Mathematics for the Million George Allen and Unwin Ltd., London.

12. Joseph Crescimbeni teaching of New Mathematics Parker publishing Co. New York.

13. NCERT Brochure on themes relating to Mathematics Education.

14. NCTMS year Books

15. Siddhu R.S teaching of Secondary Mathematics Sterling publishers 21 S.M.S.G Books Yale University

70123 D -TEACHING OF SCIENCE

OBJECTIVES

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

- ❖ understand the nature and scope of Science
- ❖ know the aims and objectives of teaching science
- ❖ understand the various teaching strategies in science
- ❖ develop a theoretical and practical understanding of the various methods and techniques of teaching science and the importance of self-learning devices
- ❖ acquiring skills relating to planning their lessons and presenting them effectively
- ❖ understand the criteria in selecting a good textbook and to evaluate a Science textbook.
- ❖ understand the ICT and give them practice in the use of Audio-visual aids
- ❖ understand the principles of curriculum construction and the organization of subject matter
- ❖ understand the techniques of evaluating science teaching and to construct achievement test
- ❖ acquire knowledge to understand the pupil's individual differences
- ❖ be aware of the recent trends in science education

UNIT I Nature and Scope of Science

Nature and Scope of Science-Science as a product and a process – a body of knowledge (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, law)-a way of investigation-a way of thinking-Inter disciplinary approach-New developments-Implications- Globalization and science

UNIT II Aims and Objectives of Teaching Science

Aims and Objectives of teaching Science-General and Specific Objectives of teaching Sciences-Bloom's Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor)-Aims and Objectives of teaching Science at different levels-Primary, Secondary, Higher Secondary.

UNIT III Strategies for Teaching Science - I

Criteria for selecting a method of teaching Science: Level of the class, size of the class, time availability and subject matter-Methods of Teaching Science-General Methods: Heuristic Approach, Historical and Biographical Approaches.

UNIT IV Strategies for Teaching Science - II

Lecture method, Lecture cum Demonstration Method, Individual Practical Method, Analytic and Synthetic Method, Scientific Method, Project Method.

UNIT V Micro Teaching / Unit Planning / Lesson Planning

Microteaching and its scope-microteaching cycle-Relevant skills in Micro teaching-Content analysis-developing Unit Plan-steps in Unit Planning-characteristics of a good Unit Plan-Lesson Planning-Essential features of Lesson Planning and their importance-Steps in Lesson Planning (Herbartian steps)-Preparing Lesson Plans-Distinguishing Lesson Plan and Unit Plan

UNIT VI Learning Resource in Science-I

Science Laboratory-Structure and Design-Organization and Maintenance of Science Laboratory-maintenance of Registers-Storage of Chemicals-Organization of Practical Work.

UNIT VII Learning Resource in Science-II

Accidents and First Aids-Improvisation of Apparatus. Qualities of a good Science textbook-use of textbooks inside and outside the classroom-Criteria for evaluation of Science textbooks.

UNIT VIII Information and Communication Technology in Science Education

Classification of Audio Visual Aids (Projected and Non-projected)-their importance-Principles and use of Hardware: Film strip cum Slide Projector, Overhead Projector, Motion Picture Projector, Radio, TV, CCTV, Tape Recorder, principles and use of Software: Objects, specimens, slides, transparencies, CD, Audio and Video Tapes-Educational Broadcasts: Radio and T.V. lessons-Programmed Learning-Power Point-use of Internet in teaching Science -E-learning.

UNIT IX Curriculum Reforms in School Science

Curriculum-Principles of curriculum construction-Organization of content matter-Critical evaluation of Tamil Nadu higher secondary school Science Curriculum-Curriculum Improvement Projects in India-NCERT and Abroad-CHEM Study, PSSC, Biological Science Curriculum Study(BSCS), Nuffield-recent trends in Science curriculum.

UNIT X Assessment in Science Learning

Tests and its types-Achievement tests–Qualities of a good test- Evaluating outcome of Science teaching-Principles of test construction-Blue Print and Question Paper-Item Analysis-Standardizing a test-Diagnostic testing and Remedial teaching.

UNIT XI Science Teacher and Teacher Perspectives- I

Science Teacher - Academic and Professional qualification-Special qualities-In-service training-Classroom Climate: Autocratic, Democratic and Laisez faire pattern.

UNIT XII Science Teacher and Teacher Perspectives- II

Flander's Classroom Interaction Analysis. Problems of Science teaching – Individualized instruction- catering to individual differences – Identification of the gifted and enrichment programs for the Gifted.

UNIT XIII Recent Trends in Science Education- I

Nano science – Bio-technology – Bio-sensor – Micro biology – Micro-electronics – Environmental Engineering - Equitable Education in Tamil Nadu.

