DETAILS OF CONTENT OF THE COURSES
B.Ed FIRST YEAR

COURSES ON PERSPECTIVES OF EDUCATION

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

OBJECTIVES: At the end of this course the student–teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE:

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

UNIT - I THE INTER-RELATIONSHIP OF PHILOSOPHY AND EDUCATION

a. Meaning and definitions of Philosophy and Education.
b. Nature and Scope of Philosophy of Education.
c. Relationship between Philosophy and Education.
d. Types, functions and characteristics of Education.
e. Aims of Education.
f. The utility of knowledge of philosophy to the teacher.

UNIT - II SCHOOLS OF EDUCATIONAL THOUGHT AND THEIR IMPLICATIONS

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

UNIT – III THINKERS ON EDUCATION AND THEIR RELEVACNE TO PRESENT DAY CONTEXT

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

UNIT – IV A BRIEF INTRODUCTION TO THE HISTORY OF INDIAN EDUCATION

a. Education in Ancient India (aims, schools, role of the teacher, nature of educational institutes etc).
b. Education in Medieval India (aims, schools, role of the teacher, nature of educational institutes etc).
c. Education in modern and contemporary India. (development of education with respect to five year plans and pre-independence and post independence commissions).

UNIT – V VALUES IN EDUCATION

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

UNIT – VI EPISTEMOLOGY (THEORIES OF KNOWLEDGE)

a. Meaning of knowledge, three conceptions of knowledge- knowledge for practice, knowledge in practice, and knowledge of practice.
b. Theory of knowledge – Ways of knowing, Areas of knowledge, Factors of Knowing.
c. Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual.

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

UNIT – VII SOCIOLOGY OF EDUCATION

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

UNIT – VIII EDUCATION AND CULTURE

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

UNIT – IX SOCIAL CHANGE AND EDUCATION

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

UNIT –X EVOLVING AN 'IDENTITY' OF A TEACHER'

a. Reflections on one's own aspirations and efforts in becoming a 'Teacher'.
b. Evolving an identity as a Teacher, which is progressive and open to re-construction?
c. Teacher's professional identity. What does it entail?

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I

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

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

UNIT- II

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

UNIT- III

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

UNIT- IV

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

UNIT-V

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

UNIT- VI

29. Collect the definitions, opinions, comparisons about the two terms ‘knowledge’ and ‘wisdom’.
30. Explain three forms of knowledge by using stories and anecdotes.

UNIT- VII

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

UNIT- VIII

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

UNIT- IX

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

UNIT- X

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

D) LIST OF TEXT & REFERENCE BOOKS

1. Aggarwal, J.C. (1992). **Theory & Principles of Education: Philosophical and sociological Bases of Education,** Vikas publishing house Pvt., Ltd.
2. Aggarwal, J.C. (1985). **Theory and Principles of Education,** Vikas Publishing House Pvt., Ltd.
3. Bhatia&Bhatia: (1990) **A Book of Education for Beginners,** Kalayani Publishers.
4. Bhatia, R. L., & Ahuja, B. N. (2008). **History of Modern Indian Education**. Delhi: Surjeet Publications.
5. Bhatia, R. L., & Ahuja, B. N. (2008). **Modern Indian Education and its Problem**. Delhi: Surjeet Publications.
6. Biswa Ranjan Purohit: (1992) **Milestones in Modern Indian Education**, New Central Book Agency

7. Dash, B. N. (2000). **Teacher and education emerging Indian in the society**. Hyderabad: Neelkamal publications.
8. Dewey, J. (1916). **Democracy and Education**. New York: Macmillan Company.
9. **Encyclopedia of Britannica**
10. Farrant, J.S., (1991) **Principles and Practice** (2nd Edition) London; Longman
11. Gandotra, V., & Patel, S. (2009). **Women working condition and efficiency**. New Delhi: New century Publication.
12. Gilbert, J. (2005). Catching the knowledge Wave? **The Knowledge Society and the Future of Education**. Wellington: NZCER Press.
13. John.S.Brubacher: **Modern Philosophy of Education,** Tata McGraw Hill House Pvt., Ltd., Sterling, New Delhi
14. Joshi, S. C. (2005). **Non formal education**. New Delhi: Akansha publication.
15. K.K. Bhatia Trinath Purohit: **(**1989) **Principles & Practice of Education,** Kalayani.
16. Lakshmi, S (1990). **Challenges in education**. New Delhi: Sterling publication.
17. Lal, R. B., & Sinha, G. N. (2008). **Development of Indian education and its problem**. Meerut: R.Lall Books Depot.
18. Mishra, N. (2008). **Woman laws against violence and abuse**. New Delhi: Pearl Books.
19. Mohanty, J. **(**1992). **Current Issues in Education**, cosmos publications.
20. Murthy.S.K (1982): **Philosophical And Sociological Foundations Of Education,** Prakash brother, Jull under
21. Patel, M. S. (1953). **The Educational Philosophy of Mahatma Gandhi**. Ahmadabad: Navjeevan publication House.
22. **Philosophical Dimensions of Education, the Indian publications,** Ambala Court
23. Prem Nath (1979): **The Bases of Education – a Philosophical and Sociological Approach,** S.Chand and company ltd., Ramnagar, New Delhi.
24. S. Lakshmi: (1992) **Challengers in Indian Education,** Sterling revised.
25. Sandeep, P & Madhumati C. (2008). **Philosophical and Sociological Foundations of Education**. Secunderabad: Vera Educational Services Public Ltd.
26. Seetharamu.A.S (1985): **Philosophies of Education,** Ashish publishing house, New Delhi.
27. Sharma, R. A. (2008). **Development of Educational system in India**. Meerut: R.Lall Books Depot.
28. Sharma, R. N. (2008). **Education in the Emerging Indian Society**. Delhi: Surjeet Publications.
29. Thakur A S & Berwal, S (2007). **Education in Emerging Indian Society**, New Delhi: National Publishing House.
30. **The Hindu Speak On Education, 2006 Kasturi & Sons Ltd, Chennai.**
31. **The right of Children to Free anc Compulsary Education** (2009). Government of India.
32. UNESCO. (1959**). Education for international understanding**: Examples and Suggestion for Class Room Use. Paris: UNESCO Publication.

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

OBJECTIVES: At the end of this course the student–teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

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

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

UNIT- II GROWTH AND DEVELOPMENT OF THE LEARNER

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

UNIT- III THEORIES OF DEVELOPMENT

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

UNIT- IV CHILDHOOD AND SOCIAL DEVELOPMENT

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

UNIT- V THE MOST GULLIBLE PERIOD- THE ADOLOSCENCE

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

UNIT- VI INDIVIDUAL DIFFERENCES

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

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

UNIT- VII IMPACT OF GROWTH AND DEVELOPMENT ON PERSONALITY

a. Personality – Type and Trait approaches.
b. Endocrine system and personality development.
c. Assessment of personality
    1. Projective techniques.
    2. Non- projective techniques.

UNIT- VIII SELF AND EMOTIONS

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

UNIT-IX PLURALISTIC CONTEXT AND GROWTH OF THE CHILD

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

UNIT- X ESTABLISHING IDENTITY IN A REAL WORLD

a. Influence of media: (Depiction of children, men and women in the television, cinema and social networking).
b. Peer relations: competitions, cooperation and peer pressure.
c. Role of teacher in establishing identity with respect to media and peer relations.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT- IV

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

UNIT- V

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

UNIT-VI

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

UNIT-VII

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

UNIT-VIII

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

UNIT-IX

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

UNIT-X

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

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal.J.C. (1995) **Essential Educational Psychology,** Vikas publishing house Pvt. Ltd, New Delhi.
2. Allen, BP (2006), **Personality Theories: Development growth and diversity** (5th Ed.,). Needham Heights, MA: Allyn and Bacon.
3. Alison, G. (2004). **Exploring cognitive development**: The Child as problem solver (1 Ed). U.S: Blackwell Pub.
4. Berk.L.E (2010), **Child Development,** Eighth Edition, PHL Learning Pvt Ltd., New Delhi.
5. Bhatia.H.R. (1977) **Text Book of educational psychology**, the Macmillan Company of India Ltd, New Delhi.
6. Burger J.M (2010), **Personality** (8th Ed.,) Belmont, KCA: Wadsworth Publishing.
7. Cloninger, S.C (2008), **Theories of personality**: Understanding persons (5th Ed.,). EnglewoodCliffs, NJ: Prentice Hall.
8. Chuhan.S.S. (1988) **Advanced Educational Psychology,** Vikas publishing house Pvt. Ltd New Delhi.
9. Coleman, D. (1998). **Working with emotional intelligence**. New York: Bantan Books.
10. Crow & Crow. (1993). **Educational psychology**. New Delhi: Eurasia Publishing House.
11. Dandkar, W.N. **Psychological Foundations of Education**
12. Dececco, & Joghn, P. (1997). **The psychology of learning and instruction** (2nd ed). New Delhi: Prentice Hall of India.
13. Gardner, H. (1993). **Multiple intelligence: Theory into practice**. New York: Basic Books.
14. Garrett, H.E. **Statistics in Psychology and Education**
15. Graham, R. (2008). **Psychology: The key concepts**. London: Rutledge.
16. Hall, C. S., & Lindsey, G. (1998). **Theories of personality (3 Ed)**. New York: John Wiley.
17. John, W. S. (2006). **Educational psychology: Classroom updates preparing for PRAXIS and the classroom**. U.S: Mc Graw Hill Company.
18. Judith, I. (2008). **Learners, learning and educational activity**. London: Rutledge.
19. Mangal, S. K. (1981). **Psychological foundations of education**. Ludhiana: Parkash Bros.
20. Maslow, A. H. (1990). **Motivation and personality (2nd Ed**). New York: Harper & Row.
21. Matt, J. (2000). **Theoretical approaches in psychology**. London: Rutledge.
22. Michael, W. E. (2004). **Psychology: An international perspective**. USA: Psychology Press.
23. Weiner, B. (1996). **Human motivation**. New York: Halt Richert & Winston
24. Nagarajan, K., Selvakmar, S. D., Mani, S., & Devaraj, G. (1999). **Educational Psychology**: Ram Publishers, Chennai.
25. Santhanam, S. (1993). **Kalvi Ulaviyal**. Chennai: Santha Publications.
26. Sharma, K.N. (1990) **Systems, Theories and Modern Trends in Psychology**, HPB, Agra.
27. Sprinthal, N A., & Sprinthal, R C ., (1987). **Educational Psychology-Development Approach (4th Ed**). Random House Publications.
28. Skinner, C E., **(1936) Educational Psychology,** Prentice Hall Publications.
29. Thomas, M. H. (2005). **A student's guide to studying psychology**. London: Psychology Press.

COURSES ON CURRICULUM AND PEDAGOGIC STUDIES

PEDAGOGY SUBJECT-1

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

OBJECTIVES: At the end of this course the student – teacher should be able to

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

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

UNIT – I TEACHING OF ENGLISH LANGUAGE IN INDIA

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

UNIT – II MICRO TEACHING SKILLS - OBJECTIVES AND INSTRUCTIONAL PLANNING

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

UNIT- III INTRODUCTION TO PHONETICS AND TEACHING PRONUNCIATION

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

UNIT – IV LISTENING AND SPEAKING SKILLS

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

UNIT– V READING AND WRITING SKILLS

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

UNIT- VI TEACHING VOCABULARY, STUDY AND REFERENCE SKILLS

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

UNIT – VII METHODS AND APPROCHES IN TEACHING ENGLISH

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

UNIT – VIII TEACHING OF GRAMMAR CONTENT IN ENGLISH

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

UNIT- IX LANGUAGE ACROSS CURRICULUM

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

UNIT – X LANGUAGE ASSESMENT AND EVALUATION

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

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

UNIT - II

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

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

UNIT - III

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

UNIT – IV

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

UNIT – V

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

UNIT – VI

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

UNIT – VII

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

UNIT – VIII

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

UNIT – IX

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

UNIT – X

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

COURSE III (b): jkpo; fw;gpj;jy; - I
CODE : BEDN 1212 LO/W – 4

Nehf;fq;fs;

1. cah;epiy> Nkdpiy tFg;Gj; jkpo; ghlq;fspd; fw;wy; Nehf;fq;fis ntspg;gLj;jy;.
2. nkhopf; fy;tpapy; jkpopd; ,lj;ij kjpg;gpLjy;.
3. nkhop. ,yf;fpak; fw;gpj;jYf;fhd Kiwfis Nkw;nfhs;Sjy;.
4. khzth;fspilNa nkhopj; jpwd; tsh;f;Fk; Kiwfis Nkw;nfhs;Sjy;.
5. jkpo;g; ghlq;fisj; jpwk;glf; fw;gpg;gjw;fhd Kd;nray;fisg; goFjy;.
6. ghlk; fw;gpg;Gj; jpl;lj;ijj; jahhpf;f chpa mZFKiwfisg; gpd;gw;Wjy;.
7. cah;epiy> Nkdpiyj; jkpo; ghlq;fis fw;gpj;jypy; nghUj;jkhd tsh;twp> njhFepiy tpdhf;fisj; jahhpj;jy;.
8. mfta> Gwta tpdhf;fs; tpdhg; gz;GfSf;Nfw;gj; jahhpj;jy;.
9. Njh;r;rp; Njh;TfSf;fhd tpdhj;jhs; jpl;ltiutpidj; jahhpj;jy;.
10. khzthpd; Njh;r;rpia kjpg;gply;.

gapw;rp tpsf;fk;

jkpo; ghlk; fw;wypy; kpf Kf;fpa Nehf;fk; Mrphpa – khzth;fs; jkpo; mwpitg; ngWjy;. ,tw;wpd; jd;ik. vy;iyfs; kw;Wk; jkpo; ghlr; rk;ke;jkhd fUj;Jf;fis kdpj ,dj;jpw;F gad;gLk; tifapy; Ghpe;Jf; nfhs;sy;. jkpo; nkhopapd;; gad;fis mwpjy;. jkpo; nkhop fw;gpj;jypd; Nehf;fq;fs;> fw;gpj;jy; Kiwfs;> mZFKiwfs;> NkYk; fw;gpj;jypd; nghOJ gad;gLk; Jizf; fUtpfis milahsk; fz;L gapw;rp mspj;J gad;gLj;jr; nra;jy;. jkpo; ghlj; jpl;lj;ij gFg;gha;T nra;J tsh;r;rp ngwr; nra;jy;. jkpo; nkhop fw;wjw;fhd nkhop gapw;wha;Tf; $lj;ij mikj;J gad;gLj;j gapw;rp mspj;jy;. jkpo; nkhopapy; kjpg;gPLfis ftdkhfr; nra;jy;. jkpo; nkhopf; fUj;Jf;fis xUq;fikf;fr; nra;jy;. jkpopy; ,lk; ngw Ntz;ba ghlg;nghUis thpirahf mikj;jy;.

gapw;rpg; ghlg;nghUs; mikg;G

,e;j jhs; gj;J myFfisf; nfhz;lJ. ,J jkpo; ghlg;nghUs; rk;ke;jkhd fUj;Jf;fis jiyikg;gz;ghsUf;Fk;> khzth;fSf;Fk; khw;wk; nra;Ak; tz;zk; mikf;fg;gl;Ls;sJ. jkpo; ghlg;nghUis jpl;lkpLjypYk;> fw;gpj;jypYk;> Jizf;fUtpfs; ifahs;tjpYk;> fiyj;jpl;lk; mikg;gjpYk;> jkpo; Ma;Tf; $lj;ij mikj;jy;> NkYk; ,tw;wpy; kjpg;gPLk; mstPLk; nra;a gapw;rp mspj;jy;. Nkw;fz;l ghlg;nghUspd; fPo; vy;yh myFfisAk; mikj;jy;.

gapw;rpf;fhd Kd; Maj;jk;

ghlg;nghUis gFg;gha;T nra;J kPl;lwpjy;. NkYk; jkpo;ehL muR ghlg; Gj;jff; fUj;ij ,U gphpthfg; gphpj;J Mwhk; tFg;G Kjy; gj;jhk; tFg;G tiu xU gphpthfTk;> kw;nwhU tFg;ig gjpNdhwhk; tFg;G Kjy; gdpnuz;lhk; tFg;G tiu xU gphpthfTk; gphpj;J gapw;r;rpf;fhd Kd; Maj;jk; nra;jy;. ,J ,uz;bw;Fk; ,ilg;gl;l ghlg;gphpthf mike;Js;sJ. ghlg;nghUspy; vOj;J Njh;T mikg;gJ> xg;gilg;G toq;FtJ> NkYk; tpdhb-tpdh epfo;r;rpia elj;JtJ> FO fye;Jiuahly; xUq;fikg;gJ Nghd;wit cs;slf;fpaJ. ,e;j gapw;rpf;F gj;J epkplk; xt;nthU ghlg; gphpT NtisapYk; xJf;FtJ kw;Wk; jdpg;gl;l tFg;Gk; vLf;fyhk;. ,e;j midj;J NtiyfSk; fw;gpj;jy; newpKiw toq;fpa ehspypUe;J 30 ehl;fSf;Fs; Kbf;fg;gl Ntz;Lk;.

