ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited with 'A' Grade by NAAC) Palayamkottai - 627 002.

Affiliated to

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.

Regulations and Syllabus for

Degree of

Bachelor of Education (B.Ed.)

for the Academic Year

2016 - 2018

B.Ed. Syllabus

CONTENTS

S.No.	Content	
	SEMESTER I	
1.	**CORE COURSES** 1. Psychology of Learners 2. Education in Emerging Indian Society **CONTENT AND PEDAGOGY OF OPTIONAL COURSES** 1. Content and Pedagogy of Special Tamil – I 2. Content and Pedagogy of Special English – I 3. Content and Pedagogy of Mathematics – I 4. Content and Pedagogy of Physical Science – I 5. Content and Pedagogy of Biological Science – I 6. Content and Pedagogy of Social Science – I 7. Content and Pedagogy of Computer Science – I 8. Content and Pedagogy of Commerce and Accountancy – I 9. Content and Pedagogy of Economics – I **PEDAGOGY OF LANGUAGE** 1. Pedagogy of Language – Tamil – I 2. Pedagogy of Language – English – I 3. Strengthening Language Proficiency and Managerial Skills **EPC** 1. Yoga and Physical Education 2. Library and Information Science 3. Arts and Craft	

	SEMESTER II
2.	**CORE COURSES**
	1. Psychology of Teaching and Learning
	2. Curriculum Development in the Knowledge Era
	3. Assessment of Learning
	CONTENT AND PEDAGOGY OF OPTIONAL COURSES
	1. Content and Pedagogy of Special Tamil – II
	2. Content and Pedagogy of Special English – II
	3. Content and Pedagogy of Mathematics – II
	4. Content and Pedagogy of Physical Science – II
	5. Content and Pedagogy of Biological Science – II
	6. Content and Pedagogy of Social Science – II
	7. Content and Pedagogy of Computer Science – II
	8. Content and Pedagogy of Commerce and Accountancy – II
	9. Content and Pedagogy of Economics – II
	PEDAGOGY OF LANGUAGE
	1. Pedagogy of Language – Tamil – II
	2. Pedagogy of Language – English – II
3.	**SEMESTER III** **INTERNSHIP**
	SEMESTER IV
4.	**CORE COURSES**
	1. Gender School and Society
	2. Inclusive Education
	3. Information and Communication Technology in Education
	4. Self Science Education
	CONTENT AND PEDAGOGY OF OPTIONAL COURSES
	1. Content and Pedagogy of Special Tamil – IV
	2. Content and Pedagogy of Special English – IV
	3. Content and Pedagogy of Mathematics – IV

4. Content and Pedagogy of Physical Science – IV

5. Content and Pedagogy of Biological Science – IV

6. Content and Pedagogy of Social Science – IV

7. Content and Pedagogy of Computer Science – IV

8. Content and Pedagogy of Commerce and Accountancy – IV

9. Content and Pedagogy of Economics – IV

PEDAGOGY OF LANGUAGE

1. Pedagogy of Language – Tamil – IV

2. Pedagogy of Language – English – IV

ELECTIVES

1. Physical and Health Education

2. Guidance and Counselling

3. Environmental Education

4. Value and Peace Education

DISTRIBUTION OF CREDITS – B.Ed. (2016-2018)

First Semester

The programme will consist of a theory component and a practicum component.

SL.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1.	*Core Course – 1:* Psychology of Learners	3	45	10	20	75
2.	*Core Course – 2 :* Education In Emerging Indian Society	2	30	10	10	50
II	Curriculum and Pedagogic Studies					
1.	Content and Pedagogy of Optional Courses	3	45	10	20	75
2.	Pedagogy of Language	2	30	10	10	50
2.	Strengthening Language Proficiency and Managerial Skills	2	30	10	10	50
IV	**EPC Courses (Courses on Enhancing Professional Capacities)**					
1.	Physical Education and Yoga	1	15	5	5	25
2.	Library and Information Science	1	15	5	5	25
3.	Arts and Craft	1	15	5	5	25
	Grand Total (Theory)	15	225	65	85	375

L-Lecture

T-Tutorial

P/PW-Practical/Project Work

EPC Courses   Internal Evaluation

(Courses on Enhancing Professional Capacities)

S.N	EPC Courses	Physical Education and Yoga record	Performance Test	Viva –	Total
1	Physical Education and Yoga	20	20	10	50
2	Library and Information Science	Library and Information Record	Performance Test	Viva –	Total
		20	20	10	50
3	Arts and Craft	Preparation of Collage	Performance Test	Viva –	Total
		20	20	10	50

Second Semester

The Programme will consist of a theory component and a practicum component.