UNIT XIV Recent Trends in Science Education- II

Activity Based Learning (ABL) – Advanced Learning Methodology (ALM) – Continuous Comprehensive Evaluation (CCE)-Trimester System in Tamil Nadu School Education.

REFERENCE BOOKS

1. Carin & Robert Sund, (1989). Teaching Modern Science (Fifth Edition), Merill Publishing Co., U.S.A.
2. Edgar Dale, Audio-Visual Methods in Teaching, Revised Edition, Thy Dryden Press, Newyork.
3. Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education, Vol. VI, UNESCO, Paris.
4. Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools, Sterling.
5. Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
6. Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, New Delhi.
7. Patton, M.Q. (1980). Qualitative Evaluation Methods, Sage Publications, India.
8. Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
9. Sharma, R.C. (1985). Modern Science Teaching, Dhanpat Rai and Sons.
10. Siddifit Siddiqi, (1985). Teaching of Science Today and Tomorrow, Doals House.
11. Yadav, M.S. (2003). Teaching of Science, Amol Publications.

70123 E - TEACHING OF SOCIAL STUDIES

OBJECTIVES

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

- ❖ understand all topics that he has to teach in Social Studies
- ❖ know the meaning, aims, objectives and values of Social Studies
- ❖ understand the curricular activities pertinent to the teaching of Social Studies
- ❖ apply the modern techniques of teaching for effective teaching
- ❖ evaluate their students' performance effectively

UNIT I Nature and Structure of Social Studies

Social Studies – meaning, definition, nature, purpose and characteristics of Social Studies - Different concepts of Social Studies – History – Geography – civics - Scope of Social Studies - Social Studies in daily life - Correlation with other subjects and life.

UNIT II Aims and Values of Teaching Social Studies

Aims, Goals, Objectives of Social Studies at different level Values – practical, cultural, ethical and disciplinary values of Social Studies.

UNIT III Unit Planning and Lesson Planning - I

Instructional objectives in behaviour form

Bloom's Taxonomy of Objectives

Cognitive Domain

Affective Domain

Psychomotor Domain.

UNIT IV Unit Planning and Lesson Planning - II

Advantages of planning a lesson – Steps involved in lesson planning – Specimen lesson plan – Learning Experiences - Evaluation of objectives and learning experiences – Unit planning – Advantages of unit planning – Specimen unit plans – Resource units.

UNIT V Instructional Methods - I

Lecture Method – Discussion Method – Problem Method – Morison's method of teaching for understanding – Source Method – Oral – Recitation, Review, Dill, Story Telling – Inductive and Deductive.

UNIT VI Instructional Methods – II

Laboratory Method – Role – play and Dramatization – socialized method, small group, panel discussion, buzz session, seminar, symposia and work shop – Team Teaching, supervised study in teaching Social Studies, stories and legends, biography – Dalton plan.

UNIT VII Audio-Visual Aids in the Teaching of Social Studies

Importance of Audio visual Aids – Classification of Audio Visual Aids – Chalk Board – Bulletin Board – Charts – pictures – Graphs – Maps and Globes – Stereo scopes – Motion pictures (silent) of objects, Specimens and Models, auditory Aids, Radio – Audio visual Aids – Television – Sound motion pictures – Dramatization – Field Trips and School journeys – OHP – Epidiascope – Improvised Aids – Computer, LCD.

UNIT VIII Social Studies Curriculum

Present Social Studies curriculum – modern concept of Social Studies curriculum – principles involved in curriculum construction – Basis for the selection of the content – Chronological Method – Spiral Method – Concentric Method – Topical Method – Individual, Social and National Heads – Theories influencing selection of materials – Doctrine of Natural Tastes – Cultural epoch Theory – Proceeding from the Near to the Remote.

UNIT IX Human Relationship and Social Studies Teaching- I

National integration and Social Studies Teaching – Meaning or National integration – Factors and Forces standing in the way of national integration – Role of Social Studies in fostering national integration. Need for International Understanding.

UNIT X Human Relationship and Social Studies Teaching- II

Causes of International Dissensions and Conflicts – Nationalism Vs Internationalism – Role of Social Studies in International understanding – Role of UNESCO – Struggle for Tolerance and Peace.

UNIT XI Learning Strategies -I

Assignment – Oral – Written – Map Drawing – Preparation of Charts – Models, Albums and Specimens. Visits to related fields – Temples, Museums, Art Galleries, Exhibitions, collection of specimens – Stamps, coins, etc.

UNIT XII Learning Strategies –II

Reading of books, historical novels, magazines, newspapers and learning from other media. Self – learning materials and using instructional materials. Motion picture, video tapes, radio, software and hardware.

