

BHARATHIAR UNIVERSITY : COIMBATORE - 641046
SCHOOL OF DISTANCE EDUCATION
DEGREE OF BACHELOR OF EDUCATION
(NON-SEMESTER PATTERN)

Regulations

(Effect from the Academic year 2016 - 2017 Batch & onwards)

Bachelor of Education (B.Ed.)

Bachelor of Education programme is primarily aimed at providing an opportunity to in-service teacher to qualify further to improve the prospects and acquire up-to date knowledge, competencies and skills for effective teaching at the Secondary Stage of School Education. The Programme also provides opportunities through personal interactive and group interactive sessions arranged to learn about innovative and successfully tested methods of imparting knowledge to the students of School Education. It paves way to enrich the mental makeup and problem solving that emanated from the sources. In addition, the teachers (in-service) as learners will learn about effective classroom transactions, evaluation procedures, school management, mental demand, precautionary measures, preventive and remedial methods of problem solving and convergent and divergent methods of learning and teaching respectively using electronic resources.

Eligibility

1. Candidates who have completed NCTE recognized Teacher Education Programme through face-to-face mode is eligible for admission.
2. The in-service Teacher should have passed any degree from any recognized University.
3. Trained in-service Teachers should have passed D.T.Ed. in any government recognized school in Tamilnadu.
4. Reservation norms will be adopted for selection in admission as per the norms of Tamilnadu government/NCTE/University.
5. The teacher should be in-service at the time of submitting the application.

OPTIONAL SUBJECT	CODE	ELIGIBILITY
Tamil Education	01	B.A. or Lit. Tamil
English Education	02	B.A. English
Mathematics Education	03	B.Sc Mathematics and Applied Mathematics
Science Education (Physical Science Education and Biological Science Education)	04	B.Sc.Physics/Biophysics/Applied Physics/ Geophysics, Electronics, B.Sc. Chemistry and Biochemistry. B.Sc Botany, Plant Biology and Plant Biotechnology, Zoology, Animal Sciences and Animal Biotechnology, Micro Biology, Biotechnology and Environmental Sciences.
Social Science Education	05	B.A./B.Sc. History, Social Science, Geography and Applied Geography
Computer Science Education	06	B.Sc Computer Science, Computer Technology, Information Technology and BCA
Economics Education	07	B.A. Economics with MA Economics.
Commerce Education	08	B.Com with M.Com

6. The teacher should have undergone 10+2+2+3(17) or 11+1+2+3(17) pattern of study and passed the school level examinations conducted by the respective State Board or CBSE or any other recognized board of education examinations and elementary teacher education and undergraduate degree examinations conducted by NCTE and UGC recognized Universities in any of the school subjects offered by the Directorate of School of Education at the Secondary/ Higher Secondary Education level and included as an optional subject in the B.Ed.(Distance) Programme as detailed below:-
7. Teachers who have obtained post graduate degree in any of the optional subjects of the B.Ed. programme without an undergraduate degree in the same optional subjects of the B.Ed. Programme are not eligible for admission based on the optional subject of the post graduate degree. However, they are eligible to apply based on the optional subject of the undergraduate degree.
8. Teachers who have obtained undergraduate / post graduate degree under Open University system without undergoing 11 years of schooling (SSLC), and one year pre-University course certificate subsequently or undergoing 12 years schooling and higher Secondary course certificate at the end of 10 and 12 years of study, respectively are not eligible for admission.
9. Teachers who have undergone regular course of study in a school and obtained Secondary School leaving certificate (SSLC) and subsequently obtained Two years Bachelor Programme Certificate/ Two years foundation Course Certificate / Two years Diploma course conducted by the State Government recognized Universities and an undergraduate degree certificate after three years period of study are eligible for admission.
10. Teachers who have obtained an undergraduate degree under any scheme of with less than three years of study are not eligible for admission.
11. Teachers who have obtained undergraduate degree under Double or Triple major system, are eligible to apply for any one of the major subjects studied and currently being offered in the B.Ed. programme.
12. College Teachers are not eligible for admission.
13. Teachers who have opted for Economics, Commerce as optional subjects in the B.Ed Programme should have obtained both undergraduate and post graduate degrees in the same subject.

DURATION OF THE PROGRAMME

The minimum duration of the B.Ed. Programme will be 2 years. In any case, the course will have to be completed within the maximum period of 5 years.

DISTRIBUTION OF CREDITS(Programme Content)

The university follows the 'Credit System' for its B.Ed. programme. Each credit is of 30 hours of study comprising of all learning activities. Thus, 4 credit courses involve 120 study hours. This helps the students to understand the academic efforts she/he has to put in order to complete the course. Completion of B.Ed. programme requires successfully acquiring 80 credits.

The maximum credits one has to secure in two years of B.Ed. course through distance mode is **80** and there are **6 theory papers in the I year** and **4 theory papers in the II year (10 Papers X 4 credits = 40 Credits)**. Students have to undergo practical activities both in the I & II years. At the end of I year, the students have to complete the practice teaching

of 448 class teaching hours continuously (**14credits**). By assessing all the relevant records related to school and community activities (teaching/observation/lessonplan/unitplan/casestudy/album/charts/teachingaids/actionresearch/record/seminars/workshop/fieldtrip/educationtrip/visittomuseum/observatory/visiting of inclusive school and Yoga practice) through summative evaluation including the practical examinations, total number of **26credits** will be awarded. The learning activities also include Assignments and Home Tests for each theory paper. The school based activities include microteaching and observation classes. The work shop based activities in the I&IIyears (6days each) are compulsory to take up the in term-end examination.

MEDIUM OF INSTRUCTION

The medium of instruction will be **English**. However, students will be allowed to write the term-end examinations either in **English or Tamil**.

COURSE DESCRIPTION (Theory Components)

Core Courses	32 credits
Pedagogy of School	4 credits
Optional Subject	4 credits
Practical Component	40 credits

1 credit = 25 marks. Total 80 credits x 25 marks = 2000 marks.
Passing minimum is 1000 marks for both years.

FIRST YEAR PAPERS

Core papers

1. Childhood and growing up
2. Contemporary India and Education
3. Teaching and Learning
4. Language across the curriculum
5. Assessment for learning
6. Pedagogy of a School subject
(Select any one related school subject)
 - a. Tamil
 - b. English
 - c. Mathematics
 - d. Science
 - e. Social science
 - f. Commerce
 - g. Economics
 - h. Computer science

SECOND YEAR PAPERS

1. Curriculum Development
2. Gender, School, Society and inclusive schools
3. Understanding of ICT
4. Optional course (Select any one paper)
 - a. Environmental Education

- b. Yoga Education
- c. Physical Education

PRACTICUM COMPONENTS (1000 Marks / 40 credits)

- (i) Evaluation of Teaching Competency and Skills
- (ii) Evaluation of Teaching Competency and School Based Activities related Records and Reports

The teaching competency and proficiency in preparing records and reports will be evaluated in two day practical examination conducted in the PCP Centre in the following aspects.

S. No.	Teaching competency /Records / Reports	Marks allotted	Credits
1	Teaching Competency	100	4
2	Lesson plan	75	3
3	Micro Teaching	75	3
4	Test and Measurement	50	2
5	Observation	50	2
6	Teaching Aids	100	4
7	Psychology Experiments	75	3
8	Educational Technology	75	3
9	Case Study	50	2
10	Action Research	50	2
11	Physical Education	50	2
12	Yoga	50	2
13	Library	50	2
14	SUPW	25	1
15	Arts & Craft	25	1
16	Field Visit	25	1
17	School Based Activities*	75	3
Total		1000	40

***Students have to select any FIVE of the following School Based Activities (SBA) in such a way that they are securing 75 marks (3 credits)**

Sl. No.	Name of the Record and Report of the SBA	Marks allotted
1	Maintenance of registers and records	15
2	Addressing the school assembly	15
3	Conducting socio metric test in the classroom	15
4	Content analysis exercise	15
5	Administration of Intelligence test, personality test and attitude test to one student and analysis of result	15
6	Preparation of the cumulative records	15
7	Preparation of school timetable	15
8	Organizing career talk/PTA / debate/ panel discussion/ Quiz programme	15
9	Organization of a campaign	15

TOTAL MARKS(Theory and Practical)

Components	Total Marks	Credits
Theory	1000	40
Practical	1000	40
Grand Total	2000	80

COUNSELING AND WORKSHOP ACTIVITIES (I Year and II Year)

S. No	Activity	Days	No. of Hours
1	Counseling Classes (10+10)	20@8 hours/day	160
2	Attending Workshops (6+6)	12@8hours/day	96
3	Internship Teaching Practice (90)	90@6hours/day	540
	Total	122	796

No. of Working Days = 122 Days (Excluding Examinations)
Total No. of Working Hours = 796 Hours

INTERNSHIP TEACHING PRACTICE (ITP-90 Days)

Every student should compulsorily undergo 3 months of practice teaching in the school where he/she works, under the supervision of Senior Teacher. This school internship covers 448class teaching hours which will be evaluated for **350 marks (14 Credits)**.