myF 1: jkpo;nkhopf; fy;tpapd; rpwg;G

fw;gpj;jypd; ,d;wpaikahik –rpwg;G Nehf;fq;fs; - ntspapLk; fUtp gl;lwpit vLj;jpak;gy; - nrayhw;wy; - mwpTf;fsQ;rpa thapy; - mbg;gilj; jpwd; tsh;r;rp-,yf;fpa ,d;gk; - gilg;ghw;wy; - fw;gidahw;wy; - r%fg; gz;ghl;L tsh;r;rp – r%f kuGfisg; NgZjy; - tho;f;ifj; jpwd;fisg; ngWjy; - tpOkg; gjpT.

myF 2: ghlg; gFg;gpd; tiffs;

nra;As; - ciueil - ,yf;fzk;: kugpyf;fzk; - nkhopj;jpwd; - ,it 6-10> 9-11 tFg;Gfspy; mike;Js;s ghd;ik. ,t;tifg;ghLfspy; mike;Js;s gphpTfs;: fhyepiy> ghLnghUs;> msT> mOj;j epiyfs; - ghlE}y; gDty; mikg;G khw;wq;fs; - mtw;wpw;fhd fw;gpj;jy; - fw;wy; mZFKiwfs; - fw;gpj;jy; Nehf;fq;fs; - xt;nthd;wpw;Fk; ,ilNaahd njhlh;Gfs; ,tw;iw nkhopj;jpwd; tsh;r;rpf;Fg; gad;gLj;Jk; Kiwfs;> Ez;zpiyf; fw;gpj;jy; gapw;rp.

myF 3: fw;gpj;jy; Kiwfs;

gz;ila Kiwfs;: tphpTiu(nrhw;nghopT). Tpdhtpil> nel;LU> jiltpil> fye;Jiuahly;> nkhopapay; fy;tp – jw;fhy Kiwfs; ntspg;gLj;J Kiwfs; - gq;Nfw;G Kiwfs; - tpisahl;L> ebg;G> jdpg;gapw;rp> Nkw;ghh;it> xg;gilg;G> epuy;topf; fw;wy;> jhNd fw;wy;> fUj;jhf;fk;. Mrphpah; gz;Gfs;> gzpKd; kw;Wk;; gzpapilg; gapw;rp.

myF 4: nkhopj; jpwd;fs; -1

Klf;fj; jpwd;: Nfl;ly;> gbj;jy;> jd;ik> #oy; ,ay;Gfs;> eilKiw> nray;ghLfs; - goFnray;fs;: nkhoprhuhj; Jyq;fy;> FWe;Jyq;fy;> neLe;Jyq;fy;> tphpTj; Jyq;fy;> goFnray;fSk; Njh;e;jwpKiwfSk; - jpwd; ngWjypy; jilfs; -gbj;jy; tifKiw.

myF 5: nkhopj; jpwd;fs; - 2

,af;fj; jpwd; - NgRjy;> vOJjy;> jd;ik> #oy; ,ay;Gfs;> eilKiw> nray;ghLfs; - goFnray;fs; - jpwd; tsh;f;Fk; Kiwfs; - jpwidj; Njh;e;jwpKiwfs; - vOJjYk; gbj;jYk; - FwpaPLk; xypAk; -vOj;Jf; FwpaPLfs; - tbtq;fs; - nghUSzh;NthL ,izj;jy; - gpw jpwd;fSld; njhlh;G

myF 6: Nkdpiyj; jpwd;fs; **kw;Wk; gilg;ghw;wy;**

gilg;ghw;wy;> ,yf;fpa tbtq;fs;. fl;Liu> fij>ftpij vOJjy; - ,tw;wpd; tbt mikg;Gf;fs;> goF nray;fs;> Kd;nray;fs; - njhlh; nray;fs; - ,yf;fpag; gapw;rp – jOty;- tbtk;> nghUs; -fUj;Jf;F Kjd;ik toq;fy;.> RUq;fr; nrhy;Yjy;> vspik> kw;Wk; fUj;jhok;> ,yf;fpa jpwdha;T> nghJf; fUj;Jf;fs;> mwptpay; jkpo;> jkpopy; Ma;Tk; kw;Wk; fw;gpj;jYk;.

myF 7: ghlk; fw;gpj;jy; - Kd;jahhpg;G epiy

fw;gpj;jiyg; goFjy; - cld; gapy;Nthhplk; goFjy; - Mrphpah; fw;gpg;gpid cw;WNehf;fy; - fw;gpj;jy; cj;jpfisg; goFjy;> Ez;zpiyf; fw;gpg;Gg; gapw;rp – cah;epiy El;gk;> jho;epiy El;gk;- gapw;rp Kiwapidg; gjpjy;.

myF 8: ghlk; fw;gpj;jy; - fw;gpj;jy; epiy

ghlq;fw;gpj;jy;: ghlk; fw;gpj;jy; jpl;lj; Njit> fw;gpj;jy; jpl;lj;jpy; fhzg;gl Ntz;ba $Wfs;: ghlj;jiyg;G – Kbj;jjw;fhd fhy msT – Njitahd Jizf; fUtpfs; - fw;gpj;jy; Nehf;fq;fs; (nkhopg; ghlj;jpy; nkhop> tpOkpak; rhh;e;j Nehf;fq;fs;) – Njitahd Jizf; fUtpfs; - fw;gpj;jy; mOj;jq;fs; - fw;gpj;jy; Kiwfs; ghlk;fw;gpj;jy; jpl;lg; gbtk; - nkhopg;ghlj;jpw;Nfw;wthW tbtikf;fg;gl;l tbtk; - nfh;ghh;l; my;yJ gpw Vw;Gila tbtq;fs;.

myF 9: fw;wy; fw;gpj;jiy kjpg;gply;;

Fiwawpjy; - Fiwf;fisjy; - Kd;dwpTj; Njh;T- njhlh;r;rpahd kw;Wk; KOikahd rPh; kjpg;g{L - tha;nkhop tpdhf;fs; - vOJepiy tpdhf;fs; - goFnray;fs;> njhlh;nray;fs;> tpdhj; jsq;fs;> tFg;giw tpdhf;fs; - tsh;twp – njhFepiy- epiyf;Nfw;w tpdhf;fs; - tsh;twp tpdhtiffs; - tpdhg; gz;Gfs; - Njh;T tpdhf;fs; - tpdh tiffs; - nkhopj; jpwd;> ,yf;fpaj; Njh;r;rpfis msf;Fk; tpdhf;fs; - tpdhf;fisj; jahhpj;jy; - milTj; Njh;tpidj; jpl;lkpLjy; - tpdhj;jhs; tiuT – tpdhj; jhs; jahhpj;jy;.

myF 10: jkpopy; kjpg;gply;

tpdhf;fs; - mftak;> Gwtak; - ,t;tpU tiffspy; mikg;Gf;fs; – xt;nthd;wpd; Njh;Tg; gad;ghLfs; - ,tw;iwg; gw;wpa gpiog;gl;l fUj;Jf;fs; - ,tw;iw jahhpf;Fk; Kiwfs; - eilKiwapy; fhzg;gLk; tpdhg; gpwo;Tfs;> milTj; Njh;T> Njh;Tj; jhs; jahhpj;jy; - tpdhj;jhs; jpl;l tiuT – tpilj;jjhs; mstpLjy; - tpdhg; gFg;gha;T – Kiwfs; khzthpd; tpilj; jhs;fSf;F kjpg;ngz; msit toq;fp mth;fspd; Njh;r;rpj; jd;ikapid kjpg;gply; (Gs;spapay; msitfs; nfhz;L). juTfs; kw;Wk; tiuglq;fs;> kjpg;ngz;fs; gFg;gha;T kw;Wk; tpsf;fk;.

nray;ghLfs;

myF 1.

1. mbg;gil jpwd;fis fz;Lgpbg;gjpy; Nrhjid Nkw;nfhs;sy;.
2. gilg;ghw;wy; %yk; rpW ftpij vOjr; nra;jy;.
3. r%f kuGfisg; giwrhw;Wk; tz;zk; xU FLk;g cwtpd; tptuq;fisr; Nrfhpf;fr; nra;jy;.
4. r%fj;jpy; epfo;e;j VjhtJ jpUtpohitg; gw;wp fye;Jiuahlr; nra;jy;.

myF 2

5. nra;As; gFjpapy; tUk; fUj;Jf;fisf; nfhz;L VjhtJ ehlfk; ebf;fr; nra;jy;.
6. nkhopj; jpwid Nkk;gLj;Jk; tifapy; nkhopngah;g;Gfs; Ma;T nra;tij fz;fhzpj;jy;.
7. ,izg;Gg; ghlj;ij elj;j VJtifr; nra;jy;.
8. ,yf;fzg; gphpTfspy; jdpg; gapw;rp mspj;jy;.
9. ciueilf;Fk; nra;As;eilf;FKs;s tpj;jpahrq;fis mwpar; nra;jy;.
10. jpiug;glg; ghly; %yk; ghlf; fUj;Jf;fis vt;thW khzth;fis ftuyhk; vd;gij nra;J fhl;ly;.

myF 3

11. jpl;lkpl;Lf; fw;wiy E}y; tbtpy; jahhpf;f gzpjy;.
12. gy;NtW tif mw ehlfq;fis tFg;gpy; ebf;fr; nra;jy;.
13. khiy Neuq;fspy; Nkw;ghh;it gbg;G Nkw;nfhs;s rpwg;G Vw;ghL nra;jy;.
14. Gzpapilg; gapw;rp Nkw;nfhs;Sk; ,lj;jpw;F ,th;fis mioj;J nrd;W fhz;gpj;jy;.
15. tpisahl;L Kiw %yk; jkpo; nrhy;ypj; jUtij nra;J fhl;Ljy;.

myF 4

16. gbf;Fk; gof;fj;ij eilKiwapy; fhz;gpj;jy;.
17. Nfl;ly; vt;thW Kjy; mbg;gil jpwdhf cs;sJ vd;gjw;fhd gapw;rp mspj;jy;.
18. nkhopr; rhuhj; Jyq;fspd; mk;rq;fis fhl;lr; nra;jy;.
19. Nfl;ly; kw;Wk; gbj;jypy; cs;s mk;rq;fis ml;ltizg;gLj;jr; nra;jy;.

myF 5

20. Ngr;Rg; Nghl;b> fl;Liug; Nghl;b gs;spfspy; elj;Jjy;.
21. rpwe;j Ngr;rhsuhf khw gapw;rp mspj;jy;.
22. Xtpak; tiue;J mtw;iw thh;j;ijfSld; ,izf;fg; gapw;rp mspj;jy;.
23. Ngr;Rk;> vOj;Jk; ,aq;Fj; jpwd; jhd; vd;gij nray; tbtpy; nra;Jf; fhl;ly;.
24. Gpw ,lq;fspy; eilngWk; Nghl;bfspy; khzth;fisg; gq;F ngw gapw;rp mspj;jy;.
25. gy;NtW gFjpapy; thOk; kf;fspd; Ngr;ir xypgug;gpd; %yk; Nfl;ly;.

myF 6

26. xU E}ypy; cs;s mwptpay; kw;Wk; njhopy;El;g thh;j;ijfisf; fz;Lgpbj;jy;.
27. mwptpay; kw;Wk; njhopy;El;g thh;j;ijfs; ve;j jpiug;glg; ghly;fspy; tUfpwJ vd;gij fz;Lgpbj;J tu gapw;rp mspj;jy;.
28. gilg;ghw;wiy Cf;Ftpf;fk; nghUl;L rpW ftpij vOjr; nra;jy;.
29. VjhtJ xU E}iy ed;whf gbf;Fk;gbr; nra;J mtw;wpd; fUj;Jf;fis nghUs; khwhky; jpwdha;T nra;ar; nrhy;yy;.

myF 7.

30. VjhtJ xU egiu cw;WNehf;fp mth;fisg; gw;wpa jfty;fisr; Nrfhpf;fr; nra;J rhpahf cs;sjh vd xg;gpl;Lg; ghh;j;jy;.
31. ez;gh;fspd; Kf;fpaj;Jtk; fy;tpr; Rw;Wyh nry;tjpd; %yk; czUjy;.
32. fw;gpj;jy; cj;jpfis fz;Lgpbg;gjpy; gapw;rp mspj;jy;.
33. cah;epiy El;gk;> jho;epiy El;gk; NtWghLfis mwpa gapw;rp mspj;jy;.
34. xUtiug; Nghy; kw;nwhUth; nray; nra;a Cf;Ftpj;jy;.

myF 8

35. gy;NtW Jizf;fUtpfs; jahhpg;gpjy; gapw;rp mspj;jy;.
36. fw;gpj;jy; Kiwfspy; gioa Kiwia tpl Gjpa Kiw rpwe;jJ Vd; vd;gjw;fhd nray;Kiw tpsf;fk; nra;Jf; fhl;ly;.
37. xU nraiy jpl;lkply;> epiwNtw;Wjy;> Kbj;jy; Nghd;w gbepiy mbg;gilapy; nra;a rpwg;G gapw;rp mspj;jy;.
38. nkhopg; ghlj;jpd; $Wfs; ekf;F vt;thW gad;gLfpwJ vd;gij typAWj;jy;.
39. n`h;gh;l; gbepiy kw;Wk; GSk; tifg;ghL ,tw;wpw;f;fpilNaAs;s tpj;jpahrq;fis khzth;fisr; nrhy;yr; nra;jy;.

myF 9

40. khjphp tpdhj;jhs; tbtikg;gjpy; gapw;rp mspj;jy;.
41. Kd;dwpT tpdhtpw;F Xh; xj;jpifg; ghh;j;jy;.
42. Fiwawpj; Njh;Tk;> FiwjPh; Njh;Tf;FKs;s tpj;jpahrq;fis nray; tbtpy; nra;J fhl;Ljy;.
43. tha;nkhop gapw;rpf;Fk; vOJepiyg; gapw;rpf;Fk; jdpg; gapw;rp mspj;jy;;.

44. tpdh tiffis gw;wpa xU khjphpiar; nra;J tur; nra;jy;.

myF 10

45. kjpg;ngz;fisf; nfhz;L Gs;sp tptu tiuglq;fs; tiuag; gapw;rp mspj;jy;.
46. kjpg;ngz;fis vt;thW fzpg;nghwp> ,iza jsk; nfhz;L vspjpy; fzf;fplyhk; vd;gjw;fhd gapw;rp mspj;jy;.
47. VjhtJ xU Nghl;bia elj;jp KbntLj;jy;.
48. mfta tpdh> Gwta tpdh khjphpfis jahh; nra;J tpisahl gapw;rp mspj;jy;.
49. kjpg;gPl;Lg; gbtj;ijf; nfhz;L mwpf;ifj; jahhpj;jy;.
50. gy;NtW tif gjpNtLfis khjphp tbtpy; jahh; nra;J tur; nra;jy;.

ghh;it E}y;fs;.

1. **Ez;zpiyf; fw;gpj;jy**;> tp. fzgjp> rhe;jh gg;sp\h;];> nrd;id.
2. **ige;jkpo; fw;gpf;Fk; Kiwfs**;> F.gh.NtZNfhghy;> rhujh gjpg;gfk;.
3. **jkpo; ,yf;fz ,yf;fpa mwpKfk**;> tp.fzgjp> rhe;jh gg;sp\h;];> nrd;id.
4. ;;**MWKfehyth;> ed;D}y;> ,yf;fz E}y;**
5. **ghlE}y;fspy; jkpo; ,yf;fpaj;jpd; gq;F** – F. tp[ah gg;sp\h;]; > nrd;id -14 (2011)
6. **ghlg;nghUs; kw;Wk; jkpo;f; fw;gpj;jy**;> Nguhrphpah; tp. fzgjp kw;Wk; gpwh;. gg;sp\h;]; > nrd;id 14. (2013)
7. gp. ,uj;jpdrghgjp> **nrk;nkhopf;fy;tp** (jkpo;)> rhe;jh gg;sp\h;];. nrd;id -14 (2007)
8. Kidth; c. gpughfud;> **jkpo; fw;gpj;jy; Kiwfs; (nghJj; jkpo;)** mutpe;j; gjpg;gfk;> Fk;gNfhzk;. (2012)
9. Kidth; gh.tPug;gd;. **njhlf;f epiyapy;p jkpo; fw;gpj;jy**;> N[hjpg;gphpah> nrd;id – 61. (2005)/
10. Nguhrphpah; gp. ,uj;jpdrghgjp. **tpdhf;fspy; tphpry;fs**;> rhe;jh gg;sp\h;]; > nrd;id -17(2002)
11. Nltpl; N[f;fg;rd; kw;wk; gpwh;> **fw;gpj;jy; jpwd; mZFKiwfs**;. rhh;y]; ,. Nkhpy; gg;sp\h;]; fk;ngdp> ,yz;ld; (2001)
12. ehh;kd; ,. fpnusyhz;l;. **milTr; Nrhjidia vt;thW fl;likg;gJ**> gphpd;il]; My;> epa+ n[h;rp. mnkhpf;fh (1988 my;yJ jw;fhypf gjpg;G)
13. **ghlg;Gj;jfj; jahhpg;gpy; jha;nkhopapd; nfhs;iffs**;> vd;.rp.,.Mh;.b gg;sp\h;];(1970)
    jhk]; nyf;khd;> jw;fhy jkpopd; ,yf;fzk;. gp.l.vy;.rp ghz;br;Nrhp (1993).

