

**BHARTHIDASAN UNIVERSITY**

TIRUCHIRAPPALLI - 620 024

**CENTRE FOR DISTANCE EDUCATION**



**B.Ed.**

**STUDENT TEACHERS' HAND BOOK**

# **CENTRE FOR DISTANCE EDUCATION**

## **DEPARTMENT OF EDUCATION**

**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI - 620 024.**

### **BACHELOR OF EDUCATION (B.Ed.) THROUGH DISTANCE MODE**

#### **REGULATIONS 2016 ONWARDS**

#### **CONTENTS**

1. PREFACE
2. ELIGIBILITY
3. OBJECTIVES
4. DURATION
5. MEDIUM OF INSTRUCTION
6. DISTRIBUTION OF CREDITS (Programme Content)
6. (A) COURSE DESCRIPTION (Theory Components)
  - a. Core Courses (32 credits)
  - b. Pedagogy of a School Subject (4 credits)
  - c. Optional Courses (4 credits)
6. (B) ANNUAL DISTRIBUTION OF THE COURSES (Theory Components)
  - a. Paper Distribution for I Year
  - b. Paper Distribution for II Year
6. (C). PRACTICUM COMPONENTS (1000 Marks / 40 credits)
6. (D) Total Marks (Theory and Practical)
7. COUNSELING AND WORKSHOP ACTIVITIES (I Year and II Year)
8. INTERNSHIP TEACHING PRACTICE (ITP - 90 Days)
9. EVALUATION
  - (A) Scheme of Examinations
    - a. Non-semester (I Year)
    - b. Non-semester (II Year)
    - c. PRACTICUM COMPONENTS (1000 Marks / 40 credits)
  - (B) INTERNAL AND EXTERNAL ASSESSMENT MARKS
    - a. Mode of Internal Assessment for each theory paper
    - b. Mode of External assessment
  - (C) Question paper pattern (External Examination)
  - (D) Grading of Marks
10. RECORDS - ACTIVITIES
  - 10.1 Teaching Practice related records

10.2 School Based and Community Based Activities - Records and Reports

11. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION

12. PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS

13. SYLLABUS FOR I YEAR

14 SYLLABUS FOR II YEAR

15 EXAMINATIONS

16. CHANGE OF ADDRESS

17. IDENTITY CARD

18. GRIEVANCES

19. CERTIFICATES

19.1 Consolidated Statement of Marks

19.2 Provisional Certificate

19.3 Convocation/Degree Certificate

APPENDIX – I: SCHOOL-BASED PRACTICAL WORK

APPENDIX – II: WORKSHOP-BASED PRACTICAL ACTIVITIES

APPENDIX – III: PRACTICE TEACHING

## 1. PREFACE

The prosperity of a nation depends on its enlightened human resource, which depends on the quality of education. Quality of education depends upon the quality of teachers, which in turn depends on quality of teacher education. The two year B. Ed programme designed by the NCTE (2015) provides opportunities for the students to deepen their knowledge, understand education, specialize in selected areas and develop professional capacities. In order to revise the teacher education curriculum in tune with the vision of National Curriculum Frame work for Teacher Education (NCFTE 2013), the Department of Education has designed the B.Ed programme for producing committed teachers with professionalism, academic leadership and research acumen. It has been planned to offer this two year programme under CBCS from 2016 onwards.

## 2. ELIGIBILITY

The eligibility criteria for admission to the **Bachelor of Education (B.Ed.)** programme are as follows:

- a. Candidates who have completed NCTE recognized Teacher Education programme through face-to-face mode are eligible for admission.
- b. Trained in-service Teachers with D.T.Ed in any Government recognized school in Tamil Nadu are eligible for admission to this programme.
- c. Candidates should have successfully undergone the **10+2+3 or 11+1+3** pattern of examinations in the following disciplines from a recognized university: Tamil (B.A/B.Lit) / English / Mathematics / Physics / Applied Physics/ Chemistry / Applied Chemistry / Biochemistry / Botany / Zoology / Microbiology / Biotechnology / Environmental Science / History / Geography / Applied Geography / Computer Science/ Computer Applications / Information Technology.
- d. In case of Economics, Commerce and Home science, the candidates **who fulfill the above norms** should also have studied the same subjects both at the U.G and P.G levels.
- e. Rules of reservation for selection in admission as per the norms of Government of Tamil Nadu.

## 3. OBJECTIVES

The curriculum aims at enabling the students

- To empower them to be professionally competent, committed, performing and reflective teachers for different stages of school education and teacher education
- To develop an understanding of the philosophical, sociological and psychological bases and the issues of Indian Education, Management of Education and Information and Communication Technology etc.,

## 4. DURATION

The programme is for a period of **2 years**. In any case the course will have to be completed by the student within the **maximum period of 5 years** after enrolment.

## 5. MEDIUM OF INSTRUCTION

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

## 6. DISTRIBUTION OF CREDITS (Programme Content)

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

The maximum credits one has to secure in two years of B.Ed. course through distance mode is **80** and there are **6 theory papers in the I year** and **4 theory papers in the II year (10 Papers X 4 credits = 40 Credits)**. Students have to undergo practical activities both in the I & II years. At the end of I year, the students have to complete the practice teaching of 448 class teaching hours continuously (**14 credits**). By assessing all the relevant records related to school and community activities (teaching / observation / lesson plan / unit plan / case study / album / charts / teaching aids / action research record / seminars / workshop / field trip / education trip / visit to museum / observatory / visiting of inclusive school and Yoga practice) through summative evaluation including the practical examinations, total number of **26 credits** will be awarded. The learning activities also include Assignments and Home Tests for each theory paper. The school based activities includes micro teaching and observation classes. The workshop based activities in the I & II years (6 days each) are compulsory to take up their term-end examination.

### 6. (A) COURSE DESCRIPTION (Theory Components)

#### a. Core Courses (32 credits)

By considering the teaching objectives, the following eight core course of 4 credits each are identified. (**1 credit = 25 marks**)

S. No	Theory paper	Title of the paper	Internal marks	External marks	Total marks	Credits
1	Core courses	Childhood and growing up	25	75	100	4
2		Contemporary India and Education	25	75	100	4
3		Learning and Teaching	25	75	100	4
4		Language across the curriculum	25	75	100	4
5		Assessment for learning	25	75	100	4
6		Knowledge and Curriculum	25	75	100	4
7		Gender, school, society and Inclusive school	25	75	100	4
8		Critical understanding of ICT	25	75	100	4
<b>Total</b>					<b>800</b>	<b>32</b>

**b. Pedagogy of a School Subject (4 credits)**

Out of the following list of school subjects, **any one** course (**each of 4 credits**) is to be chosen by the candidates according to their basic subject. (**1 credit = 25 marks**)

S. No	Theory paper	Title of the paper	Internal marks	External marks	Total marks	Credits
1	Pedagogy of a School Subject	Teaching of Tamil	25	75	100	4
2		Teaching of English	25	75	100	4
3		Teaching of Mathematics	25	75	100	4
4		Teaching of Science	25	75	100	4
5		Teaching of Social Science	25	75	100	4
6		Teaching of Commerce	25	75	100	4
7		Teaching of Computer Science	25	75	100	4

**c. Optional Courses (4 credits)**

Out of the following list, **one course has to be selected** by the candidates. (**1 credit = 25 marks**)

S. No	Theory paper	Title of the paper	Internal marks	External marks	Total marks	Credits
1	Optional course	Environmental Education	25	75	100	4
2		Health and physical Education	25	75	100	4
3		Peace Education	25	75	100	4

**6. (B) ANNUAL DISTRIBUTION OF THE COURSES (Theory Components)****a. Paper Distribution for I Year**

S. No	Theory paper	Title of the paper	Internal Marks	External Marks	Total Marks	Credits
1	Core course	Childhood and growing up	25	75	100	4
2		Contemporary India and Education	25	75	100	4
3		Learning and Teaching	25	75	100	4
4		Pedagogy of a school subject*	25	75	100	4
5		Language across the curriculum	25	75	100	4
6		Assessment for Learning	25	75	100	4
<b>Total</b>					<b>600</b>	<b>24</b>

\*Based on the subject of specialization, the student teacher will choose any one from the following subjects

- (i) Teaching of Tamil
- (ii) Teaching of English
- (iii) Teaching of Mathematics
- (iv) Teaching of Science
- (v) Teaching of Social science
- (vi) Teaching of Commerce
- (vii) Teaching of Computer science

## b. Paper Distribution for II Year

S. No	Theory paper	Title of the paper	Internal marks	External marks	Total marks	Credits
7	<b>Internship Teaching Practice (ITP)*</b>				350	14
8	Core course	Knowledge and Curriculum	25	75	100	4
9	Core course	Gender, school, society and inclusive school	25	75	100	4
10	Core course	Critical understanding of ICT	25	75	100	4
11	Optional course	Optional course**	25	75	100	4
<b>Total</b>					<b>750</b>	<b>30</b>

\*The student teacher will undergo teaching practice of 90 days in the first year.

\*\*The student teacher will choose **any one** of the following optional courses

- (i) Environmental Education
- (ii) Health and Physical Education
- (iii) Peace Education

## 6. (C). PRACTICUM COMPONENTS (1000 Marks / 40 credits)

(i) **Evaluation of Teaching Competency and Skills**

(ii) **Evaluation of Teaching Competency and School Based Activities related Records and Reports**

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

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

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

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

#### 6. (D) TOTAL MARKS (Theory and Practical)

Components	Total Marks	Credits
Theory	1000	40
Practical	1000	40
<b>Grand Total</b>	<b>2000</b>	<b>80</b>

#### 7. COUNSELING AND WORKSHOP ACTIVITIES (I Year and II Year)

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

**No. of Working Days = 122 Days (Excluding Examinations)**

**Total No. of Working Hours = 796 Hours**

#### 8. INTERNSHIP TEACHING PRACTICE (ITP - 90 Days)

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

**Allotment of marks:** Total marks allotted - 350

- (i) Teaching competency - 100
- (ii) Lesson plan record - 75
- (iii) Teaching aids - 100
- (iv) School Based Activities - 75



## 9. EVALUATION

### (A) Scheme of Examinations

#### a. Non-semester (I Year)

S. No	Subject Code	Subject	Duration	Internal marks	External marks	Total marks	Credits
1	15 CED1	Childhood and growing up	3 hrs	25	75	100	4
2	15CED2	Contemporary India and Education	3hrs	25	75	100	4
3	15 CED3	Learning and Teaching	3hrs	25	75	100	4
4	15 CEDO:1-7	Pedagogy of a school subject*	3hrs	25	75	100	4
5	15 CED4	Language across the Curriculum	3hrs	25	75	100	4
6	15 CED5	Assessment for Learning	3hrs	25	75	100	4
<b>Total (I Year)</b>						<b>600</b>	<b>24</b>

#### b. Non-semester (II–Year)

S. No	Subject Code	Subject	Duration	Internal marks	External marks	Total marks	Credits
7	15 CED6	Knowledge and Curriculum	3 hrs	25	75	100	4
8	15CED7	Gender, School, Society and Inclusive School	3hrs	25	75	100	4
9	15CED8	Critical understanding of ICT	3hrs	25	75	100	4
10	15 CEDE	Optional course*	3hrs	25	75	100	4
11	15 ITP	Internship Teaching Practice (I Year)				350	14
	15 SRR	School based Records and Reports (Both I Year & II Year)				650	26
<b>Total (II Year)</b>						<b>1400</b>	<b>56</b>
<b>Grand Total (Both I Year &amp; II Year)</b>						<b>2000</b>	<b>80</b>

#### c. PRACTICUM COMPONENTS (1000 Marks / 40 credits)

##### (i) Evaluation of Teaching Competency and Skills

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

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

S. No.	Teaching competency / Records / Reports	Marks allotted	Credits
1	Teaching Competency	100	4
2	Lesson plan	75	3
3	Micro Teaching	75	3

4	Test and Measurement	50	2
5	Observation	50	2
6	Teaching Aids	100	4
7	Psychology Experiments	75	3
8	Educational Technology	75	3
9	Case Study	50	2
10	Action Research	50	2
11	Physical Education	50	2
12	Yoga	50	2
13	Library	50	2
14	SUPW	25	1
15	Arts & Craft	25	1
16	Field Visit	25	1
17	School Based Activities	75	3
<b>Total</b>		<b>1000</b>	<b>40</b>

### 9. (B) INTERNAL AND EXTERNAL ASSESSMENT MARKS

#### a. Mode of Internal Assessment for each theory paper

Test	-10 marks
Assignment	-10 marks
Attendance	- 5 marks
<b>Total</b>	<b>-25 marks</b>

#### b. Mode of External assessment

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

### 9. (C) Question paper pattern (External Examination)

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

### 9. (D) Grading of Marks

Every candidate should appear for all the papers in the theory, practical Examination and school internship. A candidate shall be awarded with the B.Ed., degree if only he/she passed the theory and practical examination and the compulsory Internship Teaching Practice of 90 days. A candidate who fails in one or more papers in the theory or practical examination shall be permitted to reappear again only for those papers in which he/she fails. A candidate who fails in the practical examination and fails to complete the school internship shall be permitted to appear again for the same and they are allowed to complete the degree within the maximum period of 5 years from the date of enrolment. There are no minimum marks for the internal assessment (core paper, pedagogy of a school subject and the optional, field experience and practicum) and the

marks obtained will be carried over to the subsequent appearances. A candidate shall be declared to have passed the theory examination by securing 40% in each of the theory paper and 30 marks each in the external examination is the minimum requirement for external assessment, failing which the candidate shall be declared as failure.

**a. Classification of successful candidates**

- Successful candidates who pass the theory examination with 40% in each paper can be declared to have passed in the theory examination.
- Successful candidates who pass the practical examination with a minimum of 50% can be declared to have passed in the practical examination.
- Those candidates who do not pass the theory with 40% each and practical examination with 50% can be declared to be failures.
- Failures will be given chances for reappearances of examination (Theory & Practical) to the period of 5 years maximum from the date of enrolment of the B.Ed programme.

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

**Theory:** For theory courses, evaluation comprises two aspects.

- a. Continuous evaluation in the form of compulsory Assignments and Home tests. This carries a weightage of 25% of each course.
- b. The year end examination has a weightage of 75% of the total for each course.

In each case, the student will have to obtain at least D grade in both continuous and terminal evaluation. If a student misses any terminal examination of a course for any reason, he/she may reappear in the subsequent term end examination, after attending the compulsory work shop. This facility will be available to the individual for the completion of the successful grade up to 5 years from the date of registration. The grade system is used for continuous and terminal examination components. The letter grades are as follows:

Letter Grade	Qualitative level	Grade Point	Percentage
A	Excellent	5	80% & above
B	Very Good	4	60%-79.9%
C	Good	3	50%-59.9%
D	Satisfactory	2	40%-49.9%
E	Unsatisfactory	1	Below 40%

A student will be declared as passed in the theory and practical components if he/she secures D grade in theory and practical courses separately.

**10. RECORDS - ACTIVITIES**

**10.1 Teaching Practice related records**

- i) **Lesson Plan Record :** 30 Lesson plans in the methodology subject
- ii) **Micro-Teaching Record :** Practice 6 micro teaching skills in the methodology subject
- iii) **Test and Measurement Record :** Construction and administration of one achievement test and interpretation of test scores in the methodology subject
- iv) **Observation Record :** 15 Observations in the methodology subject

### **Preparation and use of Teaching Aids and Materials etc.,**

Charts	- 20
Static Models	- 5
Working Models	- 5
Transparencies	- 5
Power Point Presentations	- 5 Lesson Plans
Albums	- Picture Album - 1, Articles Album - 1
Cutouts, Flannel Board with flash cards etc.,	

## **10.2 School Based and Community Based Activities - Records and Reports**

### **PART I**

**i) Experiments in Educational Psychology:** Any five experiments falling within the ambit of topics listed below.

#### **List of prescribed areas for experiments in the Educational Psychology**

- |                         |                      |
|-------------------------|----------------------|
| 1. Intelligence         | 8. Interest          |
| 2. Learning             | 9. Personality Trait |
| 3. Transfer of Training | 10. Attention        |
| 4. Aptitude             | 11. Perception       |
| 5. Adjustment           | 12. Motor Skills     |
| 6. Concept Formation    | 13. Creativity       |
| 7. Level of Aspiration  |                      |

#### **ii) Educational Technology Record**

Preparation of Radio, Television Lessons

Each student teacher shall be given training in operating atleast three types of Audio-Visual apparatus such as Radio, Television, Tape recorder, VCR, Slide Projector, Overhead Projector, LCD Projector, Preparation of transparencies, Power Point Presentations etc.,

As per the NCTE norms, each college should have Educational Technology Laboratory. So, the materials available in the present Audio-Visual Laboratory should be used suitably to establish the Educational Technology Laboratory.

#### **iii) Case Study Record**

The case study will be based on an individual student or on a comparative study of two pupils who markedly differ in their profiles e.g., gifted Vs backward, well-adjusted Vs Mal-adjusted.

#### **iv) Action Research Project Report**

Students can choose any problem related to teaching-learning situation and prepare a report.

### **Part II**

#### **i) Maintenance of registers and records**

Nature of the activity: Maintenance of various registers such as records of the students' performance such as progress report, attendance registers, admission register, laboratory stock

books etc., to provide the students with an opportunity to know the systematic procedure of handling and maintaining records in the school.