Allotment of marks: Total marks allotted -350

- a. Teaching competency -100
- b. Lesson plan record - 75
- c. Teaching aids -
100
- d. School Based Activities - 75

Scheme of Examinations
First year

S No	Subject Code	Subject	Duration (Hrs)	Internal marks		External marks		Total marks	Credits
				Min	Max	Min	Max		
1	16CBED1	Childhood and growing up	3 hrs	12.5	25	37.5	75	100	4
2	16CBED2	Contemporary India and Education	3 hrs	12.5	25	37.5	75	100	4
3	16CBED3	Teaching and Learning	3 hrs	12.5	25	37.5	75	100	4
4	16CBED4	Language across curriculum	3 hrs	12.5	25	37.5	75	100	4
5	16CBED5	Assessment for learning	3 hrs	12.5	25	37.5	75	100	4
6	16OBED1 16OBED2 16OBED3 16OBED4 16OBED5 16OBED6 16OBED7 16OBED8	(Select any one basic degree subject) Tamil English Mathematics Science Social science Commerce Economics Computer science	3 hrs	12.5	25	37.5	75	100	4
				75	150	225	450	600	24

Total – 6 papers

Second year

S No	Subject Code	Subject	Duration (Hrs)	Internal marks		External marks		Total marks	Credits
				Min	Max	Min	Max		
7	16CBED6	Curriculum Development	3 hrs	12.5	25	37.5	75	100	4
8	16CBED7	Gender, School, Society and inclusive schools	3 hrs	12.5	25	37.5	75	100	4
9	16CBED8	Understanding of ICT	3 hrs	12.5	25	37.5	75	100	4
10	16EBED1 16EBED2 16EBED3	(Select anyone) Environmental Education Yoga Education Physical Education	3 hrs	12.5	25	37.5	75	100	4
				50	100	150	300	400	16

CODE	PRACTICAL	MIN MARK	MAX MARK	CREDITS
INTP	Internship Teaching Practice (90 days) I year	175	350	14
16SBR	School Based Records (I year and II year)	325	650	26
		500	1000	40

PRACTICUM COMPONENTS (1000 Marks / 40 credits)

(i) Evaluation of Teaching Competency and Skills

(ii) Evaluation of Internship Teaching Practice and School Based Activities related Records and Reports

The teaching competency and proficiency in preparing records and reports will be evaluated in two day practical examination conducted in the PCP Centre in the following aspects

S. No.	Teaching competency /Records / Reports	Marks allotted	Credits
1	Teaching Competency	100	4
2	Lesson plan	75	3
3	Micro Teaching	75	3
4	Test and Measurement	50	2
5	Observation	50	2
6	Teaching Aids	100	4
7	Psychology Experiments	75	3
8	Educational Technology	75	3
9	Case Study	50	2
10	Action Research	50	2
11	Physical Education	50	2
12	Yoga	50	2
13	Library	50	2
14	SUPW	25	1
15	Arts & Craft	25	1
16	Field Visit	25	1
17	School Based Activities	75	3
	Total	1000	40

INTERNAL AND EXTERNAL ASSESSMENT MARKS

a. Mode of Internal Assessment for each theory paper

Test	-10 marks
Assignment	-10 marks
Attendance	-5 marks
Total	-25marks

b. Mode of External assessment

The external theory examination for each paper will be conducted for 75marks

Question paper pattern(External Examination)

Section	Type of question	No. of questions	Marks	Total
A	Short Answer(50 words each)	10 (Compulsory)	2	20
B	Short Essay(300words each)	5 out of 7	5	25
C	Essay Type (1000 words each)	3 Questions(Either or Type)	10	30
Total				75

Assessment

Every candidate should appear for all the papers in the theory, practical Examination and school internship. A candidate shall be awarded with the B.Ed., degree if only he/she passed the theory and practical examination and the compulsory Internship Teaching Practice of 90 days. A candidate who fails in one or more papers in the theory or practical examination shall be permitted to reappear again only for those papers in which he/she fails. A candidate who fails in the practical examination and fails to complete the course. School internship shall be permitted to appear again for the same and they are allowed to complete the degree within the maximum period of 5years from the date of enrolment.

Classification of successful candidates

- Successful candidates who pass the theory examination with 50% in each paper can be declared to have passed in the theory examination.
- Successful candidates who pass the practical examination with a minimum of 50% can be declared to have passed in the practical examination.
- Failures will be given chances for reappearances of examination (Theory & Practical) to the period of 5 years maximum from the date of enrolment of the B.Ed. programme.

The system of Evaluation both for theory and practical courses are as follows:

Theory: For theory courses, evaluation comprises two aspects.

a. Continuous evaluation in the form of compulsory Assignments and Home tests. This carries a weightage of 25% of each course.

b. The year end examination has a weightage of 75% of the total for each course.

RECORDS - ACTIVITIES

Teaching Practice related records

i) Lesson Plan Record: 30 Lesson plans in the methodology subject

ii) Micro-Teaching Record: Practice 6 micro teaching skills in the methodology subject

iii) Test and Measurement Record: Construction and administration of one achievement test and interpretation of test scores in the methodology subject

iv) Observation Record: 15 Observations in the methodology subject

SYLLABUS FOR FIRST YEAR
CORE COURSE
CHILDHOOD AND GROWING UP

Internal Assessment: 25 Total Marks: 100 External Assessment: 75 Examination Duration: 3 hrs.

Objectives:

After the completion of this course the student teacher will be able

1. To appreciate the role of educational psychology in teaching and learning.
2. To understand the salient features and problems of growth and development during childhood to adolescence.
3. To understand the process of learning and factors influencing learning and to organize teaching for effective learning
4. To understand the dynamics of personality development in order to facilitate student trainees' and their students' personal growth.
5. To acquaint the teacher trainees with educational needs of special groups of pupils.
6. To understand the concept of personality, Intelligence and creativity and motivation for the better teaching and learning process.
7. To develop the ability to apply the knowledge provided by Educational Psychology to classroom problems of various kinds.

UNIT-I Educational psychology-Growth and Development

Nature of Educational psychology-purpose and principles in teaching and learning- Meaning of Growth and Development- Differences between growth and development, importance of growth and development Theoretical viewpoints to understand the human development process and concept of individual differences. (a) Biological (b) Psycho-analytical (c) Cognitive implications –Cognitive development-Attention-Factors relating to attention-span of attention-inattention and distraction-concept formation-types

UNIT-II Understanding Adolescent Learner

Understanding Adolescent Learner: Growth and Development: Physical, cognitive, social, emotional and moral development pattern .Adolescent period: Nature and peer factor influencing development; Behavioural pattern in terms of motivation, attitude and development of self-concept; Method of studying learner's behaviour at the adolescent stage: Observation, interview, experimentation and case-study

UNIT-III Learning

Learning by Trial and Error (Thorndike) - Learning by Stimulus--Response conditioning (Pavlov & Skinner-Classical conditioning -Operant conditioning) -Educational implications Gestalt theory- Theories of Development: Cognitive theory of Development (Piaget's) - Psycho-social theory of development (Erikson). Theory of Moral Development (Kohlberg's). -Theory of psycho- sexual development (Freud). Theory of Emotional Development (Goldstein). Factors affecting learning and learning problems -Ways to enhance learning skills and minimizing learning Problems-Transfer of learning -Remembering and forgetting-curve of forgetting-individual differences in learning

UNIT-IV Motivation & Intelligence

Motivation: Kinds of motives-Theories of motivation: Hull's drive reduction, Maslow's need hierarchy, McClelland's achievement motivation-Fear of failure and hope of success; Motivation in the class room context: praise and blame rewards and punishments-levels of aspirations Nature of intelligence- Theories of Intelligence: single, two factor and multi factor theories, Guilford's structure of the intellect-Individual differences and distribution of intelligence-Intelligence tests and their uses

UNIT-V Creativity & Personality

Concept of creativity: Identification of creative pupils-relationship and difference between intelligence and creativity; convergent, divergent and lateral thinking; Steps in the process of creativity-fostering creativity. Personality: Meaning and definition of personality, Major determinants of personality-Theories of personality-Sigmund Freud-psycho analysis-Assessment of personality-projective techniques-TAT, Integrated personality.

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CONTEMPORARY INDIA AND EDUCATION

Objectives:

After the completion of this course the student teacher will be able

1. To understand the concept and aims of Education.
2. To develop understanding about the social realities of Indian society and its impact on education
3. To learn the concepts of social Change and social transformation in relation to education
4. To understand the educational contributions of the Indian cum western thinkers
5. To know the different values enshrined in the constitution of India and its impact on education
6. To identify the contemporary issues in education and its educational implications
7. To understand the historical developments in policy framework related to education

UNIT-I Concept and Aims Education

Meaning and definitions of Education-Formal, non-formal and informal education Various levels of Education-Objectives-pre-primary, primary, secondary and higher secondary education and various statutory boards of education -Aims of Education in Contemporary Indian society Determinants of Aims of Education.

UNIT-II Social Realities of Indian Society and Education

Rich Cultural Heritage - Diversity in Indian Society; Inequality and Marginalization-Schisms in terms of Caste, Religion, Language, Region and their demands on Education-Forms and Bases of Social Stratification -Impact of Social Stratification on Education and Vice versa ;Culture and Education - Meaning and definitions of culture - Characteristics of culture-Dimensions of culture, cultural lag, cultural pluralism - Role of Education in preservation, transmission and promotion of culture.

UNIT-III Education, Social Change and Social Transformation

The concepts of social change –Technology Factors of social change -Role of education in the process of social change - Agencies of Socialization -Factors influencing the Learner -Socio-Cultural factors: Family, School environment, Community, Peer group -Political: policies, provisions -Socio-Economic: Poverty, Gender, Religion, Caste and Class -Psycho-Social: Parents. Teachers. Classroom Climate, School, Ethnicity

UNIT-IV Indian And western Thinkers and their Contribution to Education

Gandhiji's Basic Education-Concept of Education-Gandhiji's conception of knowledge-method of instruction and evaluation-Tagore-Tagore's conception of knowledge-values-Freedom and discipline-method of instruction and evaluation-John Dewey-Dewey's concept of knowledge-values-method of instruction and evaluation-Rousseau - Rousseau's concept of knowledge-method of instruction and evaluation-J. Krishnamoorthy- concept of knowledge and freedom in learning-Sri Aurobindo-Sri Aurobindo's concept of knowledge-method of instruction and evaluation. Child labour-causes for child labour-government measures of child labour-Transit schools Unemployment and under employment-Privatization in Education.

UNIT-V Policy Framework for Public Education in India & Innovative Trends

Education in Pre-Independent India — significant recommendations of commissions and committees -Education in Post-Independent India — Significant recommendations of Commissions and Committees-National Policy on Education — 1986, 1992 -Universalization of Elementary Education — Sarva Shiksha Abhiyan, RTE ACT 2009, RMSA, MHRD and Elementary education, Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSCHER in relation to the development of education. open university and the major functions of DEB/DEC, Schools for the challenged-Adopting instruction-school education Globalization/Liberalization-Factors behind-Globalization and Education.