(i) Theory component

SL.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1	*Core Course – 1:* Psychology of Teaching and Learning	3	45	10	20	75
2.	*Core Course – 2:* Curriculum Development in the Knowledge era	3	45	10	20	75
3.	*Core Course – 3:* Assessment of Learning	3	45	10	20	75
II	**Curriculum and Pedagogic Studies**					
1.	Content and Pedagogy of Optional *Courses*	3	45	10	20	75
2.	Pedagogy of Language	2	30	10	10	50
	Grand Total (Theory)	14	210	50	90	350

L-Lecture

T-Tutorial

P/PW-Practical/Project Work.

Third Semester – Internship

Fourth Semester

The Programme will consist of a theory component and a practicum component.

(ii) Theory component

SL.	Courses	Credit	L	T	P/PW	Total
I	*Core Courses*					
1	*Core Course – 1:* Gender, School and Society	4	55	15	30	100
2.	*Core Course – 2:* Inclusive Education	4	55	15	30	100
3.	*Core Course – 3:* Information and Communication Technology in Education	4	55	15	30	100
4.	**Core *Course* – 4** Self Science Education	3	45	10	20	75
II	**Curriculum and Pedagogic Studies**					
1.	Content and Pedagogy of Optional *Courses*	3	45	10	20	75
2.	Pedagogy of Language	2	30	10	10	50
III.	*Elective Paper (any one of the Following elective paper)*	3	45	10	20	75
	a) Physical and Health Education					
	b) Guidance and Counselling					
	c) Environmental Education					
	d) Value and Peace Education					
	Grand Total (Theory)	23	330	85	160	575

L-Lecture

T-Tutorial

P/PW-Practical/Project Work.

L-Lecture, T-Tutorial, P/PW-Practical/Project Work.

S.No	Components	Credit	L	T	P/PW	Total
	Group 'A' Teaching Competency					
1.	Teaching Competence – Level – I	8	-	-	200	200
2.	Teaching Competence – Level – II	8	-	-	200	200
3.	Teaching Competence – Tamil/English	8	-	-	200	200
	Group 'B' Teaching Based Records Criticism Record – Level – I Criticism Record – Level – II Criticism Record - Tamil/English Observation Record – Level – I, Observation Record – Level – II, Observation Record – Tamil/ English Microteaching – Level – I, Microteaching – Level – II, Microteaching – Tamil/English Projects on Identifying and Analysing the Diverse Needs of Learners – Level –I, Teaching learning Materials– Level –I, Teaching learning Materials – Level –II, Teaching learning Materials Pedagogy of Language Tamil/English Test and Measurement– Level – I, Test and Measurement – Level – II, Reflective Record on Continuous and Comprehensive Evaluation Level – I (or) Level – II, Reading and Reflecting on School Text Books, Website Analysis Report Level – II and Educational Technology Kit Psychology Experiments, Action Research, Case Study- Level-II	12		75	225	300
	Group 'C' School and Community Based activities Arts & Craft and S.U.P.W. Record C.T. Camp Record Physical Education, Yoga & Health Album Educational Tour and Field Trip Record Report on Organisation of Non-Scholastic Activities Report on Maintenance of Records and Registers in Schools Environmental Education Record Library usage Record	5	30	30	65	125
	GROUP 'D' PRACTICUM	3	45	10	20	75
	Grand Total	**44**	**75**	**115**	**910**	**1100**

L-Lecture, T-Tutorial, P/P/W-Practical/Project Work.

Note: Internal Evaluation of Practical Work will be based on practical assignments, Performance of school and community activities and evaluation of teaching practice including submission of Reports/Records Pertaining to these activities.

(iii) *Summary*

Sl.No	Courses	Credit	L	T	P/PW	Total
I	*Theory Component*					
1.	Core Courses (9)	29	375	125	225	725
2.	Content and Pedagogy of Optional	9	125	25	75	225
3.	Pedagogy of Language	8	100	25	75	200
4.	Elective Paper (1)	3	45	10	20	75
5.	EPC	3	45	10	20	75
	Total (Theory)	52	690	195	415	1300
II	*Practicum Component*					
1.	Group 'A'	24	-	225	375	600
2.	Group 'B'	12	-	125	175	300
3.	Group 'C'	5	-	25	100	125
4.	Group 'D'	3	10	20	45	75
	Total (Practicum)	44	10	395	695	1100
	Grand Total	96				2400

