



B.Ed

Bachelor of Education

Curriculum and Syllabus

Effective from the Academic year

2016 - 2017

Department of Education

School of Education

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

- PEO1: Graduates will pursue higher studies in related fields of teaching and research in their core areas.
- PEO2: Graduates will perform as employers in private/government institutions rising to top positions and start their own school and coaching centre,
- PEO3: Graduates will be able to plan, coordinate, communicate, organize, make decision and lead a team to solve problems and develop application using their experience.
- PEO4: Graduates will become Professional, ethical, responsible and will contribute to society through active participation.
- PEO5: Graduates will Publish research findings and innovations in educational symposiums, project presentations, and publication of research articles in peer reviewed and indexed conferences and journals

PROGRAM OUTCOMES (POs)

- PO1: **Effective Communication:** Communicate effectively on complex teaching activities with the teaching community and with the society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.
- PO2: **Design/development of solutions:** Design solutions for inclusive education and design system components or processes that meet the specified needs with appropriate consideration for public health and safety, and the cultural, societal, and environmental considerations.
- PO3: **Modern tool usage:** Create, select and apply appropriate techniques, resources, and modern instructional materials and IT tools, including working and non-working model to complex teaching activities, with an understanding of the limitations.
- PO4: **The Teacher and Society:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional teaching practice.
- PO5: **Ethics:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the teaching practice.
- PO6: **Environment and Sustainability:** Understand the impact of the professional teaching and learning solutions in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development.
- PO7: **Self-directed and Life-long learning:** Recognize the need for citizenship training and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

PROGRAM SPECIFIC OUTCOMES (PSOs)

- PSO1: Acquire a comprehensive knowledge about the basic concepts of various pedagogical skills and taxonomy and methodology
- PSO2: Apply the knowledge of psychological and sociological principles in teaching methods,
- PSO3: Analyse the student, teacher relationship and develop rapport between them in knowledge exchange process.
- PSO4: Develop practical, recent technological and communication skills.
- PSO5: Understand the behaviour of adolescent students and perform well in teaching practice period, analysis the co-operative school climates.

BOARD OF STUDIES

S. No	NAME	AFFILIATION	ROLE
1.	Dr.D.Kumaran	Dean, School of Education, VISTAS, Chennai	Chairman
2.	Dr.G.Viswanathappa	Professor and Head, DEE, RIE, Mysore	External Member
3.	Dr.N.Kalai Arasi	Associate Professor, NKT National College of Education, Chennai	External Member
4.	Dr.S.Chamundeeswari	Associate Professor, NKT National College of Education, Chennai	External Member
5.	Dr.S.Santhana Krishnan	Professor and Head, School of Education, VISTAS, Chennai	Internal Member
6.	Dr.K.Vengatesan	Assistant Professor, School of Education, VISTAS, Chennai	Internal Member
7.	Ms.S.Nangaiyarkarasi	Assistant Professor, School of Education, VISTAS, Chennai	Internal Member
8.	Ms.S.Sindhuja	Assistant Professor, School of Education, VISTAS, Chennai	Internal Member
9.	Ms.R.Sughirtharani	Assistant Professor, School of Education, VISTAS, Chennai	Internal Member

B.Ed. Course Structure - Theory (Code, Credits and Marks)

S. No	Code	Subject	Credits				Marks
			L	T	P	No	
SEMESTER – I							
Perspectives in Education Studies (PES)							
1.	16GCED11	Education in Contemporary India	4	1	0	5	100
2.	16GCED12	Developmental stages of Learner	2	0.5	0	2.5	50
3.	16GCED13	Teaching and Learning – Part –I	2	0.5	0	2.5	50
Pedagogic & Allied studies (PAS)							
4.	16CBED11- 16CBED19	Pedagogy – Part – I	3	1	1	5	50
5.	16GCED14	Planning for Assessment and evaluation	4	1	0	5	100
Professional Competency Studies (PCS)							
6.	16GCED15	Educational Management	2	0.5	0	2.5	50
7.	16GEVS16	Environmental education	2	0.5	0	2.5	50
Total Credits and Marks			19	5	1	25	450
SEMESTER – II							
Perspectives in Education Studies (PES)							
1.	16GCED21	Psychological perspectives of learners	2	0.5	0	2.5	50
2.	16GCED22	Teaching and Learning– Part – II	2	0.5	0	2.5	50
Pedagogic & Allied studies (PAS)							
3.	16CBED21- 16CBED29	Pedagogy - Part II	4	1	1.5	6.5	100
4.	16GCED23	Educational Measurement	2	0.5	0	2.5	50
5.	16GCED24	Information and Communication Technology	4	1	0	5	100
Professional Competency Studies (PCS)							
6.	16GCED25	Health, Physical Fitness and Yoga	2	0	0.5	2.5	50
7.	16GCED26	Disabilities and Special Education	2	0.5	0	2.5	50
8.	16GCED27	Peace and Value Education	2	0.5	0	2.5	50
Total Credits and Marks			20	4.5	2	26.5	500
SEMESTER – III							
Pedagogic & Allied studies (PAS)							
1.	16CBED31- 16CBED39	Pedagogy – Part – III	2	1	0	3	50
Total Credits and Marks			2	1	0		50
SEMESTER – IV							
Perspectives in Education Studies (PES)							
1.	16GCED41	Gender and Issues in Education	2	0.5	0	2.5	50
2.	16GCED42	Knowledge and Curriculum	4	1	0	5	100
3.	16GCED43	Inclusive Education	3	0	0.5	3.5	50
Pedagogic & Allied studies (PAS)							
4.	16CBED41- 16CBED49	Pedagogy – Part – IV	4	1	1	6	100

S. No	Code	Subject	Credits				Marks
			L	T	P	No	
		Professional Competency Studies (PCS)					
5.	16GCED44	Communication Skills	2	0.5	0	2.5	50
6.	16GCED45	Drama & Art in Education	2	0	05.	2.5	50
7.	16GCED46	Guidance and Counseling	2	0.5	0	2.5	50
8.		Elective Courses (Any one of the following)	2	0.5	0	2,5	50
	16GEED41	Introduction to Educational Research					
	16GEED42	Human Rights and Duties Education					
	16GEED43	Curriculum Development					
	16GEED44	Understanding the self					
	16GEED45	Management of Learning Disabilities					
		Total Credits and Marks	21	4	2	27	500
		Overall Credits and Marks	62	14.5	5	81.5	1500

SUMMARY OF CREDITS, HOURS OF TRANSACTION AND DISTRIBUTION OF MARKS FOR FOUR SEMESTERS

Semester	Credits			Hrs. of Transaction			Marks for Theory	Marks for Tasks, Assignments & Activities	Marks for Practicum	Total Marks
	L	T/P	FE	L	T/P	FE				
I	19	6	2	304	192	64	450	100	250	800
II	20	6.5	2	320	208	64	500	100	250	850
III	2	1	16.5	32	32	528	50	-	750	800
IV	21	6	2	336	192	64	500	100	250	850
TOTAL	62	19.5	22.5	992	624	720	1500	300	1500	3300

SEMESTER – I

16GCED11: EDUCATION IN CONTEMPORARY INDIA

Credits: 5 (4L: 1T: 0P)

Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the concepts of education and its objectives.
2. recognize major constitutional provisions for education.
3. acquire knowledge of universalisation of elementary education, RMSA.
4. understand the meaning and different types of Non- formal Education programmes in India.
5. understand the importance of values and Classify the hierarchy of values.
6. understand the need for value oriented education at all levels.

UNIT-I: Education Problems in Contemporary Indian Society

Education – Meaning. Aims and Objectives. Nature and Scope. Purpose and Process of Education. Types of Education. Problems in Contemporary Indian society (in the context of religion, language, race, social stratification) - Education in Pre-Independent India- Education in Post- Independent India.

Unit-II: Indian Constitutional Provisions and Education Commissions

The place of Education in the Indian Constitution- Right to Information Act- National Curriculum Framework (2005)-National Curriculum Framework for Teacher Education (2009) - The role of a teacher with reference to Fundamental rights and duties of the citizens. Recommendations of Education Commissions -Dr. Radha krishnan commission (1948-49), Mudaliar Commission (1952-53) - Indian Education Commission (1964-66)- National Policy of Education(1986)- Ramamurthy Review Committee(1992).

Unit-III: Educational Programmes of Quality Improvement for Education

Universal Elementary Education (UEE) - Sarva Shiksha Abhiyan- Objectives, Achievements and challenges – Right to Education. Rashtriya Madyamik Shiksha Abiyan (RMSA). Samacheer Kalvi.. Operation Black Board - Integrated Child Development services- Transit Schools-Education of Women and Under privileged Sections of Society.

UNIT- IV: Non Formal Education

Non Formal and Adult Education - Functional Literacy, Technology Mission for Literacy, Distance Education – National Open School, Open University and open Learning - National Literacy Mission-Mass Programme of Functional Literacy - Functional Literacy Programme for Farmers

UNIT-V: Value Education

Value: Meaning, Definition and Classification of Values, Importance of values, Hierarchy of Values. Role of Values in shaping the individual's personality. Value Education: Meaning, Objectives and Need of Value Education-Value Education in Schools, Methods of Teaching Values.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the educational problems in contemporary Indian society
CO2	Differentiate education in pre and post independent India
CO3	Appraise various Indian Constitutional provisions and education commission
CO4	Formulate the objectives and need of value education
CO5	Conduct value based activities in schools and colleges.

References:

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- Mohit Chakrabarti. (2004). Value Education Changing perspectives (2nd Edition) New Delhi. Kanishka Publishers.
- Naseema, C. (2003). Human Rights Education, Kanishka Publishers, New Delhi.
- Qureshi, Muniruddin. (2005). *Social Aspects of Education*. New Delhi: Anmol publications pvt. Ltd.
- Rahul Rai. (1996). Human Rights UN Initiatives, Authors Press Publishers of Scholonly Boot, New Delhi.
- Ranganadananda, Swami. (1969). Eternal Values for a changing Society, Bombay, Bharatiya Vidya Bhavan.
- Rao, Digumarti Bhaskara (2013). *Right to Education*. New Delhi: Neelkamal publications pvt. Ltd.

- Swaroop Sarena, N.R., & Chaturvedi, Shikha. (2012). *Teacher in Emerging Indian Society*. Meerut: Lall Book Depot.
- Vanaja M and Vijaya Bharathi D (2008) *Value Oriented Education. Initiatives at the Teacher Education Level*, Hyderabad; Neelkamal Publications.
- Working Group Report on Elementary Education and Literacy, XI Five Year Plan, 2007- 12. New Delhi: Planning Commission of India.

SEMESTER – I

16GCED12: DEVELOPMENTAL STAGES OF LEARNER

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. describe the principles of growth and development
2. explain the characteristics of prenatal development
3. understand the physical, mental, emotional, social and moral development of infancy and babyhood
4. understand the physical, mental, emotional, social and moral development of Early and late childhood
5. analyse the characteristics of adolescents and their problems.

UNIT-I: Growth and Development

Concept of Growth, Development and Maturation - Principles of Growth and Development - Introduction to Stages of development: Prenatal and Postnatal: Infancy, Babyhood, childhood, adolescence - Aspects of development: Physical, Mental, Emotional, Moral & Social.

UNIT-II: Role of Heredity and Environment

Heredity and Environment: Mechanism of Heredity – Identical and Fraternal Twins – Biological Inheritance: principles & significance – Role of Heredity - Role of Environment –concept of Nature and Nurture in the development of an individual.

UNIT-III: Developmental Stages

Prenatal Development: Prenatal – 3 Stages of prenatal development: Zygote, Embryo and Fetus - Hazards during prenatal stages: Physical and Psychological. Infancy and Babyhood: Characteristics – Developmental tasks – Physical Development – Cognitive Development – Emotional Development – Social Development – Moral Development – Physical and Psychological hazards (Stage wise). Early and Late Childhood: Characteristics – Developmental tasks – Physical Development – Cognitive Development – Emotional Development – Social Development – Moral Development – Physical and Psychological hazards (stage wise). Adolescence: Characteristics – Developmental Tasks – Physical development – Cognitive development (Piaget) – Social development(Erickson) – Emotional development, Moral development (Kohlberg) – Discipline. Interests of Adolescents – Problems of Adolescents. Group Behaviour - Leadership.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Identify the characteristics of pre-natal development
CO2	Understand physical, mental, emotional, social and moral development of Infancy and babyhood
CO3	Analyze the interests of adolescence
CO4	Demonstrate the development tasks of the adolescence
CO5	Plan and execute guidance programmes for early and late childhood

References:

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SEMESTER – I
16GCED13: TEACHING AND LEARNING – PART 1

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the importance of concept of learning and teaching;
2. acquire knowledge about principles and maxims of teaching;
3. acquire knowledge about the task of teaching;
4. understand the skills required for teaching
5. accept and understand the importance of modification in teachers' behaviour;
6. interpret and manage the learning and teaching process effectively;

UNIT-I: Understanding and Management of Teaching and Learning

Teaching: Concept, Meaning and definitions; Nature and characteristics of teaching; the relation of teaching with other similar concepts; Analytical concept of teaching.

Learning: Concept, Meaning and definition, Relationship between teaching and learning. Nature of learning– Learning as a process and learning as an outcome. Types of learning – Factual, association, conceptual, procedural, generalization, attitude, values, skills. Management of learning–Planning, organizing, executing, controlling and quality of learning.

UNIT-II: Teaching and Skills Associated with Teaching

Teaching: Concept, Meaning and definition - teaching as task of specialized professionals-General principles of teaching; psychological principles of teaching and maxims of teaching; variables involved with teaching task - Phases and Operations of teaching task-The pre-active phase, interactive phase and post-active phase. Levels of teaching task- Memory level of teaching, understanding level and reflective level of teaching and skills associated involved in the three phases of teaching.

UNIT-III: Modification in Teacher Behaviour

Introduction: Modification of teacher behaviour, simulation teaching, t-group training, Interaction Analysis, Action Research, Micro teaching with special reference to components of various teaching skills.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Execute the skills required for teaching
CO2	Examine the knowledge about the principles of teaching
CO3	Organizing the learning and teaching process effectively
CO4	Appraise the importance of modification in teachers behavior
CO5	Implement the strategies of teaching methods in classroom

References:

- Bob Burkill., & Ray Eaton. (2011). *Developing Teaching and Learning*. London: Cambridge University Press.
- Derek, Rowntree. (1986). *Teaching through self-instruction*. London: Kogan page.
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- Mangal,S.K.(1986). *Fundamentals of Educational Technology*. Ludhiana: Prakash Brothers.
- NCTE. (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School Education*. New Delhi: NCTE Initiation Document 98/21.
- Ramesh Varma., & Suresh Sharma. (1998). *Modern Trends in Teaching Technology*. New Delhi: Anmol Publications.
- Sampath, K. (1981). *Introduction to Educational Technology*. New Delhi: Sterling Publishing Pvt. Ltd.
- Sharma Prem Latha. (2006). *Learning Readiness*. New Delhi: Roshan Offset Printers.
- Sharma, Motilal. (1985). *Systems Approach: Its Application in Education*. Bombay: Himalaya Publishing House.
- Sharma, R.A. (1991). *Technology of Teaching*. Meerut: R.Lall Book Depot.
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- Thomas, Mathew. (2009). *Effective Teaching*. New Delhi: S. Chand and Company.

SEMESTER- I
16CBED11: PEDAGOGY OF TAMIL

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 1

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்:

1. தமிழ்மொழிக் கல்வியின் தோற்றம், வளர்ச்சி பற்றிக் கூறுதல்.
2. தமிழ்மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோளையும் விவரித்தல்.
3. தமிழ்மொழி கற்பித்தலுக்கான முறைகளையும் அணுகுமுறைகளையும் பின்பற்றுதல்.
4. தமிழ்மொழி கற்பித்தலுக்கான பயிற்று முறைகளை கைக்கொள்ளுதல்.
5. தமிழ்மொழிக் கற்பித்தலில் நுட்பக்கூறுகளின் பங்கினை பயன்படுத்துதல்.
6. ஆசிரியர் கட்டுப்பாட்டில் கற்பித்தல், கற்போர் கட்டுப்பாட்டில் கற்பித்தல், குழுக்கட்டுப்பாட்டில் கற்பித்தல் வாயிலாக மாணவர்களுக்கு பயிற்சியளித்தல்.

அலகு 1: கல்வி ஏற்பாட்டில் தாய்மொழி:

கலைத்திட்டமும் தாய்மொழியும் - கல்வி ஏற்பாட்டில் தாய்மொழி பெறும்இடம் - மொழிப்பாடம் கற்பித்தலின் நோக்கங்கள் - பயன்கள் - எண்ணத்தை வெளியிடுங்கருவி - திருத்தமாகப் பேச, படிக்க, எழுத - வாழ்க்கை நுகர்வுகள் - சமூகப் பண்பாட்டு மரபினையறியும் கருவி மொழி. தேசிய கலைத்திட்ட வரைவில் (2005) காணும் மொழிப் பாடம் கற்பித்தல் நோக்கங்கள் - தேசியக் கல்வியின் குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்கும் உள்ள தொடர்பினைக் காணல்.

அலகு 2: தமிழ்மொழி கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ்மொழிக் கல்வியின் நோக்கங்கள்: எண்ணத்தை வெளியிடும் கருவி - பட்டறிவை எடுத்தியம்பல் - அறிவுகளுஞ்சிய வாயில் - அடிப்படை மொழித்திறன்களை வளர்த்தல் (கேட்டல், பேசுதல், படித்தல், எழுதுதல்) - இலக்கிய இன்பம் - படைப்பாற்றல் - சொற்களஞ்சியத்தைப் பெருக்குதல் - சமூகப் பண்பாட்டு வளர்ச்சி - வாழ்க்கைத் திறன்களைப் பெறுதல் - விழுமப்பதிவு. தமிழ்மொழிக் கல்வியின் குறிக்கோள்கள்: செய்யுள், உரைநடை, இலக்கணம், துணைப்பாடம், கட்டுரை, கடிதம் கற்பித்தல்.

அலகு 3: நுண்ணிலைக் கற்பித்தல் :

பெஞ்சமின் பு.எருமின் வகைப்பாடு பொது, சிறப்பு நோக்கங்கள் - ஹெர்பார்ட்டின் படிநிலைகள் - பாடத்திட்டம் வடிவமைத்தல் - பாடத்திறன்களை தேர்ந்தெடுத்து அமைத்து கற்பித்தல் - நுண்ணிலை கற்பித்தலுக்கான கொள்கைகளும் படிகளும் - தொடங்கும் திறன் - விளக்கும் திறன் - பல்வகைத் தூண்டல் - கிளர்வினாத்திறன் - வலுவூட்டும் திறன் - முடிக்குந்திறன் - நுண்ணிலைக் கற்பித்தல் சுழற்சி -இணைப்புப்பாடம் கற்பித்தல் - உற்றுநோக்கல்-உற்றுநோக்கலின் பயன்கள் -உற்றுநோக்கலின் போது கவனிக்கத்தக்கக் கூறுகள்.

அலகு 4: கற்பித்தல் அணுகுமுறைகள்

கற்பித்தலின் முறைகள்: ஆசிரியர் மையக் கற்பித்தல் - குழந்தை மையக் கற்றல் - கற்பித்தல் இயந்திரங்கள் - திட்டமிட்டுக் கற்றல் - கருத்தரங்கம் - குழு கலந்துரையாடல் - வல்லோர் ஆய்வரங்கம் - செயலரங்கம் - பட்டிமன்றம் - கெல்லர் திட்டம், - ஹெர்பார்ட்டின் படிநிலைகள் - பெஞ்சமின் புஎருமின் வகைமை நெறியின் அடிப்படையில் கற்பித்தல் கோட்பாடுகள் (அறிவுப் புலம் உணர்தல்புலம், உடலியக்கப் புலம்).

அலகு 5: பயிற்று முறைகள்:

பண்டைய முறைகள்: சொற்பொழிவு முறை, உரையாடல் முறை, தடைவிடை முறை, வினாவிடை முறை, பன்முகப் பயிற்சி முறை, விதிவரு முறை, விதிவிளக்கு முறை, காரண காரியம் முறை, நெட்டுரு முறை. தற்கால முறைகள்: விரிவுரை முறை, வெளிப்படுத்து முறைகள், பங்கேற்பு முறைகள், விளையாட்டு முறை, நடிப்பு முறை, தனிப்பயிற்சி முறை, வகுப்பறைக் கற்பித்தல் முறை, மேற்பார்வை முறை, செயல்திட்ட முறை, ஒப்படைப்பு முறை..

செயல்முறை ஒப்படைப்பு:

1. தற்போதைய சூழலில் தமிழ்மொழிக் கல்வியின் நிலையினை மதிப்பிட்டு அறிக்கை தயாரித்தல்.
2. அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
3. பாடத்தலைப்புகளில் கருத்தரங்கு நடத்துதல்.
4. செய்யுள் நலம் பாராட்டல்.
5. ஒப்படைப்பு எழுதுதல்.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I

16CBED19: PEDAGOGY OF ECONOMICS

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course the student teachers will be able to

1. gain insight into the meaning and nature and scope of Economics;
2. determining aims and objectives of teaching-learning Economics;
3. reflect upon different requirements of learners;
4. explore various strategies and methods in teaching –learning economics;
5. effectively utilize the different teaching aids in teaching Economics;
6. familiarize the principles of learnercontrolled Instruction, Collaborative and Cooperative Learning for effective transaction.