**ii) Addressing the school assembly**

Nature of the activity: Addressing the students in the morning school assembly to acquire the needed competency and skill of addressing the school assembly on the contemporary topics and to develop confidence and effective communication skills.

**iii) Conducting a sociometric test in the classroom**

Nature of activity: Conducting sociometric tests for understanding group dynamics in the classroom to identify group processes working in the classroom and to initiate measures to improve group processes.

**iv) Content analysis exercise**

Nature of activity: Analysis of the content of a particular unit in your teaching subject to provide the students with an input for planning of instruction.

**v) Administration of intelligence test, personality test and aptitude test to one student and analysis of the results**

Nature of activity: Administration of standardized psychological tests and understanding the implications of results to provide the students an opportunity to observe and analyse student behaviour.

**vi) Preparation of cumulative records**

Nature of activity: Preparation of cumulative records of a student in a span of 2 years to provide you with an experience of continuous and comprehensive evaluation and to give you an idea of deciding about educational and vocational destiny of the students.

**vii) Preparation of school time-table**

Nature of activity: Preparation and implementation of time table to your school to know the systematic procedure of preparing and implementing time table.

**vii) Organising Career Talk/PTA Meeting/Debate/Panel Discussion/Quiz Programme**

Nature of activity: Organisation of at least one of the above activities in your school or in the community to help the students to acquire skills necessary for systematically organizing and managing co-curricular activities.

**viii) Organisation of campaign**

Nature of activity: Planning and execution of a campaign on one of the socially useful themes such as nutrition, literacy, sanitation, blood donation, immunization, environment, population education, gender issues etc., to acquire the requisite competency in planning, execution and evaluation socially useful campaigns.

**11. ELIGIBILITY FOR ADMISSION TO THE EXAMINATION**

A candidate shall be admitted to the B.Ed., Degree examination only if he/she forwards along with his/her application of examination satisfactory evidence of having qualified

himself/herself for a degree in this University or that of some other University accepted by the Syndicate as equivalent thereto and also should produce a certificate that he/she has undergone the course of study in a satisfactory manner having put in not less than 75 percent of attendance along with the workshop (I year/ II year) attendance certificate of six days.

## **12. PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS**

The Board will examine the teaching competence of every candidate and his/ her practical work. The Board shall report to the University the marks awarded to each student in the practical examination viz., Evaluation of Teaching Competence / Practical Records / Work Book and Evaluation of School and Community Based Field Records. The final Reports/ Records / Work Books shall be made available to the Board of supervising Examiners appointed by the University whose decision on the marks to be awarded shall be the final. The members of the Board of Examiners may be appointed from the University Department of Education and Colleges of Education. Sufficient number of skilled staff, clerical staff, technical staff, non-technical staff and students from schools may be appointed / arranged by the examination centre as per the rules and regulations of the University practical examinations.

## 13. SYLLABUS FOR I YEAR

### CORE COURSE

#### Core-I: CHILDHOOD AND GROWING UP

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

#### Objectives:

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

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

#### Course Content :

##### UNIT-I Educational psychology-Growth and Development

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

##### UNIT-II Understanding Adolescent Learner

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

##### UNIT-III Learning

Learning by Trial and Error (Thorndike) - Learning by Stimulus--Response conditioning (Pavlov & Skinner-Classical conditioning -Operant conditioning) -Educational implications Gestalt theory- Theories of Development: Cognitive theory of Development (Piaget's) - Psycho-social theory of development (Erikson). Theory of Moral Development (Kohlberg's). -Theory of psycho- sexual development (Freud). Theory of Emotional Development (Goldstein). Factors

affecting learning and learning problems -Ways to enhance learning skills and minimizing learning Problems-Transfer of learning -Remembering and forgetting-curve of forgetting-individual differences in learning

#### **UNIT-IV Motivation**

Motivation: Kinds of motives-Theories of motivation: Hull's drive reduction, Maslow's need hierarchy, McClelland's achievement motivation-Fear of failure and hope of success; Motivation in the class room context: praise and blame rewards and punishments-levels of aspirations

#### **UNIT-V Intelligence**

Nature of intelligence- Theories of Intelligence: single, two factor and multi factor theories, Guilford's structure of the intellect-Individual differences and distribution of intelligence-Intelligence tests and their uses

#### **UNIT-VI Creativity**

Concept of creativity: Identification of creative pupils-relationship and difference between intelligence and creativity; convergent, divergent and lateral thinking; Steps in the process of creativity-fostering creativity

#### **UNIT-VII Personality**

Personality: Meaning and definition of personality, Major determinants of personality-Theories of personality-Sigmund Freud-psycho analysis-Assessment of personality-projective techniques-TAT, Integrated personality

#### **Practicum:**

- Observe the various age group children (Earl' childhood, Later childhood, Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- Observe some successful individuals and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- Student teacher should practice –intelligence, personality ,attention and creativity tests and make a psychology record

**Mode of Transaction:** Lecture, Discussion, Case Study, Problem solving, Show



## REFERENCES

- 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. P.P. 89-90.
- 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.
- Dandapani. S. (2001). A textbook of Advanced Educational Psychology. New Delhi: Anmol Publications.
- Dann, R. (1983). Can students identify their own Learning Styles? Educational Leadership.40, P.P. 60-62.
- Dash, M. (1988). Educational Psychology. Delhi: Deep and Deep Publication.
- Duric, L. (1975). Performance of Pupils in the Process of Instruction. Bratislava, SPN, P.P.54-90.
- Duric, L. (1990). Educational Sciences: Essentials of Educational Psychology. International Bureau of Education, UNESCO. New Delhi, Sterling Publishers, P. 81.
- Fontana, D. (1995). Psychology for Teachers (3rd edition). The British Psychological Society, London: McMillan in association with BPS Books.
- Kundu C.L. and Tutoo D.N. (1993) : Educational Psychology, Sterling Publishers Pvt. Ltd..Kogan page Inc
- Skinner, E. C. (1984). Educational Psychology-4th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
- Lindgren, H. C. (1967). Educational Psychology in Classroom (3rd edition). New York: John Wiley and sons.
- Mangal, S. K. (1984). Psychological Foundations of Education. Ludhiana: Prakash Publishers
- Mohan J. and Vasudeva P. N. (1993). Learning Theories and Teaching. In Mohan Jitendra (ed.) Educational Psychology. New Delhi, Wiley Eastern Limited, P. 146.
- D. J. and Ronak. R. P. (2011). Management of behavioral problems of children with mental retardation.
- Spinthall, N., and Spinthall, R. C. (1990). Educational Psychology 5th Edition. - McGraw Hill Publishing Company.
- Tessmer, M., and Jonassen, D. (1988). Learning Strategies: A New Instructional Technology. in Harris Duncun - (1988) Education for the New Technologies, World Year Book of Education. London:

## **Core - II: CONTEMPORARY INDIA AND EDUCATION**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives:**

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

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

### **Course Content:**

#### **UNIT-I Concept and Aims Education**

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

#### **UNIT-II Social Realities of Indian Society and Education**

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

#### **UNIT-III Education, Social Change and Social Transformation**

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

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

Gandhiji's Basic Education-Concept of Education-Gandhiji's conception of knowledge-method of instruction and evaluation-Tagore-Tagore's conception of knowledge-values-Freedom and discipline-method of instruction and evaluation-John Dewey-Dewey's concept of knowledge-values-method of instruction and evaluation-Rousseau - Rousseau's concept of knowledge-method of instruction and evaluation-J. Krishnamoorthy- concept of knowledge and

freedom in learning-Sri Aurobindo-Sri Aurobindo's concept of knowledge-method of instruction and evaluation.

### **UNIT-V Issues in Indian Society and Education**

Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities-Population, poverty-illiteracy-measures adopted for eradicating illiteracy  
Child labour-causes for child labour-government measures of child labour-Transit schools  
Unemployment and under employment-Privatization in Education.

### **UNIT-VI Policy Framework for Public Education in India**

Education in Pre-Independent India — significant recommendations of commissions and committees -Education in Post-Independent India — Significant recommendations of Commissions and Committees-National Policy on Education — 1986, 1992 -Universalization of Elementary Education — Sarva Shiksha Abhiyan, RTE ACT 2009, RMSA, MHRD and Elementary education, Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSICHE in relation to the development of education.

### **UNIT-VII Innovative Trends**

Introduction- objectives-community schools; Distance Education-need- objectives and features of distance education; Open –learning-common barriers to learning-open school system-open university and the major functions of DEB/DEC, Schools for the challenged-Adopting instruction-school education Globalization/Liberalization-Factors behind-Globalization and Education

**Mode of transaction:** Lectures, discussions, assignments, films on educational thinkers

### **PRACTICUM**

- Study the impact of Right to Education Act on schools
- Critical Analysis of Different Committees and Commissions on Education
- Study of Educational Process in Private Schools
- Planning and Implementation of Activities
- Eco-Club,
- Instructional material to inculcate values,
- Field visit to vocational institutes to make reports,
- Awareness development about population explosion in rural / slum areas,
- Creating awareness among SC/ST students about various schemes and scholarships available to them.

### **REFERENCES**

- Bhatnair, B. (1-983). The philosophical and Sociological Foundation Of Education, New Delhi, Doaba House.
- Bhattacharya, S.(2006). Sociological Foundation of Education: Atlantic Publishers. New Delhi
- Dhankar. N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.

- Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers. 5.
- Fagerting, I., and Saha, L. J.U. (1989). Education and National Development (2nd Ed.). England: Pergarnon Press.
- Kakkat, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas, Publishing House Pvt. Ltd.
- Mehra D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana:Tondan Publications, Books Market.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication. Books Market.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd. National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Rao, D. B. (1996). G lobals Perception on Peace Education, Vol. I, II & III. New Delhi: Discovery Publishing House.
- Rassekh, S., and Vaideanu, G. (1987). The contents of education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.
- Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation, APM Publication Corporation.
- Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.

## **CORE III: LEARNING AND TEACHING**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives:**

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

1. Be aware of the process of learning and information processing
2. Understand the variables in the teaching-learning process
3. Acquire knowledge about the taxonomy of educational objectives and delineate the instructional objectives
4. Gain an understanding of different theoretical perspectives on learning
5. Reflect on their own implicit understanding of the nature and kinds of learning
6. Understand the various approaches of teaching
7. Understand the instructional process and apply the basic teaching model
8. Understand the principles of various teaching models
9. Explore the possibilities of designing learning environment and experiences at school
10. Apply the various skills and competencies in class room teaching and management
11. Understand the relationship between teaching and learning
12. Appreciate the role of a teacher as leader, organizer, manager and teacher

### **Course Content:**

#### **UNIT I: Process of Learning**

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

#### **UNIT II: Learners and Principles of Teaching-Learning**

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

#### **UNIT III: Theories of Learning**

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

#### **UNIT IV: Process of Teaching**

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

#### **UNIT V: Learning Environment and Learning Engagement**

Meaning of learning environment and learning engagement - Creating positive and productive environment for learning - creation of emotionally - Safe learning environment to increase learning - Development of emotional intelligence - Role of culture in the educative process, creating culturally responsive learning - environment, create cultural congruity between home and school - Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

#### **UNIT VI: Approaches and Models of Teaching**

Nature of Teaching - Phases and Levels of Teaching - Various Approaches to Teaching - Behaviourist, Cognitivist, Constructivist, Connectionist, Anticipatory, Cooperative, Personalized and Wholistic - Models of Teaching - Information Processing - Personal Development and Social Development - Energetic methods of Teaching - Lecture method, Lecture cum Demonstration - Laboratory method - Assignment method - Discussion method, Heuristic method - Project method

#### **UNIT VII: Teaching as a Profession and Classroom Management**

Teaching as Art, Science and Commerce - Teaching as Job - Occupation and Profession - Humane and Professional Teachers - Skills and Competence of a Teacher - Status of Teaching as a Profession - Teacher as a Mentor – Communication: Meaning and Principles - Basic model of Communication - Sender, Message, Medium, Receiver and Reach - Factors facilitating communication - Mapping and Management - Healthy Classroom Management - Classroom Ambience

#### **PRACTICUM**

- Prepare a list of study habits prevailing among students of a particular class through interaction of students
- A report on learning situations, learners attention, motivational status among the students of a particular class through observation
- Conduct a group discussion on strategies of memorization - Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
- Understanding the nature of interaction between teachers and students by Flanders's Interaction model and prepare a report
- Writing instructional objectives in behavioural terms

#### **REFERENCES**

Beggie, H.L. and Hunt M. P: Psychological Foundations of Education  
Benjamin S.Bloom et al. (1964) Taxonomy of educational objectives, Longman Group  
Bruce Joyce (1985) Models of teaching (2<sup>nd</sup> Ed.) Prentice Hall

- Chauhan, S.S. (1978) *Advanced Educational Psychology*, Vikas Publication House Pvt. Ltd., New Delhi.
- Ebel, R.L. and Freshie, D.A. (2009). *Essentials of Educational Measurement*, New Delhi: PHI Learning Pvt. Ltd.,
- Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
- Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
- Garret, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publications
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Gauvian, M. and M. Cole (eds). *Readings on the development of children*. New York: W. H. Freeman
- Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi
- Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi
- Karthikeyan, C (2004) *A Text Book of Instructional Technology*, RBSA
- Mangal, S.K. (1984) *Psychological foundations of Education*, Ludhiana: Prakash Publishers.
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books
- Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.
- Skinner, E.C. (1984) *Educational Psychology-4<sup>th</sup> Edition*, New Delhi: Prentice Hall of India Pvt. Ltd.,
- Sprinthall, Norman A. and Richard C. Sprinthall (1990). *Educational Psychology - A Developmental Approach*, Fifth Edition. New York: McGraw-Hill International Edition, Psychology Services.
- Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning Pvt. Ltd.,
- Vygotsky, L. S. (1978). *Mind in Society: The development of higher psychological processes*. Cambridge, Massachusetts: Harvard University Press
- Yakaiah, P. & Bhatia, K.K. (2005). *Introduction to Educational Psychology*

# PEDAGOGY OF A SCHOOL SUBJECT

## Teaching of Tamil

அகமதிப்பெண்கள்: 25  
புறமதிப்பெண்கள்: 75  
3மணி

மொத்த மதிப்பெண்கள்: 100  
காலம்:

### நோக்கங்கள்

இளங்கலை ஆசிரியர்கல்வி பெறும் மாணவர்கள் கீழ்க்கண்ட நோக்கங்களை அடைகிறார்கள்.

1. தாய்மொழிக்கல்வியின் சிறப்புகளை அறிதல்.
2. தாய்மொழிக் கல்வியின் முக்கியத்துவத்தை உணரச்செய்தல்.
3. தமிழ்க் கற்பிக்கும் முறைகளை அறிதல்.
4. கற்பித்தல் பிரிவுகளையும் அமைப்புகளையும் அறிதல்.
5. கட்டுரைப்பாடம் கற்பிக்கும் முறைகளை ஆசிரியமாணவர்கள் அறிதல்.
6. தேர்வும் மதிப்பீடும் பற்றி அறிந்துகொள்ளுதல்.
7. மொழியாசிரியரின் பண்புகள் மற்றும் தகுதிகளை அறியச்செய்தல்.
8. கற்பித்தலில் புதுமைப்போக்குகள் பற்றி அறிந்துகொள்ளுதல்.

### அலகு: 1 கல்வி அமைப்பில் தாய்மொழிக் கல்வியின் முக்கியத்துவம்:

மொழியின் தோற்றமும் வளர்ச்சியும் - தாய்மொழிக்கல்வியின் முக்கியத்துவம் - சிறப்புநோக்கங்கள் - கலைத்திட்டத்தில் மொழியின் இடம் - மொழியின்பண்புகள், பயன்கள் - வாழ்க்கை அமைப்பில் மொழியின் பயன்பாடு - அடிப்படைத்திறன்கள் - இலக்கியநயம் - படைப்பாற்றல் - சமூகப்பண்பாடுகளை வளர்த்தல் - மரபுகளை அறிதல் - அழகுணர்ஆற்றலை வளர்த்தல் - வாழ்க்கைத்திறன்களைப் பெறுதல்.

### அலகு: 2 கல்வி நோக்கங்களும் பாடத்திட்டமும்:

கல்வியின் இலக்குகள் - கல்வி நோக்கங்களின் வகைகள் - ஒற்றுமையுணர்வு - கல்வித்திட்டத்தில் சமூகமரபுகள் - மொழிப்பாடத்திறன்கள் - பாடத்திட்டத்தின் முக்கியத்துவம் - பயன்கள் - பாடத்திட்டம் அமைத்தல் - அலகுத்திட்டம் தயாரித்தல் - புளுமின் கற்பித்தல் கோட்பாடுகள் - ஹெர்பர்டின் படிநிலைகள்.

### அலகு: 3 தமிழ் கற்பிக்கும் முறைகள்:

நுண்ணிலைக்கற்பித்தல்: பொருள் - வரையறை - சிறப்புகள் - படிநிலைகள் - பல்கைத்தூண்டல் திறன்கள் - வலுவூட்டிகளைப் பயன்படுத்துதல் - வினாக்கேட்டல் - விளக்குதல் - கற்றல் குறிக்கோள்கள் - வகுப்பிற்குரிய தலைப்புகள் - செய்யுள் - உரைநடை - இலக்கணம் கற்பித்தல் - துணைக்கருவிகள் தயாரித்தலும் பயன்களும் - கரும்பலகையின் பயன்கள் - செயல்திட்டமுறை - விளையாட்டுமுறை கற்பித்தல் - நடிப்புமுறை கற்பித்தல் - மேற்பார்வை படிப்பு - பாடநூலின் அமைப்பு.