4. SCHEME OF EXAMINATION

Examination (Theory)

(i)   Theory – First Semester

SL. No	Courses	Duration	Internal	External	Total
1	Psychology of Learners	3 hours	25	75	100
2	Education in Emerging Indian Society	3 hours	25	75	100
3	Content and Pedagogy of Optional Courses	3 hours	25	75	100
4	Pedagogy of Language	3 hours	25	75	100
5	Strengthening Language Proficiency and Managerial Skills	3 hours	25	75	100
				Total	**500**

(ii)

(iii) Theory – Second Semester

SL. No	Courses	Duration	Internal	External	Total
1	Psychology of Teaching and Learning	3 hours	25	75	100
2	Curriculum Development in the Knowledge era	3 hours	25	75	100
3	Assessment of Learning	3 hours	25	75	100
4	Content and Pedagogy of Optional Courses	3 hours	25	75	100
5	Pedagogy of Language	3 hours	25	75	100
				Total	**500**

(iv) Theory – Fourth Semester

SL. No	Courses	Duration	Internal	External	Total
1	Gender, School and Society	3 hours	25	75	100
2	Inclusive Education	3 hours	25	75	100
3	Information and Communication Technology in	3 hours	25	75	100
4	Self Science Education	3 hours	25	75	100
5	Content and Pedagogy of Optional Courses	3 hours	25	75	100
6	Pedagogy of Language	3 hours	25	75	100
7	Elective	3 hours	25	75	100
				Total	**700**

Internal Assessment (Theory)

The student teachers are evaluated according to their performance in

a) Preparation and Presentation of Assignment	:	10 marks	
b) Two Tests	:	15 marks	

Total   :   **25** Marks

S.No	Practical Activities 2017-	MARKS
	GROUP – A –TEACHING COMPETENCE	
1.	Teaching Competence – Level – I	150
2.	Teaching Competence – Level – II	150
3.	Teaching Competence – Tamil/English	150
	Total	**450**
	GROUP – B –TEACHING BASED RECORDS	
1.	Criticism Record – Level – I	15
2.	Criticism Record – Level– II	15
3.	Criticism Record –Tamil/ English	15
4.	Observation Record – Level- I	15
5.	Observation Record – Level – II	15
6.	Observation Record – Tamil/ English	15
7.	Microteaching – Level - I	15
8.	Microteaching – Level - II	15
9.	Microteaching – Tamil/ English	15
10.	Projects on Identifying and Analysing the Diverse Needs of Learners – Level - I	10
11.	Teaching learning Materials – Level –I	10
12.	Teaching learning Materials – Level –II	20
13.	Teaching learning Materials Pedagogy of Language Tamil/English	20
14	Test and Measurement– Level – I	10
15.	Test and Measurement – Level – II	10
16.	Reflective Record on Continuous and Comprehensive Evaluation Level – I (or) Level – II	10
17.	Reading and Reflecting on School Text books	5
18.	Website Analysis Report – Level – II and Educational Technology Kit	10
19.	Psychology Experiments	20
20.	Action Research	10
21.	Case Study – Level – II	10
	Total	**200**

GROUP – C- SCHOOL AND COMMUNITY BASED ACTIVITIES
& PRACTICUM RECORD

Arts & Craft and S.U.P.W. Record	20
C.T. Camp Record	20
Physical Education, Yoga & Health Education Album	20
Educational Tour and Field Trip Record	5
Report on Organisation of Non-Scholastic Activities	10
Report on Maintenance of Records and Registers in Schools	10
Environmental Education Record	10
Library Usage Record	5
Total	**100**
Group – D - Practicum Record	**50**
Total	
(Group A = 300 + Group B =200 + Group C = 100 + Group D = 50) **Grand Total**	**650**

Therefore, total marks for Practical is   650and

Total for Theory   **=**   **1850 Marks**

Grand Total   **2500 Marks**

Practical Examination

The External board (appointed by the Controller of Examinations in consultation with the Principal) will examine the teaching competence of the candidates and their practical work. The Board will examine the teaching competency of Group A in Level I Level II and Pedagogy of language and other practical aspects. The teaching competency of Group A carries 100 marks for each Level and 100 marks for Pedagogy of language – Tamil/English bringing to a total of 300 marks. The other practical aspects in group B carries 200 marks and group C carries 100 marks and Group D carries 50 marks in total. **So total marks for practical is 300+200+100+50 = 650** Marks. For the practical, a minimum of 50% marks for each category is required for pass.