UNIT - I: Nature and Scope of Teaching Economics

Meaning, definitions, scope and nature of Economics – Importance of Economics education - The nature of subject materials and learning experiences included in the study of Economics. Need for Economics in the School curriculum. Economics as Queen of Arts- Is Economics arts or Science – Indian Economy and Current Scenario

UNIT-II: Teaching Skills and Organization of Practice

Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantages of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson - .Organization of Practice – Teaching Programme for B.Ed., Student teachers. Role of the Supervisor; Role of the Principal and the Academic Staff in the Conduct of Practice-teaching Programme. General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation-Distinction and relationship among educational aims, objectives and goals of teaching – General and specific objectives - objectives of teaching Economics- aims and goals of teaching Economics at secondary and Higher Secondary level - attainment of objectives through Economics teaching. Taxonomy of educational objectives - Anderson Revised taxonomy.

UNIT-III: Methods, Approaches and Strategies of Teaching Economics

Special features and characteristics of strategies - types of strategies: narration strategy- illustration strategy- questioning- answering strategy- assignment strategy- tutorial strategy - exposition strategy- independent strategy- brain storming strategy. Learner centered methods: Socialized recitation method: discussion, panel discussion, and symposium. Team teaching:

Meaning and definition – objectives - Principles - Types –steps and procedure - Individualized Instruction- Computer Assisted instruction- Programmed instruction- types, merits and demerits- Project method, Problem solving method, Inductive and Deductive method, Analytic and synthetic method. Teacher centered methods: Lecture method, Oral method-Innovative methods of teaching: Meaning- experiential learning in Economics- field trip- work experience- developing interest and attitudes towards Economics. Personalized education – Synesthetic approach to teaching of Economics-Interactive teaching in Economics- Blended learning- Flipped classroom- Digital education- mobile learning.

UNIT-IV: Teaching Aids

Meaning of the term instructional materials - Significance of instructional materials in teaching of Economics. Principles followed in effective use of instructional materials. Edgar Dale’s cone of experiences -classification – Types of conventional and modern instructional aids in teaching of Economics. Teaching aid as a Learning Material: Meaning of teaching aids, Types of teaching aids (Audio, Visual, Audio-Visual, and ICT based aids), Importance of teaching aids, self made teaching aids and its importance. RCEM

UNIT-V: Learner Controlled Instruction (LCI), Collaborative Learning and Co-operative Learning:

Learner Controlled Instruction -Need and Origin- meaning, nature and definition- Procedure or steps in LCI- advantages-Limitations. Collaborative learning in Economics - meaning – small group approach – buzz group technique- brain storming method- Reciprocal teaching - Co-operative learning definition –basic assumptions and features- obstacles in introducing co-operative learning: obstacle from teachers, students and parents view -merits and demerits.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I
16CBED12: PEDAGOGY OF ENGLISH

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. explain the role of English in the right perspective and rationale for learning English as a second language;
2. state the various aims and objectives involved in teaching and learning of the language;
3. adhere the methods and the current trends in the teaching of English;
4. use different teaching aids suiting to the needs of the learners;
5. use audio-tutorial system, language laboratory and teleconferencing in teaching the language;
6. explain the need for individualization of instruction to aid individual differences among the learners.

UNIT-I: Nature and position of English language in India

Role of English language in Indian society- Meaning and Nature of a language- Principles of language learning- Elements of English Language –Phonology, Graphology, Lexis and Grammar.

Psychology of language learning- Factors affecting language learning- Learning the mother tongue and learning a second language- Teaching of English as a skill subject- Difficulties of teaching English. Scope of English B.Ed course.

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: Methods, Approaches and Techniques of teaching English

Methods: Grammar Translation method, Bilingual method, Text Book method and Audio-lingual method- Dr.West's New method.-Approaches: Structural approach, situational approach, oral approach, communicative approach and the eclectic approach- Techniques: Story telling technique, dramatization technique, role play technique, pair work/group work, question and answer session, debate and language games and puzzle - Recent trends in the teaching of English: Interactive Approach, Communicative Language Teaching, Suggestopaedia, Total Physical Response Approach.-The Silent Way and The Natural Approach- Team Teaching in English: Types and Procedure of team teaching

UNIT-IV: Teaching Learning Materials in English

Meaning of the term Instructional Material or Teaching Aids- Use and Importance of Instructional Material or Teaching Aids in English- Guiding Principles for the effective use of Audio-Visual aids- The First Approach, The Second Modified Approach, the Technological Approach and Edgar Dale's classification- Instructional Material or Teaching Aids employed in teaching of English: Black Board or Chalk Board, Bulletin Board, Flannel

Board, Real Objects and Real Life Situations(Realia), Models, Dioramas, Pictures, Graphs, Charts, Diagrams, Cartoons, Posters, Flash Cards, Slides, Film Strips, Transparencies, Scrap books, Picture cards, Picture sets, Phonic cards, Letter cards, Maps, Match-stick figures, Reading cards, Writing strips, Movable strips, Cards for Error Correction, Epidiascopes, Projectors, Radio, Tape recorder, Television, Video tape/Video Cassette Recorder(VCR), DVD, MP3, VCD, Motion pictures/Movies, Computers, etc. Language lab, Programmed Learning material,andTeleconferencing.

UNIT-V: Phonetics of Teaching English

The speech organs and their role-The individual sounds-vowels and consonants, their place and manner of articulation and cardinal vowel diagram-classification of consonants concepts of the phoneme and allophone.- The phonemic systems of Tamil and English compared and contrasted. -Morpheme and grapheme. - The nature of stress, word stress and sentence stress weak forms, rhythm, English as stress-timed language. - Stress and meaning. Intonation: Four basic patterns of intonation in English and their use.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I
16CBED13: PEDAGOGY OF MATHEMATICS

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the nature and scope of Mathematics.
2. comprehend the aims and objectives of teaching Mathematics;
3. explore different methods of teaching and learning in Mathematics;
4. recognise different approaches and strategies in teaching and learning of mathematical concepts;
5. organise various learning resources;
6. integrate the knowledge of Instruction (Teacher Controlled, Learner Controlled and Group Controlled) effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Mathematics

Meaning, Definition and Scope of Mathematics - Importance of learning Mathematics - Structure, Abstractness, Symbolism, Precision - Mathematics as a science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines.

UNIT-II: Objectives of Teaching Mathematics and Teaching skills

Need and significance of teaching Mathematics -Aims: practical, social, disciplinary and cultural - Teaching objectives: General Learning Outcomes(G.L.O's) and behavioral or Specific Learning Outcomes (S.L.O's) relating to the cognitive, affective and psychomotor domain based on Taxonomy of Educational Objectives-Anderson revised taxonomy. Teaching skills: Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson.

UNIT-III: Methods of Teaching in Mathematics

Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving and laboratory methods of teaching mathematics- Activity Based Learning (ABL)- Simplified Active Learning Methods (SALM)- Applications of ABL and SALM- Format of a typical lesson plan based on SALM- Introduction; Evocation, Recall, Survey- Understanding; Concept, Teacher and Individual solving Problem-Group Work, Presentation-Evaluation: Reinforcement, Homework, Remedial measures.

UNIT-IV: Teaching Aids in Mathematics

Edgar dale's cone of experience - Instructional material or teaching aids employed in Mathematics teaching : Blackboard of Chalk Board, Bulletin Board, Flannel Board, pictures, Graphs, Charts, Diagrams, Photographs, Cartoons, Posters, Flash cards, Newspapers, Models, Dioramas, Slides, Filmstrips, Transparencies, Scrap Book, Epidiascope, Projectors Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video Tape or Cassette Recorder (VCR), DVD, MP-3VCD, Motion Pictures and Computers. Importance of TLMs in classroom transaction - No cost and low cost materials- Contextual and local-specific TLMs - Collection, preparation, storing and use of TLMs.

UNIT-V: Teacher Controlled Instruction, Learner Controlled Instruction, Group Controlled Instruction

Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher's in TCI. Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller's Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher's role in LCI. Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GCI.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I
16CBED15: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. know the nature and scope of Physical Science;
2. understand the aims and objectives of teaching Physical Science;
3. list and classify the diversified needs of students;
4. explain the methods of teaching Physical Science;
5. understand and identify various teaching aids;
6. implement the knowledge of Learner Controlled Instruction, Co operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Physical Science

Science as a product and a process: a body of knowledge, a way of investigation, a way of thinking – Characteristics of a person with scientific attitude – Interdisciplinary Approach- Implications of the nature of Science for a Science teacher.

UNIT-II: Objectives of Teaching Physical Science and Teaching skills

Need and significance of teaching Physical Science -Aims: practical, social, disciplinary and cultural - Teaching objectives: General Learning Outcomes(G.L.O's) and behavioral or Specific Learning Outcomes (S.L.O's) relating to the cognitive, affective and psychomotor domain based on Taxonomy of Educational Objectives, Anderson revised taxonomy. Teaching skills: Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson.

UNIT-III: Methods of Teaching Physical Science

Teacher and Student centered Methods- Lecture method- Lecture Demonstration method- Heuristic method- Project method- Biographical method- Inductive-deductive method- Historical method-Assignment method- Significance of employing different methods in teaching of Physical Science.

UNIT-IV: Teaching Aids

Concept of Teaching Aids- Importance of using aids in the teaching of Physical Science- Edgar Dale's Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Visual Aids- Chalkboard, Bulletin Board, Flannel Board, Chart, Flash Cards, Posters, Models, Specimens, Objects, Diorama, Graphs, Filmstrip Projector, Slide Projector, Epidiascope, Overhead Projector- Audio Aids- Radio, Tape Recorder, Audio-Visual Aids- Television, Computer, Documentaries, Motion Pictures – Criteria for selection of appropriate teaching aids.

UNIT-V: Learner Controlled Instruction, Collaborative and Co-Operative Learning

Learner Controlled Instruction: Introduction, need and origin, meaning, nature and definition, steps involved, advantages and limitations. Collaborative Learning: Introduction, meaning and definition, procedure involved, computer supported collaborative learning, team based learning, group problem solving, advantages and limitations. Co-operative Learning: Introduction, definition, basic assumptions and features, procedure involved, Academic benefits, Psychological benefits, Social benefits, obstacles involved in co-operative learning.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I

16CBED14: PEDAGOGY OF BIOLOGICAL SCIENCE

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. explain the nature and scope of biological science;
2. acquire knowledge about aims and objectives of teaching of biological science;
3. explore the need of the learners;
4. recognize the new trends in curriculum transaction;
5. organize the teaching aids to support learning;
6. integrate the Learner Controlled Instruction:- Co operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Nature, Scope and Place of Biological Science

Introduction- Development of science education after Independence, National Policy on Education, and relationship of biology with other branches of science. The importance of **Biological Science** as a subject of study – Interdisciplinary approach – need and current trends - Its history and development – Science education in India – National Knowledge Commission on Science Education. Bio Science and society – origin of life and biodiversity.

UNIT-II: Objectives of Teaching Biological Science and Teaching skills

Need and significance of teaching Biological Science -Aims: practical, social, disciplinary and cultural - Teaching objectives: General Learning Outcomes(G.L.O's) and behavioral or Specific Learning Outcomes (S.L.O's) relating to the cognitive, affective and psychomotor domain based on Taxonomy of Educational Objectives, Anderson revised taxonomy. Teaching skills: Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson.

UNIT-III: Methods of Teaching Biological Science

Introduction: i) Teacher Centered Method ii) Pupil Centered Method Teacher Centered Method- Lecture Method; Lecture Demonstration Method, Discussion Method, Supervised Study Method. Pupil Centered Method – Problem-Solving method, Project Method, Inductive and Deductive Method, Heuristic method, Discovery Method, Demonstration Method, Story Telling Method.

UNIT-IV: Instructional Aids

Introduction: Meaning, importance & Advantages of using Instructional Aids – Edgar Dale's Cone of Learning Experience – Principles of selection and uses of Teaching Aids - Projective and Non Projective aids – current trends in educational technology – Different types of

Boards, Charts, models, Objects, Specimens, slides, transparencies, films, filmstrips, motion pictures, documentaries, graphs, LCD projectors, Computer Aided Instructions, Animations, Power Point Presentations, interactive board, interactive video, Smart Board, internet usage, smart classroom.

Museum: The place and importance of school and public museums – Preparation of museum materials – dry and wet mounts, injected specimens

UNIT-V: Learner Controlled Instruction, Collaborative Learning and Cooperative Learning

Introduction-LCI - Origin and need, Definition, Steps involved, Advantages and Limitations; collaborative learning: definition, need, procedure merits and limitations, team based learning, group problem solving, problem based solving cooperative learning: introduction, definition, steps in cooperative learning, obstacles in introducing cooperative learning, resistance from students, teachers, authoritarians' and parents.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I
16CBED18: PEDAGOGY OF COMPUTER SCIENCE

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course, the student-teachers will be able to

1. gain in sight on historical evolution of computer and its hardware, software components;
2. determine aims and objectives of teaching computer science in secondary schools;
3. plan learning activities according to those objectives;
4. explore the varied potential of learners and plan for teaching;
5. acquaint with the various methods, approaches and strategies of teaching computer science;
6. utilize the various learning resources effectively in the teaching of computer science;
7. apply knowledge of Learner Controlled Instruction- Co operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Historical Perspectives

Historical development of computers – Generation of Computers and their characteristics - Types of computers – Hardware and Software – Types of Software -Operating System – Functions of an operating system- Database – Computer Organization – Principles of programming logic – Network Communication – Computer viruses – Protective measures.

UNIT-II: Objectives of Teaching computer Science and Teaching skills

Distinction and relationship among educational aims, objectives and goals of teaching– General and specific objectives of teaching computer science – Aims and objectives of teaching computer science at secondary and higher secondary levels - Bloom’s Taxonomy of educational objectives –Writing Objectives in behavioral terms- RCEM approach of writing objectives - Anderson taxonomy- Teaching skills: Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson.

UNIT-III: Methods and Strategies of Teaching Computer Science

Teacher centered methods: Lecture – Demonstration – Lecture cum demonstration. Child centered methods Problem solving, Project method – Heuristic method – Laboratory method - Inductive – Deductive, Analytic –Synthetic methods - Assignment: Type – Needs – Characteristics of good Assignment - Strategies of Teaching: Meaning, special features and characteristics of strategies - Types of teaching strategies: Narration strategy- Illustration strategy- Questioning- Answering Teaching strategy- Exposition strategy- Description strategy - Independent study strategy- Assignment strategy- Tutorial strategy - Brainstorming strategy.

UNIT-IV: Teaching Aids

Concept of Teaching Aids- Importance of using aids in the teaching of Computer Science- Edgar Dale’s Cone of Experience- Principles for selection of Teaching Aids- Classification of Teaching Aids- Audio, Visual, Audio-Visual Aids and ICT based aids- – Criteria for selection of appropriate teaching aids.

UNIT-V: Teacher Controlled Instruction, Learner Controlled Instruction, Group Controlled Instruction

Teacher Controlled Instruction (TCI): Meaning and nature, various methods (lecture, team-teaching, demonstration, teacher based activities), strengths and weaknesses of each method, process / procedure for organizing effective lecture and demonstration, assessment of lecture and demonstration, role of teacher's in TCI. Learner Controlled Instruction (LCI): Meaning and nature, self-learning, methods of self-learning (self-instructional print material, Keller's Plan, Programmed Instruction and Computer Assisted Instruction), organization and assessment of LCI, teacher's role in LCI. Group Controlled Instruction (GCI): Meaning and nature, various methods (small group interaction, co-operative learning approach, role play, field trips, tutorial, project work), organization of GCI, problems in organizing GCI.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

References:

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SEMESTER - I

16CBED16: PEDAGOGY OF HISTORY

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course student teachers will be able to

1. acquire knowledge of the nature and development of history.
2. understand the features and dimensions of history.
3. understand the need and significance of Teaching History at different level.
4. formulate general instructional objectives, specific learning outcomes and prepare lesson plans in History.
5. define and understand the concept, nature and scope of micro-teaching as training design for developing teaching skills.
6. plan and teach a lesson on integration of teaching skills under simulated conditions.
7. transfer the skill acquired in Micro simulated setting to actual classroom.
8. understanding reflective practice and its uses.
9. acquire knowledge about instructional Techniques for individual instruction.
10. understand the individual differences in learning history.
11. understand the need for enrichment and remedial programme for gifted and slow learners in history.

UNIT-I: Meaning, Aims, Objectives and Values of Teaching History

Defining History – its meaning and scope – Characteristics and nature of History – the modern concept of History, General Aims, objectives and values of teaching history - The Different Conceptions of History-Biographical – Evolutionary - History of History – Record of the past – Is History Arts or Science?

UNIT-II: Need and Significance of Teaching History

Need and significance of Teaching History at Primary, Secondary, Higher Secondary and College Levels - Problems faced by the History Teachers in Urban and Rural areas - Making the teaching of History interesting and means of developing thinking at higher levels.

UNIT-III: Instructional Objectives of Teaching History

Objectives – Definition, Need for stating objectives – Differences between Aims and Objectives - General instructional Objectives (GIOs) and Specific Outcomes of Learning (SOLs) - Anderson's revised Taxonomy: Values of Teaching History: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational - Bloom's Taxonomy of Objectives – Cognitive, Affective and Psychomotor domains – stating GIOs and SOLs for teaching History relating to cognitive, Affective and Psychomotor Domains.

UNIT-IV: Teaching Skills and Organization of Practice-Teaching Programme

Micro Teaching: Meaning, Concept, Definition, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme. Macro Teaching: Year Plan, Unit plan, and Daily Plan, Need and Importance of Lesson Plan, Objective based teaching, Steps of a lesson plan - Organization of Practice – Teaching Programme for B.Ed., Student-teachers - Role of the Supervisors; Role of the Principal

Mentor Teachers, Head Masters and the Academic Staff in the Conduct of Practice -Teaching Programme – Assessment of Teaching Competency; General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

UNIT-V: Methods and Approaches of Teaching History

Teacher-Centred Methods : Story Telling, Dramatization, Lecture, Lecture cum Demonstration, Team Teaching, Supervised Study, Review and Drill, - Source Method : Debate, Symposium, Brain Storming, Seminar, Workshop, Demonstration - Learner Centred Methods : Heuristic Method, Problem Solving Method, Project Method, Field Work, Dalton Plan, Inductive and Deductive Methods, Analytical and Synthetic approaches.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER - I
PEDAGOGY OF GEOGRAPHY

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course student teachers will be able to

1. develop positive attitude towards nation and other countries
2. formulate the aims and objectives of teaching Geography at different levels.
3. develop different skills of teaching.
4. develop the skills of writing lesson plans and present it effectively.
5. list the techniques to measure reflection.
6. familiarize and apply various method of teaching in Classroom.
7. identify the individual differences and offer suitable education programme.
8. prepare blue print and questions for achievement test.

UNIT-I: Geography-Introduction, Aims and Objectives of Teaching Geography

Geography – its definition, different branches - Physical basis and Mathematical Geography at school level - Geography - A tool to develop national integration and international understanding – Techniques of promoting National Integration and International understanding - NCF 2005 (National Curriculum Frame Work) and Geography teaching - Scope of Geography -Impact of Geography – Importance of Geography and its place in curriculum, general aims of teaching geography, aims and objectives of teaching geography.

UNIT-II: Teaching of Geography in Schools

Goals and objectives of teaching Geography - Blooms Taxonomy of objectives (Revised) with special reference to Geography - Aims of teaching Geography at the Primary, Secondary and Higher Secondary Stage - The content of school Geography (VI to X std) - The correlation of the subject matter with other school subjects.

UNIT-III: Micro Teaching and Blooms Taxonomy

Instructional Objectives – Bloom’s Taxonomy of Objectives in Specific Behavioral Terms – Cognitive, Affective and Psycho – Motor Domain-Micro - Teaching – Concepts, Principles and Phases of Micro – Teaching-Developing the Skills - Introducing a Lesson, Explaining, Probing Questions, Stimulus Variation-Reinforcement, Using the Black Board and Achieving Closure-Link Lesson – Need and its Importance. Micro teaching – Meaning – Characteristics – Procedure – Micro Teaching Cycle – Advantages & Limitations - Introducing a lesson – Explaining – Questioning - Blackboard writing - Skill of using maps - Stimulus variation - Reinforcement and closure – link lesson.

UNIT-IV: Planning for Effective Instruction

The science of geography- Historical overview- The great geographers-Serendipity the significant discoveries and inventions- Geography and its various branches. Environment problems such as green house effect. Acid rain, Global warning and ozone layer depletion - Lesson Plan: Meaning, scope, objective and need - Macro teaching –lesson plan, Unit plan, Year plan- Herbartian steps- Format of a typical lesson plan – General Instructional Objectives and Specific Instructional Objectives- Teaching aids, Motivation presentation, Application, Recapitulation and Home Assignment. Doctrine of Natural Tastes and Interests -

Culture Epoch Theory - Proceeding from near to the remote - Reconciliation of the Psychological development of the child with demands of the subject and time allotted - Chronological and Periodic Plan - Concentric and spiral plan - Regressive plan - The Unit Plan and Topical Plan.