UNIT XIII Evaluation in Social Studies

Meaning of Evaluation – Importance of Evaluation or Examination – Purpose of Evaluation – Special Objectives of Evaluation in Social Studies – Criteria of Good Examination – Evaluating the Results of Social Studies Instruction.

UNIT XIV Utilizing Current Affairs

Importance of Current Affairs – Purpose of teaching current affairs – Criteria of selecting Current Events – Programme of current affairs – Restriction – Use of Various Learning Activities in Current Affairs programme – Specimen Current Affairs for High classes.

REFERENCE BOOKS

1. Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi : Vikas Publishing House Pvt.Ltd.
2. Bining and Bining (1972). *Teaching of Social Studies in Secondary Schools*. New York : McGraw Hill Book Co.
3. Heller, F. (1986). *The use and abuse of Social Sciences*. London : Sage Publications.
4. James Fleming: *The Teaching of Social Studies in Secondary School*. Longman Green and Co., London.
5. Joyce, B. & Weil, M. (1979). *Models of Teaching*. Prentice Hall Inc., New Jersey.
6. Kochhar, S.K. (1988). *The Teaching of Social Studies*. New Delhi : Sterling Publishers Pvt.Ltd.
7. Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
8. Marsh, D.A. (Ed.) (1965). *The Social Sciences*. London: Roultedge and Kegan Paul.

70123 F -TEACHING OF COMMERCE

OBJECTIVES

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

- ❖ acquire knowledge of meaning, definition, nature and scope of Commerce and Accountancy
- ❖ understand the aims and objectives of teaching Commerce and Accountancy
- ❖ develop skills in the preparation of lesson plan
- ❖ understand the principles of curriculum construction and organization of the subject matter
- ❖ find out the resources available for learning Commerce and Accountancy
- ❖ apply the knowledge in analyzing, selecting and adopting the suitable methods and aids for the purpose of teaching Commerce and Accountancy
- ❖ understand the classroom management techniques
- ❖ develop competency in evaluation techniques applicable to Commerce

UNIT I Commerce and Accountancy

Commerce and Accountancy – Meaning – Definition – Nature – Scope – Branches of Commerce: Trade, Transport, Banking, Insurance, Warehousing, Advertising, Communication – e-commerce – Correlation of Commerce and Accountancy with other subjects – Need for Commerce and Accountancy education – Commerce Education in developing and developed countries – Significance of Commerce in Indian schools.

UNIT II Aims and Objectives of Commerce Education

Definition of Aims and Objectives – Difference between aims and objectives – Criteria for the selection of aims and objectives – Aims and Objectives of Commerce education – Values of teaching Commerce and Accountancy.

UNIT III Bloom's Taxonomy

Bloom's Taxonomy of educational objectives: Cognitive, Affective and Psychomotor domains – Writing objectives in Behavioural terms.

UNIT IV Curriculum Designing - I

Meaning of curriculum – Relationship between syllabus and curriculum – Characteristics of curriculum – Types of curriculum – Principles for the determination of Commerce curriculum – Organization of subject matter – unit – topical – concentric – logical and psychological.

UNIT V Curriculum Designing – II

Secondary Education Commission on Curriculum – Defects of the present Commerce Curriculum– Suggestions for removing the defects of curriculum. Critical study of the curriculum in Commerce and Accountancy at higher secondary school level in Tamilnadu

UNIT VI Lesson Planning and Unit Planning

Definition of Lesson Plan – Types of Lesson Plan – Steps of Lesson Planning – Advantages of Lesson Planning – Limitations of Lesson Planning – Precautions while preparing Lesson Planning – Model Lesson Plan – Various approaches to Lesson Planning – Evaluation criteria of Lesson Plan – Unit Plan – Steps in Unit Plan – Advantages – Model Unit Plan.

UNIT VII Resources of Learning

Textbook – Meaning of text book – Definition of text book – Qualities of a text book – Need and importance of text books – Use of text books – Criteria for the evaluation of text books – Suggestions for improvement in text books – Reference books – Business journals – News papers – Research journals and reports – e-resources – Community resources in the teaching and learning of Commerce and Accountancy.

UNIT VIII Methods of Teaching Commerce and Accountancy - I

Lecture method – Demonstration method – Discussion method – Problem solving method – Project method – Inductive method – Deductive method – case study –Socialized recitation methods – Team Teaching – Seminar – Symposium – Workshop – Debate. Panel discussion – Group discussion – Tutorial method – Assignment method –Students motivated technique – Supervised study – Programmed learning – Computer Aided Instruction (CAI) – Brainstorming – Heuristic method-simulation and role playing.

