

**WOMEN'S UNIVERSITY COLLEGE OF EDUCATION**  
*CONSTITUENT COLLEGE OF*  
**MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL**  
**Curriculum Framework of two Years B.ED Programme**  
**B.ED SYLLABUS (from 2018-2019 onwards)**

**1. OBJECTIVE:**

The objective of the B.ED Programme is to educate, enhance and empower the women in the field of Teacher Education.

**2. ELIGIBILITY FOR ADMISSION:**

A candidate shall be eligible for admission to the course leading to the Degree of Bachelor of Education (B.Ed.) provided:

1. The candidates who have undergone 10+2+3(15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved universities in any one of the school subjects offered by the directorate of school education at the secondary/higher secondary education level are eligible.

2. Candidates who have passed the UG or PG degree in Open University system without qualifying 10+2 pattern of school education examination shall not be considered for admission.

3. Candidates who have passed under double degree/additional degree programme with less than three years duration are not eligible for admission.

4. Candidates who have qualified in PG degree (5 year integrated course) under 10+2+5+ or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary/allied subjects alone) of the course alone shall be taken into account for admission.

5. In the case of physically or visually challenged candidates, a minimum pass in the degree is enough.

6. Post graduate candidates in Economics, Commerce, and Home Science with 50% marks in PG degree, irrespective of their UG marks, are eligible. They should have studied their UG and PG Degree in the same subjects.

7. Candidates with the following marks in the bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, for which PG qualification is mandatory.

<b>Community/Category</b>	<b>Minimum Marks</b>
OC	50%
BC	45%
MBC/DNC	43%
SC/ST	40%

### **3. Duration of the course:**

The duration of B.Ed. Programme is two years with four semesters. Total number of working days for the B.Ed. course is 400 days exclusive of admission and examination.

### **4. Medium of Instruction:** English

### **5. Course of Study:**

- ✓ Core Subjects
- ✓ Optional Subjects
- ✓ Electives
- ✓ Internship-School Teaching Practice
- ✓ Teaching Competency-I
- ✓ Teaching Competency-II
- ✓ Other Records

## 6. Scheme of Examination:

Continuous Internal Assessment(CIA) (formative)	30
End Semester Examination(ESE) (summative)	70

## 7. Break up of Continuous Internal Marks: (Formative)

Internal test	20
Assignment	5
Seminar	5

## 8. End Semester Examination (ESE)

### Pattern of External Question Paper

Time Duration-3hrs

Marks - 70

#### Section-A

Out of 12 questions, 10 questions have to be answered. Each question carries 2 marks:  $10 \times 2 = 20$

#### Section-B

Out of 7 questions, 5 questions have to be answered. Each question carries 5 marks:  $5 \times 6 = 30$

#### Section-C

Two Questions with internal choice. Each question carries 10 Marks:  $2 \times 10 = 20$

**9. Passing Minimum:** The students must secure 45% of marks in the External Examination and 50% aggregate both in Internal and External Examination. There is no passing minimum in the Internal Examination.

**10. Total marks for two years B.ED Programme.....2500 marks**

Total marks for Theory Papers- .....19 Papers x100marks= 1900

Conduct of Practical Examination: .....: 600

Teaching Competence of School Subject -I .....220 marks

Teaching Competence of School Subject -II .....220 marks

Other Records.....160 marks

**Split up marks for Practical Examination:**

**Teaching Competence of School Subject -I .....220 marks**

- ✓ Teaching Competency-I .....100
- ✓ Lesson Plan-I.....30
- ✓ Demonstration-I.....10
- ✓ Teaching Aids-I.....20
- ✓ Teaching Skills (Mini Teaching)-I.....20
- ✓ Observation-I.....10
- ✓ Test and Measurement-I.....30

**Teaching Competence of School Subject -II .....220 marks**

- ✓ Teaching Competency-II .....100
- ✓ Lesson Plan-II.....30
- ✓ Demonstration-II.....10
- ✓ Teaching Aids-II.....20
- ✓ Teaching Skills (Mini Teaching)-II.....20
- ✓ Observation-II.....10
- ✓ Test and Measurement-II.....30

**Other Records.....160 marks**

- ✓ Case Study.....10
- ✓ Action Research.....15
- ✓ Psychology Experiment.....25
- ✓ Community work and field visit.....20
- ✓ Educational Technology.....15
- ✓ Citizenship and First Aid Training.....20
- ✓ School Profile.....10
- ✓ Art,Craft and SUPW.....15
- ✓ Text book Review.....15
- ✓ Reflective Journal- Diary.....15

## **Curriculum Framework of Two Years B.ED Programme**

The B.Ed. programme is comprised of three broad inter-related curricular areas:

### **GROUP-A- Perspectives in Education**

- ✓ Foundations of Education
- ✓ Childhood & Growing up
- ✓ Psychology and Learner
- ✓ Action Research in Education
- ✓ Principles & Prospects of Curriculum Development
- ✓ Inclusive Education
- ✓ Health & Yoga Education
- ✓ Women's Education/ Human Rights Education

### **GROUP-B- Curriculum and Pedagogy of school subjects**

- ✓ Pedagogy of school subject-I
- ✓ Pedagogy of school subject-II
- ✓ Methods of teaching school subject-I
- ✓ Methods of teaching school subject-II
- ✓ Educational Assessment & Evaluation
- ✓ Guidance & Counselling
- ✓ Educational Management and Administration
- ✓ Environmental Education/Value and Peace Education
- ✓ Teaching Competence of School Subject-I
- ✓ Teaching Competence of School Subject-II
- ✓ Other Records

### **GROUP-C Experiences for Enhancing Professional Capacities**

- ✓ ICT in Education
- ✓ Learning Resources of Teaching Learning
- ✓ Instructional Skills & Strategies

## **B.ED SYLLABUS (from 2018-2019 onwards)**

### **I Year –Semester-I**

**Core I-**Foundations of Education

**Core-II-**Childhood and growing up

**Optional-I** Pedagogy of School Subjects-I/Paper-I

- ✓ General Tamil
- ✓ General English
- ✓ Paper-I-Commerce
- ✓ Paper-I-Economics
- ✓ Paper-I-Home Science

**Optional-II-** Pedagogy of School Subjects-II /Paper-II

- ✓ Special Tamil
- ✓ Special English
- ✓ Biological Science
- ✓ Mathematics
- ✓ Physical Science
- ✓ Computer Science
- ✓ Social Studies
- ✓ Paper-II- Commerce
- ✓ Paper-II- Economics
- ✓ Paper-II- Home Science

**Elective-I** (Compulsory)-Instructional Skills and strategies

**Elective-II-**(Optional)-(A)Environmental Education**OR**(B) Value and Peace Education

### **I Year –Semester II**

**Core-III-**Educational Assessment and Evaluation

**Core-IV-** Action Research in Education

**Optional-I-** Methods of Teaching School Subjects-I

- ✓ General Tamil
- ✓ General English
- ✓ Paper-III-Commerce
- ✓ Paper-III-Economics
- ✓ Paper-III-Home Science

**Optional-II- Methods of Teaching School Subjects-II**

- ✓ Special Tamil
- ✓ Special English
- ✓ Biological Science
- ✓ Mathematics
- ✓ Physical Science
- ✓ Computer Science
- ✓ Social Studies
- ✓ Paper-IV- Commerce
- ✓ Paper-IV- Economics
- ✓ Paper-IV- Home Science

**Elective-III** (Compulsory)-Learning resources of teaching learning

**II Year- Semester –III**

**School Practice** : Internship in Teaching

**Core-V-** ICTin Education

**Core –VI-**Psychology & Learning

**Elective-IV** (Compulsory) Guidance & Counselling

**II Year- Semester-IV**

**Core-VII-**Principles and Prospects of Curriculum Development

**Core-VIII -**Educational Administration and Management

**Core-IX -** Inclusive Education

**Elective-V-**(Compulsory) Health and Yoga Education

**Elective-VI-**(Optional)- (A)Women’s Education**OR** (B) Human Rights Education



**STRUCTURE OF B.ED SYLLABUS (2018-19 ONWARDS)**

Nature	Subject Code	Year/ Semester/ Subject Title	Hours	Credit	Total Credits
<b>First Year-Semester-I</b>					
Core-I	C1.FE	Foundations of Education	5hrs	4	<b>24</b>
Core-II	C2.CGU	Childhood and growing up	5hrs	4	
<b>Pedagogy of School Subjects-I/Paper-I</b>					
Optional-I/ Paper-I	1.O1.GT	General Tamil	5hrs	4	
	1.O1.GE	General English			
	P1.COM	Paper-I-Commerce			
	P1.ECO	Paper-I-Economics			
	P1.HS	Paper-I-Home Science			
<b>Pedagogy of School Subjects-II / Paper-II</b>					
Optional-II/ Paper-II	1.O2.ST	Special Tamil	5hrs	4	
	1.O2.SE	Special English			
	1.O2.BS	Biological Science			
	1.O2.MAT	Mathematics			
	1.O2.PS	Physical Science			
	1.O2.CS	Computer Science			
	1.O2.SS	Social Studies			
	P2.COM	Paper-II-Commerce			
	P2.ECO	Paper-II-Economics			
	P2.HS	Paper-II-Home Science			
Elective-I (Compulsory)	E1.ISS	Instructional Skills and Strategies	5hrs	4	
Elective-II (Optional)	E2.A.EE	Environmental Education	5hrs	4	
	E2.B.VE	Value and Peace Education			

<b>First Year-Semester-II</b>				
Core-III	C3.EAE	Educational Assessment and Evaluation	5hrs	4
Core-IV	C4.ARE	Action Research in Education	5hrs	4
		<b>Methods of Teaching School Subjects-I/ Paper-III</b>		
Optional-I/ Paper-II	2.O1.GT	General Tamil	5hrs	4
	2.O1.GE	General English		
	P3.COM	Paper-III-Commerce		
	P3.ECO	Paper-III-Economics		
	P3.HS	Paper-III-Home Science		
		<b>Methods of Teaching School Subjects-II/ Paper-IV</b>		
Optional-II/ Paper-IV	2.O2.ST	Special Tamil	5hrs	4
	2.O2.SE	Special English		
	2.O2.BS	Biological Science		
	2.O2.MAT	Mathematics		
	2.O2.PS	Physical Science		
	2.O2.CS	Computer Science		
	2.O2.SS	Social Studies		
	P4.COM	Paper-IV-Commerce		
	P4.ECO	Paper-IV-Economics		
	P4.HS	Paper-IV-Home Science		
Elective-III- ( Compulsory)	E3.LRTLP	Learning resources of teaching learning	5hrs	4
Pre- Internship Activities	Preparation to Function as Teachers		4 weeks	-

20

<b>Second Year-Semester-III</b>					
School Practice	Practical-IT	Internship in Teaching	1+15 Weeks	14	<b>26</b>
Core-V	C5. ICTE	ICT in Education	5hrs	4	
Core-VI	C6.PL	Psychology & Learning	5hrs	4	
Elective-IV (Compulsory)	E4.A.GC	Guidance & Counselling	5hrs	4	
<b>Second Year-Semester-IV</b>					
Core-VII	C7.PPCD	Principles and Prospects of Curriculum Development	5hrs	4	<b>20</b>
Core-VIII	C8.EAM	Educational Administration and Management	5hrs	4	
Core-IX	C9.IE	Inclusive Education	5hrs	4	
Elective-V (Compulsory)	E5.HYE	Health and Yoga Education	5hrs	4	
Elective-VI (Optional)	E6.A. EW	Women's Education	5hrs	4	
	E6.B.HRE	Human Rights Education			
<b>Total Credits</b>			<b>90</b>		

### **Internship Teaching Practice-20 WEEKS**

#### **Preparation to Function as Teachers-4 weeks**

During the first year, the B.ED programme offer practice to the student teachers for a minimum of 4 weeks. It includes:

- ✓ One week Lesson Plan writing.
- ✓ One week practice on Mini Teaching (at least 6 teaching skills like Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining, questioning, blackboard skill. etc. are mastered in each pedagogy course.
- ✓ One week for Preparation of Blue print and Achievement Test Construction.
- ✓ One week visit to Innovative Schools.

#### **Internship Teaching School Practice-16 weeks**

- ✓ One week Observation of Regular Class Teacher in Regular Classroom.
- ✓ 15 weeks Intensive Teaching Practice.

## **FIRST YEAR- I-SEMESTER-I**

### **CORE I: FOUNDATIONS OF EDUCATION**

**5 Hours**

**4 Credits**

#### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- acquire knowledge of Education
- describe the concept of philosophy and education;
- understand the knowledge of Eastern and western schools of philosophy
- explain Right to Education
- enumerate Secondary Education Commission
- analyse equitable Standard Education

#### **UNIT I: NATURE AND PROCESS OF EDUCATION**

Education - Meaning, Definition and Nature –Types of Education: Formal, Informal and Non- formal - Philosophy: Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

#### **UNIT II: SCHOOLS OF PHILOSOPHY**

Schools of Philosophy: Vedanta, Bhagavat Gita, Jainism, Buddhism and their Educational Implications –Indian Philosophical Thought: Swami Vivekananda – Mahatma Gandhi – Rabindranath Tagore - Sri Aurobindo- A.P.J.Abdul Kalam. Western Philosophical thought:Rousseau – Froebel – John Dewey – Montessori.

#### **UNIT III:SOCIOLOGY IN EDUCATION**

Education and Development: Meaning of Education, Aims of Education- Impact of Education on society; social Mobility- social change- National Integration, International understanding- Globalization- Education for Peace- Role of Teachers in the promotion of secularism, socialism, Democracy, National integration.

#### **UNIT IV: ROLE OF CENTRAL AND STATE GOVERNMENTS ON EDUCATION**

Central Government Organizations: MHRD-UGC –CABE – NUEPA – NCERT – NCTE – NAAC - RCI - State Government Organizations : DSE – SCERT — SIEMAT – Innovative Programmes for Strengthening Quality and Quantity of Education: OBB,DPEP, SSA and RMSA, RUSA.

#### **UNIT V: EDUCATION IN THE INDIAN CONSTITUTION:**

Education in Concurrent List – Directive Principles: Article- 21A -Universalization of Elementary Education- wastage and Stagnation – Brain Drain – Right to Education – Constitutional Amendments: 42nd and 86th Amendments – Right to Education Act (2009) – Radhakrishnan Committee on Education (1948)- Secondary Education Commission (1952 -53) – Kothari Commission (1964–66) – NPE(1968)–NPE (1986) – Acharya Ramamurthy Committee (1990) – POA (1992) – Equitable Standard Education- Justice J.S.Verma Committee(2012).

#### **PRACTICUM:**

- A study of any one N.G.O (Non-Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)
- Prepare a report of suggestions to improve National Integration

#### **SUGGESTED REFERENCES:**

- ✓ Levitt, R., Janta, B. and Wegrich, K. (2008). Accountability of Teachers- Literature Review. Rand.Europe. (Technical Report, General Teaching Council England).
- ✓ Iida, A. (2009). Teacher Autonomy and Professional Teacher Development: Exploring the Necessities for Developing Teacher Autonomy in EFL Japanese Contexts. Asian EFL Journal, vol. 35, article 3.
- ✓ Dewey, John. (2010). Essays in Experimental Logic, Aakar Books, Delhi.
- ✓ Iyengar, B.K.S (2012). Light on yoga. From first impression 2012. India: Harper Collin
- ✓ Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Morarji Desai National Institute of yoga.

## **CORE II -CHILDHOOD AND GROWING UP**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- Define growth and development
- Understand the theories of development
- acquire the knowledge of thinking
- develop creativity
- promote intelligence

### **UNIT I: GROWTH AND DEVELOPMENT**

Growth and Development- Meaning& definition- Difference between Growth and development- Characteristics of growth and development in early Childhood, Later childhood and adolescence- Physical, Mental, Social, Emotional and Moral aspects- Kohlberg's view of moral development- development of values of Erickson's view in Psychological development.

### **UNIT II THEORETICAL APPROACHES TO DEVELOPMENTS**

Theories Related to childhood - Cognitive theory- Piaget theory, Bruner Theory and Bandura Theory – Psycho social theory- Erickson Theory - Psycho analytic Theory- Sigmund Freud

### **UNIT III: REMEMBERING AND FORGETTING**

Memory- Meaning and Definition- Different methods of memorization- Retention- - Forgetting-Curve of Forgetting -Ebbingus forgetting- Retro and proactive inhibition- forgetting due to Regression- Remembering – Its characteristics- types-Recall and Recognition.

## **UNIT IV: CREATIVITY AND INTELLIGENCE**

Creativity: Meaning, Nature and dimension – Difference between Intelligence and Creativity- Promotion of creativity- Identification of the Creative children- Fostering creativity among children.

Intelligence: Meaning and definition – Nature and types of Intelligence - Theories of Intelligence: Spearman's two factor Theory, Thorndike's Multi factor Theory, Thurston's Group factor Theory of Intelligence- Gardner's Multiple Intelligence - Measurement of Intelligence- categories of Intelligence tests- Uses and limitations of intelligence testing- IQ and EQ- Emotional Intelligence- Definition and its types.

## **UNIT V: DEVELOPMENT OF PERSONALITY**

Meaning and nature of personality- Characteristics of integrated personality- Freud's view- Theories of personality: Approaches to personality- Type, Trait, Psycho Analytic - Measurement of personality- Methods, Observation, Interviews, Inventories, Situational tests and Projective tests.

### **PRACTICUM:**

- Various creative works by students.
- Conducting of mock interviews.
- Activities for promoting intelligence

### **SUGGESTED REFERENCES:**

- ✓ Weiten.W & Lloyd M.A. (2007): Psychology Applied to Modern Life- Adjustment in the 21<sup>st</sup> Century Eighth Edition, Akash Press Delhi, Indian Reprint.
- ✓ Cloninger, S.C. (2008). Theories of Personality: Understanding Persons (5<sup>th</sup>ed.) EnglewoodCliffs, NJ: Prentice hall.
- ✓ Water and Schnieder (2009): Metacognition, Strategy Use and Instruction. New York: the Guilford press.
- ✓ Crowne,D.P. (2010, Personality theory (2<sup>nd</sup> ed.). New York: Oxford University Press.
- ✓ Burger, J.M. (2010). Personality (8<sup>th</sup>ed.) Belmont, KCA: Wadsworth Publishing.

- ✓ Mangal, S.K.(1984, Psychological Foundations of Education, Ludhiana, Prakash Publishers
- ✓ Mohan .J and Vasudeva P.N (1993), Learning Theories and Teaching, New Delhi, Wiley Eastern Limited.
- ✓ Papalia .D.E and Sally,.W.O(1978), Human Development, McGraw Hill Publishing Company
- ✓ Skinner. E.C(1984), Educational Psychology, 4th Edition, New Delhi, Prentice Hall of India Pvt Ltd.
- ✓ Spinthall, N. and Spinthall. R.C(1990), Educational Psychology, 5th Edition, McGraw Hill Publishing Company.



## முதல்பருவம்- பொதுத் தமிழ்கற்பித்தல்-1

நோக்கங்கள் :

பயிற்சிஆசிரியர்கள்:

- ✓ தாய்மொழிகற்றலின் நோக்கங்களை அறிதல்
- ✓ தாய்மொழியின் தனிச்சிறப்பினை அறிதல்
- ✓ தமிழ்மொழியின் பல்வேறுபயிற்றுமுறைகளை அறிதல்
- ✓ கல்வி ஏற்பாட்டில் தாய்மொழிபெறும் மதிப்பை அறிதல்
- ✓ நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சிபெறுதல்
- ✓ பாடத்திட்டம் அமைத்தலில் அமைந்துள்ள கோட்பாடுகளை அறிதல்
- ✓ பாடக்குறிப்பின் பயன்களை அறிதல்
- ✓ மொழிக்கற்பித்தலில் துணைக்கருவிகளின் பயன்பாட்டினை அறிதல்
- ✓ வினாத்தாள் அமைத்தலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்
- ✓ தேர்வுகுறித்த சிந்தனைபெறுதல்
- ✓ மதிப்பிடக் கற்றுக்கொள்ளுதல்

அலகு -1 தாய்மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கல்வியின் இன்றியமையாமை—தாய்மொழிகற்பித்தலின் நோக்கங்கள் : மொழி அறிவைப் பெறுதல், கேட்டுப் பொருளுணரும் ஆற்றல் பெறுதல், படித்துப் பொருள் உணரும் ஆற்றல் பெறுதல், இலக்கியப்பாடலின் சுவையுணர்ந்து போற்றுதல், மனத்திலே உள்ளவற்றை வெளியிடுதல், கற்பனை ஆற்றலையும் அழகுணர்வாற்றலையும் வளர்த்தல், சிறந்த மனப்பயிற்சியாக அமைதல், மொழிப்பற்று, நாட்டுப்பற்றை ஊட்டுதல், படைப்பாற்றலை வளர்த்தல், பிழையின்றி எழுதுதல், பண்புநலன்களை போற்றி வளர்த்தல், வாழ்க்கைநுகர்வுகளை எடுத்தியம்புதல், சொல்லாட்சித் திறன் பெறுதல் - பயன்கள் - தாய்மொழியின் தனிச்சிறப்பு - எண்ணத்தை வெளியிடும் கருவி— திருத்தமாக பேச, கேட்க, படிக்க, எழுதப் பயிற்சி அளித்தல்.