### அலகு: 4 மொழிப்பாட கற்பித்தல் பிரிவுகளின் அமைப்பு:

1. **செய்யுள் கற்பித்தலின் நோக்கங்கள்** - சரியான உச்சரிப்பு - மனப்பாடம் செய்யும்முறையும் பயன்களும் - வாய்மொழிப் பயிற்சி - சொற்களஞ்சியப் பெருக்கம் - ஒலிப்புமுறைப் பயிற்சி - கற்பனையாற்றலை வளர்த்தல்.
2. **உரைநடைகற்பித்தல் முறைகள்** - கலந்துரையாடல் - சொற்பொழிவுகள் - சொற்போர் - உரைநடைகற்பித்தலின் நோக்கங்களும் முறைகளும். - பிற்பாடங்களுடன் இணைத்துக் கற்பித்தல்.
3. **இலக்கணம் கற்பித்தலின் நோக்கங்கள்** - முறைகள் - தேவைகள் - விதிவருமுறை - விதிவிளக்குமுறை - விளையாட்டுமுறை.
4. **துணைப்பாடம் கற்பிக்கும் முறைகள்** - பிற்பாடங்களுடன் இணைத்துக் கற்பித்தல் - பயன்கள்.
5. **கட்டுரைப்பாடம் கற்பித்தலின் முறைகள்** - வகைகள் - நோக்கங்கள் - நயம் பாராட்டுதல் - சுருக்கி வரைதல் - சிறப்பியல்புகள் - படைப்பாற்றலை வளர்த்தல்.

### அலகு: 5 கற்பித்தலில் புதுமைப்போக்குகளும் மதிப்பீடும்:



- I. தகவல்தொழில்நுட்பமும் மொழிக்கற்பித்தலும்: மொழிக்கல்வியில் வானொலி - தொலைக்காட்சி - கணினி - இணையம் - மின்கற்றல் - விண்ணரங்கம்.
- II. தேர்வின் வகைகள் - நிறைகள் - குறைகள் - வினாத்தாள் அமைப்பு - வினாத்தாள் தயாரித்தல் - நல்லத்தேர்வின் சிறப்புகள் - தேர்வுசீர்திருத்தங்கள் - தரப்படுத்தப்பட்டத் தேர்வுகள் - மதிப்பீட்டின் பண்புகள் - அளவீடு - புறவயத்தேர்வு.

#### அலகு: 6 திறன்களைக் கற்பித்தல்:

அடிப்படைத்திறன்கள் - கேட்டல் திறன்களை வளர்த்தல் - தெளிவான பேச்சின் இயல்புகள் - பேச்சாற்றலை வளர்த்தல் - படித்தலின்வகைகள் - நோக்கங்கள் - வாய்விட்டுப் படித்தல் - வாய்க்குட்படித்தல் - ஆழ்ந்தப்படிப்பு - அகன்றபடிப்பு - எழுதக் கற்பித்தல் - கையெழுத்தின் தன்மைகள் - எழுதும் திறனில் பயிற்சி - நல்ல கையெழுத்தின் நல்லியல்புகள் - வாய்மொழிப் பயிற்சி - பாடல்கள் - கதைகள் - படங்கள் மூலம் கற்பித்தல் - கற்றல் கற்பித்தலுக்கான உபகரணங்களைத் தயாரித்தல்.

#### அலகு: 7 மொழியாசிரியர்:

மொழிப்பற்று - மொழியாசிரியரின் சிறப்புகள் - சமூகப் பொறுப்பு - இலக்கிய இலக்கணப் புலமை - பேச்சாற்றல் - படைப்பாற்றல் - நகைச்சுவைஉணர்வு - உளநூல்அறிவு - முன்னிலைப்படுத்தல் - வழிகாட்டுதல் - கலையார்வம் - சிறந்த குடிமகன்களை உருவாக்குதல்.

#### செய்முறைப் பயிற்சி:

1. கதை, கட்டுரை, புதுக்கவிதை போன்ற படைப்பாற்றலை வெளிப்படுத்தும் விதமான கல்லூரி இதழ் ஒன்றை மாணவர்களால் தயாரிக்க.
2. தேசிய ஒருமைப்பாட்டினையும் தலைமைப் பண்பினையும் வளர்க்கும் நாடகத்தினை உருவாக்குக.
3. ஏளியவடிவலான இயங்கும் வடிவ கற்றல்-கற்பித்தல் துணைக்கருவிகளை தயாரிக்க குழு விவாதம் நடத்தி திறன்களைப் பெறுக.

#### பார்வை நூல்கள்

அறவாணன்,க.பா.(1998).கவிதையின் உயிர்,உள்ளம்,உடல். சென்னை: பாரிநிலையம்.  
 இரத்தின சபாபதிஇ.பி. (2008)இ கல்வியியல் தேர்வுஇ சென்னை: சாந்தா பதிப்பகம்.  
 கணபதிஇ.வி.ருஇரத்தினசபாபதிஇ.பி.(2008). நுண்ணிலைக்கற்பித்தல்இ சென்னை: சாந்தா பதிப்பகம்.  
 கோவிந்தராசன்,மு.(1990).நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும். சென்னை: சரஸ்வதி பதிப்பகம்.  
 சக்திவேல்இ.சு.(1964). தமிழ்மொழி வரலாறு. சென்னை: மீனாட்சி புத்தகாலயம்.  
 செந்தூர்பாண்டியன்,செ.(1983).திட்டமிட்டதைக் கற்றல்-ஓர்அறிமுகம். புதுக்கோட்டை: மீனாட்சி பதிப்பகம்.  
 சுப்புரெட்டியார், ந.(1964). தமிழ் பயிற்றுமுறை. திருநெல்வேலி: கழகவெளியீடு.  
 தில்லைநாயகம்,வெ.(1978). இந்திய நூலக இயக்கம். திருநெல்வேலி: கழகவெளியீடு.  
 பரமசிவானந்தம்இ.அ.மு.(1959). தமிழ் உரைநடை. சென்னை: தமிழ்க்கலைப் பதிப்பகம்  
 பாஸ்கரன்இ.ப.இரு பத்மபிரியா.(2007).கலைத்திட்ட வளர்ச்சிஇ சென்னை: சாந்தா பதிப்பகம்.  
 பொன்னப்பன்,பா.(1992).தமிழ்ப் பாடம் சொல்லும்முறை. சென்னை: தமிழ்நாட்டு பாடநூல் கழகம்.  
 வேணுகோபால்,இ.பா.(1991).பைந்தமிழ் கற்பிக்கும் முறைகள். வேலூர்: சகுந்தலா வெளியீட்டகம்.  
 விஜயலட்சுமிஇ(2008).கற்பித்தலில் சிக்கல்கள் - தீர்வுகள்இ சென்னை: சாந்தா பதிப்பகம்.  
 டைட்டழறள. (1976). *வாந வுநஉஅனெநரநள முக ருயபெரயபந வுநயஉஅபெ*. நுழைமுடி: நுழபெஅயபெ.  
 சுலடிசஇ. று.கே. (1966). *வாந வுநயஉஅபெ முக நுபெடனா*. டிடிஅடியல்: ஆஉஆட்டையபெ  
 ரீடிடடையவழை.

## TEACHING OF ENGLISH

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. View the role of English in India in the right perspective and understand the rationale for learning English as a second language.
2. Get familiarized with the nature of the language skills to be developed and evaluated.
3. Know the language skills to be imparted to the learners.
4. Know the different approaches, methods and techniques of ELT.
5. Apply different strategies for facilitating the learning of English as a Second Language.
6. Understand the current trends in the teaching of English.

### Course Content

#### Unit - I

Role of English in the Present-day India – English as a National Link Language – English as a International Link Language - English as a Library Language – Rationale for learning English –Positions of English in the School Curriculum - Aims of teaching English at the Primary level, Secondary level and Higher Secondary level - Objectives of teaching English as a second language –Teaching the communication skills – Listening, Speaking, Reading & Writing.

#### Unit – II

Contribution of Linguistics and Psychology to the teaching of English – Language Learning Theories - Learning a Language – Second Language Pedagogy – Language as Rule-governed behaviour – Language as a Skill – Teaching the communication skills – Listening, Speaking, Reading & Writing – Interrelationship of language skills – Teaching English as a skill rather than a knowledge subject – Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.

#### Unit – III

Methods, Approaches and Techniques of ELT – Methods : Grammar Translation Method – Bilingual method – Direct Method – Dr. West’s new method – Audio Lingual Method - Merits and Demerits – Approaches : Structural Approach – Situational-Oral Approach –Communicative Approach – Communicative Language Teaching (CLT) – Eclectic Approach - Recent Trends in the Teaching of English.

#### Unit – IV

Teaching the Four Skills of Communication – Linguistic Competence and Communicative Competence - Developing Listening Skills – Developing Spoken English-Phonetics of English: Stress, Rhythm and Intonation- Difficulties of Indian students – Remedial Measures – Vocabulary Enrichment – Enhancing Vocabulary-Lexical and Grammatical competencies –Use of dictionary & thesaurus - Enhancing Reading Skills – Types of Reading – Study and Reference Skills - Teaching Writing – Teaching of Prose and Poetry – Composition –

Classroom practices – Testing and Evaluation of Language Skills – Types of Tests - Types of Achievement Tests – Construction of a good test - Objectivity – Reliability – Validity - Item analysis – Item difficulty – Discriminative index.

### **Unit – V**

Micro Teaching – Meaning, Definitions - Characteristics of micro teaching- Features of Indian Model of micro teaching – Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills: Reinforcement- Stimulus Variation- Explaining- Probing Questioning – Demonstration- Skill of Using Blackboard- need for link lesson in micro teaching

### **Unit – VI**

Instructional Aids – Audio-visual aids - Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches - Electronic aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television - Programmed Learning – Language Laboratory – Technology Enable Language Learning – Computer Assisted Language Learning (CALL) - Multimedia for ELT – Web-based Language Learning.

### **Unit—VII**

Principles of Curriculum construction- Limitations in the existing school English language curriculum – Qualities of a good English language text book – Teaching prose, poetry, extensive readers, preparation of lesson plan.

### **Practicum**

- Awareness of different phonemic scripts.
- Oral practices in sounds that cause difficulty.
- Oral practice in word stress and sentence stress
- An album of Phonetic scripts, and articulation of vowels and consonants.
- Preparation of aids to make the high school pupils and higher secondary students to understand certain grammatical concepts.
- An oral test assessing the teacher trainees, knowledge and mastery of the various areas in
- Grammar.
- Exercise in word formation.
- Practice in the use a dictionary.
- Note making and summary writing exercises
- Reviews to be written for five books and two English exercises.
- Practice in writing different types of composition exercises.
- Preparing language learning materials through computer.

### **References**

- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
- 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.
- Venkateswaran, S. (2008). *Principles of Teaching English*. UP: Vikas Publishing House Pvt. Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.
- Baruah, T. C. (1993). *The English Teacher's 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.
- Francis Soundararaj, F. (1995). *Teaching Spoken English and Communication Skills*. Chennai
- Krishnaswamy, N. (1995). *Teaching English Grammar*. Chennai: T.R. Publication.
- Wright, A. (1977). *Visual material for the language teacher*. London: Longman.
- Lee, W. R. (1976). *Language teaching games and contexts*. London: Oxford University Press.
- Krishnaswamy and Lalitha Krishnaswamy. (2003) *Teaching English – Approaches, Methods and Techniques*. Bangalore: Macmillan India Ltd.
- Hornby, A. S. (1968). *The Teaching of Structural Words and Sentence Patterns*. London: Oxford University Press

## TEACHING OF MATHEMATICS

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. Acquire knowledge of the nature of Mathematics and the aims & the objectives of teaching Mathematics.
2. Understand the principles of curriculum construction in Mathematics with emphasis on content and organization.
3. Apply the principles of evaluation and related concepts.
4. Apply effective methods and techniques for teaching Mathematics.
5. Understand the state syllabus for standards VI to XII.
6. Develop □ effective instructional skills and suitable teaching methods for each unit.
7. Develop ability to prepare and use effectively the audio visual aids.
8. Develop ability to construct and administer a diagnostic test and interpret its results for
9. Develop ability to prepare a blue-print for unit test and apply the principles of educational statistics to interpret the test results.
10. Develop □ a positive and favorable attitude towards Mathematics teaching.
11. Develop □ a sense of self satisfaction and pride in being a Mathematics teacher.
12. Develop □ a sense of dedication and devotion to Mathematics teaching.
13. Develop a scientific attitude.

### Course Content

#### UNIT I Aims, Objectives and Values of Teaching Mathematics

What is Mathematics? - History of Mathematics - Characteristic of Mathematics - Nature of Mathematics: Objectivity, Logical Structure, Symbolism, abstractness, Brevity - Correlation of Mathematics with other school subjects: Languages, Physics, Chemistry, Biology, and Geography - Values of Mathematics: Practical values, Disciplinary values, Cultural values and Social values - Need and importance of objective- based teaching of Mathematics - Specification of objectives.

#### UNIT II Planning and Implementation of Instruction

Micro teaching: Meaning, Definitions, Origin, Need, Procedure, Cycle of operations, Steps of microteaching cycle, Characteristics and uses - Practice of relevant skills namely; reinforcement, Stimulus Variation, Explaining, Probing Questioning, Demonstration, Skill of Using Black Board - need for link lesson in micro teaching - Macro Teaching: Unit plan, Lesson plan, components of a lesson plan, need for writing a lesson plan, characteristics of a good lesson plan- Demonstration lesson.

#### UNIT III Strategies of Teaching Mathematics

Mathematics Teaching - Concept and meaning of Approaches, Methods and Techniques - Approaches - Constructivist, Discovery, Inductive and Deductive Methods - Analytic, Synthetic,

Problem solving, Laboratory, Project method. Modern techniques of Mathematics teaching: Brainstorming, Quiz, Seminar, Discussion, Scenario building

#### **UNIT IV Curriculum Designing in Mathematics**

Content - Selection - Principles - Up datedness - Interdisciplinary treatment - Content Organization - Topical - Logical - Psychological - Spiral and Concentric plan - Homogeneous grouping - Dalton plan - Supervised study - Curricular models - SMSG - SCERT - Assessment of various school curricula - Integrated treatment of subject matter.

#### **UNIT V Models of Teaching Mathematics**

Models of teaching Mathematics and Class Room Interaction - Formation and applications of mathematical concepts - Concept attainment model, advanced organiser model, Jurisprudential Inquiry model. Classroom interaction analysis (Flanders Interaction Analysis Category System) and its implications in learning Mathematics.

#### **UNIT VI Techno-based Teaching and Evaluation in Mathematics**

Audio-Visual aids: Definition, psychology of using audio-visual aids, Principles of using audio-visual aids, Essential qualities of audio-visual aids, Staging of using audio-visual aids in teaching-Dale's Cone of experience - Classification of teaching aids - Hardware and software approaches - Preparation and use of software - Importance and limitations of audio-visual aids - Radio, Tape recorder, Television, Power Point Projection, LCD Projection, Educational Broadcasts: Radio and TV - Information and Communication Technology in Mathematics Teaching - CAI, ICAI, Intelligent Tutoring System, E-learning, Web based learning- Evaluation- Achievement test in Mathematics - Subjective and objective tests - Blueprint, CAE, On-line tests.

#### **UNIT VII Mathematics Teacher and Strengthening Mathematics Education**

Mathematics Teacher - Qualities of good mathematics Teacher - Academic and Professional Qualifications - Need of In-service Education - Membership of Professional Organizations. Mathematics club, Mathematics Fairs, Field trips, Mathematics Olympiad, Library - Mathematical Institutions/Organizations - Functions and Objectives, Celebration of Mathematics related events.

**Mode of Transaction :** Lecture, Lecture cum Discussion, Project Work, Demonstration of AV Aids, Action Research, , Field Visit, Group Work and its Presentation by students etc.,

#### **PRACTICUM**

- Preparation of programme of work for (a) a year (b) a term (c) a week and (d) a lesson.
- Drawing up detailed notes of lessons for at least a dozen typical lessons.
- Preparation of brief teaching notes for any given lesson.
- Preparation of teaching aids.
- Learning to write and draw on the black board.
- Preparation and administration of diagnostic scoring, tabulation and interpretation of marks.
- Organization of outdoor activity in mathematics for the pupils.
- Formatting a mathematics club and utilizing it for standards of efficiency among the trainees.
- Practice of any 5 micro teaching skills.

- Tests and measurement – Mean, Median, Mode, Standard deviation, Percentiles, and
- Correlation between achievements in two optional and graphical representations.