UNIT-V: Methods and Approaches of Geography Teaching

Storytelling - Observation – Descriptive – Lecture – Comparative - Project – Individual and Group – Problem Solving Regional – Method of using Current Events - Traditional method of teaching geography: Lecture method, Enquiry method, Textbook method, demonstration method, Modern methods of teaching geography-Inductive and Deductive method.-Regional method and comparative method of teaching geography. Programmed Learning – Computer Assisted Instruction – Web Based Learning-Identifying Learner’s Capacities – Enrichment Programmes for Gifted – Remedial Programmes for Slow Learners –National Talent Examination -Developing National Integration and International Understanding –Knowledge of current affairs Geographic attitudes and its importance to the individual and Society.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

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SEMESTER – I
16CBED17: PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Credits: 5 (3L: 1T: 1P)

Hours: 7/Week

Objectives: On completion of the course the student teachers will be able to

- understand the need and nature of teaching Commerce and Accountancy;
- familiarize with the aims, objectives, goals and values of teaching Commerce;
- explore the individual differences existing among the learners for effective teaching of commerce and accountancy;
- familiarize with the new methods of teaching Commerce and Accountancy;
- understand the instructional materials employed in teaching of Commerce and Accountancy;
- understand and apply knowledge of Learner Controlled Instruction- Co operative and Collaborative Learning effectively for better curriculum transaction.

UNIT-I: Nature and Scope of Commerce and Accountancy

Introduction – Meaning, – Classification of Commerce – Trade, Transport, Warehousing, Banking, Insurance, Advertising- Commerce Education- History of Commerce Education - Relationship of Commerce with other subjects. Scope and its nature of Commerce and Accountancy in Higher Secondary School curriculum its relation to other branches of knowledge. Values of Teaching Commerce and Accountancy in the Academic and Vocational Stream of Education.

UNIT-II: Teaching Skills and Organization of Practice

Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson - .Organization of Practice – Teaching Programme for B.Ed., Student teachers. Role of the Supervisor; Role of the Principal and the Academic Staff in the Conduct of Practice-teaching Programme. General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation-Distinction and relationship among educational aims, objectives and goals of teaching – General and specific objectives - objectives of teaching Commerce- aims of teaching Commerce and goals of teaching Commerce at secondary level and Higher Secondary level - attainment of objectives through Commerce teaching. Taxonomy of educational objectives - Anderson Revised taxonomy.

UNIT-III: Methods, Approaches and Strategies of Teaching Commerce and Accountancy

Strategies: Special features and characteristics of strategies - types of strategies: narration strategy- illustration strategy- questioning- answering strategy- assignment strategy- tutorial strategy - exposition strategy- independent strategy- brain storming strategy. Methods: (meaning, definition, objectives, principles, types, steps and procedure) of **Teacher Centered Methods (Conventional):** Lecture Method, Question-Answer Methods, Inductive and Deductive Method, Analytic and Synthetic Method. **Modern and Social Recitation Methods:** Team Teaching, Project Method, Problem Solving Method, Case Study Method, Dramatization, Role Playing, Source Method, Field Trip and Work Experience, Discussion, Panel Discussion, Seminars and Symposia. **Individualized and Innovative Methods:** Programmed Instruction/ Learning, Project Method, Problem Solving Method, Experiential Learning. **Personalized education:** Synesthetic in teaching, Interactive teaching, Blended

learning, Flipped classroom, Digital education, Mobile learning. Developing interest and attitudes towards Commerce.

UNIT-IV: Teaching Aids

Meaning of the term Instructional Material / Teaching Aids – Significance of instructional materials / teaching aids in Commerce & Accountancy – Guiding principles for the effective use of instructional materials – Audio Visual Aids – Classification of Audio Visual Aids: The First Approach, The Second Modified Approach, The Technological Approach – Edger Dale’s Classification – Instructional / teaching aids employed in Commerce & Accountancy teaching: Black Board / Chart Board, Bulletin Board, Flannel Board, Real Objects, Pictures, Crafts, Charts, Diagrams, Cartoons, Posters, Flash Cards, Models, Magazines, News Paper Cuttings, Dioramas, Slides, Film Strips, Transparencies, Scrap Books, Epidiascope, Projectors, Radio, Tape Recorder, Televisions, Video tape / Video Cassette Recorder (VCR), DVD, MP3, VCD, Motion Pictures / Movies and Computers.

UNIT-V: Learner Controlled Instruction LCI, Collaborative learning and co-operative learning:

Learner Controlled Instruction (LCI): Need and Origin- meaning, nature and definition- Procedure or steps in LCI- advantages-Limitations. *Co-operative & Collaborative Learning*: Introduction – Meaning & Definition – Basic Assumptions and Features of Co-operative Learning – How to proceed with Cooperative Learning – Benefits: Academic, Psychological and Social – Obstacles in introducing Co-operative Learning: Resistance from the teacher, students, authorities and parents.-merits and demerits.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Apply the Bloom taxonomy of educational objectives in preparing lesson plans.
CO2	Use different teaching aids to suit the needs of learners
CO3	Distinguish the methods of teaching
CO4	Select the individualized instruction
CO5	Develop their teaching skills with micro teaching skills.

References:

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SEMESTER – I

16GCED14: PLANNING FOR ASSESSMENT AND EVALUATION

Credits: 5 (4L: 1T: 0P)

Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. define the concepts related to educational measurement, assessment and evaluation.
2. explain and use the different types evaluation.
3. use taxonomy of Educational Objectives and develop skills of writing instructional objectives.
4. explain and use different types of tests to assess learning.
5. construct blue print and develop skills of planning and administering class room tests.

UNIT-I: Measurement and Evaluation

Meaning and definition of Measurement, Assessment and Evaluation. Relationship among Measurement Assessment and Evaluation. Need and importance, Principles – Uses of Evaluation.

UNIT-II: Types of Evaluation

Types of Evaluation — Internal and External, Formal and Informal, Continuous Comprehensive Evaluation, Formative and Summative, Norm Referenced and Criterion Referenced.

UNIT-III: Recent Reforms in Examination Practices

Innovative Examination Practices – Spot Valuation, Flying Squad, Dummy Numbers. Computerisation in Examination Practices – On line Examination and Publication of results. Credit system - Semester and Public examination – Choice Based Credit System (CBCS) – Continuous and Comprehensive Evaluation (CCE) - Open Book Examinations.

UNIT-IV: Educational and Psychological Tests

Tests – Purpose – Objectives– need and Importance of conducting different types of tests - Achievement test, Diagnosis test, Prognostic test, Intelligence test, Aptitude test, Attitude test and Personality test. Testing Methods – Oral, Written and Performance Test.

UNIT V - Planning for Constructing Achievement Tests

Various types of test items – Objective type test items - Completion, Matching, Two Choice, Multiple Choice and others - Subjective type test items – Essay and Short Answer - Question Bank. Steps in test construction – Table of specifications, Blue Print – Item Writing – Revising Items - Scoring – Marking, Grading - Item Analysis– Interpretation and Follow Up. Characteristics of a good measuring instrument – validity, reliability, feasibility and objectivity.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Use different types of test to assess learning
CO2	Appraise the concept related to educational measurement
CO3	Use different types of evaluation
CO4	Construct blueprint and administering classroom test
CO5	Differentiate the various types of Evaluation.

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SEMESTER-I
16GCED15: EDUCATIONAL MANAGEMENT

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. acquire knowledge of the terms used in educational management
2. understand the principles of management
3. apply the principles of educational management in school practices
4. develop skills in employing and developing new educational management
5. develop interest in the educational management techniques ,and
6. develop desirable and positive attitude towards educational innovations and management .

UNIT-I: Management and Areas of Educational Management

Meaning-Definition –Objectives of Management –Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB (Planning, Organization, Direction, Staffing, Co ordination, Reporting, Budgeting) - Modern Functions: Planning, Organizing, Leading, Controlling-Management skills: Conceptual skills, Human skills, Technical skills.

Unit – II: Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative)Management - Scope, Human ,Material, Time – Basic concepts of Management at different levels (Primary and Secondary): Institutional Management, Financial Management, Instructional management, Personnel Management, Material Management, and Management of Examination.

UNIT-II: Educational Planning and Organization

(a) Planning - Six elements - Objectives, Policies, Procedures, Programmes, Budgets and Strategies – Educational planning – Long term and Short term Perspectives - Institutional planning – Academic: curricular and co-curricular activities – Time table – assignment of work to teachers. (b) Organization – Principles or criteria –Organisational structures – Administrative structures at Central and State levels.

UNIT-IV: Management of Resources

Management of Resources –Human, and material -Head master and Teacher: duties and responsibilities- Leadership - Meaning – styles -Management Grid – Morale – Organizational commitments –Academic freedom –Professional development. Classroom management – Management of school building –equipments –library –records and registers – hostel.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Implement the principles of management
CO2	Organize the principles of educational management in school practices
CO3	Develop skills in employing and developing new educational management
CO4	Appraise positive attitude towards educational innovations
CO5	Build the qualities of classroom management skills.

References:

- Aggarwal, J. C. (2008). Development and planning of modern education. UP: Vikas Publishing House Pvt Ltd.
- Chaube, S. P., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
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SEMESTER – I
16GEVS16: ENVIRONMENTAL EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the importance of protecting the environment.
2. develop the knowledge of various awareness programmes on protecting the environment
3. identify the ways to utilize conventional energy sources.
4. describe the future of Solar Energy.
5. explain the role of an individual in conservation of natural resources.
6. suggest ways to increase the ground water level in and around college campus.
7. conduct awareness programmes on different types of pollution.
8. report on action-taken to protect college campus from Land Pollution.
9. discuss the adverse effects of Global Warming.
10. explain the ways to avoid nuclear accidents.
11. Justifying the role of an individual in protecting the Environment.

UNIT-I: Introduction to Environmental Education and Natural Resources

Definition and Meaning of Environment – Components – Scope – Nature – Importance - Need for public awareness and objects of Environmental Study. Resources : Natural Resources – Renewable resources - Non renewable resources – Energy resources – Chief resources of energy and their classification – Growing needs of energy – Alternative sources of energy – Future of Solar Energy.

UNIT-II: Role of an individual in Conservation of Natural Resources and Environmental Pollution

Role of an individual in conservation of natural resources – Water Conservation – Energy Conservation – Conservation of Forest resources – Soil conservation – Equitable use of resources for sustainable life style.

Environmental Pollution: Definition – Causes - Effects and control measures of air pollution – Water Pollution – Soil Pollution – Noise Pollution - Nuclear Hazards – Role of an individual in prevention of Pollution.

UNIT-III: Environmental Issues and Role of Education

Climate change – Global Warming – Acid Rain – Ozone Layer depletion – Nuclear accidents and Holocaust. Education for sustainable development of environment, Environmental Education in National Policy on Education (1986) – Need – Providing Environmental Education at different levels – current status of Environmental Education in School curriculum – Role of NCERT – Role of Teachers.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Explain the role of individual in conservation of natural resources
CO2	Organize awareness program on different types of pollution
CO3	Appraise the ways to avoid nuclear accidents
CO4	Value the knowledge of protecting the environment
CO5	plan the ways to avoid nuclear accidents.

References

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SEMESTER – II
16GCED21: PSYCHOLOGICAL PERSPECTIVES OF LEARNERS

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. recognise higher mental process of concept formation, thinking, reasoning, problem solving and creativity.
2. familiarise with the theories and assessment of personality.
3. differentiate Mental health and Hygiene.
4. develop stress reduction strategies.
5. identify the role of teacher in guidance and counselling

UNIT-I: Intelligence and Creativity

Development of mental abilities: sensation, perception, memory, imagination, reasoning – Concept formation - Thinking process: role of language, images and imagination - Reasoning and problem solving.

Intelligence: definition and nature - Theories : monarchic, multi factor, two factor, group factor theory, Guilfords structure of intellect, multiple intelligence (Gardner) - Intelligence tests – their uses and abuses - Creativity and intelligence – identification and promotion of creativity – concept of Emotional intelligence and meta cognition.

UNIT-II: Personality

Meaning and concept – Determinants of Personality, Theories of Personality: Type approaches : Sheldon, Kretschmer, Jung, Hippocrates – Trait approaches : Allport, Cattell – Type cum Trait approach : Eysenck - Psycho-analytic approach: Sigmund Freud – Individual approach : Alfred Adler - Factors influencing Personality – Assessment of Personality – Integrated Personality.

UNIT-III: Mental Health and Hygiene

Concept of mental health and hygiene – conflicts, tensions and frustration – Reasons for Conflict: dilemmas, competition, perceived injustice, imperceptions of action or goals – adjustment – Defense mechanism – Stress – Stress coping/ reduction strategies – individual peace contributing to social cohesion. Effects of Stress on mental and physical health - Students problems – Unrest- Teacher as Counsellor.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the development of mental abilities
CO2	Differentiate mental health and hygiene
CO3	Appraise stress reduction strategies
CO4	Formulate the role of teacher in guidance and counseling
CO5	Identify the role of teacher in guidance and counselling

References:

- Aggarwal, J.C. (2008). Essentials of Educational Psychology, Vikas Publishing House (P) Ltd, New Delhi.

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SEMESTER – II
16GCED22: TEACHING AND LEARNING – PART II

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the basic concepts of Educational Psychology.
2. explain the role of heredity and environment in the development of an individual.
3. recognize the importance of motivation and its role in learning.
4. describe the nature and types of learning.
5. identify the types of learning disabilities

UNIT-I: Basics of Educational Psychology

Definition, meaning, nature and scope of Educational Psychology - The focal areas of Educational Psychology: The learner, learning experience, learning process, learning situation and teacher – Methods of educational psychology: Concept of method and approaches-Methods of collecting scientific data: Interviews - Questionnaire- Case studies- Observation- participative and non-participative- Clinical method- Introspection- its merits and demerits. Approaches: Cross sectional design- Longitudinal design- Sequential design- its merits and demerits- Significance of Knowledge about Educational Psychology for teachers.

UNIT-II: Theoretical Perspectives of development

Approaches to theories of development – Social Cognition- Vygotsky social formation of mind. Constructivist: Piaget’s theory of cognitive development. Moral: Kohlberg’s theory of moral development. Psycho sexual: Freud theory of development- Psycho social: Erickson’s theory- merits and demerits.

UNIT-III: Motivation and Learning

Motivation: Definition, meaning and concept of motivation – Types of Motives: Physiological and Psychological – Intrinsic and extrinsic motivation – Motivation Cycle – Maslow’s Hierarchy of Needs – Level of aspiration - Achievement Motivation – Role of Rewards and Punishments – Attention : Factors of attention – types: voluntary, involuntary - Inattention and Distraction - Span of Attention - Interest : Factors and Types of Interest.

Learning: Definition, concept and nature of learning - Types of learning : Perceptual and conceptual - Learning theories : Trial and Error, classical and operant conditioning, learning by insight, information processing theory – constructivism in learning - Factors affecting learning – learning curve – Transfer of learning - Remembering and Forgetting- Theories of forgetting – causes of forgetting.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Value the focal areas of educational psychology
CO2	Analyze the different perspectives of development and growth.
CO3	Appraise the theories of development.
CO4	Distinguish the types of motivation and learning theories.
CO5	Find the solution for learning disabilities.

References:

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SEMESTER- II
16CBED21: PEDAGOGY OF TAMIL

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 2

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்:

1. கல்வியில் இணைக்கலைத்திட்டச் செயல்பாடுகளை மேற்கொள்ளல்
2. மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாக்கள் வினாப்பண்புகளுக்கேற்ப தயாரித்தல்
3. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்
4. கற்பித்தலின் அடிப்படை விதிகளை அறிந்து அவற்றை பயன்படுத்துதல்
5. வகுப்பறைத் திறன்களை மேம்படுத்துவதில் புதுமைப் போக்குகளை மேற்கொள்ளல்
6. நிறுவன கட்டமைப்பு பற்றி விவரித்தல்

அலகு 1: தமிழ்மொழிக் கற்பித்தலின் நுட்பங்கள்:

கற்பித்தல் துணைக்கருவிகள்: கற்பித்தல் துணைக்கருவிகளின் பயனும் இன்றியமையாமையும் - துணைக்கருவிகளின் வகைகள் - காட்சி துணைக்கருவிகள், கேள்வித் துணைக்கருவிகள், காட்சி - கேள்வி துணைக்கருவிகள் - எட்கர் டேலின் அனுபவக் கூம்பு - டெசிஸ்டாஸ்கோப் - பல்லுடக துணைக்கருவிகள் - மொழிபயிற்றாய்வுக்கூடம் - கணினி - கைபேசி - செயற்கைக்கோள் - அமைப்பும் செயல்படும் விதமும்.

ஆலகு 2: கற்பித்தலின் அடிப்படை விதிகள்

செய்யுள் , உரைநடை, துணைப்பாடம் - பயிற்றலின் நோக்கங்களும் முறைகளும் - அவற்றின் நோக்கங்களுக்கிடையே அமைந்துள்ள வேறுபாடுகள் - பல்வேறு வகையான உரைநடைகளையும், செய்யுட்களையும் கற்பித்தல் - துணைப்பாடம் கற்பித்தலின் நோக்கங்களும் முறைகளும் - கற்பதன் அவசியம் - கற்பதற்காக மேற்கொள்ளும் வழிமுறைகள்.

செய்முறை :மாதிரி வகுப்பு நடத்துதல்

அலகு 3: கலைத்திட்டமும் பாடநூலும்

அ) அமைப்பு - அமைப்பின் அடிப்படைகள் - அமைக்கும் முறைகள் - கலைத்திட்டம், பாடத்திட்டம் - தொடர்பும், வேறுபாடுகளும்.

ஆ) பாடத்திட்டமும், பாடநூல்களும் - சிறந்த பாடநூலின் தன்மைகள் - தயாரிக்கும் முறைகள் நிறைகுறைகள் - நடைமுறையில் இருக்கும் பாடத்திட்டத்தினையும், பாடநூல்களையும் பற்றிய ஆய்வு - ஆழ்ந்த படிப்பிற்கான பாடநூல்கள் - துணைப்பாட நூல்கள் - வகுப்பறையில் பயன்படுத்தும் முறைகள் - பள்ளி நூலகம் - வகுப்பு நூலகம் - கருவி நூலகம்

அலகு 4: கற்பித்தலில் ஆசிரியரின் பொறுப்பு மற்றும் ஆசிரியரின் ஈடுபாடு

ஆசிரியரின் ஈடுபாடு: ஆசிரியரின் பண்பு நலன்கள் - பயிற்றலில் அடிப்படை விதிகளைக் கையாளல்: பருவமறிந்து பயிற்றும் பண்பு - பாடப்பொருள்களை தயாரித்தல் - எடுத்துக் கூறும் ஆற்றல் - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - மாணாக்கர்களுக்கு நல்ல முன் மாதிரியாக இருத்தல். விழுமியங்களை ஆசிரியர் மாணவர்களுக்கு நடத்தையின் மூலம் உணர்த்தல்: அன்பு, ஆளுமை, ஒழுக்கம், நேரந்தவறாமை, மனிதநேயம், பணிவுடைமை, உதவும் மனப்பான்மை, உண்மையுடைமை, நடுவுநிலைமை, தூய்மை - சிறந்த குடிமக்களை உருவாக்கும் பொறுப்பேற்றல் - சமூக உறவு கொள்ளல் - உலகப் பொது அறிவு பெறுதல்.

அலகு 5: இணைக்கலைத்திட்டச் செயல்பாடுகள்

இணைக்கலைத்திட்ட செயல்பாடுகள்: நோக்கம் - இன்றியமையாமை - முக்கியத்துவம் - தமிழ் இலக்கியமன்றம் - நாடகம், பட்டிமன்றம், சொற்பொழிவு, வினாடிவினா - கதை, கவிதை, கட்டுரை எழுதுதல், ஓவியம், நடனம், இசை போட்டிகள் நடத்துதல் - பள்ளி இதழ்கள் தயாரித்தல் - கையெழுத்து பிரதிகள் - உடல் வளர்ச்சிக்கான செயல்கள்: விளையாட்டு பயிற்சி, - பண்பாட்டை வளர்ச்சிக்கும் செயல்கள்: கல்விச்சுற்றுலா - கல்வி கண்காட்சி அமைத்தல், பொருள்காட்சி - விழாக்களைக் கொண்டாடுதல்.