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TEACHING AND LEARNING

Objectives:

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

1. Be aware of the process of learning and information processing
2. Understand the variables in the teaching-learning process
3. Acquire knowledge about the taxonomy of educational objectives and delineate the instructional objectives
4. Gain an understanding of different theoretical perspectives on learning
5. Reflect on their own implicit understanding of the nature and kinds of learning
6. Understand the various approaches of teaching
7. Understand the instructional process and apply the basic teaching model

UNIT I: Process of Learning

Process of Learning - Concept of learning, types of learning and factors influencing learning - Learning process: Attention, sensation, perception and concept formation - Memory and forgetting: concept, types of memory, applicability to learning and strategies for better management of memory - Role of motivation in learning; methods of improving motivation

UNIT II: Learners and Principles of Teaching-Learning

Characteristics and needs of the learners - Dimensions of differences in learners - Physical, Cognitive, Affective, Psychomotor and Socio Cultural - Matching the Teaching Styles with the Learning Styles - Challenging the Learners and Evolving Teachers - Delineation of instructional objectives - Cognitive, Affective and Psychomotor - Skills of Teaching and Learning - Meaning, Principles and Significance of Learning - Factors affecting learning - Relationship between Teaching and Learning - Transfer of Learning - Teaching for Transfer of Learning

UNIT III: Theories of Learning

Behaviorist Perspectives of Learning - Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications - Classical Conditioning - Pavlov, concept and principles and classroom implications - Operant Conditioning - Skinner, concept and principles and classroom implications - Cognitive perspectives of learning (Insight learning - Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism - Vygotsky) - Humanist perspectives of learning (Learner centered approach - Rogers)

UNIT IV: Process of Teaching

Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science - Distinction between Instruction, training and teaching - Phases of teaching: planning, execution and reflection - Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher - Functions of a teacher in classroom, school and community

UNIT V: Learning Environment and Learning Engagement

Meaning of learning environment and learning engagement - Creating positive and productive environment for learning - creation of emotionally - Safe learning environment to increase

learning - Development of emotional intelligence - Role of culture in the educative process, creating culturally responsive learning - environment, create cultural congruity between home and school - Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

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LANANGUAGE ACROSS CURRICULUM

Objectives:

After the completion of this course the student teacher will be able to

1. Understand nature, function and role of language across the curriculum
2. Understand importance and use of first, second language and multi languages system and its significance on culture in developing language skills.
3. Acquire knowledge about the communication, process and functions.
4. Understand types of communication developing communication skills and its barriers.
5. Understand fundamental objectives of language teaching and activities for developing skills on LSRW.
6. understand barriers to Listening, Speaking, Reading, Writing (LSRW)
7. Understand and appreciate the various activities for developing language skills.
8. Acquire knowledge about n the language laboratory and its importance on developing language skills

UNIT-I. Nature and function of Language

Language- meaning and concepts - Functions of Language — language learning - Theories of language learning – teaching language as skill rather than knowledge subjects - Role of Language across Curriculum - Barriers in using language and strategies in overcome them

UNIT-II. Language diversity in classroom

Learning mother tongue - First language – significance of first language - role of home importing mother tongue - second language – significance teaching second language - Using first and second language in the classroom – tri language system – Multilingualism - relation of language with culture.

UNIT-III. Communication

Communication, Meaning and concept - Elements of communication - Process of communication - Types of communication, Verbal and non-verbal communication - Interpersonal, intra-personal, group and mass communication - Ways and means to developing communication skills at schools – general barriers to communication.

UNIT-IV. Developing LSRW skills and its barriers

Listening skills – sub skills of listening – listening for perception – listening for comprehension – three phases of listening - importance of listening skills - Barriers to listening skills - Activities for developing listening skills: Speaking skills – importance of speaking skills - Barriers to speaking skills: Reading skills – importance – process involved in reading – types of reading - barriers to reading skills – Writing skills – importance – characteristics of good writing - barriers to writing skills.

UNIT -V. Activities for LSRW skills & Language Laboratory

Activities for developing Listening skills - listening to specific information and for general understanding - dictation – listening radio and television news – commentaries – listening to instructions: Activities for developing Speaking skills - conversation – group discussion – debate - interview - extempore speech: Activities for developing Reading skills – methods of teaching

reading to beginners – Alphabet – Phonetic – word – phrase and sentence method: Activities for developing Writing skills – developing mechanical skill, grammatical skill, judgment skill and discourse skill. Language laboratory – role language laboratory developing language skills - planning and installing of language laboratory – basic materials required for language laboratory – strategy and effective use language laboratory.

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ASSESSMENT FOR LEARNING

Objectives:

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

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. process.
3. Understand the perspectives of different schools of learning on learning assessment
4. Realize the need for school based and authentic assessment
5. Examine the contextual roles of different forms of assessment in schools
6. Understand the different dimensions of learning and the related assessment procedures,
7. tools and techniques
8. Develop assessment tasks and tools to assess learners' performance
9. Analyse, manage, and interpret assessment data
10. Analyse the reporting procedures of learners' performance in schools
11. Develop indicators to assess learners' performance on different types of tasks

UNIT I: Perspectives on Assessment and Evaluation

Meaning of Assessment, Measurement, Tests, Examination, Appraisal and Evaluation and their interrelationships - Purpose(s) and principles of Assessment, characteristics of quality assessment - Current thinking about learning based on Behaviorist, Cognitivist and Constructivist learning theories and their implications for classroom assessment - changing the culture of classroom assessment - Classification of assessment: based on purpose (prognostic, formative, diagnostic and summative), scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude, etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (self-referenced, norm-referenced, criterion - referenced) and context (internal, external)

UNIT II Characteristics of Instruments of Assessment

Characteristics of Instruments of Evaluation - Validity - different methods of finding validity - Reliability-different methods of finding reliability - Objectivity - Interdependence of validity, reliability and objectivity - Usability - Norms - Writing educational objectives - different kinds like knowledge, understanding and application - Relationship between educational objectives, learning experiences and assessment - Major techniques of assessment

UNIT III: Formative and Summative Assessments

Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments - Observation, questioning, reflection on learning as strategies for using assessment in the process of learning - Use of Projects, Assignments, Work sheets, Practical work, Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- Summative assessment: meaning, purpose, summative assessment in practice, use of teacher - made and standardized tests - Aligning formative and summative assessments

UNIT IV: Tools of Assessment

Assessment of cognitive learning: understanding and application; thinking skills - convergent, divergent, critical, problem solving, and decision making; Selected-Response Assessment: Multiple Choice, Binary Choice, and Matching and Constructed Response Assessment: Completion, Short-Answer, and essay Items as tools-nature, advantages and limitations, guidelines for their construction and scoring - Assessment of affective learning: attitude and values, interest, self-concept; tools and procedures for their assessment; observation, interview, rating scales, check-lists, inventories as tools/techniques, their uses and preparation - Assessment of Performance/ project - based assessment- meaning, characteristics, scope; using rubrics to grade a performance - based assessment

UNIT V: Planning, Construction, Administration and Reporting of assessment

Planning: Deciding on what, why and how to assess - difference between instructional, learning and assessment objectives, stating of assessment objectives, deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time - Preparation of a blue print - Construction/selection of items: writing test items/questions, reviewing and refining the items, assembling the test items; writing test directions and guidelines for administration (if any), Scoring procedure - manual and electronic - Administration, item analysis and determining item and test characteristics; Item response analysis, ascertaining student needs, identifying student interests and feeding forward for improving learning - Reporting Student Performance - content and formats - Progress reports, Cumulative records, Profiles and Open house - Using feedback for reporting to different stakeholders - students, parents, and administrators - Use of Feedback for teachers' self-improvement and curriculum revision

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OPTIONAL PAPERS Pedagogy of Tamil

நோக்கங்கள்:

1. தாய் மொழியின் இன்றியமையாமையையும், தாய் மொழி கற்றலின் நோக்கங்களையும் அறிதல்.
2. தாய் மொழியின் பல்வேறு பணிகளையும் அறிதல்
3. தாய்மொழியின் பல்வேறு பயிற்றுமுறைகளை அறியச் செய்தல்.
4. செய்யுள் உரைநடைப்பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்.
5. இலக்கண பயிற்றலில் உள்ள திறன்களை வளர்த்தல்
6. இலக்கண விதிகள் வரையறைகளைக் கற்பிக்க விளையாட்டு முறைகளைப் பயன் படுத்த பயிற்சியளித்தல்.
7. பல்வேறு வகையான கட்டுரைப் பாடங்களை அறியச் செய்தல்
8. மொழிபெயர்ப்பு- மொழியாக்கம் ஆகியவற்றின் அடிப்படைவிதிகளை அறிந்து கொள்ளச் செய்தல்
9. கேட்டுணர்தல் திறனையும், பொருளணர்தல் திறனையும் வளர்த்தல்
10. படிக்கும் பழக்கங்களை வளர்த்தல்
11. வினாக் கேட்டலில் பல்வேறு திறன்களைவளர்த்தல்
12. ஒரு சிறந்த மொழிப்பாட ஆசிரியர்களுக்கான பண்புகளை வளர்த்தல்
13. பாடத்திட்டம் அமைத்தலில் நவீன தொழில் நுட்ப சாதனங்களின் பயன்பாடுகளை அறிதல்
14. பாடத்திட்டம் அமைத்தலில் உள்ள கோட்பாடுகளை அறியச்செய்தல்

அலகு:1 கல்வி ஏற்பாட்டில் தாய் மொழி பெறும் இடம், தாய் மொழியினைப் பயிற்றும் முறை.

1.1நோக்கங்கள், பயன்கள்- எண்ணத்தை வெளியிடுங்கருவி, திருத்தமாக பேசு படிக்கமுத, வாழ்க்கை நுகர்வுகள் கற்பனையாற்றலை வளர்த்தல்- அழகுணராற்றலை வளர்த்தல்- சமூகப் பண்பாட்டு மரபினையறியும் கருவி மொழியாகும்.

1.2 கல்வியின் இன்றியமையாமை- சமூகக் கடமைகளை மேற்கொள்ளுதல்- வாழ்க்கை நடத்தக் தேவையான திறன் களைப் பெறுதல்.

1.3 பிறமொழிகளைக் கற்பதற்குத் தாய் மொழியே அடிப்படை - மாநில மொழியிலிருந்து தாய் மொழிவேறுபடும் போது ஏற்படும் சிக்கல்கள்.

1.4 தாய் மொழியினைப்பயிற்று முறை: பண்டோர் கண்ட முறை- தற்காலமுறை- விளையாட்டு முறை, செயல் திட்டமுறை- தனிப்பயிற்சி முறை- மேற்பார்வை படிப்பு முறை- விரிவுரை முறை- இம் முறையைப் பல்வேறு நிலையில் (நடுநிலை, உயர்நிலைஇ மேல் நிலை) பயன்படுத்துங்காலம் ஏற்படும் நிறை குறைகள்.

அலகு: 2 மொழித்திறன்களைக் கற்பித்தல்:

2.1 கேட்டல் திறன்-வரையறையற்ற கேட்டலின் வழிகற்றல்- கேட்டல் பழக்கத்தினை வளர்த்தல்- பொருள் மாறாது சுருக்கி எழுதலின் கீழ் பயிற்சி பெறுதல் -பத்திகளையும் பெரிய பத்திகளையும் சுருக்குதல்-பல்வேறு நோக்கங்களை நிறைவேற்றப்பார்த்தல்- செய்திகளை அறிதல்- நயம் பாராட்டல் போன்றவைகளுக்காக விளம்பரம்- கேட்டலுக்கும் பயிற்றலுக்குமுள்ள வேறுபாடுகள்.