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

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

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the course

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

UNIT – I SANSKRIT TEACHER AS A TRANSFORMER

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

UNIT – II REFLECTION ON SANSKRIT LANGUAGE

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

UNIT – III OUTCOME BASED TEACHING OF SANSKRIT

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

UNIT – IV PLANNING OF TEACHING IN SANSKRIT LANGUAGE

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

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

UNIT – V METHODS, AND APPROCHES IN TEACHING SANSKRIT

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

UNIT – VI TECHNOLOGY USAGE FOR TEACHING OF SANSKRIT LANGUAGE

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

UNIT – VII PLACE OF SANSKRIT IN CURRICULUM

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

UNIT – VIII SANSKRIT LABORATORIES

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

UNIT – IX ASSESSMENT AND EVALUATION IN SANSKRIT

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

UNIT – X PROFESSIONAL DEVELOPMENT OF SANSKRIT TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I

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

UNIT – II

5. Explain historical development Sanksrit language by using necessary pictures.

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

UNIT- III

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

UNIT- IV

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

UNIT - V

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

UNIT –VI

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

UNIT – VII

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

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

OBJECTIVES: At the end of this course the student – teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

This can be done by organizing a bridge course, written tests on the content, by giving assignments, by conducting quiz programmes by organizing group discussions etc. This exercise can be done by allocating 10 minutes in the period allotted every day or by taking extra periods.

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

UNIT – I COMMERCE EDUCATION AND LIFE LONG LEARNING

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

UNIT - II LEARNING STRATEGIES IN COMMERCE EDUCATION

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

UNIT - III APPROACHES IN TEACHING OF ACCOUNTANCY

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

UNIT- IV COMMERCE CLASSROOM CLIMATE AND ITS MANAGEMENT

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

UNIT - V INSTRUCTIONAL MATERIALS

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

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

UNIT - VI PROBLEMS OF COMMERCE TEACHING

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

UNIT - VII ROLE OF EDUCATIONAL ORGANIZATIONS

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

UNIT - VIII COMMUNITY RESOURCES

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

UNIT - XI EXPLORING LEARNERS OF COMMERCE

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

UNIT - X RECENT DEVELOPMENTS IN COMMERCE:

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

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

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

UNIT – II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

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

UNIT - VI

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

UNIT –VII

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

UNIT – VIII

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

UNIT - IX

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

UNIT - X

1. Prepare an album depicting the historical development of WTO.

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

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

OBJECTIVES: At the end of this course the student–teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

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

UNIT – I AIMS AND VALUES OF COMPUTER SCIENCE

a. Nature, Scope and Meaning of Computer Science.

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

UNIT – II TEACHING COMPUTER SCIENCE

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

UNIT- III HIGHER SECONDARY CURRICULUM AND DEVELOPMENT

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

UNIT – IV CLASSROOM CLIMATE AT HIGHER SECONDARY LEVEL

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

UNIT – V CO-CURRICULAR ACTIVITIES IN COMPUTER SCIENCE

a. Co-curricular activities in computer Science, Role of teacher in co-curricular activities, types of co-curricular activities.
b. Strengthening Computer Science Education: Online courses, Social Networks, Blogs, Cloud computing, Android, Windows, Cyberspace Threats and Solutions, Spyware

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

UNIT - VI ASSIGNMENTS AND REVIEW

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

UNIT – VII EXPLORING LEARNERS OF COMPUTER SCIENCE

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

UNIT – VIII PROFESSIONAL DEVELOPMENT OF TEACHERS

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

UNIT – IX SYSTEM APPROACH IN TEACHING AND LEARNING

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

UNIT – X CO-OPERATIVE AND COLLABORATIVE LEARNING

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

1. Prepare a power point presentation on computer virus.
2. Prepare a portfolio on ‘Applications of computer in schools’.
3. Prepare a model highlighting the topic ‘computer and innovations’.

UNIT – II

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

UNIT – III

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

UNIT - IV

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

UNIT - V

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

UNIT –VI

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

UNIT – VII

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

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

4. Chauhan, S.S., **Innovations in Teaching Learning Process**, Vikas Publishing House Private Ltd., 1995.
5. Davis, **Computer Today**, McGraw Hill Delhi.
6. Goel, H. K. (2007). **Teaching of Computer science,** New Delhi: R.Lall Books.
7. Harley, H.K. (2007). **The internet: complete reference**. New Delhi: Tata McGrow Hill pub.co., Ltd.
8. Krishna Sagar, (2005) **ICTs and teacher training**, Delhi: Tarum offset.
9. Malvino, **Digital Computer Electronics**, TMH, Delhi.
10. Nair, C.P.S., **Teaching of Science in Our School**, Chand & Co., Pvt Ltd., New Delhi.
11. Rao, P.V.S., **Computer Programming**, TMH, Delhi.
12. Roger Humt Hon Shelley, **Computers and Common Sense**, Prentice Hall (India) Delhi.
13. Sharma, R.A. (2008).**Technological foundation of education**. Meerut: R.Lall Books Depot.
14. Shied, **Introduction to Computer Science**, SCHAVM.
15. Sing, Y. K. (2009). **Teaching Practice.** New Delhi: APH Publishing Corporation.
16. Stanely Pogrow, **Education in the Computer Age,** Sage Publication, Delhi, 1993.
17. Steeven M. Rass, **Basic Programmking for Education**, Pentic Hall, New York, 1990.

PEDAGOGY SUBJECT-2

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

OBJECTIVES: At the end of the course the student teachers will be able to

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

A) COURSE DESCRIPTION

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

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

B) CONTENT OF THE COURSE

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

UNIT – I TEACHER AS A TRANSFORMER

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

UNIT – II FACTORS AFFECTING LANGUAGE LEARNING

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

UNIT – III DEVELOPING COMMUNICATION SKILL IN ENGLISH

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

UNIT – IV ENGLISH LANGUAGE EXPERIENCES

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

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

UNIT – V ADVANCED METHODS OF TEACHING ENGLISH AND CONDUCIVE LEARNING ENVIRONMENT

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

UNIT - VI USE OF TEACHING AIDS IN TEACHING OF ENGLISH AND ROLE OF LANGUAGE LABORATORY IMPROVING LANGUAGE SKILLS

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

UNIT - VII TYPES OF COURSES FOR DEVELOPING SECOND LANGUAGE LEARNING

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

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

g. Identification of the lexical, syntactic and textual structures - content and method of natural link between structural linguistics and behaviorist learning theory.
h. Communicative Language Teaching (CLT): the impetus for the development of CLT.

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

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

UNIT – IX THE ROLE OF ORGANIZATIONS PROMOTING ENGLISH LANGUAGE TEACHING

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

UNIT –X ADVANCED GRAMMAR

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

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

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

UNIT - II

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

UNIT - III

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

UNIT - IV

7. Select two groups of students and teach one group with repetitions and substitute drills and the other group with out using these skills. Compare the performace of thses two groups.
8. Organize a debate on using literature for learning of English at the higher secondary level.

UNIT - V

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

UNIT - VI

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

UNIT - VII

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

19. Identify the grammatical errors from your peer students note books and write necessary correction.
20. Select any passage from any 10^{th} standard prose lesson and underline Noun pharse, modifier, adverbials and adjectival pharses.

D) LIST OF TEXT & REFEREMCE BOOKS:

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

COURSE IV (b): jkpo; fw;gpj;jy; - II
CODE : BEDN 1222 LO/W – 4

Nehf;fq;fs;

1. jkpopd; rpwg;Gfis tpsf;Fjy;.
2. fy;tp Vw;ghl;by; jha;nkhop ngw;Ws;s ,lj;ij kjpg;gpLjy;.
3. nkhopapay; Nfhl;ghLfs; mbg;gilapy; jkpiof; fw;gpj;jy;.
4. nkhop fw;wy; nfhs;iffis mwpe;J mtw;iwg; nghUj;jkhf fw;gpj;jypy; gad;gLj;Jjy;.
5. Kj;jkpo; tsh;r;rp epiyfis vLj;Jf;fhl;Lfs; je;J tpsf;Fjy;.
6. Itif ,yf;fzk; fw;gpg;gjw;Fhpa Nkw;Nfhs; E}y;fisg; gad;gLj;Jjy;.
7. ,yf;fpaq;fis mtw;wpd; tiff;Nfw;gj; jpwha;T nra;Ak; Kiwfis khzth; Nkw;nfhs;sr; nra;jy;.
8. khzth;fs; nkhopahf;fj; jpwd;ngw topfhl;ly;.
9. khzth;fspilNa gilg;ghw;wy; jpwid tsh;f;Fk; Kiwfis Nkw;f;nfhs;sy;.

10. ,yf;fpaf; fy;tp thapyhf khzth;fspilNa tpOkq;fisg; gjpj;jy;.

gapw;rp tpsf;fk;

jkpo; mwpitg; gd;klq;F ngUf;fpf; nfhs;sy;. jkpo; tsh;r;rpf;Fg; gy;NtW kd;wq;fisAk;> fofq;fisAk; Vw;gLj;jp nghJkf;fspilNaAk; khzth;fspilNaAk; Nghl;bfs; elj;Jjy;. jkpowpQh;fspd; tho;f;ifia ikag;gLj;jp ehlfq;fs; elj;jp nghJkf;fspilNa nfhz;Lr; nry;Yjy;. jkpo; E}yfk;> fz;fhl;rp Nghd;wit Vw;ghLr; nra;jy;. jkpopy; GJikfis GFj;jr; nra;jy;. Muha;r;rp mwpit Vw;gLj;jp jkpo; jioj;Njhq;f toptifr; nra;jy;. gpw nkhopf; ftpijfis nkhopahf;fk; nra;jy;. ekJ nkhopapy; cs;sij gpw nkhop kf;fSk; czUk; tz;zk; kpspur; nra;jy;. jkpo; mfuhjp ghh;f;Fk; gof;fj;ij gd;klq;F tsh;j;jy;. vg;nghOJk; jkpo; vd;w fUj;Jzh;Tld; ,Uf;fr; nra;jy;. nkhopg; gapw;wha;Tf; $lk; %yk; gpw nkhop khzth;fSf;F jkpo; fw;gpj;jy;. ,yf;fzj;ijAk; gilg;ghw;wiyAk; gy;NtW clypay; kw;Wk cstpay; mbg;gilapy; gapw;rp mspj;jy;. vOj;Jr; rPh;jpUj;jq;fis Nkw;nfhs;s toptifr; nra;jy;. ,tw;wpd; %yk; xt;nthU khzth;fspd; jdpj;jpwikia ntspf;nfhz;L tUjy;.

gapw;rp ghlg;nghUs; mikg;G

,e;j jhs; gj;J myFfisf; nfhz;lJ. jkpo; nkhopapd; Njhw;wk;> jdpj;jd;ik> rpwg;Gfs;. gw;wpAk; jkpo; fiyj;jpl;l vt;thW mika Ntz;Lk; vd;gijg; gw;wpAk; gy;NtW mwpQh;fspd; fUj;Jf;fs;> Nfhl;ghLfs; gw;wpAk;> nkhopahf;fk; gw;wpAk; ,yf;fz mwptpd; Kf;fpaj;Jtk; gw;wpAk; Kj;jkpopd; rpwg;G gw;wpAk; vt;thW jkpo; mwpit kjpg;gplg; gl Ntz;Lk; vd;gijg; gw;wpAk; ,j;jhs; cs;slf;fpAs;sJ.

gapw;rpf;fhd Kd; Maj;jk;

,J jkpo;ehL muR ghlj; jpl;lj;jpw;Nfw;g Mwhk; tFg;G Kjy; gdpnuz;lhk; tFg;G tiu khzth;fSf;F jkpo; mwpit tsh;f;f Vw;gLj;jg;gl;lJ. tpdhb tpdh> fye;Jiuahly;> ,yf;fpa kd;wq;fs; Nghd;w nray;ghLfs; nra;a toptifr; nra;fpwJ. Xt;nthU ehspYk; xU ghl Ntisapy; Fiwe;jg;gl;rk; gj;J epkplq;fshtJ nray;ghl;bw;F xJf;FtJ mtrpakhFk;.

myF 1 jkpo;nkhopapd; Njhw;wk;> tsh;r;rp> jdpj;jd;ik

nkhop> Ngr;Rnkhop> vOj;Jnkhop> nkhopapd; ,d;wpaikahik> nkhopapd; gz;Gfs;> nghUl; fl;bd;ik> Gj;jhf;f tpisik> Kiwik> xypg;Gilik> r%fj; jd;ik> FwpaPl;Lj; jifik> nkhopj; Njhw;wf; nfhs;iffs;> gz;ilaf; nfhs;iffs;> ,f;fhy nkhopapyhsh;fspd; fUj;Jf;fs;> nkhopapd; tsh;r;rp> jkpo;nkhopapd; tuyhWk; tsh;r;rpAk;> jkpo;nkhop tsk;> jkpo; nkhop tsk;> jkpo; thptbt tuyhW> jkpo; vOj;Jr; rPh;jpUj;j tuyhW> nkhop khWghLfs;> fpisnkhop> nghJnkhop> jkpo; nkhopapd; jdpj;jd;ik> mwpQh; fUj;Jf;fs;.

myF 2: fy;tp Vw;ghl;by; (fiyj;jpl;lj;jpy;) nkhopapd; ,lk;.

fy;tp Vw;ghL – fy;tp Vw;ghL cUthf;Fjypy; rpy mbg;gilf; nfhs;iffs; - Njrpaf; fy;tpf; nfhs;if – 1986 Kjy; ,d;W tiu - ,d;iwa fy;tpapy; Vw;gLk; rpf;fy;fs; - gs;spf; fy;tp Vw;ghL – jkpo; nkhopapd; ,lk; - jkpo; fw;gpj;jypd; Nehf;fq;fs; -nkhopg; ghlj;jpd; rpwg;Gf; $Wfs; - Njrpa fy;tpf; Fwpf;NfhSk; gs;spf; fy;tp Vw;ghl;bw;Fk; cs;s njhlh;G – topfhl;Lk; nfhs;iffs; - ngz;fy;tp – Rw;Wr;#oy; tpopg;Gzh;T – fy;tpchpikfs; - fy;tpiag; gutyhf;f murpd; nray; jpl;lq;fs; - kjpg;Gf; fy;tp.

myF 3: nkhopapay; Nfhl;ghLfs;.

Xyp nkhopahjy; - xypAk; vOj;Jk; - jkpo; vOj;Jf;fspd; gpwg;G – ed;D}yhh; nfhs;if – gpwg;gplKk; Kaw;rpAk; (ed;D}y;) ed;D}ypy; ,lh;g;gLk; - nkhopapayhsh; nfhs;if nkhopapd; mikg;G – xypadpay; - cUgdpay; - khw;nwhypfs; - nrhy;tif – njhlhpay; - thf;fpaKk; thf;fpa tiffSk;. njhlhpaypy; xypia MuhAk; Kiwfs; - Nfhl;ghLfs; - xypad;fisf; fhz;gjw;fhd nfhs;iffs; - jkpo; vOj;Jf;fspy; FwpYk;> nebYk; - xypg;gjw;Fhpa nghJ ml;ltiz: caph;> nka;> rpwg;ngOj;J> Ma;jk;.

myF 4: nkhopf; fw;wy; nfhs;iffs;

,Unkhopf; nfhs;if> Kk;nkhopf; nfhs;if> Mh;tk;> Cf;fk;> nkhopf; fy;tpapd; ,d;wpaikahik – nkhopAk; r%fKk; - nkhoptsh;r;rpapy; #o;epiy – cwT KiwAk; nkhopAk; - rKjha tof;Ffs; - nkhop fw;wYf;fhd cstpay; nfhs;iffs;: ,af;ff; fy;tp> fUj;Jf; fy;tp> ,f;nfhs;ifahsh;fs; nkhop tsh;r;rp gw;wpf; nfhz;Ls;s fUj;Jf;fs; - mf;fUj;Jf;fspd; Vw;Gk; kWg;Gk;.