## REFERENCES

- Aggarwal, S. M., (1994). Teaching Modern of Mathematics. Delhi: Dhanpat Rai & Sons.
- Backhouse, J. K. (1967). Statistics. London: Longman.
- Benson, Steve et.al. (2005). Facilitators Guide to Ways to Think about Mathematics. London: Sage Book Depot.
- Bruner, J. S., (1961). The Process of Education. Cambridge: Harvard University Press.
- Clausen-may, Tandi. (2005). Teaching Maths to Pupils with different Learning Styles. New Delhi: Company Inc.
- Gronlund, N. E. and Linn, R. L. (1990). Measurement and Evaluation in Teaching. New York: The
- Gupta, H. N. and Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics.
- Hogben, Lancelot. (1960). Mathematics for The Million. New York: W.W. Norton & Company Inc.,
- Johan R. E. et. Al, (1961). Modern Algebra; First Course. USA: Addison-Wesley Publishing Macmillan Company. New Delhi: NCERT.
- Piaget, Jean, (1952). The Child's Conception of Number. London: Routledge & Kegan Paul Ltd., Publications.
- Richard, Goodman. (1967). Teach Yourself Statistics. London: The English Language Book Society. Sage Publications.
- Sarna, C. S. Gupta R. G. & Garg, P. K. (1995). Mathematics for secondary Schools. New Delhi: Arya
- Sheffield, Laida Jengen. (2005). Studying the Challenge in Mathematics. London: Sage Publication.

## TEACHING OF SCIENCE

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. Understand the nature of science and the aims and objectives of teaching of science.
2. Understand the microteaching skills
3. Acquire skills relating to planning the lessons and presenting them effectively.
4. Develop theoretical and practical understanding of the various methods and techniques of teaching science.
5. Understand the importance of educational technology for teaching science.
6. Prepare audio-visual materials on the basis of the science lesson plans.
7. Understand the evaluation techniques and construct achievement test to assess the learning outcomes and progress of pupils.
8. Acquire favourable scientific attitude towards science teaching and values.

### Course Content:

#### UNIT-I Nature, Aims and Objectives of Teaching Science

Definition of Science - Nature of Science - Scope of Science - Characteristics of Science - Inter Disciplinary Approach - Aims and Objectives of Teaching Science; Taxonomy of Educational Objectives - Classification of Educational Objectives - Bloom's Taxonomy - Categories in Cognitive Domain, Affective Domain and Psycho-motor Domain - Writing objectives in behavioural terms - Objectives of Science Education at Various Levels - Aims of Teaching Science at different levels : Primary, Secondary and Higher Secondary Levels

#### UNIT-II Unit Planning and Lesson Planning

Instructional Objectives - General Instructional Objectives (G.I.Os) - Criteria for writing General Instructional Objectives (G.I.Os) - Specific Instructional Objectives (S.I.Os) or Specifications – Functions of S.I.Os - Criteria for writing Specific Instructional Objectives (S.I.Os) or Specifications - Unit plan: Steps involved in developing a unit plan - Unit plan writing - The format of a unit plan - Lesson Plan : Criteria of a good lesson plan - Herbartian steps or steps involved in a lesson plan - Lesson plan writing - The format of a lesson plan – model Lesson Plan

#### UNIT-III Micro Teaching

Micro Teaching - meanings, definitions - Characteristics of micro teaching - features of Indian model of micro teaching - Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills - Reinforcement - Stimulus Variation - Explaining - Probing Questioning - Demonstration - Skill of Using Black Board - need for link lesson in micro teaching

#### UNIT-IV Methods of Teaching

General methods of teaching science: Teacher centered methods: Lecture method, Lecture cum demonstration method, Pupil centered methods: Laboratory method, Assignment method,



Discussion method, Heuristic method, Project method, Problem solving method, Scientific method - Panel Discussion, Seminar, Symposium, Workshop, Team teaching, Personalized System of Instruction, Computer Assisted Instruction, Modular approach, Active learning method, Activity based learning - Merits and Limitations

### **UNIT-V Science Curriculum**

Science Curriculum - Modern concept of curriculum - Defects in the present curriculum construction - Principles of Curriculum construction - Factors that affect curriculum organization - Principles to be observed in the selection and organization of science content - Organization of content - Criteria for organization - Development of syllabus in relation to major concepts in science - Types of content organization - Approaches to curriculum organization - A critical study of Tamil Nadu Secondary Science Curriculum

### **UNIT-VI Science Teacher and Science Laboratory**

Science Teacher - Academic and Professional Qualifications - Need of In-service Education - Membership of Professional Organizations - Publications in Science Education Journals - Some Suggestions to Science Teachers - Science Laboratory: Location and types of science laboratories, Planning a science laboratory - Purchase of apparatus and equipments: Procedure for the purchase, Stock registers, Improvised apparatus - Organization of practical works: Guidelines for teachers on organizing practical works, Laboratory records of students, Laboratory manual, Instruction cards - Laboratory techniques: Wet preservation, Herbarium, Leaf skeleton, Preservation of insects, Terrarium, Aquarium, Green house - Safety precautions: General safety rules for the lab, Some common laboratory mishaps and their remedies

### **UNIT-VII Technology and Science Teaching**

Audio-Visual aids: Definition, psychology of using audio-visual aids, Principles of using audio-visual aids, Essential qualities of audio-visual aids, Staging of using audio-visual aids in teaching - Cone of experience - Classification of teaching aids - Hardware and software approaches - Preparation and use of software - Importance and limitations of audio-visual aids - Radio, Tape recorder, Television, Power Point Projection, LCD Projection, Educational Broadcasts: Radio and TV - Information and Communication Technology in Science Teaching – Definition – Dimensions - Educational Implications - Use of ICT from academic point of view - Utilization of e-resources in science class room - Role of internet in science teaching - Evaluation- Achievement test in Science - Subjective and objective tests - Blueprint.

**Mode of Transaction:** Lecture, Discussion, Demonstration, Field Trip, Presentation by students etc.,

### **PRACTICUM**

- Preparation of lesson/unit plan by following different methods of teaching
- Preparation of materials and programmes to inculcate scientific attitude
- Script writing for Radio/TV/Video on science topics
- Demonstration of Science Experiments.
- Analysis of text book
- Survey of Science Laboratory in a school

- Evolving suitable technique(s) to evaluate laboratory work
- Visit to Community Science Centre, Nature Park and Science City

## REFERENCES

- Agarwal. D.D. (2008). Modern Method of Teaching Biology, Karan Paper Backs. New Delhi. Ahmadabad: ShityaMudranalaya.
- Dhananjay Joshi, (2012), Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138)
- Mangal, S. K. (2001). Foundations of Educational Technology. Ludhiana: Tandon Publications.
- Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited.
- Nayak, (2003).Teaching of Physics. New Delhi: APH Publications.
- Pandey, (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Radha Mohan. (2010). Teaching of Physical Science. New Delhi: Neelkamal Publishers.
- Ramakrishna, A. (2012), Methodology of Teaching life Sciences, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 147)
- Sharma, P.C. (2006). Modern Science Teaching .New Delhi: Dhanpat Rai Publications.
- SonikaRajan (2012), Methodology of Teaching Science, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
- Vanaja, M. (2010). Educational Technology. New Delhi: Neelkamal Publishers.
- Williams, B. (1999). Internet for Teachers, John Wiley & Sons, U.S.A.
- Yadav,M.S.(2003).Teaching of Science. New Delhi: Anmol Publications.

## TEACHING OF SOCIAL SCIENCE

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. acquiring the knowledge of Social science and its association with other subjects
2. understand the aims and objectives of teaching Social science at secondary and senior secondary level.
3. prepare a lesson plan for effective instruction in social science
4. develop skills on the selection of method, media and materials
5. develop the professional development of teachers in terms of teaching competency
6. develop the skill to construct the Social science curriculum and its effective transaction with community resources.

### Course Content:

#### UNIT-I: Social science and its relation with associated subjects

Social science – definition – meaning -Nature and scope of social science - correlation with other subjects like history, geography, civics and economics - Aims and objectives of teaching social science – syllabus of social science text book in secondary and senior secondary level-National and International understanding through teaching social science - Values of teaching social science.

#### UNIT-II: Acquiring of teaching skills and professional development

Micro-teaching, origin, history and development – micro teaching cycle - Important skills – questioning - explaining – stimulus variation – re-inforcement – black board operation - demonstration - observation-practicing - Integration of teaching skills - Professional development, pre-service and in-service – qualities of social science teacher - Social responsibility of social science teacher - problems faced by the social science teacher.

#### Unit-III: Curriculum

Curriculum – definition - Meaning – importance of designing good social science curriculum – development of social science as a school subjects – approaches of social science curriculum – correlation, integration, concentric, unit, spiral, and chronological approaches.

#### Unit-IV: Planning

Planning - need and importance instructional planning - year plan - unit plan - lesson plan - Lesson Plan approaches – Morrison approach – Unit approach – Evaluation approach – RCEM approach -- Bloom's taxonomy of class room objectives - and different domains in teaching - A model lessons plan.

#### UNIT-V: Instructional methods and technological applications

Methods of teaching - Story telling method, Supervised study method, Text book method, Source method, Lecture method, Demonstration method, Dramatization method, Team teaching

method, Problem solving method, Project method, Discussion method and its various forms - Educational Technology and its application in class room instruction – Edgar Dale’s cone of Experience –Audio Visual Aids- classification - Programmed instruction and its kinds- multimedia approach – CAI - Power point Presentation - Interactive White Board in class room instruction - application of Social media for up to date information on social science.

### **Unit-VI: Resource and Equipment**

Social science Library – Social science laboratory – museum for social science – study circles - community resources – social science clubs – celebration of national festivals, International days, national leaders birth days, conduct of mock parliament – organising field trips – excursion.

### **Unit-VII: Contemporary India**

Current issues and challenges of India – national integration – secularism – social justice – economic justice – empowerment of women – preservation of natural resources – sharing of natural resources like water and coal - equality in opportunity – education and health for all – national and international peace.

## **PRACTICUM**

### **Visit to**

- Cultural and social places
- Historical sites
- Community centers
- Planetarium
- Museum

### **Organization programmes:**

- Review of school social science text book
- Field trip
- Discussion
- Educational tour
- Guest speaker
- Exhibition

### **Celebrations**

- National festivals
- National International days
- Birth day of eminent personalities
- Club activities.

## **REFERENCES**

- Agarwal, J.C.(1992) Teaching of Social study, Vikas publishing House, New Delhi.
- Binning, A.C.(1986) Teaching of Social Studies in Secondary Schools, McGraw Hill and Co., New York.
- Bining, A.C. & Bining, D.H. (1952). Teaching of social studies secondary school. Tata Mc Crow Hill Publishing Ltd. Bombay.
- Bhattacharya, S. Darji, D.R. (1966) Teaching of Social Studies in Indian Schools, Acharya Book Depot, Baroda.

Dash, B.M. Content cum methods of teaching social studies. Kalyani publications. New Delhi.

Greene, H.A. Jozgenesen. A.N. Gerberi, J.R. (1959) Measurement and Evaluation in the Secondary School, Mongmans, Green and Co., New York.

Mathias, Paul. (1973) The Teacher's Handbooks for social studies, Blandford Press, London.

Mehlinger, Howard, D. (1981) UNESCO, Handbook for the Teaching of social studies, Gareem Helm, London, UNESCO.

Mehta, D.D. (2004). Teaching of social studies. Tondon publication. Ludhiana.

Kohli, A.S. (1966) Teaching of Social studies, Anmol Publications Pvt. Ltd., New Delhi.

Kochar, S.K. (1998). Teaching of social studies. Strling publishers. New Dlhi.

Rajesh Basru, M. (2009). Challenges to demogracy in India. Oxford university press. New delhi

Sidhu,H.S. Teaching of social studies. Tondon publishers. Ludhiana.

The Association of Teachers of Social Studies. (1967) Handbook for Social Studies Teaching, Holt, Rinchart and Winston, INC, New York.

UNESCO. (1981). HAND Book of taching social studies . UNESCO. Paris.

## TEACHING OF COMMERCE

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. To re acquiring the knowledge of commerce and accountancy and its association with other subjects
2. To understand the aims and objectives of teaching commerce and accountancy at higher secondary level
3. To enable to prepare a lesson plan for effective instruction
4. To develop skills on the selection of method and materials
5. To develop the professional development of teachers in terms of teaching competency
6. To develop the skill to construct the commerce curriculum and nits effective transaction with community recourses.

### Course Content:

#### UNIT-I. Commerce and its associated subjects

Commerce - Meaning - Concept – recent development in commerce – commerce education – meaning – definition – importance – fulfilling the present day needs – nature and scope commerce and accountancy – correlation of commerce and accountancy with economics, mathematics geography, business management- values of teaching commerce and accountancy- recent development in commerce.

#### Unit II. Planning

Planning : need and importance -Instructional planning - year plan - unit plan and lesson plan. Lesson Plan :origin and development -- Bloom’s taxonomy and different domains in teaching - preparatory process, model lesson plan and lesson plan preparation.

#### UNIT-III. Acquiring of teaching skills and professional development

Micro-teaching, origin, history and development – micro teaching cycle - Important skills - explaining - demonstration - observation - practicing - Integration of teaching skills - Professional development, pre-service and in-service – qualities of commerce teacher - Social responsibility of commerce teacher- problems faced by the commerce teacher.

#### UNIT- IV. Curriculum of commerce

Curriculum - meaning - importance - Principles in construction - curriculum organization – XI and XII standard commerce and accountancy syllabus – Syllabus of commerce and accountancy in state and CBSC board - academic and vocational curriculum.

#### UNIT – V. Instructional methods

Lecture method – demonstration method - demonstration method - , team teaching method, problem solving method – inductive and deductive method - project method, discussion method and its various forms – surveys and market studies – socialised recitation method.

## **UNIT-VI. Educational Technology**

Educational Technology in learning commerce and accountancy – programmed instruction – types – personalised system of instruction (PSI) - Computer Assisted Instruction(CAI) tele conferencing – video conferencing – interactive white board – smart class room – using web resources – using social media in learning commerce and accountancy.

## **UNIT-VII. Commerce department and Community resources**

Commerce department – library – equipment – records and registers – commerce club-community resources – uses in teaching and learning in commerce – establishing link among school, resources and community- inviting guest speakers – field trips – visit to banks and financial institutions - excursion – visit to industries.

## **PRACTICUM**

### **Visit to**

- Markets
- Industrial sites
- Commercial sites

### **Organization programmes:**

- Field trip
- Discussion
- Educational tour
- Guest speakers
- exhibition

## **REFERNCES**

- Agarwal,J.C.. (2005). Educational technology and management.Vinod Pustaqk Mandir. Agra.
- Agarwal,J.C.. (2005). Teaching of commerce. A Practical Approach.(2<sup>nd</sup> ed). Vikas publishing house. New Delhi.
- Binning, A.C. (1967).Teaching of Social Studies in Secondary Schools, McGraw Hill and Co., New York.
- Boynlon,L.O. (1995). Method of teaching and Book Keeping, South western Publication company. Cincinatti.
- Chauhan,S.S.(2008). Method of teaching learning process. Vikas publishing house. New Delhi.
- Chauhan,S.S.(2008). Innovation in teacheing learning process, Vikas publishing house Pvt Ltd, U P.
- Chand,H.(2009) Techniques of teaching , APH Publishing Corporation, NewDelhi.
- Gupta, U.C.(2007) Teaching of commerce, Khel sahitya Kendra, NewDelhi.
- Khan,M.S.(1982) Commerce education, Strling Publishers Private Limited, New Dlhi.
- Kouchar, S.K.(1992). Methods and techniiques of teaching, Strling Publishers Private Limited, NewDelhi.
- Mngal,S.K.(2001). Foundations of Educational Techonology, Tondon Publication, Ludhiana.
- National Council of Educational Research and Training,(2006). Ntional Curriculum Fraework,2005: Aims of Educaiton. NCERT Publication. NewDelhi.
- Passi,B.K.(1976). Becoming a Better Teqcher: Micro teaching Approach. Sahithya Mandralaya. Ahamedabad.

Pssi, B.K. Lalith. M.S.(1976) Micro teaching Theory and Research. Jugal Kishore and Co. Dehradun.

Rao,S.(2000). Teaching of Commerce, Anmol Publication. NewDelhi.

Rao, Seema.(1995). Teaching of Commerce, Anmol Publication. NewDelhi.

Sharma,R.A.(2005). Teaching of Commerce, Surya Publication. Meerut.

Singh,R.P.(2005). Teaching of Commerce Surya Publication. Meerut.

Verman,M.M.(1979). Method of teaching Accountancy.McGraw Hill. NewDelhi



## TEACHING OF COMPUTER SCIENCE

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives:

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

1. Acquaint with the aims and objectives of teaching computer science.
2. Acquire knowledge of computer and its hardware, software components.
3. Acquire skills of micro-teaching.
4. Familiarize with the various methods that can be employed for the teaching of computer science.
5. Acquaint in preparation of instructional materials.
6. Acquire knowledge of latest trends in Information Technology and assessment techniques.
7. Acquire knowledge of evaluation in computer science.

### Course Content

#### UNIT I: Aims and objectives of teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels: primary, secondary and higher secondary levels – Attainment of the objectives of computer science teaching.

#### UNIT II: Hardware and Software of Computers

Hardware components of computer – Input and Output devices – types of computers – History of Computers – Network Communication – Computer viruses – Protective measures. Software: definition - System software – Application software –High level and Programming languages – use of computers in schools.

#### UNIT III: Micro Teaching

Micro Teaching - meaning, definition - Characteristics of micro teaching - features of Indian model of micro teaching - Micro teaching cycle - Steps in micro teaching cycle - Practice of relevant skills - Reinforcement - Stimulus Variation - Explaining - Probing Questions- Demonstration - Skill of Using Black Board - need for link lesson in micro teaching.