UNIT IX Methods of Teaching Commerce and Accountancy –II

Panel discussion – Group discussion – Tutorial method – Assignment method –Students motivated technique – Supervised study – Programmed learning – Computer Aided Instruction (CAI) – Brainstorming – Heuristic method-simulation and role playing.

UNIT X Aids for Teaching Commerce

Teaching aids – Meaning – Definition – Importance – classifications – Characteristics of Audio-Visual aids – Difficulties in the use of Audio-Visual aids – Precautions to be taken while selecting A-V aids – Important teaching equipments and materials for commerce teaching : Text-book – Pictures – Charts – Map – Graph – Periodicals and Journals – Black board – Bulletin board – Flannel board – Slide and film strip – Model – Specimen copy – Over-head Projector – Radio – Television – Computer.

UNIT XI Commerce Teacher- I

Commerce teacher – Qualities of a Commerce teacher : Individual qualities, Professional qualities and Social qualities – Professional growth of commerce – pre- service and in-service programme – Responsibilities of a commerce teacher – Problems faced by commerce teachers.

UNIT XII Commerce Teacher- II

Teacher's diary – Records and registers to be maintained by commerce teacher – Micro-Teaching : Meaning, Definition – Micro-Teaching cycle – Advantages – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Questioning.

UNIT XIII Classroom Management

Classroom management – Factors influencing classroom management – Class room interaction analysis – Class room climate – Types of teachers based on leadership styles: Teacher dominated pattern – Laissez faire pattern – Democratically planned pattern – Significance of the classroom climate – Flanders Interaction Analysis Category system.

UNIT XIV Evaluation Approach in Commerce

Evaluation: Meaning – Aim – Difference among: Test, Measurement and Evaluation – Difference between examination and Evaluation – Difference between Evaluation and Measurement – Types of evaluation : Formative, Summative, Norm –referenced and Criterion referenced – Tests : Achievement and Diagnostic – Forms of test items – Characteristics of a good test – Blue print – Test Construction – Item analysis.

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70123 G - TEACHING OF ECONOMICS

OBJECTIVES

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

- ❖ acquire knowledge of the nature and scope of Economics
- ❖ understand the aims, objectives and value of discipline of Economics
- ❖ acquire skills to write lesson plan for lessons in Economics
- ❖ understand the principles of curriculum construction and organization of subject matter in Economics
- ❖ know the sources available for teaching Economics
- ❖ develop effective instructional skills for effective delivery of the subject matter
- ❖ develop the ability in preparing and use of A.V. aids
- ❖ understand the evaluation techniques and interpretation of scores
- ❖ realize the qualities of Economics teacher and importance of in-service programme
- ❖ understand the recent research trends in Economics education

UNIT I Economics Education

Economic education – Meaning – Scope of Economics education – Significance of learning and teaching Economics – Nature of Economics – Correlation of Economics with other subjects : Commerce, Civics, Mathematics, Statistics – New Economic Policy aspects globalization, liberalization and privatization.

UNIT II Aims and Objectives of Economics Education - I

Definition of Aims and Objectives – Difference between aims and objectives – Criteria for the selection of aims and objectives – Aims and Objectives of Economics education – Values of teaching Economics.

UNIT III Aims and Objectives of Economics Education – II

Objectives of teaching economics based on Bloom's taxonomy : Cognitive, Affective and Psychomotor domains – Writing objectives in Behavioral terms.

UNIT IV Lesson Planning

Lesson Plan: Definition – Advantages of Lesson Planning – Writing instructional objectives – Developing lesson plans – Steps involved in Lesson Planning – Principles of lesson planning – Model lesson plan.

UNIT V Unit Planning

Unit plan

Steps involved in Unit Plan

Advantages of Unit Plan

Model Unit Plan.

UNIT VI Curriculum Design - I

Meaning of curriculum – Difference between syllabus and curriculum – Characteristics of curriculum – Curriculum construction in Economics – Principles of curriculum construction – Criteria of selection of content matter..

UNIT VII Curriculum Design – II

Organization of subject matter – unit – topical – concentric – logical and psychological. Critical Study of the Curriculum in Economics at higher secondary school level in Tamilnadu.

UNIT VIII Resources for Teaching Economics

Textbook – Meaning of text book – Definition of text book – Qualities of a text book – Reference books – News papers – Information and Communication Technology (ICT) resources in teaching economics – Community resources – Excursions- Field trips – Library.

UNIT IX Methods of Teaching Economics

Lecture method – Demonstration method – Discussion method – Problem solving method – Project method – Inductive method – Deductive method – Micro teaching technique – Use of modern techniques in teaching Economics – Seminar – Symposium –Workshop – Team Teaching – Brain storming – Supervised study and Tutorial system – Programmed learning – techniques : Linear and branching – Computer Aided Instruction (CAI).