2.2 பேசுதல் திறன் : அழுத்தமாகப் பேசுதல்- இலக்கண வழிவழி பேசுதல்- மரபு மொழிகள்-பழ மொழிகள்- தொடக்க நிலை பேச்சாற்றல்- சொற்போர்- கலந்துரையாடல்- வினாடிவினா இவற்றைத் தேடக்கநிலை, நடு நிலை, உயர் நிலை வகுப்புகளுக்கு பொருத்தமாக அமைத்துக் கொள்ளுதல்.

2.3 வாய்மொழிப்பயிற்சி: இதன் இன்றியமையாமை- நோக்கங்கள்- பயன்கள், உச்சரிப்பில் ஏற்படும் சிக்கல்கள்- மனப்பாடம் செய்தலின் இன்றியமையாமை- திருந்திய பேச்சில் பொருந்திய நல்லியல்புகள், திருந்திய பேச்சனை வளர்க்க துணையாகும் இலக்கியங்கள்- நாடகங்கள், வாய்மொழிப் பயிற்சியினைப் பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள், ஆர்வத்தைத்தூண்டும் தலைப்புகளைப் பற்றி உரையாடல்- சிறுவர் பாடல்கள்- ஆட்டப்பாடல்கள், கதை சொல்லுதல்- கலந்துரையாடல் சொற்போர்- சொற்பொழிவுகள் - மன்றத்தில் பேசுதல்

2.4 படித்தல் திறன்: படிக்கக் கற்பித்தலின் நோக்கங்கள்- படிக்கக்கற்பிக்கும் முறைகள், எழுத்துமுறைப்படிப்பு- சொல் முறைப்படிப்பு- சொற்றொடர் முறைப்படிப்பு- இவற்றின் நிறைகுறைகள்- சொற்களஞ்சியப் பெருக்கம்- படிப்பில் ஆர்வம் தூண்டல்- வாய்விட்டு படித்தல்- முறைகள் நன்மை தீமைகள்- நூல்களைப் பயன்படுத்துதல்- நூலகப் படிப்பு, தின, மாத, வார இதழ்கள் படிக்கும் பயிற்சி போன்றவை, ஆழ்ந்த படிப்பு, அகன்ற படிப்பு நோக்கங்கள் நிறைகுறைகள்- முதியோர்க்குப் படிக்கக் கற்பித்தல்

2.5 எழுதுதல் திறன் - கையெழுத்தும் எழுத்துப் பிழையின்மையும், எழுதுவதற்குப் பயிற்சி அளித்தல்- சில முதற்பயிற்சிகள்- எழுது கருவிகளைப் படிக்கும் முறை- நல்ல கையெழுத்தின் நல்லியல்புகள், தெளிவு, அளவு, அழகு, இடைவெளி, எழுத்துப் பயிற்சி முறைகள், வரியொற்றியழுதுதல்- பார்த்து எழுதல்- சொல்வதை எழுதுதல்.

அலகு:3 தமிழ்ப் பாடம் கற்பிக்கும் முறைகள்:

3.1. செய்யுள் உரைநடைப்பாடங்கள்: பயிற்றலின் நோக்கங்களுக்கிடையே அமைந்துள்ள வேறுபாடுகள்- பல்வேறு வகையான உரைநடைகளையும் செய்யுட்களையும் கற்பித்தலில் மேற்கொள்ளும் வழிமுறைகள்- செய்யுள் நலம் பாராட்டிச் சுவையுணராற்றலை வளர்த்தல்.

3.2 இலக்கணம், கட்டுரை கற்பித்தல், தொல்காப்பியத்திலும், நன்னிலிலும் கூறப்பெறும் பண்டையோர் கற்பிக்கும் முறைகள்- உரையாசிரியர்கள் காட்டும் முறைகள், தற்காலக் கொள்கை- விதிவருமுறை, விதி விளக்க முறை, உரைநடை, கட்டுரை ஆகிய பாடங்களுடன் இணைத்துக் கற்பித்தல், தலைப்புகளைத் தேர்ந்தெடுத்தல். விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்.

3.4 கட்டுரை எழுதுவதின் வளர்ச்சிநிலைகள்- வகைகள்- சொற்றொடராகக் பயிற்சிகள்- வாழ்க்கை வரலாற்றுக் கட்டுரை பாடக்கட்டுரை- வருணனைக் கட்டுரை சிந்தனைக்கட்டுரை விவாதக்கட்டுரை வரலாற்றுக்கட்டுரை,கதைக்கட்டுரை, ஆய்வுக்கட்டுரை உரையாடல் கட்டுரை(கீழநிலை லேநிலை வகுப்புக்குரியது

அலகு:4 பாடக்குறிப்பு, பாடநூல், நூலகம், மொழியாசிரியரின் பண்புகள்:

- 4.1 பாடக்குறிப்பு தயாரித்தலின் இன்றியமையாமை- பாடக் குறிப்பின் நன்மைகள், தீமைகள், ஆசிரியர் மனத்திற் கொள்ளத்தக்க பாடக்குறிப்பிற்கும் ஆசிரியரின் குறிப்பிற்குரிய வேறுபாடுகள்.
- 4.2. வினாக்கேட்டல்- வினாக் கேட்டலின் இன்றியமையாமை- வினவுதலின் நோக்கங்கள், பயன்கள், வினாக்கள் வினவுதலின் திறமை- வினாக்கள் வினவும் முறைகள்- வகைகள், கற்பிக்கும் வினாக்கள் வீட்டு வேலை வினாக்கள், தேர்வு வினாக்கள் போன்றவை. சிறந்த வினாக்களின் சிறப்பியல்புகள், நல்ல தேர்வின பண்புகள்.
- 4.3 சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதில் கொள்ளத்தக்க செய்திகள்- நல்ல பாடநூலில் அமைந்திருக்க வேண்டிய நன்மைகள்- ஆழ்ந்த படிப்பிற்கான பாடநூல்களின் தன்மைகள்
- 4.4 துணைப்பாடநூல்களின் தன்மைகள்
- 4.5 பள்ளி நூலகம், வகுப்பு நூலகம், கருவிநூலகம்.

அலகு:5 மொழிக்கற்பித்தலில் கல்வித்தொழில் நுட்பம், மேல் நிலைவகுப்புகளில் அளிக்கப்படும் பயிற்சிகள்.

- 5.1 துணைக் கருவிகளை பயன் படுத்துதல்- டெசிடாஸ்கோப்- வாசிக்கும் கருவி- வானொலி- படநாடாப்பதிவு- ஒலிப்பதிவுநாடா- மொழிப்பயிற்றாய்வுக் கூடம்- கற்பிக்கும் பொறிகள்- திட்டமிட்டுக்கற்றல்- இவை மொழிப்பாடம் கற்பித்தலுக்கு எவ்வாறு துணைபுரிகிறது. மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - தொலைக்காட்சியின் இன்றியமையாமை – கணணி வழிக்கற்றல்
- 5.2 மேல்நிலை வகுப்புகளில் அளிக்கப்படும் பயிற்சிகள்: செய்திகளைத் தொகுத்தல், செய்திகளை வகைப்படுத்துதல், செய்திகளை விரிவு படுத்தல், நயம படவும் திறன்படவும் உரைத்தல், சொல்லாட்சித்திறன், கால வரையறையை விஞ்சாது எழுதும் பயிற்சி, தனக்கென நடையமைத்துக் கொள்ளல்
- 5.3 கடிதம், கடிதங்களின் வகைகள், கடிதம் எழுதும் முறை, எழுதலின் நோக்கம், சுருக்கி எழுதுதல் விவரித்து எழுதுதல்
- 5.4 மொழிபயிற்சி- சொற்றொடர் அமைப்பும், பத்தியமைத்தலும், சொற்றொடர் மாற்றங்கள் பத்திகளுக்குச் சிறு தலைப்புகள் தருதல், தலைப்புகள் இடுதல்- நிறுத்தற்குறியீடுகள்
- 5.5 மொழிபெயர்ப்பு- தாய்மொழியினின்று பிறமொழியில் மொழிபெயர்ப்பு, பிறமொழிகளினின்று தாய் மொழியில் மொழிபெயர்ப்பு, மொழிபெயர்ப்பில் எழும் சிக்கல்கள் பெயர்ப்பின் வகைகள்.

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Pedagogy of English

Objectives:

To enable the trainees to

- Understand and appreciate the importance of English
- Learn the different methods, techniques and strategies of ELT
- Develop the habit of examining syllabus and teaching materials critically
- Learn to frame general and specific objective before planning the lessons.
- Prepare and use appropriate teaching aids to make teaching more effective.

UNIT I BASIS, METHODS AND APPROACHES TO ELT

- 1.1 The scene of ELT in India at present
- 1.2 The study of the skills to be attained at the end of secondary school and higher secondary school courses as outlined in the syllabuses.
- 1.3 Factors affecting ELT in India- Teacher –student relationship –Motivation- Student attitude – Mother tongue interference- Mixed ability classes.
- 1.4 Grammar – Translation method – Structural-oral-situational method – Communicative approach
- 1.5 Direct method – Bilingual method – Humanistic approach

UNIT II LESSON PLAN WRITING

- 2.1 Motivation – Content – learning experience – evaluation
- 2.2 Asking questions –teaching aids – recapitulation
- 2.3 Prose- poetry –
- 2.4 Grammar- non-detailed text
- 2.5 Composition – need for a carefully graded course in writing- controlled, guided and free composition –role of questioning, group discussion and pair work in a composition class – correction of composition note books –reformulation.

UNIT III READING, REFERENCE AND STUDY SKILLS

- 3.1 Abilities of a skilled reader – Silent reading – intensive and extensive reading
- 3.2 Intensive and extensive reading – reading comprehension Questions types
- 3.3 Expansion of vocabulary through intensive reading – teaching of passive vocabulary through extensive reading
- 3.4 Uses of dictionaries – uses of Encyclopedia – Skimming and Scanning
- 3.5 Note making, summarizing, précis writing – SQ3Rs

UNIT IV TEACHING, LISTENING AND DEVELOPING ORAL FLUENCY

- 4.1 Using prescribed text books for reading loud reading**
- 4.2 Using pictures and objects – Short speeches and lectures
- 4.3 Role play and dramatization – Group work and pair work, debates, Story telling, narrating events – Dictation.
- 4.4 Phonetics – Sounds of English – Vowels –Consonants
- 4.5 Diphthongs- Features of connected speech – difficulties of connected speech- Devising exercises like minimal pairs to improve the pronunciation of learners.