செய்முறை வேலைகள்

1. பள்ளி ஆசிரியரின் செய்து காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
2. கல்லூரி பேராசிரியரின் செய்து காட்டலை உற்றுநோக்கி அறிக்கை தயாரித்தல்.
3. பள்ளி ஆசிரியர் மற்றும் மாணவ-ஆசிரியர்களின் வகுப்பறைக் கற்பித்தலை உற்றுநோக்கி அறிக்கையினைத் தயாரித்தல்.
4. நுண்ணிலைக் கற்பித்தல் திறன்களில் பாட நிகழ்வுகளை எழுதி பயிற்சி பெறுதல்.
5. பாடங்கற்பிப்புத் திட்டத்தினை எழுதுதல்.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED29: PEDAGOGY OF ECONOMICS

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course the student teachers will be able to

1. acquire competencies to execute non scholastic activities in teaching Economics;
2. determine the various steps in assessing learners;
3. explore the steps in planning;
4. appreciate teacher commitment to improve professionalization;
5. familiarize with appropriate classroom climate for better management;
6. expound appropriate knowledge about school plant.

UNIT-I: Co- Scholastic Activities in Schools

Meaning- importance-principles in organizing co-curricular activities- classification: indoor activities, outdoor activities. Type of co-curricular activities: Library Activities, Cultural Development Activities, Civic Development Activities, Social Welfare Activities. Norms in setting up schools- prerequisites for school structure- scholastic and non-scholastic requirements- School shapes- ideal shape of school. Club activities in schools-organizing co-curricular activities through clubs.

UNIT-II: Evaluation in Economics

Relationship between objectives, learning experiences and evaluation-Qualities of good tests- Steps in construction of achievement tests- Construction of good test items. Types of tests: formative and summative test- Oral, observation, and written. Preparation of Blue print-types of questions: Essay- short answer type-Objective type- types of objective test items: short answer type, multiple choice type, fill-in-blanks- true or false, matching type - merits and demerits. Characteristics of good test items - Item Analysis - Diagnostic tests and their constructions , Criterion referenced test- Norm referenced tests- Computer Aided Evaluation : On line examination – Grading system.

UNIT-III: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement- Teacher commitment as passion teacher: teacher commitment as unit of time outside the contact hours with students, teacher commitment as focus on the individual needs of students, Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs, teacher commitment as maintaining ‘ Professional knowledge’, teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitments for teaching professionalization. Professional development and growth of Economics Teachers: Qualifications: Academic Qualifications and Professional Education - pre-service education – Professional ethics and competencies of Economics teachers - General Qualities and personality traits – Regular duties and responsibilities to be taken up by Economics teachers – Registers and Records to be maintained by Economics Teachers - Types of teachers based on leadership style, dominated pattern, Laissez Faire Pattern and democratic pattern and its significance

UNIT-IV: Planning for Teaching

Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan.

UNIT-V: Classroom Climate and Classroom Management

Meaning, Types of classroom climate- Ideal classroom climate- role of teachers in maintaining ideal climate. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED22: PEDAGOGY OF ENGLISH

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. summarise the importance of teaching listening and speaking skill;
2. recognise the importance of teaching reading and the essentials of teaching writing skill;
3. describe the methods of teaching grammar and vocabulary for learning the language;
4. explain the role of instructional materials in the syllabus and school curriculum for teaching of language;
5. use the skill of planning and write yearly plan, unit plan and daily lesson plan;
6. construct test items for evaluating students' and teachers' performance and conduct remedial teaching.

UNIT-I: Teaching of Listening and Speaking

Types of listening- Sub-skills of listening- The three phases of listening- Listening materials- Tasks for developing listening comprehension- Testing Listening- Sub-skills of speaking- Tasks for developing speaking skill: Language games, Role Play, Dramatization, Story Telling, Dialogues, Narration, Debates, Interview, Extempore Speeches, Pictures, Objects and Audio/Video- Teaching of English. Pronunciation: Causes of defective pronunciation in English- Methods of teaching English pronunciation- Types of drills: Substitution drills, manipulation drills, chain drill, repetition drill, completion drill, additional drill, synthesis drill, conversion drill & question and answer drill- Testing Speaking.

UNIT-II: Teaching of Reading and Writing

Sub-skills of reading- Reading for Perception and Reading for Comprehension- Types of Reading: Loud reading, Silent reading, Intensive reading or Critical reading, Extensive reading, Skimming and Scanning- Mechanics of Reading: Fixations, Eye-span, Regression and Word-picture. Process of Reading: Recognition stage, Structuring stage & Interpretation stage. Methods of teaching Reading to Beginners: Alphabet method, Phonic method, Word method, Phrase method, Sentence method, Story method and Eclectic method- Factors affecting reading- Strategies to develop reading- Testing Reading- Sub-skills of Writing- Process of writing: Manipulating, Structuring and Communication- Mechanics of Writing: Handwriting, punctuation and spelling- Characteristics of good hand writing: Distinctiveness, legibility, simplicity, uniformity, spacing, capitalization, punctuation and speed- Writing skills: Mechanical skills, grammatical skills, discourse skills and judgment skills- Qualities of good writing.

UNIT-III: Advanced Grammar Teaching

The Noun Phrase – MHQ (Modifier, Headword, Qualifier)-The Verb-Phrase – Tense Forms – Auxiliary Verbs – Modals-Adjectival Phrase-Adverbial-Modifiers- The Sentence – Types of Sentences – Subordinate and Co-ordinate Clauses-Analysis- Sentence pattern - Classification of Grammatical Errors.-Prescriptive – Formal Grammar-Descriptive – Functional Grammar-Features of English Syntax-Methods of Teaching Grammar- Deductive – Inductive-Testing Grammar - Steps and Usage-Grammar Activities and Grammar Games.

UNIT-IV: Language Curriculum and Text book

Meaning of the term curriculum- Distinguishing curriculum from syllabus- Principles of curriculum construction- The curriculum and Syllabus: Different types of language syllabus- types of non-linguistic content- Literature teaching- importance of text books in the teaching of English- Characteristics of a good text book- Other Instructional materials: Teacher's Hand books, Work- books, Supplementary readers and e-learning materials.

UNIT-V: Lesson Planning in English

Yearly Planning - Unit Planning - Meaning- components of Unit planning- Types of units: Subject matter type unit and Experience type unit- Development of a Unit Plan- Importance and advantages of Unit Planning- Demerits and limitations of Unit Planning- Lesson Planning in English- Meaning- Concept of lesson planning- Difference between Daily Lesson Planning and Unit Planning- Characteristics of a good lesson plan-Variou approaches in the preparation of daily lesson planning: Herbartian type lesson plan, Educational Objectives based lesson plan and Innovative Lesson plan- Need and Importance of Lesson Planning- Development of a lesson plan for teaching of English: Prose, Poetry, Supplementary Reader, Grammar and Composition.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED23: PEDAGOGY OF MATHEMATICS

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives : On completion of the course, the student-teachers will be able to

1. understand the importance of non- scholastic activities in Mathematics;
2. develop the knowledge of process of evaluation;
3. develop competence writing lesson plan and in teaching mathematics;
4. develop the professional growth and commitment to profession of teaching
5. understand the importance of classroom climate
6. acquire the skill of managing classroom effectively
7. develop the skill and competencies to maintain records.

UNIT-I: Co-Scholastic Mathematics Activities

Activities in Mathematics: Mathematics Quiz, Mathematics Club activities, Mathematics Exhibition, Planning and organizing Mathematics laboratory activities, Mathematics outside the classroom organization of field trips and its importance. organization of Mathematics Olympiad- Appreciation of Aesthetic Structure of Mathematics -Order , Pattern and Sequence.

UNIT-II: Evaluation of Mathematics Learning

Assessment of Mathematics Learning – Developing blue-print for designing question paper, item construction, marking schemes, question - wise analysis, framing of questions based on concepts and sub-concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation of rote learning, framing of open ended questions providing the scope to learning to give *responses* in their own words, framing of conceptual questions from simple questions.

UNIT -III: Planning for Teaching-Learning Mathematics

Macro teaching - Lesson Plan, Unit Plan, Year plan - Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's - Teaching aids - Motivation, Presentation, Application, Recapitulation and Assignment

UNIT-IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as a passion- teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as a focus on the individual needs of students. Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Qualities and skills of mathematics teachers – General qualities, personal qualities and specific qualities.

UNIT-V: Classroom Climate and Classroom Management

Significance of classroom climate – Teacher dominated, laissez-faire and democratic pattern - Effective classroom management for quality learning: Teacher as facilitators /managers of classroom learning - Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline Management of learning situations : Management of group

and Individualized learning- Management of space and time : Seating arrangement and Time allocation- Management of Motivation and Discipline. School Plant: School building and design of the school – Maintenance of the school plant: Playground, Library, Records and Registers.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED25: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. classify the co-curricular activities in Physical Science;
2. explain the process of evaluation in Physical Science;
3. recognize the significance of planning and teaching Physical Science;
4. explain the importance of classroom climate and acquire the skill of managing the classroom effectively;
5. integrate the picture of an ideal Physical Science teacher;
6. understand the organization of the school plant.

UNIT-I: Co-Scholastic Activities

Definition, Need and Importance of Co-Scholastic activities- Criteria for the selection of Co-Scholastic activities in Physical Science- Science Club- Science Exhibition- Science Fairs- Field Trips and Excursions- Organization of Co-Scholastic activities related to Physical Science.

UNIT-II: Evaluation in Physical Science

Concept of Evaluation- Purpose of Evaluation- Continuous and Comprehensive Evaluation- Formative and Summative Evaluation- Achievement tests- Steps in construction- Preparation of Blue print- Preparation of an Achievement Tests in Physical Science - Administering the test- Various types of Test items- Essay type, Short answer type, Objective type: Completion type, Matching type, Multiple Choice- Merits and limitations of Essay, Short answer and Objective type-Item Analysis-Diagnostic Tests- Steps in constructing a Diagnostic test- Teacher made test- Standardized tests.

UNIT-III: Planning and Teaching

Significance of planning for effective teaching- Year Plan: importance and mode of planning- Unit Plan: definition, characteristics, steps in unit planning, importance of unit planning- Lesson Plan: definition, criteria of a good lesson plan, steps involved in lesson planning (Herbartian Steps), advantages of lesson planning.

UNIT-IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as a passion- teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Academic and Professional Qualifications for a Science teacher- Qualities of a good Science Teacher- Need for Pre-service and In-service training- Professional development of Science Teachers.

UNIT-V: Classroom Climate, Classroom Management and School Plant

Significance of conducive classroom climate- Types of classroom climate: Teacher-dominated, Laissez-faire and Democratic pattern- Flander's Interaction Analysis System and Classroom Management: meaning, significance of effective classroom management, management of human and material resources. School Plant - Norms in setting up school-pre-requisites for school structure- scholastic and non-scholastic requirements- School shapes- ideal shape of school.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED24: PEDAGOGY OF BIOLOGICAL SCIENCE

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. appreciate the importance of non scholastic activities in biological science;
2. understand the purpose of evaluation in Biological Science;
3. accept the need for planning before teaching of Biological science;
4. develop interest to enhance the teacher professionalism and teacher commitment as biological science teachers;
5. explain the classroom climate and classroom management;
6. understand the importance of organization and maintenance of the institute.

UNIT-I: Co-Scholastic Activities in Biological Science

Introduction-Formal and informal methods of teaching and learning to strengthen science education – exhibitions, field trips, excursion, science fair-Celebrate science Day, Earth Day and Environmental Day-organize science club, eco club activities.

UNIT-II: Evaluation in Biological Science

Introduction-Concept of evaluation- formative, summative evaluation, construction of achievement tests and its types- Diagnostic, Prognostic tests, criterion and norm referenced tests – Principles of test construction -blue print - question bank- Tools of Evaluation, Written Examination, Online examination- Grading system.

UNIT-III: Planning for Teaching Biological Science

Introduction-Yearly planning in biological science, Importance of unit plan in biological science, Unit formulation in biological science, steps involved in unit planning, Merits and Demerits of unit plan. Major differences between unit plan and lesson plan, Importance of lesson planning- writing instructional objectives and planning for specific behavioural changes, Approaches in writing lesson plan, Herbatian Approach.

Classroom Communication: Types of communication – explaining, modeling and demonstrating. Role of motivation – rewards, praise, feedback and motivating individuals and class as a whole – key principles for effective learning and building positive relationships in classrooms.

UNIT-IV: Teacher Professionalization and Teacher Commitment

Introduction-Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion- teacher – teacher commitment as a unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Need and types of professional growth, role in fostering creativity, equipment maintenance, attending pre - service and in-service training by NCERT and allied agencies. Qualities and competencies of Science teachers - Academic Qualification, Professional training and special qualities required for biology teachers

UNIT-V: Classroom Climate, Classroom Management and School Plant

Introduction-Definition, importance of classroom climate, factors influencing classroom climate, Management of class room climate -Flander's Interaction Analysis System and Classroom Management: Definition, Techniques, classroom management as time management. School Plant: School Building, Design of the school, maintenance of the school, Play ground, Library, Store Room, Laboratories, Classrooms, records and registers maintained in the School.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER – II
16CBED28: PEDAGOGY OF COMPUTER SCIENCE

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course, the student-teachers will be able to

1. acquire knowledge on various approaches of teaching Computer Science;
2. explore the process of evaluation;
3. acquire skills relating to planning lessons and presenting them effectively;
4. appreciate the significance of the professional growth and commitment of Computer Science teacher;
5. acquaint with the importance of classroom climate and acquire skill of managing classroom effectively;
6. determine appropriate school plant.

UNIT-I: Approaches of Teaching Computer Science

Conference - Seminar- Symposium – Workshop - discussion, and panel discussion, Individualized Instruction - Programmed instruction-: meaning, fundamental principles, types, merits and demerits - Computer Assisted instruction (CAI) : meaning and definition, basic assumptions, different modes, limitations – Computer Managed Instruction (CMI). Innovative Approaches: E –Learning : Introduction – What is e-learning – Nature and characteristics of e-learning – The contemporary concept of e-learning – Modes and Styles – Promotion and arrangement for e-learning in our Educational Institutions – Advantages of e-learning - Online learning - Mobile learning (M-learning) : Background – Approaches : Classroom, at work, lifelong and self learning – Analysis of M-learning : value, challenges, growth. Innovative Practices in Teacher-Education: Team teaching: Meaning and definition – objectives - Principles - Types –steps and procedure - Advantages and limitations.

UNIT-II: Evaluation in Computer Science

Concept of Evaluation- Relationship between objectives, learning experiences and evaluation, -Purpose of Evaluation- Continuous and Comprehensive Evaluation (CCE) - Formative and Summative Evaluation- Preparation of Blue print- construction of an achievement test - Various types of Test items- Objective type: Completion type, Matching, Multiple Choice- Alternative response – Essay type and short answer question - Merits and limitations - Characteristics of good test items - Item Analysis - Steps in constructing Diagnostic tests – Computer Aided Evaluation : On line examination – Grading system.

UNIT-III: Planning for Teaching

Lesson Planning: Meaning – Functions of good lesson plan – Important features of good lesson plan –various approaches in planning lesson : Unit Approach (Morrison’s Approach) – Herbartian approach in preparing lesson plan. Unit planning: Meaning, - characteristics of good unit plan- steps in preparation of unit plan- advantages and disadvantages of unit plan- distinction between lesson plan and unit plan. Year Plan: Need and Significance – Steps in the Year Plan – Advantages and disadvantages of year plan.

UNIT-IV: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion teachers – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as a responsibility to impart

knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’ - teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization. Academic and Professional Qualifications for Computer Science teachers- Qualities of good Computer Science Teacher.

UNIT-V: Classroom Climate and Classroom Management

Meaning and significance of Types of classroom climate: Teacher dominated, laissez-faire and democratic pattern. Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers. School Plant: School building and design of the school – Maintenance of the school plant: Playground, Library, Records and Registers.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER - II

16CBED26: PEDAGOGY OF HISTORY

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course student teachers will be able to

1. understand the general and specific aims of teaching history.
2. analyses the different types of classroom climate.
3. understand the technology of teaching of History and employ the various methods and techniques of teaching History.
4. practice use of hardware and software approach, thereby making the past real.
5. understand the various methods in teaching History.
6. understand the current trends in curriculum change in history.
7. analyze the teacher education programmes available for History teachers.
8. evaluate the History text book at Higher Secondary Level.
9. develop research aptitude in history.
10. acquire knowledge about Peace Education and its importance.
11. understand the principles of tolerance and non-violence.
12. appreciate the role of UNO in establishing world Peace.

UNIT-I: Recent Trends in Teaching of History

Programmed Learning – Computer Assisted Instruction – Web Based Learning- Identifying Learner’s Capacities – Enrichment Programmes for Gifted – Remedial Programmes for Slow Learners – Action Research - Individual Differences in Learning – Concepts, Principles – Aptitude Treatment Interaction (A.T.I) -Programmed Learning : Concept, Principles, Types, Merits and Demerits.

UNIT-II: Development of Teaching Learning Materials for Teaching History in Digitalized Era

Teaching Learning Materials: Significance and Principles of using teaching learning materials. Classification of Teaching Learning Materials: Edger Dale’s Cone of Experience – Audio Aids, Audio Visual Aids, Graphic Aids, 3D Aids, Display Boards and Activity Aids. The place of teaching aids, Defining teaching aids, Types of teaching aids, Software based teaching aids, Hardware based teaching aids (Projected, Non-projected teaching aids). Hardware Instructional Aids: Magic lantern, Projectors, Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video Cassette Recorder (VCR), Motion pictures, computers. Software Instructional Aids: Black board, Bulletin board, Flannel board, Pictures, Graphs, Charts, Maps, Globes, Diagrams, Photography, Cartoons, Posters, Newspapers, Flash cards, Programmed Learning Packages, etc.

UNIT-III: Co-Pedagogic Activities in History

Meaning and Importance of Co-curricular activities – various Co-curricular activities related to history : Experiments and resources, Collateral reading literacy, Exhibitions, organization thought provoking programmes like quizzes, word searches, Field trips , Educational tour etc.

- School building and design of the school - Play ground, Library, Classrooms, Records and Registers - Role of Headmaster- Parent-Teacher association in maintenance of school- Time Table- Co-curricular activities, - Discipline.

UNIT-IV: Integration and Organization of History Curriculum

Content, Principles of Selection – Individual, Social, National and Global needs – Methods of organization; Logical and Psychological (stages of development), Chronological, Periodical, Concentric and Spiral, Regressive and Progressive Methods – Principles of correlation of subjects; Identical, Incidental, Systematic – Fusion of Subject; Geography, Political science, Anthropology, Literature, Economics and Sociology - Current trends in curriculum changes in History Education – Critical Analysis of school curriculum: Analysis of upper primary Standards VI to VIII Social Science Text Book prescribed by the Tamil Nadu Government. Analysis of Course Content of Standards IX to X Social Science Text Book for UG and XI to XII History Text Books (for P.G) prescribed by the Government of Tamil Nadu - A Critical review of the History textbook at the Higher Secondary level - Analysis of any one Reference Book in History.

UNIT-V: Evaluation in History

Concept of Examination-Criterion and norm referenced tests- Prognostic and diagnostic tests- Achievement tests - construction of Achievement tests- continuous and comprehensive evaluation- Formative and Summative Assessment - Grading pattern - valuation and arrangement of test scores- Frequency Distribution Tables- Measures of Central Tendency- Mean, Median, Mode-Measures of Variability-Range, Quartile Deviation, Mean Deviation – Standard Deviation, Correlation of Rank order and product moment. Graphs - Histogram, Frequency Polygon, Cumulative Frequency Polygon, Ogive, Percentile Ranks, Normal Probability curve, Kurtosis, Skewness - Interpretations qualitative and quantitative.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

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SEMESTER - II
PEDAGOGY OF GEOGRAPHY

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course student teachers will be able to

1. Compare the correlation and concentric curricular approaches.
2. Evaluate the Geography syllabus at different stages.
3. Differentiate autocratic and democratic leadership.
4. Handle various instruments and apparatus efficiently.
5. Apply modern techniques in teaching Geography.
6. Use ICT in transaction of curriculum.
7. Critically evaluate the Geography text book at different levels.
8. Critically analyse the existing syllabus for std. VIII to X
9. Identify the causes for learning difficulties in Geography and give remedial teaching.
10. Write an action research proposal.
11. Differentiate between applied and action research.

UNIT-I: Development of Teaching Learning Materials for Teaching Geography in Digitalized Era

Teaching Learning Materials: Significance and Principles of using teaching learning. Classification of Teaching Learning Materials: Edger Dale's Cone of Experience – Audio Aids, Audio Visual Aids, Graphic Aids, 3D Aids, Display Boards and Activity Aids. The place of teaching aids, Defining teaching aids, Types of teaching aids, Software based teaching aids, Hardware teaching aids (Projected, Non-projected teaching aids). Hardware based Instructional Aids: Magic lantern, Projectors, Radio, Tape Recorder, Television, Closed Circuit Television (CCTV), Video Cassette Recorder (VCR), Motion pictures, computers. Software Instructional Aids: Black board, Bulletin board, Flannel board, Pictures, Graphs, Charts, Maps, Globes, Diagrams, Photography, Cartoons, Posters, Newspapers, Flash cards, Programmed Learning Packages, etc. Importance and need of teaching aids – Principles for use of teaching aids- types of teaching aids – importance of maps and Charts in teaching of Geography –place of stories in the teaching of Geography –Place of excursions and travels in the teaching of geography – local Geography and its importance in the teaching of Geography- Multimedia presentation–Internet, online Learning -Tele conferencing –Video Conferencing - Self learning packages.