UNIT X Instructional Aids for Economics

Instructional aids – Meaning – Definition – Importance of instructional media in relation to teaching economics – Criteria for the selection of instructional media – e-learning – Epidiascope – Overhead projector-blackboard – Bulletin board – Flannel board – charts – Maps – Graphs – Diagrams – Pictures – Power point presentation – Slide and film strip – Model – Specimen copy –Radio – Television – Computer.

UNIT XI Evaluation Approach in Economics

Evaluation – Nature and scope – Difference between Measurement and Evaluation – Characteristics of a good test in Economics: Reliability, Validity and Objectivity – Item analysis – Different types of objective tests – Types of evaluation: Formative, Summative, Norm –referenced and Criterion referenced – Achievement Test – Blue Print – Test Construction.

UNIT XII Economics Teacher

Economics teacher – academic, professional qualification and professional growth – Qualities of a good Economic teacher – in-service education – Problems of Economics teaching in urban and rural areas.

UNIT XIII Micro Teaching

Micro-Teaching: Meaning, Definition – Micro-Teaching cycle – Advantages – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Questioning.

UNIT XIV Research in Economics Education

Research – Meaning – Definition – Research in Economics Education – Characteristics features of research in Economics Education – Problem selection – Survey method – Experimental method – Importance of review of related literature in Economics – Recent trends in Research in Economics Education – Utilization ICT resources in research.

REFERENCE BOOKS

1. Aggarwal, J. C. (2005). Essentials of education technology: Teaching learning innovations in education. New Delhi: Vikas Publishers.
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12. Singh,Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
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14. Krishnamurthy, R. (1997). Library management. New Delhi : Common Wealth Publishers.
15. Sharma, K., & Tuteja, T. (1995). Teaching of economics. New Delhi: Common Wealth Publishers.
12. NCERT (1978). Effective Science of School Curriculum: An Introduction New Delhi: NCERT.
13. NCERT (1986). National Curriculum for Primary and Secondary Education: a Framework New Delhi NCERT.
14. NCERT (1980). School Curriculum Some problems and Issues Report of the 1st meeting of the Advisory committee for School curriculum (April 22-23, 1980). New Delhi: NCERT.
15. NCERT(1984). Curriculum Load at the school level–A quick appraisal New Delhi:NCERT

70124   Practical – II General Practicum Components

200 Marks (8 credits)

S. No.	Subjects	Maximum Marks	Credits
1.	Yoga Education	50	2
2.	Language Across the curriculum	50	2
3.	Inclusive Education	50	2
4.	Gender Studies	50	2

70131- CRITICAL UNDERSTANDING OF ICT

OBJECTIVES

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

- ❖ understand the meaning of the term ' ICT '
- ❖ acquire knowledge and skills necessary for adapting ICT in teaching-learning
- ❖ be familiar with application of ICT in teaching and learning
- ❖ appreciate the role of Information and Communication Technology in Education
- ❖ utilising the techniques in designing classroom teaching
- ❖ develop positive attitude towards the application of Information and Communication Technology

UNIT –I ICT and School Education- I

ICT-Meaning

Definition-Need for ICT in Education

Evolution of Information Technology

Information and Communication Technology in School Education.

UNIT –II ICT and School Education- II

Impact of ICT on educational System

Impact of ICT on Curriculum

Impact of ICT on Teaching and Learning

ICT as a tool for individualized learning.

Unit-III Communication and Network

Communication –Meaning –elements of Communication-Barriers of Communication – Effective communication –Types of Communication-Media of Communication- Computer network concept –Definition- Types –LAN, WAN –History of Internet –Use of Search engine -social Network –Concept , definition –Educational use of social network like face book, blog, whatsapp**.**

UNIT-IV Computer and Learning

Computer as a tutor-Computer as a Tutee-Computer as a teaching Resource –Different forms of Learning through Computers: computer Assisted Instruction (CAI); Modes of CAI: Drill and Practice, Tutorial Instructional games –Computer simulations advantages and limitations of CAI –Computer Managed Instruction (CMI) Computer as a tool for teacher and students.

UNIT-V E- Learning- I

E-Learning –Definition

Importance of E-Learning

E-Learning Modalities

Preconditions of E-Learning

Strategic foundation for E-Learning

Integrating E-learning and Classroom Learning.

UNIT-VI E- Learning- II

Creating your E-learning strategy; Analyzing your current situation, describe your direct situation, set you vision and mission, Gap Analysis, and Building an action plan-limitation of E- learning.

UNIT –VII Multimedia and Learning

Multimedia –Meaning-Definition-Applications of Multimedia –Multimedia classroom environment for learners at school level –Features of Multimedia; Sound effects –Images effect –Animation effect –Video effect.