UNIT V WRITING SKILLS AND TESTING

- 5.1 Writing skills –Mechanical skills –Grammatical skills
- 5.2 Discourse skills – judgment skills
- 5.3 characteristics of a good test – Backwash effects – Testing of grammar
- 5.4 Testing of Vocabulary- Testing of Writing skills –
- 5.5 Testing reading comprehension – Testing listening skills.

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Pedagogy of Mathematics

To enable the teacher trainees

1. To acquire knowledge of the nature of mathematics and its development.
2. To know and understand long term and short term goals of teaching mathematics.
3. To develop skill in the formulation of general instruction objectives (GIO) and specific learning outcomes(SLO)
4. To understand and practice the different methods and techniques of teaching and develop competency in teaching.
5. To develop ability to prepare and use develop competency in teaching.

6. To develop the competency to construct and administer diagnostic and achievement tests, to develop competence in evaluation techniques applied to mathematics.
7. To understand the principles of curriculum construction with emphasis on content and organization
8. To acquire knowledge of the recent trends in mathematics.
9. To acquire elementary knowledge of computers,
10. To understand the need for research in mathematics education.

UNIT I : NATURE, SCOPE, DEVELOPMENT AND GOALS OF TEACHING MATHEMATICS.

- 1.1 Nature of mathematics – Precision, logical structure Abstractness, symbolism.
- 1.2 Mathematics and its relationship with other disciplines.
- 1.3 History of mathematics – contribution of some Indian mathematicians.
- 1.4 Aims-practical, social disciplinary and cultural.
- 1.5 Objectives – GIO's and SIO's related to cognitive, affective and psychomotor domains.

UNIT II: METHODS OF TEACHING AND LEARNING MATHEMATICS.

- 2.1 Lecture, demonstration, heuristic and project. Inductive, deductive, Analytic Synthetic and problem solving method.
- 2.2 Importance of teaching aids – Projected and non-projected aids –improvised aids (paper folding and paper cutting) - its specific uses in teaching mathematics.
- 2.3 Lesson plan – need, components, uses of lesson plan and unit plan.
- 2.4 Cooperative learning, individualized instruction- programmed learning and computer assisted instruction, Dalton plan.
- 2.5 seminar, group discussion, team –teaching and guided discovery

UNIT III: CURRICULUM AND RESOURCES

- 3.1 Curriculum – Principles of selection, organization – logical and psychological, spiral and topical.
- 3.2 Text books, reference books and workbooks –importance and qualities
- 3.3 Mathematics teacher- Qualification – special qualities required to a mathematics teacher
- 3.4 Library, Mathematics club and its activities.
- 3.5 Analysis of content prescribed for mathematics in standard VIII of Tamil Nadu Text book committee.

UNIT IV COMPUTER EDUCATION

- 4.1 History of computers – Block diagram of digital computer
- 4.2 Computer languages – (low-level, high level, assembly, machine)
- 4.3 Elementary ideas of flow charts and BASIC Programming.
- 4.4 The use of application software packages – Ms office work, excel and foxpro, Access, Power point.
- 4.5 The uses of multimedia and internet and their applications in learning mathematics

UNIT V : EVALUATION AND RCENT TRENDS IN MATHEMATHICS

- 5.1 Construction and importance of achievement and diagnostic tests.
- 5.2 Diagnosis and remediation of student difficulties in learning mathematics.

5.3 Individual difference in mathematical ability - factors contributing – ways of meeting their needs.

5.4 Contributions of Piaget, Gagne and Bruner to the teaching of mathematics.

5.5 Recent trends in mathematics education.

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PEDAGOGY OF SCIENCE

Objectives

1. To acquaint the student teachers with the objectives of teaching science in secondary and higher secondary schools and help them to plan learning activities according to these objectives.
2. To give practice to the student teachers in the use of hard and software relating to technology of teaching.
3. To guide the student teachers in acquiring specific skills relating to the teaching of science, planning the lessons and presenting them effectively.
4. To help the student teachers to understand the principles of curriculum construction and examine critically the syllabi in science of the secondary and higher secondary classes.

5. To help the student teaches to understand the evaluation techniques and prepare objectives based items to assess the achievement and progress of pupils.
6. To acquaint them with the knowledge of development of intelligence through science and steps put forward by Piaget.
7. To guide the student teachers in maintaining the science laboratory effectively and the method of purchasing equipments and chemicals to the physical science laboratory.
8. To develop teaching and organizational skills in science.
9. To expose the impact of science in modern world.
10. To develop necessary competence in teaching the subject in terms of methods skills and techniques.
11. To enable the student teachers to understand the basic principles of the science education at secondary and higher secondary level.
12. To gain knowledge in acquainting and administering a Science laboratory, curricular and co-curricular activities
13. To acquire skills in making aids, preparing instructional materials and using audio visual aids

UNIT I: INTRODUCTION

- 1.1 Nature and scope of science : a body of knowledge and method of enquiry as process and product- Interdisciplinary approach
- 1.2 Science and environment – values of science in relation to environment.
- 1.3 Aims and objectives of teaching science- cognitive, affective and psychomotor Domains-
- 1.4 Values of Teaching Science- Problems in teaching science-the inventions and discoveries in science till date.
- 1.5 Specifications and Instructional objectives and behavioral objectives
- 1.6 Objectives –knowledge –attitude – good habits and skills.

UNIT II METHODOLOGY AND LESSON PLAN WRITING

- 2.1 Textbook method – Lecture method – lecture cum demonstration –Individual practical work-project method – specific methods.
- 2.2 Heuristic methods- Historical and biographical method. Modern methods of teaching science,
- 2.3 Problem solving approach –definition – various steps involved –selection of problems and solving – scientific attitude- fostering ways and means to develop scientific attitude.
- 2.4 Laboratory method –definition –planning Laboratory to high, higher secondary school-conducting practical work and its importance – physical facilities- Chemical stains and reagents – preservative technique-preparation of permanent and temporary mounts advantages of laboratory method.
- 2.5 Laboratory assistant and duties – Maintenance of registers – care and maintenance of apparatus safety rule –Laboratory accidents –prevention and first aids.
- 2.6 Internet –meaning –flow of information –characteristics of internet – uses of internet in teaching and learning biology – some internet services (ERNET, Soft net GIAS, NICNET)
- 2.7 Project method – definition – different steps- criteria for a good project –purpose-different types of project – selection of project at primary secondary and higher secondary level – merits and demerits.

- 2.8 Illustrated lectures by students guided by the teacher – Discussion method – Seminar – symposium –workshop – assignment method.
- 2.9 Supervised study team teaching- teaching for creativity.
- 2.10 A course in science- principles of lesson planning- Importance of lesson planning- planning for specific behavioral change- Herbartian steps –preparation and analysis of some lesson plans.

UNIT III AUDIO-VISUAL AND ENRICHMENT OF MATERIALS

- 3.1 Importance of audio-visual materials in teaching biology –OHP, Epidiascope, Film strip projects, Micro projector, 16 mm Film and Loop projector- 35 mm projector, Films and Film strips
- 3.2 Importance of self-learning devices – programmed learning-
- 3.3 Charts –still pictures – Flat pictures – photographs- Flash cards –text books –chalk boards-roller board- flannel board – bulletin board – magnetic board loop and hook board – peg board – the importance in teaching science. Models –Mock Ups – Dummy – Real objects specimen – Diorama-sand table- puppets.
- 3.4 Principles & styles role of computer in teaching science.
- 3.5 T.V C.C.T.V Teleconferencing, computers, compact disc-importance in teaching biology.

UNIT IV: CURRICULUM DEVELOPMENT AND LABORATORY

- 4.1 General and specific Instructional objectives and their taxonomy – advantages - behavioral terms- knowledge, comprehensive, skills, scientific Interest and appreciation
- 4.2 Lesson plan- definition, need, and advantages – criteria for a good lesson plan – Herbartian steps – preparation of lesson plan- unit plan definition –model unit plan –advantages.
- 4.3 Curriculum –definition –Principles in the construction of biology curriculum – selection and arrangement of topics at various levels – B.S.C.S and Nuffield science projects N.C. E.R.T Curriculum defects of the present science curriculum.
- 4.4 Need and importance of co-curricular activities in science – science club- organization – various activities – biology study circles- scientific hobbies- need and importance of –list of hobbies in biology- biology exhibition – organizations – advantages.
- 4.5 Physical and Biological Science Laboratory – selection of physical facilities and planning and equipping – organization and maintenance of laboratory.
- 4.6 Storage and chemicals – Records to be maintained.
- 4.7 Improvisation of apparatus – accidents and first aid.

UNIT V: ACHIEVEMENT TEST, PROFESSIONAL TEACHING AND PERSONALITY OF SCIENCE TEACHER

- 5.1 Achievement test in science- Essay and objective tests – construction and uses of tests –
- 5.2 Hall marks of a good test – different forms of tests – Multiple choice Matching, completion, grouping, true or False. Tests involving figures.
- 5.3 Academic qualification- professional teaching- clarity of thought – and expressions – interest in the subject – love for pupils – Sincerity and open mindedness.
- 5.4 Desire to learn and participation in In-service course – role models of a good science student. – Management of science class

5.5 Personality and dress attention to individual differences- encouragement to pupils giving importance to problems raise by students. Self evaluation of teaching- maintenance of records – Evaluation of teachers by pupils by informal talk and questionnaire.

Practicals

1. Preparation of instructional materials for at least one unit in physical science
2. Demonstration of at least few important experiments in the classroom.
3. Drawing up of a list of experiments in physical science for a particular grade.
4. Preparing a programmed instructional material for any new unit.
5. Preparation of improvise Biology model.
6. Preparation of Charts, Micro slides, herbarium, stuffed animal– invertebrate.

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PEDAGOGY OF SOCIAL SCIENCE

Objectives

1. The student teacher develops an understanding of all topics that he has to teach in social sciences
2. Aims and values, instructional objectives and methods of teaching such topics.
3. The procedures for developing school curriculum.
4. Curriculum activities pertinent to the teaching of social science.
5. Modern techniques of teacher-preparation for effective teaching and for evaluation.