UNIT-II: Classroom Management and Geography Learner

Classroom Management: Concept – Principles of Classroom management – Factors influencing classroom management – Techniques of classroom management – Flanders Interaction Analysis and Modification of Teacher Behaviour - Introduction, meaning and definition, procedure involved, computer supported collaborative learning, team based learning, group problem solving advantages and limitations -Basic assumptions and features of co-operative learning, obstacles in introducing cooperative learning – Resistance from the teachers, students authorities and parents to collaborative learning.

UNIT-III: Integration and Organization of Geography Curriculum

Content, Principles of Selection – Individual, Social, National and Global needs – Methods of organization; Logical and Psychological (stages of development), Chronological, Periodical, Concentric and Spiral, Regressive and Progressive Methods – Principles of correlation of subjects; Identical, Incidental, Systematic – Fusion of Subject; Geography, Political science, Anthropology, Literature, Economics and Sociology - Current trends in curriculum changes in Geography Education - A critical analysis of existing Teacher Education Programme in Geography- Content course of Geography of classes IX, X, XI & XII.

UNIT-IV: Analyzing the School Curriculum

Analysis of upper primary Standards VI to VIII Social Science Text Book prescribed by the Tamil Nadu Government - Analysis of Course Content of Standards IX to X Social Science Text Book for UG and XI to XII Geography Text Books (for P.G) prescribed by the Government of Tamil Nadu - A Critical review of the Geography textbook at the Higher Secondary level - Analysis of any one Reference Book in Geography.

UNIT-V: Evaluation in Geography

Evaluation: Concept, Meaning, Different types of tests in Geography: Achievement, Diagnostic, Prognostic Criterion and Norm referenced evaluation - Construction of Achievement Test – Online test- Continuous and Purposes and Functions of Evaluation - Evaluation Criterion – Referenced and Norms – Referenced Evaluation - Formative and Summative Evaluation; Achievement Test - Purpose – Characteristics and Types of Achievement test – Diagnostic Test-Remedial Teaching – Construction of an Achievement test in Geography; Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation - Coefficient Method and Karl Pearson’s product moment method - Graphical representation of Data: Bar Diagram, Histogram, Pie Chart, Frequency Polygon, Frequency Curve and Ogive curve..

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

References:

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SEMESTER - II

16CBED27: PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Credits: 6.5 (4L: 1T: 1.5P)

Hours: 9/Week

Objectives: On completion of the course the student teachers will be able to

1. understand the essence of co-curricular activities and organise different socialized activities;
2. acquire competencies to construct, conduct, apply and evaluate the achievement of objectives in teaching through achievement tests;
3. understand present and interpret test scores;
4. have in depth insight about the art of professional development, traits, commitment, duties and responsibilities about commerce teachers and motivate themselves to internalise the same;
5. define classroom climate and understand ,analyse, compare , contrast the different kinds of classroom climate and develop competencies to create conducive classroom climate and classroom management;
6. understand and recommend the features of good school plant.

UNIT-I: Co-Scholastic Activities in School

Meaning- importance-principles in organizing co-curricular activities- classification: indoor activities, outdoor activities. Type of co-curricular activities: Library Activities, Cultural Development Activities, Civic Development Activities, Social Welfare Activities. Norms in setting up schools- prerequisites for school structure- scholastic and non-scholastic requirements- School shapes- ideal shape of school. Club activities in schools-organizing co-curricular activities through clubs.

UNIT-II: Evaluation in Teaching of Commerce and Accountancy

Steps involved in the construction of achievement tests – Blue Print - Design of an achievement tests in Commerce and Accountancy – Administration of tests - steps in constructing question papers – Interpretation of test scores - Types of test items: Objective types and subjective types – Formative and Summative Evaluation – Internal and External Examination – Theory and Practical areas in Evaluation – Diagnostic and Prognostic Tests in Commerce.

UNIT-III: Teacher Professionalization and Teacher Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement- Teacher commitment as passion teacher: teacher commitment as unit of time outside the contact hours with students, teacher commitment as focus on the individual needs of students, Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs, teacher commitment as maintaining ‘ Professional knowledge’, teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitments for teaching professionalization. Professional development and growth of Commerce Teachers: Qualifications: Academic Qualifications and Professional Education - pre-service education – Professional ethics and competencies of commerce teachers - General Qualities and personality traits – Regular duties and responsibilities to be taken up by commerce teachers – Registers and Records to be maintained by Commerce Teachers - Types of teachers based on leadership style, dominated pattern, Laissez Faire Pattern and democratic pattern and its significance

UNIT-IV: Planning for Teaching

Year Plan- difference between lesson plan and unit plan- steps in preparation of year plan- advantages and disadvantages. Unit planning- meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages. Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan.

UNIT-V: Classroom Climate and Classroom Management

Meaning, Types of classroom climate- Ideal classroom climate- role of teachers to maintain ideal climate. Flander’s Interaction Analysis System (FIAS) and Classroom Management: Meaning- concept- The set of strategies that teachers and students use to ensure productive, harmonious learning environment to prevent disruptions in the learning process. Classroom management styles - advantages and disadvantages - role of teachers.

CO.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support Co-Scholastic activities in School
CO2	Select practical areas in Evaluation and administration of Test
CO3	Examine teacher professionalization and teacher commitment
CO4	Appraise ways and means of enhancing teacher commitment
CO5	Design their own teaching strategy.

References:

- Aggarwal, J.C. (2006). *Essentials of Educational Technology Teaching and Learning*. New Delhi: Vikas Publishing House.
- Allen, O.C., & Francis P.H. (1988). *Curriculum: Foundations, principles and issues*. New Jersey: Prentice Hall.
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B.Ed. Syllabus

- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: Surjeet Publications.
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SEMESTER – II
16GCED23: EDUCATIONAL MEASUREMENT

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. use different techniques and tools of evaluation.
2. understand the recent trends in examination practices.
3. construct different types of graphs and diagrams.
4. compute measures of central tendency and variation and interpret the results.
5. calculate correlation coefficient and interpret the results.
6. conduct action research

UNIT-I: Tools of Evaluation

Techniques of evaluation – Observation, Interview, Case study, Anecdotal record, Cumulative Record and Socio-metric technique. Check list, Rating scale – different types – errors in rating, Questionnaire

UNIT-II: Statistical Measures, Graphical Representations and measures of correlation

Organisation of Data into Frequency Distribution - Measures of Central Tendency – Arithmetic Mean, Median, Mode – Use and Interpretation - Measures of Variability – Range, Standard Deviation, Average Deviation and Quartile Deviation - Use and Interpretation. - Graphical Representation of Data and their uses: Bar Diagram, Histogram, Frequency Polygon, Cumulative Frequency Graph (Ogive). Correlation – Meaning and Types of Correlation - Interpretation of Co-efficient of Correlation – Rank Difference Method and Product Moment Method, Scatter Plot.

UNIT-III: Action Research and Programme Evaluation

Types of Research – Basic, Applied and Action Research. Action Research: meaning, scope and importance – Steps – Advantages and Limitations. Programme Evaluation: Programme – meaning, scope and importance – Planning for a Programme – Executing the Programme – Evaluating the Programme – Suggesting Steps for improvement.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Appraise different types of Evaluation
CO2	Experiment Statistical Measures and Interpret
CO3	Examine the values with graphical representation
CO4	Execute action research and program evaluation
CO5	Measure the students ability with their performance in academics.

References:

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- Walton, John.A. (2008). Educational Objectives & Achievement testing, Common Wealth Publishers, New Delhi.

SEMESTER – II

16GCED24: INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Credits: 5 (4L: 1T: 0P)

Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the concept of Information and Communication Technology;
2. develop insight into knowledge about new developments in ICT;
3. gain enriched learning experiences in using ICT.

UNIT-I: ICT Perspectives

ICT: Concept, Objectives, Need and Importance of ICT – Characteristics and Scope of Information and Communication Technology – paradigm shift in education due to the influences of ICT – challenges in integrating ICT in school education – Affordability for ICT equipped classroom.

UNIT-II: New Developments in ICT

Recent developments in the area of ICT – Interactive video – Interactive White Board – video-conferencing – M-learning, Social Media – Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, E-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter, etc. Recent experiments in the third world countries and pointers for India with reference to Education.

UNIT-III: ICT Enabled Learning Experiences - Computer Based

Application of ICT for enriching classroom experiences in learning – Application and use of multimedia educational software for classroom situation - Project based learning using computers, Technology aided learning: Computer Aided Instruction, Computer managed Instruction, Computer mediated Instruction – Computer Based Testing and Evaluation, Computer Managed Testing and Evaluation, etc.

UNIT-IV: ICT Enabled learning experiences - Internet Based

Use of internet based media for enhanced training, learning and testing– Online teaching/ Tutoring, Remote classrooms and Resource centres– Online academic and teaching material transaction line dispatching soft copies of teaching-learning material, e-books, Submission of assignments, Projects and other materials by the learners - Online Test/ Examination and Evaluation, legal and ethical issues – copyright, Hacking, Netiquettes, cybercrimes, students safety on the net.

UNIT-V: ICT Enabled Learning Experiences – web Based

Web based learning, Web Services: Email – E-Chat- online forums, blog, wiki, E- Library. Academic E-Resources: E-Journals, on line dictionary, Virtual tools, virtual learning-Environment , virtual labs, Tele-teaching, Tele-Conferencing, Video-Conferencing.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Relate the influences and challenges in integrating ICT
CO2	Examine recent developments in the area of ICT
CO3	Criticize ICT enabled learning experience
CO4	Support Web based ICT learning experience
CO5	Enrich their learning experience in ICT through internet.

References:

- Aggarwal J.C. (2000). *Innovation in Educational Technology*. New Delhi: Vikas Publishing House.
- Aggarwal J.C. (2013). *Modern Learning in Educational Technology*. New Delhi Black Prints.
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SEMESTER-II
16GCED25: HEALTH, PHYSICAL FITNESS & YOGA

Credits: 2.5 (2L: 0T: 0.5 P)
Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. create awareness on different aspects of health and fitness;
2. recognize the importance of hygiene for healthy living;
3. appreciate the importance of correct posture;
4. create an awareness of the rules of safety and importance of first aid;
5. evaluate ones present physical fitness status
6. provide the basis for setting-up an exercise programme;
7. acquire the importance of weight management through exercise and diet;
8. expound to cope up with daily stress.

UNIT-I: Introduction to Health Education and First Aid

Meaning, Definition, Aims & Objectives of Health Education, Methods of Imparting Health Education in Schools – Health Instruction, Health Services, Health Supervision. Personal hygiene - Meaning, Definition, Elements and Importance of Personal hygiene.

Posture Management: Meaning of Posture, Importance of Good posture, Causes of Poor Posture, Preventive Measures, Proper posture in various situations ,Common Postural Defects - Kyphosis, Lordosis, Scoliosis, Knock Knee ,Bow Legs and Flat Foot, Exercises for improving Postural Defects.

First Aid and Treatment: First aid - Meaning, definition, Scope, Qualities of a first aider, Basic principles of rendering first aid, First aid box Contents, First aid for different types of accidents – Sprain, Stain, Contusion, Bleeding, Dislocation, Fracture, Burns, Electric Shock, Heat Stroke, Drowning and Snake bites - Symptom, Prevention and Treatment.

UNIT-II: Physical Fitness and Assessment

Meaning, Definition, Importance of physical fitness, factors influencing physical fitness, Health related Components : Strength ,Muscular Endurance , Flexibility, Cardio-Respiratory Endurance and Body Composition, Benefits of physical fitness, Assessment of physical fitness, Planning a fitness programme, Common injuries :Plantar Fasciitis, Achilles tendinitis, Chondromalacia, Hamstring Strain, Shin splints -Prevention and Treatment.

UNIT-III: Stress Management and Yoga

Weight management - Definition, Meaning, Factors contributing to weight management, Exercise – Definition, Meaning, Types : Aerobic exercise , Flexibility exercise, Strength exercise -Role of exercise in weight management, Misconception about exercise and weight control: Exercise and appetite, Spot reducing, Weight reduction by sweating, Diet - Balanced diet, Food groups- A guide to menu planning, Role of diet in weight management.

Stress Management: Meaning, Definition, Causes and effects of stress, managing stress - Exercise, Relaxation techniques-Deep breathing, Progressive muscular relaxation.

Yoga - Introduction, Meaning and misconceptions of Yoga; Ashtang Yoga (8 stages of Yoga); Types of Yoga; Importance of Yogasanas, Pranayama and Shudhikriya; Importance of Meditation in school.

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.)
 - a) Body composition: Body Mass Index (B.M.I.) and Waist HipRatio (W.H.R.)
 - b) Cardio-respiratory endurance
 - c) Muscular strength and endurance
 - d) Flexibility
2. Yogasana, Pranayama and Shudhikriya.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Appraise health education and first aid
CO2	Select the appropriate postures for preventing measures and for improving postural defects
CO3	Support with appropriate first aid and treatment
CO4	Value weight management, stress management and yoga
CO5	Expound to cope up with daily stress.

References:

- Aggarwal, J.C. (2013). *Health and Physical Education*. NewDelhi: Shipra Publications.
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E-References:

- http://www.webhealthcentre.com/general/first_aid_index.asp
- <http://www.livingposture.com/article.php?id=15>
- <http://www.stress-vacation.com/relaxation.htm>

SEMESTER-II
16GCED26: DISABILITIES AND SPECIAL EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. define the term classification.
2. understand the merits and demerits in classification of liability
3. list the type of disabilities
4. describe the feature of each disability and its sub groups.
5. state the procedure of identification
6. apply formal and informal assessment techniques

UNIT-I: Concept Disabilities and Classification of Disabilities

Concept and Meaning of: Learning disabilities (LD): Visually impaired (VI), Hearing Impaired (HI), Mentally Retarded (MR), Locomotor, Disabilities, ADD, ADHD.

Classification: Approaches to classification - issues in classification, International classification of disabilities - VI, HI, MR, Loco-motor, LD, ADD, ADHD

UNIT-II: Characteristics and Behavioural Manifestation

Learning disabilities (LD), Visually impaired (VI), Hearing Impaired (HI), Mentally Retarded (MR), Loco-motor Disabilities, ADD, ADHD.

UNIT-III: Special Education, Educational Practices and National Level Bodies, Institutes and Schools for Children with Special Needs

Special schools- Integrated education- Inclusive Education- facilities for children with special needs- role of agencies

National Bodies, Institutes and Schools: NIVH, AYJNIHH, NIOH, NIRTAR, IPH, NIMH-RCI, AISH

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the different concept of disabilities
CO2	Contrast the behavioral manifestation
CO3	Identify the special needs for children
CO4	Discuss the Educational Practices and National level bodies
CO5	Find solutions for problems faced by the disabled students.

References:

- Ayres, A.J. (1972). Sensory integration and learning disorders. Los Angles: Psychological Services.
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SEMESTER-II
16GCED27: PEACE AND VALUE EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. explain the concept of peace education and the dynamics of transformation of violence into peace
2. reflects on the nature of conflicts and their resolution
3. imbibing the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace
4. evaluating peace education in the present curriculum
5. comprehending the concept of values and need for value education
6. identifying the role of education, school, environment and home in the process of value development
7. recognize the instructional methodologies for integrating values in curricular and co-curricular activities

UNIT-I: Peace and Violence

Peace: meaning and concept of peace – Need for peace education – Aims and objectives of Peace Education – Status of Peace Education in the curriculum – Organizations which work of global peace- Conflict and Violence: meaning and concept – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence – Factors contributing to violence in schools – Measures to control violence in schools – Strategies that can be adopted in school, class room, individuals and long term solutions to control violence

UNIT-II: Global Issues and Peace Movements

Human Rights – Preservation of Ecology – Population control – Economics Exploration – Deprivation – Equitable Economic world order – Gandhiji's contribution to peace studies – Non-alignment movement – Campaign for nuclear disarmament – Role of world organization in promoting peace.

UNIT-III: Values and Role of Education

Values: meaning and concept of value – Classification of values – Importance sources of values: Culture, religion – spiritual and Indian constitution – Meaning and need for value education – Objectives of value education – Status of value education in the curriculum
 Value development: Role of education, school, environment and home in value development – Value orientation: Process of value orientation – strategies for value orientation – Value clarification – Value crisis and role of education. Methods of teaching human values - instructional methodologies – integrating values with curriculum and co-Scholastic activities in promoting value education – Evaluation of human values.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Organize strategies for measures to control violence in schools
CO2	Compare and Contrast different global issues and peace movements
CO3	Appraise the importance of value education
CO4	Formulate the methods of teaching human values
CO5	Implement value oriented activities in school curriculum

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SEMESTER- III
16CBED31: PEDAGOGY OF TAMIL

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 3

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்கள்:

1. கற்றல் வளமூலங்களை பயன்படுத்துதல்
2. தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கு பாடத்திட்டம் தயாரித்தல், கற்பித்தல் துணைக்கருவிகள் தயாரித்தல்
3. மாணவர்களின் தேர்ச்சியை மதிப்பிட வினாக்கள் வினாப் பண்புகளுக்கேற்ப தயாரிக்க நீல படிவம் (வினாத்தாள் திட்ட வரைவு) தயாரித்தல்

அலகு 1: பாடம் கற்பித்தல் - முன்தயாரிப்பு நிலை, கற்பித்தல் நிலை

பாடங்கற்பித்தல் திட்டம்: பாடத்திட்டம் - அலகுத் திட்டம் - வருடாந்திரப் பாடத்திட்டம் - பாடங்கற்பிப்புத் திட்டத்தை எழுதும் போது மனதில் கொள்ளத்தக்கன. பாடங்கற்பித்தல் திட்டத்தில் காணப்படவேண்டிய கூறுகள்: பாடத்தலைப்பு - முடித்தற்கான கால அளவு - தேவையான துணைக் கருவிகள் - கற்பித்தல் முறைகள் - கற்பித்தல் நோக்கங்கள் - ஆர்வமூட்டல் - கற்பித்தல் அழுத்தங்கள் (Teaching Points) - மீள்பார்வை - ஒப்படைப்பு தருதல்.

அலகு 2: வகுப்பறைச் சூழல் மற்றும் வகுப்பறை மேலாண்மை

வகுப்பறைத் திறன்களை மேம்படுத்துதல்: வகுப்பறையில் கற்றல் சூழல் - ஆக்கமுடைய வகுப்பறைச் சூழல் - விளைபயன்மிக்க கற்றல் சூழலுக்கு உதவும் காரணிகள் - நேர்த்தியான வகுப்பறைச் சூழலை ஏற்படுத்தல். வகுப்பறை மேலாண்மை: பொருள் - விளக்கம் - வகுப்பறை ஒருங்கமைத்தல் - வகுப்பறை ஒழுங்காக நடைபெற மேற்கொள்ளும் முறைகள்: தடுத்தல் - கட்டுப்படுத்துதல் - வகுப்பறைச் செயல்பாடுகள் - வகுப்பறைப் பதிவேடுகளும் விதிகளும் - பிளாண்டரின் இடைவினை பகுப்பாராய்ச்சி.

அலகு 3: கற்றல் வளமூலங்கள்

பாடநூல்கள்: சிறந்த பாடநூல்களை தயாரிக்கும் பொழுது மனதில் கொள்ளத்தக்க வேண்டியவை - பாடநூலின் நல்லியல்புகள் நடைமுறையிலுள்ள பாடநூல்கள் பற்றிய அறிவு - பார்வை நூல்கள் - கலைகளஞ்சியங்கள் - அகராதிகள் - நிகண்டுகள் அபிதானசிந்தாமணி - நூலகம் - பயன்கள் - பயன்படுத்தும் முறைகள் - வகைகள் - வகுப்பு நூலகம், பள்ளி நூலகம், கருவி நூலகம் - நூலகப் படிப்பும் மொழியாசிரியர் கடமையும் - வலைத்தளம் - தமிழ்ப்பாடத்தோடு தொடர்புடைய வலைத்தளங்கள்

அலகு 4: மொழித்திறன்களை வளர்த்தல்

கேட்டல் திறன்: கேட்டலின் வழிக்கற்றல் - உற்றுக் கேட்டல் - செவிமடுத்தல் - கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள் - வளர்ப்பதற்கான வழிமுறைகள் - வானொலி கேட்டல் - ஒலிப்பதிவு கேட்டல் - கதைக்கூறல் - விடுகதைகள் - புதிர்கள் கேட்டல் - சுருக்கி எழுதுதல் - பாடப்பகுதிகளைப் படித்து வினாக்கேட்டல் - கேட்டலின் வழி கற்றல்.

பேசுதல் திறன்: இன்றியமையாமை நோக்கங்கள் -பயன்கள் -திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருந்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள், நாடகங்கள், சொற்போர், கலந்துரையாடல், வினாடிவினா, இலக்கிய மன்றங்களில் பேசுதல் - மனப்பாடம் செய்தல் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - பயிற்சிகள் நாநெகிழ் பயிற்சி, நாபிறழ் பயிற்சி, மூச்சுப் பயிற்சி.