UNIT –VIII Hypermedia

Hypermedia

Development of Multimedia Courseware for learners at school level

Steps involved in the development

Advantages and limitation of multimedia based courseware

UNIT –IX Interactive Multimedia and Learning

Interactive multimedia – Meaning-Definition –factors influencing learning with interactive multimedia – Principles of Instructional design for multimedia and interactive Multimedia; Split Attention principle , Modality Principle- The Redundancy Principle , the Spatial contiguity Principle, Temporal contiguity principle –Coherence principle – Advantages and limitations of Interactive Multimedia

UNIT-X Computer Simulation and Learning

Computer simulation –Definition –Characteristics features of computer simulation – Importance – Interactive computer simulation –Objectives of Interactive Computer simulation - Virtual Science lab at school level – objectives of the Virtual science lab – Advantages and limitations of the virtual science lab.

UNIT –XI Web Based Learning

Web based Learning-Concept –Definition –Online learning for school Learners – Principles of Web based learning -Categories of Web based learning; Asynchronous Format, Synchronous Format, Small Group collaboration –Virtual Campus –Merits and limitations of Web based learning.

UNIT –XII Electronic Portfolios for Teachers and Learners

Electronic Portfolio –Meaning –Definition –Characteristic features basic equipments of creating E-portfolio –E –Portfolio for teachers and learners –Features of E-Portfolio – Developing an E-portfolio –Advantages of limitations of E-Portfolio.

UNIT-XIII Current Trends in ICT Based Learning

Virtual classrooms

Meaning- Importance of Virtual classrooms –Role of the teacher

Smart classroom; Concept, Advantages and limitations of Smart classroom – Role of the teacher

UNIT- XIV Blog based Learning

Blogs- concept, Advantages and limitations

Online learning resources

E-Books

E library

 MOOC (massive open online courses).

REFERENCE BOOKS

- Arulsamy.s and Sivakumar.P 2000 'Applications of ICT in Education', Neelkamal publication, Hyderabad.

- Brown, J.W., R.B. and Hercheroad: A.V. Instruction Technology Media and Method. New York: McGraw Hill Book Company, 1977.Chand, Tara: Educational Technology. New Delhi: Anmol Publication, 2002.
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70132 - GUIDANCE AND COUNSELLING

OBJECTIVES

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

- ❖ understand the meaning, characteristics, need and principles of guidance and counselling
- ❖ describe various types of guidance
- ❖ understand the history of guidance in India
- ❖ describe various approaches to counselling
- ❖ know the qualities required for a good counsellor
- ❖ develop skills in administering and interpreting testing and non-testing devices in guidance
- ❖ develop the counselling skills
- ❖ improve the method of study and remove the weakness in particular subject
- ❖ explain the purpose of guidance at primary, middle, secondary and higher secondary school level
- ❖ discuss the special needs of exceptional children

UNIT I Concept of Guidance

Guidance: Meaning, Definition, Characteristics of guidance, Need of guidance, Objectives of guidance – Principles of guidance – Types of Guidance: Educational, Vocational, Personal, Social, Avocational and Health – Guidance and Teaching – Merits and Limitations of guidance.

UNIT II Concept of Counselling

Counselling : Meaning, Definition, Characteristics of counselling, Need of Counselling – Principles of counselling – Techniques of counseling – Organisation of counseling in schools – Difference between guidance and counselling – Difference between counseling and teaching.

UNIT III Guidance Movement in India

Origin of guidance – Guidance in India: British period – After independence – Secondary Education Commission – Kothari Commission – Development of vocational guidance – Factors for the development of guidance – Present position of guidance service.

UNIT IV Major Approaches to Counselling - I

Group counselling : Purpose of group counselling – Goals of group counselling – Advantages of group counseling – Directive Counselling – Non-directive counseling : Procedures – Characteristics – Advantages and limitations.

UNIT V Major Approaches to Counselling – II

Individual Counselling : Meaning, Characteristics – Advantages and limitations – Eclectic counselling – Meaning, Nature, Steps, Merits and Limitations.

UNIT VI Qualities and Functions of a Counsellor

Counsellor: Meaning – Qualities of a good counsellor : Personality traits, Training and Development, Academic qualifications, Experience – Role of counselor – Functions of a counsellor – Professional ethics – Counsellor and Teacher – Counsellor and Counsellee relationship.

UNIT VII Testing Devices in Guidance

Testing devices in guidance

Intelligence test

Aptitude test

Achievement test

Attitude scales

Interest inventory

Personality test

Creativity tests.

UNIT VIII Non -Testing Devices in Guidance

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 IX Theories of Vocational Guidance

Theories of Vocational Guidance – Ginzberg Theory, Holland's Theory, Super's vocational choice theory – Havighurst theory of vocational choice – Structural theory – Essential aspects of an occupation – Various sources of vocational information.