அலகு -2 தமிழைப் பயிற்றும் முறைகள்

பண்டையோர் கண்ட பயிற்றுமுறை : குருகுலமுறை— 1. சொற்பொழிவு, 2. உரையாடல் 3. தடைவிடை, 4. வினாவிடை, 5. பயிற்சி—பன்முறைப் பயிற்சி, 6. விதிவிளக்கமுறை, 7. காரணகாரியமுறை, 8. போலக்கற்றல் முறை, 9. நெட்டுரு அல்லது மனப்பாடமுறை, 10. உய்த்துணர்தல் முறை—நன்மைகள், தீமைகள்.

**புதியமுறைகள் :** விளையாட்டுமுறை—நடிப்புமுறை—செயல்திட்டமுறை—தனிப்பயிற்சிமுறை—  
மேற்பார்வைபடிப்புமுறை—திட்டமிட்டுக்கற்றல் - வகைகள் - நிறைகள் மற்றும் குறைகள்.

#### **அலகு -3 பாடத்திறன்களில் பயிற்சி,பாடத்திட்டம்**

புள்ளின் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலைக்கற்பித்தல் திறன்களில் பயிற்சி—  
தொடங்குதல் திறன்,விளக்குதல் திறன்,பல்வகைத் தூண்டல்களைப் பயன்படுத்தும்  
திறன்,வலுவூட்டிகளைப் பயன்படுத்தும் திறன்,கரும்பலகையைப் பயன்படுத்தும் திறன் மற்றும்  
இணைப்புப் பயிற்சி.

பாடத்திட்டம்விளக்கம்பயன்கள் -பாடத்திட்டம் தயாரிக்கும்போதுகவனிக்கப்படவேண்டியவை—  
பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை—மாதிரிபாடத்திட்டம். - பாடக்குறிப்பு,பாடத்திட்டம்  
வேறுபாடு

#### **அலகு -4 மொழிக்கற்பித்தலின் நுட்பக்கூறுகள்**

மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - துணைக் கருவிகளைபயன்படுத்துதல் -  
துணைக்கருவிகளின் பங்கு - வகைகள் - காட்சிக் கருவிகள்,கேள்விக்கருவிகள் - காட்சிக்  
கேள்விக்கருவிகள் - பயன்கள் - மொழிப் பயிற்றாய்வுக் கூடம்.

#### **அலகு -5 மதிப்பிடல்**

மதிப்பிடல்,அளவிடல், - தேர்வு வகைகள் - ஆசிரியர்களால் உருவாக்கப்படும்  
தேர்வுகள்,தரப்படுத்தப்பட்டதேர்வுகள் - தேர்வுச் சீர்திருத்தங்கள் - நல்லமதிப்பீட்டுக் கருவியின்  
பண்புநலன்கள் - குறையறிசோதனை,குறைதீர் பயிற்சி—புறவயத் தேர்வுஅமைத்தல் முறைமை—  
தொடர் மற்றும் முழுமையானமதிப்பீடு (ஊஊநு) - நோக்கம் - பயன்கள்.

வினாக்கள் - வினாக்கள் கேட்டலின் இன்றியமையாமை—வினவுதல் நோக்கங்கள் -  
பயன்கள் - வினாக்களின் வகைகள் - சிறந்தவினாக்களின் சிறப்பியல்புகள் - வினாத்தாள்  
வடிவமைக்கும் முறை—தமிழ் வினாத்தாள் - மாதிரிவினாத்தாள் வடிவமைப்பு - - புள்ளியியல்  
பகுப்பாய்வு.

#### **செயல்முறை**

- ✓ கருத்தரங்கம் நடத்துதல்
- ✓ கற்பித்தல் பொருள் தயாரித்தல்
- ✓ வானொலி (அ) தொலைக்காட்சிபேச்சைக் கேட்டுகுறிப்பிடுதல்

- ✓ வினாவங்கிதயாரித்தல்
- ✓ குறையறிசோதனையும்,குறைதீர் பயிற்சியும்
- ✓ மொழிப்பயிற்றாய்வுக் கூடம்
- ✓ திட்டமிட்டுக்கற்றல் சட்டகம் தயாரித்தல்
- ✓ நாடகங்கள் எழுதுதல் மற்றும் நடித்தல்
- ✓ கல்விச் சுற்றுலாசெல்லுதல்

#### பார்வைநூல்கள்

- ✓ முனைவர் ஞா.பழனிவேலு, (2011),செந்தமிழ் கற்பித்தல்- பொதுத்தமிழ்,நதிபப்ளிகேஷன்ஸ்,தஞ்சாவூர்.
- ✓ வெ.கலைச்செல்வி (2013),பொதுத்தமிழ் கற்றல் - கற்பித்தல்,சஞ்சீவ வெளியீடு,ஈரோடு.
- ✓ புலவர் செந்தூர் பாண்டியன் (1979) “நுண்ணிலைப்பயிற்சி”மீனாட்சிபதிப்பகம் புதுக்கோட்டை
- ✓ கோவிந்தராஜன் மு. (1980) “மொழித்திறன்களும் சிலசிக்கல்களும்”தேன்மொழிப்பதிப்பகம் சென்னை
- ✓ கணபதி வி. (2005) “நற்றமிழ் கற்பிக்கும் முறைகள்”சாந்தாபதிப்பகம் சென்னை -14
- ✓ டாக்டர்.ந.சுப்புரெட்டியார் (1964),தமிழ்பயிற்றுமுறை,மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
- ✓ இலக்குவன் (2008) : தமிழ்ப்பாடநூலும் ஆசிரியரும் இ சென்னை : சாரதாபதிப்பகம்
- ✓ வேணுகோபால் இ.பா (2008) பைந்தமிழ் கற்பிக்கும் முறைகள். சென்னை: சாரதாபதிப்பகம்.
- ✓ இரத்தினசபாபதிபி.(1997) செம்மொழிக்கல்வி . சென்னை : சாந்தாபப்ளிஷ்ஸ்.
- ✓ விஜயலெட்சுமி வ. (2007) நுண்ணிலைக் கற்பித்தல். சென்னை : சாரதாபதிப்பகம்
- ✓ கோவிந்தராசன் மு.பயிற்றுப் பயிற்சியும் மொழியாசிரியர்களும் தஞ்சைமாவட்டம் திருமலைக்குமரன் பதிப்பகம்.
- ✓ பேராசிரியர் சு.தண்டபாணி,பேராசிரியர் வி. தேவசகாயம் (2009) தமிழ் கற்பித்தல் மீனாபதிப்பகம் மதுரை 2009.
- ✓ பேராசிரியர் வி.கணபதி பூ ஜெயராமன் (2010) நற்றமிழ் கற்பிக்கும் முறைகள் சாந்தாபப்ளிஷ்ஸ்,சென்னை

## **OPTIONAL I-GENERAL ENGLISH-I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- acquire knowledge about the fundamentals of English language.
- understand pedagogical basis of language learning.
- understand about Microteaching in English.
- prepare lesson plan
- practise with techniques of Language skills.
- calculate mean, median and mode

### **UNIT I:THE ROLE OF ENGLISH IN INDIA**

Status of English in India-history of English in India-English as a medium of instruction-bilingualism-trilingualism-multilingualism-English as a International Language-English for National Integration & International Understanding.

### **UNITII: IMPORTANCE OF ENGLISH LANGUAGE**

Language: meaning and definition-Importance of English Language-English as a second language -aims and objectives of teaching English-teaching English as a skill rather than knowledge subject-English as an International Language-Qualities of a Good English Teacher.

### **UNIT III: MICRO TEACHING**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching with skills, content and methods- Traditional teaching and Micro teaching differentiated.

## **UNIT IV: LESSON PLAN**

Bloom's Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives –general and specific. Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan—steps in writing Lesson plan- Advantages of Lesson planning.

## **UNIT V: EVALUATION**

Evaluation: Meaning and definition- difference between measurement and evaluation purpose of Evaluation-General approaches to evaluation: formative and summative- Types of test- Diagnostic test-Achievement Test- preparation of Blue Print – Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of variability- Range-Standard deviation, quartile deviation, correlation-Rank correlation.

### **PRACTICUM:**

- Preparation of micro teaching script
- Practicing micro teaching
- Listening to models of good English speech and recorded materials.
- Preparation of lesson plan
- Calculation of mean, median and mode

### **SUGGESTED REFERENCES:**

- ✓ V.K.Nanda. (2006). Teaching of English. Anmol Publications Pvt .Ltd. New Delhi
- ✓ Dr.G.Singaravelu. (2011). Micro teaching Technique in English. Agarwal.Neelkamal Publications. Hyderabad.
- ✓ Shaikh Mowla.(2012). Methods of Teaching English. Neel Kamal Publications Pvt. Ltd. Hyderabad
- ✓ Dr.M.Hariprasad (2014) Communicative English.Neelkamal Publication. Hyderabad.
- ✓ P.k.Gupta Anil Gandhi,S.S.Bhatnagar.Teaching of English.Surya Publications. Meerut.

- ✓ Dr.P.S.Chandrakumar,Dr.A.Joycilin Shermila(2012).Pedagogy of teaching English.AV.Parvathy Pvt Publications.Tirunelveli.Tamil Nadu.

### முதல்பருவம்- சிறப்புத்தமிழ்கற்பித்தல்-1

#### நோக்கங்கள்:

பயிற்சிமாணவர்கள்:

- ✓ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்
- ✓ தமிழ் மொழியின் தனித்தன்மைகள் பற்றி அறிதல்
- ✓ தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல்
- ✓ தமிழ் மொழியின் கிளை அமைப்பு பற்றி அறிதல்
- ✓ மொழிபெயர்ப்பு மொழிவளர்ச்சிக்குத் துணையாதலையுணர்தல்
- ✓ மொழிபெயர்ப்பின் நன்மைகளை அறிதல்
- ✓ மொழிபெயர்ப்பின் வகைகளை அறிதல்
- ✓ சமூகப் பின்னணியில் மொழியை வளர்த்தல்
- ✓ சமூகப் பின்னணியில் பண்பாட்டை வளர்த்தல்
- ✓ தமிழ் மொழியின் வளர்ச்சி நிலையினை அறிதல்.

#### அலகு -1 தமிழ் மொழிவரலாறு

மொழியின் பண்புகள் - மொழியின் தோற்றக்கொள்கை—மொழியின் வளர்ச்சி—தமிழ் மொழிவரலாறு: தமிழ் மொழியின் கிளைமொழிக் கொள்கைகள் - பேச்சுமொழியும் எழுத்துமொழியும் - தமிழ்மொழியின் தனித்தன்மைகள்

#### அலகு -2 மொழியியல்

ஒலிமொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு—பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் தமிழ்மொழியின் கிளை அமைப்பு அடைப்பொலி இஉரசொலி இமூக்கொலி இஆடொலி இமருங்கொலி இஒலியனியல் - ஒலியன்களை கண்டறியும் கொள்கைகள் - உருபன் - உருபன்களைக் கண்டறியும் விதிகள்.

#### அலகு -3 மொழிபெயர்ப்பு

மொழிபெயர்ப்பு - மொழிவளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு—மொழிபெயர்ப்பின் தன்மைகள் - மொழிபெயர்ப்புச் செயல் நடைபெறுதல் - தாய்மொழியினின்று பிறமொழிகளில் மொழிபெயர்ப்பு -

பிறமொழிகளினின்றிதாய்மொழியில் மொழிபெயர்ப்பு - மொழிபெயர்ப்பின் வகைகள் -  
மொழிபெயர்ப்பில் ஏற்படும் சிக்கல்களும் தீர்வுகளும்- மொழிபெயர்ப்பின் நன்மைகள் -  
மொழிபெயர்ப்பாளரின் பண்புகள்.

#### அலகு -4 மொழியின் சமூகப்பணிகள்

மொழியும் சமூகமும் - சூழ்நிலையின் குறைகளை அறிதல் -சமூகவியல் பின்னணியில்  
மொழிமற்றும் பண்பாட்டைக்கற்றல் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு-பண்பாட்டில்  
பின்தங்கியவரை ஈடுசெய்யும் கல்விமுறை-மதிப்புக்கல்வியும் மொழியும் - மொழியும்  
பொருளாதாரமும்.

#### அலகு -5 தமிழ் மொழிவளர்ச்சிநிலை

அறிவியல் தமிழ் - கணிப்பொறியும் தமிழும் - பல்லாடகமும் தமிழ் கற்பித்தலும் -தமிழ்  
இணையம் - தமிழ் ஆட்சிமொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் -  
செம்மொழித்தமிழ்.

#### செயல்முறைபயிற்சி

- ✓ முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- ✓ சொற்போர்-பட்டிமன்றம் நடத்துதல்
- ✓ கருத்தரங்கம் நடத்துதல்
- ✓ கற்பித்தல் பொருள் தொடர்பானதுணைக்கருவிகளைத் தயாரித்தல்
- ✓ வினாவங்கி, இதழ் தயாரித்தல்.
- ✓ பேச்சுறுப்புகளைப் பயன்படுத்தி ஒலியின் தோற்றத்தை உணரச் செய்தல்.

#### பார்வைநூல்கள்:

- ✓ முனைவர் ஞா. பழனிவேலு இ (2009) "செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்"  
நலங்கிள்ளிபதிப்பகம், தஞ்சாவூர்.
- ✓ முனைவர் எஸ் ஸ்ரீகுமார் (2002) "மொழியும் சமூகமும்" செண்பகாபதிப்பகம் தி.நகர்  
சென்னை -17.
- ✓ முனைவர் சேதுமணியன் (1990) "மொழிபெயர்ப்புக் கோட்பாடுகளும்  
உத்திகளும்" செண்பகம் வெளியீடுமதுரை
- ✓ கணபதி .வி., பூ. ஜெயராமன்., (2010) "நற்றமிழ் கற்பிக்கும் முறைகள்" பகுதி-2  
சாந்தாபப்ளிஷர்ஸ்., சென்னை.

- ✓ முனைவர் முத்துசண்முகம் (1988)“இக்காலமொழியியல்”கழகவெளியீடு
- ✓ முனைவர் முவ. (1988) “மொழிவரலாறு”கழகவெளியீடு.
- ✓ வெ.கலைச்செல்வி., (2013) “சிறப்புத்தமிழ்”சஞ்சீவ் வெளியீடு,ஈரோடு.
- ✓ முனைவர்இ.பாவேணுகோபால்,சாந்தகுமாரி.மு(2009)“சிறப்புத்தமிழ்கற்பித்தல்”சாரதாபதிப்பகம் சென்னை.
- ✓ முனைவர்சு.சக்திவேல் (1996) “தமிழ் மொழிவரலாறு”மாணிக்கவாசகர் பதிப்பகம் சென்னை
- ✓ முனைவர்மு. கோவிந்தராஜன் “மொழித்திறன்களும் சிலசிக்கல்களும்” தேன்மொழிபதிப்பகம் சென்னை
- ✓ வை.ச.ச.கண்ணன்., (2011) “தமிழ் (இரண்டாம் பாகம்)”. தானுபதிப்பகம்,காரைக்குடி.



## **OPTIONAL II-SPECIAL ENGLISH-I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- acquire knowledge teaching English prose
- understand the various methods and techniques of teaching English.
- explain about teaching grammar
- appreciate the way of teaching poetry
- prepare different kinds of instructional materials for teaching English

### **UNIT I: LANGUAGE LEARNING**

Features of Language: Concept, Meaning, Nature and Functions - Factors affecting Language Learning: Psychological factors, Social factors - Implications of theories in Language Learning: Vygotsky, Bruner and Chomsky's theory of Language Acquisition Device.

### **UNIT II: PHONETICS**

Organs of Speech - Phonetics and Pronunciation - Spelling - The sounds of English - Classification of Vowels and Consonants - Stress: Primary and Secondary - Intonation.

### **UNIT III: APPROCHES AND METHODS OF TEACHING ENGLISH**

Approaches: Structural Approach - Situational Approach - communicative approach - eclectic approach.

Methods: Observation-Demonstration-dramatization-debate-Translation method- Direct method-Group method-Substitution method & Play way method.

#### **UNIT IV:TEACHING OF ENGLISH**

Teaching of prose and poetry- Methods of Teaching Grammar-Defects of Traditional School Grammar-Use of Tree diagrams in grammar-tree diagram for noun Phrase-tree diagram for verbal Phrase;School Grammar: Active Voice-Passive voice-Direct & Indirect speech- Degrees of comparison-Sentence and its Types- Tense, Prefix, Suffix, Question Tags-Articles-Preposition, Idioms.

#### **UNIT V:EQUIPMENT AND RESOURCES FOR TEACHING ENGLISH**

Language Laboratory, Lingua Phone, Tape Recorder, Language Disc, Library, Talking Books, Radio, Television, Computer, Film and Slides, Text Book , English Reader, Flash Cards, Black Board, Chart and Models-Co-curricular activities.

#### **PRACTICUM:**

- Preparation of different types of phonetic exercises.
- Preparation of Tree diagrams for grammatical components.
- Preparation of English album
- Preparation of instructional aids like chart, flash card etc.

#### **SUGGESTED REFERENCES:**

- ✓ V.K.Nanda (2006) Teaching of English. Anmol Publications Pvt .Ltd. New Delhi.
- ✓ Shaikh Mowla(2012). Methods of Teaching English. Neel Kamal Publications Pvt. Ltd. Hyderabad
- ✓ Dr.K.Pandey (2012) Teaching of English in India,Neel Kamal Publications Pvt. Ltd. Hyderabad
- ✓ P.k.Gupta Anil Gandhi, S.S.Bhatnagar.Teaching of English.Surya Publications. Meerut.
- ✓ Dr.P.S.Chandrakumar,Dr.A.Joycilin Shermila(2012).Pedagogy of teaching English.AV.Parvathy pvt publications.Tirunelveli. Tamil Nadu.

## **OPTIONAL II -PEDAGOGY OF TEACHING MATHEMATICS**

**5 hours    4credits**

### **OBJECTIVES:**

**After completing this course the students are able to**

- understand the nature and scope of Mathematics
- comprehend the aims and objectives of teaching Mathematics
- understand the history of mathematics and contribution of mathematicians
- acquire various teaching skills
- acquire competence in teaching mathematics and structuring lesson plans

### **UNIT I: NATURE, SCOPE AND HISTORY OF MATHEMATICS**

Mathematics-meaning, definition, nature and its scope- characteristics of mathematics- correlation of mathematics-history of mathematics and its importance to a mathematics teacher.

### **UNIT II: CONTRIBUTION OF GREAT MATHEMATICIANS**

Contribution of great mathematicians – Euclid, Pythagoras, Cantor, Rene Descartes, Aryabhata, Bhaskaracharya, Ramanujan, Brahmagupta.

### **UNIT III: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS**

Values of Teaching Mathematics – Need and Significance of teaching Mathematics – Aims and Objectives of teaching mathematics- Bloom's taxonomy of Educational Objectives- Instructional objectives: General Instructional Objectives (G.I.O's) and Specific Instructional Objectives(S.I.O's)- blue print.

## **UNIT: IV-MICROTEACHING AND MACROTEACHING**

Micro teaching – meaning, definition, need, procedure, characteristics, principles- Microteaching cycle– Teaching Skills- Types of teaching skills – Skill of Set Induction, Skill of Explaining – Skill of Questioning, Skill of Black board, Skill of Reinforcement, Skill of Stimulus Variation, Skill of Probing Questioning-Mini Teaching with skills, content and methods.

Macro teaching – Difference between microteaching and macro teaching- Annual Plan- Unit plan- Lesson Plan – Herbartian steps in preparing a lesson plan.

## **UNIT V: EVALUATION**

Evaluation- meaning, definition, purpose- different types of test in mathematics – diagnostic test, prognostic test, NRT, CRT, Achievement test-types of achievement test- construction of achievement test- Continuous and Comprehensive Evaluation (CCE)- formative and summative test-graphical representation of data-statistical analysis- measures of central tendency, measures of dispersion and correlation analysis.

### **PRACTICUM:**

- Preparation of Lesson plan, Unit plan and Year plan.
- Practice of skills in Microteaching
- Test construction - Achievement test
- Preparing digital lesson plan.

### **SUGGESTED REFERENCES:**

- ✓ Aggarwal, J.C.(2008). Teaching of Mathematics. UP: Vikas publishing House Pvt Ltd.
- ✓ Bagyanathan,D.(2007). Teaching of Mathematics. Chennai: Tamil Nadu Text Book Society.
- ✓ Bhatia,K.K.(2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.
- ✓ Bolt,B.(2003). Mathematical Pandora's Box. New Delhi: Cambridge University press.
- ✓ Bishop, G.D.(1965). Teaching Mathematics in Secondary school. London: Collins publication.

- ✓ Butter, C.H (1965). The teaching of Secondary Mathematics. London: McGraw Hill Book Company.
- ✓ Ediger, M., & Rao.D.B (200). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.

## **OPTIONAL II-PEDAGOGY OF TEACHING PHYSICAL SCIENCE**

**5 hours 4credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- develop the knowledge of physical science curriculum.
- equip the students well prepared to organize and maintain the Science laboratory.
- develop the knowledge of various methods of teaching physical Science.

### **UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE**

Nature and Scope of Science-Science as a product and a process—a body of knowledge (Empirical knowledge, Theoretical knowledge-facts, concepts, hypotheses, theory, principle, law)-a way of investigation-a way of thinking-Inter disciplinary approach-New developments-Implications – Scope of Physical Science – Importance and place of Physical Science in school curriculum-correlation of physics, chemistry with other subject.