படித்தல் திறன்: நோக்கங்கள் - தொடக்க வகுப்பில் படிக்கக் கற்பிக்கும் முறைகள் - எழுத்து முறைப் படிப்பு, சொல்முறைப் படிப்பு, சொற்றொடர் முறைப் படிப்பு - நிறைகுறைகள் - சொற்களஞ்சியப் பெருக்கம் வாய்க்குள் படித்தல் - வாய்விட்டுப் படித்தல் - அகன்ற படிப்பு - நோக்கங்கள் - நிறை குறைகள் - அவற்றிற்குரிய நூல்களின் தன்மைகள் - படிப்பில் ஆர்வத்தைத் தூண்டும் வழிமுறைகள்.

எழுதுதல் திறன்: எழுதுதலின் நோக்கங்கள் - எழுதுதலின் இருநிலைகள் - எழுதுவதற்குத் தரப்படும் முதற் பயிற்சிகள் - நல்ல கையெழுத்தின் இயல்புகள் - எழுத்துப் பயிற்சிகள் - எழுத்து பிழைக்குரிய காரணங்கள் - பிழைகளைக் களையும் வழிமுறைகள்

அலகு 5: தேர்வு அளவீடும்

தேர்வு வினாக்கள்: அகவயம், புறவயம் - இவ்விரு வினா வகைகளின் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள் - இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் - இவற்றை தயாரிக்கும் முறைகள் - நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள் - அடைவுத் தேர்வு: தேர்வுத் தாள் தயாரித்தல், வினாத்தாள் திட்ட வரைவு, விடைத்தாள் அளவிடுதல், வினாப்பகுப்பாய்வு, முறைகள், மாணவரின் விடைத்தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியியல் அளவைகள் கொண்டு).

செய்முறை வேலைகள்

1. ஒவ்வொரு வகுப்பிற்கும் இரண்டு துணைக்கருவிகளைத் தயாரித்தல்.
2. தொழில்நுட்ப உதவியை பயன்படுத்தி துணைக்கருவிகளைத் தயாரித்தல். (Digital Lesson Plan)
3. ஆசிரியரால் உருவாக்கப்படும் அடைவு தேர்வு வினாத்தாளை நீல படிவ அடிப்படையில் உருவாக்கி தேர்வினை நடத்துதல்.
4. செயல்முறை ஆய்வை மேற்கொள்ளுதல். (Action Research)
5. நீவிர் ஆசிரியர் பயிற்சிக்காக சென்ற பள்ளியின் சூழல் பற்றிய விரிவான அறிக்கை தயாரித்தல்.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

பார்வை நூல்கள்

- அபிதானசிந்தாமணி. சாரதா பதிப்பகம், சென்னை.
- அறிவழகன் இ. வாசு. (2014). தமிழ் இலக்கியத்தில் உள்ப்பகுப்பாய்வு, தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை -24.
- இலக்கண நூல்கள்: நன்னூல், யாப்பருங்கலக்காரிகை, புறப்பொருள் வெண்பாமாலை, நம்பியகப்பொருள்.
- இரத்தினசபாபதி பி. (2006). ஆசிரியர் அருமையும் மாணவர் மாண்பும், வனிதா பதிப்பகம், சென்னை.
- நிகண்டுகள் .சூடாமணி , பிங்கலம் ,திவாகரம்.

- பாடநூல் பனுவல்கள் சார்ந்த இலக்கியங்களின் உரைநூல்கள் (உரையாசிரியர்கள்)
- சேதுப்பாண்டியன் தூ. (2010). தமிழ் ஆய்வுச் சிந்தனைகள், தமிழகக் கல்வி ஆராய்ச்சி பயிற்சி நிறுவனம்.
- Sangam Literature Learning, Teaching and Evaluation (November -2013).

வலைதளப்பார்வை

- <http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>
- <https://www.nwea.org/blog/2013/22-easy-formative-assessment-techniques-for-measuring-student-learning/>
- <http://mycbseguide.com/blog/continuous-and-comprehensive-evaluation-cce/>

SEMESTER – III
16CBED39: PEDAGOGY OF ECONOMICS

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course the student teachers will be able to

- sensitize student teachers on various learning resources;
- conduct action research and disseminate the results;
- equip students with recent developments in Information and Communication Technology.

UNIT-I: Learning Resources

Maintenance of Economics Classroom –Economics laboratory, and its effective use, recreational activities - Participation in Economics decision making activities. Economics department library: Need and importance of Economics library - prerequisites of economic library - Hints for effective use of library. Contents of Economics library Instructional materials, text book - periodicals, journals, reference materials, technical documents – surveys. Economics Club: Concept, aims and establishment, activities, importance, requirement and different activities.

UNIT-II: Action Research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III:Information and Communication Technology and Cybernetics in Education

ICT: meaning- growth and origin of ICT - traditional and modern ICT, application of ICT in –teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Economics Education- advantages and disadvantages.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – III
16CBED32: PEDAGOGY OF ENGLISH

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. identify the skills needed to organize various co-curricular activities;
2. recall the qualities and roles of a teacher of English for performing varied duties;
3. develop knowledge of the lexical usage
4. know about the formation of words
5. acquaint with the qualities of a good English teacher and ways of professional development.
6. analyse an English text book

UNIT-I: Types of English Language Courses

English for global Purpose-English for specific (or special) purpose(ESP)_ English for Business Communication- English for Science and Technology (EST)- English for Academic Purpose(EAP)- English for Occupational Purpose(EOP)- Remedial English Courses.

UNIT-II: Concepts of English language.

Concepts: Different ways in which various concepts are expressed – model Auxiliaries and other expressions. Command, requests, invitations, instructions, suggestions, prohibitions, permission, probability and likelihood, possibility, obligation, necessity, purpose and result, cause, reasons, comparison and contrast, conditions and suppositions.

UNIT-III: The English Text Book and The English Teacher

The components of an English Text book –Prose, Poetry, Non- Detail and Grammar.-The criteria of a good text book.-Critical Analysis of the text book - English teacher-Qualification and Qualities of an English Teacher - Professional organization, Professional growth and Development of Teacher.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – III
16CBED33: PEDAGOGY OF MATHEMATICS

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

Objectives : On completion of the course, the student-teachers will be able to

1. integrate various learning resources;
2. conduct action research and disseminate the results;
3. equip students with recent developments in mathematics.

UNIT-I: Learning Resources in Mathematics

Library as a Learning Resource - Library Management and Use of Library books as learning resources Learning beyond textbooks – other sources of learning; Types of learning resources - Print Resources: Textbooks, Workbooks, Self-instructional materials and Supplementary reading material. Audio Resources: Educational Radio Broadcast and Audio Programmes, Audio CD- Visual Resources: non projected visual resources (Graph, map, chart, poster, models and materials) - Projected visual resources (Still Visuals such as Slide, Transparency and Film Strip. Moving Visuals such as Film, Video etc) - Organizing mathematics laboratory - its uses.

UNIT-II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education

ICT meaning- growth and origin of ICT - traditional and modern ICT - application of ICT in –teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- its application in Mathematics education- advantages and limitations.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – III
16CBED35: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. List and classify the various learning resources to support effective teaching;
2. execute action research and disseminate the results;
3. understand the recent developments.

UNIT-I: Learning Resources

Physics and Chemistry Laboratory- Structure and Design- Organization and maintenance of Physical Science Laboratory- Maintenance of various Registers: Accession, Consumable, Non-consumable, Issue and Breakage Registers-Storage of Apparatus and Chemicals. Science Textbooks- Qualities of a good Science textbook- Science Library: Encyclopedias, Dictionaries, Magazines, Journals, Activity books, Science fiction, Science learning books. Web-based Learning- Multimedia, use of the Internet, e-learning, Tele and Video conferencing.

UNIT-II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education

ICT meaning- growth and origin of ICT - traditional and modern ICT, application of ICT in teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Physical Science Education- advantages and disadvantages.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – III
16CBED34: PEDAGOGY OF BIOLOGICAL SCIENCE

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand various learning resources to support effective teaching;
2. undertake action research and disseminate the results;
3. motivate students with recent developments.

UNIT-I: Learning Resources

Introduction-Biology and Zoology Laboratory-Structure and design-Organization and maintenance of Biological Science Laboratory - Maintenance of various registers - Improved Apparatus-Science Text book, Qualities of a good science text book- Science Library-Web Based learning- Multimedia, Use of the internet, e-learning, Tele and Video-Conferencing.

UNIT-II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education

ICT meaning- growth and origin of ICT - traditional and modern ICT application of ICT in teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Biological Science education- advantages and disadvantages.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

References:

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SEMESTER – III
16CBED38: PEDAGOGY OF COMPUTER SCIENCE

Credits: 3 (2L: 1T: 0P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. know the importance of various learning resources;
2. conduct action research and disseminate the results;
3. equip students with recent developments in Information and communication technology.

UNIT-I: Learning resources

Introduction – Need for planning a computer laboratory – Planning and maintenance of a computer laboratory – Special features of a computer laboratory – essential infrastructure – lab management – organization of practical's for pupils – maintenance of records – discipline rules in the laboratory for the teacher and laboratory staff – rules for the students in the laboratory – cybercrime – clubs – Computer Science Textbook : Meaning – Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science textbook – value of the computer science library.

UNIT-II: Action research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: ICT and Cybernetics in Education

ICT meaning- growth and origin of ICT - traditional and modern ICT application of ICT in – teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Computer Science Education- advantages and disadvantages.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

References:

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SEMESTER - III
16CBED36: PEDAGOGY OF HISTORY

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

Objectives: On completion of the course student teachers will be able to

1. explain the importance of non - scholastic activities in history;
2. implement the purpose of evaluation;
3. appreciate the significance of planning and teaching history;
4. appreciate the qualities associated with an ideal history teachers;
5. recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
6. implement the organization of the school plant;

UNIT-I: Planning and Teaching of History

Lesson Plan: Meaning, scope, objective and need - Macro teaching –lesson plan, Unit plan, Year plan- Herbartian steps- Format of a typical lesson plan – General Instructional Objectives and Specific Instructional Objectives- Teaching aids, Motivation presentation, Application, Recapitulation and Home Assignment.

UNIT-II: Classroom Management and History Learner

Classroom Management: Concept – Principles of Classroom management – Factors influencing classroom management – Techniques of classroom management – Flanders Interaction Analysis and Modification of Teacher Behaviour - Introduction, meaning and definition, procedure involved - computer supported collaborative learning, team based learning, group problem solving advantages and limitations -Basic assumptions and features of co-operative learning, obstacles in introducing cooperative learning – Resistance from the teachers, students, authorities and parents to collaborative learning.

UNIT-III: Professionalization of History Teacher and Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement: Teacher commitment as passion – teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’ - Teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching professionalization - Role of school teachers in character building: Teaching for character building- teacher as manager, norm builders, facilitator, maintaining community relations- guidance role - Qualities of effective history teachers: Mastery of the subject, mastering of techniques.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

References:

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SEMESTER – III
PEDAGOGY OF GEOGRAPHY

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

Objectives: On completion of the course student teachers will be able to

1. explain the importance of non - scholastic activities in geography;
2. implement the purpose of evaluation;
3. appreciate the significance of planning and teaching geography;
4. appreciate the qualities associated with an ideal geography teachers;
5. recognize the importance of classroom climate and acquire the required skill for managing classroom situation effectively;
6. implement the organization of the school plant;

UNIT-I: Co-Pedagogic Activities in Geography

Meaning and Importance of Co-curricular activities – various Co-curricular activities related to geography : Experiments and resources, Collateral reading literacy, Exhibitions, organization of thought provoking programmes like quizzes, word searches, Field trips , Educational tour etc. - School building and design of the school - Play ground, Library, Classrooms, Records and Registers - Role of Headmaster- Parent-Teacher association in maintenance of school - Time Table- Co-curricular activitie - Discipline.

UNIT-II: Geography Education and Local and Global Issues

Geography and National Integration - Geography and International Understanding - Geography and Teaching of Chronology, Contemporary affairs and Controversial issues - Individual differences, Language problem in learning - Nature of subjects, Examination and grading system - Teaching and Learning styles - Classroom behavior of Teacher and Learner. Approaches and strategies, Teaching of Current Affairs and Controversial Issues in Geography: Qualities of Geography Teacher.

UNIT-III: Professionalization of Geography Teacher and Commitment

Committed teachers, passionate teachers: Dimension of passion associated with teacher commitment and engagement. Teacher commitment as passion: teacher commitment as unit of time outside the contact hours with students- teacher commitment as focus on the individual needs of students. Teacher commitment as responsibility to impart knowledge, attitudes, values and beliefs- teacher commitment as maintaining ‘ Professional knowledge’- teacher commitment as engagement with school and community- importance of teacher commitment for quality enhancement – ways and means of enhancing teacher commitment for teaching - Role of school teachers in character building. Teaching for character building- teacher as manager, norm builders, facilitator, maintaining community relations- guidance role - Qualities of effective geography teachers: Mastery of the subject, mastering of techniques.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – III
16CBED37: PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Credits: 3 (2L: 1T: 0P)

Hours: 4/Week

Objectives: On completion of the course the student teachers will be able to

1. understand the different learning resources employed in teaching of Commerce and Accountancy;
2. conduct action research and disseminate the results;
3. equip students with recent developments.

UNIT-I: Learning Resources in Teaching of Commerce

Educational Technology in learning Commerce and Accountancy – programmed learning – linear and branching – personalized system of instruction – Computer Assisted Instruction (CAI), Computer Manager Learning (CML) – educational broadcasting and telecasting – multimedia, interactive video, tele-lecture – video conferencing – e-tutoring – software in Commerce and Accountancy.

UNIT-II: Action Research

Action Research- Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

UNIT-III: Information and Communication Technology and Cybernetics in Education

ICT meaning- growth and origin of ICT - traditional and modern ICT application of ICT in –teaching. Cybernetics- meaning- definition- theory and mechanism- use in the development of instrumental design- application in Economics Education- advantages and disadvantages. Tally system in Commerce- E-trade, E-Commerce, E-resources in Commerce and Accountancy.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Examine the types of learning resources in teaching
CO2	Appraise the results of classroom research
CO3	Organize Action research in schools whenever necessary
CO4	Implement ICT and Cybernetics in Education
CO5	Gain the knowledge of school-based content in pedagogical subjects

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SEMESTER – IV

16GCED41: GENDER AND ISSUES IN EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the key concepts of Gender, gender bias and gender parity.
2. explain the concept of sex, gender, transgender , gender role development and challenges to gender equity; stereotypes, gender bias;
3. understand how education can alleviate the gender issues by empowering women.
4. understand the influence of social institutions (family, caste, class, religion, region,) on gender identity,
5. understand the role of educational institutions, peers, teachers, curriculum and textbooks, gendered roles, relationships and ideas in textbooks and curricula; in challenging gender inequalities /reinforcing gender parity;
6. understand the concept of equalization of educational opportunities
7. justify the awareness of Human Rights Education.

UNIT-I: Gender Perspectives, Social Structure and Issues

Concept of sex, gender and transgender, Gender related concepts: patriarchy, feminism, equity and equality, sexuality. Emergence of gender specific roles: sociological and psychological perspectives.

Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity. Gender bias: health and nutrition, education, employment and stereotyping.

Gender bias, gender stereotyping and empowerment – Equality- equality in relation to caste, class, religion, ethnicity, disability and religion.

UNIT-II: Gender and Curriculum Transaction

Gender issues in schools -curriculum and textbooks; sexual abuse, cyber bullying, Gender and the hidden curriculum, Gender, Empowerment: the role of curriculum, textbooks and teachers (gender in text – teachers an agent of change), Contemporary women role models in India: urban and rural, Role of media, family, religion, NGOs and women's action groups in reinforcing gender parity through the popular culture, Millennium Development: Goal: Promoting gender equality and empowerment.

UNIT-III– Equalization of Educational Opportunities and Human Rights Education

Equalization of educational opportunities – Integrated Education of the Disabled – Problem of Special Groups - (Disadvantaged, Deprived and Minorities) - Education for the Talented – Navodhaya Vidyalayas.

Human Rights Education – Inalienable human rights, Universal Declaration of human rights – Indian constitution – Human Rights Education, Need for Creating awareness regarding Human rights – Children /Students rights, Rights to education, Role of Education in Protecting Human Rights. Human Rights commissions.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understand the key concepts of gender, gender bias and gender parity
CO2	Implement the concept of equalization
CO3	Identify the diverse needs of different gender
CO4	Justify the awareness of Human rights and ethical values
CO5	Value the gender based ideas in the society.

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SEMESTER – IV
16GCED42: KNOWLEDGE AND CURRICULUM

Credits: 5 (4L: 1T: 0P)
Hours: 6/Week

Objectives: On completion of the course, the student-teachers will be able to

1. recognise the epistemological basis of knowledge;
2. explain the perspectives of curriculum;
3. implement the curriculum development and teaching learning process;
4. recognise various curriculum practices;
5. explain the innovations in curriculum development;
6. integrate the knowledge on the basis of evaluating curriculum.

UNIT-I: Knowledge

Epistemology: meaning, philosophical basic of knowledge according to Indian and western Philosophy- Knowledge: meaning, definition, characteristics- Types of Knowledge: philosophical, personal, procedural and propositional- Sources of knowledge Education: situational, conceptual and strategic- Differences between: knowledge and skill, teaching and training, knowledge and information, reason and belief.

UNIT-II: Curriculum Perspective

Curriculum: definition and scope- Historical perspectives of curriculum development- Philosophical, social and cultural forces affecting curriculum- Treatment of knowledge, human growth and development learning as a process- Curriculum and instruction- Course designing- Guidelines- Creating a syllabus- Role of representation and non representation of various social groups in curriculum planning, designing and transaction.

UNIT-III: Curriculum Development and Teaching Learning Process

Stages in the process of curriculum development- Understanding learner needs and characteristics- Determinants of general and specific objectives- Implementing the curriculum- Determinants of curriculum- Understanding of hidden and enacted curriculum- Models of curriculum development: Hilden Taba's model, content model, process-product model- Core curriculum: activity curriculum, inter-disciplinary curriculum- Strategies for curriculum development- Competencies in curriculum development.

UNIT-IV: Curriculum Practices

Curriculum practice at Elementary, Secondary and Higher secondary levels: stage and subject wise instructional objectives, pedagogical aspects of subjects, instructional aids and materials, evaluation and feedback- Criteria for futuristic curriculum- Developmental trends- Standard based curriculum development- Traditional Education System- Standard based Educational practice.

UNIT-V: Curriculum Designing, Development and Evaluation

Educational goals and trends in curriculum reform- Improving curriculum development process- Curriculum as a way of attaining quality- Constructing the curriculum- Teacher's role in curriculum innovation- Innovation process. Evaluation of Curriculum- Evaluation of the effectiveness of curriculum- Indicators of effective curriculum construction content: existing pedagogies and instructional approaches, teacher training, text books and instructional materials- Agencies of evaluation: NCTE, NCERT, SCERT, and MHRD.

CO. No	Course outcomes
	At the end of this course the students will be able to,
CO1	Relate the concepts of epistemological basis of knowledge
CO2	Discuss the historical perspectives of curriculum development
CO3	Differentiate the various social groups in curriculum planning and models of curriculum development
CO4	Interpret the evaluation of existing pedagogies and instructional approaches
CO5	Initiates the developmental activities for enriching the curriculum.

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SEMESTER IV
16GCED43: INCLUSIVE EDUCATION

Credits: 3.5 (3L: 0T: 0.5P)
Hours: 4/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand and list basic facts on Inclusive Education
2. identify children with diverse needs
3. locate the appropriate initiatives taken at the national level towards inclusion.
4. develop an inclusive curriculum
5. evaluate teacher preparation programme for Inclusive Education

UNIT-I: Introduction to Inclusive Education

Equity and Educational Policy: Equity- meaning and scope- Educational Policies and recommendations pertaining to Equity, Equal Educational Opportunity, and Inclusiveness – Inclusive Education: Definition – concept and importance of inclusive education – Historical perspectives on education of children with diverse needs – difference between special education, integrated education and inclusive education – advantages of inclusive education.

Children with Diverse Needs: Definition and Characteristics of children (hearing, visual and physically challenged) developmental disabilities (autism, cerebral palsy, learning disability) social and emotional problems, importance of early detection and functional assessment.

UNIT-II: Initiatives taken at National Level towards Inclusion

National level: University Education Commission (1949). The Indian Education Commission (1964-66). Integrated Education for Disabled Children (IEDC, 1974). National Policy on Education 1986 (POA, 1992). Rehabilitation Council of India Act, 1992, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995, The National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999, Sarva Shiksha Abhiyan, RMSA, National Curriculum Framework, 2005, IEDSS-2009, RTE-2009, Right to persons with disability Bill 2012/2014.

UNIT-III: Inclusive Curriculum

Inclusive curriculum – meaning and characteristics – Teaching and learning environment with special reference to inclusive school – Guidelines for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education, yoga, heritage, arts, theatre, drama etc in inclusive settings – Techniques and methods used for adaptation of content, laboratory skills and play material in inclusive classroom.