#### UNIT IV: Instructional Methods

Year plan, Unit plan: Preparation and use of unit plan, Lesson Plan: Importance of lesson plan, writing instructional objectives and planning for specific behavioural changes. Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science. Individualized instruction – programmed instruction – Computer Assisted Instruction (CAI), Steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction.

#### UNIT V: Instructional Aids

Instructional material or teaching aids: Black board –Charts – Maps – Graphs – Diagrams – Visual Media – Interactive White Board - Power Point Presentation (Multimedia presentation – preparation and use of the instructional media).

## **UNIT VI: Latest Trends in Information Technology**

Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, Modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ based learning – Tele conferencing – Video conferencing.

## **UNIT VII: Evaluation in Computer Science**

The concept of evaluation – objectives based evaluation – tools and techniques in evaluation. Evaluation for achievement, diagnosis and prediction – Formative and summative assessment - Grading pattern – Computer Aided Evaluation - On line examination. E-assessment: definition, types of e-assessment – risk involved in using e-assessment – limitations of e-assessment.

### **PRACTICUM :**

- \* Practice of a minimum of five skills on Micro teaching
- \* Preparation of Unit plan and Lesson plan
- \* Linear Programming (Minimum of 20 frames)
- \* Multimedia Presentation (Minimum of 20 slides)
- \* Identification and cataloguing of three websites relating to the prescribed school curriculum
- \* Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

### **REFERENCES**

- Agarwal J. C. (2006). Essential of educational technology. Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Balaguruswamy. E., & Sharma, K. D. (1983). Computer in education and training. New Delhi: NIIT.
- Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
- Garrett, H. E. (1979). Statistics in psychology and education. Bombay: Vakils, Feffer and Simons Ltd.
- Goel, H. K. ( 2005). Teaching of Computer Science. New Delhi: R.Lall Book Depot.
- Kochhar, S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt Ltd.
- Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.
- Kumar, K. L. (1997). Educational technology. New Delhi: Angel International (P) Ltd.
- Mangal S.K., Uma Mangal, (2009) Essentials of Educational Technology, PHI learning Private Limited, New Delhi.
- Manju Gehlawat (2012), Information Technology in Education, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa - Core Paper - III (Page 34)
- Mohanty, L. (2006). ICT strategies for schools. New Delhi: Sage Publication.
- Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.
- Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach. Ahmedabad : Sahitya Mudranalaya,.
- Pathak, R.P. and Jagdeesh Chaudhary (2012), Educational Technology, New Delhi: Dorling
- Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books. Depot
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

## **CORE IV : LANGUAGE ACROSS CURRICULUM**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives:**

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

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

### **Course Content:**

#### **UNIT-I. Nature and function of Language**

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

#### **UNIT-II. Language diversity in classroom**

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

#### **UNIT-III. Communication**

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

#### **UNIT-IV. Developing LSRW skills and its barriers**

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

### **UNIT -V. Activities for LSRW skills**

Activities for developing Listening skills - listening to specific information and for general understanding - dictation – listening radio and television news – commentaries – listening to instructions: Activities for developing Speaking skills - conversation – group discussion – debate - interview - extempore speech: Activities for developing Reading skills – methods of teaching reading to beginners – Alphabet – Phonetic – word – phrase and sentence method: Activities for developing Writing skills – developing mechanical skill, grammatical skill, judgment skill and discourse skill.

### **UNIT- VI. Language Laboratory**

Language laboratory – role language laboratory developing language skills - planning and installing of language laboratory – basic materials required for language laboratory – strategy and effective use language laboratory.

### **UNIT- VII. Teacher with language proficiency**

A teacher with language proficiency – basic qualification of teacher and essential of language skill – role of language teacher developing language – language skill and language knowledge– developing techno pedagogy skills – characteristics of good of a good teacher as a good communicator - dating language skills through in- service training.

**Mode of Transaction:** Lecture, Discussion, debate, conversation, exercise, dramatization, assignments and language games.

### **Practicum**

- School visit to find out communication problem/Apprehension in students
- Designing games and Exercise for developing listening, speaking, writing and Reading skills
- Assigning Assignment on listening skills
- Assigning Assignments on developing speaking skills
- Assigning Assignments on developing reading skills
- Assigning Assignment for developing writing skills
- Organizing debate, discussion, seminar, stage speak, public speak and drama.
- Organizing essay writing competition
- Organizing oratory competition

### **REFERENCES**

- Pearson,J.C.et.al.(2011). Human communication (4th ed). New York.McGraw Hill Companies Inc.
- Floyd,K.(2009). Interpersonal communication. New York.McGraw Hill Companies Inc.
- Fronklin,V. Rodman,R.& HymS, (2011) Introduction to language (9<sup>th</sup> ed).Canada. Cenganga Learning.
- Akmajain,A.et.al. (2010). An introduction to Language and Linguistics. (6<sup>th</sup> ed) .Cambridge. MITPress..
- Fasold,R.& Connor- Linton, J.(2013). An introduction to language and linguistics.(6<sup>th</sup> ed). Cambridge. Cambridge University press.
- First and second language acquisition- a Brief comparison. Retrieved from [https://www. Uni-dueELE/FIA-SLA-brief-copmarision.pdf](https://www.Uni-dueELE/FIA-SLA-brief-copmarision.pdf).

## **CORE V: ASSESSMENT FOR LEARNING**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives:**

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

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

### **Course Content :**

#### **UNIT I: Perspectives on Assessment and Evaluation**

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

#### **UNIT II Characteristics of Instruments of Assessment**

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

#### **UNIT III: Formative and Summative Assessments**

Formative Assessment (FA) meaning, purpose, essential elements (formative assessment in practice), major barriers to wider use of FA, role of students and teachers in formative assessments - Observation, questioning, reflection on learning as strategies for using assessment in the process of learning - Use of Projects, Assignments, Work sheets, Practical work,

Performance-based activities and Reports as assessment devices; Self, Peer and Teacher assessments- Summative assessment: meaning, purpose, summative assessment in practice, use of teacher - made and standardized tests - Aligning formative and summative assessments

#### **UNIT IV: Tools of Assessment**

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

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

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

#### **UNIT VI: Issues, Concerns and Trends in Assessment and Evaluation**

Existing Practices: Class/Unit tests, half- yearly and annual examinations, Board examinations and Entrance tests, State and National achievement surveys - Management of assessment and examinations - Use of question bank - Issues and Problems: Marking Vs Grading, Non - detention policy, Objectivity Vs Subjectivity; Teacher assessment versus self and peer assessment - Scope and use of psychological tests and tools - Impact of entrance test and public examination on teaching and learning - the menace of coaching - Trends in assessment and evaluation: Online examination, Computer - based examination and other technology based examinations Standards - based assessment - international practices

#### **UNIT VII Statistics and Educational Assessment**

Raw scores and frequency distribution - Measures of Central Tendency: Mean, Median, Mode - Measures of Variability: Standard Deviation, Quartile Deviation and Range - Correlation co-efficient: Rank Order and Product Moment Correlation - Graphical representation of Data: Line, Bar and Pie Diagrams, Histogram, Frequency Polygon and Cumulative Frequency Curve - Fundamental idea of standard scores - Analysis and Interpretation of Students' Performance Processing test data: graphical representations - calculation of measures of central tendency and

variability and derived scores - percentiles, percentile rank, percentage score, grade point averages, z-scores and frame of reference for interpretation of assessment data: norm - referenced, criterion-referenced and self-referenced ie., relative and absolute interpretation.

## **PRACTICUM**

- Plan and construct an achievement test in one of the methodology subjects
- Writing educational objectives, learning experience and corresponding assessment techniques, general and specific objectives
- Framing measurable and non-measurable outcomes
- Determining the objectivity given as answer key
- Determining the objectivity of a tool
- Finding out the validity of the given question paper
- Preparation of blue print and a question paper
- Administer an intelligence test on students of any class and interpret the results
- Preparation of graphs and use statistics for analysis of test result

## **REFERENCES**

- Benjamin S. Bloom et al. (1964) Taxonomy of educational objectives, Longman Group
- Bruce Joyce (1985) Models of teaching (2<sup>nd</sup> Ed.) Prentice Hall
- Chauhan, S.S. (1978) Advanced Educational Psychology, Vikas Publication House Pvt. Ltd., New Delhi.
- Ebel, R.L. and Freshie, D.A. (2009). Essentials of Educational Measurement, New Delhi: PHI Learning Pvt. Ltd.,
- Garret, H.E. (2008). Statistics in Psychology and Education. Delhi: Surjeet Publications
- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
- Karthikeyan, C (2004) A Text Book of Instructional Technology, RBSA
- Mangal, S.K. (1984) Psychological foundations of Education, Ludhiana: Prakash Publishers.
- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
- Natrajan V.and Kulshreshtha SP(1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
- NCERT(1985). Curriculum and Evaluation, New Delhi: NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Skinner, E.C. (1984 Educational Psychology - 4<sup>th</sup> Edition, New Delhi: Prentice Hall of India Pvt. Ltd.,
- Thorndike, R.M. (2010). Measurement and Evaluation in Psychology and Education. New Delhi: PHI Learning Pvt. Ltd.,
- Parker Boudett, K., et. al. (2013). Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, Revised and Expanded Edition. Cambridge, MA: Harvard Education Press.

## 11. SYLLABUS FOR II YEAR

### CORE COURSE

#### CORE-VI: KNOWLEDGE AND CURRICULUM

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

#### Objectives:

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

1. Learn about epistemological bases of knowledge.
2. Understand the concepts and maxims of education.
3. Identify the concepts and approaches of curriculum development.
4. Understand the bases and determinants of curriculum..
5. Acquaint knowledge about the changing paradigms of education
6. Understand need for curriculum reform in the present era
7. Comprehend models and process of curriculum development
8. Understand the strategies of curriculum implementation
9. Apprehend the ways of curriculum evaluation
10. Look at issues in curriculum development

#### Course Content

##### UNIT - I. Knowledge and Education

Concept of knowledge - Genesis of knowledge - Structures and Forms of knowledge - Ways of acquiring knowledge - Meaning of information – Wisdom - instruction - teaching – training - skills - Modes of education – Face to face - open and distance (OD) - Formal setting - Informal setting - Teaching in Multi cultural setting.

##### UNIT-II. Curriculum - Perspectives

Curriculum – meaning – nature, scope and importance of curriculum – determinants of curriculum - Philosophical, sociological and psychological foundations of curriculum - basic principles of curriculum development - Theories of curriculum development – selection of essential content for curriculum – content organization

##### UNIT – II . Curriculum and development

Curriculum development – meaning – concept - curriculum framework - Types of curriculum – Core - Hidden - Null and latent curriculum - Need and importance curriculum development - Principles of curriculum development - Theories of curriculum development – Different stages of specific curriculum – pre-primary level - Primary level - Secondary level - Higher secondary level – CBSC and state board syllabus - textbooks - Curriculum reforms in India.

##### UNIT-III. Principles of Curriculum Construction



Principles of curriculum construction – Recommendations of Education Commissions to the curriculum construction – Secondary Education Commission – Kothari Education Commission – New Education Policy-(1984) – National Knowledge Commission- curriculum issues in selected instructional fields – language – science – humanities subjects.

### **UNIT - III. Curriculum Change, Planning and Transaction**

Changing paradigms in education - Curriculum change – need for curriculum change – changing strategies – curriculum planning – need – importance - transaction of curriculum – strategies for curriculum transaction – role media and agencies for curriculum change – curriculum development cell - National Curriculum frameworks (2005).

### **UNIT - IV. Curriculum Approach, Methods and Models**

Meaning of curriculum approach- different methods of curriculum approach - Maxims of education – different modes of curriculum approach - curriculum approach and media - Print media - audio-visual media - electronic media - Models of teaching - Inquiry training model - Concept attainment model - Advance organizer model.

### **UNIT – V. Curriculum development agencies**

Agencies of curriculum development – Apex bodies in Higher education - central – state agencies - UGC – NCTE – Central Universities – State Universities – NCERT – SCERT – DTERT - National curriculum Framework committee.

### **UNIT – VI. Curriculum Implementation**

Curriculum implementation team - functions at national and state levels - Tools of curriculum implementation – Manuals – Guides - Hand books - Textbooks – Modules - Instructional Guides and Materials – Training centers - pre- service and in-service training - training g teachers for curriculum implementation.

### **UNIT – VII Curriculum Evaluation**

Curriculum evaluation – criteria for curriculum evaluation - curriculum evaluation plan – curriculum evaluation models – tyler’s evaluation model – Rober E. Stake’s model –Hilda Taba’s model – Mukhopadhaya’s model –Sara’s model – out come curriculum evaluation – issues of curriculum evaluation.

**Mode of transaction:** Group discussion, lecture-cum-discussion, pair and share, group work, panel discussion, symposium, assignments, school visits and sharing of experiences

### **PRACTICUM**

- Textbook analysis
- Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.
- Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.
- Policy analysis, National curriculum frame works.
- Identification of core, hidden null and latent curriculum in textbooks.
- Designing an activity based curriculum

- Analysis of school Curriculum at different stages.

## **REFERENCES**

- Agarwal, J.c. & Gupta,S. (2005). Curricyulum Development. Shipra Publishers. New Delhi.
- Alaxander, W.M & Saylor,J.G.(1966). Curriculam Planning for modern SchoolsNew York. Holt, Rinhart and Winston Inc.
- Balrana,M. (1977). Curriculam Development and Evaluation in Education, New Delhi. Sterling Publishers.
- Darji, D.R. & Lullu,B.P. (1967) Curriculuum Development at secondary schools of Baroda. Baroda. Shadhama Press.
- Ericson, H.L.(2007). Concept based curriculum for the instrucion for the thinking c=lassrioom California. Crowin Press.
- Hassrin,M.(2004).Curriculum Planning for Elementary education, New dElhi. Anmol Publishers.
- Herbert,J.W.& Geneva,D.H. (1990). International Encyclopeadia of educaitonEvaluation.Newyork. Pergamon Press Oxford House.
- Jenkims,D.&Shifman,D. (1976). Curriculum and Intri=oduction. London.Pitman Publishing House.

## **CORE-VII : GENDER, SCHOOL, SOCIETY AND INCLUSIVE SCHOOL**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives :**

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

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

### **Course Content**

#### **UNIT: I Introduction to Gender, Gender roles and Development**

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

#### **UNIT: II Gender and School**

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

#### **UNIT: III Gender and Society**

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

#### **UNIT: IV Gender and Law**

Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking); Women's reservation bill – history and current status; The Indian constitution and provisions according to women; Human rights and women's right; Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female

feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime.

#### **UNIT: V Concept of Inclusive Education**

Inclusive Education – Concept, meaning, definition and importance; Concept of Impairment, Disability and Handicap; Factors affecting Inclusion; Concept of Special Education, Integrated Education, Mainstreaming and Inclusive Education; Need for Inclusive Education in India for children with special needs.

#### **UNIT: VI Types and Characteristics of Children with Special Needs**

Concept, types and characteristics of different types of children with special learning needs; Children with Physical challenges – Visual, Hearing, Loco-motor and Neurological; Children with Intellectual challenges – Gifted, Mentally Challenged, Autism(ASD) and Learning Difficulties (LD); Children with Emotional and Behavioural deviations with special reference to ADHD and Juvenile Delinquency; Children with Socio-cultural deviations (SC,ST, Minorities) and Linguistic Minorities.

#### **UNIT: VII Inclusion in operation**

Parameters of Inclusive Education, Challenges of Inclusive Education, Issues in Special Education and Inclusive Education; Early detection of disability, Parental attitude, Community awareness; Special School versus integrated school, Inclusive School; Rehabilitation of disabilities, Inclusive Education in the context of EFA, Models of Inclusive Education; Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher. Sustainable Practice; Characteristics of Inclusive School.

#### **PRACTICUM**

- Visit schools and study the sexual abuse and sexual harassment cases.
- Text book analysis for identifying gender issues, gender biases
- To understand study of sex ratio and analysis of it state wise
- Develop an awareness programme for female infanticide and feticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, and Power point Presentations.
- Collection of data regarding children with special needs from Municipal records.
- Visit to Inclusive Schools and to observe classroom transaction of any one of such school and make a report of the same.
- Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability. (Visit to Resource Room)
- Preparation of Lesson Plan, instruction material for teaching students with disability in inclusive school.

#### **REFERENCES**

- Aggrawal, N. (2002). Women and law in India. New Delhi: New Century Pub.
- Agnes,F., Chandra, S., & Basu, M.(2004). Women and law in India. New Delhi: Oxford University Press
- Goonesekere.s.(Ed). (2004). Violence, law and women's rights in South Asia. New Delhi: Sage.

- Fimian, M.J., Fafard, M., and Howell, K.W.A Teacher's guide to Human Resources in Special Education: Para Professional, Volunteers, and peer tutors. Boston: Allyn and Bacon, Inc.
- Furth, H. (1964). Thinking without Language. New York: Free Press.
- Hallahan, D.P., and Kauffman, J.K. (1988). Exceptional Children: Introduction to special Education. N.J, Englewood Cliffs.
- Jangira, N.K. (1986). Special Education Scenario in Britain and India. Gurgaon: The Academic Press.
- Kothari, R.G. and Mistry, H.S. (2011). Problems of students and Teachers of the special schools- A study of Gujarat state. Germany: VDM Publication.
- Meadow, K.P. (1980). Deafness and child development. Berkeley, C.A.: University of California Press.
- Reed, M. (1984). Educating Hearing Impaired Children. Milton Keynes: Open University Press.
- Sharma, P.L, (1988). A Teacher's Handbook on Integrated Education of the Disabled, New Delhi: NCERT.