The grand total for theory and practical examination is 650+650+500+700 =2500 marks.

Passing minimum and Award of Class

For each theory paper the minimum marks required for pass is 50% of the aggregate of internal and external marks. (For each paper the minimum marks for pass in the external examinations is 45%). For practical activities also the required minimum for pass is 50%. In practical for every activity the student should obtain 50% marks.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

Core, Content and Pedagogic Studies, Pedagogy of Language.		
Semester I		
Paper	**Title**	**Sub.Code**
Core Courses	1. Psychology of Learners	FBEC1
	2. Education in Emerging Indian Society	FBEC2
Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil - I	FCPTA
	2. Content and Pedagogy of Special English – I	FCPEN
	3. Content and Pedagogy of Mathematics – I	FCPMA
	4. Content and Pedagogy of Physical Science – I	FCPPS
	5. Content and Pedagogy of Biological Science –I	FCPBS
	6. Content and Pedagogy of Social Science – I	FCPSS
	7. Content and Pedagogy of Computer Science – I	FCPCS
	8. Content and Pedagogy of Commerce and Accountancy - I	FCPCA
	9. Content and Pedagogy of Economics - I	FCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - I	FCPLT
	2. Pedagogy of Language – English - I	FCPLE
	3. Strengthening Language Proficiency and Managerial Skills	FCPSL
EPC	1. Physical Education and Yoga	FEPCP
	2. Library and Information Science	FEPCL
	3. Arts and Craft	FEPCA
Semester II		
Core Courses	1. Psychology of Teaching and Learning	SBEC3
	2. Curriculum Development in the Knowledge Era	SBEC4
	3. Assessment of Learning	SBEC5
Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil – II	SCPTA
	2. Content and Pedagogy of Special English – II	SCPEN
	3. Content and Pedagogy of Mathematics – II	SCPMA
	4. Content and Pedagogy of Physical Science – II	SCPPS
	5. Content and Pedagogy of Biological Science – II	SCPBS
	6. Content and Pedagogy of Social Science – II	SCPSS
	7. Content and Pedagogy of Computer Science – II	SCPCS
	8. Content and Pedagogy of Commerce and Accountancy – II	SCPCA
	9. Content and Pedagogy of Economics – II	SCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - II	SCPLT
	2. Pedagogy of Language – English - II	SCPLE

Semester III - Internship		
Semester IV		
Core Courses	1.Gender, School and Society	LBEC6
	2. Inclusive Education	LBEC7
	3. Information and Communication Technology in Education	LBEC8
	4. Self Science Education	LBEC9

Content and Pedagogy of Optional Courses	1. Content and Pedagogy of Special Tamil - IV	LCPTA
	2. Content and Pedagogy of Special English – IV	LCPEN
	3. Content and Pedagogy of Mathematics – IV	LCPMA
	4. Content and Pedagogy of Physical Science – IV	LCPPS
	5. Content and Pedagogy of Biological Science –IV	LCPBS
	6. Content and Pedagogy of Social Science – IV	LCPSS
	7.Content and Pedagogy of Computer Science – IV	LCPCS
	8.Content and Pedagogy of Commerce and Accountancy - IV	LCPCA
	9.Content and Pedagogy of Economics - IV	LCPEE
Pedagogy of Language	1. Pedagogy of Language – Tamil - IV	LCPLT
	2. Pedagogy of Language – English - IV	LCPLE
Electives	1. Physical and Health Education	LBEPE
	2. Guidance and Counseling	LBEGC
	3. Environmental Education	LBEEE
	4. Value and Peace Education	LBEVE

SEMESTER - I

CORE – I - PSYCHOLOGY OF THE LEARNERS

[SEMESTER - I]

Objectives

The student teacher will be able

- *to understand the concepts and principles of Educational Psychology.*
- *to acquaint themselves with the process of development and assessment of various abilities and traits.*
- *to acquire knowledge about the dimensions and determinants of personality.*
- *to understand the importance of mental health and hygiene.*
- *to understand the concepts of guidance and counselling and their educational significance.*

Unit I - Educational Psychology

Psychology meaning, definition, branches - Methods of Psychology – Introspection, Observation, Interview, Case-study - experimental method - Educational psychology – nature and scope -– Contribution of Psychology to education.

Unit II - Growth and Development

Meaning and concept of growth and development – Principles and stages of growth and development - Factors related to growth and development - Heredity and Environment – characteristic features and problems of various stages and dimensions of Growth and Development with special reference to adolescence - Child Psychology – Childhood and adolescence – Developmental tasks and Role of teachers.