UNIT-IV: Teacher Preparation and Inclusive Education

Review existing educational programmes offered in secondary school (general and special education) – Skills and competencies of teachers and teacher educators for secondary education in inclusive settings – N.C.F. 2005 and curriculum for teacher preparation and transaction modes – Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators – Evaluation and follow-up programmes for improvement of teacher preparation programmes in inclusive education.

Practicals:

1. Visits to a special school
2. Carrying out a case study in opportunity school for slow learners.
3. Preparation of Three teaching aids for differently abled children.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Explain the concept of inclusiveness
CO2	Differentiate the diverse needs of children.
CO3	Evaluate the initiatives taken at national level towards inclusion.
CO4	Schedule preparation for inclusive curriculum.
CO5	Support the innovative ideas for implementing the curriculum.

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SEMESTER- IV
16CBED41: PEDAGOGY OF TAMIL

Credits: 6(4L: 1T: 1P)

Hours: 8/Week

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் - பகுதி 4

நோக்கங்கள்: இப்பாடப்பொருளைக் கற்றபின்பு மாணவ-ஆசிரியர்:

1. மொழி ஆசிரியருக்குரிய பண்பு நலன்களை வளர்த்தல்
2. கலைத் திட்டத்தின் நோக்கங்களையும், தேசியக் கல்விக் கொள்கையின் குறிக்கோள்களையும் கூறுதல்
3. மனித வாழ்க்கையில் தமிழ்மொழி வளர்ச்சியின் பங்கை அறிதல்

அலகு 1: கற்பித்தலில் மொழியாசிரியரின் நிலை

பயிற்றலில் அடிப்படை விதிகளைக் கையாளல்: பருவமறிந்து பயிற்றும் பண்பு - பாடப்பொருள்களை தயாரித்தல் - எடுத்துக் கூறும் ஆற்றல் - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - மாணாக்கர்களுக்கு நல்ல முன் மாதிரியாக இருத்தல் - விழுமியங்களை ஆசிரியர் மாணவர்களுக்கு நடத்தையின் மூலம் உணர்த்தல்: அன்பு, ஆளுமை, ஒழுக்கம், நேரந்தவறாமை, மனிதநேயம், பணிவுடைமை, உதவும் மனப்பான்மை, உண்மையுடைமை, நடுவுநிலைமை, தூய்மை - சிறந்த குடிமக்களை உருவாக்கும் பொறுப்பேற்றல்.

மொழியாசிரியர் மொழியாசிரியர் - கல்வித் தகுதி - பயிற்சி - பிற ஆசிரியர்களுடன் கலந்துரையாடல் - மொழி ஆசிரியரின் பண்பு நலன்கள் - மொழிப் பற்று -இலக்கண, இலக்கியப் புலமை - எடுத்துக் கூறும் ஆற்றல் - குரலில் ஏற்றத் தாழ்வு அமைத்துப் பேசுந்திறன், திறமையாக எழுதுந்திறன், உளநூல் வல்லுநர் - கலையார்வ மிக்கவர் பருவமறிந்து பயிற்றும் பண்பு - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதல் - மாணாக்கர்களுக்கு நல்ல முன் மாதிரியாக இருத்தல் - மாணவரை சிறந்த குடிமகனை உருவாக்கும் பொறுப்பேற்றல்

அலகு 2: கல்வி ஏற்பாட்டில் (கலைத்திட்டத்தில்) மொழியின் இடம்

பள்ளிக்கல்வி ஏற்பாடு: ஆரம்ப, இடை, உயர்நிலைகளில் - கலைத்திட்டத்தில் தாய் மொழி பெறும் இடம் - மொழிப்பாடத்தின் சிறப்புக் கூறுகள். பாடத்திட்டமும், பாடநூல்களும்: சிறந்த பாடநூலின் தன்மைகள் - தயாரிக்கும் முறைகள் - நிறை, குறைகள் - நடைமுறையில் இருக்கும் பாடநூல்களையும், பாடத்திட்டத்தினையும் பற்றிய ஆய்வு - கல்வியைப் பரவலாக்க அரசின் செயல்திட்டங்கள் (கல்வி உரிமைகள், பெண்கல்வி, சுற்றுச்சூழல், விழிப்புணர்வு கல்வி).

அலகு 3: தமிழ் மொழியும் சமூகச் சூழ்நிலையும்

சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - தமிழ் ஆட்சி மொழி - செம்மொழித் தமிழ் - தமிழ்மொழி நீதிமன்ற மொழியாக செயல்படுவதால் ஏற்படும் பயன்கள் மற்றும் செயல்முறைத் தடைகள், தடைகளை நீக்கும் வழிமுறைகள் - மொழிபெயர்ப்பு வகைகள் - மொழிபெயர்ப்பில் எழும் சிக்கல்கள் மற்றும் தீர்வுகள் -

அலகு 4: மொழிக் கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப் பிழை – தவறாக ஒலித்தல் திருத்தமான சொல் அறியாமை – பொருள் வேறுபாடு அறியாமை – சந்திப்பிழை – மயங்கொலிப்பிழை – எழுத்துப்பிழை – ஒருமைபன்மை மயக்கம் - திணை, பால் முடிவுகளில் பிழை – நிறுத்தற் குறிகள் வல்லினம் மிகுமிடம், மிகா இடம் அறியாமை.

அலகு 5: தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் பல்வேறு செயல்பாடுகள்:

1. அறிவியல் மற்றும் தொழில் நுட்ப கலைச்சொற்களை உருவாக்கும்பொழுது மனத்திற் கொள்ளத்தக்க செய்திகள் - தமிழிலுள்ள பிறமொழிச் சொற்கள்- பிறமொழிகட்குச் சென்ற தமிழ்சொற்கள்.
2. தமிழ் ஆட்சி மொழியாய் இருப்பதினால் ஏற்படும் பயன்கள், செயல்முறையில் ஏற்படும் குறைபாடுகளைத் தவிர்த்தல்
3. தமிழ்பாடமொழியாக அமையும் பொழுது வடமொழியும், மற்ற மேல்நாட்டு மொழிகளின் தாக்கமும் அதன் விளைவுகளும்
4. தொலைதூரக் கல்வி வழி தாய் மொழிக் கல்வி – பிற நாட்டினர்க்கு பிறநாட்டிலுள்ள தமிழர்க்கும் - தமிழ் இணையப்பல்கலைக் கழகம்.

செயல்முறை ஒப்படைப்பு:

1. தமிழ் கற்பித்தல் தொடர்பான வலைத்தள முகவரிகளைத் திரட்டி அவற்றின் உள்ளடக்கம் பற்றிய அறிக்கை தயாரித்தல்.
2. அடைவுத் தேர்வினை எழுதுதல் (முன்அறிவிப்பு தேர்வு மற்றும் முன்அறிவிப்பில்லா தேர்வு)
3. தொலைக்காட்சி நிகழ்ச்சிகளைக் கேட்டு திறனாய்வு எழுதுதல்
4. வானொலி பேச்சைக் கேட்டு குறிப்பெடுத்தல்
5. ஒப்படைப்பு எழுதுதல்.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

பார்வை நூல்கள்

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வலைதளப்பார்வை

- <http://mycbseguide.com/blog/continuous-and-comprehensive-evaluation-cce/>
- www.chennaiLibrary.com
- www.wikipedia.com

SEMESTER – IV
16CBED49: PEDAGOGY OF ECONOMICS

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course the student teachers will be able to

1. appreciate the role of Economics teacher;
2. determine and appreciate curriculum development in Economics;
3. competently link economic concepts to community life.

UNIT-I: Teaching Behaviour of Economics Teachers

Dimensions of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of Economics teachers teaching behaviour- student, peer, and supervisor –interpretation of observation. Ways of modifying teachers teaching behaviour- Tools for assessment.

UNIT-II: Curriculum Development in Economics

Meaning- Principles in curriculum construction- methods of organizing content material – latest trends in curriculum construction in developed countries and developing countries. Curriculum concerned to Higher Secondary school syllabus. Evaluation of curriculum: formative and summative evaluation in curriculum.

UNIT-III: Linkage of Economics with Community Life

Meaning- Constructivism principles- Resources beyond class room walls- Field trips –real youth entrepreneurship- Stock market game- Banks- types of lending- lifelong learning: Meaning – definition- dimensions of lifelong learning- Participation in budgeting- Cost benefit analysis of any economic activity – Organizing economic importance day- earth day- world tourism day-International volunteer day- Contribution of recent Nobel laureates in field of Economics.

UNIT-IV: Exploring Learners

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently able students. Activities to enrich Economics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-V: Community Resources and Corporate Social Responsibility

Importance of Community resources - Types of community resources – Inter dependence of School and Community. Business ethics – Fair Trade - Regional imbalances – Unethical trade practices - Sustainable Economic development

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

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SEMESTER – IV
16CBED42: PEDAGOGY OF ENGLISH

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. implement the required traits for effective classroom management;
2. acquaint with the qualities of a good English teacher and ways of professional development.
3. acquire a working knowledge of the grammatical system in English and techniques of teaching grammar.
4. understand the syntactic structure of English.
5. analyse an English text book
6. get familiarized with different types of composition.
7. know about the qualities of a good English teacher.
8. develop study skills and reference skills.
9. get familiarized with the poetic forms of English.

UNIT-I: Classroom Management

Defining Classroom Management- Teacher as a Effective classroom manager- Managing the learning environment- Managing Instruction- Inappropriate Behaviour and discipline: Responding to persistent misbehavior, serious misbehavior, bullies and bullying- Conflict Resolution- Legal dimensions of classroom management.

UNIT-II: Evaluation

Concept of Test, Measurement and Evaluation- Difference between measurement and evaluation- Types of Evaluation: Formative and Summative- Characteristics of a good test- Types of tests- Types of achievement tests, objective tests and written tests- Construction of a good test- Norm-referenced and criterion-referenced evaluation- Diagnostic Testing- Distinguishing Diagnostic tests from the Achievement tests-Preparation of a Diagnostic test- Remedial Teaching-Organization of Remedial Teaching. External and internal, formal and informal.

UNIT-III: Teaching of Study and Reference Skills

Study skills: SQR3 method of reading- Note taking and Note making- Summarizing and Paraphrasing.

Reference skills: Dictionary skills and Internet search skills- Library skills- Referring to a thesaurus and its advantages- Encyclopedias and its advantages- Bibliography and Annotated Bibliography.

UNIT-IV: Composition

Letters – Formal, Informal, Semi-Formal-Reports – Instructions – Descriptions-Situational Composition-Précis Writing-Comprehension-Translation-Free Composition, Paragraph Writing, Essay Writing-Poetry Writing-Short Story Writing-Developing News Paper Headlines-Book Reviews.

Teaching of Composition: Types of Composition: Oral and Written: Guided or Controlled Composition and Free composition- Kinds of Composition- Correction of composition work.

UNIT-V: Poetic Forms and Devices.

Figures of Speech-Poetic Elements – Rhythm, Rhyme, Meter and Sound-The lyric and the Ode-The Sonnet and the Elegy-The Epic and Epigrams.

The Ballad-Dramatic Poems-Limericks and Haiku-Allegory, alliteration, Ballad, blank verse, catharsis, chivalric romance-Clische, colloquialism, collocation, connotation-Denouement, dialect, diction, sarcasm, irony, Elegy, epilogue, 118uphemism, hexameter, hyperbole, Idiom, interjection, juncture, linguistics.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

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SEMESTER – IV
16CBED43: PEDAGOGY OF MATHEMATICS

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. comprehend the methods of assessing teaching behaviour of mathematics teacher;
2. understand the School Curriculum;
3. correlate mathematics with other subjects.

UNIT-I: Teaching behavior

Dimensions of teaching behaviour- their importance - qualitative and quantitative assessment teaching behaviour - student, peer, and supervisor – interpretation of observation. Methods and mean of modifying teacher’s teaching behaviour- Tools for assessment.

UNIT-II: Mathematics Curriculum at the School Level

Meaning of curriculum - Principles of curriculum construction in Mathematics – Designing and Development curriculum in Mathematics - Formulation of Objectives, Selection and Organization of Contents or Topics, Choosing Appropriate Learning Experiences, Suggesting Suitable Methods and Techniques for Evaluation - Recommendations of Kothari Commission and National Curriculum Framework for improving mathematics teaching.

UNIT-III: Linkage of Mathematics with Everyday life

Rethinking mathematics-link with everyday life, nature, other subjects and its own branches; mathematics and other subjects- mathematics and astronomy, astrology- mathematics and art- mathematics and music, Vedic mathematics- basic operations.

UNIT-IV: Exploring learners

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner’s meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability: Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently able students. Activities to enrich mathematics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-V: Teaching and Learning Difficulties

Individual Differences, Language Problem In Learning - Nature of subjects, Examination and grading system - Teaching and Learning styles - Classroom behaviour of Teacher and Learner - Difficulties in Learning Mathematics: Dyscalculia - Mathematics Phobia - Dysgraphia - Mathematics Anxiety - Difficulties in handling mathematical instrument - Causes, Problems and its remedial measures .

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

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SEMESTER – IV
16CBED45: PEDAGOGY OF PHYSICAL SCIENCE

Credits: 6 (4L: 1T: 1P)

Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the methods of assessing teaching behaviors of Science teachers;
2. apply the curricular development in Physical Science;
3. execute the linkage between Physical Science and everyday life.

UNIT-I: Teaching Behaviour of Physical Science Teachers

Dimensions of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of physical science teachers' teaching behaviour- student, peer, and supervisor –interpretation of observation. Ways of modifying teacher's teaching behaviour- Tools for assessment.

UNIT-II: Curricular Development in Physical Science

Curriculum: Meaning and Definition- Principles of curriculum construction- Criteria for selection of content- Curriculum improvement projects in India- Curriculum improvement projects abroad- CHEM Study, PSSC, CBA.

UNIT-III: Linkage between Physical Science and everyday life

Linkage of School with Community- Organization of Seminars, symposia and workshops in Science, utilizing the resources of the community (Human and Material)- Field trips to places of Science interest: Planetarium, Museum, Space Centers, Industries- Organization of Science Fairs- Improvised Apparatuses.

UNIT-IV: Exploring learner

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich physical science learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-V: Teaching and Learning Difficulties

Individual Differences, Language Problem in Learning , problems in providing laboratory equipments to students expectations, Nature of Subjects, Examination and Grading System – Difficulties in establishing a culture of evidence, Teaching and Learning Styles – Classroom behaviour of Teacher and Learner – Importance of Effective Instruction.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

References:

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SEMESTER – IV
16CBED44: PEDAGOGY OF BIOLOGICAL SCIENCE

Credits: 6 (4L: 1T: 1P)

Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the need for the assessment of teacher behaviour;
2. gain knowledge about the curricular development in effective teaching of biological science;
3. understand the linkage between biological science and everyday life.

UNIT-I: Teaching behaviour of Biological Science teachers

Dimensions of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of biological science teachers' teaching behaviour- student, peer, supervisor –interpretation of observation. Ways of modifying teachers' teaching behaviour- Tools for assessment.

UNIT-II: Curricular development in Biological Science

Introduction -Curriculum in science in particular biology-Principles of planning curriculum-process and construction of curriculum-Trends in curriculum. NCERT Curriculum-BSCS& Nuffield secondary science projects.

UNIT-III: Linkage between Biological Science and Everyday Life

Introduction –Utilization of community resource-Importance of museum, ,Library, Reference books , magazines related to science; Disease and medicines, Health and Hygiene. Reel and Real objects, Graphs and Charts, Radio and audio tapes and video tapes and News papers. Biological Background of Social and Ecological Problems – Over Population, Malnutrition, Common Diseases Communicable and non-communicable – Water Borne, Food Borne, Organic and Metabolic. Pollution – Air, Water, Soil, Noise – Food Adulteration – Prevention and Remedial measures.

UNIT-IV: Exploring learners

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently abled students. Activities to enrich biological science learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-V: Teaching and Learning Difficulties

Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner - Interest and Attitude of students towards learning – Difficulties in Learning Biological Science – Slow learners and gifted learners in Biological Science – Remedial and Enrichment programmes.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

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SEMESTER – IV
16CBED48: PEDAGOGY OF COMPUTER SCIENCE

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course, the student-teachers will be able to

1. comprehend ways of assessing teaching behaviors of Computer Science teachers;
2. acquire knowledge on the curricular development in Computer Science;
3. gain insight into systems approach.

UNIT-I: Teaching behaviour of computer science teachers

Dimension of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of computer science teachers teaching behaviour- student, peer, supervisor – interpretation of observation. Ways of modifying teachers teaching behaviour- Tools for assessment.

UNIT-II: Curricular development in computer science

Meaning of the term curriculum – Distinguishing curriculum from syllabus – principles of curriculum in computer science – Development of computer science curriculum – principles or approaches to the organization of computer science curriculum: correlated approach, integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach – Evaluation of the existing computer science curriculum at the secondary stage.

UNIT-III: Systems Approach

Systems: Types of systems- systems approach- steps involved in systems approach- Systems approach to education- instructional systems- systems approach to instructional system.

UNIT-IV: Exploring learners

Focusing on Interest, Attitudes, and Motivation of students. Developing listening, and questioning skill among teachers and students. Negotiating with learner's meaning- initial assessment (Entry behavior)- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Exit behavior. Grouping students based on ability. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial teaching methods for differently able students. Activities to enrich mathematics learning – Techniques to tackle individually different students: Assistive learning, supplementary text material, summer programmes, correspondence course.

UNIT-V: Teaching and Learning Difficulties

Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner-Practical difficulties: handling keypad and mouse-Drawbacks of internet – Technophobia – Difficulties in Hardware and Software – Self –Learning – Difficulties in writing programmes.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials

CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

References:

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SEMESTER - IV
16CBED46: PEDAGOGY OF HISTORY

Credits: 6 (4L: 1T: 1P)
Hours: 8/Week

Objectives: On completion of the course student teachers will be able to

1. understand the current trends in curriculum change in history.
2. realize the need for correlation of history with other subjects.
3. understand the theories involved in the selection of history materials.
4. find out the uses of various resources in teaching history.
5. understand the essential qualities required for history teachers.
6. understand the contribution of historians to the development of history at different times.
7. understand Historiography.
8. understand different models teaching.
9. realize the need for history education.

UNIT-I: History Syllabus

The Need for a Syllabus - Content of the syllabus – Local History, National History, World History, Current Events and Contemporary History - The Places of legends, stories and biographies - The different types of History – Political, Social, Economic and Constitutional - Correlation -Types: Incidental, Systematic, Fusion. Correlating History with - Civics, Geography, Literature

UNIT-II: Theories Influencing Selection of History Content and Organization of Content

Doctrine of Natural Tastes and Interests - Culture Epoch Theory - Proceeding from near to the remote - Reconciliation of the Psychological development of the child with demands of the subject and time allotted - Chronological and Periodic Plan - Concentric and spiral plan - Regressive plan - The Unit Plan and Topical Plan.

UNIT-III: History Education and Local and Global Issues

History and National Integration - History and International Understanding - History and Teaching of Chronology, Contemporary affair and Controversial issues - Individual differences, Language problem in learning - Nature of subjects, Examination and grading system - Teaching and Learning styles - Classroom behavior of Teacher and Learner. Approaches and strategies, Teaching of Current Affairs and Controversial Issues in History: Qualities of History Teacher.

UNIT-IV: History Associated with Community Life

Linkage of school with community – organization of seminars, symposiums and workshop in history - Utilizing the resources of the community – Social Groups - Field trips to historical places, Planetarium, museum, space centers, monuments, temples, Industries.

UNIT-V: Historiography and Great Teachers of History

Contributions of Historiographers: Herodotus, Cicero, Machiavelli, Roussaeu, Karl Marx, Kalhana, Vincent Smith, R.C.Majumdar, Krishnaswamy Iyyangar, K.M.Pannikkar, K.A.Nilakanta Sastri, K.K.Pillai.

Great Teachers of History: Gautam Buddha – Mahavira - Thiruvalluvar – Jesus Christ – Mohammad Profit - Maharishi Valmiki - Veda Vyasa – Chanakya – Aryabhatta - Brahmagupta – Bhavananthi Munivar - Shankaracharya - Swami Vivekananda - Swami Dayanand Saraswati - Raja Ram Mohan Roy - Mahatma Gandhi – Dr.B.R.Ambedkar – RabindraNath Tagore - Srinivasa Ramanujan. - Dr.Sarvepalli Radhakrishnan – Dr.A.P.J.Abdul Kalam.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

References:

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**SEMESTER – IV
PEDAGOGY OF GEOGRAPHY**

Credits: 6 (4L: 1T: 1P)

Hours: 8/Week

Objectives: On completion of the course student teachers will be able to

1. analyse the impact of nature and climatic change.
2. familiarise the aspects of organizing geography laboratory.
3. differentiate between reference and non-reference books.
4. develop skills in organizing co-curricular activities.
5. plan and conduct quiz programme.
6. analyse the special qualities of a Geography teacher.
7. prepare questions to evaluate a Geography teacher.
8. identify the special problems faced by the Geography teacher in rural areas.
9. describe the techniques of social science reading.
10. list out the global problems in a Geographical perspective.
11. explain the concept of peace and analyse the principles to promote peace.
12. analyse the role of United Nations Organizations in promoting peace.