### **UNIT II: AIMS, OBJECTIVES AND VALUES OF TEACHING PHYSICAL SCIENCE**

Aims and objectives: Meaning and Importance -difference between aims and objectives. Bloom's Taxonomy of Educational objectives: Cognitive domain, Affective domain, psychomotor domain- writing instructional objectives: General and specific-Values of teaching physical science.

### **UNIT III: MICRO TEACHING**

Meaning and definition –objective-need and characteristics-steps in micro teaching – micro teaching cycle-teaching of relevant Skill:Set Induction-Skill of Explaining-skill of

Questioning-Skill of Reinforcement-Skill of Stimulus Variation-Probing Questioning-Black Board –Mini teaching with skills, content and methods.

#### **UNIT IV: LESSON PLAN**

Meaning, components, advantages of lesson planning-criteria of a good lesson plan-requirements for lesson planning-approach to lesson planning: Herbartian's sequential steps in a model lesson plan-format of lesson plan, sample lesson plan-unit plan- year plan.

#### **UNIT V: EVALUATION IN PHYSICAL SCIENCE**

Concept of evaluation, types-process-tools of evaluation –achievement tests in physical science and its types-preparation of blue print-Analysis and interpretation of test scores-mean, median, mode, standard deviation, quartile deviation, correlation-rank correlation co-efficient.

#### **PRACTICUM:**

- Planning a co-curricular activity for science(Physics) students of secondary classes.
- Organizing Science quiz and Bulletin Board.

#### **SUGGESTED REFERENCES**

- ✓ Siddigi, Teaching of science today and Tomorrow Doals house, 1985.
- ✓ Gupta, S.K. Teaching of Physical science in secondary schools, sterling Publication (Pvt) Ltd, 1985.
- ✓ Joseph, The teaching of science, Haravard University press, 1996
- ✓ Udai Veer, Modern Teaching of Physics,Anmol Publications Pvt Ltd,New Delhi, 2006.
- ✓ .Senthil Kumar, Teaching of Physical Science (Tamil Version), Priyadarshini Printographs, 2009.
- ✓ Dr.Vanaja, M & Prof. V.Sudhakar, Methods of Teaching Physical Science, Neelkamal Publications Pvt Ltd,2012
- ✓ Sharma, R. C. (1988). Modern science teaching. Delhi: Dhanpat Raj and Sons.

## **OPTIONAL II-PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- develop the knowledge of Biological science curriculum.
- organize and maintain the Science laboratory.
- develop the knowledge of various methods of teaching Biological Science.

### **UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE**

Biological Science: History of Biological Science - Nature and Scope – Origin of life and evolution - Concept: Process and Product- Inter-correlation with other subjects – Impact of Biological Science on Community- Importance of Biological Science in daily Life.

### **UNIT II: AIMS, OBJECTIVES AND VALUES OF TEACHING BIOLOGICAL SCIENCE**

Aims & Objectives: Meaning and Importance - Difference between Aims and Objectives – Bloom's Taxonomy of Educational Objectives: Cognitive domain, Affective domain, psychomotor domain - Writing instructional Objectives: General and specific- Values of teaching Biological Science.

### **UNIT III: MICRO TEACHING**

Meaning and Definition, Objectives – Need, Characteristics – steps in Micro teaching- Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of reinforcement – Probing Questioning – Black board – Mini Teaching with skills, content and methods .

## **UNIT – IV: LESSON PLAN**

Meaning, Components, Advantages of Lesson planning – Criteria of a good Lesson Plan – Requirements for Lesson planning – Approach to Lesson planning: Herbartian, Sequential steps in a Model Lesson Plan -Format of Lesson Plan, Sample Lesson Plan – Unit Plan-Year Plan.

## **UNIT – V: EVALUATION IN BIOLOGICAL SCIENCE**

Concept of evaluation, types-process-tools of evaluation-achievement tests in Biological Science and its types-a scholastic achievement test in Biological Science-Preparation of blue print-Analysis and Interpretation of test scores-Mean, Median, mode, Standard deviation, Quartile deviation, correlation-Rank correlation co-efficient.

### **PRACTICUM:**

- Designing lesson plans for a particular concept keeping in mind the expected operational level of children.
- Collection, fixation and preservation of biological materials.
- Survey of school science Laboratory.

### **SUGGESTED REFERENCES:**

- ✓ Biological science Molecules to man B.S.C.S. Blue version, Boston and Houghton Mifflin company-1968.
- ✓ Sharma R.C. Modern Science teaching Dhanpat Raj and sons, 1985.
- ✓ Siddigi, Teaching of Science Today and Tomorrow Doals House, 1985.
- ✓ Biology: A Text book for higher secondary schools New Delhi NCERT 1996
- ✓ Dr.G.Venugopal, Mrs.N.Nithyasri & Prof.K.Nagarajan. Teaching of Biology, Ram Publishers, 2005.
- ✓ Dr.P.Ameeta, Methods of teaching Biological Science, Neelkamal Publications Pvt Ltd, 2012.



## **OPTIONAL II-PEDAGOGY OF TEACHING COMPUTER SCIENCE**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student will be able to**

- develop the knowledge of Computer science and its scope.
- explain the aims and values of teaching Computer Science.
- understand Micro teaching.
- practice Micro teaching skills.
- prepare lesson plans.
- prepare blue print and conduct achievement test

### **UNIT I: INTRODUCTION TO TEACHING OF COMPUTER SCIENCE**

Need and importance of Computer Science teaching – Scope of Computer Science – Generations of Computers- Computer: definition, features and parts of a Computer-Application of Computers in the various fields of Education.

### **UNIT II: AIMS, VALUES AND OBJECTIVES OF TEACHING COMPUTER SCIENCE**

Aims and Objectives: Meaning and definition- Aims and Objectives differentiated – Aims of teaching Computer Science-Objectives of teaching Computer Science-Values of teaching Computer Science.

### **UNIT III MICRO TEACHING**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- Steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of

reinforcement – Probing Questioning – Black board –Mini Teachingwith skills, content and methods - Traditional teaching and Micro teaching differentiated.

#### **UNIT IV: LESSON PLAN**

Bloom's Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives: general and specific- Anderson cognitive (Revised) objectives of teaching Computer Science.

Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan-steps in writing Lesson plan- Advantages of Lesson planning.

#### **UNIT V: EVALUATION**

Concept of evaluation, types-process-tools ofevaluation –achievement tests in Computer Science and its types-a scholastic achievement test inComputer Science-Preparation of blue print-Analysis and Interpretation of test scores-Mean, Median, mode, Standard deviation, Quartile deviation, correlation-Rank correlation co-efficient.

#### **PRACTICUM:**

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects Teachers.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

#### **SUGGESTED REFERENCES**

- ✓ Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal
- ✓ Kishore and Co., Dehradun.
- ✓ R.Y.K. Singh. Micro teaching. APH Publishing, 2004
- ✓ Hasnain Qureshi, Modern Teaching of Computer Science,Anmol Publications.
- ✓ New Delhi,2004

- ✓ Qureshi hasnain, (2005) Modern Teaching of Computer science. Anmol Publications.  
New Delhi
- ✓ Singh, P.P. (2005) Computer Education: New Trends and Innovation, Anmol Publications. New Delhi
- ✓ Sareen, N. (2005) Information and communication Technology: Anmol Publications. New Delhi
- ✓ Y.K. Singh (2005) Instructional Technology in Education: Anmol Publications. New Delhi
- ✓ Sunitha Joshi, Micro Teaching, Authors Press, Global Network. New Delhi. 2006.
- ✓ Venkataiah, S. (2007) Computer Education in Millennium, Anmol Publications. New Delhi
- ✓ Dr. Vanaja. M, Dr. S. Rajasekar, Educational Technology & Computer Education, Neelkamal Publications. Pvt Ltd, 2007.
- ✓ Prof. Lalini Varanasi, Prof. V. Sudhakar, Dr. T. Mrunalini, Computer Education, Neelkamal Publications. Pvt Ltd, 2010.
- ✓ Muthumanickam, R. (2004): Educational objectives for effective planning and teaching, Chidambaram: Cyber Lan publishers.

## **OPTIONAL - II-PEDAGOGY OF TEACHING SOCIAL STUDIES**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- develops the curiosity among students to know more about Social Studies.
- develop the teaching skills using the microteaching.
- explain the various aims and objectives of teaching Social Studies
- differentiate between Social Science and Social Studies.
- prepare Lesson plans.

### **UNIT I: NATURE AND SCOPE OF SOCIAL STUDIES:**

Nature and scope of Social Studies–Need and Importance of Social Studies in the modern age–Different concept of Social Studies - History - Geography - Civics - History is the mother subject of all other subjects and Daily Life - Great man theory - History is the philosophy of Examples -Social Science and Social Studies differentiated-Relationship of SocialStudies with regard to the subjects like History, Geography, Civics, Economics, Sociology, politics etc.

### **UNIT II: AIMS, VALUES AND OBJECTIVES OF TEACHING SOCIAL STUDIES**

Aims: General aims of teaching Social Studies - specific aims of teaching Social Studies in primary, middle and secondary classes –values of teaching SocialStudies: practical, intellectual, moral, social and cultural values- Objectives of teaching SocialStudies.

### **UNIT III: MICRO TEACHING**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill: Set

induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teachingwith skills, content and methods - Traditional teaching and Micro teaching differentiated.

#### **UNIT IV: LESSON PLAN AND UNIT PLAN**

Bloom's Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives: general and specific- Anderson cognitive (Revised) objectives of teaching SocialStudies.

Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan-steps in writing Lesson plan- Advantages of Lesson planning.

#### **UNIT V: EVALUATION IN SOCIAL STUDIES:**

Evaluation: Meaning and definition- need&purpose of Evaluation-importance ofEvaluation. Types of test- Diagnostic test-Achievement Test- preparation of BluePrint– Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of variability- Range-Standard deviation, quartile deviation, correlation-Rank correlation.

#### **PRACTICUM:**

- Practice any five Micro teaching skills.
- Prepare Blue print for achievement test.
- Prepare Lesson plans.

#### **SUGGESTED REFERENCES:**

- ✓ Kochhar.S.K, (1983)The teaching of social studies, Sterling Publishers (Pvt.) Ltd.  
New Delhi
- ✓ S.P.Nanda,(2004) Land marks in Indian History, Dominant Publishers and Distributors
- ✓ Seema Sharma (2004) Modern teaching of History, Anmol publications Pvt.Ltd.  
New Delhi.
- ✓ S.M.Zaidi,(2004) Modern teaching of Geography, Anmol publications Pvt.Ltd.

New Delhi.

- ✓ S.R.Vashist(2005), Practice of Social Studies, Anmol publications Pvt.Ltd. New Delhi.
- ✓ V.K.Nanda,(2005) Socialization and Education, Anmol Publication Pvt Ltd
- ✓ Jamandlamudi Prasanthkumar& Digumarti Bhaskara Rao, (2005) Methodsof Teaching Civics, Discovery Publishing House.
- ✓ Md. Shujaat,(2006) Teaching of Social Studies, Anmol publications PVT.Ltd. New Delhi.
- ✓ Dr.M. Manoharan,(2011) Statistical Methods. Paramount Publications, Palani Tamil Nadu
- ✓ B.N. Dash& Dr.I.V. Radhakrishnamoorthy, Methods of teaching Social studies, Neelkaml Publications. New Delhi
- ✓ J. C. (2006). Teaching of social studies. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Aggarwal, J.C. (2006): Teaching of social studies, New Delhi: vikas Publishing house
- ✓ Bining, A. C., & Bining, D. A. (1962). Teaching of social studies in secondary schools. NewYork: Mc Graw Hill.
- ✓ Muthumanickam, R. (2004). Educational objectives for effective planning and teaching.Chidambaram: Cyber land Publisher.
- ✓ Passi, B. K. (1976). Becoming a better teacher: Micro teaching approach.Ahemedabad: Sahitya Mudranalaya.

## **OPTIONAL-II-PAPER-1- PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY-I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- Acquire knowledge about Commerce Education
- understand the Bloom's taxonomy of objectives.
- familiarize with the aims, objectives and goals of teaching commerce and Accountancy.
- Understand the values of teaching commerce and Accountancy.
- List out the instructional objectives in teaching of commerce and accountancy.
- Prepare lesson plans.

### **UNIT 1: HISTORY AND IMPORTANCE OF COMMERCE EDUCATION**

Purpose, History and importance of Commerce Education- Commerce and Accountancy: Meaning, definition – Nature and Scope – relationship of Commerce with other subjects.

### **UNIT II: AIMS, OBJECTIVES AND VALUES OF TEACHING COMMERCE AND ACCOUNTANCY**

Aims and objectives – meaning and definition- difference between aims and objectives- Educational aims and objectives of teaching commerce and accountancy at the higher secondary level- Values of Teaching commerce and accountancy- Educational, social, cultural, moral, democratic, disciplinary, practical, vocational, national, and international, artistic and recreational.

### **UNIT III: INSTRUCTIONAL OBJECTIVES IN TEACHING LEARNING PROCESS:**

Instructional objectives: General and specific – Bloom's Taxonomy of objectives under cognitive, affective and psychomotor domains- Anderson's cognitive (revised) objectives.

### **UNIT IV: MICRO TEACHING:**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teachingwith skills, content and methods - Traditional teaching and Micro teaching differentiated

#### **UNIT V: LESSON PLANNING AND UNIT PLANNING:**

Year Plan – unit Plan – Lesson Planning – necessity of preparing a lesson plan – qualities of a good lesson plan – unit planning – Criteria of a good unit – difference between lesson plan and unit plan – format of a lesson plan – model lesson plan and unit plan for Commerce and Accountancy.

#### **PRACTICUM:**

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects Teachers.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

#### **SUGGESTED REFERENCES:**

- ✓ Passi, B.K. (1976). Becoming a better teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahemedabad.
- ✓ Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun.
- ✓ Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Limited.
- ✓ Geoffrey, W. H. (1988). Commerce. London: Heinemann Professional Publishing
- ✓ Chessman A Hervick: The meaning and practice of Commercial Education, The Macmillan cc. New york.1904.
- ✓ Rao, S. (2004), Teaching of commerce, Anmol Publications Pvt., Ltd, New Delhi.
- ✓ Mahesh Kumar.(2005) Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi



- ✓ Chopra, H.K. and Sharma, H. (2007): Teaching of commerce, Kalyani publisher, Ludhiana.
- ✓ Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya Kendra.
- ✓ Rao, Seema. (2007). Teaching of Commerce. New Delhi: Anmol Publication.
- ✓ Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- ✓ Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed). UP: Vikas Publishing House Pvt Ltd.
- ✓ Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- ✓ Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
- ✓ Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
- ✓ Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

**OPTIONAL-II-PAPER-II- PEDAGOGY OF TEACHING COMMERCE AND  
ACCOUNTANCY-II**

**5 hours**

**4 credits**

**OBJECTIVES:**

**After completing this course, the student will be able to**

- use different methods and strategies in teaching of Commerce and Accountancy.
- understand the nature of commerce and accountancy.
- familiarize the students with the different approaches in the teaching of Commerce and Accountancy.
- prepare Blue print in the construction of achievement test.
- understand scoring key and marking scheme.

**UNIT 1: NATURE OF COMMERCE AND ACCOUNTANCY**

Commerce as a branch of Business – Commerce as a part of Economics – Branches of Commerce: Trade, Transport, Banking, Warehouse Insurance, advertising, Salesmanship and Consumerism – Current affairs in learning Commerce.

Accountancy and Bookkeeping–significance–objectives–uses–concepts and conventions of Accountancy- Journal- ledger- subsidiary books –trial balance-final accounts.

**UNIT II: METHODS OF TEACHING COMMERCE AND ACCOUNTANCY**

Need – Principles – selection of good method- Lecture method- Discussion method – Project method – Problem solving – Inductive and Deductive methods –Descriptive – Demonstration- Seminar – Symposium – Workshop – Team teaching.

**UNIT III: TECHNIQUES OF TEACHING COMMERCE AND ACCOUNTANCY**

Techniques of teaching – Need – characteristics of a good technique – supervised study – Questioning – Assignment – Group Discussion –Role playing – Personalized system of Instruction: programmed learning – programmed learning versus Traditional teaching –computer assisted Instruction – Dalton plan – principles – role of the teacher in Dalton plan.

## **UNITIV: APPROACHES IN TEACHING OF COMMERCE AND ACCOUNTANCY**

Introduction- Different types of approaches- The Journal approach, the Ledger approach, the Balance Sheet approach, the Equation approach, the Spiral development approach, the Complete Cycle approach and the Single Entry approach.

## **UNIT V: EVALUATION**

Evaluation: Meaning and definition- need & purpose of Evaluation-importance of evaluation-Types of test- Diagnostic test-Achievement Test-qualities of a good test – validity, reliability and objectivity- preparation of Blue Print– Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of Dispersion- Range-Standard deviation, quartile deviation, Correlation-Rank correlation.

## **PRACTICUM:**

- Demonstration of methods of teaching.
- Demonstration of few techniques of teaching.
- Preparation of Commerce and Accountancy album.
- Calculation of mean, median and mode.

## **SUGGESTED REFERENCES:**

- ✓ Chessman A Hervick: The meaning and practice of Commercial Education, The Macmillan cc. New york.1904.
- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.
- ✓ Verman, M. M. (1979). Method of teaching accountancy. New York: McGraw Hill.
- ✓ Head, G.W. (1988), Commerce, London: Heinemann Professional Publishing.
- ✓ Boynlon, L. O. (1995). Methods of teaching book keeping. Cincinnatti: South Western Publication Company.
- ✓ Douglas, Palnford and Anderson (2000): Teaching Business Subjects, Prentice Hall, New York.
- ✓ Joyce & Well, (2004), Models of teaching: U.K.: Prentice Hall of India.
- ✓ Seema Rao (2005): Teaching of commerce, Anmol Publishers, New Delhi.
- ✓ Mahesh kumar Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.(2005)

- ✓ Chopra, H.K. and Sharma, H. (2007): Teaching of commerce, Kalyani publisher, Ludhiana.

## **OPTIONAL II- PAPER I–PEDAGOGY OF TEACHING ECONOMICS-I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- understand the Bloom's taxonomy of objectives.
- familiarize with the aims, objectives, goals and values of teaching Economics.
- prepare instructional materials in teaching of Economics.
- acquire different types of teaching skills for an effective teaching.
- prepare Lesson plans

### **UNIT I: NEED AND IMPORTANCE OF ECONOMICS**

Need and importance of teaching Economics – Economics – meaning – definition – Essentials of teaching Economics – principles in teaching – learning process, micro Economics – macro Economics.

### **UNIT II: AIMS, OBJECTIVES AND VALUES OF TEACHING ECONOMICS**

Aims and objectives – meaning and definition – difference between aims and objectives – aims and objectives of teaching Economics – values of teaching Economics-Educational, social, cultural, moral, democratic, disciplinary, practical, vocational, national, and international, artistic and recreational.

### **UNIT III: INSTRUCTIONAL OBJECTIVES OF TEACHING LEARNING PROCESS**

Instructional objectives: general and specific objectives – Bloom's Taxonomy of objectives under cognitive, affective and psychomotor domains – Anderson's cognitive objectives of teaching.

### **UNIT IV: MICRO TEACHING**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Set

induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teachingwith skills, content and methods - Traditional teaching and Micro teaching differentiated.

#### **UNITV: LESSON PLANNING AND UNIT PLANNING:**

Year Plan – unit Plan – Lesson Planning – necessity of preparing a lesson plan – qualities of a good lesson plan – format of a lesson plan – model lesson plan -unit plan – salient features unit plan for Economics.

#### **PRACTICUM:**

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

#### **.SUGGESTED REFERENCES:**

- ✓ Bloom, Benjamin,(1974), Taxonomy of educational objectives, cognitive domain, Longman green.
- ✓ Paul R. (1984) History of economic thought, kalyant publishers, Ludhiana.
- ✓ Sundaram, K.P.M. Sundaram(1985), Indian economy, S. Chand and company Pvt. Ltd, New Delhi.
- ✓ Rai B.C. (1987) Methods of teaching economics, Prakashan Kendra, Lucknow.
- ✓ Gupta .S.P (1987) statistical methods, sultan chand and sons, publishers, New Delhi.
- Seema Sharma (2004) Modern teaching of economics, Anmal Publication. (P) Ltd, New Delhi.
- ✓ Sadashiva Reddy (2005) Learn and Teach Economics. Authors Press.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty(2006), Teaching of Economics. Surya Publication.

- ✓ Sharma, R.A. (2008). Technological Foundation of Education. Meerut: R. Lall Book Depot.
- ✓ Kochhar, S.K. (2006): The Teaching social studies, New Delhi: Sterling publishers P.Ltd.
- ✓ Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). Principles of commerce and commercial knowledge. New Delhi: S.Chand & Company Ltd.

## **OPTIONAL II- PAPER II- PEDAGOGY OF TEACHING ECONOMICS-II**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**At the end of the course the student will be able to**

- acquire knowledge on various concepts of Economics.
- understand the meaning and nature of Economics.
- develop knowledge on various methods of teaching Economics.
- explain different techniques of teaching economics.
- Analyse the problems of Teaching Economics

### **UNIT I: ECONOMICS AND COMMERCE**

Economics as a mother of Commerce- Needs & wants- Demand and supply- consumer behaviour- consumer surplus- marginal utility -National income- percapita income- Gross National product.

### **UNIT II: METHODS OF TEACHING ECONOMICS**

Need-Principles-Selection of good method- Lecture method-Discussion method-Project method-Problemsolving-InductiveandDeductive methods-Descriptive-Demonstration-Seminar-Symposium-Workshop-Team teaching- Brain storming.