UNIT I : NATURE AND STRUCTURE OF SOCIAL SCIENCES

- 1.1 History – meaning definition, nature, and characteristics of social sciences.
- 1.2 Different conception of History-Biographic and evaluating. Conception: Social sciences as evaluation philosophical economic and social and as evaluation of civilization. – Social sciences as a record of the past –relevance to present and future. –scope of social sciences-dimensions of History-continuity development time, place, idea.
- 1.3 Social sciences as a Science and Art.- Correlation with other subjects.- Teaching and learning of Social sciences – year plan, unit plan and lesson plan –need
- 1.4 Formulation of performance –objectives –books and ideas makers views cognitive affective and psychomotor levels.
- 1.5 Values-practical, cultural, ethical, disciplinary values of teaching history

UNIT II: INSTRTIONAL STRATEGIES

- 2.1 Traditional methods – lecturer, oral, recitation, review, drill, storytelling-inductive and deductive story telling.
- 2.2 Modern methods laboratory methods, demonstration, role play and dramatization, -historical method.
- 2.3 Project method and problem solving approach- discussion and socialized methods: small group, panel buss session, seminars, workshops, and symposia.
- 2.4 Field trip and excursions – team teaching, group learning and individual learning.
- 2.5 Social science teacher-characteristics and tools preparation-year plan-Unit plan and lesson plan.

UNIT III: CURRICULUM DESIGNING

- 3.1 Selection –organization and radiation of subject content principles to be followed the linear, or spiral and the concentric types of curriculum, logical psychological organization – Need for choice of materials in the syllabi – Curriculum revision.
- 3.2 Curriculum improvement enriched curriculum-assessment of different school curricula. Homogeneous grouping Dalton play improvised study. Theories influencing selection of

materials doctrine of natural taste and interest- cultural epoch theory –proceeding from near to remote etc.,

3.3 Curriculum improvement enriched curriculum –assessment of different school curricula. Homogeneous grouping Dalton play improvised study- Theories influencing selection of materials – doctrine of natural taste and interest – cultural epoch theory – proceeding from near to remote.

3.4 Equipment /resources: Collateral reading books, Social science club and its activities- social science textbook –preparation qualities.

3.5 Teachers guide – social sciences room with globe, maps, models etc., - social science guest lectures by eminent social scientists.

UNIT IV: LEARNING STRATEGY

4.1 Assignments –oral, written and drawing forms-workbooks –preparation of models and specimens.

4.2 Visits to related fields-temples-museums, Art galleries, Exhibitions. Collection of specimens-stamps coins.

4.3 Reading of books, historical novels, magazines, news papers and learning from other media.- self learning material and using instructional materials

4.4 Radio, Record player and the cassette recorder. - Slide projector, film strips projector, the OHP and sound film projector.

4.5 TV VCR. Use of computer in social science education – Need for improvised aids.

UNIT V CONTENT, RECENT TRENDS AND EVALUATION

5-1:The subject content prescribed for classes VIII, IX, X, XI and XII by the T.N Text book society.

5-2:Recent trends in social sciences-education-evaluation of social sciences education –civic, political, social economical, geographical, historical points of view.-

5-3: Diagnostic and remedial teaching.

5.4 Achievement test – type test –objective type test –merits and demerits.

5.5 Characteristics of good achievement test –Blue print criterion referenced test and norms reference test-interpretation of test scores, mean S.D., Correlation among scores.

Practical work

1. Preparation of instructional material for any one unit in one of the subjects of social sciences.

2. Dramatization of certain important events given in any one of the subjects of social studies.

3. Evaluation of a text book in any one of the subject of social sciences.

4. Preparation of self-learning materials, C/I and Units for one unit, scoring tabulation and interpretation.

5. Preparation of one and each in the following categories –maps –charts –slide and models.

6. Bulletin boards –Building up a picture album –Improvised aids – Excursions and visits to place of sociological importance.

6. Participation on social studies club activities.

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PEDAGOGY OF COMMERCE

Objectives

1. To acquire the knowledge of commerce as a subject at the secondary and Higher secondary levels and relation with other subjects.
2. To understand the cognitive aspects of teaching commerce and accountancy.
3. To practice the trainees to prepare the lesson plan.
4. To understand the nature and types of accounting functions.
5. To develop competency in evaluation techniques applicable to commerce.
6. To understand the principles of curriculum construction and organization of the subject matter at different levels of school education.
7. To know the various in-service programmes needed by a commerce and accountancy teacher.
8. To identify the slow and gifted learners in commerce and accountancy subjects.
9. To organize co-curricular activities in commerce and accountancy.
10. To develop competency in evaluation techniques applicable to commerce.

UNIT I : INTRODUCTION TO TEACHING OF COMMERCE

- 1.1 Nature and scope of the subject commerce and accountancy its definition – purpose of commerce education- importance and meaning of commerce education.

- 1.2 Correlation of commerce and Accountancy with other subjects Viz., Economics, Mathematics, Business Administration, and commercial Geography.
- 1.3 Need for accountancy education- importance – fulfilling the present day needs.
- 1.4 Aims and objectives of teaching commerce and accountancy – values of the study commerce- practical, social and vocational – history of vocational education- commerce education, its importance to present day educational system.
- 1.5 Aims and objectives and values of teaching commerce and accountancy, subject base for the development of the objectives through learning experience – instructional objectives – general, specific with reference to individual lessons.

UNIT II PLANNING FOR SUCCESSFUL TEACHING

- 2.1: Need for preparation and planning the lessons in advance and advantage –importance- of planning for successful teaching – activity approach to lesson planning – steps in the preparation of lesson plans.
- 2.2: Preparation of year plan and unit plan – model lesson plans.
- 2.3: Motivation – categories of learners – identification of slow and gifted learners – in learning of accountancy and commerce – the characteristics of slow and gifted learners – reasons for their variation in commerce and accountancy subjects.
- 2.4: Catering to the needs of different individual –planning differently through arranging for extra coaching classes and assigning simple problems. – analysis of the effects of differential treatment.
- 2.5: A study content of commerce and accountancy for plus 2 standard.

UNIT III ACCOUNTING AND ITS PRINCIPLES – COMMERCE AND ACCOUNTANCY TEACHERS.

- 3.1 Types of Accounts –classification –concepts and convention – preparation of books of original entry – Final A/C – Depreciation a/c – Accounts of non trading concern- accounts of partnership, admission, retirement, death, amalgamation, absorption and piecemeal distribution.
- 3.2 Issue of shares, forfeiture and re-issue of shares – preparation of company final accounts – identify the difficulties in teaching the accountancy subjects in plus 1 and plus 2 students – remedial steps.
- 3.3 The commerce and accountancy teacher – their academic and professional qualification- the need and importance of attending in-service programmes –the important duties.
- 3.4 Responsibilities of a commerce and accountancy teacher – preparation of teacher’s diary, time table
- 3.5 Proper maintenance of registers and records –qualities of a good commerce teacher.

UNIT IV: CURRICULUM AND ENRICHMENT ACTIVITIES IN COMMERCE

- 4.1 Principles of curriculum construction – principles to be observed in selection of subject matter – arrangement and order of topics – Psychological and sectional arrangement- concentric pattern.
- 4.2 Latest trends in the curriculum construction in the developed countries – a critical analysis of the commerce and accountancy syllabus at higher secondary level in Tamil Nadu.
- 4.3 Organizing commerce clubs –utilizing commerce club for planning model banks – forming and organizing co-operative stores, debates and discussions

4.4 Planning for special visits to commercial markets, banks, life insurance corporation of India etc.,

4.5 Procedure for taking part in stock exchange – primary and secondary market – visit to stock exchange market – Excursions as a source of learning.

UNIT V: EVALUATION

5-1: Tools of evaluation – observation, oral testing, mental written tests – testing and evaluation.

5-2: Merits and demerits – different item types as applied to commerce and accountancy scoring of such items.

5-3 :Tests for different purpose – achievement, diagnosis and prognosis

5-4 :Diagnosis and prediction – test construction, administration and interpretation

5-5: Co-efficient of correlation – Rank order correlation- Normal probability curve and its applications in educational evaluation.

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PEDAGOGY OF ECONOMICS

Objectives

1. To help the student teachers acquire knowledge of the nature, scope and development of Economics.
2. To sensitize student teachers the value of the discipline of Economics.
3. To create among student teachers awareness of Economic Problems and their impact on political and civic life.
4. To acquaint the student teachers with the objectives of teaching economics in Higher Secondary Schools and help them to plan the learning activities according to the stated objectives.
5. To enable the student teachers understand the long and short term goals of teaching Economics and develop the skill in the formulation of general instructional objectives and specific learning outcomes (specific objectives)
6. To develop effective instructional skill in the student teaches for effective delivery of the subject matter.
7. To guide the student teachers in acquiring skills relating to planning lesson and presenting them effectively.
8. To help the student teachers understand the principles of curriculum construction and examine critically the Economics curriculum in the light of the principles of curriculum construction.
9. To familiarize the student teachers with the various methods and techniques that can be employed for the teaching of Economics.
10. To develop the ability of the student teachers prepare and use effectively the A.V. aids and mass media.
11. To enable the student teachers understand the evaluation techniques and prepare objective based and type of test items to assess the achievement of the students.
12. To encourage the student teachers prepare hard and soft ware wherever and whenever necessary after understanding the theoretical value of them.
13. To encourage the student teaches understand the various methods of evaluating the classroom teaching.

UNIT I: NATURE, SCOPE OF ECONOMICS AND METHODS OF TEACHING

- 1.1 Economics , political Science and civics as social sciences and the interrelationship between them- Place of these in higher Secondary Schools
- 1.2 General and specific aims of teaching Economics at the Higher Secondary level.
- 1.3 Principles of micro teaching- teaching of relevant set induction: Black Board Writing, Explaining, Questioning, illustrations with examples, Reinforcement, Stimulus Variations – Need for link lessons in micro teaching.

- 1.4 Method of organizing experiences in teaching – Lecture – Demonstration – Discussion o Problem – Enquiry approach – Project – Supervised Study –Socialized – recitation – workshop – Laboratory.
- 1.5 Activity based teaching – use of source materials – case studies – Their applicability to the teaching of Economics at the Higher Secondary level.