Foe;ij tsh;r;rpAk; nkhop fw;wYk;: %tif epiyfs;.

myF 5: Kj;jkpopd;; tsh;r;rp epiy

jkpo; vOj;Jis khw;wpaikj;jy;> jkpo; nkhopapd; fpis kw;Wk; nghJ nkhop> ,yf;fpa tif: ftpij – ahg;gpay; E}w;fs;- xt;nthd;iwg; gw;wpAk; rpW Fwpg;Gf;fs; - jw;fhy kuGf; ftpijr; rhd;Nwhh;fs; - ghujpahh;> ghujpjhrd;> Rujh> ehkf;fy; ftpQh;> ftpkzp> Re;jhde;j ghujp> Gyth; Foe;ij> Kbaurd;> fUzhde;jk;> fz;zjhrd;> GJf;ftpij: tiuaiwfs; - GJf;ftpijf; fhyk;: kzpf;nfhb> thdk;ghbf; fhyq;fs;> GJf;ftpij Gide;Njhh;: F.gpr;r%h;j;jp> GJikg;gpj;jd;> <NuhL jkpod;gd;> eh. fhkuhrd;> Nkj;jh> ,d;Fyhg;> kPuh> rpw;gp ghyRg;gpukzpak;> ituKj;J – mg;Jy; uFkhd;> ma;f;$ ftpijj; Njhw;wk; tsh;r;rp. ,irj; jkpo;;> ,irj; jkpo; ,yf;fpaq;fs; ,yf;fpar; rhd;Wfs; - kiwe;JNghd ,irj;jkpo; E}y;fs;> gpw;fhy ,irj; jkpo; tsh;r;rp> ehlfq;fs;> gz;ila ehlfq;fs; - jpiug;glq;fs;> gy;Y}lfk;> FOf; fw;gpj;jy;> fw;gpj;jy; ,ae;jpuk;> nray; njhlh; Muha;r;rp.

myF 6: ,yf;fz mwpT

Fwpy;> neby;> Ma;jk;> capnuOj;J> nka;naOj;J> thf;fpa mikg;G> Itif ,yf;fzk; - gs;spf; fy;tp ghlj;jpl;lj;jpw;fhd ,yf;fzg; ghh;it E}y;fs; - ed;D}y; - ahg;gUq;fyf; fhhpif – jz;bayq;fhuk; - ek;gpafg;nghUs; - Gwg;nghUs; ntz;gh khiy Mfpa ,yf;fz E}y;fs; - mtw;wpYs;s ghlk; njhlh;Gila E}w;ghf;fs; midj;Jk; - tpsf;fq;fSld; - mtw;wpw;fhd eilKiw tho;f;if vLj;Jf;fhl;Lf;fs;.

myF 7: ,yf;fpaj; jpwdha;T

jpwdha;tpd; Njhw;wk; - ,d;iwa jpwdha;T – epoy; jpwdha;T tiffs; - Nfhl;ghLfs; - ,yf;fpa Ma;T newpKiwfs; - ,yf;fpa tiffSf;Nfw;w Ma;T newpKiwfs;: Gjpdk;> rpWfij> rpWth; ,yf;fpak;> ehlfk;> ehl;Lg;Gw ,yf;fpak;> gaz ,yf;fpak; Kjypad.

myF 8: nkhopapd; gzpfSk; nkhopahf;fKk;

nkhopapd; gzpfs;: Rl;ly;> fpsh;j;jy;> J}z;ly;> nrwpt+l;ly;> vjpuhly;> nkhopapay;> nkhopahf;f topKiwfs;> nkhopngah;g;Gk;> nkhopahf;fKk; - xypngah;g;G – nkhop ngah;g;G> fUj;Jg; ngah;g;G> GJr;nrhw; gilg;G> nkhopahf;fg; gz;Gfs;: msT> ,dpik> rPh;ik> nkhopahf;f Kidg;Gfs; - fUjj;jf;fd> ngz; fy;tp> Rw;Wr; #oy; fy;tp> ed;ndwpf; (kjpg;G) fy;tp> fy;tp chpik.

myF 9: jkpo;f; fy;tpapy; gilg;ghw;wy; jpwd; tsh;j;jy;.

tFg;giwapy; nraY}f;fk; - gilg;ghw;wy;: gFj;jy; - njhFj;jy; - eilKiwg; gad;ghl;lhf;fk; - gilg;ghw;wy; jd;ikfs; - gilg;ghw;wiy tsh;f;Fk; #oy;fs;: jfty; jpul;ly;> Nkk;gLj;jy;> jOty;> <Lfl;ly; - kpFj;Jk; Fiwj;Jk; fhzy; - kPs itj;jy;> ,izj;jy; - gilg;ghw;wy; tbtq;fs; - gilg;ghw;wy; tsh;f;Fk; nray;ghLfs; jsph;epiy – tsh;epiy.

myF 10: jkpo;nkhopAk; tpOkg; gjpTk;

tpOk tiffs; - xOf;fk; rhh;e;j tpOkq;fs; - ek;gpf;ifAilaJ – gzpT- nghWg;G- Neh;ik> gpwiuf; fUJjy; - Fbik –gUg;nghUs; tpOkq;fs;: KUfpay;: KUfpay; tpOkq;fSk; fy;tpAk;> mwpthh;e;j tpOkq;fs;> khe;jh;Neak;> jpwdha;Tr; rpe;jid> gbg;ghh;e;j kjpg;Gf;fs;> mwptpay; tpOkq;fs; - cs;spay;G tpOkq;fy; - GwTe;jy; tpOkq;fs; - Ftya czh;T tpOkq;fs; - FOrhh; tpOkq;fs; (rKjha tpOkq;fs;) – tpOktiffspd; ,ay;G - ,yf;fpaq;fspy; tpOkq;fs;: rq;f ,yf;fpaq;fs; Kjy; jw;fhyk; ,yf;fpaq;fs; tiu> tpOkr; rPuoptpidr; rPh;nra;a ,yf;fpaq;fs;.

nray;ghLfs;

myF 1.

1. nkhopj; Njhw;wf; nfhs;ifia nray; tbtpy; tpsf;Fjy;.
2. nkhopapd; cl;gphpTfisAk;> fpis nkhopfisAk; nfhz;Lr; nry;Yjy;.
3. jkpo; mwpQh;fspd; glq;fis tiue;J tur; nra;jy;.
4. jkpo; mwpQh;fspd; Ngr;rhw;wiy mth;fspd; mhpa fUj;Jf;fs; %yk; epidtpw;Ff; nfhz;L tUjy;.

myF 2

5. ngz;fspd; Kf;fpaj;Jtk; jkpo; mwpQh;fspd; fUj;J %yk; czu itj;jy;.
6. Rw;Wr; #oypd; Kf;fpaj;Jtj;ij czh;j;Jk; tifapy; mijg; gw;wpa tpopg;Gzh;T ehlfq;fis kf;fsplk; ebj;Jf; fhl;ly;.
7. Njrpaf; fy;tpf; nfhs;if typAWj;jpAs;s Njhl;lk; mikj;jy;> ifNtiyg;ghL> Nahfh> clw;gapw;rp Nghd;wit khzth;fSf;F mspj;jy;.
8. Guhz fijfs;> ePjpf; fijfs; Nghd;wit nrhy;y gapw;rp mspj;jy;.
9. KjpNahh; fy;tp> mwpnthsp> khw;Wj;jpwdhsp gs;sp Nghd;w ,lq;fspYk; fy;tp gw;wpa tpopg;Gzh;it Vw;gLj;jy;.

myF 3

10. vOj;Jf;fs; fw;gjpYk;> NgRtjpYk; gapw;rp mspj;jy;.
11. ed;D}yhh; Nghd;wit $wpAs;s #j;jpuq;fis kdg;ghlk; nra;J tur; nra;jy;.
12. thf;fpa mikg;gpd; NtWghLfis ml;ltiz mikj;J Ghpe;Jf;nfhs;sr; nra;jy;.
13. vOj;Jg; gapw;rp toq;f ehd;F thpj; jhspy; gapw;rp jUjy;.
14. caph; kw;Wk; nka;naOj;Jf;fspd; tiffis milahsk; fhz tpiojy;.

myF 4

15. Foe;ij gUtj;jpd; gy;NtW tiffis glk; tiue;J tUjy;.

16. nkhopapd; Kf;fpaj;Jtj;ij ,Unkhop> Kk;nkhop nfhs;iffs; %yk; nray; tbtpy; nra;Jf; fhl;ly;.
17. nkhop tsh;r;rpapy; cjTk; $Wfshd tPL> gs;sp> r%fk; Nghd;wtw;wpd; gq;if mwpjy;.
18. nkhop Nkk;ghl;bw;F cjTk; clypay; kw;Wk; cstpay; $Wfisg; gl;baypl;L tur; nra;jy;.

myF 5

19. ftpQh;fisg; gw;wp Ngr;R Nghl;b elj;Jjy;.
20. jpiug;gl ghly;fspy; vt;thW gpwnkhop fyg;G jhf;fj;ij Vw;gLj;jp cs;sJ vd;gij milahsk; fhzy;.
21. GJf; ftpij gw;wp xU tpthjk; Vw;ghL nra;jy;.
22. ftpQh;fspd; ftp thpfis myRjy;.
23. FOf; fw;gpj;jy;; khjphp mikg;ig elj;jpf; fhl;ly;.
24. ,irj; jkpopd; Kf;fpaj;Jtk; NtWghl;L xyp %yk; czur; nra;jy;.

myF 6

25. Fwpy;> neby; cr;rhpg;ig gapw;rp %yk; nra;Jf; fhl;ly;.
26. Itif ,yf;fzk; gw;wp glk; tiue;J tur; nra;jy;.
27. vOj;Jf;fspd; gpwg;ig mwpjy;.
28. ,yf;fz E}y;fspilNaAs;s NtWghLfis mwpe;J ml;ltizj; jahhpj;jy;.

myF 7.

29. VjhtJ xU E}iyj; jpwdha;Tr; nra;jy;.
30. khzth;fspilNa rpWfijiag; gbf;Fk; gof;fj;ij jpdKk; Xh; fij nrhy;y itg;gjd; %yk; nra;fpNwhk;.
31. ehl;Lg;Gw ghly;fs;> fijfs;> kUj;Jtk; %yk; fpuhkg; Gw kf;fspd; tho;it czu KbAk; vd;gjhy; jpdk; xU fUj;jij khzth;fsplk; tFg;gpy; nrhy;yr; nra;jy;.
32. rpWth; ,yf;fpak; ehlf tbtpy; ebg;gJ %yk; mth;fs; vz;zj;ij ehk; mwpe;J nfhs;fpNwhk;.
33. mhpr;re;jpuh ehlfk;> ey;yj;jq;fhs; Nghd;w mwnewpf; fijfis ebj;Jf; fhl;ly;.

myF 8

1. fw;gpj;jy; Jizf;fUtpiaj; jahhpj;jy;.
2. ngz; fy;tpAk; ngz;fspd; epiyAk; typAj;jy; kw;Wk; rhjid nra;j jkpo; ngz; Gyth;fspd; glq;fisr; Nrfhpj;J tUfpNwhk;.
3. Rw;Wr; #oy; khrile;jhy; vd;dthFk; vd;gjpd; %yk; mjw;fhd tpopg;Gzh;T ehlfq;fis Vw;ghLr; nra;jy;.
4. nkhopapd; gzpfis glq;fSld; tpsq;fk; nra;J tu gzpf;fpNwhk;.
5. gy;NtW chpikfisf; $wp fy;tp chpikapd; Kf;fpaj;Jtj;ij kdtiuglk; %yk; tiue;J tur; nra;jy;.

myF 9

1. gilg;ghw;wy; jpwd; %yk; ftpij> fl;Liu> ma;f;$> GJf;ftpijg; Nghd;wit vOjp tur; nra;jy;.
2. gilg;ghw;wy; rk;ke;jkhd glq;fs; tiue;J tUjy;.

3. nkhopngah;g;G> nkhopahf;fk; NtWghl;ilf; $wp mitAk; gilg;ghw;wyh? vd;gij tpsf;FfpNwhk;.
4. gs;sp tshfk; vd;w mbg;gilapy; Njhl;lq;fs; mikj;J mq;fhq;Nf gilg;ghw;wy; njhlh;Gila ftpQh;fspd; glq;fis itf;fpNwhk;.
5. gilg;ghw;wiy tsh;f;Fk; nghUl;L thpirg;gLj;Jk; thf;fpaq;fis je;J thpirg;gLj;jr; nra;jy; kw;Wk; rhpahd tpiliaj; Njh;Tr; nra;Ak; gapw;rp mspf;fpNwhk;.

myF 10

1. Gs;sp tptuq;fis mwpjYk; tiuglk;> tpsf;fg;glk; tiujYf;Fkhd gapw;rp mspf;fpNwhk;.
2. rq;f ,yf;fpak; Kjy; jw;fhypf ,yf;fpak; tiuAs;s E}y; fUj;Jf;fis gbj;J mtw;iw kjpg;gPLr; nra;fpNwhk;.
3. Njrj; jiyth;fspd; gpwe;j ehis rpwg;ghff; nfhz;lhlr; nra;jy;.
4. fy;tpr; Rw;Wyh> nghUl;fhl;rp> fz;fhl;rp> Njrj; jiyth;fspd; jpiug;glq;fs;> rKjha tsikaq;fs; Nghd;wtw;wpw;F mioj;Jr; nrd;W mtw;wpd; Kf;fpaj;Jtj;ij czu itf;fpNwhk;.
5. rpy gapw;rp %yk; ehnefpo;> ehgpwo; gapw;rp mspj;J rpwg;ghd Ngr;ir tsh;f;fpNwhk;.
6. tpOk tiffisg; gy;NtW tifapy; mikj;J rhpahd tifapy; tpOk kjpg;ig nra;fpwij ghh;itaply;.

ghh;it E}y;fs;

1. **jkpo;r; Rlh; (tpdh-tpil)>** tp.fzgjp> rhe;jh gg;sp\h;];> nrd;id.
2. **jkpo; ltif ghlq;fSk;> jpwd; mbg;gilapy; fw;gpj;jy**;> tp. fzgjp> rhe;jh gg;sp\h;];> nrd;id.
3. Nguhrphpah; fzgjp tp> - **jkpo; ,yf;fz ,yf;fpa mwpKfk**; - rhe;jh gg;sp\h;];> nrd;id.
4. tPug;gd; gh. – **cah;epiyapy; jkpo; fw;gpj;jy; Mrphpah; ifNaL** kz;lyf; fy;tpapay; epWtdk; Njrpa Muha;r;rp gapw;rp epWtdk;> ik#h;.
5. rpq;fhuNtY Kjypahh;> mgpjhd rpe;jhkzp rhujh gjpg;gfk;.
6. **epfz;Lfs**;> #lhkzp> gpq;fyk;> jpthfuk;.
7. jpUkjp.M.RNyhr;rdh> ghjpapd; rpe;jidtPr;R> **jkpoff;fy;tp Muha;r;rp tsh;r;rp** epWtdk;> nrd;id -24. (2014)
8. jpUkjp M.RNyhr;rdh> **,yf;fpa tPr;R> jkpoff;fy;t**p> Muha;r;rp tsh;r;rp epWtdk;> nrd;id -24. (2014)
9. **jkpo; ,yf;fpaj;jpy; csg;gFg;gha;T** jkpoff;fy;tp Muha;r;rp tsh;r;rp epWtdk;> nrd;id -24 (2014)
10. jpUkjp> M.RNyr;rdh> **muq;Nfwpa Ma;Tfs**;> jkpoff;fy;tp Muha;r;rp tsh;r;rp epWtdk;> nrd;id -24 (2015)
11. ,e;jpa nkhopfspd; eLtz; epWtd ntspaPLfs;.
12. **nkhopapd; nghJikf; $Wfs; fUj;jpay; tpsf;fk**;> (nrg;lk;gh; 2014)
13. **nkhopj; Njh;tply; fl;Liufs;** (brk;gh; 2014)
14. **rq;f ,yf;fpak; fw;wy;> fw;gpj;jy**;> kjpg;gply; (etk;gh; 2013).

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

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

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

UNIT – I PRINCIPLES OF LANGUAGE TEACHING

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

UNIT – II FACTORS AFFECTING LANGUAGE LEARNING

a. Psychological factors affecting language learning – Attitude – Motives – Desires – Intelligence – Emotions – Readiness – Reward and Punishment.

b. Sociological factors affecting Language learning – Home environment – School environment – utility of the language.
c. Learning of mother tongue and learning the second language – Interference and transfer from the mother tongue.

UNIT – III DEVELOPING COMMUNICATION SKILL IN SANSKRIT

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

UNIT – IV INSTRUCTIONAL MATERIAL FOR SANSKRIT

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

UNIT – V CLASS WORK AND HOME WORK IN TEACHING SANSKRIT

a. Need and importance of class work in teaching of Sanskrit.
b. Need and importance of Home work in teaching of Sanskrit.
c. Points to be kept in mind while giving home work to the students.

UNIT – VI METHODS OF TEACHING SAHITYA

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

UNIT – VII METHODS OF TEACHING VYAKARANA

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

UNIT –VIII COCURRICULAR ACTIVITIES IN TEACHING SANSKRIT

a. Sanskrit literary clubs and other connected activities.
b. Recreation Sanskrit- language puzzles and riddles, Sanskrit crossword puzzles, end word game, language games, games for development of concentration among the students.
c. Sanskrit language laboratory.
d. Sanskrit journals.
e. Organization of sloka recitation, writing of poetry etc.,

UNIT – IX LANGUAGE AND COMPUTERS

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

UNIT – X PROPAGATION OF SANSKRIT LANGUGE

a. Propagation of Sanskrit Language in India.
b. Strategies for the propagation of Sanskrit Language.
c. Advantages of propagation of Sanskrit Language.
d. The role of educational institutes, NGOs and Government both State and Central in propagation of Sanskrit Language.
e. The future of Sanskrit Language in India.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

UNIT – VI

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

UNIT – VII

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

UNIT – VIII

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

UNIT – IX

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

UNIT – X

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

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

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

1. Recognize the role and importance of a teacher in the system of Education.
2. Recognize the aims, values and objectives of mathematics education.
3. Identify the role of different branches of mathematics and their implications on the society.
4. Correlate relationship of mathematics with other subjects and the processes and products of mathematics.