### **UNIT III: TECHNIQUES OF TEACHING ECONOMICS**

Techniques of teaching-Need-Characteristics a good technique supervised study- Questioning- Assignment-Group discussion Role playing- personalized system of instruction- Programmed learning-Programmed learning versus Traditional teaching-computer assisted instruction-Dalton plan-Principles-Role of the teacher in Dalton plan

### **UNIT IV: PROBLEMS OF TEACHING ECONOMICS**

Problems of Teaching Economics in rural and urban areas- global problems –pollution- Disease- Global Warming- over population- malnutrition- superstitious beliefs- Role of Teacher in creating awareness.

## **UNIT V: EVALUATION**

.Evaluation: Meaning and definition- need & purpose of Evaluation-importance of evaluation-Types of test- Diagnostic test-Achievement Test-qualities of a good test – validity, reliability and objectivity- preparation of Blue Print– Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of Dispersion- Range-Standard deviation, quartile deviation, Correlation-Rank correlation.

## **PRACTICUM:**

- Prepare blue print for an achievement test.
- Demonstration of methods of teaching.
- Demonstration of few techniques of teaching.
- Preparation of Commerce and Accountancy album.
- Calculation of mean, median and mode.

## **SUGGESTED REFERENCES:**

- ✓ Paul R,(1984), History of economic thought, kalyant publishers, Ludhiana .
- ✓ Sundaram, K.P.M. Sundaram(1985), Indian Economy, S.Chand and company Pvt. Ltd, New Delhi.
- ✓ Rai B.C.(1987), Methods of teaching Economics, Prakashan Kendra, Lucknow .
- ✓ Gupta .S.P(1987),Statistical methods, sultan chand and sons, publishers, New Delhi.
- ✓ Kochhar S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
- ✓ Seema Sharma,(2004) Modern teaching of economics, Anmol publication. (P) Ltd, New Delhi.
- ✓ Mahesh Kumar (2005), Modern Teaching of Commerce.Anmol publication. (P) Ltd, New Delhi.
- ✓ Sadashiva Reddy (2005), Learn and Teach Economics. Authors Press.
- ✓ M.Mustafa, (2005) Teaching of Economics. Deep & Deep Publications.

- ✓ Mahesh Kumar. Modern Teaching of Commerce. Anmol Publication. (P) Ltd, New Delhi.2005.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty,(2006), Teaching of Economics, Surya Publication.
- ✓ Dr.M.Manoharan,(2011) Statistical Methods. Paramount Publications Palani, Tamil Nadu.

## **OPTIONAL II-PAPER I-PEDAGOGY OF TEACHING HOME SCIENCE-I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**At the end of the course the student will be able to**

- understand the roles of various agencies in Home Science.
- acquires knowledge about various micro teaching skills
- develop knowledge about various methods of teaching Home Science.

### **UNIT I:THE PHILOSOPHY OF HOME SCIENCE EDUCATION**

Introduction- philosophy of Home Science - basic goals of Home Science-definition and importance- field of home science-scope of home science.

### **UNIT II:AIMS&OBJECTIVES AND VALUES OF TEACHING HOME SCIENCE**

Aims & objectives-importance of objectives-difference between aims & objectives-Bloom's taxonomy of educational objectives- values of teaching home science.

### **UNIT III: MICROTEACHING**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching with skills, content and methods - Traditional teaching and Micro teaching differentiated.

### **UNIT IV: LESSON PLAN AND UNIT PLAN**

Definition-importance- approaches to lesson planning-writing of lesson plan-merits and limitation of lesson plan -formats of lesson plan-unit plan-definition-criteria- steps.

### **UNIT V: EVALUATION OF HOME SCIENCE TEACHING**



Evaluation: Meaning, Definition, purpose– Construction of Achievement test – Diagnostic test and Remedial measures in Home Science. Interpretation of test scores – Mean, Median, Mode, standard deviation, Quartile Deviation, Co-efficient of variation correlation – Meaning, types – rank correlation Co-efficient.

**PRACTICUM:**

- Group activity on collecting different species.
- Assignment regarding various cooking vegetables and its vitamins.
- Developing Blue Print and Achievement Test.

**SUGGESTED REFERENCES:**

- ✓ Das R.R, and Ray B, Methods of Teaching of Home Science, New Delhi, Sterling Publication Pvt, Ltd, 1979
- ✓ Bhatia, K.K. (1990). Measurement and evaluation in education. Ludhiana: Prakash Brothers.
- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers Pvt Ltd, 1995.
- ✓ Jha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol.I&II), New Delhi: Anmol Publications Pvt.Ltd
- ✓ Kochhar S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
- ✓ DR.T. Subhashini (2016) pedagogy of home science.

## **OPTIONAL II-PAPER II-PEDAGOGY OF TEACHING HOME SCIENCE-II**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**At the end of the course the student will be able to**

- acquire knowledge about Home Science in the modern world.
- develop creativity in Home science.
- understand the use of teaching aids in Home Science.

### **UNIT-I: HOME SCIENCE IN THE PRESENT CONTEXT**

Home Science in the modern world - social function - Correlation of home Science Subject with other subjects: Home Science and Language, Home Science and Social Studies - Home Science and the Social and Physical environment.

### **UNIT II: CREATIVITY IN HOME SCIENCE TEACHING**

Creativity- Definition, process of Creativity – setting the stage for creativity in Home science – Convergent thinking – Divergent thinking.

### **UNIT III: INSTRUCTIONAL AIDS OF HOME SCIENCE TEACHING**

Importance of Audio - Visual aids- Slide projector – Radio – CCTV, TV. Graphics, models, films, film strips.

### **UNIT IV: HOME MANAGEMENT**

Home Management – Definition – Time, energy, money and Human resources management – Principles of interior decoration.

### **UNIT V: METHODS OF TEACHING HOME SCIENCE**

Scientific method – characteristics – steps in scientific method – inductive and deductive procedures – scientific attitudes – develop scientific attitudes among learners-Teacher centered methods – Assignment – project method – Discussion.

**PRACTICUM:**

- Developing Teaching Aids regarding Home Science.
- Developing some interior decoration

**SUGGESTED REFERENCES :**

- ✓ Bhatia, K.K. (1990). Measurement and evaluation in education. Ludhiana: PRakash Brothers.
- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers Pvt Ltd, 1995. .
- ✓ Jha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol.I&II), New Delhi: Anmol Publications Private Limited. .
- ✓ Lakshmi, K. (2006). Technology of teaching of home science. New Delhi: Sonali Publishers
- ✓ Kochar S.K, Methods and Techniques of Teaching, New Delhi, Sterling Publishers Pvt Ltd, 2008.
- ✓ Ram Babu A and Dandapani S, Essentials of Microteaching, New Delhi, Neelkamal Publications Pvt Ltd, 2010.
- ✓ Vijaya lakshmi & Digamarti Bhaskar Rao(2005), Basic Education, Discovery Publishing House, New Delhi
- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.

## **ELECTIVE-I-(COMPULSORY)- INSTRUCTIONAL SKILLS AND STRATEGIES**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the student teachers will be able to**

- acquire knowledge about significance of Skills.
- understand the principles of achievement of skills.
- develop the skill of attitude and behaviour.
- acquires the Knowledge about Communication Skills
- practise library skills

### **UNIT I: SIGNIFICANCE OF SKILLS**

Skills- Meaning, Definition and Significance-Intellectual and Social Skills-Mastery of skills-Eight principles for achievement of skills-Psychological considerations for Building and Developing skills-Guidelines for teaching and developing skills.

### **UNIT II: TEACHING SKILLS:**

The Core Training Programme Package (CTPP) of NCERT-Skills of Class management-Skills of Communication (Teacher's Act)-Skill of Interaction (Teachers Act)-Skills of the use of

Teaching Aids-Skill of Attitude and Behaviour-Human Relationship skills-teaching skills-Mini Teaching with skills, content& methods.

### **UNIT III: COMMUNICATION SKILLS**

Definition and Meaning of Communication- Nature of Communication- Communication Cycle or Process- Types of Communication-Effective Classroom Communication- Barriers to Communication-Measures for Overcoming Barriers- Communication Skill: Listening, Speaking, Reading and Writing.

### **UNIT IV:TEACHING STRATEGIES**

Programmed Instruction- Cooperative and Collaborative learning-Brain Storming-Team Teaching-Group Discussion- Debate- Socialized study-Role Play-Source Method-Story-Telling-Supervisedstudy-Narration-Drill- Assignment-Illustration-Observation-Description-Exposition- Questioning.

### **UNIT V: SELF LEARNING SKILLS**

Reference Skills: Library skills-Note making-Digital Library-Reference materials: Dictionary, Thesaurus and Encyclopaedia- Lecture Note taking- Review or Revision skills- Reading habits.

### **PRACTICUM:**

- Practicing few Communication Skills.
- Practicing Interaction skills.
- Practicing Mini teaching.
- Practicing Skill of using Instructional Aids.
- Practicing human relations skills.
- Performing some teaching strategies

### **SUGGESTED REFERENCES:**

- ✓ Joyce, B., and Weil, M. (2000). Models of Teaching (6th Ed). Boston: Allyn and Bacon.
- ✓ Verma, Romesh and Suersh Sharma (2003), ‘Modern Trends in Teaching Technology,’ Anmol Publication PVT. Ltd. New Delhi.

- ✓ R.Y.K. Singh & Ms.Archnesh Sharma (2004), Micro Teaching, APH Publishing Corporation, New Delhi
- ✓ Dr.R.A.Sharma, Managing Teaching Activities (2006) R.Lall Book Depot, Meerut , UP
- ✓ Sunitha Joshi & Abha Sharma (2006), Micro Teaching, Authors Press Global Network, New Delhi
- ✓ Nimbalkar, M.R.,(2010), Educational Skills & Strategies of Teaching, Neel Kamal Publications Pvt. Ltd. New Delhi, Hyderabad.
- ✓ S.Arulsamy & Z.Zayapragassarazan.(2011) Teaching Skills and Strategies.Neelkamal Publications Pvt.Ltd, Hyderabad

### **ELECTIVE VI: (OPTIONAL) - (A) ENVIRONMENTAL EDUCATION**

**5 hours**

**4 credits**

#### **OBJECTIVES:**

**After completing this course, the students will be able to**

- ✓ understand the objectives, scope and nature of environment education
- ✓ develop an understanding of natural resources
- ✓ bring out the causes and remedies for environmental hazards and pollution
- ✓ describe the remedial ways to protect the environment in daily life
- ✓ explain the need for inclusion of environmental education in school curriculum.

#### **UNIT – I: ENVIRONMENTAL EDUCATION**

Meaning–Definition– Concepts – Need and Significance – Objectives, Goals and guiding principles of Environmental Education.

#### **UNIT – II: ENVIRONMENTAL ISSUES**

Population Explosion – Global Warming – Green House Effect – Pollution: land ,water, air and noise-Acid rain Ozone depletion – Urbanization – Deforestation – solid waste and its disposal – Marine Pollution – Food adulteration – specific Environmental issues pertaining to the

local area. Disaster management: Floods, earthquake, Cyclone, Tsunami, Causes and control measures.

### **UNIT – III: NEED FOR PROTECTING THE ENVIRONMENT**

Bio Diversity – Threats to Bio – Diversity – Bio – Diversity in India – Role of society – Individual – Educational institutions-Teacher-teaching Strategies of Environmental education- Need for Environmental Education for Women.

### **UNIT IV: ENVIRONMENTAL MANAGEMENT AND PROTECTION**

Need for environmental management-functions and characteristics of environmental management-dimensions of environmental management-Factors responsible for flora, fauna extinction-measures to conserve flora, fauna-causes for forest fire-measures of prevention.

### **UNIT V: TECHNOLOGY AND ENVIRONMENTAL EDUCATION.**

Technology for Environmental education: Educational Radio-Producing Radio programs in Environmental education-Educational Television-Satellite based communication-steps in producing TV programs in Environmental education-Utilization of E-resources in Environmental Education-CD ‘S, DVD’S, e-book and e-learning.

### **PRACTICUM:**

- Utilizing e-learning resources for environmental education
- Giving training disaster management
- Demonstration of food adulteration and prevention
- Preparation of album for environmental protection

### **SUGGESTED REFERENCES:**

- ✓ Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- ✓ Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- ✓ Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.

- ✓ Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- ✓ Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- ✓ Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyderabad: Neelkamal publications.

#### **ELECTIVE IV: (B) VALUE AND PEACE EDUCATION**

**5 hours**

**4 credits**

#### **OBJECTIVES:**

**At the end of the course the student will be able to**

- acquire the knowledge of Nature, concepts, aims and objectives of value education.
- develop skill to integrate value education in the present curriculum.
- understand dimensions of culture of value.
- describe the role of various agencies in fostering values.
- understand value conflict and resolution.
- Explain theories of values

#### **UNIT I: NATURE AND CONCEPT OF VALUES**

Meaning and Definitions- Nature and Concept of Values-Classification of Values-Instrumental Values: Personal values, Social values, Family values, Cultural values, Democratic values, institutional values, spiritual values- Terminal values- Sources of values- Socio-Cultural Tradition-Religion and Constitution.



## **UNIT II: VALUE EDUCATION**

Aims and Objectives: Objectives of Value Education- Comments of the Various Committees on Value Education- Status of Value Education in the School Curriculum- Need for Value Education in 21st Century: Humanistic values for the 21st century, secular, democratic, and pluralistic, familial and global.

## **UNIT III: ROLE OF VARIOUS AGENCIES IN FOSTERING VALUES**

Role of Parents-Role of Teachers: Personal Values and Code of Conduct for teachers- Role of Society- Role of Peer Group- Role of Religion- Role of Mass Media- Role of Voluntary Organizations- Role of Government.

## **UNIT IV: APPROACHES AND STRATEGIES**

Approaches: The Value Inculcation Approach, value analysis, and The Value – Clarification Approach- Teaching Strategies: Curricular and Co-curricular Programmes- Value-based Curricular Activities, Value –based co-curricular Activities- Value Inculcation through personal example of Great and Noble Persons - Value Inculcation through different characters.

## **UNIT V: PEACE EDUCATION**

Meaning, Nature, Scope and concepts of Peace Education – Aims and objectives of peace Education-Role of World Organization in promoting peace.

### **PRACTICUM:**

- Value Inculcation through Storytelling,
- Values through Dramatization,
- Practicing value conflict resolution.
- Practicing democratic and secular values through skit and dramas.
- Value inculcation through speech about great personalities.

### **SUGGESTED REFERENCES:**

- ✓ Government of India. (1968). National Policy on Education –1968, New Delhi.
- ✓ Adishesiah, M.S. (1978). Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation. Govt. of India, New Delhi.
- ✓ Atkin, J. (1996). "Values and Beliefs about Learning to Principles and Practice". Seminar Series no. 54. Melbourne: Incorporated Association of Registered Teachers of Victoria.
- ✓ Bhardwaj, I. (2005). Value-oriented Education. Journal of Value Education, 5, 9-24.
- ✓ Prof.S.P.Rubela & Prof.RajKumar Nayak(2011), Value Education and Human Rights Education, Neel Kamal Publications PVT. LTD. Educational Publishers- New Delhi.
- ✓ Dr. Kiruba Charles., & V.Arul Selvi.(2012), Value Education, Neel Kamal Publications PVT. LTD. Educational Publishers- New Delhi.

## **FIRST YEAR-SEMESTER-II**

### **CORE-III: EDUCATIONAL ASSESSMENT AND EVALUATION**

**5 hours**

**4 credits**

#### **OBJECTIVES:**

**After completing this course, the student will be able to**

- understand the concepts test, assessment and Evaluating
- differentiate test and measurement, Examination and Evaluation
- differentiate measurement and Evaluation, assessment and Evaluation
- classify the various types of test
- prepare blue print
- calculate mean, median, mode
- understand teacher Evaluation

#### **UNIT I: EVALUATION**

Evaluation: Meaning and definition- Need and significance- purpose and functions of Evaluation and Assessment-difference between assessment and Evaluation - Difference between Evaluation and Examination- continuous and comprehensive Evaluation (CCE).

## **UNIT II: APPROACHES AND TECHNIQUES OF EVALUATION**

Approaches of Evaluation- summative and Formative Evaluation- criterion referenced test and Norm referenced test- Internal and External Evaluation.

Techniques of Evaluation- Observation- Interviews- self reporting techniques: Rating scales- Questionnaires and check list- cumulative record- socio-metric techniques- sociogram- projective techniques.

## **UNIT III: TEST AND MEASUREMENT**

Achievement Test: Meaning- definition- Qualities of a good test- Types of test: Standardized test and teacher made test- Diagnostic testing and remedial measures- Difference between test and Examination-difference between test and measurement- Uses- Constructions of an achievement test- Preparation of blue print and question paper- Items analysis.

## **UNIT IV: STATISTICAL ANALYSIS AND INTERPRETATION**

Tabulation of Data- Frequency distribution- Measures of Central Tendencies: Mean, Median, and Mode-Measures of Dispersion: Range, Quartile deviation, Standard deviation- Correlation- Spearman rank difference- Graphical Representation of Data: Need and importance- Uses and functions- Histogram- Frequency polygon- Cumulative Frequency Curve- Ogives.

## **UNIT V: TEACHER AND EVALUATION**

Approaches to Evaluation of the teacher: Self Evaluation- Peer Evaluation, Supervisor and Administrators Evaluation – Advantages and Difficulties.

## **PRACTICUM:**

- Construction of Achievement test.
- Construction of Diagnostic test.
- Calculating mean and median for given data.

- Draw the different types of graph for given data.

### **SUGGESTED REFERENCES:**

- ✓ Gupta .S.P (1987), Statistical methods, sultan chand and sons, publishers, New Delhi.
- ✓ M. Manoharan,(2011) Statistical Methods. Paramount Publications, Palani Tamil Nadu
- ✓ J.P.Lal(2007)Educational Measurements and Evaluation. Anmol Publications,New Delhi.
- ✓ Dr.Sitaram Sharma(2005)Test and Measurement in Education.Shri Sai Publishers,New Delhi.
- ✓ Bharat Singh(2004)Modern Educational Measurement and Evaluation System.Anmol Publications,New Delhi.

## **CORE: IV- ACTION RESEARCH IN EDUCATION**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- acquire about research and its types.
- understand the research methods
- defines action research
- explains the characteristics of an investigator.
- Prepares action research report

### **UNIT I: RESEARCH- AN INTRODUCTION**

Research- Meaning and Objectives-Need and significance-characteristics- Types of Research-difference between basic and applied research- Criteria for Good research.

Research methods: historical-case study-survey-experimental-descriptive-exploratory.

## **UNIT II: EDUCATIONAL RESEARCH**

Educational research: meaning and definition-objectives-action research-difference between fundamental/basic and applied research-characteristics of an investigator.

## **UNIT III: ACTION RESEARCH**

Action Research: Meaning and Definition origin-need and scope-Objectives of action research – Steps in Action Research-difference between fundamental/basic and action research.Preparation of action research report.

## **UNIT-IV: CLASSROOM PROBLEMS AND PROBLEM IDENTIFICATION**

Classroom problems-forgetting –lack of memory-rote memory-lack of presentation-lack of communication-late comers-lack of attendance –hearing problems- unable to use maps and atlas-not attentive in the class due to lack of interest or personal problem-lack of skill in using computers-lack of understanding the formula etc.

Problem identification by the teacher: observation, attitudescale, interestinventory, peerteacher opinion-pre-test-defining the problem-causes for the problem.

## **UNIT-V REFLECTIVE TEACHING PRACTICES**

Reflective teaching –teacher’s diary-feedback-post-test-evaluation-improved or modified methods of teaching-counselling-planning and action implementation.

### **PRACTICUM:**

- Preparation of action research record.
- Reflect upon classroom problems
- Gives counselling to the problematic students

### **Reference:**

- ✓ C.R.Kothari “Research Methodology” New Age International (p) Ltd, Publishers, New Delhi.

- ✓ Biddle J.B.&Ellena .W (1964) Contemporary Research on Teacher Effectiveness, Holt, Reinehart and Winston, New York.
- ✓ Gage, N.L.(1965) Handbook of Research on Teaching, Rand Mc.Nally. New York.
- ✓ Gregory .R. (1988) Action Research in the Secondary School London: Rutledge Chapman and Hal.
- ✓ Best J.W.& Kahn J.V (1992) Research in Educations, New Delhi : Prentice Hall
- ✓ Elliot. J. (1991): Action Research for Educational Change, Milton Keynes, Open University Press.
- ✓ Y.K.Singh (2005) Instructional technology in education A.P.H Publishers Corporation, New Delhi
- ✓ Jaswant Virk(2011)Action Research in Education 21th Century Publications.Punjab.