UNIT II: LESSON, UNIT PLANNING AND INSTRUCTIONAL AIDS

- 2.1 Lesson Planning – importance of lesson plans – Writing Instructional objectives – Planning for specific behavioral changes. Essential parts of the lesson plan – preparation and use of Unit plan.
- 2.2 Visual Aids: Charts – Maps – Graphs – Diagrams – Pictures and Photographs – Film & Film strips - Over head projector –
- 2.3 Chalk board - Bulletin board – Flannel board – Magnetic boards – exhibits preparation of Models and improvised aids and their use in teaching of economics.
- 2.4 Audio Aids: Radio – Tapes – Record players
- 2.5 Audio Visual aids: Television – video Cassette – CAI – Mass media. Use of these in the teaching of Economics.

UNIT III: CURRICULUM DESIGN AND MODERN METHODS OF TEACHING ECONOMICS

- 3.1 The principles of curriculum construction as applicable to Economics – The selection of content and its organization – Content materials in the syllabus – their relation to objectives of teaching the subject.
- 3.2 Critical Study of the Curriculum in Economics at the Tamil Nadu Higher Secondary School Level,
- 3.3 Uses of modern techniques in Teaching Economics Discussion – seminar Workshop – supervised study.
- 3.4 Scientific attitudes and its importance to the individual and society – Catering to the individual difference.
- 3.5 Instructional model and multimedia Self learning Packages.

UNIT IV: RESOURCES FOR TEACHING ECONOMICS AND EDUCATIONAL TECHNOLOGY.

- 4.1 Club – Guest lecturers – Exhibition, Museums, field trips – excursion- community resources – use in the teaching economics.
- 4.2 Educational Technology: Introduction – objectives, Future Trends: Emerging Technologies in education.
- 4.3 Audio – Video Technology - Interactive Broadcasting Tele text and Video text Audio conferencing.
- 4.4 Video Computer Technology – Computer – Videodisc – Internet and Intranet and Intranet-Electronic –mail (E-mail)
- 4.5 Computer conferencing – Tele –communication and Networks – Telephone and Fax – Teleconferencing – V SAT (Very Small Aperture Terminals) – EDUSAT.

UNIT V: EVALUATION AND STATISTICS

- 5.1: Evaluation – Nature and scope – characteristics of a good test in Economics- Reliability – Validity- objectivity – Item analysis.
- 5.2: Different types of objective tests – Blue print of a question paper – Discriminating index and difficulty value.
- 5.3: Remedial measures – Interpretation of test scores – Measures of central tendency – Mean – Median – Mode – Measures of Variability.
- 5.4: Standard deviation- quartile deviation- Percentile and percentile ranks. – Co-efficient of correlation
- 5.5: Rank order correlation – Normal probability curve and its applications in educational evaluation.

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PEDAGOGY OF COMPUTER SCIENCE

Objectives

1. To help student teachers understand computer, its parts, its kinds and uses in schools
2. To enable them attain knowledge about the functioning of computers, developing computer programmes in BASIC AND C
3. To help them acquire skills of teaching and evaluation as applied to computer science at the higher secondary level.
4. To enable the student teachers understand the principles of curriculum construction.
5. to familiarize the student teachers with the various methods that can be employed for the teaching of computer science.

6. To help the student teachers in acquiring skills relating to planning lessons and presenting them effectively.

UNIT I : INTRODUCTION

- 1.1 What computers are: The various uses of computers in general – The main parts of the computer and their role.
- 1.2 Brief History of the development of computers. – Different kinds of computers – use of computers in schools.
- 1.3 The Aims and Objectives of teaching Computer Science in Schools –
- 1.4 Computer Science teaching at different levels, primary, Secondary and Higher Secondary levels.
- 1.5 The place of Computer Science in Higher Secondary Curriculum. – Correlation with other school subjects – computer Literacy and Awareness Programmes.

UNIT II FUNCTIONING OF COMPUTER, OPERATING SYSTEMS AND APPLICATION.

- 2.1 Binary, octal and Hexa system of numbers. – Computer Arithmetic – pitfalls in computing.
- 2.2 Additional peripherals and their use – Hardware- Software – Importance – Types and Utilities. – Logic Gates – Introduction – Utilities.
- 2.3 Operating systems – function and Types – DOS and its applications.
- 2.4 Windows – Introduction – Importance of mouse
- 2.5 Use of interpreters and Compilers – Basic concepts in Visual Basic

UNIT III COMPUTER SOFTWARES (DOS BASED SOFTWARES AND WINDOW BASED)

- 3.1 Word star – Introduction – creating a document – menus – Lotus 1-2-3 introduction-menus.
- 3.2 Worksheets – preparation – use – dbase- introduction – Utilities – Creation of Reports – creation of labels.
- 3.3 MS Office – introduction and Utilities – MS word – Introduction – Entering Text – Creating documents
- 3.4 MS Excel – Entering and changing information and formula – functions – copying moving and deleting information – Names and Arrays – saving Worksheet – loading and printing – Number formatting – working with rows and columns – Display – Calculation – Protecting the work – Charts.
- 3.5 Power Point – slide preparation – applications in Teaching and Learning – Net work – its advantages and types.

UNIT IV: MICROTEACHING, LESSON AND UNIT PLANNING

- 4.1 Teaching Skills – Micro teaching Cycle – Teaching components planning a micro lesson
- 4.2 Teaching relevant Skills- Skill of Explaining, Stimulus Variation, Reinforcement, Questioning, Black board writing.
- 4.3 Lesson Planning: Importance of Lesson Planning
- 4.4 Writing Instructional Objectives and Planning for specific behavioral changes- steps and preparation of Model Lesson Plan.

4.5 Curriculum – need and importance – Review of units in Computer science- need and importance of reviewing computer Science lessons – Characteristics – of good review – Different techniques of reviewing a lesson.

UNIT V : EVALUATION IN COMPUTER SCIENCE

5.1 The concept of evaluation, Evaluation for achievement, diagnosis and prediction

5.2 Characteristics of good test – Blue Print – online examinations

5.3 Various kinds of test, Principles of construction and administration of an achievement test.

5.4 Diagnosis and prediction – test construction, administration and interpretation

5.5 Co-efficient of correlation – Rank order correlation- Normal probability curve and its applications in educational evaluation.

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SECOND YEAR SYLLABUS Curriculum Development

Objective

1. To realise the need and significance of Curriculum
2. To learn Curriculum Development and in Education Instruction
3. To recognise the Instructional Methods
4. To achieve the various Techniques for Transaction of Curriculum
5. To enhance the Planning and Management of instruction
6. To develop various tools and Techniques for evaluation
7. To acquire and use the skills of teaching.

Unit – I: Curriculum Development

1-1: Concept and Nature of Curriculum-Different Types of Curriculum

1-2: Stages of Curriculum Process: Learning Experience, Selection of Content, Principle of Organisation and Integration of content and Learning Experience

1-3: Curriculum Planning: Basic Consideration in Curriculum Planning

1-4: Factor influence Curriculum Planning: Society, Economics, Instruction, Teacher, Environmental

1-5: Curriculum Effectiveness and Efficiency: Concept Based Curriculum, Developing an Efficiency, Curriculum – Assessing Curriculum Effectiveness, Research Programme and Educational Effectiveness- Evaluation

Unit – II: Curriculum Transaction

2-1: Significance of Curriculum Transaction

2-2: Strategies of Curriculum Transaction

2-3: Instruction and Learning: Basic Concept

2-4: Steps in Instructional Planning, Instructional Strategies

2-5: Instructional Objectives: Three Domains: Cognitive, Affective, psychometer

System approach: Meaning and Concept: Input process - Output. System approach: Model of a System

Unit – III: Instructional Methods

3-1: Teacher – Controlled Instruction: Meaning, Concept and Nature

3-2: Various Methods (Lecturer and Demonstration) Strength and Weakness of each method – Role of Teaching in (TCI)

3.3: Learner Controlled Instruction (LCI) : Meaning, Scope and Nature,

3-4 : Self – Learning Methods, Self Instructional Materiel in Programmed Learning, Computer Assisted Learning and Keller's Plan Assessment of LCI and Role of Teacher in LCI

3-5: Group Controlled Instruction: Concept, Definition, various methods (small group interaction, Co-operative Learning approach, Role play, Field trips, Tutorial, Project) – Organisation GCI and Role of teacher in GCI

Unit IV: Teaching Competencies

4-1: Concept and Nature, Various competencies required by a teacher

4-2: Core teaching skill: Explaining, Questioning, Reinforcement, Stimulation variation

4-3: Special Skills: Subject based, Grade based

4-4: Teaching Strategies: Demonstration, Programmed Instruction, Interaction analysis and Simulation

4-5: Development of Skills: Micro Teaching

Unit – V: Instructional Media

5-1: Significance of Instructional Media – Classification of Instructional Media; Individualized Instructional Media; PLM.CAI,

5-2: Electronic Media - Non Electronic Media

5-3: Use of Mass Media: News Paper, Radio-TV

5-4: Electronic Dictionary, Electronic Library, E-Journal, Online Tutor, Author Ware Tools

5-5: Open Educational Resources

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GENDER, SCHOOL, SOCIETY AND INCLUSIVE SCHOOL

Objectives:

After the completion of this course the student teacher will be able to

1. Develop gender sensitivity among the student teachers.
2. Develop clarity among the concept of Gender and sexuality.
3. Make students understand about the gender issues faced in school.
4. Make students aware about the role of education in relation to gender issues.
5. Understand the gender issues faced in society and educational implications.
6. Get sensitized to and be able to appreciate the special needs of individuals with disability.

UNIT: I Introduction to Gender, Gender roles and Development

Introduction - Definition of Gender - Difference between Gender and Sex, The concept of Gender, sexuality and Development - Gender Dynamics and Development; Basic Gender Concepts and Terminology, Social Construction of Gender; Gender Roles - Types of Gender Roles - Gender Roles and Relationships Matrix; Gender based division and Valuation of Work; Exploring Attitudes towards Gender.

UNIT: II Gender and School

Gender bias in school enrollments, dropouts, household responsibilities, social attitudes towards Girl's education, value accorded to women's education; Issues related to Gender in School: Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond; Adult education and non-formal education for women's development; Importance of vocational training and income generation for women, feminine selves; Role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity.

UNIT: III Gender and Society

History and current scenario of Indian Women; Concept of Patriarchy and Matriarchy and issues related to Indian Women; Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture(films, advertisements, songs etc), law and state; Issue related to women/girl child: female infanticide and feticide, sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood, Identification of sexual abuse/violence and its verbalization.

UNIT: IV Gender and Law

Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking); Women's reservation bill – history and current status; The Indian constitution and provisions according to women; Human rights and women's right; Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime.