5. Translate the objectives of teaching mathematics in terms of expected behavioral out comes in order to provide appropriate learning experiences.
6. Develop the skill of Microteaching.
7. Develop competency in teaching strategies, content and in the preparation of suitable teaching-learning materials.
8. Apply various methods and techniques of teaching Mathematics.
9. Sensitize the teachers to the needs and interests of the students of Mathematics and adopt flexibility in the teaching-learning process in view of the individual differences.
10. Use the strategies of evaluation and design of the tools of evaluation.

A) COURSE DESCRIPTION:

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the course:

Analysis and review of the basic concepts of the content in the Mathematics text Books prescribed by the Government of Tamilnadu right from VI class to X Class is a pre-requisite to commence the course on pedagogy of Mathematics.

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

UNIT – I MATHEMATICS TEACHER AS A TRANSFORMER

a. Meaning, importance and need of a teacher, development of attitude and skills among the prospective teachers.
b. Evaluates the curricular approach of Mathematics in the curriculum of State syllabus.
c. Organize Quiz programmes, Laboratory and library in the schools.
d. Competencies, commitments and performances expected from a good Mathematics teacher.
e. Qualities of a good teacher in general and qualities of a Mathematics teacher in particular.
f. Activities that develop the competencies mentioned above.
g. Teacher as a researcher, collaborator with other schools.
h. Concept of transformational leadership, the role of a teacher as transformational leader.
i. Micro-teaching – concept, meaning, cycle and skills (Five skills with proper lesion plans and observation schedules).

UNIT – II THE REFLECTIONS ON MATHEMATICS

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

UNIT – III OUTCOME BASED TEACHING OF MATHEMATICS

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

UNIT – IV PLANNING OF TEACHING IN MATHEMATICS

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

UNIT – V METHODS, MODELS AND APPROACHES OF TEACHING MATHEMATICS

a. Pedagogical shift from Mathematics as a body of fixed knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach, Strategy.
c. Factors affective learning mathematics – Gagne's types of learning, ideas of Piaget and Bruner.
d. Methods of teaching Mathematics – 1) Teacher centered methods (Lecture Method, Lecture Demonstration method, Historical Method), 2) Pupil centered methods (Heuristic method, Project method, Scientific method, Inductive and deductive approaches, Laboratory method, Activity method, Programmed Instruction and CAI, Analytical and Synthetic method).
e. Models of teaching- concept attainment model of Bruner, enquiry model.
f. E-teaching/tutoring, peer tutoring.

g. Enrichment programmes – Oral Mathematics, Drill, and Problem solving exercises.
h. Recreation mathematics-puzzles, riddles, magic squares, mathematical crossword puzzles, word search.
a Vedic Mathematics and speed Mathematics, Maths Talent Search, Mathematics Olympiads.
i. Activity based Learning (ABL), Activity Learning Method (ALM), applications of ABL and ALM methods.

UNIT – VI USE OF TECHNOLOGY FOR TEACHING OF MATHEMATICS

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

UNIT – VII MATHEMATICS CURRICULUM

a. Concept and principles of curriculum construction.
b. Principles of organizing the curriculum.
c. Approaches to Curricular Organization-Concentric, Topical, spiral, Process, Concept, and Integrated, logical and psychological approaches.
d. Project Based Learning (PBL).
e. Constructivist approach.
f. Textbook – Functions and qualities, Review of school Mathematics Textbooks, and comparison with the same level contents prescribed in other Boards of examinations.
g. Recommendations of
    1. Kothari commission.
    2. NPE-86 on curriculum.
    3. NCF-2005.

UNIT – VIII MATHEMATICS LABORATORY AND LIBRARY.

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

UNIT – IX EVALUATION IN MATHEMATICS

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

UNIT – X PROFESSIONAL DEVELOPMENT IN MATHEMATICS TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT- I

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

UNIT- II

5. Make a portfolio on works of Euclid, Pythagoras, Bhaskaracharya, Aryabhattu and Srinivasa Ramanujan.
6. Visit any exclusive institute for Mathematics and record your observations.

7. Explain various things in your house in the language of mathematics.
8. Make a brief note on five Mathematics institutes in India.

UNIT- III

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

UNIT- IV

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

UNIT- V

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

UNIT- VI

25. Visit any coaching center where abacus and speed mathematics training is imparted and record your observations.
26. Prepare any two charts, two improvised apparatus and two models useful for teaching of Mathematics.
27. Prepare a CD containing any two lessons with animation and other augmentations.
28. Explain about the electronic teaching aids for better conceptualization.
29. List out ten topics where teaching aids are inevitable to use.

30. Prepare a teaching aid showing an activity for each experience of the cone given by Dale Edgar.
31. Make a whatsapp group and learn Mathematics through it.

UNIT- VII

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

UNIT- VIII

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

UNIT - IX

42. Preparation of unit test for a unit in Mathematics.
43. Give a group work to the students and assess their performance individually by adopting objective procedures.
44. Mention any two concepts and how do you teach them to your students by adopting constructivist approach?
45. Give two assignments to your students and how do you assess the performance of the students electronically?
46. Explain the methods you use to initiate group discussions among your students electronically.
47. Analyze recent X class Mathematics question paper and also analyze half-yearly examination question paper of class X and compare them and record your observations.
48. Analyze recent X class Mathematics question paper of Tamil Nadu State and compare it with that of X class Mathematics question paper of CBSE Board and record your observations.
49. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.
50. Prepare 20 questions in mathematics suitable for 10^{th} class students who wish to appear for National Talent Search Examination.

UNIT- X

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

D) LIST OF TEXT & REFERENCE BOOKS

1. Aggarwal, J. C. (2008). **Teaching of mathematics**. UP: Vikas Publishing House Pvt Ltd.
2. Bagyanathan, D. (2007). **Teaching of Mathematics. Chennai:** Tamil Nadu Textbook Society.
3. Boyer Carl, B. (1969). **A History of Mathematics**. Wiley, New York.
4. Burner, J. S. (1971). **Towards a study of Instruction**. Cambridge: Harvard University Press.
5. **Content cum Methodology of Teaching Mathematics for B.Ed;** NCERT, New Delhi.
6. Cooney. T.J., Davis, E. J. & Henderson, K. B. (1975). **Dynamics of teaching secondary school mathematics**. Boston: Houghton Company.
7. Ernest, P. (1989). **Mathematics teaching: The state of the art**. London: Falmer Press.
8. Gagne, R. M. (1990). **The learning principles: Analysis of concept learning**. New York: Merrill Publishing Company.
9. Goel, Amit. (2006). **Learn and teach mathematics**. Delhi: Authors Pres.
10. ICFAI. (2004). **Methodology of teaching mathematics**. Hyderabad: ICFAI University Press.
11. James Anbice (2005). **Teaching of Mathematics**. Neelkamal Publications.
12. Joyce & Well. (2004). **Models of teaching,** U.K: Prentice hall of India.
13. Kapur S. K. (2005). **Learn and Teach Vedic Mathematics,** Lotus Publications.
14. Kulshreshtha, A. K. (2008). **Teaching of Mathematics**. Meerut: R.Lall Books Depot.
15. Mangal, S. k., & Mangal, S. (2005). **Essentials of educational technology and management.** Meerut: loyal book depot.
16. Nalikar, J. V., & Narlikar, M. (2001). **Fun and fundamentals of mathematics.** Hyderabad: Universities Press.
17. NCERT: **Measurements and Evaluation.**
18. NCERT (2012). **Pedagogy of Mathematics,** New Delhi: NCERT.
19. Oosterhof. A. C. (1990). **Classroom applications of educational measurement.** Ohio: Merrill Publishing.
20. Packiam: **Methodology of Teaching Mathematics.**
21. Passi, B. K. (1976). **Becoming a better teacher : Micro teaching approach**. Ahmadabad: Sahitya Mudranalaya.
22. Sampath, Selvam, Praveen: **Educational Technology.**
23. Schwartz, S. L. (2007). **Teaching Young Children Mathematics**. London: Atlantic Publishers & Distributors (P) Ltd.
24. Sharma, R. A. (2008). **Technological Foundation of Education**. Meerut: R.Lall Books Depot.
25. Siddhu K.S: **Methodology of Teaching Mathematics.**

26. Siddizui, M. H. (2005). **Teaching of Mathematics**. New Delhi: A.P.H. Publishing Corporation.
27. Sidhu, K. S. (2006). **The teaching of Mathematics**. New Delhi: Sterling Publishers private ltd.
28. Singh, M. (2006). **Modern Teaching of Mathematics**. New Delhi: Anmol Publications Pvt. Ltd.
29. Smith: **Teaching of Geometry.**
30. Wadhwa, S. (2008). **Modern methods of teaching mathematics**. New Delhi: Karan Papers Backs.

COURSE IV (e): PEDAGOGY OF PHYSICAL SCIENCES
CODE : BEDN 1225 LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to

1. Appreciate the role and need of the physical science teacher.
2. Recognize the competencies and commitments expected from a good physical science teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Physical Sciences.
5. Recognize the nature and structure of physical science.
6. Develop the spirit of enquiry, scientific temper.
7. Apply the steps of scientific method in solving day to day problems in life.
8. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
9. Acquire the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching.
10. Acquire the skill in formulating objectives for his/her future endeavors.
11. Apply the knowledge of planning in future course of teaching and learning.
12. Acquire the skill in preparing handouts on the lines of constructivism.
13. Develop the skill in identifying the topics which can be taught through certain methods.
14. Recognize the need and importance of teaching aids.
15. Develop the skill in teaching of Physical Science by integrating ICT.
16. Recognize the principles of curriculum construction and organization of subject matter.
17. Apply the steps in curriculum development and make an attempt to develop a science curriculum.
18. Develop the habit of reading physical science journals, writing articles to magazines and journals.
19. Establish physical science laboratory.
20. Use the evaluation tools effectively according to the nature of the content in physical science.
21. Apply the principles in preparing scholastic achievement test.
22. Develop the skill in using the pedagogy in dealing the content.
23. Apply the knowledge gained to actual classroom situations.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course

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

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

UNIT – I SCIENCE TEACHER AS A TRANSFORMER

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

UNIT – II REFLECTIONS ON PHYSICAL SCIENCE

a. Definition, Nature and scope of physical science, Science as a process of construction of knowledge and science process skills.
b. Interdisciplinary nature of Physical Sciences.
c. Role of Physical Sciences in human welfare, Physical Science and environment, peace and equity.
d. Concepts of aims, objectives and values of teaching Physical Science.
e. Development of scientific attitude and Training in scientific method.
f. Physical Science and lifelong learning.

UNIT - III OUTCOME BASED TEACHING OF PHYSICAL SCIENCES

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

UNIT – IV PLANNING OF TEACHING IN PHYSICAL SCIENCES

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

UNIT – V METHODS, MODELS AND APPROCHES IN TEACHING PHYSICAL SCIENCES

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

UNIT – VI TECHNOLOGY USAGE FOR TEACHING OF PHYSICAL SCIENCES

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

g. Utilization of community resources.

UNIT - VII PHYSICAL SCIENCE CURRICULUM

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

UNIT – VIII PHYSICAL SCIENCE LABORATORIES

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

UNIT – IX ASSESSMENT AND EVALUATION IN PHYSICAL SCIENCES

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

UNIT – X PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

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

C). HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

1. Make a survey about the characteristics of a good teacher on school children, teachers and other people in the society and list out the top 20 characters expected.
2. Interact with any ten teachers known to you very well and find how many competencies they have mastered.

3. Comment on your own performance in attaining mastery over the five skills learnt by you and explain the steps which you under take to circumvent the deficiencies.
4. Prepare two lesson plans for each micro teaching skills (other than you practiced) mastered by you.

UNIT – II

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

UNIT – III

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

UNIT - IV

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

UNIT - V

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

UNIT – VI

21. Prepare any two improvised apparatus useful for teaching of Physical sciences.
22. Prepare a CD containing a lesson with animation and other augmentations.
23. Explain about electronic teaching aids for better conceptualization.

24. Select a concept in Physical Science for teaching and learning through series of slides/transparencies/album/scrapbook.
25. List out ten topics where teaching aids other than blackboard and charts are inevitable for classroom teaching.

UNIT – VII

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

43. Make a needs assessment survey of 30 Teachers of Physical Science and finalize the list of in-service programmes they want.

44. Name any five journals related to Physical Science Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
45. Give the details of sources where Physical Science Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:

1. Carin & Robert Sund, (1989). **Teaching Modern Science** (Fifth Edition), Merill Publishing Co., U.S.A.
2. Chauhan, S.S. (1985). **Innovation in Teaching and Learning Process**, Vikas Publishing
3. Edgar Dale, **Audio-Visual Methods in Teaching**, Revised Edition, Thy Dryden Press, Newyork.
4. Falvery, P., Holbrook, J., Conian, D. (1994). **Assessing Students, Longmans Publications**, Foundation by Longmans, Penguin Books.
5. Gupta, S.K. (1985). **Teaching of Physical Science in Secondary Schools**, Sterling Publication (Pvt.) Limited. Jenkins, E.W. (Ed.) (1997). **Innovations in Science and Technology Education**, Vol. VI, UNESCO, Paris.
6. Heiss, Obourn & Hoffman (1985). **Modern Science in Secondary Schools**, Sterling Publication (Pvt.) Limited.
7. Husen, T., Keeves, J.P., (Eds.), (1991). **Issues in Science Education**, Pergamon Press, Oxford.
8. Joseph, (1966). **The Teaching of Science**, Harvard University Press.
9. Kerr, S.T., (Ed.), **Technology and the Future of Schooling**, University of Chicago Press, U.S.A.
10. Nayak, (2003). **Teaching of Physics**, APH Publications, New Delhi.
11. NCERT, (1997), **Fifth Survey of Research in Education**, NCERT, New Delhi.New York.
12. Newbury N.F., **Teaching of Chemistry in Tropical Secondary Schools**, Oxford University Press. Pandey, (2003).
13. **Major Issues in Science Teaching**, Sumit Publications, New Delhi.
14. Owen, C.B. (1966). **Methods of Science Master**, The English Language Society and Macmillan Company Limited.
15. Pandey, (2003). **Major Issues in Science Teaching**, Sumit Publications, New Delhi.
16. Panner Selvam, A. (1976). **Teaching of Physical Science** (Tamil), Government of Tamil Nadu.
17. Passi, B.K., **Becoming a Better Teacher**, Micro Teaching Approach.
18. Patton, M.Q. (1980). **Qualitative Evaluation Methods**, Sage Publications, India.
19. P.S.S.C., (1964). **Physics Teachers Resource Book and Guide**, NCERT Publication.
20. Saunders, A.N. (1955). **Teaching of General Science in Tropical Secondary School**, Printed in Great Britain by Butter and Taunen Limited, London.
21. Saunders, H.N. (1967). **The Teaching of General Science in Tropical Secondary School**, School, Prentice Hall of India Pvt. Ltd.
22. Sharma, P.C. (2006). **Modern Science Teaching**, Dhanpat Rai Publications, New Delhi.
23. Sharma, R.C. (1985). **Modern Science Teaching**, Dhanpat Rai and Sons.
24. Siddiqi, (1985). **Teaching of Science Today and Tomorrow**, Doals House.
25. Thurber, Walter, A., and Collettee, Alfred, T. (1964). **Teaching Science in Today's Secondary School**, Prentice Hall of India Pvt. Ltd.

26. UNESCO. (1993). **Final Report: International Forum on STL for All**. UNESCO, Paris.
27. Williams, B., (1999). **Internet for Teachers**, John Wiley & Sons, U.S.A. World Inc.
28. Yadav, M.S. (2003). **Teaching of Science**, Amol Publications.

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

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

1. Appreciate the role and need of the science teacher.
2. Recognize the competencies and commitments expected from a good teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Biological sciences.
5. Recognizes the nature and structure of science.
6. Understand the causes for environmental hazards and pollution.
7. Understand the causes for environmental degradation.
8. Suggest the measures to protect the environment in daily life.
9. Acquire knowledge of environmental issues and policies in India.
10. Develop the spirit of enquiry, scientific temper.
11. Apply the steps of scientific method in solving day to day problems in life.
12. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
13. Acquire the skill in formulating objectives for his/her future endeavors.
14. Apply the knowledge of planning in future course of teaching and learning.
15. Develop the skill in preparing handouts on the lines of constructivism.
16. Develop the skill in identifying the topics which can be taught through certain methods.
17. Develop the skill in teaching of Biological Science by integrating ICT.
18. Recognize the need and importance of teaching aids.
19. Prepare improvised teaching aids for their class room teaching.
20. Use electronic teaching aids for effective teaching.
21. Develop the skills in identifying the teaching aids to be used for each topic to be dealt in the class room.
22. Organize science fairs, exhibitions, museum etc., in the school.
23. Integrate ICT in the teaching learning process.
24. Celebrate important dates of scientific importance such as Science Day, environmental Day etc.
25. Apply the steps in curriculum development and make an attempt to develop a science curriculum of their own.
26. Analyze the text books objectively and compare them with that of the text books prescribed by other Boards.
27. Analyze the print, non-print areas of Biological sciences.
28. Cultivate the habit of reading science journals.
29. Cultivate the habit of writing articles to magazines and journals.
30. Recognize the importance of laboratory work at school level.
31. Develop the skill in preparation of instructional card.
32. Recognize the different records to be maintained in a laboratory.