### இரண்டாம் பருவம் - பொதுத்தமிழ்கற்பித்தல்-2

#### நோக்கங்கள் :

பயிற்சி ஆசிரியர்கள்:

- ✓ தாய் மொழியின் பல்வேறு பணிகளை அறிதல்
- ✓ கேட்டுணர்தல் திறனையும் பொருளுணர்தல் திறனையும் அறிதல்
- ✓ பிழையற பேசும் திறனை வளர்த்தல்
- ✓ சிறந்த படிக்கும் பழக்கங்களை வளர்த்தல்
- ✓ சிறந்த எழுத்தாற்றலை வளர்த்தல்
- ✓ சிறந்த மொழிப்பாட ஆசிரியர்களுக்கான பண்புகளை வளர்த்தல்
- ✓ வாய்மொழி பயிற்சி திறனை அறிதல்
- ✓ மொழிப்பாட நூலின் பண்புகளை அறிதல்
- ✓ நூலகத்தின் பயன்களை அறிதல்
- ✓ நவீன தொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்

- ✓ செய்யுள்,உரைநடை பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்
- ✓ இலக்கணம் பயிற்றலில் உள்ள திறன்களை வளர்த்தல்
- ✓ கட்டுரை எழுதுவதன் நோக்கங்களை அறிதல்
- ✓ தகவல் நுட்பவியல் வழியாக தமிழ் கற்பித்தலை அறிதல்

### அலகு -1 மொழித்திறன்களை கற்பித்தல்

கேட்டல் : வரையறை – கேட்டல் வகைகள் : உற்றுக் கேட்டல், செவிமடுத்தல் - கேட்டல் திறனை வளர்ப்பதற்கான நோக்கங்கள் - கேட்டல் பழக்கத்திறனை வளர்த்தல் - கேட்டல் பயிற்சி.

பேசுதல் : வரையறை - திருத்தமான பேச்சின் பயன்கள் - பேச்சுத் திறனை வளர்ப்பதற்கான நோக்கங்கள் - பேசுதல் திறனின் பண்புகள் - தொடக்கநிலையில் பேச்சுத் திறன் பயிற்சிகள் – பேச்சின் குறைகளைப் போக்கும் முறைகள் - திருந்திய பேச்சின் நல்லியல்புகள் - பேச்சுத் திறனை வளர்க்க ஆசிரியர் செய்ய வேண்டுவன.

படித்தல் : வரையறை -படிக்கக் கற்பித்தலின் நோக்கங்கள் - படிக்கக் கற்பிக்கும் முறைகள்- எழுத்துமுறைப் படிப்பு – சொல்முறைப் படிப்பு – சொற்றொடர் முறைப் படிப்பு, இவற்றின் நிறை, குறைகள் - சொற்களஞ்சியப் பெருக்கம் - வாய்விட்டுப் படித்தல், வாய்க்குட் படித்தல் முறைகள் - நன்மை, தீமைகள் - நூலகப் படிப்பு - படிப்பு வகைகள் – ஆழ்ந்த படிப்பு , அகன்ற படிப்பு – நோக்கங்கள் - நிறை, குறைகள்

எழுதுதல் : வரையறை – எழுதுதலின் நோக்கங்கள் - எழுதுவதற்குப் பயிற்சி அளித்தல் - நல்ல கையெழுத்தின் நல்லியல்புகள் - எழுத்துப்பயிற்சி முறைகள் - பிழைகளைக் களையும் வழிமுறைகள் - நிறுத்தல் குறியீடுகளைப் பயன்படுத்துதல்.

வாய்மொழிப்பயிற்சி - இன்றியமையாமை, நோக்கங்கள் -வாய்மொழிப் பயிற்சினைப் பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள்.

### அலகு -2 கற்பித்தல் பொது முறை

செய்யுள் பயிற்று முறை – உரைநடை பயிற்று முறை – இலக்கணம் பயிற்று முறை – துணைப்பாடம் பயிற்று முறை – (மாதிரி வகுப்புகள் வழி பயிற்சி ஆசிரியர்களுக்கு விளக்கம் அளித்தல்) –கட்டுரை - கட்டுரை எழுதுவதன் நோக்கங்கள் - கட்டுரையின் வகைகள்.

### அலகு -3 பாடநூல்

பாடநூல் - அமைப்பு முறை –பாடநூலின் தன்மைகள் - மொழிப்பாட நூலின் பண்புகள் - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனதிற்கொள்ளத்தக்க செய்திகள் - தொடக்கநிலை, நடுநிலை, உயர்நிலை, மேல்நிலை வகுப்புகளின் மொழிப்பாடத் திட்ட நோக்கங்கள் - பயிற்றுச் சிக்கல்கள் - தீர்வுகள் (அனுபவம் மிக்க ஆசிரியர்களின் கருத்துக்களை கருத்தரங்கு, கருத்துக்கோவை மற்றும் செயலரங்கு வழி அறிதல்)

#### அலகு- 4 மொழியாசிரியர்கள், நூலகம்

மொழியாசிரியர் -கல்வித்தகுதி – மொழியாசிரியரின் பண்பு நலன்கள் - நூலகம் - நூலகத்தின் வகைகள் : பொது நூலகம் - பள்ளி நூலகம் - வகுப்பு நூலகம் - மேற்கோள் நூலகம் - நூலகமும் மொழியாசிரியரின் கடமையும் - நூலைத் தேர்ந்தெடுப்பதில் கவனத்தில் கொள்ளவேண்டியவை –அகராதியை பயன்படுத்தும் முறை.

#### அலகு -5 தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்

மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (Mass Media in Teaching Language)– கணினி துணையுடன் கற்பித்தல் (Computer Assisted Instruction) - கணினி மேலாண்மையில் கற்பித்தல் (Computer Managed Instruction) - கணினி ஊடகக் கற்பித்தல் (Computer Mediated Instruction) கணினியில் தமிழ் - இணையதளம் (Internet)–மின் வழிக்கற்றல் (E-Learning)– பல்லுடகம் (Multimedia)– விண்ணரங்கம் (Televideo Conferencing)இ வகைகள் - காணொலி (Interactive Video) -

#### செயல்முறை

- ✓ கருத்தரங்கம் நடத்துதல்
- ✓ கற்பித்தல் பொருள் தயாரித்தல் தொடர்பான துணைக்கருவிகளைத் தயாரித்தல்
- ✓ வானொலி அல்லது தொலைக்காட்சி பேச்சைக் கேட்டு குறிப்பெடுத்தல்
- ✓ வினாவங்கி தயாரித்தல்
- ✓ கட்டுரையின் வகைகள் தலைப்புகள் தொடர்பான செய்திகளைத் திரட்டுதல்.
- ✓ கல்விச் சுற்றுலா செல்லுதல்
- ✓ மேடையில் பேசி பழகுதல், வினாடி வினா அமைத்தல்

#### பார்வை நூல்கள்

- ✓ முனைவர் ஞா.பழனிவேலு (2011), செந்தமிழ் கற்பித்தல், பொதுத்தமிழ், நதி பப்ளிகேஷன்ஸ், தஞ்சாவூர்.



- ✓ வெ.கலைச்செல்வி (2013), பொதுத்தமிழ் கற்றல் - கற்பித்தல் சஞ்ஜீவ் வெளியீடு, ஈரோடு
- ✓ கோவிந்தராஜன்.மு. (1990), நற்றமிழ் பயிற்றலின் நோக்கமும், முறையும், சரஸ்வதி பதிப்பகம், சென்னை.
- ✓ டாக்டர்.ந.சுப்புரெட்டியார் (1964), தமிழ்பயிற்று முறை, மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
- ✓ இலக்குவன் (2008) : தமிழ்ப்பாடநூலும் ஆசிரியரும் இ சென்னை : சாரதா பதிப்பகம்
- ✓ வேணுகோபால் இ.பா (2008) பைந்தமிழ் கற்பிக்கும் முறைகள். சென்னை: சாரதா பதிப்பகம்.
- ✓ இரத்தின சபாபதி பி.(1997) செம்மொழிக்கல்வி . சென்னை : சாந்தா பப்ளிஷர்ஸ்.
- ✓ விஜயலெட்சுமி வ. (2007) நுண்ணிலைக் கற்பித்தல். சென்னை : சாரதா பதிப்பகம்
- ✓ கோவிந்தராசன் மு.பயிற்றுப் பயிற்சியும் மொழியாசிரியர்களும் தஞ்சை மாவட்டம் திருமலைக்குமரன் பதிப்பகம்.
- ✓ பேராசிரியர் சு.தண்டபாணி, பேராசிரியர் வி. தேவ சகாயம் (2009) தமிழ் கற்பித்தல். மீனா பதிப்பகம் மதுரை 2009
- ✓ பேராசிரியர் வி.கணபதி பூ ஜெயராமன் (2010) நற்றமிழ் கற்பிக்கும் முறைகள். சாந்தா பப்ளிஷர்ஸ், சென்னை.
- ✓ முனைவர் வை.சு.ச.கண்ணன் (2008), மின்-தமிழ். தாணு பதிப்பகம், காரைக்குடி.

## OPTIONAL I-GENERAL ENGLISH-II

**5hours**

**4 credits**

### OBJECTIVES:

**After completing this course, the students will be able to**

- develop listening skill
- understand study skills
- demonstrate the skill of reading and speaking
- create effective writing
- develop good hand writing
- practise communication skill activities

### UNIT-I: TEACHING COMMUNICATION SKILL

Communication skill: Meaning and Definition-Passive skills: listening & reading-Active skills: speaking & writing -communication game: Association dominoes, Doodles, Decide on names, Language fun-Community Language Learning: Interactive activities, conversation, advertisement-Individual activities: Self-expression activities, tongue twister.

## **UNIT II: LISTENING SKILL**

Listening-sub skill of listening –listening for perception –listening for comprehension- three phases of listening-different kinds of listening activities-characteristics of good listening skill-testing listening skills.

## **UNIT III: SPEAKING SKILL**

Speaking-developing speaking skill: individual, pair - group conversation- discussion- debate-dialogue-role play-testing speaking skills-developing fluency-telling stories-narrating incidents-interview.

## **UNIT IV: READING AND STUDY SKILLS**

Reading-aims of teaching reading-process involved in reading:symbol,sound,sense-strategies to develop reading- Techniques in teaching oral skills, characteristics of effective oral skill- SQ3R methods of Reading-Methods of teaching reading to beginners.Study skills: Gathering,Storage and Retrieval-Need and Development of Study skills.

## **UNIT V: WRITING SKILLS & HAND WRITING**

Writing-sub skills in writing: visual perception,syntax,organization,grammar,content purpose,relevance-Handwriting-Characteristics of good hand writing –distinctiveness-legibility-simplicity-uniformity- capitalization-punctuation-spacing –speed-developing good hand writing.

## **PRACTICUM:**

- Conducting Communication games
- Practising Listening materials
- Participate in Community Language Learning activities
- Practising Good Hand writing

➤ Performing Study habits

**SUGGESTED REFERENCES:**

- ✓ Sharma, R. A. (2008). Technological foundation of Education. Meerut: R.Lall Books Depot.
- ✓ Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- ✓ Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
- ✓ Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
- ✓ Thomas, A. J., & Martinet, A. V. (2004). A practical English grammar. London: OUP.
- ✓ Baruah, T. C. (1993). The English teachers handbook. New Delhi: Sterling Publishers.
- ✓ Bennett, W. A. (1969). Aspects of language and language teaching. London: Cambridge University Press.
- ✓ Christopher, S. W. (1998). Computer and language learning. Singapore: SEAMEO – Regional Language Centre.
- ✓ Dahin. (1967). The language laboratory and language learning. London: Longman.
- ✓ Frisby, A. W. (1970). Teaching English. London: Longman.

**இரண்டாம் பருவம்- சிறப்புத் தமிழ்கற்பித்தல்-2**

**நோக்கங்கள் :**

பயிற்சி மாணவர்கள்:

- ✓ கலைத்திட்டதின் கோட்பாடுகளை அறிதல்
- ✓ கலைத்திட்டத்தில் தாய்மொழி பெருமிடத்தினை அறிதல்
- ✓ தேசியக் கல்வி குறிக்கோள்களை அறிதல்
- ✓ மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகளை அறிதல்
- ✓ நிறுத்தற்குறிகள் பற்றி அறிதல்
- ✓ இலக்கியக் கழகங்களின் இன்றியமையாமையை அறிதல்
- ✓ பள்ளியிதழ்களின் முக்கியத்துவத்தை அறிதல்
- ✓ கவிதை பற்றிய கொள்கைகளை அறிதல்
- ✓ முத்தமிழின் வளர்ச்சியினை முறையோடறிதல்

- ✓ நாடக வகைகள் பற்றி அறிதல்
- ✓ முத்தமிழின் பண்புகளையும் வளர்ச்சி நிலைகளையும் அறிதல்
- ✓ இலக்கியத் திறனாய்வு பற்றி அறிதல்
- ✓ இலக்கியத் திறனாய்வின் வகைகளை அறிதல்
- ✓ பயண இலக்கியம் பற்றி அறிதல்

#### அலகு -1 கலைத்திட்டத்தில் தாய்மொழி

கலைத்திட்டம் - கலைத்திட்டதின் கோட்பாடுகள் - கலைத்திட்டத்தில் தாய்மொழி பெருமிடம் - தேசியக்கல்விக் கொள்கை - தேசியக்கல்வியின் நோக்கங்கள் - தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினைக் காணல் - பள்ளிக் கலைத்திட்டம் - தேசியக்கல்விக் குறிக்கோளுக்கும், பள்ளிக் கலைத்திட்டத்திற்கும் உள்ள தொடர்பினைக் காணல் .

#### அலகு -2 மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப்பிழைகள் - வாக்கிய அமைப்புப் பிழைகள் - பொருண்மையியற் பிழைகளின் பாகுபாடு - எழுத்துப்பிழைகள் - எழுத்துக்களைத் தவறாகப் பயன்படுத்தும் பிழைகளின் பாகுபாடு - பிழைகளின் மூலங்கள் - மொழிக்கற்றலில் பிழை ஆய்வு - பிழை ஆய்வு வரம்புக்குட்பட்டது - நிறுத்தற்குறிகள் - வல்லினம் மிகும் இடங்கள் - வல்லினம் மிகா இடங்கள்.

#### அலகு 3 இலக்கிய கழகங்கள் பள்ளியிதழ்கள்

இலக்கிய கழகங்கள் - இன்றியமையாமை - அமைக்கும் முறை - பணிகள் - திறன் வளர்ச்சி - செயல்முறை - இடம் பெறத்தக்கவை - நடத்துதலின் பயன்.

பள்ளியிதழ்கள் - கையெழுத்துப்பிரதிகள் - அமைப்புமுறை - பயன் - இதழாசியரீயர்கள் - ஆசிரியர் குழு, செயற்குழு - அளவும் அமைப்பும் - நடைமுறை.

#### அலகு -4 இயல் இசை நாடகத்தமிழ்

இலக்கிய வகைகள் - கவிதை - மேனாட்டார் மற்றும் தமிழறிஞர் விளக்கம் - கற்பனை - உணர்ச்சிஇ வடிவம்இ பாடுபொருள் - உள்ளுறை உவமம் - அணிஇ இறைச்சி மற்றும் சியப்பியல்புகள் - புதுக்கவிதை

இசையும் தமிழும் - மொழிக்கல்வியில் இசை - தொல்காப்பியத்தில் இசைக் கூறுகள் - பக்திப்பாடல்கள் இ நாட்டுப்புறப்பாடல்கள் - தற்காலக்கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு -நாடகம் - தோற்றம் - சங்ககாலம் முதல் இக்காலம் வரை நாடக அமைப்பு - நாடக வகைகள் - எழுத்துஇ வானொலிஇ வட்டார மொழிஇ செய்யுள் நாடகங்கள் - நாடக உத்திகள்.

### அலகு 5 இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை - திறனாய்வின் வகைகள் - படைப்பு வழித்திறனாய்வு - மரபு வழித்திறனாய்வு - முருகியல் திறனாய்வு - விளக்கமுறைத் திறனாய்வு - மதிப்பீட்டு முறைத் திறனாய்வு - வரலாற்று முறைத் திறனாய்வு - ஒப்பீட்டு முறைத் திறனாய்வு- பாராட்டு முறைத் திறனாய்வு - பாத்திரப்படைப்பு - நலம் பாராட்டல் - புதினம் (டாக்டர் மு.வஇ அகிலன்)- சிறுகதை (புதுமைப்பித்தன் இ கு.ப. ராஜகோபாலன்)- பண்புநலன் ஆராய்தல் - நாட்டுப்புற இலக்கியம் (டாக்டர் தமிழண்ணல் நா. வானமாமலை) - பயண இலக்கியம் (நெ.து சுந்தரவடிவேலுஇ மணியன்) - குழந்தை இலக்கியம் (அழ.வள்ளியப்பாஇ நாமக்கல்கவிஞர் இராமலிங்கம் பிள்ளை)

### செயல்முறை பயிற்சி

- ✓ முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- ✓ சொற்போர்- பட்டிமன்றம் நடத்துதல்
- ✓ சொற்பொழிவுகள் நடத்துதல்
- ✓ கருத்தரங்கம் நடத்துதல்
- ✓ வானொலி நாடகம் தயாரித்தல்
- ✓ திறனாய்வுக் கட்டுரைகள் தயாரித்தல்
- ✓ கையெழுத்து இதழ் தயாரித்தல்
- ✓ செய்யுள் பகுதியை நாடகமாக மாற்றுதல்
- ✓ கற்பித்தல் பொருள் தொடர்பான துணைக்கருவிகளைத் தயாரித்தல்
- ✓ வினாவங்கி, இதழ் தயாரித்தல்.
- ✓ சிறுகதைப்படைப்பில் பின்பற்ற வேண்டியவை குறித்து கலந்துரையாடல்.
- ✓ கல்லூரி ஆண்டு மலரில் இடம்பெறத்தக்க கவிதை, சிறுகதை, கட்டுரை, துணுக்குச் செய்திகள் எழுதுதல்.
- ✓ களப்பணி மூலம் நாட்டுப்புறப் பாடல்களைத் தொகுத்தல்

### பார்வை நூல்கள்

- ✓ முனைவர் ஞா. பழனிவேலுஇ (2009) “செந்தமிழ் கற்பித்தல் - சிறப்புத்தமிழ்” நலங்கிள்ளி பதிப்பகம், தஞ்சாவூர்.
- ✓ முனைவர் எஸ் ஸ்ரீகுமார் (2002) “மொழியும் சமூகமும்” செண்பகா பதிப்பகம் தி.நகர் சென்னை -17.
- ✓ முனைவர் சேதுமணியன் (1990) “மொழிபெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்”செண்பகம் வெளியீடு மதுரை
- ✓ கணபதி .வி., பூ.ஜெயராமன்., (2010) “நற்றமிழ் கற்பிக்கும் முறைகள்” பகுதி -2 சாந்தா பப்ளிஷர்ஸ்., சென்னை.
- ✓ முனைவர் முத்துசண்முகம் (1988)இ “இக்கால மொழியியல்” கழக வெளியீடு
- ✓ முனைவர் முவ. (1988) “மொழிவரலாறு” கழக வெளியீடு.
- ✓ வெ.கலைச்செல்வி., (2013) “சிறப்புத்தமிழ்” சஞ்சீவ் வெளியீடு,ஈரோடு.
- ✓ முனைவர் இ.பா வேணுகோபால், சாந்தகுமாரி. மு (2009) “சிறப்புத்தமிழ் கற்பித்தல்” சாரதா பதிப்பகம் சென்னை.
- ✓ முனைவர் சு. சக்திவேல் (1996) “தமிழ் மொழிவரலாறு” மாணிக்கவாசகர் பதிப்பகம் சென்னை
- ✓ முனைவர் மு. கோவிந்தராஜன் “மொழித்திறன்களும் சில சிக்கல்களும்” தேன்மொழிபதிப்பகம் சென்னை
- ✓ வை.ச.ச.கண்ணன்., (2011) “தமிழ் (இரண்டாம் பாகம்)”. தாணு பதிப்பகம், காரைக்குடி.
- ✓ விஜயலட்சுமி,இ., (2008). “கற்பித்தலில் சிக்கல்கள் - தீர்வுகள்” சாந்தா பதிப்பகம் சென்னை.

## OPTIONAL II-SPECIAL ENGLISH-II

**5hours**

**4 credits**

### OBJECTIVES:

**After completing this course, the students will be able to**

- acquire the knowledge about linguistics
- understand functional Grammar
- practise different Vocabulary words
- prepare composition
- refer various resources

### UNIT I: LINGUISTICS

History of Linguistics- Meaning and Scope of Linguistics- Branches ofLinguistics- Linguistics in Language teaching.

## **UNIT II: FUNCTIONAL GRAMMAR**

Expressing various concepts: Command-Instruction-Request-Invitation-Suggesting-Prohibition-Likelihood-Possibility-Obligation-Necessity: Cause,reason and Purpose-Condition and Contrast-Comparison-Concession-Supposition.

## **UNIT III: TEACHING OF VOCABULARY**

Aims of teaching vocabulary-nature of words-types of vocabulary- Learning Vocabulary:Word formation, memorizing words,Brain storming-Vocabulary testing technique: Dictation, Odd one out, gap filling, Matching, Multiple choice, Sentence completion.

## **UNIT IV: THE WRITING PROCESS**

Types of writing: composition- types of composition: controlled, guided& free-kinds of composition:formal,informal,business letters-paragraph writing:essay writing, précis writing,expansion of proverb and developing stories from outline.

Practice in Higher Level writing skill-Practice in different types of writing-reports, dialogues, explanation, letter writing etc,- Special attention to types of writing required a High School level & beyond.

## **UNIT V: FLUENCY**

Use of conventional formulae: Greeting, Apology- Invitation-Refusal- Accepting-Thanking- Expressing various concepts in Fluency: Construction, Suggestion- prohibition-Permission- Probability- Likelihood- Possibility-Obligation-Necessity-Concession-Task centered fluency.

## **PRACTICUM:**

- Preparation of Story writing
- Writing Composition
- Practising Paragraph writing

- Participating in Communication games
- Doing exercises in Work Book
- Preparation of labeled diagrams of speech organs.
- Oral practice in word and sentences stress.