UNIT: V Concept of Inclusive Education

Inclusive Education – Concept, meaning, definition and importance; Concept of Impairment, Disability and Handicap; Factors affecting Inclusion; Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education; Need for Inclusive Education in India for children with special needs. Concept, types and characteristics of different types of children with special learning needs; Children with Physical challenges – Visual, Hearing, Loco-motor and Neurological; Children with Intellectual challenges – Gifted, Mentally Challenged, Autism(ASD) and Learning Difficulties (LD); Children with Emotional and Behavioural deviations with special reference to ADHD and Juvenile Delinquency; Children with Socio-cultural deviations (SC,ST, Minorities) and Linguistic Minorities.

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UNDERSTANDING OF ICT

Objectives

After the completion of this course the student teacher will be able to

1. Understand and explain the concept of ICT.
2. Understand the concept of ICT in Education.
3. Use Word Processing, Spread sheets and Presentation software.

4. Acquire the skill of using e-learning platforms.
5. Understand the skill of communication associated with the use of ICT.

Course Content

UNIT: I Information and Communication Technology (ICT)

Educational Technology – Concept, Growth, Objectives, Characteristics, Advantages, Challenges and Impact; Information Technology – Knowledge Explosion, Preservation and Retrieval; Communication – Concept, Elements, Process, Barriers & Types – Teaching as Communication – Communication Technology – It's application in Education; Information and Communication Technology (ICT) – Concept, Importance, Scope and Characteristics; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India.

UNIT: II ICT in Education

Knowledge acquisition and Multi-sensory approach; Classroom Communication and Communicative skills for Teachers and Students; Individualised Instruction – Concept, Need, Principles and Techniques; Programmed Learning – Principles, Types, modes of presentation, development, application and role of teacher; Changing roles of the learner and the teacher in ICT – Integration and Challenges.

UNIT: III Computer Fundamentals and Applications

Types, Characteristics and features of Computers; Components of Computers – Hardware, Software, Memory and Maintenance of computers; Operating systems – DOS, Windows and Mobile Apps for Teaching; MS Word: Introduction – Concept of word processing – using a Document - Data entry, editing, saving and retrieval of data; MS Power Point: Basics of power point – creating a presentation, preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides; MS Excel: Concept of worksheet / Spread sheet working with excel.

UNIT: IV Internet and Educational Resources

Introduction to Internet, E-mail, Search Engines, Info-Savvy Skills, Digital Age Skills, safe surfing mode; Internet resources for different disciplines like natural sciences, social sciences, Humanities, and Mathematics; E-learning: Mobile-learning, On-line learning, Virtual classroom, Smart boards, Tools and Opportunities, Wikipedia, Massive Open Online Courses (MOOCS); Social networking.

UNIT: V Techno-Pedagogic Skills

Media Message Compatibility - Contiguity of Various Message Forms - Message Credibility & Media Fidelity - Communication Speed & Control – Sender - Message- Medium- Receiver Correspondence; Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

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OPTIONAL COURSE ENVIRONMENTAL EDUCATION

Objectives:

On successful completion of the course the student-teachers should have:

1. Understood the concept and evolutionary development of environmental education.
2. Developed the ability to identify the environmental problems caused by pollution and destruction of natural resources.
3. Learnt the environmental Acts, Policies and Legislations.
4. Learnt the environmental programmes conducted worldwide through various modes and agencies.
5. Gained the knowledge to frame the environmental education curriculum along with method of teaching and learning through technology.

UNIT I: Concept of Environmental Education

- 1.1 Meaning need and scope of environmental education
- 1.2 Evolution of environmental education
- 1.3 Development of environmental education
- 1.4 Stockholm conference, Tbilisi conference and Earth Summit
- 1.5 Instructional objectives of environmental education

UNIT II: Environmental Problems

- 2.1 Acid rain and Ozone depletion
- 2.2 Effects of Urbanization and Industrialization
- 2.3 Impact of Deforestation
- 2.4 Pollution: Kinds, Causes and Prevention
- 2.5 Global warming and Kyoto Conference

UNIT III: Environmental Policies

- 3.1 The Water Act 1974, 1977
- 3.2 The Air Act 1981
- 3.3 Wild Life Act 1972 and Forest Conservation Act 1980
- 3.4 Environment Act 1986
- 3.5 Environmental Legislations in India and Environment Management

UNIT IV: Environmental Programmes

- 4.1 Conservation Education Movements: Chico Movement, Social Forestry Scheme and Role of UNESCO
- 4.2 National and International Movements: Silent Valley Project, Ganga cleaning and Del Lake study
- 4.3 Educative and Preventive measures adopted by Government, NGOs and other voluntary organizations
- 4.4 Narmada Controversy
- 4.5 Environmental awareness – World Environment Day and Water Day

UNIT V: Curriculum Development and Environmental Education

- 5.1 Curriculum Development: Inter-disciplinary, Multi-disciplinary, Formal and Non-formal approach
- 5.2 Learner initiated activities: value oriented, problem centered, community oriented activities
- 5.3 Teaching-learning strategies and evaluation techniques in environmental education
- 5.4 Planning environmental education in schools, colleges and universities
- 5.5 Role of electronic media, mass media and computers in environmental education.

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YOGA EDUCATION

Objectives:

After going through this course the students will be able to:

1. Record a brief history and 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. Explain the different limbs of Astanga Yoga

5. State the different types of Yoga.
6. Derive how Hatha Yoga and Astanga Yoga are complementary to each other.
7. Name the satkarma and describe their use in cleansing the body and the mind.
8. Demonstrate some important asanas and pranayama.

Unit 1: Introduction to Yoga

1. Introduction
2. Learning objectives
3. Yoga: meaning and initiation
4. Origin and history of development of Yoga
5. Aṣṭāṅga Yoga or Rāja Yoga

Unit 2: Yoga Practice

1. The streams of Yoga
2. The schools of Yoga: Rāja Yoga and Haṭha Yoga
3. Yogic practices for healthy living
4. Some select yogic practices

Unit 3: Introduction to Yogic Texts

1. Introduction
2. Learning objectives
3. Historicity of Yoga as a discipline
4. Classification of Yoga and yogic texts
5. Understanding Aṣṭāṅga Yoga of Patañjali
6. Haṭha yogic practices
7. Complementarity between Pātañjala Yoga and Haṭha Yoga
8. Meditational processes in Pātañjala Yoga Sūtra

Unit 4: Yoga and Health

1. Introduction
2. Learning objectives
3. Need of Yoga for positive health
4. Role of mind in positive health as per ancient yogic literature
5. Concept of health, healing and disease: yogic perspectives
6. Potential cause of ill health
7. Yogic principles of healthy living
8. Integrated approach of Yoga for management of health
9. Stress management through Yoga and yogic dietary considerations

Unit 5: Practical Knowledge in Yoga

Introduction - Learning objectives - General guidelines for performance of the practice of Yoga for the beginners : Guidelines for the practice of *śaṭkriyās*, Guidelines for the practice of *āsanas*, Guidelines for the practice of *prāṇāyāma*, Guidelines for the practice of *kriyā Yoga*, Guidelines for the practice of *meditation*. - Select Yoga practices for persons of average health for practical Yoga sessions: Standing position, Sitting position, Prone position, Supine position, Kriyās, Mudrās, Prāṇāyāmas.

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PHYSICAL EDUCATION

Objectives

1. To understand the importance of physical education in schools.
2. To enable students organize physical education activities.
3. To help them understand the concept of physical fitness.
4. To appreciate the concept of health education.
5. To understand environmental education related to physical education.

UNIT I: INTRODUCTION TO PHYSICAL EDUCATION

- 1.1 Definition – Meaning – Aim and Objectives of Physical Education
- 1.2 Physical Education as a integral part of General Education.

- 1.3 Principles of Physical Education.
- 1.4 Modern Olympics – Asian Games.
- 1.5 Role of National Organizations Viz. SAI, NSNIS, LOA, SDATN, AGF, AND LLINPE in promoting physical education and Sports in India.

UNIT 2 : METHODS, ORGANIZATION & ADMINISTRATION

- 2.1 Lesson Plan – Parts and preparation of General Lesson.
- 2.2 Methods of teaching physical activities.
- 2.3 Organization of Intramural and Extramural Competitions
- 2.4 Organization of play Festival – Tournaments and Athletic meet.

2. 5 Games

- i) Minor Games
- ii) Major Games : Basic skills and rules of the following games:
 - a. Indigenous games: Kabaddi (or) Kho-Kho.
 - b. Ball games: Volley Ball (or) Ball Badminton.

UNIT: III PHYSICAL FITNESS

- 3.1 Meaning of physical well being – physical fitness and its importance – Relationship of physical well being with physical fitness.
- 3.2 Meaning and importance of components of fitness: Strength, Flexibility, Muscular endurance and Cardio –Vascular endurance.
- 3.3 Assessment of physical fitness – AAFPERD Health Related Physical Fitness Test. – iii) Cooper’s Run and Walk Test (12 Minutes – Men & 8 Minutes – Women)
- 3.4 Development of Components of physical fitness
 - i) Stretching exercise, ii) isotonic exercises and iii) Aerobic exercises
- 3.2 Adapted physical education programme for the disabled.

UNIT IV HEALTH EDUCATION AND NUTRITION

- 4.1 Meaning and importance of Health – Importance of Health education – aim and objectives of Health Education.
- 4.2 Factors influencing Health – Desirable, Health habits – Hygiene – School health programme.
- 4.3 Communicable disease – Typhoid, cholera, malaria, chicken pox, T.B – Agencies of transmission – signs and symptoms measures to control them.
- 4.4 Food and Nutrition constituents of good nutritive food fat, protein, carbohydrate, minerals, vitamins. –role of nutrients and sources. Body mass index.
- 4.5 Balanced Diet, under nutrition, malnutrition- caloric requirements for different age and sex. Ergogenic aids in sports.

UNIT V: FIRST AID AND PHYSIOTHERAPY

- 5.1 First Aid – meaning – need and importance of first aid – common sports injuries and their first aid treatment – (sprain, stain, contusion, fracture, dislocation and skin injuries)
- 5.2 Bandages – Types of Bandages and kind of dressing

- 5.3 Common ailments among school children and their treatment – chilblain - Prickly Heat – warts – impetigo – Erysipelas and Whitlow)
- 5.4 Physiotherapy – Definition –importance of physiotherapy principles of physiotherapy.
- 5.5 Electrotherapy – Hydrotherapy – Thermo therapy – Posture – Postural deformities – therapeutic exercises.

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