UNIT-I: Geological features of India

Introduction, Boundaries, Natural Resources - Political geography - The Northern Mountains - The Peninsular Plateaus - Indo Gangetic Plains - Thar Desert - The Coastal Plains - The Island - Water bodies – Climate – Geology

UNIT-II: Ecological Education and Global Issues: Geographical Aspect

Ecological – meaning – definition – Impact of devastation of nature and climatic changes - Role of Geography teacher in Environmental Education - Environment Movements in India – Silent Valley – Chipko movement – People’s Movement - An understanding of the Geographic problems facing India at present – over population – problems of acid rain – challenge of ozone layer – Global warming - climate change – effects of Global warming on human activity – Indian efforts for controlling climate change.

UNIT-III: Problems in Teaching Geography in India

Special problems in rural and urban areas – less background experience – lack of attitude and interest – lack of books – lack of equipments – non availability of teaching aids – lack of training – less job opportunities - Geography Room – importance – need for a separate room – Size - Essential Equipments – Maintenance - Geography library – different kinds of books – encyclopedia – periodicals – journals – pamphlets – newspapers – e-journals.

UNIT-IV: Geographical Integration and Global Peace Organisations

Meaning – concept - Basic principles to promote peace - Need for peace education - Global citizenship - Role of peace education – Geographical Boundary: International – National – Regional – Role of United Nations Organization: UNO, UNESCO, UNICEF, WHO and World Peace and Health Organization (WPHO).

UNIT-V: Trace the Regional Geography Features

Regional Geography: Introduction, features, traces the geographical boundaries of habitations of respective student teachers, City and Village Map Collections.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

References:

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SEMESTER – IV
16CBED47: PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Credits: 6 (4L: 1T: 1P)

Hours: 8/Week

Objectives: On completion of the course the student teachers will be able to

1. assess the teaching behaviors themselves for effective teaching of commerce;
2. familiarize with the principles of developing commerce and accountancy curriculum;
3. familiarize with the different types of community resources and its utilization of community resources.

UNIT-I: Teaching Behaviour of Commerce and Accountancy Teachers

Dimensions of teaching behaviour- importance of each dimension- qualitative and quantitative assessment of Commerce & Accountancy teachers teaching behaviour- student , peer, supervisor –interpretation of observation. Ways of modifying teachers teaching behaviour- Tools for assessment.

UNIT-II: Curriculum Development in Commerce and Accountancy

Introduction – Meaning & Definition of Curriculum - The concept of Commerce & Accountancy Curriculum – Curriculum and Syllabus – Curriculum and Education – Principles of curriculum development – Criteria of selection of content and principles of organizing the selected content : Psychological Vs. Logical – Topical Vs. Spiral - Functions served by a Curriculum – Foundations of Curriculum Development – Types of Curriculum – Principles of Developing Curriculum – Different approaches to Curriculum Construction.

UNIT-III: Linkage of Commerce with Community Life

Introduction – Types of Community Resources: Places of Civic Interest, Cultural Interest, Commercial and Economic Interest, Geographical Interest, Historical Interest, Scientific Interest, Government Buildings and Forms of social control – Methods of utilizing Community Resources: (A) Taking the school to the community (B) Bringing the community to the school – Establishing link between school and community – Field Trips, Education at Tours, Market Studies and Surveys.

UNIT-IV: Exploring Learners

Concept of Individual differences – Nature and type of differences: Inter Vs. Intra individual differences – Factors of Individual differences - Dealing with Individual differences – Areas of Individual differences – Aptitude, Attitude, Intelligence, Interest, Creativity and social characteristics of commerce learners - Identification of gifted and slow learner - Enrichment and remedial methods of teaching - Exploring Learning Experience: Meaning of Learning Activity and Learning Experience – Types of Learning Experiences – Characteristics of Effective Learning Experience – Sources of Learning Experiences – Emotionalized Learning Experience – Learning Experiences related to different methods of teaching.

UNIT-V: Community Resources and Corporate Social Responsibility

Importance of Community resources - Types of community resources – Inter dependence of School and Community-Business ethics – Fair Trade - Regional imbalances – Unethical trade practices - Sustainable Economic development

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Understands the curricular development
CO2	Demonstrate community activities
CO3	Select the appropriate instructional materials
CO4	Identify the suitable techniques.
CO5	Design their own method of teaching with the knowledge of Practical demonstration.

References:

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SEMESTER – IV
16GCED44: COMMUNICATION SKILLS

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. acquires good pronunciation and fluency of speech.
2. understands the need for teaching of English as second language.
3. defines functions of language in the class rooms identify various speech defects in the class room.
4. understands the concepts of word formation.

Unit-I: Functions of Language and Lexis

Class-room discourse; nature, meaning and medium-Strategies for using oral language in the class-room- Functions of language in the class-room and outside the class-room - Speech defects- lispings, slurring, stuttering and stammering, and the role of a teacher in its resolution.

Word formation: Affixation, Conversion, Compounding-Clipping-Portmanteau – Onomatopoeia-Loan Words and other minor devices -Patterns of Spelling - Grammar Games-Phrasal Verbs and Prepositional Phrases-Sentence Connectors - Devices for Cohesion and Coherence - Common Idioms and phrases.

Unit -II: Development of communication skills

Listening: Sub skills of listening, importance of listening in English, approaches to develop aural-oral skill. Speaking: Sub skills of speaking, importance of speaking skill - Reading: Sub skills of reading, importance of oral and silent reading in English, Intensive, Extensive reading, Skimming, Scanning, methods of teaching oral reading, ways of developing reading - Writing: Components of writing, importance and Characteristics of good handwriting, ways of improving handwriting - Tasks for developing communication skills.

Unit-III: Fluency

Using the language laboratory to practice the following: Describing and interpreting pictures, models, tables, maps, etc., -Reading aloud prose passages and Poems -Telling stories and narrating incidents. -Use of conventional formulae (Greeting, apology, invitation, refusal, accepting, thanking, etc.) -Communication Games-Interviews-Extempore speeches on given topics, just –a- minute (JAM), Debates, Role play and dramatization

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Identify the speech disorders and find the solution.
CO2	Implement the communication skill in the classroom activities
CO3	Develop their lexical formation.
CO4	Design the language games and activities.
CO5	Improve their Fluency in English language.

References:

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SEMESTER – IV

16GCED45: DRAMA AND ART IN EDUCATION

Credits: 2.5 (2L: 0T: 0.5P)

Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. integrate Art with Education and become better communicator;
2. develop creative thinking through different Art forms;
3. understand that liberal arts help in making better professionals;
4. understand Art as a medium of education;
5. understand the role of Art medium of education;
6. develop student’s ability for perception and reflection;
7. use Art as an alternative language to experience
8. communicate concepts in teaching-learning.

Co.No	Course outcomes
CO1	Support the liberal arts in making better professional
CO2	Select art as an alternative language to experience
CO3	Formulate communicate concepts in teaching-learning
CO4	Develop creative thinking through different art forms.
CO5	Adapt various cultural aspects through drama and art.

ACTIVITIES

1. Visit to any center of art (museums, art gallery or institutes of performing art like NCPA) and observe pieces of art/play, Group Discussion can be conducted on the observation highlight up the aesthetics in art.
2. Write an appreciation essay on the historical movements (sculpture, and agricultures) or any piece of art (music, dance, drama, painting)
3. Perform a drama or dance or music of local culture.
4. Prepare a project work o ay contemporary thinkers like Rabinranath Tagore, Herbert Read, etc and their contribution to art field.
5. Prepare a file on different forms of bharatha natyam mudras, bavas,rasas.
6. Do a different variety of craft work on “origami”.

References:

- Coomara Swamy, A.K. (1974). *Chrisatian and Oriental Philosophy of Art*. New Delhi: MunshiramManoharlal.

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- John, B. and Chawla, R. (2007). *Playing for real: Using drama in the classroom*. MancmillanPublishers.
- Rabindranath Tagore .*Lectures and Address*, New Delhi: Macmillan Publishers.

SEMESTER-IV
16GCED46: GUIDANCE AND COUNSELLING

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

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

1. handle the subject area 'guidance and counselling' for student teachers.
2. offer educational, vocational, personal guidance and counseling to prospective teachers.
3. offer basic counseling to needy students.
4. equip student teachers with the skills to impart guidance to students at secondary and higher secondary level.
5. develop interest among student teachers to enter into the field of guidance and counseling
6. take initiative in planning and organizing various guidance services in educational institutions.
7. recognize the impact of new technology in guidance and counseling

UNIT-I: Introduction to Guidance Programme in Schools

Concept and definition of guidance. Scope and principles of guidance. General, individual and social needs of guidance . Common misconceptions about guidance. Objectives of guidance. Sociological and philosophical bases of guidance. Ethical considerations in guidance . Need for guidance at various levels education. Guidance as an integral part of Education. Integrating guidance with curriculum. School guidance : a team approach of school and community. Planning of guidance programme in schools – steps. Standardized and non-standardized techniques in guidance. Standardized – intelligence tests, aptitude tests, personality tests, interest inventory, achievement tests. Non – Standardized – questionnaire, observation, sociometry, rating scale, anecdotal records, cumulative record, case study, interviews.

UNIT-II: Guidance and its Dimensions

Types of guidance: Educational, vocational/career and personal guidance. Nature , need, scope and functions of Educational, vocational/career and personal guidance. How to impart Educational, vocational/career and personal guidance. Individual vs. group guidance : concept, advantages and limitations. Group guidance activities – class talks, career talks, career conferences, career- fair, socio drama, psycho drama and role play. Career development: concept, theories – Ginzberg and Super. Career development needs of students. Factors affecting career development.

UNIT-III: Understanding Counselling

Meaning, nature and scope of counseling. Basic principles of counseling. Counseling and related fields: psycho therapy, advice, instruction, guidance etc. Objectives of counseling. Approaches to Counselling: directive, non-directive and eclectic Counseling theories : behaviouristic, psycho analytic, humanistic, trait, factor. Individual vs. group counseling: concept, advantages and limitations. Stages of counseling process. Counseling techniques: Relaxation technique, Assertion training (social skills training) , Rational Emotive Behaviour Therapy, Systematic Desensitization. Roles and functions of Personnel involved in the counselling programme: in-school resources and out of school resources. Skills and qualities of an effective counselor. Specialized areas of counseling: family counseling, career counseling, adolescent counseling, educational counseling, parental counseling, peer

counseling. Counseling and Technology: tele counseling, internet counseling. Recent researches in the area of counseling.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Support the need for guidance at various levels of education
CO2	Examine the ethical considerations in guidance
CO3	Appraise the dimensions and factors affecting career development
CO4	Design counselling programme for school students.
CO5	Provide positive platform form students under depression.

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- Mohan, S. (1985). Readings for Career Teachers.
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SEMESTER-IV**16GEED41: INTRODUCTION TO EDUCATIONAL RESEARCH****Credits: 2.5 (2L: 0.5T: 0P)****Hours: 3/Week****Objectives:** On completion of this course, the student teacher will be able to

1. describe the meaning, purpose, scope and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. conduct a literature search and develop a research proposal
4. prepare a research proposal on a selected topic

UNIT-I: Introduction to Educational Research

- i) Meaning, purpose and scope of educational research
- ii) Research as a method of science
- iii) Types of educational research: Basic (Pure), Applied, Action and Evaluation research-
Classification by Time: Cross-sectional, Longitudinal and Retrospective.
Classification based on Data: Historical, Normative or Survey, Experimental and
Special Research.
- iv) Research paradigms in education: quantitative, qualitative, mixed

UNIT-II: Identification and conceptualization of research problem

- i) Sources of research problem; Statement of problem; research questions in qualitative and quantitative research
- ii) Review of the literature - purpose and sources: primary and secondary ;
- iii) Literature search: Manual, using databases and internet.
- iv) Formulation of Hypotheses: Need, sources and functions; Forms and Types of stating hypotheses; criteria for a good hypothesis, Realization of Objectives and Testing of Hypothesis.
- v) Basic concepts of (a) variables, (b) Techniques and Tools for research, (c) Sampling

UNIT-III: Preparation of a research proposal

Framework of the research proposal-Preparation of research proposal (As a practical work, the student shall prepare a Model Research proposal on a selected Topic No external evaluation needed)

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Value the categories of population
CO2	Distinguish the types of educational research.
CO3	Implement the acquired knowledge in the appropriate situations
CO4	Investigate the various data, policies, and variance
CO5	Conduct literature survey and prepare proposal.

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SEMESTER-IV
16GEED42: HUMAN RIGHTS AND DUTIES EDUCATION

Credits: 2.5 (2L: 0.5T: 0P)
Hours: 3/Week

Objectives: On completion of the course, the student-teachers will be able to

1. understand the concept, development and evolution of Human Rights and Duties
2. appreciate the role of society towards Human Rights and Duties
3. understand the constitutional provisions, Govt. policies etc. towards Human Rights and Duties
4. state and understand the different categories of population and their rights
5. realizes the trends and the importance of internationalizing Human Rights and Duties

UNIT-I: Human Rights and Duties - Concept, Development and Evolution.

- (1) **Sociology of Human Rights:** (a) Society and the individual, (b) Society and Groups, Socio-economic Justice, (c) Society and Societal Culture, (d) Society and the Process of Socialization.
- (2) **Rights and Duties:** Classifications of Rights and duties, Co-relation of rights and duties. Changing dimensions of human rights & duties.
- (3) Values, Dignity, Liberty, Equality, Justice, Unity & Diversity. Inherent, inalienable, universal and individual.
- (4) **Society and Human Rights : Promotion and Protection:** (a) Role of NGOs, (b) Role of Mass Media, (c) Role of Educational Institutions, (d) Role of Government, (c) Human Rights Education, (d) Social Movements

UNIT-II: Human Rights and Duties in India: Constitutional Framework

- (1) **Basic Features of the Constitution of India:** Fundamental Rights, Directive Principal of State Policy, Fundamental Duties - Protection & enforcement of human rights and duties: (a) Police and Human Rights, Judiciary and Human Rights, (b) National and State Human Rights Commission & other grievance redressal mechanism.
- (2) **Emerging Trends:** (a) Human Rights and Terrorism, (b) Human Rights and Environment. (c) Human Rights and Globalization.

UNIT-III: Human Rights of Special Category and Marginal Groups

- (1) **Rights of different categories of population:** (a) Rights of the Women, (b) Rights of the Children, (c) Rights of the Dalit and Tribes, (d) Rights of Minorities, (e) Rights of Old and Disabled, (d) Rights of unorganized Labour & Displaced Persons.
- (2) **Importance of internalizing human rights and duties:** Urgent need for not only sensitizing others of human rights and duties, but of practicing oneself those values: self-inculcation and endeavor to live up to those ideals - Duty to respect other's rights, respect each other's human dignity.

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Value the categories of population
CO2	Appreciate the role of society towards Human Rights and Duties
CO3	Implement the acquired knowledge in the appropriate situations
CO4	Realizes the trends and the importance of internationalizing Human Rights and Duties
CO5	Understand the different categories of population and their rights

Suggested Readings :

- Basu, Durga Das. (1994). Human Rights in Constitutional law. New Delhi: Prentice Hall.
- Baxi, Upendra. (2002). Future of Human Rights.
- Bueren, Geraldine Van. (1995). International Law on the Rights of the Child.
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- Gogia, S.P. (2000). Law relating to Human Rights.
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- Iyer, Venkat (ed.). (2000). Democracy, Human Rights and the Rule of Law: Essayes in Honour of Nani Palkivala.
- Jhunjhunwala, Bharat (ed.). (2002). Governance and Human Rights.
- Nirmal, Chiranjivi J. (ed.). (2002). Human Rights in India: Historical, Social and Political Perspective.
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- Rai, Rahul. (2002). Monitoring International Human Rights.
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Other Primary Sources:

- ILO, Comparative Analysis of the International covenants of on Human Rights and International
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SEMESTER-IV
16GEED43: CURRICULUM DEVELOPMENT

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. define curriculum and to identify the components of curriculum
2. describe the various principles of curriculum development and analyse various approaches to curriculum development
3. describe various guiding principles for selection and organisation of learning experiences.
4. discuss various issues in curriculum development
5. define meaning of curriculum transaction and to describe various methods/media for transaction.
6. define process of curriculum evaluation and to explain various tools used in curriculum evaluation
7. describe issues in curriculum evaluation

UNIT-I : Nature, Principles and Determinants of Curriculum

Meaning and concept of curriculum; Curriculum as a body of organized knowledge, inert and live curriculum. - Components of Curriculum: Objectives, content, transaction mode and evaluation - Philosophical and ideological basis of curriculum - Principles of integration - Theories of curriculum development-Curriculum as a Product - (Franklin Bobbitt and Ralf .W.Tyler-1928&1949) - Curriculum as a Process(Robin Barrow-1984), Stenhouse Model Theory (Stenhouse-1975), Curriculum as a Praxis (Grundy-1987) Preservation of Culture Relevance, flexibility, quality, contextuality and plurality - Determinants of Curriculum

UNIT – II : Approaches, types and Models of Curriculum Development

Subject centred curriculum, Learner centred, Community centred. Curriculum. Frameworks of School Education and Teacher Education. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum. Social reconstructionist curriculum: characteristics, purpose, role of the teacher in reconstructionist curriculum. Models of Curriculum: Tylers-1949 model, Hilda Taba 1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi-1989 model, Need assessment model Futuristic model, Vocational/ Training model (With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation).

UNIT - III: Selection and Organisation of learning experiences & Curriculum Evaluation

Principles and criteria for developing learning experiences, Points to be considered while selecting learning experiences, Designing integrated and interdisciplinary learning experiences. Integration of learning experience related to work experience, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, arts and India's heritage of crafts, Infusion of environment related knowledge and concerns in all subjects and levels. Learning to draw upon resources other than text books including local history and geography. Curriculum Evaluation: meaning, need and importance. Models of curriculum evaluation.

Co.No Course outcomes

At the end of this course the students will be able to,

CO1	Identify the components of curriculum
CO2	Analyze various approaches to curriculum development
CO3	Discuss various issues in curriculum development
CO4	Apply various guiding principles for selection and organization of learning experiences.
CO5	Implement various methods/media for transaction.

Essential Readings

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- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
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SEMESTER – IV

16GEED44: UNDERSTANDING THE SELF

Credits: 2.5 (2L: 0T: 0.5P)

Hours: 3/Week

Objectives: On completion of the course student teachers will be able to

1. know thyself through self analysis;
2. change their negative thoughts into positive thoughts;
3. identify and manage emotions;
4. plan and manage time effectively;
5. gain the knowledge of the dreams and aspirations.

ACTIVITY : Self-Awareness and self Motivation

Exercise : Know Thyself through SWOT Analysis

ACTIVITY : Power of Positive thinking

Exercise : Exercises of Positive thinking

ACTIVITY : Emotional Intelligence

Exercise : Identifying and categorizing emotions

ACTIVITY : Time Management

Exercise : Strategy for using time effectively

ACTIVITY : Towards Empowerment

Exercise : My Dreams and Aspirations

Co.No	Course outcomes
	At the end of this course the students will be able to,
CO1	Evaluate themselves through self-analysis.
CO2	Change their negative thoughts into positive thoughts
CO3	Implement the acquired knowledge in the appropriate situations
CO4	Gain the knowledge of the dreams and aspirations
CO5	Identify the different categories of emotions.

References:

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- <http://alturl.com/4nayz>
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SEMESTER-IV

16GEED45: MANAGEMENT OF LEARNING DISABILITIES

Credits: 2.5 (2L: 0.5T: 0P)

Hours: 3/Week

Objectives: On completion of this course, the student teacher will be able to

1. develop appropriate strategy and about technique to manage learning disabilities
2. develop adequate skill in applying the management techniques for various learning disabilities.

UNIT-I: Language Problems of Student with LD

Auditory processing problems, linguistics processing problem, cognitive processing problem, language production deficiencies, speech and oral language problems.

UNIT-II: Dyslexia and Dysgraphia

Dyslexia: Reading problem, reading habits, development of reading readiness, activity based curriculum, remedial strategies.

Dysgraphia: Writing characteristics, stages of writing, writing disorders, common errors, remedial strategies.

UNIT-III: Spelling Disabilities and Dyscalculia

Spelling: difficulties of LD students, methods of teaching spelling, remedial approach.

Dyscalculia: Math Behaviour, common difficulties faced by LD students Math interventions, leaning activities, math games.

Co.No Course outcomes

At the end of this course the students will be able to,

CO1	Identify the different categories of learning disabilities (LD).
CO2	Design the activities for speaking disorders.s
CO3	Implement the acquired knowledge in the appropriate situations
CO4	Apply the management techniques for various learning disabilities.
CO5	Use the remedial strategies for special children.

References:

- Alberto, P.A., & Troutman A.C. (1990). *Applied Behaviour analysis for teacher*. Ohio: Merrill publishing Co.
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