### **SUGGESTED REFERENCES:**

- ✓ Kohli, A. L. (2006). Techniques of teaching English. New Delhi: Dhanpat Rai pub.co
- ✓ Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management.  
Meerut: loyal book depot.
- ✓ Joyce., & Well., (2004). Models of teaching. U.K: Prentice hall of India.
- ✓ Sachdeva, M. S.(2003). A new approach to teaching of English in India. New Delhi: Tandon Publications.
- ✓ Francis Soundararaj, F. (1995). Teaching spoken English and communication skills.  
Chennai:
- ✓ Krishnaswamy, N. (1995). Teaching English grammar. Chennai: T.R. Publication.
- ✓ Indra, C. T. (1995). Teaching poetry at the advanced level. London: T.R. Publication.
- ✓ Brown, G. (1977). Listening to spoken English applied linguistics and language. London: Longman.
- ✓ Lester, M. (1977). Introductory transformation grammar of English. New Delhi: Macmillian.
- ✓ Wright, A. (1977). Visual material for the language teacher. London: Longman.
- ✓ Lee, W. R. (1976). Language teaching, games and contexts. London: Oxford University Press.



## **OPTIONAL-II-METHODS OF TEACHING MATHEMATICS**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students are able to**

- acquire knowledge about the principles and approaches of mathematics curriculum
- give students adequate knowledge about the various methods of mathematics.
- help Understand the various approaches in problem solving method in mathematics.
- acquire knowledge about the teaching learning resources in mathematics education.
- To help understand the strategies for the gifted and slow learners.

### **UNIT: I-METHODS OF TEACHING MATHEMATICS**

Methods of teaching Mathematics- analytic method, synthetic method, inductive method, deductive method, laboratory method, lecture method, lecture cum demonstration method, heuristic method, project method and problem solving method.

### **UNIT: II-TECHNIQUES OF TEACHING MATHEMATICS**

Techniques of teaching Mathematics- oral work, written work-Drill-Purpose, Types, Essentials of a good drill lesson- Review, assignments, self-study, group study, supervised study-developing speed and accuracy in Mathematics.

### **UNIT: III-LEARNING RESOURCES FOR MATHEMATICS**

Mathematics Library- Need and importance, Mathematics Textbook – Need and qualities of good mathematics textbook, Mathematics club – Functions, organization and activities, Field trip –Advantages-Mathematics fair, Mathematics Olympiad- Mathematics laboratory – Need, Material and equipment for mathematics laboratory, Mathematics journal- Importance of Audio visual aids, role of electronic media in teaching - Radio, TV, Computer and Internet.

### **UNIT: IV-MATHEMATICS CURRICULUM**

Curriculum – Meaning, Definition – Curriculum construction-principles of curriculum construction- principles of curriculum organisation- approaches to curriculum organisation- logical, psychological, topical, spiral, unitary, integrated concentric-characteristics of modern Mathematics curriculum- place of Mathematics in school curriculum.

### **UNIT: V-INDIVIDUALISED INSTRUCTION**

Identification of slow learners-causes and remedies, arousing and maintaining interest in mathematics, useful classroom techniques for slow learners – identification of gifted children-characteristics of the Mathematically gifted- enrichment program for the gifted.

Programmed learning –CAI- use of instructional modules and learning packages-workbooks in Mathematics.

### **PRACTICUM:**

- Analyzing the content available in Mathematics text books of class X.

- Practise of Workbooks
- Preparing instructional modules
- Evaluation of Mathematics Curriculum from VI Std to X Std

### **SUGGESTED REFERENCES:**

- ✓ Ediger, M., & Bhaskara Rao, D.B. (2004) Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- ✓ Joyce., & Well., (2004) Models of teaching UK: Prentice hall of India.
- ✓ ICFAI (2004) Methodology of teaching Mathematics. Hyderabad: ICFAI University Press.
- ✓ Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: loyal book depot.
- ✓ Kulshreshtha, A.K (2008). Teaching of Mathematics, Meerut: R. Lall Books Depot.

## **OPTIONAL II-METHODS OF TEACHING PHYSICAL SCIENCE**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students are able to**

- ✓ acquire knowledge about the principles of curriculum construction
- ✓ understand the curriculum reforms in Physical Science
- ✓ understand the various resources and use in the class room.
- ✓ apply the various techniques used to assess the learner in learning Physical Science.
- ✓ understand the special qualities of good Science teacher, acquire those qualities and to evaluate himself or herself

### **UNIT: INTEGRATION & ORGANISATION OF PHYSICAL SCIENCE CURRICULUM**

Curriculum-meaning-definition-objectives-characteristics- Principles of curriculum construction-Physical science curriculum-Organization of content matter-components of curriculum design-types of curriculum design- criteria for the selection& organisation of learning activities-criteria for the selection & organisation of content -Globalization and Science-Science and Society-discoveries and advancements in Science-knowledge of basic concepts in Science up to standard IX.

## **UNIT II: METHOD & TECHNIQUES OF TEACHING**

**Methods of Teaching:** Lecture Method – Lecture-Cum Demonstration Method, Historical Method, Heuristic Method, Laboratory, analytic method, Synthetic method and Problem-solving.

**Techniques of Teaching:**Team teaching Supervised Study – Individualization of Instructions: PSI, CAI-Meaning of inductive Approach – Steps in Inductive Approach – Meaning of Deductive Approach– Steps of Deductive approach.

## **UNITIII: FACILITIES, EQUIPMENT AND MATERIALS FOR TEACHING PHYSICAL SCIENCE:**

Structure and Design of general Science laboratory- Physical and Chemistry laboratory- Preparation of indent- Stock register to be maintained- storage of Chemicals and apparatus- improvisation of apparatus and use of science kits- Discipline in the laboratory-Accidents and first aid.

## **UNIT IV: LEARNING RESOURCES:**

Physical Science text book- Characteristics of good Science text book-Physical Science library-Selection and collection of books, Maintenance of Physical Science Library books, Uses of library, science club-Field trip- science fair and exhibition- Science teacher- Characteristics, qualification, special qualities, Professional Growth of a science Teacher.

## **UNIT V: CURRICULUM EVALUATION**

Critical evaluation of Tamil Nadu higher secondary school Science Curriculum--defects in tradition centred curriculum -defects of the existing syllabus -Curriculum Improvement Projects in India-NCERT and Abroad-CHEM Study, PSSC, CBA, Nuffield-recent trends in Physical Science curriculum.

### **PRACTICUM:**

- Conducting Science Fair and Exhibition
- Demonstration of Lecture Method.
- Doing Science experiments in Physical Science Laboratory.

### **SUGGESTED REFERENCES:**

- ✓ Nayak, (2003). Teaching of Physics, APH Publications, New Delhi.
- ✓ Pandey, (2003). Major Issues in Science Teaching, Sumit Publications, New Delhi.
- ✓ Sharma, P.C. (2006). Modern Science Teaching, Dhanpat Rai Publications, New Delhi.
- ✓ Yadav, M.S. (2003). Teaching of Science, Amol Publications.
- ✓ Jenkins, E.W. (Ed.) (1997). Innovations in Science and Technology Education, Vol. VI,
- ✓ UNESCO. (1993). Final Report: International Forum on STL for All. UNESCO, Paris.
- ✓ Anderson, R.D et al. (1992). Issues of Curriculum Reform in Science, Mathematics and Higher Order Thinking Across the Disciplines. The Curriculum Reform Project, University of Colorado, U.S.A.
- ✓ PannerSelvam, A. (1976). Teaching of Physical Science (Tamil), Government of Tamil Nadu.
- ✓ Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited

## **OPTIONAL II-METHODS OF TEACHING BIOLOGICAL SCIENCE**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students are able to**

- understand the basic principles and practices of Science Education
- apply effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of Biological science.
- learn appropriate teaching techniques
- acquire adequate skills in using proper and suitable methods of teaching biology

**UNITI: BIOLOGICAL SCIENCE CURRICULUM**

Biological Science curriculum-meaning-definition-objectives-characteristics-principles of curriculum construction-components of curriculum design-types of curriculum design-defects in tradition centred curriculum, criteria for the selection& organisation of learning activities-criteria for the selection & organisation of content-defects of the existing syllabus.

## **UNIT II: METHODS AND TECHNIQUES OF TEACHING:**

**Methods of Teaching:** Lecture Method, Demonstration Method, Heuristic Method, Laboratory Method, Project Method, and Problem-solving.

**Techniques of Teaching:** Team teaching, Supervised Study – Individualization of Instructions: PSI, CAI- Meaning of inductive Approach – Steps in Inductive Approach – Meaning of Deductive Approach – Steps of Deductive approach.

## **UNIT – III: BIOLOGICAL SCIENCE LABORATORY:**

Laboratory: General Laboratory and Structure and Designing Biology Laboratory – Developing Science kit - Laboratory Planning – Apparatus and Equipments: Preparation of indent- Purchase and maintenance –Laboratory Registers-improvisation of apparatus and use of science kits- Organizing practical work – Laboratory rules –Discipline in the laboratory- Laboratory accidents and remedies —safety in the lab- Accidents and first aid. Laboratory Manuals – Instruction cards – Planning and organizing field observation - Laboratory techniques in preserving specimens – Using community resources for biology learning – Virtual Biology Laboratory.

## **UNIT IV: LEARNING RESOURCES:**

Biological Science text book- Characteristics of good Biological Science text book- Biology library- Organization, Selection and collection of books, Maintenance of Biology Library books, Uses of Library, science club-Field trip- science fair and exhibition. Science teacher- Characteristics, qualification, special qualities, Professional Growth of a science Teacher.

## **UNIT – V: INSTRUCTIONAL AIDS IN TEACHING BIOLOGICAL SCIENCE**

Use of ICT experiences in learning Biological Science - Projected Aids - Audio Visual Aids - Audio Video Players - Tapes and CDs - Over Head Projector (OHP) and transparencies –

Slide, Liquid Crystal Display (LCD) and Film Projectors, Radio and TV (Broad Cast and Telecast) - Interactive White Board (IWB), Document Reader and Preparation of power point slides – Smart class room - Non Projected aids - Charts - Models - (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic, and Bulletin Boards – Exhibits - Improvised aids.

### **PRACTICUM:**

- Collection, preservation and display of Museum specimen – maintenance of aquarium, terrarium, vivarium, use of incubator and so on.

### **SUGGESTED REFERENCES:**

- ✓ Chauhan, S.S., Innovations in Teaching Learning Process, Vikas Publishing House Private Ltd., 1995.
- ✓ Carin., & Robert, S. (1989). Teaching modern science (5th edition). U.S.A: Merrill Publishing Co.
- ✓ Ammeta, P. (2010). Techniques of Teaching Biological Science. New Delhi: Neelkamal Publications Pvt. Ltd.
- ✓ Anju soni. (2005). Teaching of Bio-Science. Ludhiana: Tandon Publications.
- ✓ Mangal, S.K. (2005). Teaching of Biology. Meerut: Chandigarh Loyal Publications
- ✓ Venugopal, G. et.al. (2009). Teaching of Biology (3rd edition). Chennai: Ram Publishers.

### **OPTIONAL II- METHODS OF TEACHING COMPUTER SCIENCE**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students are able to**

- Acquire knowledge about the approaches to computer science.
- Obtain in-depth knowledge about various types and generations of computers.
- Comprehend the concepts and various growth and development of computers.
- Gain knowledge about the teaching learning of Computer Science.

### **UNIT I: CONTENT**

Introduction and basic of Computers- Input and Output device- Computer and its Application in various field- Using Web resource in Teaching Computer Science- HTML – Creating a web page – HTML tags, tables, frames, and forms.



## **UNIT II: SCIENCE CURRICULUM IN INDIA**

Definition, Meaning and Principles of curriculum development – Criteria of selection of content-curriculum and syllabus –Introduction to MS.word, spread sheet, Power point presentation- Hands on Training.

## **UNIT III: METHOD AND TECHNIQUES OF TEACHING:**

**Methods of Teaching:**Lecture Method – Demonstration Method,ProjectMethod – Laboratory Method and Problem-solvingScientific method- inductive Method– Steps in Inductive Method– Deductive Method – Steps of Deductive Method.

**Techniques of Teaching:** Individualization of Instructions: PSI-Programmed learning CAI, CMI-Brainstorming – Buzz session – Simulation.

## **UNIT IV: LABORATORY AND TEACHING AIDS FOR TEACHING COMPUTER SCIENCE:**

Structure and Design of Computer Science laboratory- Maintenance-Preparation of indent- Stock register to be maintained-Practical Work in Computer Science safety in the lab- equipment required for Computer Science Lab- Discipline in the laboratory.

Importance of teaching aids – classification – projected and non-projected aids –criteria for selection of appropriate teaching aids – mass media and its advantages.

## **UNIT V: LEARNING RESOURCES**

Computer Science text book- Characteristics of good Computer Science text book- Science library –Essential Computer facilities of good science library- science club- Science teacher- qualification, qualities, Duties and responsibilities.

Use of E.Resources in Computerr Science Science teaching- www- Internet- Intranet- Types of Networks-WAN-LAN, MAN-E.mail-Browsing Software – URL addresses, Search engines-Learning from cyber resources.

## **PRACTICUM:**

- Creating an own E-mail Id.
- Practicing demonstration method for teaching Computer Science.
- Organizing a computer exhibition.

### **SUGGESTED REFERENCES:**

- ✓ Rao, P.V.S., Computer Programming, TMH, Delhi.
- ✓ Roger Humt Hon Shelley, Computers and Common Sense, Prentice Hall (India)Delhi.
- ✓ Shied, Introduction to Computer Science, SCHAVM.
- ✓ Stanely Pogrow, Education in the Computer Age, Sage Publication, Delhi, 1993.
- ✓ Steeven M. Rass, Basic Programmking for Education, Pentic Hall, New York, 1990.
- ✓ Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
- ✓ Dr. S. Rajasekar, (2012) Computers in Education, Neel Kamal Publications, New Delhi.

## **OPTIONAL II - METHODS OF TEACHING SOCIAL STUDIES**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- acquire the knowledge of social studies curriculum.
- understand the various learning strategies.
- inculcate the values of democracy, co-operation, tolerance, national integration and international understanding.
- understand the role and importance of social studies teacher.
- develop interest in knowing the current affairs.
- prepare instructional Aids for teaching social studies.

### **UNIT I: SOCIAL STUDIES CURRICULUM**

Present social studies curriculum in schools - History- Geography- Civics- Economics – Principles of curriculum construction- recent trends in curriculum development- Basis for selection of the content- chorological method- spiral method- concentric method – topical method- regressive method.

Theories influencing the selection of materials- Doctrine of natural tastes- Cultural epoch theory- Proceeding form the near to remote – Social studies text book-qualities of a good text book-Evaluation of social studies curriculum.

## **UNIT II: TEACHING METHODS AND LEARNING STRATEGIES IN SOCIAL STUDIES**

Methods of Teaching Social Studies- Selection of a good method- Lecture method- Descriptive method-Story Telling- source method – problem solving- project method.

Learning strategies- oral- written- assignment- map drawing- Atlas Audio-visual Aids- charts- models- Flannel board – bulletin board-Film strip and slides–Use of instructional Aids in social studies teaching- Library facilities in school library and its uses – use of computers and internet in social studies teaching.

## **UNIT III: NATIONAL INTEGRATION AND SOCIAL STUDIES**

National integration and social studies teaching – meaning of national integration – role of social studies in fostering national integration- Values of tolerance, co-operation, Unity and diversity – need for international understanding – role of UNESCO in promoting international understanding.

## **UNIT IV: SOCIAL STUDIES TEACHER**

Social studies teacher- Role and importance of social studies teacher – special qualities required for social studies teacher – Professional ethics and professional development of a social studies teacher.

## **UNIT V: CO-CURRICULAR ACTIVITIES AND CURRENT AFFAIRS IN SOCIAL STUDIES TEACHING**

Co-curricular activities: Meaning and importance of co – curricular activities- various co-curricular activities: Social Studies Club –cultural activities-festival and celebrations-field trips and educational tour-community resources and its uses – Visit to temples- museums- art galleries- stamps and coin collections.

Importance of current affairs – purpose of teaching current affairs – criteria of selecting current affairs – uses of current events.

## **PRACTICUM:**

- Critical analysis of textbook form VI to X STD.
- Visit to historical places and preparing a report.
- Creative write up for developing national integration.
- Reporting of current events/ scrapbook.
- Preparing 10 slides in power point related to social science.
- Identification of three web sites related to the state board social science curriculum.
- Preparing maps, charts, picture, models, etc.,
- Identifying monuments and geographical important places.
- Conducting Quiz programmes.

## **SUGGESTED REFERENCES:**

- ✓ Chaudhry, L.P. (1975). Effective teaching of history of India, New Delhi.NCERT.
- ✓ Garrett, H.E. (1979). Statistics in psychology and education. Bombay: vakils Feffer ans Simons Ltd.
- ✓ Aggarwal, J.C. (1996). Teaching of history: A practical approach. New Delhi, vikas publishing house pvt. Ltd.
- ✓ Kochhar, S. K (2003). Teaching of history, New Delhi: Sterling publishing Pvt. Ltd.
- ✓ Singh, Y.K. (2004). Teaching of history modern methods, New Delhi: APH Publishing Corporation.
- ✓ Kochhar, S. K. (2006). The teaching of social studies. New Delhi: Sterling Publishers Private Ltd.
- ✓ Chauhan S.S (2008). Innovation in teaching learning process.U.P: vikas publishing house pvt. Ltd.
- ✓ Sharma, R.A. (2008). Technological foundations of Education. Meerut: R.Lall Book Depot.
- ✓ Arul Jothi, Balaji, D.L. & Sunil Kapoor (2009). Teaching of history II, New Delhi: centum press.
- ✓ Singh, Y.k (2009).Teaching practice. New Delhi: APHPublishing Corporation.
- ✓ B.N.Dash and Dr.I. Radhakrishna Murthy .Methods of teaching Social Studies.Neelkamal publications pvt.Ltd.Delhi.

**OPTIONAL II- PAPER III-METHODS OF TEACHING COMMERCE AND  
ACCOUNTANCY-I**

**5hours**

**4 credits**

**OBJECTIVES:**

**After completing this course, the students will be able to**

- state the need for inclusion of Commerce in School Curriculum.
- make effective use of Commerce Library.
- bring out the importance of Audio-Visual Aids in Commerce and Accountancy teaching.
- list out the Co-curricular activities for Commerce students.
- evaluate the Commerce curriculum of Higher Secondary School.

**UNITI: COMMERCE CURRICULUM**

Curriculum: Meaning and definition- Requisites of a good curriculum- Curriculum and Syllabus differentiated-principles of constructing curriculum- Need for inclusion of Commerce in School Curriculum.

### **UNITII: INSTRUCTIONAL MATERIALS AND TEACHING AIDS**

Teaching Aids: Meaning and definition- need and importance- guidelines for the selection of instructional Aids- Audio Visual Aids: Film- Filmstrip- Black board- Flannel board- Bulletin board- Motion Picture –Slides- models – album – Transparencies-Audio Video cassettes-CD ROM- Bioscope- Classroom instructional use of hardware- Projectors- Television- CCTV- Radio-Computers.

### **UNITIII: ENRICHING PROGRAMME THROUGH CO CURRICULAR ACTIVITIES**

Co-curricular Activities: Meaning and definition-need and importance-Co-curricular activities-Commerce Club-School Bank- Co-operative store- Exhibition-Competitions-Quiz programme, debate, Business leader- Commerce Magazine- Social Service- Field Visit- Arranging for Guest Lecture – Mock job application and Interviews-vacation work.

### **UNITIV:TEACHINGIMPORTANT CONCEPTS INCOMMERCEANDACCOUNTANCY**

World Trade Organization-(WTO) – GATT – GATS – Liberalization, Privatization and Globalization (LPG) – FERA – FEMA- Introduction to GST –Meaning, Nature and Scope-importance and impacts.

### **UNIT V: EVALUATION OF COMMERCE CURRICULUM**

Evaluation of Commerce Curriculum with reference to the subject content prescribed for XI and XII standard for State Board and CBSE- Preparation of Report.

### **PRACTICUM:**

- Preparation of instructional Aids like charts, Flash Cards, Bulletin Board, Flannel Board, models etc
- Preparation of Evaluation report of Commerce Curriculum.
- Report of organizing any two co-curricular activities.
- Collection of business documents, newspaper and magazines articles (cuttings), Businessforms,
- Organizing and conducting commerce club activities.
- Commerce laboratory practices.
- Updating and contributing through bulletin boards.

## **SUGGESTED REFERENCES:**

- ✓ Bayntion L.D, Methods of Teaching Book- Keeping, Cincinnati, South Western Publishing Company.1955.
- ✓ Tanuja Popham & Freeman, Methods of Teaching Business Subjects, McGraw Hill Book Company Gregg Division, New Delhi,1965
- ✓ Haradway, Testing and Evaluation in Business Education, Cincinnati, South Western Publishing Company.1966.
- ✓ The Current Syllabus in Tamil Nadu for Standards XI and XII and CBSE.
- ✓ Bhatia,K.K.(2001). Foundations of teaching learningprocess.Ludhiana : Tandon Publication.
- ✓ Joyce.,&well.,(2004).Models of teaching.U.K:Prentice hall of India.
- ✓ Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

## **OPTIONALII-PAPER-IV:METHODS OF TEACHING COMMERCE AND ACCOUNTANCY-II**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing course, the students will be able to**

- bring out the relationship between Commerce and Economic development.
- list out the qualities and duties of a Commerce Teacher.
- identify the problems of Commerce in rural school students.
- make use of Web resources in Commerce teaching – learning
- enumerate various types of organizations – Sole Trader ship, partnership and Companies

### **UNIT I: COMMERCE AND ECONOMICS**

Commerce and Economic development- Evolution of Economic Thought – Meaning of growth and development- Rostow's stages of Economic development- Basic Economic problems-Role of Commerce in solving Economic problems and Economic development.