UNIT X Educational Guidance -I

Meaning of Educational Guidance – Definition – Characteristics – Need – Objectives of Educational Guidance – Guidance for improvement in the method of study – Removal of weakness in particular subjects.

UNIT XI Educational Guidance –II

Curricular guidance –Definition- Meaning of Curricular guidance- Method of developing good study habits – Recommendation of Education Commission on Educational Guidance.

UNIT XII Guidance Services in Schools - I

Meaning of school guidance services – Significance – Types of guidance services offered in schools: Orientation service to students – Methods of providing orientation service – Student information service.

UNIT XIII Guidance Services in Schools – II

Counselling service – Placement services – Follow-up services – Persons working in school guidance: Headmaster – Class teacher – School counseller – School Doctor – Planning of Guidance service – Activates at Primary school level, Middle school level, Secondary level and Higher secondary level

UNIT XIV Guidance for Exceptional Children

Guidance for Exceptional Children: Meaning and Types. Guidance for gifted, Backward, Mentally retarded, Orthopaedically handicapped, Visually impaired, Deaf and dumb and Problematic children.

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.

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70133 - ENVIRONMENTAL EDUCATION

OBJECTIVES

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

- ❖ understand the concept of Environmental Education
- ❖ analyse various Environmental issues
- ❖ establish relationship between man and environment
- ❖ develop positive attitude towards Environmental protection
- ❖ understand the Environmental hazards
- ❖ develop the skill of managing the environment
- ❖ understand the concept of evaluation in Environmental Education

UNIT I Environment

Environment-Definition –classification of Environment; i) Physical Environment ii)Biological Environment iii) Social Environment and iv)Psychological Environment – Heredity and Environment – Ecology: Meaning and Definition – Branches of Ecology – Ecosystem – Components of Eco system.

UNIT II Environmental Education

Environmental Education – Definition –characteristic features of Environmental Education – Objectives of Environmental Education – Need for Environmental Education- Scope of Environmental Education- Environmental Science and Environment Education.

UNIT III Environmental Awareness

Environmental Awareness

Environmental Education for Teacher Education Programmes

Environmental Education in School Curriculum.

UNIT IV Environmental Hazards- I

Meaning of Environmental Hazards – Categories of Environmental Hazards; i) Natural Hazards – Endogenous hazards and Exogenous hazards ii)Man Induced Hazards – Environmental degradation – Environmental pollution – Types of Pollution – Air Pollution - Sources of Air Pollution – Adverse effects of Air Pollution – Control and Prevention of Air Pollution.

UNIT V Environmental Hazards- II

Water Pollution – Sources and Adverse effect of Water Pollution – prevention measures – Land and Noise Pollution – Effects of Land and Noise Pollution – Prevention and Control of Land Noise Pollution.

UNIT VI Environmental Issues

Global Warming – meaning – issues related Global Warming – Green House Effect – Green House gases – Acid Rain – Problems related to Acid Rain – Ozone layer depletion – Effect of depletion of Ozone layer – Bio-diversity – Meaning –Threats to bio-diversity.

UNIT VII Environmental Issues in India

Major Environmental problems of India – Environmental conservation Act –Wild life (protection) Act – Environmental Movements in India – Chipko Movement – Silent Valley Movement , Narmada Project.

UNIT VIII Environmental Education and Teacher Education

Need for Environmental Education in teacher Education Programme – NCERT and Environmental Education – teaching strategies for Environmental Education - Group discussion – Project Work –Field Trips – Co curricular activities in Environmental Education – Advantages and limitations of different strategies for teaching Environmental Education.

UNIT IX Man and Environment

Interaction between man and Environment – Human adaptation to Environment –Human Population and Environment – Population Education – Population and its effects on Environment-Impact of Science and Technology on Environment – Industrial growth and its environmental impacts.

UNIT X ICT and Environmental Education - I

ICT- Meaning –Role of ICT on Environmental Education – Instructional Media for Environmental Education – Educational Radio Programme in Environmental Education – Community radio.

UNIT XI ICT and Environmental Education – II

Educational T.V-Satellite Instructional Television Experiment (SITE)-Satellite based communication – Utilization of E-resources in Environmental Education –CDs-E books E-Journals –E- learning.

UNIT XII Environmental Management

Environmental Management – meaning for Environmental Management – Characteristics of Environmental Management – Approaches of Environmental Management; i) preservative approaches ii. Conservative approaches – social forest – Water Management – Rain water Harvest – surface water management.

UNIT XIII Evaluation of Environmental Education -I

Concept of Evaluation-Definition of Evaluation- Importance of Evaluation-Measurement and Evaluation in Environmental Education –Measurement in Physical Science and in Behavioural Science.