Unit III - Dimensions of Development

Cognitive Development – Sensation and perception, Attention – factors related to attention. Kinds of Attention – inattention - distraction and division of attention. Concept formation – nature and types of concepts- Piaget and Bruner's

theory of cognitive development, thinking, reasoning and problem solving – Meta cognition and its significance - Social development- Erickson's stages of social development - Emotional development – Goleman's theory of Emotional Intelligence and its Educational Significance - Significance of Emotional Intelligence, role of emotions in life - Moral development – Kohlberg's stages of Moral Development.

Unit IV - Development of Personality

Personality – Definition, meaning and nature. Development of personality - Theories of personality – Eysenck, Cattell and Freud (ID, Ego, Super Ego) - Assessment of Personality – Projective and Non-Projective techniques - Integrated Personality and teachers' role in shaping the students.

Unit V - Guidance for Mental Health

Concept of Mental Health and Hygiene – Purposes of Mental Hygiene – adjustment and mal adjustment, factors influencing adjustment of students, Conflict and Frustration – Defense Mechanisms – Identification, Rationalisation, Compensation, Projection, Aggression, Reaction formation, Stress and Stress coping behaviour - Role of teachers in the Promotion of Mental health among Students – Nature, Significance and types of Guidance and Counselling – Educational, Vocational and Personal - Techniques of Guidance and Counselling – Organization of Guidance programme in schools.

Practicum

Conduct any three of the following Psychology Experiments to your class students and prepare a report of the same.

1. Division of Attention.

2. Effect of meaning on retention.

3. Pyramid puzzle.

4. Problem solving test.

5. Emotional Intelligence.

References

Aggarwal, J.C. (2008). *Essentials of psychology* (2nd ed.). New Delhi: Vikas Publishing House.

Aruna Mohan, G. (2011). *Psychological foundations of education*. Hyderabad: Neelkamal Publication.

Biranchi Narayan Dash & Kunjalatha Dash. (2009). *Essentials of educational psychology*. Hyderabad: Neelkamal Publication.

Chauhan, S.S. (2007). *Advanced educational psychology*. New Delhi: Vikas Publishing House.

John Santrock. W. (2006). *Educational psychology*. New Delhi: Tata McGraw Hill Publishers.

Mangal, S.K. (2007). *Introduction to psychology*. New Delhi: Arya Book Dept.

Mangal, S.K. (2008). *Advanced educational psychology* (2nd ed). New Delhi: Prentice Hall of India.

Mishra, B.K. (2011). *Psychology study of human behaviour*. New Delhi: PHI Learning.

Nirmala, J. (2012). *Psychology of learning and human development*. Hyderabad: Neelkamal Publication.

Robert Feldman, S. (2009). *Essentials of understanding psychology*. New Delhi: Tata McGraw Hill Education.

Sambasiva Rao, P. & Bhaskara Rao, D. (2006). *Techniques of teaching psychology*, New Delhi: Sonali Publications.

Sharma, R.A. (2008). *Fundamentals of educational psychology*, Meerut: R. Lall Book Dept.

www.psychclassics.yorku.ca

www.psychology.wikia.com

www.simplypsychology.org

CORE – II - EDUCATION IN EMERGING INDIAN SOCIETY [SEMESTER I]

Objectives

The overall objective of the course is to equip the prospective teachers with necessary knowledge, skills, interests and attitude so as to enable them to tackle the problems of education in school and society.

The student teacher is enabled

- *to acquire the knowledge of the concepts and principles of Education and Philosophy*

- *to understand the relationship between Philosophy and Education and the implication of Philosophy on education.*

- *to analyse the contributions of Indian and Western educational thinkers to education and their impact on education.*

- *to understand and appreciate the role of education in social and national reconstruction.*

- *to familiarize them with the forces that operate in Contemporary Indian Society.*

Unit I - Understanding Education

Introduction - Education - Meaning -Definition – Aims – Function of Education - Nature of Education - Types of Education (Formal, Non-Formal, Informal) - Agencies of Education - New Approach to Education - Difference among the following concepts – Education - Instruction - Teaching - Training – Indoctrination - **UNESCO'S** Four Pillars of Education - Learning to know - Learning to do - Learning to be - Learning to live together.

Unit II - Philosophical bases of Education

Philosophy **-** Concept of Philosophy - Definition, Meaning, and Scope of Philosophy - Philosophy of Education and Educational Philosophy - Relationship between Education and Philosophy - Philosophical Trends.