### **UNIT II: COMMERCE TEACHER**

Commerce Teacher- Academic and Professional Qualifications- Special Qualities for a Commerce Teacher-Professional Ethics required of a Commerce teacher– Duties and responsibilities of a Commerce Teacher- Professional Development of a Commerce Teacher.

### **UNIT III: LEARNING RESOURCES**

Need and importance of Commerce Library- Effective use of library- contents of Commerce library- text book- Periodicals- Journals-Reference materials- Essentials of a good text book. Community Resources in commerce and Accountancy teaching- Visiting Banks, Insurance Companies, Museum and Geographically important areas- Visiting Schools

### **UNIT IV: WEB RESOURCES IN COMMERCE TEACHING**

Web-Resources : Meaning , definition , need and importance – use of web resources in teaching Commerce- World Wide Web-Email- HTML- E-Commerce- ATM Banking- Web Marketing- Web Advertising- Tele Shopping- Internet and Commerce Teaching.

### **UNIT V: RESEARCH IN COMMERCE EDUCATION**

Research- Meaning, Definition- Significance of Research in Commerce Education- Types of Research- Action Research and its classroom applications.

Diagnostic testing and remedial teaching- Meaning and importance- uses and applications.

### **PRACTICUM:**

- Prepare action for any Class room problem.
- Write report about the visit to any two of the places visited.
- Creation of E. mail.
- Prepare simple HTMLprogramme.
- Visits to banks, insurance houses, warehouse, trade centres, companies and other business houses.
- Preparation of Commerce Magazine.
- Preparing power point presentation.
- Preparing digital lesson plan.
- Preparation of Commerce Album and Accountancy Album



## **SUGGESTED REFERENCES:**

- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.
- ✓ Green H.L, Activities Hand book for Business Teachers, McGraw Hill Book Company.
- ✓ Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- ✓ National Council of Educational Research and Training. (2006). National curriculum framework 2005: Aims of education. New Delhi: NCERT Publication.
- ✓ Singh, Y. K. (2005). Teaching of commerce. New Delhi: A.P.H. Publishing Corporation.
- ✓ Rao, S. (2004). Teaching of Commerce. New Delhi: Anmol Publication.
- ✓ Singh, Y. K. (2003). Teaching of commerce. New Delhi: A.P.H. Publishing Corporation.
- ✓ Rao, S. (2000). Teaching of commerce. New Delhi: Anmol Publications Pvt. Ltd.

## **OPTIONAL II- PAPER-III:METHODS OFTEACHING ECONOMICS- I**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- understand Economic curriculum.
- use various learning resources in economic.
- explain the importance of economics in school curriculum.
- prepare instructional Aids for the economics teaching.
- enumerate the role of co-curricular activities in economics.
- evaluate the economics curriculum for XI and XII standard.

### **UNIT I: ECONOMICS CURRICULUM**

Meaning of Curriculum-Requisites of a good curriculum – curriculum and syllabus – principles of constructing curriculum – need for inclusion of Economics in school curriculum.

### **UNIT II: LEARNING RESOURCE AND EQUIPMENT**

Need and importance of Economics library – hints for effective use of library –contents of Economics library – instructional materials – text book – periodicals – journals – reference materials – technical documents – surveys etc.

### **UNIT III: INSTRUCTIONAL MATERIALS AND TEACHING AIDS**

Importance, need and guidelines for the selection – Audio Visual Aids-film-films strips– black board, motion picture, slides transparencies, Audio, video cassettes, CD ROM, Bioscope, class room instructional use of hardware, projectors, Television, C.C.T.V., Radio, computers.

### **UNIT IV: ENRICHING PROGRAMME THROUGH CO – CURRICULUM ACTIVITIES**

Community resources – Economics club, exhibition and fairs, competitions, Economics magazines, social service – field trips visiting bank, insurance companies, industries, mock interview, debates and competitions.

### **UNIT V: EVALUATION OF ECONOMICS CURRICULUM**

Evaluation of Economics curriculum with reference to the subject content prescribed for the XI and XII standard of the state board.

#### **PRACTICUM:**

- Preparation of instructional Aids like charts, flash cards, models, flannel board, bulletin board etc.
- Preparation economic album.
- Critically evaluate the curriculum of economics for XI and XII STD of state board and CBSE.
- Prepare report of conductive any two co-curricular activities.
- Prepare the list of various journals available for economics.
- Prepare economics magazine.

#### **SUGGESTED REFERENCES:**

- ✓ Paul. R(1984) History of Economic thought, kalyant publishers, Ludhiana .
- ✓ Rai B.C.(1987) Methods of teaching economics, prakashan Kendra, Lucknow .
- ✓ Sundharam,& K.P.M Sundaram (1985) Indian Economy, S.Chand and Company Pvt.Ltd, New Delhi.
- ✓ Gupta S.P (1987) Statistical Methods, Sultan Chand and Sons Publishers, New Delhi.
- ✓ Seema Sharma (2004) Modern teaching of Economics, Anmal Pub. (P) Ltd, New Delhi.
- ✓ N.R.Saxena, B.K. Mishra& R.K. Mohanty (2006) Teaching of Economic, Surya Publications.

- ✓ Alam .B. Albarran (2003) Media Economics, S.S.Chhabra.
- ✓ M.Gregory Makiw (2001) Principles of Economics, Mickerroche.
- ✓ M.Mustafa (2005) Teaching of Economics, Deep amd Deep publications.
- ✓ Amita Yadav (2006) Teaching of Economics, Anmol publications Pvt. Ltd

## **OPTIONAL II- PAPER IV:METHODS OFTEACHING ECONOMICS- II**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- explain the relationship between economics and national development
- understand the qualities required of a economic teacher.
- use web – based resources in economics teaching.
- understand the problems of economic teaching in rural areas.
- differentiate demand and supply.
- enumerate the role agriculture in economic development.

### **UNIT I: ECONOMICS AND NATIONAL DEVELOPMENT:**

Evaluation of Economic thought – meaning of growth and development – characteristic of developing countries – role of government in development – Rostow’s stages of Economic development basic economic problem – ways to solve the problems – Economics and National development.

### **UNIT II: ECONOMIC TEACHER**

Economic teacher: academic and professional qualification- Special qualities required for economic teacher – duties and responsibilities of economic teacher- Problems of Economic teaching in rural schools – in-service training to the Economic teachers.

### **UNIT III: WEB – BASED LEARNING**

Web – based learning – use of web resources in teaching economics World Wide Web – HTML – E. commerce. M. Commerce – web marketing- teleshopping – ATM – Internet and Economics teaching.

### **UNIT IV: PROJECT BASED LEARNING**

Project based learning in teaching Economics meaning – need – importance – mini projects like – apprenticeship training / vocational training in business centres, Industries, schools,banks, insurance,companies,and offices.

### **UNIT V: CONTENT**

Demand and supply – law of demand – Elasticity of demand – law of supply – elasticity of supply- Population education – need and importance.

Agriculture –role of agricultural in Economic – development – agricultural problems – causes of low productivity – agricultural marketing- Need and role of industries in Economic development- Monetary policy and Fiscal policy.

### **PRACTICUM:**

- Prepare power point presentation.
- Prepare mini projects in Economics.
- Prepare thematic or research papers in Economics.
- Suggest the ways to handle the problems in teaching in rural areas.

### **SUGGESTED REFERENCES:**

- ✓ M.Mustafa (2005) Teaching of Economics, Deep & Deep publications.
- ✓ Amita Yadav (2006) Teaching of Economics, Anmol publications Pvt.Ltd.
- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.
- ✓ Green H.L, Activities Hand book for Business Teachers, McGraw Hill Book Company.
- ✓ Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- ✓ National Council of Educational Research and Training. (2006). National curriculum framework 2005: Aims of education. New Delhi: NCERT Publication.

## **OPTIOAL II- PAPER III: PEDAGOGY OF TEACHING HOME SCIENCE**

**5hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- Define various home science concepts.
- Appreciate the curriculum of home science.
- Develop modern techniques in teaching home science.
- Explore the importance of home science in health education.

### **UNIT I: INTEGRATING & ORGANISATION OF HOME SCIENCE CURRICULUM**

Home Science curriculum: meaning-definition-objectives-characteristics-principles of curriculum construction-components of curriculum design-types of curriculum design-defects in tradition centred curriculum, criteria for the selection& organisation of learning activities-criteria for the selection & organisation of content-defects of the existing syllabus.

### **UNIT II: HOME SCIENCE LABORATORY**

Planning, organization and Maintenance – developing a laboratory routing – preparation of indent – laboratory register – safety in the lab – common accident and first aid – practical work in Home Science- Importance – practical record work.

### **UNIT III: METHODS & TECHNIQUES OF TEACHING IN HOME SCIENCE**

Team Teaching – Supervised study – Assignment, Discussion, Seminar, Symposium and workshop-Individualization of Instruction – programmed Instruction – Linear and branching – PSI-CAI.

#### **UNIT IV: ENRICHING ACTIVITIES**

Organization and educational values of science club – scientific hobbies, field trip, science Museum, Science text book – Characteristics of a good science text book – science library and its values.

#### **UNIT V: HOME SCIENCE AND HEALTH**

Home Science and Health Education: Importance of Home Science in Health Education – Nutritious food for various age group people – child development – concept – growth development in various stages.

#### **PRACTICUM:**

- Preparation of Module for any concept of the Home Science
- Preparing power point presentation

#### **SUGGESTED REFERENCES:**

- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi. Sterling Publishers Pvt Ltd, 1995
- ✓ Bhatia, K.K (1990). Measurement and evaluation in education. Ludhiana: Prakash Brothers.
- ✓ Das R. R, and Ray B, Methods of Teaching of Home Science, New Delhi, Sterling Publication Pvt, Ltd 1979.
- ✓ Yadav, S. (1997). Teaching of Home Science. New Delhi: Anmol Publishers.

## **OPTIONAL II-PAPER IV: PEDAGOGY OF TEACHING HOME SCIENCE**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- understand the contribution of Psychologist in Home Science.
- list out the professional qualification of Home Science teacher.
- appreciate role of Action research in home science.
- identify the new developments in Home Science.

### **UNIT I: LEARNING EXPERIENCE**

Providing learning experience in Home science – contribution of piaget, Bruner and Gagne to science education – concept of meaningful learning by Ausubel

### **UNIT II: HOME SCIENCE TEACHER**

Academic and professional Qualification – summer institute for science teacher – Teacher's Diary – Time Table – Home work- Special programs for science teaching in rural school – Need for In-Service training for teachers.

### **UNIT III: MODELS OF TEACHING**

Definition of model – Need components of model – classification concept attainment model – Inquiry training – Advance organizes model and Behaviour control model.

### **UNIT IV: ACTION RESEARCH IN HOME SCIENCE EDUCATION**

Educational research: Meaning, types of Research – Nee and importance – selection of problems of Action Research – Example of action research – Status of research in Home science education in India – ERIC (NCERT).

#### **UNIT V: NEW DEVELOPMENT**

Textile – Concept – types of fibers – Concept of community health, ecology of health, Determinants of food consumption and Nutritional status of community.

#### **PRACTICUM:**

- Preparing teacher's Diary
- Conducting action research among the students and prepare the record.
- Organizing textile visit
- Conducting seminar for Health and nutrition.

#### **SUGGESTED REFERENCES:**

- ✓ Devadas R.P, Methods of Teaching Home Science, New Delhi, NCERT, 1950.
- ✓ Kochar S.K, Methods and Techniques of Teaching, New Delhi, Sterling Publishers Pvt, 2008.
- ✓ Lakshmi,K. (2006). Technology of teaching of Home Science. New Delhi, Sonali Publishers
- ✓ Ram Babu A and Dadapani S, Essential of Microteaching, New Delhi, Neelkamal Publications Pvt Ltd, 2010



### **ELECTIVE: III (COMPULSORY)**

#### **LEARNING RESOURCES OF TEACHING LEARNING**

**5hours**

**4 credits**

#### **OBJECTIVES:**

**After completing this course, the students will be able to**

- understand the duties and responsibilities of Teachers
- understand the meaning and Objectives of library resources
- acquire the knowledge about E- resources.
- use the various community resources in teaching- Learning.

#### **UNIT I: TEACHER AS A RESOURCE:**

Teacher – qualities of successful teacher – Teaching competency – Professional development of teacher – need and importance – Programmes for Professional development – professional ethics of teachers – duties and responsibilities of teachers.

#### **UNIT II: INSTRUCTIONAL AIDS AND RESOURCES:**

Text book as a primary resource; need, importance and uses-qualities of a good text books-Utility of Text Book for a teacher -workbook: functions and characteristics.

Instructional aids: need and importance-Edgar dale's cone of experience-projected aids: film strips, overhead projector, films, episcope, Diascope, epidiascope- CD and DVD -non-projected aids: diagrams, tables, graphs, charts and flash card- display board: flannel board, bulletin board-three dimensional aids -improvised aids.

### **UNIT III: LIBRARY RESOURCES:**

Library-Meaning – Definition – functions and objectives – Characteristics of good Library – Types of materials in Library – Kinds of Library – Role of teachers in the use of Library – Encouraging reading and referring habit – Documentation centres – NASSDOC, INSDOC – Library Network: Digital Library – ERNET, DELNET, INFLIPNET.

### **UNIT IV: TECHNOLOGY ORIENTED RESOURCES:**

Technology oriented resources: Computers, Internet, E-mail–ComputerAssisted Instruction (CAI) –Educational Television (ETV) – Web learning resources – Virtual University – e- book –e- learning – e- journal – Teleconference - EDUSAT

### **UNIT V: COMMUNITY RESOURCES:**

Community resources – subject Club – functions and organization – Field trips – advantages – Exhibition and fairs – purposes and advantages – Educational excursion – Religious places – Museum – Art galleries – Monuments

### **PRACTICUM:**

- Preparing different kinds of display boards.
- Preparing Album for various religious places and monuments.
- Collecting details about e-resources available for the concerned subject.
- Visiting the Community resources
- Making use of library resources

## **SUGGESTED REFERENCES:**

- ✓ Navalani K. & Satija, MPC (1996). Library and Information Services: Emerging Challenges. Jaipur: RBSA Publishers.
- ✓ Bhatia, K.K. (2001) Foundation of Teaching Learning Process. Ludhiana: Tandon Publication.
- ✓ Krishna Kumar (2004) Reference Services. New Delhi – Sterling Publishers.
- ✓ Kusum, Verma (2005) Digital Library: Preservation Strategies: New Delhi: Akansha Publishing House.
- ✓ Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal book depot.

## **SECOND YEAR-SEMESTER- III**

### **CORE V: ICT IN EDUCATION**

**5 hours**

**4 credits**

#### **OBJECTIVES:**

**After completing this course, the students will be able to**

- understand the concept and uses of Educational Technology in Education Field.
- know the role of Educational Technology in India.
- learn to access Internet and its various components
- acquire knowledge on latest trends in Information Technology and assessment techniques.

#### **UNIT I: EDUCATIONAL TECHNOLOGY**

Definitions of Educational Technology: Characteristics-Scope-Nature of Educational Technology-Role of Educational Technology-Types of Educational Technology-Functions and

Importance of Educational Technology-Need of Educational Technology in India --NCERT-  
Impact on other sector-Educational Technology Cells- The functions of ET Cells- Role of ET  
Cells in India- Utility of E.T Cells. Teacher's Role in Educational Technology.

## **UNIT II: ICT IN EDUCATION**

ICT in Education: Web based Education (Virtual) – e-learning - e –tutoring –Computer Assisted  
Instruction(CAI)-Computer Managed Learning (CML)-Multi media –Multipurpose Kits –S I T E  
(Satellite Instruction Television Programme)–EDUSAT–Reach the Unreach–  
UNESCO's Learning Without Frontiers (L W F )- Virtual Classrooms Technology -e book –  
Digital Library –Electronic Community.

## **UNIT III: INTERNET AND E-MAIL**

Internet-meaning and importance-WWW-website, web pages-browsing the internet-browsing  
software-URL addresses, search engine-exploring websites and downloading materials from  
websites-E-Mail,Sending and Receiving E-Mail-Use of Audio medium-Use of Video medium-  
Interactive Video-Use of teleconferencing-Types of Teleconferencing-Audio Conferencing-  
Video Conferencing-Computer Conferencing.

## **UNIT IV: MASS MEDIA APPROACH**

Concepts of Mass Media-Functions of Mass Media-Non-Print/ Electronic Media-Educational  
Radio-Characteristics-Educational Implications and Limitations-Educational Television(ETV),  
Role of ETV,Limitations of Educational Television,Role of Teacher in ETV.

## **UNIT V: LATEST TRENDS IN INFORMATION TECHNOLOGY**

Meaning and Functions of Resource Centres-Pre-Requisites for Setting a Resource  
Centre-Factors as Setting up Resource Centres-E-learning: definition,meaning, modes of e-  
learning, characteristics of e-learning, e-learning tools, benefits of e-learning – e.book .

## **PRACTICUM:**

- Use of Internet
- Multimedia Presentation
- Preparation CAI

### **SUGGESTED REFERENCES:**

- ✓ Hahn, H. (1998). The internet- Complete reference. New Delhi: Tata McGraw Hill Publication
- ✓ Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
- ✓ Leon, A. M. (2001). Computer for everyone. New delhi: Vikas Publishing house
- ✓ S.C.Rawat.(2001) Essentials of Educational Technology.
- ✓ NCSrinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication. TE.
- ✓ Lalini, V. Sudhakar, (2004), Computer Education, Neelkamal Publications, Hyderabad
- ✓ Aggarwal, J. C. (2006). Essentials of educational technology: Teaching and learning. New Delhi:Vikas Publishing House Pvt. Ltd .
- ✓ Sambath, K., & Panneerselvam, A. (2006). Introduction to educational technology. New Delhi: Sterling Publishers Private Limited.
- ✓ Vanaja.M: (2007) Educational Technology and Computer Education, Neelkamal Publications.
- ✓ Intel Education. & NCTE. (2007). Hand book for teacher educators. Bangalore:

## **CORE VI: PSYCHOLOGY AND LEARNING**

**5 hours**

**4 credits**

### **OBJECTIVES:**

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

- Acquire the knowledge of Educational Psychology.
- Understand the theories of Learning.
- Describe individual difference
- explain mental health.

### **UNIT I: NATURE OF EDUCATIONAL PSYCHOLOGY**

Psychology: Meaning and Definition-Educational Psychology: Meaning and Definition-  
Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning  
Experience, Learning Environment- Difference between Psychology and Educational  
Psychology-Significance of Educational Psychology to the teacher.

### **UNIT II: THEORIES OF LEARNING**

Learning- human learning theories: Skinner operant conditioning theory–Gestalt theory of insight learning-Pavlov’s classical condition theory-Thorndike’s Trial and error learning theory- learning styles: Surface, deep and achieving- Factors influencing learning

Learning of concepts- Burner Concept attainment - Transfer of learning- Meaning Types- Positive, Negative and Zero transfer.

### **UNIT III: INDIVIDUAL DIFFERNCE**

Meaning- Areas of individual difference- Factors causing individual difference- Hereditary and Environmental factors- General provisions for Individual difference in the class room. Special characteristics of adolescents and their problems- Attitudes- Interests-Group behaviours- Discipline- Leadership.

### **UNIT IV: MOTIVATION**

Motivation and Learning- Definition of Motives- Theories of Motivation: Maslow’s hierarchy of needs, Hull’s drive reduction theory, Murray and Morgan theory- Role of rewards and punishments- Level of aspiration- Achievement motivations- Goal as a motivational factor.

### **UNIT V: MENTAL HEALTH**

Mental health and mental hygiene- Factors affecting the mental health of the learner- Promoting of mental health- Personal Adjustment- Characteristics of well-adjusted person- Causes of maladjustment- Defence Mechanisms- Conflicts and Frustration- Definition and its types.

### **PRACTICUM:**

- Practice Psychological tests.
- Conduct seminar on Mental Health.
- Practices the learning styles.
- Giving assignments Motivation.

### **SUGGESTED REFERENCES:**

- ✓ Bhatia, K.K. (2003): Bases of Educational Psychology. Kalyani Publishers, New Delhi.
  - ✓ Burger, J.M. (2010). Personality (8th ed.) Belmont, KCA: Wadsworth Publishing
  - ✓ Chauhan, S.S. (2002): Advanced Educational Psychology. Vikas Publishing House, New Delhi.
  - ✓ Cloninger, S.C. (2008). Theories of Personality: Understanding Persons (5th ed.) EnglewoodCliffs, NJ: Prentice Hall
  - ✓ Meenakshisundaram, A.(2006).Experimental Psychology, Kavyamala Publishers, Dindigul, Tamil Nadu.
  - ✓ Bhatia,H.R.(1973), Elements of Educational Psychology, 5th Edition, Orient Longman.
  - ✓ Bigge, M.L(1982), Learning Theories for Teachers, 4th Edition, New York, Harper and Row Publishers
- 
- ✓ Bolles,R.C.(1975), Learning Theory, New York, Holt, Rinehart and Winston, p.p.18-19
  - ✓ Chauhan, S.S (1978), Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd., New Delhi.
  - ✓ Dhandapani .S(2001), A text Book of Advanced Educational Psychology, New Delhi, Anmol Publication.
  - ✓ Dash. M (1988), Educational Psychology, Delhi, Deep and Deep Publication.