UNIT XIV Evaluation of Environmental Education –II

Techniques of Evaluation: Estimation of Awareness in Environmental Education, Achievement test in Environmental Education – Attitude Scale and Value Scale: Construction, Advantages and Limitations

REFERENCE BOOKS

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70134   Practical – III School based Learning Activities

200 Marks (8 credits)

S. No.	Activity	Maximum Marks	Credits
1.	Addressing School Assembly on different themes	50	2
2.	Preparation of school time table	50	2
3.	Organizing Quiz/Debate/Parent teacher Association	50	2
4.	Maintenance of a school Register	50	2

70141- EDUCATIONAL TECHNOLOGY

OBJECTIVES

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

- ❖ understand the meaning of the term 'Educational Technology'
- ❖ be familiar with application of Educational Technology
- ❖ appreciate the role of technology in education
- ❖ use the concept in designing classroom teaching
- ❖ acquire knowledge and skills necessary for using media in teaching-learning
- ❖ have a positive attitude towards Educational Technology

UNIT I Concept of Educational Technology

Meaning, Need and Scope of Educational Technology – Difference between "Technology of Education" and "Technology in Education" – Definition of Educational Technology – Major approaches of Educational Technology – Hardware Approach – Software Approach – Objectives of Educational Technology – Educational Technology as a System.

UNIT II Teaching Learning Process and Educational Technology

Concept of Teaching – learning Process – Condition of Teaching Learning Process – Relationship between Teaching and Learning – Variables of Teaching – Principles of Teaching – Role of Educational Technology in teaching – Learning Process.

UNIT III System Approach

Definition of a System – Components of an Instructional System – Flow Diagram for Designing a System – Steps in System Approach – Advantages of System Approach – Role of the Teacher in System Approach.

UNIT IV Mass Media in Education –I

Mass Media – Meaning and Significance – School Broadcast Programmes – Merits of School Broadcasting – Limitation and shortcomings – Suggestion for Effective School Broadcasting Programmes.

UNIT V Mass Media in Education -II

ETV (Educational Television)

Merits and Limitations of ETV

CCTV

Role of Teacher in School TV Programme.

UNIT VI Information Technology in Education- I

Information Technology – Definition – Meaning

Importance of Information Technology

Information Technology Revolution

History of Information Technology.

UNIT VII Information Technology in Education- II

Cybernetics – meaning

Cybernetics and Education

E- Learning

Internet

Role of Internet in teaching and learning.

UNIT VIII Media Selection and Integration

Introduction – Media and Instructional process – Need of Media Selection – Factors affecting media Selection – How to select media – media Integration – Multiple media and multimedia.

UNIT IX Application to Computer Programmes - I

Introduction – Approaches to the use of computers in education – Computer based Training (CBT) – Computer Managed Learning (CMC) – Computer Assistance Learning (CAL).

UNIT X Application to Computer Programmes – II

Computer Assistance Instruction (CAI) – Modes of CAL – Advantages of CAL – Limitations of CAL – Problems related to the use of CAL approach – Steps.

UNIT XI Experiential Learning

Introduction – Nature of Experience – Learning from experience – Experiential learning – Objectives – experiences leading to learning – Teaching strategies for experiential learning – Teacher determined methods.

UNIT XII Developing Learning Skills- I

Introduction – Stages in the process of learning

Learning styles

Types of learning styles

Importance of learning style

Learning strategies

Meta memory.

UNIT XIII Developing Learning Skills- II

Meta cognition

Meta comprehension study skills

Note Taking

Underlining – marginal comments and coding systems

Problem solving strategies.

UNIT XIV Evaluation and Managing Educational Technology

Introduction – purpose – types – different approaches – model of evaluation of educational technology – Quality – steps – different context of evaluation and educational technology management – concept – functions – system approach – steps.

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70142   Practical – IV School Internship/ Practice teaching

400 marks (16 credits)

S. No.	Subjects/Records	Maximum Marks	Total	Credits
1.	Pedagogy Optional I Preparation and utilization of teaching aids	25	100	4
	Teaching competence	75		
2.	Pedagogy-Optional II Teaching Competence	75	100	4
	Preparation and utilization of teaching Aids	25		
3.	**Observation**		50	2
	Pedagogy –Optional I	25		
	Pedagogy –Optional II	25		
4.	**Lesson Plan**		50	2
	Pedagogy Optional –I	25		
	Pedagogy Optional -II	25		
5.	**Micro Teaching**		50	2
	Pedagogy Optional –I	25		
	Pedagogy Optional -II	25		
6.	**Test and Measurement**		50	2
	Pedagogy Optional –I	25		
	Pedagogy Optional -II	25		