33. Improvise equipments and teaching aids.
34. Participate actively in the school complexes meetings and contribute in the meetings.
35. Acquire mastery over development and use of evaluation tools.
36. Develop the skills in preparing scholastic achievement tests.
37. Develop the skill in assessment of both cognitive and non-cognitive aspects of the learners.
38. Develop the skill in using the pedagogy in dealing the content.

A) COURSE DESCRIPTION

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

B) CONTENTS OF THE COURSE

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

Pre-requisite for the course

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

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

UNIT – I SCIENCE TEACHER AS A TRANSFORMER

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

UNIT – II REFLECTIONS ON SCIENCE

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

UNIT – III OUTCOME BASED TEACHING OF BIOLOGICAL SCIENCES

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

UNIT – IV PLANNING OF TEACHING IN BIOLOGICAL SCIENCES

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

UNIT – V METHODS, MODELS AND APPROACHES OF TEACHING BIOLOGICAL SCIENCES

a. Pedagogical shift from Biological Science as a body of fixed knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach and Strategy.
c. Methods of teaching Biology – 1) Teacher centered methods (Lecture Method, Lecture Demonstration method, Historical Method), 2) Pupil centered methods (Heuristic method, Project method, Scientific method, Inductive and deductive approaches, Laboratory method, Activity method, Programmed Instruction and CAI).
d. Models of teaching- concept attainment model of Bruner, enquiry model.
e. E-teaching/tutoring, peer tutoring.

UNIT – VI USE TECHNOLOGY FOR TEACHING OF BIOLOGICAL SCIENCES

a. Need and importance of Technology and Teaching Aids with reference to teaching of Biological Sciences.
b. Brief classification of Teaching Aids, Edgar Dale's Cone of Experiences.

c. Preparation and use of Display Boards, Graphic aids, three Dimensional Aids, Projected Aids (Slides, Film-strips, Films and Transparencies) and Audio-Visual Aids (Radio, Television and Multimedia computer).
d. Improvisation of Teaching Aids.
e. Activity aids – Field trips, Science Fairs, School Garden, Science Club, Science Museum, Aquarium, Terrarium, Vivarium and Herbarium, celebration of important days such as Science Day, environmental day etc.
f. Internet and e-leaning.
g. Utilization of Community Resources.

UNIT – VII BIOLOGICAL SCIENCE CURRICULUM

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

UNIT – VIII BIOLOGICAL SCIENCE LABORATORIES

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

UNIT – IX ASSESSEMENT AND EVALUATION IN BIOLOGICAL SCIENCES

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

UNIT – X PROFESSIONAL DEVELOPMENT IN BIOLOGICAL SCIENCE TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

UNIT - VI

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

UNIT - VII

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

UNIT - VIII

33. Prepare laboratory instructional cards for any two experiments of your choice.
34. Plan and organize a science club in your institution and list out the activities you wish to conduct fortnightly.
35. Planning and conducting any four practical classes in Biology and maintain a record of practical work.
36. List ten teaching aids which you wish to procure for your Biological science lab for teaching effectively to the students of your class.
37. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
38. Design and carrying out of any one simple investigation in Biology/Teaching of Biological Sciences.

39. Make a mobile laboratory of your own and visit any two remote schools where laboratory is not there and teach them Biological science through experimentation and observe your findings and record them.

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal .D.D. (2008), **Modern Method of Teaching Biology**, Karan paper backs, New Delhi.
2. Ahmed J. (2011). **Teaching of Biological Science**. New Delhi:PHI Learning Pvt. Ltd.
3. Anderson, R. D. (1992). **Issues of curriculum reform in science, mathematics and higher order thinking across the disciplines: The curriculum reform project**. U.S.A: University of Colorado.
4. Bloom Benjamin, S, (1988) **taxonomy of Educational Objectives, Handbook I – cognitive Domain,** New York, Haracourt Brace & world Inc.
5. Buffaloe, Neal, & Throne berry, J. B. (1972). **Principles of biology teaching**. New Delhi: Prentice – Hall of India Limited.
6. Burner Will R. (1960) **Teaching Science in the Secondary Schools,** New York, Harcourt Brace & world Inc.
7. Chauhan.S.S. **Innovations in teaching learning process**, Vikas publishing House, New Delhi. 1985.

8. Chikara. M.S and S.Sarma (1985), **Teaching of Biology**, Ludhiana, Prakash Brothers.
9. Edigar, Marlow and D.B. Rao (1966) **Teaching Science Successfully,** New Delhi, discovery Publishing House.
10. Frost Jenny & Turner Tony, (2005). **Learning to teach Science in the secondary School (201 edition).** Routledge Palmer, New York.
11. Garrett, H.E. (1979). **Statistics in psychology and education**. Bombay: Vakils, Feffer and Simons Ltd.
12. Green T.L. (1965) **The Teaching of Biology Tropical Secondary Schools,** London, Oxford University Press.
13. Green, T. L. (1965). **The teaching of biology in tropical secondary schools**. : London: Oxford University Press.
14. Gupta, S. K. (1985). **Teaching of physical science in secondary schools**. New Delhi: Sterling Publication (Pvt.) Limited.
15. Jenkins, E. W. (1997). **Innovations in science and technology education**. (Vol.VI), Paris: UNESCO.
16. Karla, R.M. (1976) **Innovation in Science Teaching,** New Delhi, Oxford & IBH Publishing Co.
17. Karthwohl, David R.Ed (1984): **Taxonomy of Education Objectives, Handbook II – Affective Domain,** New York, David McKay.
18. Kohli, V.K.: **How to Teach Science,** Ambala city, Vivek Publishers.
19. Mohan, Radha (1965): **Innovative science teaching:** New Delhi, Prentice Hall of India.
20. Nayak, (2003). **Teaching of physics**. New Delhi: APH Publications.
21. **New UNESCO Source Book for Science teaching (1978):** New Delhi, Oxford & IBH.
22. Pandey, (2003). **Major issues in science teaching**. New Delhi: Sumit Publications.
23. Passi, B. K. (1976). **Becoming a better teacher : Micro teaching approach**. Ahmadabad: Sahitya Mudranalaya.
24. Patton, M.Q. (1980). **Qualitative evaluation methods**. New Delhi: Sage Publications.
25. Saunders, H. N. (1967). **The teaching of general science in tropical secondary school**. London: Oxford University Press.
26. Sharma, P.C. (2006). **Modern science teaching**. New Delhi: Dhanpat Rai Publications.
27. Sharma, R.C. (1985). **Modern science teaching**. Meerat: Dhanpat Rai and Sons.
28. Siddiqui, S. (1985). **Teaching of science today and tomorrow**. New Delhi: Doba's House.
29. Passi, B. K. (1976). **Becoming a better teacher: Micro teaching approach**. Ahmadabad: Sahitya Mudranalaya.
30. Vaidya, N (1976): **The Impact Science Teaching,** New Delhi, Oxford & IBH.

COURSE IV (g): PEDAGOGY OF HISTORY
CODE: BEDN 1227 **LO/W – 4**

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

1. Appreciate the role and importance of teaching.
2. Use the microteaching stratergies in full scale teaching.
3. Recognize the aim, objectives and values of History teaching.
4. Arrange various roots of Histroy chronologically.
5. Identify the objectives and specifications of all the lessons of History.

6. Compare the Bloom's Taxonomy and Aderson's.
7. Use the knowledge for making year, unit and lesson plan.
8. Select appropriate method/aptitude/model for teaching according to nature of the topic.
9. Use appropriate teaching aids for teaching of the content.
10. Analyses text books and make suggestions.
11. Recognize the principles of curriculum construction.
12. Develop the skill of development of curriculum.
13. Construct different tools and test for evaluation and assessment.
14. Develop competency in the preparation of lesson plans and unit plans.
15. Develop the skill in handling the hardware materials in Instructional Technology while teaching.
16. Develop competency in constructing and administering diagnostic and achievement tests.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the course:

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

UNIT – I HISTORY TEACHER AS A TRANSFORMER

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

UNIT – II THE REFLECTIONS ON HISTORY

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

UNIT – III DIMENSIONS OF HISTORY

a. Dimensions of History
    1. Continuity.
    2. Development.
    3. Time.
    4. Place.
b. Geographical Foundations of History.
c. Chronological Divisions of History.

UNIT – IV OUTCOME BASED TEACHING OF HISTORY

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

UNIT – V PLANNING OF TEACHING IN HISTORY

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

UNIT – VI METHODS AND APPROACHES OF TEACHING HISTORY

a. Pedagogical shift from History as a body of fixed knowledge to process of construction of knowledge.
b. Differences among Method, Model, Approach, Strategy.
c. Principle involved in the selection of Method, Approaches in teaching, Classification of methods.

d. Lecture method, Historical Method, Oral method, Story-telling, Dramatization, Source method, and Problem method, Project method and Unit method.
e. Approaches- Dalton Plan, the Inductive Approach, the Deductive Approach and Team Teaching.
f. Individualized instruction – Programmed learning, Computer Assisted Instruction.
g. Models of teaching- concept attainment model of Bruner, enquiry model.
h. E-teaching/tutoring, peer tutoring.
i. Integration of chronology and current affairs in teaching History.

UNIT – VII EDUCATIONAL TECHNOLOGY IN TEACHING HISTORY

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

UNIT – VIII THE HISTORY CURRICULUM

a. Content and principles of selection- Individual, Social and National needs.
b. The claims of local History, National History and world History.
c. Theories influencing the selection of materials.
d. Doctrine of Natural taste and interests, Cultural Epoch theory.
e. Organization of materials and Plans, The chronological and Periodical.
f. Concept and principles of curriculum construction.
g. Principles of organizing the curriculum.
h. Approaches to Curricular Organization (Concentric, Topical, spiral, Process, Concept, Integrated, logical and psychological approach.
i. Textbook – Functions and qualities, Review of school History Textbooks, and comparison with the same level contents prescribed in other Boards of examinations.

UNIT – IX EVALUATION IN HISTORY

a. Concept of Evaluation – purpose and procedure of evaluation, criterion and norm-referenced evaluation.
b. Measurement and Testing.
c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic.
d. Different tools and Techniques of evaluation.
e. Construction and administration of
    a. Unit test.

b. Scholastic Achievement Test.
c. Diagnostic test.

f. Characteristics of a good evaluation tool (test).
g. Test items and criteria for constructing test items.
h. Statistical measures- (i) Measures of central tendency: Arithmetic mean, median, mode, (ii)Measure of Variability; range, quartile deviation, average deviation, and standard deviation use and interpretation.
(iii) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.
(iv) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency curve Ogive, Percentile Ranks, Normal Probability curve, Skewness & Kurtosis.

UNIT – X PROFESSIONAL DEVELOPMENT IN HISTORY TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT- I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

UNIT - VI

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

UNIT - VII

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal, (2008). **Teaching of history: (**4th Ed). UP. Vikas Publishing House Pvt. Ltd.
2. Aggarwal.J.C, (1992) **Teaching of History: A Practical Approach**, New Delhi, Vikas Publishing House Pvt., Ltd.,
3. Aggarwal, (2008), Teaching Social Studies, A practical approach (4th Ed.,) UP: Vikas Publishing Housing Pvt Ltd.
4. Aggarwal, (2008), Principles, Methods and techniques of teaching (4th Ed.,) UP: Vikas Publishing Housing Pvt Ltd.
5. Anshu, S. (2005). **National movement and communal strife in India**. New Delhi: Gyan Books Pvt. Ltd.
6. Aravind, G. (2005). **Nationalism and social reform in a colonial situation**. New Delhi: Gyan Books Pvt.
7. Benjamin, S.B, J.Thomos.H & George, F.M., (1971) **Handbook on Formative and Summative Evaluation of Student Learning,** McGraw Hill Book Company.
8. Bining, A.C. & Binning, D.H., (1952) **Teaching social Studies in Secondary Schools**, Third Edition, Tata McGraw-Hill Publishing Co. Ltd., Bombay.
9. Biranchi, N. D. (2003). **Teaching of history, Hyderabad**: Neel kamal Publications Pvt. Ltd.
10. Brown, C.F., (1948) **The History Room**, London, Historical Association, Pamphlet.

11. Chauhan, S. S. (2008). **Innovations in teaching learning process**. UP: Vikas Publishing House Pvt Ltd.
12. Das, S. K. (1996). **The educational system of the ancient Hindus**. New Delhi: Gyan Books Pvt.
13. Dhand, H. (2009). **Techniques of teaching**. New Delhi: APH Publishing Corporation
14. Duplass, J. A. (2009). **Teaching elementary social studies**, New Delhi: Atlantic Publishers.
15. Edgar, B.W, & Stanley, P.W., **Teaching Social Studies in High Schools**, Fourth Edition, Heath and Company, Boston D.C, 1958
16. Geoff, T. (2008). **Teaching and learning history**. New Delhi: SAGE Publications.
17. Gupta, B. L. (1992). **Value and distribution system in ancient India**. New Delhi: Gyan Books Pvt. Ltd.
18. Heidi, R. (2009). **Teaching world history: A resource book sources and studies in world history**. U.S: Power well Books Ltd.
19. Henry.K, S. (2005). **Philosophy for a new civilization**. New Delhi: Gyan Books Pvt. Ltd.
20. Mangal, S. K., & Mangal, S. (2005). **Essentials of educational technology and management**. Meerut: loyal book depot.
21. Muthumanickam, R. (2004). **Educational objectives for effective planning and teaching.** Chidambaram: Cyber land Publishers.
22. NCERT. (1970). **Teaching history in secondary school: A handbook for history teacher**. New Delhi: NCERT Publication.
23. NCERT., **Teaching History in Secondary School, A Handbook for History teacher**, New Delhi, Macmillan India Pvt, Ltd., 1978
24. Rekha, P. (2005). **Movements in medieval India**. New Delhi: Gyan Books Pvt. Ltd.
25. Sharma, R. A. (2008). **Technological foundation of education**. Meerut: R.Lall Book Depot.
26. Singh, Y. K. (2009). **Teaching practice**. New Delhi: APH Publishing Corporation.
27. Singh, Gurmit and Kaur, Jasvir (2007). **Teaching of Social Studies,** Ludhiana: Kaliyani Publishers.
28. Siddiqui, M.H (2008), **Models of Teaching,** New Delhi, APH Publishing corporation.
29. Thirugnanasampandam, R. (2005). **Varalaru karpithal muraikal**. Chennai: Shantha Publishers.

COURSE IV (h): PEDAGOGY OF COMMERCE AND ACCOUNTANCY - II
CODE : BEDN 1228 LO/W– 4

OBJECTIVES: At the end of this course the student – teacher should be able to

1. Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.
2. Appreciate the role and need of the Commerce and Accountancy teacher.
3. Recognize the competencies and commitments, expected from a good Commerce and Accountancy teacher.
4. Recognize the need for a teacher to becoming a transformational leader.
5. Appreciate the interdisciplinary contributions of Commerce and Accountancy.

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

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

UNIT – I COMMERCE AND ACCOUNTANCY TEACHER AS A TRANSFORMER

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

UNIT – II REFLECTIONS ON COMMERCE AND ACCOUNTANCY

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

UNIT- III OUTCOME BASED TEACHING OF COMMERCE AND ACCOUNTANCY

a. Objectives of teaching Commerce and Accountancy suggested in the National Policies.
b. Aims, Objectives and Values of learning Commerce and Accountancy.
c. Bloom's Taxonomy of Educational objectives vs improved version of taxonomy of Anderson.
d. Instructional objectives and specifications.
e. Suggested activities to develop the skill of identification of objectives and specifications in each lesson, writing of objectives, and formulation of outcomes of concepts teaching in Commerce and Accountancy.

UNIT – IV PLANNING OF TEACHING IN COMMERCE AND ACCOUNTANCY

a. Semester plans and Year plan.
b. Unit plan and writing of lecture schedules, preparation of handouts on the lines suggested in constructivist approach.
c. Lesson plan on the lines suggested in constructive approach, herbertian steps and CCE model of TNSCERT, preparation of digital lesson plans.
d. Observation and criticism of lessons.

e. Planning of instructional materials required for teaching and learning of Commerce and Accountancy.
f. Organization of activities for teaching and learning of Commerce and Accountancy.

UNIT – V METHODS, MODELS AND APPROCHES IN TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT – VI TECHNOLOGY USAGE FOR TEACHING OF COMMERCE AND ACCOUNTANCY

a. Need and importance of Technology and Teaching Aids with reference to teaching of Commerce and Accountancy.
b. Classification of Teaching Aids, Edgar Dale's Cone of Experiences.
c. Educational technology in learning Commerce and Accountancy: programmed learning – linear and branching, Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) Computer Managed Learning (CML).
d. Multi-media in learning Commerce Modules: Video conferencing, e- tutoring, Software in Commerce and Accountancy.
e. Activity aids: Field study, Industrial visit, Educational Tour and Utilization of community resources etc.
f. Internet, E-learning, e-commerce, and Electronic accounting.
g. Evaluation of websites in commerce teaching and learning.