UNIT III - Educational implications of Schools of Philosophy

Idealism – Realism - Naturalism – Pragmatism – Humanism and its Educational Implications.

Contributions of Educational Thinkers: Rousseau – Dewey - Mahatma Gandhi - Rabindranath Tagore - Krishnamoorthy .J. - A.P.J Abdul Kalam and

St. Ignatius and their relevance to Modern Education.

Unit IV - Education in Traditional and Contemporary Indian Society

Education in Traditional India: Vedic Education, Buddhist Education, Education during Medieval & British periods with special reference to Lord Macaulay's Minute and Wood's despatch.

Education in Contemporary India: National Education Commissions**:** Mudaliar Commission (1954) – Kothari Commission (1964-66) – National Policy on Education (1986) - Rama moorthy revised Education Policy - POA -1992 – National Curricular Framework (**NCF 2005**). Statutory Bodies: MHRD, UGC, NAAC, NCTE and NCERT

Unit V - Emerging Trends in Society and Changes in Learning Environment and its impact

Three Moments in the History of Mankind - Traditional, Modern and Post modern society - Features of each and its impact on education. Major Global trends: Liberalisation, Privatization and Globalisation – Consumerism – Technology and Media as a prime mover of social change. **Impact**: - Emergence of the knowledge society – Adaptive Demands on Society, Individual and on education in the Global village – Changes in the teacher's role, learner participation, learning resources and physical space.

Practicum

1. Conduct a discussion on the strategies to be followed in the classroom to develop the spirit of 'learning to live together'.

2. Conduct a symposium on the topic, "Is privatization a boon or bane for Quality enhancement of education in India?".

3. Conduct of an Elocution competition on the topic, "The legacy DR.A.P.J. Abdul Kalam has left"

References

Arulsamy, S. (2011). *Philosophical and sociological perspectives on education*. New Delhi: Neelkamal Publications.

Bhatia, K.K. (2010). *Philosophical sociological and economic bases of education*. Ludhiana: Tandon Publications.

Chakraborty.A.K.(2008),Education in emerging indian society,Meerut,Lall Book Depot.

Dash, B.N. (2000). *Teacher and education in the emerging indian society*. Hyderabad: Neelkamal Publications.

David Stewart & Geene Blocker. H. (2008). *Fundamentals of philosophy*. New York: MacMillan Publishing House.

Elder Mullan. (2007). *The spiritual exercise of st.ignatius of loyola*. State University of Newyork Press.

Kalam Abdul, A.P.J. (2010). *Indomitable spirit*. Rajpal & Sons.

Lakshmi, S. (2005). *Challenges in education*, New Delhi: Sterling Publishers.

Mrunalini, T. (2011). *Philosophical foundation of education*. New Delhi: Neelkamal Publications.

National council of educational research and training. (2005). New Delhi: Sri Aurobindo Marg.

Rainu Gupta (2011), *Philosophical, sociological and economic bases of education*, Ludhiana ,Tandon Publications.

Raman Behari Lal,(2009). *Development of Indian education and its problems*, Meerut, Lall Book depot

Safaya (2011). *Development of Education in emerging India and its current problems*, New Delhi, Dhanpat Rai Publishing.

Shaoo (2010). *Teacher in emerging Indian society*, Delhi, Navyug books international

Swaroop saxena.N.R (2008), *Education in emerging Indian society*, Meerut Lall Book Depot

www.indiansocialstudy.com

www.oregonstate.edu

www.teindia.nic.in

⚚ ⚚ ⚚ ⚚ ⚚ ⚚

பாடப்பொருள் மற்றும் சிறப்புத்தமிழ்

கற்பித்தல் I – முதல் பருவம்

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- *மொழியின் தோற்றம், வளர்ச்சி பற்றி அறிதல்*

- *தமிழ்மொழி கற்பித்தல் திறன்களை வளர்த்தல்*

- *கற்பித்தல் நோக்கங்களையும், பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவத்தையும் அறிதல்*

- *தமிழ் பாடப் பகுதிகளை கற்பித்தலை அறிதல்*

- *பாடப்பொருள் அறிவை வளர்த்தல்*

- *மொழி கற்பித்தலில் தொழில் நுட்ப கருவிகள், வளங்களை பயன்படுத்துதல்*

அலகு – 1 தமிழ்ப் பாடப்பொருள் கற்பித்தல்

ஒன்பதாம் வகுப்பு இலக்கணம் - எழுத்து – ஆகு பெயர் - பெயர்ச்சொல்: தொழில், பண்பு, மூவிடப் பெயர்கள் - சொல்: பகுபதம், பகாபதம் - வழாநிலை, வழு, வழுவமைதி – பொருள்கோள் - புணர்ச்சி - யாப்பு: செய்யுள் உறுப்புகள் (எழுத்து, அசை, சீர், தளை) – யாப்பு: செய்யுள் உறுப்புகள் (அடி, தொடை) – அணி.