## **CORE VIII : CRITICAL UNDERSTANDING OF ICT IN EDUCATION**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives**

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

1. Understand and explain the concept of ICT.
2. Understand the concept of ICT in Education.
3. Use Word Processing, Spread sheets and Presentation software.
4. Acquire the skill of using e-learning platforms.
5. Understand the skill of communication associated with the use of ICT.
6. Elucidate the application of ICT for Teaching Learning
7. Acquire the knowledge regarding multimedia and web designing.

### **Course Content**

#### **UNIT: I Information and Communication Technology (ICT)**

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

#### **UNIT: II ICT in Education**

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

#### **UNIT: III Computer Fundamentals and Applications**

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

#### **UNIT: IV Internet and Educational Resources**

Introduction to Internet, E-mail, Search Engines, Info-Savvy Skills, Digital Age Skills, safe surfing mode; Internet resources for different disciplines like natural sciences, social sciences, Humanities, and Mathematics; E-learning: Mobile-learning, On-line learning, Virtual

classroom, Smart boards, Tools and Opportunities, Wikipedia, Massive Open Online Courses (MOOCS); Social networking.

### **UNIT: V Techno-Pedagogic Skills**

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

### **UNIT: VI ICTs in Teacher Education**

Integrating ICTs in Teacher Training – Needs of Teachers’- Barriers – Motivation of teachers’ ICT skill integration in Teacher Education – ICTs for improving quality of teacher training - ICTs for improving Educational management – ICTs for professional development of teachers.

### **UNIT: VII ICT Enriched Learning Experiences**

Introduction to Multimedia – functions of Multimedia – creation of Multimedia – Uses of Multimedia – Educational software for classroom situations; HTML – Editing tools – Hyperlink and Images, Creating web pages – HTML tags, tables, frames, and forms; Blogs – creating a blog.

### **PRACTICUM**

- Installation of Operating systems, Windows, installation of essential Software and Utilities.
- Teaching with a power point presentation developed by the student.
- Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.
- Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.
- Students progress record – Tabulation of results of an academic test.
- Cataloguing websites related school curriculum.
- Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.
- Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors MS Word/ Libre Office), Spread sheet and Slide Presentation (PPT/impress); and /or Creating and using Blogs and Google Groups, Google Docs.

### **REFERENCES**

- Agarwal, J.P (2013). Modern Educational Technology – Black Prints, Delhi.
- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- Brain K. Williams, Stacey Sawyer (2005). Using Information Technology, 6<sup>th</sup> Edition Tata Macgrows hill\_Curtin, Dennis, Sen, Kunal, Folcy, Kim, Morin, Cathy(1997)
- Douglas Comer, (2000). The Internet Book: Everything You need to know about Computer Networking and How the Internet Works, Prentice Hall.
- DSERT Karnataka, (2012). Position paper on ICT mediation in education, DSERT.

E-book: Getting Started with Libre Office 3.4 available at <http://wiki.documentfoundation.org>

Information Technology: The Breaking Wave, Tata Macgrow hill

[http://en.wikibooks.org/wiki/Computers for Beginners](http://en.wikibooks.org/wiki/Computers_for_Beginners), An exhaustive source for beginners.

Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on [www.notabug.com/2002/rms-essays.pdf](http://www.notabug.com/2002/rms-essays.pdf)

Free Software Foundation, [www.fsf.org/](http://www.fsf.org/)

Information and Communication Technologies in School: A handbook for Teachers or How ICT can create New, Open Learning Environments.



## **OPTIONAL COURSE-I: ENVIRONMENTAL EDUCATION**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objectives**

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

1. To understand the concept of environment ecology and Education.
2. To grasp the significance of environmental education.
3. To understand the nature and scope of environmental education with regard to Indian policies.
4. To have faith in conservation of bio-diversity and understand population and environment
5. To understand the international effort and environment
6. To know environmental laws and grasp the concept of environmental legislation and its application in international environmental agreement.
7. To appreciate the concern of environment research programme

### **Course Content**

#### **Unit-I: Introduction to Environmental Education**

Meaning and scope – Importance of Environmental Education - incorporating E.E at various levels- Primary, Secondary and Higher Secondary levels. Education about environment: Environment and Ecological factors –climate; Ecosystem –Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.

#### **Unit-II: Environmental problems and protection**

Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions - Urbanization and its impacts on environment - Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment.

#### **Unit-III: India and Environmental Issues and Policies**

Environmental Awareness – Environmental problems of India - Environmental ethics - Nature conservation education movement –CHIPKO movement, silent valley project - Social forestry scheme. Conservation of biodiversity :Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation -National parks and sanctuaries – Biosphere Reserves –Man and Biosphere programme (MAP) –Ex –situ conservation, in –situ conservation, IUCN Red list categories, hot spots.

#### **Unit-IV: Human population and environment**

Population growth, Indian population situations population explosion – family welfare programme – Environment and Human health.-Factors affecting environment-Acid rain, green house effect-Extinction of species-soil erosion and energy crisis.

#### **Unit-V: International Efforts for Environmental Protection**

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration at the earth charter – Major achievement of

the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997 – present developments. The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 The Rio Declaration at the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration Kyoto conference and part on Global Warmi

#### **Unit-VI: Environmental laws in India**

Environmental Legislation, Acts, Rules, Notifications and Amendments.  
International Environmental Agreements. Role of mass media and technology in developing awareness about environmental problems and its prevention; Role of NGO's and Government organization in developing Environmental education. Environmental Movements and Developments : Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolan, National Test Range at Balipal, Orissa. - Conditions for achieving the goals of sustainable development Strategies for sustainable development in India.

#### **Unit-VII: Environment research programme**

Environmental Management – Data base Management for Environmental appraisal, Monitoring and warning system. Society, culture and environment: Meaning – Changes of Values, cultural values, aesthetic values, man and environment, the nature of scientific conclusions, the state of public knowledge of ecology, rights and responsibilities in ecology understanding.

#### **Practicum**

- Make a survey of your area and document all the environmental problems found along with photographs
- Conduct a survey of five high schools and describe the steps to be taken to enhance the environment and make the institutions Swatch.
- Organize a Rally in a school where you attend Internship on Swatch Bharath and Importance of Environment (The World Environment Day is 5th June) and report
- Conduct elocution and essay writing competitions for students on environmental issues and report

#### **REFERENCES**

- AGARWAL S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.
- C.E.E (1994) Essential Learning in Environmental Education. Ahmadabad. C.E.E. Publication
- Garg, B. & Tiwana. (1995) Environmental Pollution and Protection, Deep & Deep publication, New Delhi
- Karpagam M. (1991) Environmental Economics – A text book. New Delhi. Sterling Publishers.
- Kelu.P (2000) Environmental Education – A conceptual Analysis Calicut: Calicut University
- Nanda V.K. Environmental Education, New Delhi: Anmol Publications PVT LTD.
- N.C.E.R.T (1981) Environmental Education of the school level. A lead paper. New Delhi NCERT publication.
- SAXENA A.B. (1996) Education for the Environmental Concerns. New Delhi, Radha Publication.
- SAXENA A.B (1986) Environmental Education. Agra National Psychological Corporation.

Shukla, A and Chandel (1998) Plant Ecology, New Delhi S. Chand and Company Pvt.Ltd.

Singh, Man Mohan & Rao (1980) Measures of Environmental Awareness, L.S. Prahalada, Ahmedabad.

State of the Environment India, UNEP 2001; [Ktp:/ /edugreen.ter.Res.In](http://edugreen.ter.res.in); Shyam Divan and Armin Rosencrantz 2002, Environ. Law and Policy in India. New Delhi. Oxford University Press.

Sharma, R.C. (1981), Environmental Education, Metropolitan Publication, New Delhi

Understanding Environment, Editor-Kiran .B. Chokae Mamata Pandya,

UNESCO, Environmental Education in the light of the Tbilisi Conference, UNESCO

Understanding Environment, Editor-Kiran .B. Chokae Mamata Pandya,

Meena Raghunathan. Center for Environment edn. Ahmedabad 2004

## **OPTIONAL COURSE-II: HELTH AND PHYSICAL EDUCATION**

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### **Objective**

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

1. Acquire knowledge about physical and health education.
2. Understand the rules and the regulations of sports and games.
3. Develop the skills in organizing the physical education programmes in schools.
4. Develop the activities required for organizing physical education meets and events.
5. Acquire knowledge about recreation, health and safety education
6. Acquire knowledge about common communicable diseases.
7. Understand the nature of injuries and to provide first aid.
8. Acquire knowledge about yoga and physical exercises.
9. Create awareness on different aspects of health and fitness.
10. Understand the diet modification in the treatment of under-weight and obesity.

### **Course Content**

#### **UNIT I Introduction to Physical Education**

Meaning, Definition, Aims, Objectives, Scope and Importance of Physical Education - Physical Fitness- Meaning, Definition, Components and Benefits - Origin and Development of Ancient and Modern Olympics - Olympic torch, Olympic Flag, Marathon Race, Difference between Ancient and Modern Olympic Games - Recreational activities.

#### **UNIT II Methods, Organisation and Administration**

Methods of teaching physical activities - Parts and Preparation of general lesson plan - Fixtures: Single Knock out and Single League - Organisation of an athletic meet - Layout, Basic Skills, Rules and Regulation of Badminton, Cricket, Football, Hockey, Kabbadi and Volleyball- Organisation of Intramural and Extramural Competitions and Tournaments

#### **UNIT III Concept of Health Education**

Meaning, Definition, Aims, Objectives and Importance of Health Education - Personal Hygiene - Health Education in Schools - Health Instruction, Health Services, Safety Education: Importance with reference to Schools, Play fields, Road, School and Home - First Aid: Road, Water, Fire accidents and Snake bite - Common sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation.

#### **UNIT IV Causes and Prevention of Diseases**

Life style disorders: Heart diseases, Cancer, HIV/AIDS, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes and Obesity - Back Pain: Causes, Symptoms and Prevention - Addiction: Alcoholism, Smoking and Drugs - Impact of Pollution on Human health - Communicable diseases: Malaria, Swine flu, Chikungunya, Typhoid, Cholera, Small Pox, Tuberculosis and Dengue: Causes, Symptoms and Prevention.

## **UNIT V First Aid-Principles and Uses**

Principles of first aid, First aid equipments, Fracture - causes and symptoms and the first aid related to them, Muscular sprain causes, symptoms and remedies, First aid related to hemorrhage, respiratory discomfort, First aid related to natural and artificial carriage of sick and wounded persons, Treatment of unconsciousness, Treatment of heat stroke.

## **UNIT VI Yoga, Physical Exercises and Fitness**

Meaning, Definition and Uses of Yoga - Essentials of Yogic Practices - Eight limbs of Yoga - Methods and Benefits of selected Asanas and Pranayama - Physical Exercises, Types: Aerobic, Anaerobic, Effects of Physical Exercises on various systems - Circulatory, Muscular, Digestive and Respiratory systems - Difference between Physical Exercises and Yoga - Fitness components and its importance - Effect of Physical Exercises on human body systems.

## **UNIT VII Food and Nutrition**

Meaning of Food, Classification and Constituents of Food, Carbohydrate, Protein, Fat - Meaning, Classification and their functions - Role of Carbohydrates, Fat and Proteins during exercise - Vitamins, Minerals, Water - Meaning, Classification and their functions - Deficiency Diseases, Meaning of Nutrition, Malnutrition - Types, Causes - Balanced Diet - Food Guide Pyramid - Diet for Obesity and Under Weight - Nutritional Deficiency Diseases.

**Mode of Transaction :** Lecture, Discussion, Workshop, Practical Work etc.,

## **PRACTICUM**

- Preparation of first aid kit.
- First aid for road, water, fire accidents and athletic injuries
- Preventive measures for health hazards
- Yoga
- Demonstration of asanas and pranayama
- Power point presentations for a topic in the syllabus
- Playing Games
- Preparing a report of the achievements of eminent players
- Strategies for positive thinking and motivation

## **REFERENCES**

- Agarwal, Satya, P. (1998), The social role of the Gita: How and why, Motilal Banarsidass,
- Goel Devraj & Goel Chhaya (2013) Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, The M.S University of Baroda, Vadodara.
- Porter, Noah. (2003) Falung Gong in the United States: An Ethnographic Study, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
- Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.
- Nash T.N. (2006). Health and physical education. Hydereabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.

- Sachdeva, M. S. (2006). School organisation, administration and management. Ludhiana: Dandon Publication.
- Chandra, S., Sothi, & Krishnan, P. (2005). Health education and physical education. Delhi: Surject Publications.
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.
- Ajmer, S. (2003). Essentials of physical education. New Delhi: Kalyani Publishers.
- Tiwari, O. P. (2002). Asana : Why and how. India: Kanalyadhama.
- Hedge, (1997). How to maintain good health. New Delhi: UBPSD Publishers.
- Kanele., B. S., & Kumar, C. P. (1996). Text book on health and physical education. Ludhiana: Kalyana Publishers.
- Reema, K. (1996). Physical fitness. New Delhi: Khel Sahitya Sports Publication.
- Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.
- Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd.
- Ramachandran, L.T., & Dharmalingam. (1993). Health education. A new approach. New Delhi: Vikas Publishers Ltd.
- Charles, B. A. (1992). Foundation of physical education and sport. New Delhi: B1 Publication.
- Eriksson, O. B. (1990). Sports medicine, health and medication. Enfield: Guinness Publishing Road. ISBN 978-81-208-1524-7, reprieved 17 June 2010

## OPTIONAL COURSE-III: PEACE EDUCATION

Internal Assessment: 25  
External Assessment: 75

Total Marks: 100  
Examination Duration: 3 hrs.

### Objectives

After completing this course the student-teacher will be able to

1. Acquire the knowledge of Nature, concepts, aims and objectives of peace education.
2. Narrate the developments in peace education in India and Abroad.
3. Acquire the knowledge of Education for peace.
4. Develop skill to integrate peace education in the present curriculum.
5. Understand dimensions of culture of peace.
6. Understand the suitable methods of teaching peace education.
7. Understand the models of Conflict Resolutions.

### Course Content :

#### UNIT: I Peace Education

Peace education – Meaning, Definition, Concepts, Scope; Aims and objectives– at different level of Education - its relevance to the present global scenario; Human Miseries in the Modern World and Quest for Peace - Understanding Peace in the individual, social and international context, Gandhian concept of peace - Approaches to peace, Balance of Power, Establishment of Institutions, Pacifism and Education.

#### UNIT: II Historical Development of Peace Education

Historical Development of Peace Education in the world - Creation of United Nations, UNESCO, UNICEF, UNO-UNDP (United Nation Development Programmes), UNEP (United Nation Environment Programmes), UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights). Amnesty International –International Committee of Red cross –NGOs; Peace Education in India and its development. Gandhiji's contributions to peace movement: Non – Violence, Non – Aligned Movement– Nuclear Disarmament -Arms Reduction.

#### UNIT: III Education for peace

Paradigm shift from Peace Education to Education for Peace - Concept and Meaning of Education for Peace - Curriculum Development: Stage specific Approach – Early childhood, Elementary Stage, Secondary Stage, Higher Secondary Stage, Higher Education stage and Adult Education stage.

#### UNIT: IV Integrating Peace Education in the curriculum

Major Media of Integration: Subject context, subject perspectives, Curricular and Co – Curricular activities, staff development, Class room and School management.

#### UNIT: V Promoting Culture Of peace

Culture of peace – Focal areas – Fostering culture of peace through education promoting inner peace, understanding, tolerance, solidarity – Participatory Communication – democratic participation, gender equality – sustainable Economic and Social development – Non – Violence, International peace and security.

## **UNIT: VI Pedagogy of Education for Peace**

Teaching Methodologies - Enquiry method, Value clarification, Jurisprudential model of Teaching, Role playing, Dramatics and Literacy Activities, Yoga and Meditation, Sports and Games, Counseling. Teacher Education for Peace - Teacher as a Role Model.

## **UNIT: VII Conflict Resolution**

Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management; Model of Conflict Resolution: Dual Concern Model: A Concern for self (assertiveness), A Concern for others (empathy); Styles: Avoidance conflict – yielding conflict, competitive conflict – co-operation conflict, conciliation conflict. Thomas and Kilmann's style – Competitive, collaborative, compromising – Accommodating, Avoiding.

## **REFERENCE**

- Bernard Jessie., (1957). The Sociological study of conflict” International sociological Association, The Nature of conflict, UNESCO Paris.
- Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
- Galtung, Johan, (1984). The Struggle for Peace Gujarat Vidyapith, Ahmedabad.
- Gandhi, M.K., (1944). Non-Violence in Peace and War Navajivan Publishing House, Ahmedabad.
- Galtung,J., (2003). Searching for Peace. The road to TRANSCEND, sterling Virginia.
- Harris Ian, M. (1998). “Peace Education” Mc Farland & Company, Inc Publisher London.
- Krishnamurti,J., “Total Freedom” Krishnamurti Foundation Chennai.
- NCTE., Curriculum Framework for quality Teacher Education, NCTE, New Delhi (1998)
- NCERT National Curriculum Framework (2005), Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006)



## **15. EXAMINATIONS**

University examinations normally will be held in the month of November/December.