## **ELECTIVE IV – (COMPULSORY) GUIDANCE AND COUNSELING**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**At the end of the course the student will be able to**

- understand the principles of guidance
- describe the different services in the school guidance program me
- understand the various types in counseling
- know the qualities required for a good counselor
- understand the various techniques in Group guidance and counseling

### **UNIT I: INTRODUCTION TO GUIDANCE**

Meaning- Definition-Aims- Nature- Principles of guidance - Need for Guidance -Types of Guidance: Educational, Vocational, Personal & Social- Benefits and limitations of Guidance

### **UNIT II: INTRODUCTION TO COUNSELING**

Meaning-Definition-Elements of Counseling- Characteristics of Counseling-Objectives-Need-Types of Counseling: Directive, Non-Directive & Eclectic Counseling- Difference between Guidance and Counseling.

### **UNIT III: QUALITIES OF A COUNSELLOR**

Counselor-School Counselor-Qualities & Functions of a counselor-Functions of School Counselor-Professional Ethics- Role of Teacher as a Counselor-Teacher Power-Qualities of a teacher-Difference between Counselor and Teacher.

### **UNIT IV: GROUP GUIDANCE AND GROUP COUNSELING**

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques of Group guidance - Uses of Group Guidance & counseling- Group Counseling-Meaning, Requirements -Difference between Group Guidance & Group Counseling.

### **UNIT V: GUIDANCE SERVICES IN SCHOOLS**

Guidance services at Different school levels-Meaning- Significance-Types- Organization of Guidance service in schools –Role of guidance in service- Career and Occupational information-Career Corner- Career Conference.

### **PRACTICUM:**

- Group Guidance Practicum(School Based):Career Talk
- Counseling Practicum (School based): Role play exercises to develop skills in rapport building

### **SUGGESTED REFERENCES:**

- ✓ Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and Psychology. Meerut: R.Lal Book Depot.
- ✓ Qureshi, H. (2004). Educational guidance. Anmol Publications Pvt.Ltd. New Delhi
- ✓ Meenakshisundaram, A.(2005).Guidance and Counseling, Kavyamala Publishers, Dindigul, Tamil Nadu.

- ✓ S.R. Vashist (2006) Principles of Guidance, Anmol Publications Pvt.Ltd. New Delhi
- ✓ Alka Saxena, (2006) Counselling and Guidance, Rajat Publications, New Delhi.
- ✓ Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
- ✓ Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- ✓ Jones, A. J. (2008). Principles of guidance. (5 ed). Delhi: Surjeet Publications.
- ✓ Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
- ✓ Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
- ✓ Hasnain Qureshi, (2008) Educational Counselling, Anmol Publications PVT.Ltd.New Delhi
- ✓ Dr. Kiruba Charles, & N.G. Jyothsna, (2011) Guidance and Couselling, Neelkamal Publications Pvt. Ltd. Educational Publishers, New Delhi.

## **SECOND YEAR- SEMESTER-IV**

### **CORE VII-PRINCIPLES AND PROSPECTS OF CURRICULUM DEVELOPMENT**

**5 hours**

**4 credits**

#### **OBJECTIVES:**

**After completing this course, the students will be able to**

- acquire knowledge about Curriculum and Syllabus.
- understand curriculum development and Principles.
- describes Curriculum transaction and model.
- evaluate Curriculum of school subjects.

#### **UNIT I: INTRODUCTION TO CURRICULUM DEVELOPMENT**

Meaning and Definition of Curriculum- Nature and Characteristics of Curriculum -  
Modern Concepts of Curriculum- Curriculum and Syllabus- Need and Importance of Curriculum

- Types of Curriculum: Subject Centred Curriculum, Integrated Curriculum, Co-Curriculum, Students Centred Curriculum and Life Centred Curriculum.

## **UNIT II: DETERMINANTS OF CURRICULUM**

Philosophical, sociological, psychological, regional, cultural, Economic and political determinants of curriculum-principles of curriculum development-relevance, utility, flexibility in NCERT recommendations with reference to school education-different agencies for curriculum development-NCERT, NCTE, NUEPA and DIET.

## **UNIT III: MODELS OF CURRICULUM DEVELOPMENT:**

Introduction and meaning-characteristics of models of teaching-technical/scientific model: Tyler model, Taba model, Saylor and Alexander's model, Miller and Seller's model - non technical/non-scientific: Open classroom model, Wienstien and Fantini's model, Roger's model.

## **UNIT IV-CURRICULUM TRANSACTION**

Role and support in transacting curriculum: developing curriculum and researching-intellectual and vocational needs-image of education and the status of teaching-Models of Teaching - Para professionals-flexible use of times-the school as a work place-improving quality of curriculum transaction:strategies for curriculum transaction-organization of instruction-instruction and learning-teaching and instruction.

## **UNIT-V CURRICULUM AND EVALUATION**

Need and importance-sources of curriculum evaluation-teacher, subject experts-process of curriculum evaluation and revision-aspects of curriculum evaluation- need for model of continual evaluation-feedback from learners, feedback from teacher's community, feedback from administrators-outcomes of curriculum evaluation.

## **PRACTICUM:**

- Participation in curricular and extra-curricular activities
- Powerpoint presentation for seminar
- Evaluation of curriculum

### **SUGGESTED REFERENCES:**

- ✓ Richards. (2009). Curriculum development in language teaching. London: Cambridge University Press.
- ✓ Rao, V. K. (2008). Instructional technology. New Delhi: APH Publishing Corporation.
- ✓ Siddiqui, M. H. (2008). Models of teaching. New Delhi: APH Publishing Corporation
- ✓ Singh, Y. K. (2008). Instructional technology in education. New Delhi: APH Publishing Corporation.
- ✓ Venkataiah, N. (2008). Curriculum innovations for 2000 A.D. New Delhi: APH Publishing Corporation.
- ✓ Kenneth, A. L. (2006). Teaching for deep understanding: What every educator should know. New Delhi: Corwin Press.
- ✓ Gagnon, J. G. W., & Michelle, C. (2006). Constructivist learning design: Key questions for teaching to standards. New Delhi: Corwin Press.
- ✓ Kemp, J. (1998). Designing effective instruction (2nd Ed.). NJ: Prentice Hall.
- ✓ Dick, W., & Carey, L. (1996). The systematic design of instruction (4th Ed). New York: Harper Collins College Publishers.
- Leshin, C. (1992). Instructional design strategies and tactics. NJ: Education Technology Publications.
- West, C. (1991). Instructional design implications from cognitive science. NJ: Prentice Hall.
- Ronald C. Doll (1982) Curriculum Improvement; Decision making and process

## **COREVIII – EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course the, the students will be able to**

- understand the administrative structure of Education at the central, state and district level.
- understand the functions of Educational Management.
- differentiate between Management and Administration.
- describe the role of a Headmaster.
- explain the qualities of the teacher.
- plan for Educational Institutions.
- bring TQM in Education.

## **UNIT I: EDUCATIONAL ORGANISATION**

Educational Organisation: Need and Objectives- principles of organization- Administrative structure at central and state level.

## **UNIT II: EDUCATIONAL MANAGEMENT:**

Educational Management: Meaning, definition- objectives of Management- PODSCORB- Planning, Organisation, Directing, Staffing, Coordination, Reporting, Budgeting- Management skills: Conceptual skills, Human skills, Technical skills.

## **UNIT III: EDUCATIONAL ADMINISTRATION:**

Administration: Meaning, definition- Difference between Administration and Management -Role of Headmaster- Qualities, duties and functions of a Headmaster- Qualities of a teacher- Duties and responsibilities of a teacher- Leadership styles- Professional development of teachers-Academic freedom- Teacher welfare measures- Job satisfaction of teachers- Parent teacher association.

## **UNIT IV: INSTITUTIONAL PLANNING AND MANAGEMENT**

Need for Institutional planning-curricular activities- Preparation of Annual plan- Design and specification- Preparation of Time Table, need and importance, Principles and types.

Curricular and co-curricular activities- Importance of Co-curricular activities- Types of Co-curricular activities.

## **UNIT V: MEASURES OF QUALITY CONTROL**

Quality in Education- Input process output- analysis- concept of Total quality of management (TQM)- Performance assessment of institution- Accreditation and certification.

Supervision and inspection for quality control-functions-professional ethics of teachers- Maintenance of order and discipline in schools.

## **PRACTICUM:**

- Power Point presentation of the student to take seminar.
- Visit to Educational Institutions.

### **SUGGESTED REFERENCE:**

- ✓ Aggarwal, J. C. (2008). Development and planning of modern education. UP: Vikas PublishingHouse Pvt Ltd.
- ✓ Aggarwal, J. C. (2008). Teacher and education in a developing society. UP: Vikas PublishingHouse Pvt Ltd.
- ✓ Aggarwal, J. C. (2008). Theory & Principles of Education. UP: Vikas Publishing House Pvt Ltd.
- ✓ Chaube, S. P., & Chaube, A. (2008). School organisation. New Delhi: Vikas Publishing House.
- ✓ Lal, R. B., & Palod, S. (2008). Educational Thought and Practice. Meerut: R.Lall Books Depot.
- ✓ Dr.R.A.Sharma(2006) School Management and Pedagogies of EducationSurya Publications,Meerut.
- ✓ Dr.R.A.Sharma(2006) Educational Administration and Management.Surya Publications,Meerut.
- ✓ Vashist, S. R. (2008). Encyclopaedia of educational administration. Delhi: Anmol Publication Pvt.Ltd.
- ✓ Veer, U. (2008). Modern school Organization. Delhi: Vikas Publishing House.
- ✓ Vashist, S. R. (2006). Methods of educational supervision. Delhi: Anmol Publication Pvt. Ltd.
- ✓ Vashist, S. R. (2006). School administration. Delhi: Anmol Publication Pvt. Ltd.
- ✓ Sharma, R. A. (2008). Educational technology & management. Meerut: R.Lall Books Depot.



## **CORE IX: INCLUSIVE EDUCATION**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- understand the historical perspectives of special Education
- analyse special education, integrated education, mainstream and inclusive education practices.
- understand the nature and need of various disabilities
- understand concept and nature of Inclusive Education
- develop competencies for Inclusive classroom.
- impart inclusive instructions and organize inclusive classroom.

### **UNIT I HISTORICAL PERSPECTIVES OF SPECIAL EDUCATION**

Meaning and Scope of special Education- Historical development in India and Abroad  
Evolutionary Process in attitude change towards persons with special needs- Scope of special Education in India- Policies and Legislations for Special Needs Education & Rehabilitation  
United Nations Convention of Rights of Persons with Disabilities (UNCRPD), RTE (2009), RCI Act (1992), PWD Act (1995), IEDSS (2003), New Education Policy (2015)- Government schemes and Provisions.

## **UNIT II: TYPES OF VARIOUS DISABILITIES**

Nature, needs, causes and characteristics of Sensory Disabilities (VI, HI and Deaf-blind)-  
Neuron developmental Disabilities (LD, ID/MR, ASD)- Loco motor and Multiple disabilities  
(Deaf-Blind, CP and MD)

## **UNIT III: EDUCATIONAL PROVISIONS FOR SPECIAL CHILDREN**

Educational Intervention- Special schools- Concept of mainstreaming; integrated schools  
and support services provided within them- resource room, resource teacher, counselor; Concept  
of remedial teaching- Role of peers, community and siblings and family- Vocational Training  
and Community Based Rehabilitation- Concept, Planning, Organizing and Conducting  
Programmes in the Community- Role of Multi-Disciplinary Team.

## **UNIT IV: CURRENT NEEDS AND FUTURE PERSPECTIVE**

Normalization, Deinstitutionalization Mainstreaming, Integration and Inclusion-  
Inclusive Education- Cross disability approach- Open Distance learning system; Non Formal  
Education- Parent and Community Involvement – Assistive Technology; Meaning Concept,  
Definition, Application in Education and Rehabilitation and Barrier free Environment.

## **UNIT V: INCLUSIVE EDUCATION**

Meaning Concept and definition of Inclusive Education- Need and Importance of  
Inclusive Education- Features, Structure and Functions of Inclusive Education – Principles of  
Inclusive Education- Inclusive Education in India: Policy and Practices- Inclusive Lesson  
planning and Instructional strategies- Collaboration & co-operative learning- Peer-mediated  
instruction and interventions.

## **PRACTICUM:**

- Arranging School visit for integrated school.
- Making arrangement for teaching special students in various special schools.
- Creating awareness among parents and teachers for educational provisions of special children.
- Making arrangements for vocational training among special children

## **SUGGESTED REFERENCES:**

- ✓ The Salamanca Statement and Frame Work For Action on Special Needs Education UNESCO 1999.
- ✓ Sharma P.L.(2003) Planning Inclusive Education in Small School, R.I.E. Mysore.
- ✓ Kothari, R.G, and Misty, H.S (2011). Problems of students and Teachers of the special schools –A study of Gujarat state, Germany :VDM Publications.
- ✓ Neena Dash (2012): Inclusive Education for children with Special Needs. AtlanticPublishers & Distributors (P) Ltd. New Delhi

## **ELECTIVE V:(COMPULSORY) -HEALTH AND YOGA EDUCATION**

**5 hours**

**4 credits**

## **OBJECTIVES:**

**After completing this course, the students will be able to**

- Acquire good health habits.
- develop the habit of learning the importance of good posture.
- analyse how yoga and yoga practices are important for healthy living.
- derive how hath yoga and Astana are complementary to each other.
- demonstrate some important asana and pranayama.

## **UNIT I: HEALTH EDUCATION**

Meaning, Aims & Objectives- Scope of Health Education- Methods of Imparting Health Education in Schools: Health Instruction, Health Services, and Health Supervision. Personal

Hygiene:Role of Clothing, Importance of taking bath, Care of Face, Hands, Head, Hair and Feet-  
General Habits.

## **UNIT II: PHYSICAL EDUCATION**

Definition and Meaning –aims and objectives of physical education- Benefits of physical Education- Physical fitness: Strength, Power, Speed, Agility, Balance, Flexibility, Local Muscular Endurance, Cardio Vascular Endurance, Strength Endurance and Co-Ordination- Benefits of Physical Fitness-Benefits of exercises.

## **UNIT III: INTRODUCTION TO YOGA**

Yoga : Meaning, definition - misconception about Yoga – Historical development of Yoga–Astana Yoga–Stems of Yoga – Schools of Yoga : RajYoga and Hath Yoga – Introduction to Yogic texts – Classification of Yoga and Yogic texts – understanding astanga Yoga of Patanjali – Hath yogic Practices – Complementary between Patanjali Yoga and Hath yoga.

## **UNIT –IV: INJURIES AND FIRST AID**

Types of injuries-exposed injuries:Abrasion,laceration-unexposed injurie :sprain,strain, contusion, fracture-treating and injury-preventing injuries-first aid-need and importance of first aid-various accidents and first aid-first aid kit.

## **UNIT –V: YOGA AND HEALTH**

Need of Yoga for Positive health – Role of mind in Positive health as per ancient Yogic literature – Concept of health, healing and disease: Yogic perspectives – potential causes of ill health – Yogic principles of healthy living: agar, vicar, a char and vicar – integrated approach of yoga for management of health – stress management through yoga-yoga for peace.

## **PRACTICUM**

- performing physical exercises
- performing physical fitness activities
- performing yogic practices
- performing asana

## **SUGGESTED REFERENCE**

- ✓ Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.
- ✓ Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
- ✓ Aggarwal, J.C.(2013) Health and Physical Education. Shipra Publications, New Delhi
- ✓ Dr. Dharmendra Prakash Bhatt. (2006). Health Education. Khel Sahitya Kendra, New Delhi
- ✓ Dr. Amresh Kumar. (2007). Complete book of physical education, sports and health. Khel Sahitya Kendra, New Delhi
- ✓ Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma (2011). Physical and Health Education. Centrum Press, New Delhi
- ✓ Nagarathna , R. (2005). Yoga Therapy in stress Related Ailments' in yoga – the science [http://icyer.com/documents/yoga - mind\\_ - body\\_2012](http://icyer.com/documents/yoga - mind_ - body_2012)(Accessed April 11, 2015).

## **ELECTIVE VI – (A) WOMEN’S EDUCATION**

**5 hours**

**4 credits**

### **OBJECTIVES:**

After completing this course, the students will be able to

- acquire knowledge about the history of Women’s Education
- bring out the women’s contribution to National Development.
- explain women and development
- list out the Research in Women’s Education.
- understand the concept of Gender Equality and Gender Gap

### **UNIT 1: HISTORY OF WOMEN’S EDUCATION**

Women’s Education: History –Pre Independent, Post Independent, and Current women’s movement, National committees and commissions for women, Government organizations for women- socio cultural reforms and their impact on women’s Education.

### **UNIT II: NEED AND IMPORTANCE OF WOMEN’S EDUCATION**

Women education: Need and importance- Sex versus Gender- Gender discrimination- Eliminating gender inequalities- eradication of child labour- Child marriage- Awareness of women's rights and responsibilities

### **UNIT III: WOMEN'S EDUCATION AND WOMEN EMPOWERMENT**

Women Empowerment: socio, Economic and Political empowerment- Relationship between Women's Education and women empowerment – women's contribution to national development.

### **UNIT IV: JUSTICE FOR WOMEN**

Indian Constitution and provisions relation to women Personal laws- Labour laws- Violence against women- Human trafficking- legal protection- Family Courts- Enforcement machinery- Police and judiciary- Human Rights as Women's Rights.

### **UNIT V: ROLE OF WOMEN UNIVERSITIES**

Role of Women Universities in Women's Education- Formal and non-formal Education- Women's education of rural and tribal women- Life skill education- Research in women's Education

### **PRACTICUM:**

- Conducting Competition for Women's Day Celebration.
- Creating awareness among rural people for importance of Women's Education.
- Giving Life Skill education for tribal women.
- Conducting Seminar on Women rights and responsibilities.

### **SUGGESTED REFERENCES:**

- ✓ Rao & Rao (2005) Women, Education and Empowerment Discovery Publishing House, Delhi.
- ✓ Saxena (2002) Socialization of Women Education Rajat Publication, New Delhi.
- ✓ Sharma (2005) Women and Education, Commonwealth Publishers, Delhi.
- ✓ Mishra (2005) Women Education APN Publishing corporation, Delhi.
- ✓ R.K.Rao (2005) Women and Education: Kalpay Publications, New Delhi.
- ✓ Dr.Sunder Lal(2005) Social status of Women : ABD Publishers, Jaipur .



## **ELECTIVE- VI(OPTIONAL) – (B)HUMAN RIGHTS EDUCATION**

**5 hours**

**4 credits**

### **OBJECTIVES:**

**After completing this course, the students will be able to**

- acquires knowledge about human rights
- understand the values of human rights
- describe the role and functions of international institutions to enforce human rights.
- understand the power and functions of various Human right Commissions in India

### **UNIT I:INTRODUCTION TO HUMAN RIGHTS**

Human Rights: Meaning, Definition and Principles-Classification of Human Rights and duties—theories of Human Rights-natural, legal and social welfare-values of Human Rights:dignity,liberty,equality,justice,unity and diversity.

Human Rights Education: Need and Importance- ways of imparting Human Rights Education.

### **UNIT II:HUMAN RIGHTSIN INDIAN CONSTITUTION**

Constitutional Provisions of Human Rights – Fundamental Rights - Fundamental Duties of the citizens-Directive Principles of State Policy-Protection and Enforcement of Human Rights and duties.

### **UNIT III:HUMAN RIGHTS IN THE INTERNATIONAL CONTEXT**

UN Charter(1945) – Universal Declaration of Human Rights (1948) –convention and rights of the child(1989),UN declaration,Duties and responsibilities of individuals(1997)-international councils and commissions on human rights-international court of justice-international labour organization-international red cross.

### **UNIT IV: HUMAN RIGHTS AND OTHER ISSUES**

Ragging-eve teasing-human trafficking-child labour-patriotic society-domestic violence-sexual harassment-exploitation of labour –female infanticide and means to overcome these issues with human rights.



## **UNIT V: HUMAN RIGHTS COMMISSIONS IN INDIA**

National Human Rights Commission – State Human Rights Commissions:rights of women,rights of children,rights of dalits and tribes and rights of minorities – Human Rights Courts - National Commission and State Commissions for Women, SC/ST, Backward Classes and Minorities – NGOs.

### **PRACTICUM**

- Discussion of local human rights issues.
- Conducting competition regarding human rights.

### **SUGGESTED REFERENCES:**

- ✓ Beldon, F. (2003). Rethinking human rights for new millennium. New Delhi:
- ✓ Mac millan Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian Institute of Human Rights Education.
- ✓ Bhakry, Savita. (2006). Children in India and their rights. New Delhi: NHRC,
- ✓ Chatrath, K. J. S. (1998). Education for human rights and democracy. Shimla: Rashtrapati Niwas.
- ✓ Darren, J. (2005). Human rights: An introduction. Singapore: Pearson Education.
- ✓ Dev, A., & Dev, I.A. (1996). Human rights: A source book. New Delhi: NCERT.
- ✓ Digvijay, N. (2007). Teaching of human rights. New Delhi: Lotus Press.
- ✓ Gearty, & Cono. (2006). Can human rights survive? Can human rights survive? London: Cambridge University Press.