அலகு – 2 – மொழியியல்

ஒலி மொழியாதல் - தமிழ்மொழிகளின் பிறப்பு – உயிர், மெய்யொலிகளின் பிறப்பு – பேச்சு உறுப்புகளும் அதன் செயல்பாடுகளும் - தமிழ் மொழியின் அமைப்பு – அடைப்பொலி - உரசொலி - மூக்கொலி – ஆடொலி – மருங்கொலி – ஒலியன்கள் - ஒலியன்களை கண்டறியும் கொள்கைகள்.

அலகு – 3 – நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

நுண்ணிலைக் கற்பித்தல் - விளக்கம் - படிகள் - சுழற்சி – நன்மைகள் - பயிற்சி பெறும் திறன்கள் - விளக்குதல் திறன் - கிளர்வினா திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன் - வலுவூட்டிகளை பயன்படுத்தும் திறன் - இணைப்புக் கற்பித்தல் - நுண்ணிலை கற்பித்தல், மரபு வழிக்கற்பித்தல் - வேறுபாடு.

கற்பித்தல் நோக்கங்கள் - முக்கியத்துவம் - புளுமின் கற்பித்தல் நோக்க வகை தொகை –தொடக்கநிலைஇடயர்நிலை.மேல்நிலை கற்பித்தலுக்கான பொது, சிறப்பு நோக்கங்கள் - பாடத்திட்டம் - விளக்கம் - பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில் கொள்ளத்தக்கன — பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு — பாடத்திட்ட படிவம் தயாரித்தல் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை -அலகு திட்டம் - விளக்கம் - தேவை — முக்கியத்துவம் - படிநிலைகள் - வருடபாடத்திட்டம் - பயன்கள்.

அலகு – 4   உரைநடை, செய்யுள் கற்பித்தல்

உரைநடை - கற்பித்தலின் நோக்கங்கள் - உரைநடையின் வகைகள் - கற்பிக்கும் முறை — சொற்களஞ்சியம் - சொற்களஞ்சிய வகைகள் - சொற்களஞ்சியத்தை வளர்க்கும் முறைகள்.

செய்யுள் - கற்பித்தலின் நோக்கங்கள் - செய்யுள் கற்பிக்கும் முறை — செய்யுள் பாடத்தை கற்பிக்கத் தொடங்கும் முறை - செய்யுள் மற்றும் உரைநடை பாடம், கற்பிப்பதில் உள்ள வேற்றுமை.

அலகு – 5   இலக்கணம், கட்டுரை மற்றும் துணைப்பாடம் கற்பித்தல்

இலக்கணம் - கற்பித்தலின் நோக்கங்கள் - வகைகள் - இலக்கணம் கற்ப்பிக்கும் முறைகள் - விதிவரும் முறை — விதிவிளக்கு முறை — இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள் - விளையாட்டு முறை — விளையாட்டு முறை மூலம் இலக்கண பாடம் கற்பித்தல் - திட்டமிட்டுக் கற்றல் முறை — இலக்கண பாடம் கற்பிக்க சட்டம் தயாரித்தல் - இலக்கணப் பாடம் பள்ளிகளில் வெறுக்கப்படுவதற்கான காரணங்கள் - இலக்கணப் பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள்

கட்டுரை - கற்பித்தலின் நோக்கங்கள் - கட்டுரையின் வகைகள் - கட்டுரை எழுதும் முறை — கட்டுரை எழுதுதலின் படிப்படியான வளர்ச்சி நிலைகள் - கட்டுரை திருத்தும் போது மொழி ஆசிரியர் மேற்கொள்ள வேண்டுவன.