## **16 CHANGE OF ADDRESS**

All communications will be sent in the address given by the student in his/her application. Any change in the address should be intimated immediately with a D.D for Rs. 200/- drawn in favour of “**Centre for Distance Education, Bharathidasan University**”

## **17 IDENTITY CARD**

Each student will be provided with an identity card which is valid till he/she completes the course. Examination hall ticket will be issued only on production of the identity card. If the identity card is lost, the student can obtain a duplicate card on payment of Rs. 100/- through a D.D accomplished by a requisition to that effect and a recent stamp size photograph.

## **18 GRIEVANCES**

Students may represent their grievances such as submission of assignments, non-receipt of study materials, etc., They can contact the University representative or the Co-Ordinator in the respective PCP centre and get their grievances redressed then and there. Also, they can record their grievances in the grievance register available with the University representative or they write to the Director.

## **19 CERTIFICATES**

### **19.1 Consolidated Mark Statement**

The consolidated mark statement indicating marks scored in all the subjects will be issued when the students pass all the subjects of the B.Ed. programme. The prescribed fee for consolidated mark statement is Rs. 150/- (as of now). The students have to pay the fee for consolidated mark statement along with the examination fee while registering for the II year examination.

### **19.2 Provisional Certificate**

For those who are declared qualified for the B.Ed. degree Provisional Degree certificate will be sent by post two months after publication of the results. All the students have to pay Rs.150/- as fee for the provisional certificate along with II year fee.

### **19.3 Convocation/Degree Certificate**

For those who are declared qualified for the B.Ed. degree, the convocation form will be sent by post on receipt of requisition to that effect from the student. The Degree certificate will be issued to the students only if they apply for the same in the prescribed convocation form along with the fee for convocation. The fee payable towards the convocation will be specified in the application



## APPENDIX – I

### SCHOOL-BASED PRACTICAL WORK

School-based practical activities constitute an important part of the B.Ed. programme. It is based on the premise that besides regular teaching job, a teacher performs a number of other activities in the school. Our concern in B.Ed. programme is to help you plan, organize and conduct certain practical activities more systematically and professionally. It is important to note that all the school-based activities undertaken by you are to be accompanied by an authentication by the **Mentor** to the effect that the activity was actually undertaken by you in the school. Also his or her comments on the assignment are essential.

#### **Activities:**

We have identified a list of activities which you are expected to work on as per the guidelines prescribed for each of the activities. You have to select activities worth four credits (120 hours) of study from the school-based practical work and produce a report for each activity. The report should be in the specified word limit. Also it should be well structured, clear and comprehensive. The reports, along with the mentor's authentication and comments, will be submitted to the workshop facilitator in the first or the second workshop as specified. Each activity is discussed under the following major sections:

- Name of the activity
- Objectives
- Your role (as a student teacher)
- Role of the Mentor/Head-Teacher/Principal
- Product (output of the activity)
- Evaluation mechanism
- Credit points

#### **Activity 1: Maintenance of registers and records**

- **Nature of the activity:** Maintenance of various registers such as records of students' performance such as progress report, attendance register, admission register, laboratory stock books etc.
- **Objectives:** To provide you with an opportunity to know the systematic procedure of handling and maintaining records in the school.
- **Your role**
  - To maintain any two of the aforementioned school registers for about 3 months.
  - Collect the necessary information to be included in the record.
  - Discuss issues and problems related to the collection and recording of different types of information and find out the possible solutions.
- **Output:** A report of about two-three pages, i.e.500-600 words on the work you have done along with copies of records handled by you.

- **Role of the Mentor**
  - To help you in the effective maintenance of various registers and records.
  - To provide his/her authentication to the report.
- **Evaluation** of your report will be done against a rating scale.
  - Maintenance** - Half an hour each day for about 3 months = 56 working days.
    - Total – 28 hours
    - Reporting – 2 hours

### **Activity 2 : Addressing the school assembly**

- **Nature of the activity** : Addressing the students in the morning school assembly.
- **Objectives**
  - To acquire the needed competency and skill of addressing the school assembly on the contemporary topics.
  - To develop confidence and effective communication skills.
- **Your role**
  - To identify five different themes or topics and to prepare them for presentation on five different occasions.
  - The topics may be on contemporary socio-economic problems, moral education, population education, national integration/unity, international/political scenario, empowerment of socially and economically backward people, women emancipation, human rights etc.
  - To receive feedback from your colleagues and the Mentor on the presentations. (Feedback may be on the relevance of the topic, quality of language, organization of the content, clarity of expression, etc.)
- **Output:** A report of five-six pages which should include a resume' of all the five addresses presented, a brief description of feedback received from the mentor, and your experiences as a student teacher.
- **Role of the Mentor**
  - To observe all the addresses presented by you and evaluate them separately in terms of the relevance of the topic, quality of presentation, quality of language and clarity of expression. This feedback is to be attached with the report.
  - To provide guidance for improvement and sharpening the skills of presentation.
- **Evaluation** : Rating Scale
  - Four hours each for the preparation of topics: 20 hours in total.
  - One hour each for five presentations: 5 hours
  - Preparation of the report: 5 hours

### **Activity 3 : Conducting a sociometric test in the classroom**

- **Nature of the activity:** To conduct sociometric tests for understanding group dynamics in the classroom.
- **Objectives**
  - To identify group processes working in the classroom.
  - To initiate measures to improve group processes.
- **Your role**

- Prepare sociogram of your class.
- Identify stars, isolates mutual pairs and chains.
- Suggest strategies for improvement of group processes.
- **Output** : A report of about ten pages, including all aforementioned aspects.
- **Role of the Mentor**
  - To help the student teacher in the conduct of the exercise and providing improvement measures.
  - To authenticate the report and provide comments on it.
- **Evaluation** : Rating Scale
  - Preparation of sociogram : 5 hrs.
  - Preparation of the report : 10 hrs.

#### **Activity 4 : Content analysis exercise**

- **Nature of the activity** : To analyse the content of a particular unit in your teaching subject.
- **Objectives**
  - To provide you with an input for planning of instruction.
- **Your role**
  - Select a unit from your teaching content.
  - Analyses and systematize the content of this unit.
- **Output** : A report of 500 words including the content analysis flowchart and descriptions and justifications.
- **Role of the mentor**
  - To guide you in the content analysis exercise.
  - To authenticate the report along with comments.
- **Evaluation** : Rating Scale
  - Analysing the content – 7 hrs.
  - Preparing the report – 8 hrs.
  - Total – 15 hrs.

#### **Activity 5 : Administration of intelligence test, personality test and aptitude test to one student and analysis of results.**

- **Nature of activity** : Administration of standardized psychological tests and understanding the implications of results.
- **Objectives**
  - To provide you an opportunity to observe and analyse student behaviour.
- **Your role**
  - To discuss about various tests in the workshop I and collecting copies of tests from workshop facilitator.
  - To administer the tests to students.
  - To analyse the results and suggest measures for improvement.

- **Output** : A report of about 1000 words including the administered tests, their analysis and suggestions.
- **Role of the mentor**
  - To help you in the administration of tests and analysis of test results.
  - To authenticate the report along with comments.
- **Evaluation : Rating Scale**
  - Procurement of test and preparation for administration: 4 hrs.
  - Administration of tests : 6 hrs.
  - Analysis of results : 10 hrs.
  - Writing of report : 10 hrs.

#### **Activity 6 : Preparation of cumulative records**

- **Nature of the activity** : Preparation of cumulative records of a student in a span of 2 years.
- **Objectives**
  - To provide you with an experience of continuous and comprehensive evaluation.
  - To give you an idea of deciding about educational and vocational destiny of the students.
- **Your role**
  - To prepare a complete cumulative record of the student's past and present performance in a span of 2 years.
- **Role of the mentor**
  - To help you in the preparation of the records.
  - To authenticate the records prepared along with comments.
- **Evaluation : Rating Scale.**
  - Preparation of records : 15 hrs.

#### **Activity 7 : Preparation of school time-table**

- **Nature of the activity** : Preparation and implementation of time table in your school.
- **Objectives** : To know the systematic procedure of preparing and implementing time table.
- **Your role**
  - To analyse the existing time-table of the School and hold discussions with teacher and the principal regarding preparation of a time-table.
  - To develop a new class-wise time-table suited to the needs of your school.
  - To develop time-table for teachers keeping in mind their problems.
  - To discuss the new time-table with your colleagues and incorporate the suggestions give by them.
  - To prepare the final time-table.
- **Output** : A report of four-five pages which should included the following:
  - the need and importance of time-table.

- analysis of the existing time-table.
- Feedback given by your colleagues and the Principal.
- problems faced by you in preparing and implementing the time-table.
- **Role of the Mentor**
  - in helping you in preparing and implementing the time-table.
  - to authenticate the report along with comments.
- **Evaluation : Rating Scale.**
  - Two hours a day for 6 days : 12 hours
  - Reporting : 3 hours

**Activity 8 : Organising Career Talk/PTA Meeting/Debate/Panel Discussion/Quiz Programme.**

- **Nature of the activity :** Organisation of at least one of the above activities in your school or in the community.
- **Objective :** To help you acquire skills necessary for systematically organising and managing co-curricular activities.
- **Your role**
  - To plan, conduct and evaluate any one of the activities.
  - To collect feedback on the effectiveness of the activity from the mentor, colleagues and the students.
  - To prepare a report on the activity done.
- **Output :** A report of six to seven pages has to be prepared by you. It should include a brief note on the activity, organization of the activity, managerial problems, feedback and its implementation, outcomes of the activity, your observations while undergoing the activity and suggestions for improvements.
- **Role of the Mentor**
  - To supervise and assist in the organization of the activity (ies)
  - To observe the activity, authenticate the report and provide feedback to sharpen skills required to effectively organize the activity (ies).
- **Evaluation : Rating Scale**
  - Pre-activity preparations - 7 hours
  - Organisation of activity - 2 hours
  - Collecting feedback and suggestions - 4 hours
  - Report Writing - 2 hours

**Activity 9 : Organisation of a campaign**

- **Nature of the activity :**  
Planning and execution of a campaign on one of the socially useful themes such as nutrition, literacy, sanitation, blood donation, immunisation, environment, population education, gender issues etc.
- **Objective**

- To acquire the requisite competency in planning, executing and evaluating socially useful campaigns.
- **Your role**
  - To select one of the themes mentioned above as the topic for the campaign depending on your interest, time available and the resources available in the school.
  - To plan, execute and evaluate the campaign undertaken by you.
  - To motivate and involve your students in the campaign.
  - To seek cooperation and support from local development agencies, educational institutions, key-persons of the area, etc.
- **Output :**

You have to prepare a report which should include the objectives of the campaign, methodology adopted, observations as the organizer, and outcomes of the campaign. The report may also contain some photographs related to the campaigning.
- **Role of the Mentor**
  - To help you in planning and execution of the campaign.
  - To authenticate the report along with comments.
- **Evaluation : Rating Scale**
  - 4 hours of campaign for 5 days : 20 hours
  - Collecting feedback from students and community : 7 hours
  - Report writing : 3 hours



## APPENDIX – II

### WORKSHOP-BASED PRACTICAL ACTIVITIES

Classroom instruction requires mastery of various methods and modes of communication with the students. Instruction includes proper planning of instruction, special techniques associated with teaching specific subjects and also general management strategies needed for organising teaching in a classroom. Apart from this, the teacher also has a multifaceted role of the manager, the research and the social welfare individual. To prepare you to effectively fit in all these roles, two workshops of 6 days each have been planned. Workshop I will be conducted before the commencement of practice teaching and workshop II will be held after a large portion of practice teaching is over.

To successfully complete the B.Ed. programme, you have to participate in all the activities of the workshop. The workshop facilitators and workshop directors specially oriented for the purpose will conduct the workshops. In the workshops you will participate individually as well as in groups, in various activities and will sharpen your teaching competence. Only those topics/activities which need guided experiences are included in the workshop. You will work on your activities under the direct supervision/guidance of teacher educators and the workshop will also give you an opportunity to work with your fellow student teachers. The quality and extent of participation and the progress made by you will be monitored and evaluated by the facilitators. Therefore, it is expected that you come to participate in the workshops with prior preparation. This preparatory phase has been called the **pre-workshop activity**. The tasks performed during the workshop are referred to as **during workshop activity**. All tasks done during workshop have to be followed up in teaching/learning situations and the descriptions of all these constitute the **post-workshop activities**. It is to be noted there that the first workshop corresponds to the first year theory courses and most of the school based activities to be carried out during practice teaching. The second workshop corresponds to the second year practical examination oriented activities and some more school based activities. It also provides the final polish to your teaching and management skills inside and outside the classroom. Table I and Table II provide a cursory overview of the activities of the two workshops. The details of these activities are present in the following pages.

## WORKSHOP - I YEAR

Day	Session-I	Session-II	Session-III	Session-IV
1	Welcome and Introduction (1)	About B.Ed. programme. Brief outline of aims and objectives of courses and activities of workshop-I (1)	Bloom's taxonomy, writing general and specific instructional objectives (1)	Orientation to planning of instruction: Unit planning (1)
2	Lesson plan preparation (1)	Lesson planning: Methodology based practice and discussion (7)	Lesson planning: Methodology based practice and discussion (7)	Orientation to development of teaching skills: Demonstration of microteaching methods of training(1)
3	Small group planning and methodology based presentation of micro lessons(7)	Small group planning and methodology based presentation of micro lessons (7)	Class room objectives, importance of observation and recording of observations (7)	Diagnostic test and achievement test preparations and characteristics of a good test: Plenary session and discussion (1)
4	Small group discussion: Methodology based practice in the preparation of blue print and achievement tests (7)	Small group discussion: Methodology based practice in the preparation of blue print and achievement tests (7)	Measures of central tendencies, variations and correlations - Exercises on central tendencies, variations and correlations (7)	Measures of central tendencies, variations and correlations - Exercises on central tendencies, variations and correlaions (7)
5	Plenary session and discussion: Use of psychological tests-Experiments in Educational Psychology (1)	Plenary session and discussion: Use of psychological tests-Experiments in Educational Psychology (1)	Discussion on various methods of class room instructions (7)	Guidance and counseling, role of teachers in the classroom: Case study record (1)
6	Discussion on School Based Activities (1)	Plenary session and discussion: Action Research-need, methodology and utilization (1)	Preparation of self made teaching aids using locally available materials (7)	Valediction (1)

## WORKSHOP-II YEAR

Day	Session-I	Session-II	Session-III	Session-IV
1	Welcome and Introduction (1)	Lesson delivery, discussion and feedback (1)	Lesson delivery, discussion and feedback (1)	Submission of reports of school based practical activities (7)
2	Discussion and feedback on experiments in educational psychology (1)	Uses of Internet in schools and utilization of e-mails in education (1)	Discussion and feedback on action research project report (1)	Discussion on case studies provided to the student teachers (Case Study Record) (1)
3	Field Visit	Field Visit	Field Visit	Field Visit
4	Discussion on the topic of electives subjects (3)	Discussion on the topic of electives subjects (3)	Plenary session and discussion: Analysis and interpretation of data-Test and Measurement record (1)	Plenary session and discussion: Analysis and interpretation of data-Test and Measurement record (1)
5	Library record (1)	Physical education record (1)	SUPW record (1)	Arts & Craft record (1)
6	Feedback session on sharing experiences about the workshop with the student teachers (1)	Feedback session on sharing experiences about the workshop with the student teachers (1)	Instructions about Commission - Practical Examination (1)	Valediction (1)

### School Internship Training Programme (90 Days)

#### Allotment of marks

Total marks allotted - 350 (Marks awarded at the time of practical examination)

## DETAILS OF WORKSHOP-BASED ACTIVITIES

### WORKSHOP I

In the workshop I, there will be 24 sessions (6 days x 4 sessions a day). In the beginning of each day, a 15 minute slot has been provided for the presentation of a brief report of the previous day's activities. This will orient you better for further course of action.

Session-wise break ups of the Workshop I are as follows:

#### **Day 1 Session (i)**

Welcome and Introduction

#### **Day 1 Session (ii)**

About B.Ed. programme: brief outline of aims, objectives and courses (Theory and Practical activities)

#### **Day I Session (iii)**

About the workshop: An overview of the purpose of the workshop & sharing of expectations.

#### **Day 1 Session (iv)**

Orientation to planning of instruction: Unit planning

Purpose of the session is: To help you to understand the concept & importance of unit planning in classroom teaching.

#### **Pre-workshop activity**

Go through the content about Unit Planning.

#### **During Workshop activity**

The workshop facilitator makes a presentation on the essential features and procedure of unit planning.

#### **Post-Workshop activity**

You prepare a unit plan in your respective subject areas.

#### **Day 2 Session (i)**

Lesson plan preparation.

This session serves the purpose:

- To provide guide lines to you during your teaching practice.
- To make you aware of behavioural definition of teaching objectives.
- To help in the development of a scientific attitude towards teaching.
- To maintain the sequence of content presentation.
- To develop reasoning, decision-making ability and imagination in you.

#### **Pre-workshop activity**

- Go through the format provided in the student teachers' handbook in the section entitled 'Practice Teaching'.

### **During Workshop activity**

The resource person provides explanations to all aspects of practice teaching and also presents some model lesson plans.