UNIT - VII COMMERCE AND ACCOUNTANCY CURRICULUM

a. Concept, meaning and definition of curriculum.
b. Principles of Curriculum construction.
c. Approaches to curricular organization (Concentric, Topical, Process, Concept, and Integrated).

d. Steps involved in developing Commerce and Accountancy curriculum, suggestions for improving the existing curriculum in Commerce and Accountancy.
e. Academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading "Business and Commerce".
f. Selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus.
g. Latest trends in curriculum construction in developed countries.

UNIT – VIII ACTIVITIES OF COMMERCE AND ACCOUNTANCY DEPARTMENT

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

UNIT – IX ASSESSMENT AND EVALUATION IN COMMERCE AND ACCOUNTANCY

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

UNIT - X PROFESSIONAL DEVELOPMENT OF COMMERCE TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT - IV

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

UNIT - V

20. Select any concept of your choice and explain on the lines suggested by Bruner's concept attainment model.
21. Select any concept of your choice and explain on the lines suggested by enquiry model.
22. List out the topics that can be taught through teacher-centered methods in the school syllabi of commerce and accountancy.
23. List out any five pupil-centered methods and explain at least three topics each that can be taught through each method that you have mentioned.
24. Explain the method of teaching to the students through online and CAI.

25. Make a collection of e-learning resources in Accountancy and Commerce.
26. Observe at least five Classes of fellow / peer students teaching in the same discipline.

UNIT –VI

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

UNIT – VII

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

UNIT - VIII

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

UNIT - IX

38. Give a group work to the students and assess their performance individually by adopting objective procedures.
39. Give two assignments to your students and how do you assess the performance of the students electronically?
40. Explain the methods do you use to initiate group discussions among your students electronically?
41. Analyze recent XI class Commerce and Accountancy question paper and also analyze half-yearly examination question paper of class XI and compare them and record your observations.
42. Analyze recent XI class Commerce and Accountancy question paper of Tamil Nadu State and compare it with that of XI class Commerce and Accountancy question paper of CBSE Board and record your observations.
43. Mention any group work assigned to five students and explain how you assess the individual performance in the group objectively.

UNIT - X

44. Make a needs assessment survey of 30 Teachers of Commerce and Accountancy and finalize the list of in-service programme they want.

45. Name any five Journals related to Commerce and Accountancy Education and write down the details viz., title of the journal, publications, theme, type of journals, periodicity, ISSN No., etc.
46. Give the details of sources where Commerce and Accountancy Teachers find the advertisement for the jobs of teachers.

D) LIST OF TEXT & REFERENCE BOOKS:

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

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

OBJECTIVES: At the end of this course the student – teacher should be able to

1. Appreciate the role and need of the Computer science teacher.
2. Recognize the competencies and commitments expected from a good Computer science teacher.
3. Recognize the need for teacher becoming a transformational leader.
4. Appreciate the interdisciplinary contributions of Computer Sciences.
5. Recognize the nature and structure of Computer science.
6. Develop the spirit of enquiry and scientific temper.
7. Apply the steps of scientific method in solving day to day problems in life.
8. Acquire the skill of identification and writing of objectives and specifications of any topic of any subject.
9. Acquire the skill in formulating objectives for his/her future endeavors.

10. Apply the knowledge of planning in future course of teaching and learning.
11. Develop the skill in preparing handouts on the lines of constructivism.
12. Develop the skill in identifying the topics which can be taught through suitable methods.
13. Recognize the need and importance of teaching aids.
14. Develop the skill in teaching of Computer Science by integrating ICT.
15. Apply the steps in curriculum development and make an attempt to develop a computer science curriculum of their own.
16. Cultivate the habit of reading Computer science journals, writing articles to magazines and journals.
17. Integrate ICT in teaching.
18. Recognize the concepts and terms in Computer Science.
19. Apply the knowledge in actual class – room situation in teaching Computer Science.
20. Acquire mastery over development and use of evaluation tools.
21. Develop the skills in preparing scholastic achievement test and develop skill in assessment of both cognitive and non-cognitive aspects of the learners.
22. Develop the skill in using the pedagogy in dealing the content.
23. Apply the knowledge gained to actual classroom situations.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course

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

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

UNIT – I COMPUTER SCIENCE TEACHER AS A TRANSFORMER

a. Meaning, importance and need of a teacher, development of attitude and skill among the prospective teachers.

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

UNIT – II REFLECTIONS ON COMPUTER SCIENCE

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

UNIT- III OUTCOME BASED TEACHING OF COMPUTER SCIENCES

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

UNIT – IV PLANNING OF TEACHING IN COMPUTER SICENCES

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

UNIT – V METHODS, MODELS AND APPROCHES IN TEACHING COMPUTER SCIENCES

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

UNIT – VI TECHNOLOGY USAGE FOR TEACHING OF COMPUTER SCIENCES

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

UNIT- VII COMPUTER SCIENCE CURRICULUM

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

UNIT – VIII COMPUTER SCIENCE LABORATORY

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

UNIT – IX ASSESSMENT AND EVALUATION IN COMPUTER SCIENCES

a. Concept of Assessment and Evaluation – purpose and procedure of evaluation, assessment of learning, assessment for learning, performance based assessment.
b. Measurement and Testing.

c. Types of evaluation – Formative, Summative, Diagnostic and Prognostic, criterion and norm-referenced evaluation, continuous comprehensive evaluation.
d. Qualities of a Good test.
e. Different tools and Techniques of evaluation, development of parameters for assessment, techniques for assessment of group work of the students.
f. Construction and administration of a) Scholastic Achievement Test; b) Diagnostic test
g. Test items and criteria for constructing test items.

UNIT – X PROFESSIONAL DEVELOPMENT IN COMPUTER SCIENCE TEACHER

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT - IV

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

UNIT - V

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

UNIT – VI

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

UNIT – VII

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

UNIT - VIII

32. Prepare laboratory instructional cards for any two experiments of your choice.
33. Plan and organize computer science club in your institution and list out the activities you wish to conduct fortnightly.
34. Planning and conducting any two practical classes in Computer Science and maintain a record of practical work.

35. List out ten teaching aids which you wish to procure for our Computer Science lab for teaching effectively to the student of your class.
36. Visit any three schools and elicit the answers for the questions you have prepared and analyze the responses and state the status of laboratories in the schools at present.
37. Design and carry out of any one simple innovation in teaching of Computer Science.

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS:

1. Aggarwal J.C., (2000) **Principles, Methods and Techniques of Teaching**, Vikas Publishing House Pvt. ltd.,
2. Allen Martin, (1980), **Teaching and Learning with LOGO**, London: Cromm Helm.
3. Balagursamy, **Programming in Basic,** THN, Delhi.
4. Carin.,& Robert, S. (1989). **Teaching modern science (5th edition).** U.S.A: Merill Publishing Co.
5. Chauhan, S.S., (1995) **Innovations in Teaching Learning Process**, Vikas Publishing House Private Ltd.,
6. Das, R.C., (1990) **Science Teaching in Schools**, Sterling Publishers Private Ltd., Bangalore.
7. Davis, **Computer Today**, McGraw Hill Delhi.
8. Goel,H.K(2007).**Teaching of computer science**. New Delhi:R.Lall Books.

9. Gotstried, **Progamming with BASIC**, SCHAUM.
10. Harley, H.K. (2007). **The internet: complete reference**. New Delhi: Tata McGrow Hill pub.co., Ltd.
11. Heiss, Obourn. & Hoffman. (1985) **Modern science in secondary schools**. New Delhi: Sterling Publication (Pvt.) Limited.
12. Hillman, David **(**1998) **Multimedia Technology and Applications**, New York : Delmar Publishers.
13. Krishna Sagar, (2005) **ICTs and teacher training**, Delhi: Tarum offset.
14. Malvino, **Digital Computer Electronics**, TMH, Delhi.
15. Nair, C.P.S., **Teaching of Science in Our School**, Chand & Co., Pvt Ltd., New Delhi.
16. NarendraVaidya, **Science Teaching for the 21st Century**, Deep & Deep Publication, Pvt. Ltd., New Delhi, 1999.
17. Rao, P.V.S., **Computer Programming**, TMH, Delhi.
18. Roger Humt Hon Shelley, **Computers and Common Sense**, Prentice Hall (India)Delhi.
19. Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006). **Introduction of educational Technology.**
20. Sharma, R.C., **Modern Science Teaching,** DhanpatRai Publishing Co. Pvt. Ltd.,
21. Sharma,R.A.(2008).**Technological foundation of education**. Meerut: R.Lall Books Depot.
22. Shied, **Introduction to Computer Science**, SCHAVM.
23. Siddifit, S. (1985). **Teaching of Science today and tomorrow**. New Delhi: Doba's House.
24. Stanely Pogrow, (1993) **Education in the Computer Age**, Sage Publication, Delhi.
25. Steeven M. Rass, (1990) **Basic Programmking for Education**, Pentic Hall, New York.
26. Yadav, M.S., (2000) **Modern Methods of Science Teaching in Secondary Schools**. Ammul Publications Pvt. Ltd., New Delhi, 2000. New Delhi.

OPTIONAL COURSES:

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

OBJECTIVES: At the end of this course the student – teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course

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

UNIT – I MEANING AND SCOPE

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

UNIT – II HISTORY AND DEVELOPMENT

a. Historical background of guidance and counseling movement-its present day importance.
b. Guidance and counseling in secondary schools in India.

UNIT –III PRINICIPLES OF GUIDANCE

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

UNIT – IV TYPES OF GUIDANCE

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

UNIT- V COUNSELLING

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

UNIT – VI GOALS AND NEEDS OF COUNSELING

a. Counseling, goals, process, techniques.
b. Client counselor relationship.
c. Counselor, qualities, functions, professional ethics.
d. Teacher as counselor.

UNIT- VII TYPES OF COUNSELING

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

UNIT–VIII TESTS AND TECHNIQUES

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

UNIT- IX GROUP GUIDANCE AND GROUP COUNSELLING

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

UNIT – X GUIDANCE FOR EXCEPTIONAL CHILDREN

a. Guidance for Exceptional Children- meaning and types.
b. Guidance for gifted- backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.
c. Information center – organizing a center for personal, educational, vocational guidance
d. Reference materials - Nature, Source, display and use.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

UNIT – VI

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

UNIT – VII

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

UNIT – VIII

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

UNIT – IX

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

UNIT – X

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

D) LIST OF TEXT AND REFERENCE BOOKS

1. Adams Jones F: Problem in Counseling, Macmillan Co, New York.
2. Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doaba House.
3. Anne, A. (1982). Psychological testing. New York: McMillan Company.
4. Arbuckle Dugland: Counseling in the Classroom, Allyn & Bacon Inc.
5. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counseling in education and
6. Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.
7. Chauhan S.S.: Principles of Techniques of Guidance, Vikas Publishing House Pvt, Ltd, New Delhi.
8. Chauhan, S. S. (2008). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt.Ltd.
9. Crow, L. D. & Crow, A. (2008). An Introduction to Guidance. Delhi: Surjeet Publications.
10. Gaur, J. S., & Saraswat, R. K. (1978). Occupational literature: An annotated bibliography. New Delhi: NCERT.
11. Indu Dave: The Basic essentials of Counseling, Sterling Publishers, Pvt., Ltd., New Delhi, 1983.
12. Indu, D. (1983). The basic essentials of counseling. New Delhi: Sterling Publishers Private Ltd.
13. Jones A.J.: Principles of Guidance, Tata McGraw Hill, Book Co., New Delhi, 1969.
14. Kochhar, S. K. (1979). Guidance in Indian education. New Delhi: Sterling Publishers Private Ltd.
15. Kochhar, S. K. (1984). Guidance and counseling in colleges and universities. New Delhi: Sterling Publishing Pvt.Ltd.
16. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
17. Medhi Baquer: Guidance in Schools, NCERT, New Delhi.
18. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
19. Pasricha, P. (1976). Guidance and counseling in Indian education. New Delhi: NCERT.
20. Patterson, C. H. (1973). Theories of counseling and psycho-therapy. New York.
21. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
22. Rogers Carl: Client Centered Therapy, Houghton – Hiffin, Boston, 1951.
23. Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.
24. Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
25. Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.
26. Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
27. Supper D.R.: The Psychology, publishing co. Ltd., New Delhi, 1981.
28. Tolbert, E. L. (1974). Counseling for career development. Boston: Houghton Mifflin.
29. Tyler L.E: The work of the Counselor, Appleton century crafts, New Delhi, 1962.
30. Vashist S. R. (Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications.

COURSE V (b): CURRICULUM DEVELOPMENT
CODE : BEDN 1232 LO/W- 4

OBJECTIIVES: At the end of this course the student – teacher should be able to

1. Acquire the knowledge of the terms and concepts.
2. Recognize the principles, designs, development and evaluation of curriculum.
3. Apply the knowledge in analyzing the different types of curriculum and their evaluation.
4. Develop skill in preparing curriculum design.
5. Develop interest in studying books, journals and articles on curriculum development.
6. Develop desirable positive attitude towards curriculum development.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

UNIT – I CONCEPT OF CURRICULUM

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

UNIT – II FOUNDATIONS OF CURRICULUM

a. Philosophical Foundations of Curriculum with respect to major philosophies.
b. Psychological Foundations of Curriculum with respect to major schools of thought.
c. Sociological Foundations of Curriculum with reference to society, schooling, and social change.
d. Contributions of Indian thinkers to curriculum development.

UNIT -III TYPES OF CURRICULUM

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

UNIT –IV BASIC TASKS FOR CURRICULUM DEVELOPMENT

a. Establishing the philosophy, Assessing needs, formulating goals and objectives.
b. Selecting the content-organizing content, selection of curriculum experiences
c. Evaluation of the curriculum.

UNIT –V CURRICULUM DESIGNING

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

UNIT –VI PROCESS OF CURRICULUAR CHANGE AND DEVELOPMENT

a. Meanings of change and development – distinguishing between change and development, How change occurs?
b. Practical applications of change process in improving the curriculum.
c. Media and agencies for achieving change.

UNIT –VII APPROACHES TO CURRICULUM DEVELOPMENT

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

UNIT – VIII AGENCIES OF CURRICULUM DEVELOPMENT

a. Role of teachers in curriculum development, curriculum and the Headmaster.
b. Role of the school administrator in curriculum development.
c. Role of NCERT in curriculum development, Role of SCERT in curriculum development.
d. Role of National Council of Teacher Education.

UNIT- IX CURRICULUM TRANSACTION

a. Strategies for Curriculum Transaction, Organization of Instruction.
b. Models of Teaching: Team Teaching, Individualizing the Curriculum, Distance learning Modes.
c. Resources for Curriculum Transaction, Computer and the Internet.

UNIT –X EVALUATION OF CURRICULUM

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

1. Go through the science curriculum of any two Boards and compare them.

2. Read thoroughly ‘samachir kalvi’ curriculum in vogue in Tamil Nadu and list out the national aspirations.

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

UNIT - VI

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

UNIT - VII

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

UNIT - VIII

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

UNIT - IX

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

UNIT - X

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

D) LIST OF TEXT & REFERENCE BOOKS

1. Allen C.Ornstring and Franchie P.Hunkins: Curriculum Foundation, Principles and Lessons, London, Prentice Hall International (U.K), Limited, 1988.
   and Educational Technology, New York, Macmillan Publishing
2. Andrew Pollard and Pot Triggs: Reflective Teaching in Secondary Education –A Hand Book for Schools and Colleges, London, British Library cataloguing in Publication data, 1997.
3. Babu, E. C. (1971). Curricular development projects. In L.C. Dighton (Ed) Encyclopedia of Education (Vol.2). New York: Macmillan.
4. Bloom, B. S. (1965). Taxonomy of educational objectives. New Delhi: Longmans Green & Co.
5. Bruner, J. S. (1960). The process of education. Harvard: Cambridge University press.
6. Dick, W., & Carey, L. (1996). The systematic design of instruction (4th Ed). New York: Haper Collins College Publishers.
7. Foshay, A.W. (1980). Considered action for curriculum improvement: Association for Supervision and curriculum development yearbook. Alexandria: ASCO.
8. Gagnon, J. G. W., & Michelle, C. (2006). Constructivist learning design: Key questions of teaching to standards. New Delhi: Corwin Press.
9. Goodland, J. I. (1979). Curriculum inquiry: The study of curriculum practice. New York: McGraw Hill.
10. Kemp, J. (1998). Designing effective instruction (2nd Ed.). NJ: Prentice Hall.
11. Kenneth, A. L. (2006). **Teaching for deep understanding: What every educator should know.** New Delhi: Corwin Press.
12. Kerr, J. K. (1968). **Changing the curriculum. London**: University of London Press.
13. Leshin, C. (1992). **Instructional design strategies and tactics**. NJ: Education Technology Publications.
14. Marsh. C. J. (2009). 4th Education Key Concepts for understanding Curriculum. Routledge Publications.
15. NCERT (2005). National Curriculum Framework, New Delhi:NCERT.
16. Rao, V. K. (2008). Instructional technology. New Delhi: APH Publishing Corporation.
17. Richards. (2009). Curriculum development in language teaching. London: Cambridge University Press.
18. Ronald C.Doll (1982) Curriculum Improvement; Decision making and process
19. Saylor Galen, J and William Alanda: Planning Curriculum School,
20. Schaffarzek, J., & Harupson, D. H. (1975). Strategies for curriculum development. Berkeley: McCutchar.
21. Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation
22. Singh, Y. K. (2008). Instructional technology in education. New Delhi: APH Publishing Corporation.
23. Steakhouse, L. (1975). An introduction to curriculum research and development. London: Heinemann.
24. Taba, H. (1962). Curriculum development: Theory and practice. New York: Harcourt.
25. Taylor, P. H., & Richards, C. M. (1979). An introduction to curriculum studies. New York: Humanities Press.
26. Travers, R. M. W. (1973). Second handbook of research on teaching. Skokie: Rand McNally.