### **Post-workshop activity**

You have to prepare draft lesson plans on the basis of guidelines provided.

### **Day 2 Sessions (ii) & (iii)**

Lesson Planning; Practice and Discussion

### **During Workshop Activity**

- To prepare lesson plans, on the basis of format provided, in your teaching subject.
- To discuss lesson plans with peers and resource person.
- To modify and improve upon the lesson plans accordingly.

### **Post-Workshop Activity**

Further practice and refinement of lesson plans.

### **Day 2 Session (iv)**

Orientation to development of teaching skills: demonstration off microteaching methods of training.

This session is very helpful: To develop the specific teaching skills in you.

### **Pre-Workshop activity**

Go through the content about Teaching Skills

### **During Workshop activity**

The workshop facilitator explains the use of microteaching methods of training & provides a microteaching demonstration on a teaching skill.

### **Post-workshop activity**

Planning of draft micro lesson plans.

### **Day 3 Sessions (i) and (ii)**

Small group planning and presentation of micro lessons.

Purpose of this session is:

- Practice to preparation of micro lessons.
- To provide feedback to you for modification of your teaching behaviour.

### **Pre-Workshop activity**

Prepare a standard lesson plan format for microteaching.

### **During Workshop activity**

You have to prepare micro lessons, effect improvements under the guidance off workshop facilitator, deliver the micro lessons and receive feedback from peers and workshop facilitator.

### **Post-Workshop activity**

You will keep a record of the skills practiced and improved upon.

### **Day 3 Session (iii)**

Classroom objectives, importance of observation and recording of observations:

Purpose of this Session is: To develop the intellectual skills like observing, questioning, explaining, hypothesizing and inferring.

**Pre-Workshop activity**

Go through the content on Curriculum Transaction

**During Workshop activity**

You have to observe the demonstration carefully, sifting out critical details according to the observation schedule provided to you.

**Post-Workshop activity**

Prepare notes for description of various skills.

**Day 3 Session (iv)**

Achievement test preparation: Plenary session and discussion.

The purpose of this session is to provide you with an overview of various aspects of curricular evaluation of learners in schools.

**Pre-Workshop activity**

Go through the content on Achievement Tests.

**During Workshop Activity**

The Workshop-facilitator will initiate a discussion on the structure of achievement tests in general, the various types of test items and their appropriateness in a particular situation. Also, the format of blue print will be discussed.

**Day 4 Session (i) & (ii)**

Small group discussion: practice in preparation of blue print.

**During Workshop activity**

You will prepare a draft blue print for preparing achievement test in any one of your teaching subjects under the guidance of workshop facilitator.

**Day 4 Sessions (iii) & (iv)**

Measures of central tendencies, variations and correlations - Exercises on central tendencies, variations and correlations.

**During Workshop activity**

You will work out exercises on central tendencies, variations and correlations.

**Day 5 Session (i) & (ii)**

Plenary session and discussion: Use of psychological tests.

This session serves the purpose:

- To provide you an orientation to use various types off psychological tests that are relevant in school

**Pre-Workshop activity**

Go through the text on Psychological Tests

**During Workshop activity**

The workshop facilitator discusses the types of psychological tests and their uses with you. Also, copies of tests will be provided to you so that you can practice administering them in school.

### **Post-Workshop activity**

The tests are to be conducted in the school on students and reports are to be prepared.

### **Day 5 Sessions (iii) & (iv)**

Discussion on various methods of classroom instruction.

You should be able:

- To describe teaching skills for improving the quality of teaching in the classroom.
- To identify the defects in the classroom teaching
- To develop the criteria for assessing the interests of students in the classroom.
- To develop skills to achieve active participation among the students.

Purpose of this session is: To provide you some exposure to the practical application of various methods of teaching in various subject areas.

### **During Workshop activity**

You have to discuss the various methods of teaching in the workshop.

### **Post-Workshop activity**

Try to incorporate these methods in your lesson plans. Preparation of lesson plans based on various methods of teaching. The prepared lesson plans can be implemented during practice teaching.

### **Day 5 Session (iv)**

Guidance and counseling, role of teachers in the classroom: Case Study Record.

This session serves the purpose of:

- Helping you to provide career guidance, guidance to socially backward children, needy children, slow learners and others.
- Enabling you to listen to various problems of children and try to solve them with empathy.

### **Pre-Workshop activity**

Go through the literature on Guidance and Counselling

### **During Workshop activity**

Presentation by workshop facilitator using case studies and examples followed by discussion.

### **Post-Workshop activity**

Applying some of the discussed aspects in your own school for improving the guidance and counselling services.

### **Day 6 Session (i)**

#### **Pre-Workshop activity**

Discussion on the School Based Activities (Appendix I)

#### **During Workshop Activity**

Discussion on the School Based Activities and clarification of doubts.

### **Day 6 Session (ii)**

Plenary Session and discussion: Action research-need, methodology and utilization

This session will be useful to you in enabling you:

- To select any problem which is related to the school or classroom situations
- To identify the suitable methodology, tools and techniques for collecting required data – evidence.
- To analyse and interpret the data / evidence to reach the conclusion(s) i.e. solution of the problem.
- To incorporate findings of the study in the school system so as to make its functioning more effective and efficient.

### **During Workshop activity**

Explanations will be provided by the workshop facilitator on the various activities involved in performing action research and writing of the research report. The various steps of report writing would be:

- Topic/Problem to be solved
- Need/Rationale of the study
- Statement of the problem
- Objectives
- Delimitation(s) of the study
- Action plan
- Finding and conclusions
- Follow-up i.e. use of research findings.

In the Workshop II, the report should be submitted to workshop facilitator/director.

### **Post-Workshop activity**

Implementation of the action research findings to improve the school situations. A record of the various points coming up should be maintained by you for future reference.

### **Day 6 Session (iii)**

Preparation of handmade teaching aids based on local resources (e.g. match sticks, rubber band, pieces of wire, empty match boxes, fused - electric bulb, cans, seeds, beads, candles, toothpaste - caps, corks of cold drinks, cardboard, flannel cloth, chart papers, cotton, waste papers, etc.)

This session will be beneficial to you as it would help:

- To nurture ideas of preparing relevant aids from identified content areas
- To develop your creative instincts
- To give a chance for expression of ideas
- To develop feeling of cooperation.
- To develop feeling of conservation of waste materials.

### **Pre-Workshop activity**

To visualize relevant aids in your concerned subjects areas and bring necessary, material.

### **During Workshop activity**

- To prepare soft board and tack-ons on a relevant subject
- To prepare charts, sketches, notice board strips etc.



- To prepare a model from your relevant subject area.

The aids prepared are to be submitted to the workshop facilitator.

### **Post-Workshop activity**

The ideas of the aids prepared can be used in the classroom and their effects gauged.

### **Day 6 Session (iv)**

Valediction

## **DETAILS OF ACTIVITIES IN WORKSHOP II**

In the workshop II, there will be 24 sessions (6 days x 4 sessions a day). In the beginning of each day, a 15 minute slot has been provided for the presentation of a brief report of the previous day's activities. This will orient you better for further course of action.

Session-wise break ups of the Workshop II are as follows:

### **Day 1 Session (i)**

Welcome and Introduction.

### **Day 1 Sessions (ii) & (iii)**

**About the Workshop :** The workshop facilitator will present the objectives and purpose of the workshop, describe the linkages between the first and the second workshop, list out the outcomes of this Workshop and what is expected of you in this workshop.

### **Day 1 Session (iv)**

Submission of reports of school-based practical activities.

### **During Workshop activity**

According to the practical activity chosen, the student teachers will be divided into groups and group discussion conducted on reports. Finally, the reports will be submitted to the workshop facilitator who would evaluate them.

### **Day 2 Session (i)**

Plenary session and discussion: Use of psychological tests.

This session serves the purpose:

- To provide you an orientation to use various types off psychological tests that are relevant in school

### **Pre-Workshop activity**

Go through the text on Psychological Tests

### **During Workshop activity**

The workshop facilitator discusses the types of psychological tests and their uses with you. Also, copies of tests will be provided to you so that you can practice administering them.

**Post-Workshop activity**

The tests are to be conducted and reports are to be prepared and recorded.

**Day 2 Session (ii)**

Discussion on the uses of Internet in schools and utilization of e-mails in education.

**Pre-Workshop activity**

Go through the concerned core course thoroughly

**During Workshop activity**

Discussion on the various details and you will make notes on the various aspects being discussed.

**Day 2 Session (iii)**

Discussion and exchange of views: Action research and group project.

**Pre-Workshop activity**

You can prepare very short abstracts of your action research and group project reports that you have submitted or will submit at the workshop.

**During Workshop activity**

You will share your abstracts with your peers and discuss the exchange views on the various aspects of the work being talked about. A record of the various points coming up should be maintained by you for future reference.

**Day 2 Session (iv)**

Guidance and counseling, role of teachers in the classroom and discussion on the case studies provided to the student teachers: Case study record.

This session serves the purpose of:

- Helping you to provide career guidance, guidance to socially backward children, needy children, slow learners and others.
- Enabling you to listen to various problems of children and try to solve them with empathy.

**Pre-Workshop activity**

Go through the literature on Guidance and Counselling

**During Workshop activity**

Presentation by workshop facilitator using case studies and examples followed by discussion.

**Post-Workshop activity**

Applying some of the discussed aspects in your own school for improving the guidance and counselling services.

**Day 3 Session (i) (ii) (iii) & (iv)**

The student teachers are taken out to a nearby place of educational importance as a field visit-  
Field Visit Record

**Day 4 Sessions (i) & (ii)**

Small group work according to the choice of Elective Courses.

**Pre-Workshop activity**

Go through the Elective Course of your choice thoroughly.

**During Workshop activity**

Discussion on the topics of elective courses and clarification of doubts.

**Day 4 Session (iii) & (iv)**

Plenary session and discussion: Analysis and Interpretation of data

**Pre-Workshop activity**

Go through the literature about the procedures of utilizing the factual/numerical data in providing information about performance and tests conducted during ITP.

**During Workshop Activity**

- Resource person clarifies the various aspects of analysis and interpretation of data providing case studies and examples.
- You have to prepare notes and highlight important points.

**Day 5 Session (i)**

Discussion on the significance and uses of Library in schools and education.

**Pre-Workshop activity**

Go through the concerned concept thoroughly

**During Workshop activity**

Discussion on the various details and you will make notes on the various aspects being discussed

- Library Record.

**Day 5 Session (ii)**

Discussion on the significance of 'Health and Physical Education' as one of the courses in the Teacher Education Programme.

**Pre-Workshop activity**

Go through the concerned core course thoroughly

**During Workshop activity**

Discussion on the various details and you will make notes on the various aspects being discussed

- Physical Education Record.

**Day 5 Session (iii)**

Discussion on the uses of Socially Useful Product Work as one of the practical activities in the Teacher Education Programme.

**Pre-Workshop activity**

Go through the concerned core course thoroughly

**During Workshop activity**

Discussion on the various details and you will make notes on the various aspects being discussed.

**Day 5 Session (iv)**

Discussion on the uses of Arts and Craft work and the significance of creativity among learners.

**Pre-Workshop activity**

Go through the concerned concept and model work thoroughly

**During Workshop activity**

Discussion on the various details and you will make notes on the various aspects being discussed  
- Arts & Craft Record.

**Day 6 Sessions (i) & (ii)**

Feedback sessions

**During Workshop activity**

You will exchange views in groups on various aspects of the workshop.

**Day 6 Session (iii)**

The student teachers will be given essential instructions regarding the commission i.e., the Practical Examination

**Day 6 Session (iv)**

Valediction

## **APPENDIX - III**

### **PRACTICE TEACHING**

Practice teaching is a learning process that provides experiences to students teachers for development of their teaching competence. In practice teaching, you will plan your lesson, deliver them under the supervision of your mentor and/or supervisor and get feedback to improve your teaching competence as result of guided experiences.

Practice teaching will commence after you have attended the first workshop. The activities undertaken in the workshop will provide you some understanding and competence required in teaching skills. You will also get an opportunity to further sharpen you teaching competencies by way of various activities Workshop II which will be organized after a large part practice teaching is over.

Your role in practice teaching is as follows.

- You have to select a secondary/senior secondary school (may be your own schools) and seek the Principal's permission to undertake practice teaching in that school.
- You have to prepare plans of 30 lessons and get those approved by the mentor/supervisor. A generalized lesson plan format is given in appendix I for you reference.
- You have to deliver at least 30 lessons spread over a period of 90 days based on the written lesson plans. You have to teach 30 lessons in you major subject you opted for the B.Ed. programme.
- You have to coordinate with your mentor and supervisor while preparing your practice teaching schedule. You have to ensure that twenty lessons are supervised by the mentor.
- You have to prepare a lesson plan notebook for each subject. The notebook should be available with you while delivering lesson(s) in the classroom

- You should develop at least 10 lesson plans using innovative/learner centered teaching methods such as digital lesson planning, power point presentations, brain storming, simulation, role play, project method, group interaction, problem solving etc.
- You should develop appropriate teaching aids to present your lessons effectively.
- You should try to observe at least 15 lessons of your peers or senior teachers in your school.

## **ROLE OF THE MENTOR AND SUPERVISOR (TEACHER EDUCATOR)**

The mentor will be a senior teacher teaching in the same school as yours and should have same subject background as yours. He/She can also be the principal/headmaster/headmistress of that school.

The supervisor will be from the Department of Education, Centre for Distance Education of the Bharathidasan University. He will visit the school from time to time.

The mentor and supervisor will encourage, assist, guide, observe and motivate you. They will write a comprehensive report on your practice teaching and evaluate each lesson on the basis of a five-point scale Teaching Assessment Battery (TAB). Their role in practice teaching is as follows:

- The mentor and supervisor will function as your guide and will help you in the planning and delivery of lessons.
- The mentor will supervise at least twenty lessons. He will record his comments on the TAB. The supervisor will also supervise at least ten lessons and will use TAB for his/her comments.
- The mentor and supervisor will award you a grade on every presentation based on your performance rated on TAB. You will also be awarded a cumulative grade based on your overall consistent performance towards the end.
- They will ensure that you are regular and punctual in classroom. They will have pre-lesson and posts-lesson discussions with you.
- They will suggest strategies for class management and help you in organizing your class time.
- They will provide you feedback on teaching skills, mannerisms, speech, teaching aids, lesson planning etc.,
- They will discuss ten lessons in detail with you.

## **SELF APPRAISL CHECKLIST**

**(To be used by the student teacher)**

### **A. Maintenance of registers and records**

1. Have you prepared the following registers ?
  - i) Attendance
  - ii) Admission
2. Have you maintained the following records ?
  - i) Laboratory stock book
3. Have you experienced any problem in the preparation and maintenance of records/register ?  
Please specify.
4. Did you find any solution for these problems ?
5. Have you prepared report of this activity ?
6. Have you got it certified by the Mentor?

### **B. Addressing the School Assembly**

1. Did you address the assembly on the requisite number of occasions ?
2. Have you prepared a resume of the assembly addresses ?
3. Have you received feedback/comments from your colleagues and principal/headmaster ?
4. Have you prepared report on the experiences of assembly address ?

### **C. Conducting Sociometric Test**

1. Have you prepared sociogram of your class ?
2. Have you analysed it and suggested solutions in your report ?

### **D. Content Analysis Exercise**

1. Have you prepared flowchart of content analysis ?
2. Have you included explanations of analysis in your report ?

### **E. Administration of intelligence test, personality test and aptitude test to one student and analysis of the results**

1. Have you administered all the three types of tests ?

2. Have you analysed and interpreted the results ?
3. Have you included corrective measures or course of future action in your report ?

#### **F. Preparation of cumulative records**

1. Have you recorded all the details required ?
2. Have you appended records along with report ?

#### **G. Preparation of school time-table**

1. Have you critically analyzed the present time-table ?
2. Did you find any weakness and strength of the present time-table ?
3. Did you prepare a new time-table ?
4. Did you discuss it with peers/colleagues ?
5. Did you incorporate their suggestions ?
6. Did you prepare a report ?

#### **H. Organising Career Talk/PTA Meeting/Debate/Panel Discussion/Quiz Programme**

1. How many activities of the following have you completed?
  - i) Career Talk
  - ii) PTA Meeting
  - iii) Debates
  - iv) Panel Discussion
  - v) Quiz Programme
2. Did you prepare reports on them ?
3. Have you got them certified from the mentor/headmaster/principal and received feedback ?

#### **I. Innovative work/activities**

1. Have you conducted some innovative work/activities in your school ?
2. Please mention the activities/work.

### **CHECK LIST FOR PRACTICE TEACHING**

**(To be used by the student teacher)**

1. Did you prepare 30 lesson plans in your subject ?
2. Have you prepared at least six lesson plans based on innovative teaching methods ?
3. How many lessons have you been discussed with supervisor and mentor (specify date, subject and nature of lessons like micro teaching/simulated teaching/real classroom teaching?)
4. How many lessons have been supervised by (a) headmaster/mentor/principal (b) supervisor? (Specify date, subject and person)
5. How many lessons of your peer and senior teachers have been observed by you (specify date, topic and subject) ?
6. Did you prepare any teaching aids? Specify subject and type of teaching aids prepared by you?
7. Have you submitted records (lesson plan and teaching aids) to your mentor and for getting signature from them ?

**Signature of the Student Teacher**

**Signature of the Mentor**