27. Tyler, R. W. (1969). Basic principles of curriculum and instruction. Chicago: University of Press.
28. UNESCO Publications Learning the Treasure within, UNESCO Publications, 1966.
29. Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.
30. West, C. (1991). Instructional design implications from cognitive science. NJ: Prentice Hall

CURRICULUM RELATED COURSES

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

OBJECTIVES: At the end of this course the student – teacher should be able to

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

UNIT – I THE NEW PANCHASHEEL OF EDUCATION- AN INNOVATIVE THOUIGHT PRCESS IN EDUCATION

a. Introduction of the concept of 'New **Panchasheel'** of Education.
b. Learner Center Education.
c. Women centered family.
d. Human being centered development.
e. Knowledge centered society.
f. Innovation centered India.

UNIT – II INNOVATION

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

UNIT – III INNOVATIVE PHILOSOPHY OF SCHOOLS

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

UNIT – IV RESEARCH IN EDUCATION

a. Meaning and concept of research.
b. Purpose of research- Fundamental or basic research.
c. Types of Educational Research: Applied research, Action research, Descriptive research.
d. Tools of research Inquiry forms: The questionnaire, Preparing and administering the questionnaire, A sample questionnaire, Thurston technique, Likert method.
e. The interview.

UNIT – V ACTION RESEARCH

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

D) LIST OF TEXT & REFERENCE BOOKS:

1. Best John W, Research in Education – Englewood Cliff N.J. Prentice _Hall.
2. Borg, W.R. & Cal M.D. (1983), Educational Research an Introduction (4^{th} ed.) New York Longman Inc.
3. Burroughs, M.G.E.R :(1975), Desugn and analysis in Educational Research (2^{nd} Ed.) Oxford Allen and Mow bray Ltd.,
4. Desai H.G. Style: (1979), Manual for Dissertations/ Theses, Rajkot Saurashtra University.
5. Gap hart W.J. & Ingle R.B. (1969), Educational Research (Selected & reading) Ohio: C.E. Nerill Publishing Co.
6. Garret, H.E. (1962), Statistics in Psychology and Education, Bombay, Allied (Pacific Pvt. Ltd.
7. Gilbert S. (1979), Foundations of Educational Research Englewood Cliffs, New Jersey, Prentice Hall Inc.
8. Good, Carter C. and Scats Douglas E. (1964), Method of Research, Educational Psychological Sociological New York: Appleton – Century Inc.
9. Good W.J. & Hatt P.K. (1962), Methods in Social Research, New York Mc-Grawhill, Book Co.

10. Siddhu, Kulbir Singh, (1985), Methodology of Research in Education, New Delhi Sterling Publishers Pvt. Ltd.
11. Sukhia, S.P. Mehrotra, P.A. & Mehrotra R.N. (1966), Elements of Education Research (2nd Ed.) New Delhi Allied Publishers.
12. Tate, M.W. Dysyidyics in Education, New York: Mamthanco.
13. Travers, R.M.W. (1969), An Introduction of Educational Research (3rd ed) London: The Macmillan Co.
14. Tuck man, (1978), Conducting Educational Research (2nd ed) New York: Harcourt Brace Jovanovich, Inc.
15. Van Dalen D.B. & Mayer, Williams J. (1979), Understanding Educational Research, An Introduction, New York, and Mc-Graw-Hill Book Co.

E) ENGAGEMENT WITH FIELD

COURSE VII: FIRST YEAR PRACTICUM COMPONENT

CODE: BEDN 1311

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

F) COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS

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

OBJECTIVES

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

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

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

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

UNIT - I COMPUTER FUNDAMENTALS AND APPLICATIONS

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

UNIT - II INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

a. Concept, Importance, Characteristics and Scope of Information Communication Technology.
b. Objectives of Information Communication Technology.
c. Information Communication Technology as an integral part of Teaching.
d. Application of Computers in various walks of life.

UNIT - III ICT ENRICHED LEARNING EXPERIENCES IN CLASSROOM

a. ICT Enriched learning experiences.
b. New needs of Teachers – Motivating teachers to use technology- integration of ICT in Teacher Education.
c. Individualized instructions – Concept, Need, and Principles.
d. Computer Assisted Instruction, Computer Assisted Learning, Computer Based Testing.
e. Technology in Teaching.
f. Software for Teaching & Learning, Testing and Research activities.

UNIT - IV DEVELOPING 21st CENTURY SKILLS

a. Introduction to Globalization with reference to Education.
b. Communication – concept, elements, process, barriers & Types.
c. 21st Century Skills for prospective teachers.
d. Current status of ICT Literacy levels among prospective teachers.
e. Effective Handling of Instructional Media and Aids – Aural, Print, Visual and multimedia.

f. Collaborative learning - group discussion, panel discussion, ICT supportive presentations, articles for magazines, projects, field visits, portfolio management, etc.

UNIT - V USING MICROSOFT OFFICE TOOLS FOR TEACHING AND LEARNING

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

UNIT - VI ROLE OF TECHNOLOGY IN PROMOTING HIGHER ORDER THINKING SKILLS

a. Use of ICT in enhancing higher order thinking skills.
b. Research findings of educationists on higher order thinking skills.
c. Role of technology in teaching thinking skills.

UNIT - VII ROLE OF TECHNOLOGY IN FOSTERING A STUDENT-CENTRIC LEARNING ENVIRONMENT

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

UNIT - VIII USING TECHNOLOGY TO TRANSFORM EDUCATIONAL INSTITUTIONS

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

UNIT - IX USING INTERNET AS PEDAGOGICAL AND COMMUNICATION TOOL

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

UNIT - X TECHNOLOGY SUPPORTED PROJECT BASED LEARNING

a. Meaning and definition of Project based Learning.
b. Features of Project based Learning.
c. Importance of Project based Learning.
d. Role of Technology in Project based Learning.

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT-I

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

UNIT-II

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

UNIT-III

11. Using CAI/CML model prepare two topics relevant to pedagogical subject with 20 frames.

12. Prepare Self Instructional Material on any one topic and analyze its effectiveness for individualized learning.
13. Write an assignment on the list of software that can be effectively used for teaching and learning.
14. Prepare a portfolio to justify Technology enriching learning experience of the students.
15. Make a survey on the Effective Use of Technology for teaching in the schools surrounding your vicinity and prepare a report for the same.

UNIT-IV

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

UNIT-V

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

UNIT-VI

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

UNIT-VII

26. Compare any two distance education institutions and prepare a report on the measures taken by them to support student centric learning.
27. Prepare a collage for 10 pages with the concept of student centric learning.
28. Draw a picture depicting internet as a gateway to student-centric learning.
29. Prepare a working /non-working model on the theme 'Use of internet for teaching and learning'.
30. Identify any 2 open source software which are being used in the field of education and narrate their role and significance in teaching and learning.

UNIT-VIII

31. Make a comparison between a Government school and a private school in terms of the use of technology in your vicinity and submit a report for the same.
32. Create a web page using HTML tags for your institution.
33. Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

34. Make a comparison on any two educational institutions website and justify which institutions website is informative and effective.

UNIT-IX

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

UNIT-X

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

LIST OF TEXT & REFERENCE BOOKS:

1. Agarwal J.C. (2006). Essential of technology. Teaching and learning, New Delhi: Vikas Publishing House Pvt. Ltd.
2. Alezis, M.L. (2001). Computer for every one. Leon: Vikas Publishing house Ltd: New Delhi.
3. Balaguruswamy, E., & Sharma, K.D. (1983). Computer in education and training. New Delhi: NIIT.
4. Copestake, S. (2004). Excel 2002. New Delhi: Drem Tech Press.
5. Goel, H.K. (2005). Teaching of Computer Science. New Delhi: R.Lall Book DeDepot.
6. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGrow Hill Publication.
7. Intel education., & NCTE. (2007). Hand book for teacher educators. Bangalore: NCTE.
8. Krishnamurthy, R.C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.
9. Leon, A. M. (2001). Computer for every one. New delhi: Vikas Publishing house.
10. Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
11. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
12. Oosterhof, A.C (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
13. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
14. Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books. Depot
15. Sharma, R.C. (1998). Modern science teaching. New Delhi: Dhanpat Raj and Sons.
16. Sharma, R.N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
17. Simon, C. (1995). The way Microsoft windows 95 works. USA: Microsoft Press

18. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.
19. Srinivasan, T.M. (2002). Use of computers and multimedia in education. Jaipur: Aavisakar Publication.
20. Stephen, M.A., & Stanely, R. (1985). Computer based instruction: Methods and development NJ: Prentice Hall.
21. Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
22. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
23. tp[ayl;Rkp. (2008). fw;gpj;jypy; rpf;fy;fs;-jPh;Tfs;. nrd;id rhe;jh gjpg;gfk;.
24. ,uj;jpd rghgjp> gp. (2008). fy;tpapy; Njh;T. nrd;id rhe;jh gjpg;gfk;.
25. fzgjp> tp & ,uj;jpd rghgjp> gp (2008). Ez;epiy fw;gpj;jy;. nrd;id rhe;jh gjpg;gfk;.
26. gh];fud;> g.> ~ gj;kg;upah. (2007). fiyj;jpl;l tsh;r;rp. nrd;id rhe;jh gjpg;gfk;.
27. tp[ayl;Rkp> t. (2007). Ez;zpiy fw;gpj;jy;. nrd;id rhe;jh gjpg;gfk;.

COURSES ON PROFESSIONAL EFFICIENCY OF TEACHERS

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

OBJECTIVES

After going through this module you will be able to:

1. Record a brief history of development of yoga through the ages.
2. Discuss how yoga and yoga practices are important for healthy living.
3. Explain some important principles of yoga.
4. State the different types of yoga.
5. Derive how Hatha yoga and Astanga yoga are complementary to each other.
6. Name the satkarma and describe their uses in cleansing the body and the mind.
7. Demonstrate some important asanas and pranayama.

To realize the above objectives, the following units of study have been included.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

Pre-requisite for the Course:

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

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

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

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

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

UNIT – I INTRODUCTION TO YOGA AND YOGIC PRACTICES

a. Introduction.
b. Learning objectives.
c. Yoga: meaning and initiation.
d. History of development of yoga.
e. Astanga yoga or raja yoga.

f. The streams of yoga.
g. The schools of yoga: Raja yoga and Hatha yoga.
h. Yogic practices for healthy living.
i. Some select yogic practices.
j. Summary.
k. Unit-end questions / exercises.

UNIT – II INTRODUCTION TO YOGIC TEXTS

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

UNIT – III YOGA AND HEALTH

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

UNIT – IV GUIDELINES FOR PRACTICUM

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT -I

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

UNIT - II

3. Go through any yoga text and comment on the text.

4. Make a portfolio of yogic asanas.

UNIT - III

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

UNIT – IV

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

D) LIST OF TEXT & REFERENCE BOOKS

1. Anantharaman, T.R. (1996). Ancient Yoga and Modern Science. New Delhi: Mushiram Manoharlal Publishers Pvt Ltd.
2. Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Moraji Desai National Institute of yoga.
3. Bhavanani, A.D. (2008). A Primer of Yoga Theory. Pondicherry: Divyananda Creations, Iyyanar Nagar.
4. Bhogal, R.S. (2010). Yoga & Mental Health & Beyond. Lonavla: Kaivalyadharma SMYM Samiti.
5. Bhogal, R.S. (2011). Yoga & Modern Psychology. Lonavla: Kaivalyadharma SMYM Samiti.
6. Bucher, Charles. (1975). Foundation of Physical Education. (St. Luis: The C.V. Mosby Co).
7. Devi, I. (1987). Yoga, The Technique of Health and Happiness. Bombay: Jaico Publishing House.
8. Digambarji ji, Swami & Gharote, M.L. (1978). Gheranda Samhita. Lonavla: Kaivalyadharma SMYM Samiti.
9. Digambarji ji, Swami & Kokaje, R.S. (1971). Hathapradipika. Lonavla: Kaivalyadharma SMYM Samiti.
10. Goel, A. (2007). Yoga Education, Philosophy and Practice. New Delhi: Deep and Deep Publications.
11. Iyengar, B.K.S. (2012). Light on yoga. From first impression. India: Harper Collins.
12. http//www.wikipaedia.com.
13. Karambelkar, P.V. (1984). Patanjala Yoga Sutra. Lonavla: Kaivalyadharma SMYM Samiti.
14. Karambelkar, P.V. (1987). Patanjala Yoga Sutra. Lonavla: Kaivalyadharma SMYM Samiti.
15. Kuvalayananda, Swami & Vinekar, S.L. (1963). Yogic Theraphy. Lonavla: Kaivalyadharma SMYM Samiti.
16. Kuvalayananda, Swami (1933). Asanas. Lonavla: Kaivalyadharma SMYM Samiti.
17. Kuvalayananda, S & Vinekar, S.L. (1963). Yogic Theraphy: Its Basic Principles and Methods. New Delhi: Ministry of Health and Family Welfare.
18. Nath, S.P. (2005). Speaking of Yoga. New Delhi: Sterling Publishers.
19. Swami Satyananda (1999). Four Chapters on Freedom. Commentary on Yoga sutras of Patanjali Saraswathi. Bihar School of Yoga, Munger.

20. Vivakanadha, Dr. Rishi (2005). Practical yoga psychology. Munger Yoga publication Trust.
21. Yadav, Y.P. & Yadav, R. (1998). Art of Yoga. Friends Publications, India.

CHOICE BASED COURSES

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

OBJECTIVES:
At the end of the course the student – teachers should be able to.

- Face the competitive exams in English with confidence.
- Face the exam with ease and comfort.
- Identify the grammatical components properly.
- Recognize the syntax of English Sentences.
- Pick out the correct options on Synonyms, Antonyms, Homophones.

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

UNIT – I SENTENCE PATTERN

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

UNIT – II WORD ORDER

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

UNIT – III PHRASE, CLAUSE AND SENTENCE

a. Identify the Phrase, clause, simple, compound, complex sentences from the model questions.
b. Recast the group of sentences to arrive at simple, compound, complex sentences.

c. Change the phrase in to clause and transformation of sentences.
d. Composition – Essay writing, Translation – Exercise English to Tamil vice versa.
e. Letter writing – different forms of letters.

UNIT – IV WORD POWER: SYNONYMS, ANTONYMS, HOMOPHONES

a. Identification the synonyms from a group of options.
b. Identification the antonyms from a group of options.
c. Identification the homophones from the options.
d. Dialogue – spoken English.

UNIT – V WORD CLASSES

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK:

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

D) LIST OF TEXT & REFERENCE BOOKS:

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

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

OBJECTIVES: At the end of this course the student – teacher should be able to

1. Recognize the importance of Hindi language.
2. Appreciate the role of Hindi language for National integration.
3. Recognize the phonetics of Vowels and Consonants.
4. Recognize different words in Hindi.
5. Receive the rules of grammar to understand the syntax of sentence.
6. Develop the skills to speak, read and write Hindi.
7. Use the vocabulary and frame the sentence of one's own.

A) COURSE DESCRIPTION

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

B) CONTENT OF THE COURSE

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

UNIT – I REFLECTIONS ON HINDI LANGUAGE

a. Importance of Hindi learning & the place of Hindi as National language.
b. Cultural contexts of Hindi: an introduction &various functional forms of Hindi.
c. Hindi Phonetics – Vowels and Consonants.
d. Barahkhadi & Dwitvakshar and Samyuktakshar.
e. Often wrong spelt words and correction.

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

UNIT – II HINDI VOCABULORY MADE EASY

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

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

UNIT – III HINDI GRAMMAR FOR SYNTAX UNDERSTANDING

a. Gender and Number.
b. Infinitive Verbs: commands and requests.
c. Introduction to Parts of speech.
d. Verb usage variations.
e. Karakchihn – Introduction.

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

UNIT – IV WRITING AND READING SKILLS OF HINDI

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

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

UNIT – V THE FOUNDATION FOR HINDI SPEAKING

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

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

C) HANDS ON EXPERIENCE AND PRACTICAL WORK

UNIT – I

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

UNIT – II

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

UNIT – III

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

UNIT – IV

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

UNIT – V

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

E) LIST OF TEXT & REFERENCE BOOKS:

1. Pankhudiya (by Dr. Madhu Dhawan)
2. Aao Hindi Seekhe (Dr. Alok Pandey) by Milind Publications, Hyderabad.
3. Shabari Hindi-Tamil Bodhini by Shabari Publications, Tamil Nadu.

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