துணைப்பாடம் - கற்பித்தலின் நோக்கங்கள் - கற்பிக்கும் முறை — துணைப்பாடம் கற்பித்தலின் மூலம் மாணவர்கள் பெறும் பயிற்சிகள்

செய்முறைப் பயிற்சிகள்

1. பேச்சுறுப்புகளின் படம் வரைந்து விளக்குதல்
2. உயிர் எழுத்துக்கள் மற்றும் மெய் எழுத்துக்கள் பிறப்பு பற்றிய வரைவுத்தாள் தயாரித்தல்

3. பட்டிமன்றம்

பார்வை நூல்கள்

சக்திவேல், சு. (2006). *தமிழ்மொழி வரலாறு*, சென்னை: மணிவாசகர் பதிப்பகம்,

பிரபாகரன், உ. (2009). *சிறப்புத்தமிழ்*, நாமக்கல்: சம்யுக்தா பதிப்பகம்.

வேணுகோபால, பா. (2009). *சிறப்புத்தமிழ் கற்பித்தல்*, சென்னை: சாரதா பதிப்பகம்,

கலைச்செல்வி, வெ. (2008). *சிறப்புத்தமிழ் கற்பித்தல்*. ஈரோடு: சஞ்ஜீவ் வெளியீடு.

கணபதி. வி. & ஜெயராயன். பூ. (2005). *பைந்தமிழ் கற்பித்தல்*. சென்னை: சாந்தா பதிப்பகம்.

தீனதயாள். & சிவக்குமார். ம. (2010). *பைந்தமிழ் கற்பித்தல்*. சென்னை: ஸ்ரீ கிருஷ்ணா பதிப்பகம்.

மீனாட்சி சுந்தரம், அ. & செல்வம், பொ. (2010). *சிறப்புத்தமிழ் கற்பித்தல்*. திண்டுக்கல்: காவ்யமாலா பதிப்பகம்.

வேணுகோபால், இ.பா. (2006). *சிறப்புத்தமிழ் கற்பித்தல்*. சென்னை: சாரதா பதிப்பகம்.

www.eluthu.com

www.tamilvu.org

www.tamilkurinji.com

⚜ ⚜ ⚜ ⚜ ⚜ ⚜

CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - I
[SEMESTER - I]

Objectives

The student teacher will be enabled

- *To acquire the characteristics of English Language*
- *To acquire the knowledge of the sound system of English.*
- *To develop Competency in skills of preparing lesson plans and present them effectively.*
- *To evolve a working knowledge of the grammatical terminology and the grammatical system in English.*
- *To imbibe good Pronunciation and fluency of speech and also to develop legible writing skills.*

Unit-I Content and Teaching of Grammar

Grammatical items from Std. IX syllabus - Phrasal Verbs-Sentence Pattern-Tenses-Voice (active voice, passive voice)-Direct to Indirect speech-Gerund-Infinitives-Degrees of comparison-Simple, Complex and Compound-Conditional clause-Relative Pronouns-Meaning and characteristics of grammar-Types of Grammar - Aims of Teaching Grammar

Unit - II Characteristics of English Language

Nature of English language-Principles of language-Importance of language-Values of Teaching English-The Four Skills of English-Various strategies to develop the Listening, Speaking, Reading and Writing skills - Teaching English as 'a skill' rather than as a 'knowledge subject'-Teaching Communication skills.

Unit III - Essentials of Phonetics

The Speech Mechanism - The description of speech - sounds, vowels and consonants - classification of consonants - Manner of articulation - Place of articulation-vowels and diphthongs - Phonetic symbols - Transcription- The phoneme, syllable division-syllabic consonants - Consonant clusters-Stress - Word stress and sentence stress - Strong and weak forms of verbs - Intonation - four basic patterns - Rhythm-Methods of teaching English Pronunciation - Causes of defective Pronunciation.

Unit - IV Methods and Approaches of Teaching English

Methods - Grammar Translation Method-Bilingual Method - Direct Method -Dr. West's New Method - Difference between Translation and Direct Methods - Approaches - Structural - Situational - Communicative –Eclectic - Difference between Method and Approach.

Unit -V Lesson Planning and Micro Teaching

Micro Teaching and its cycle - skills of probing, explaining, stimulus variation, reinforcement and illustrating with examples and need for link lesson - Advantages of Micro teaching - Aims of Teaching English at the secondary and Higher Secondary level – Cognitive, Affective and psycho-motor domains - Need, Format of Macro Lesson plan - Teaching of Prose - Types of Prose -Teaching of Poetry - Difference between prose and poetry.

Practicum

1. Preparation of labelled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. An oral test assessing the teacher trainee's knowledge and mastery of the various areas in Grammar.

References

Grant Taylor. (2011). *English conversation practice*. New York: Tata McGraw Hill Education.

John Seely, (1998). *The Oxford guide to writing and speaking*. Cambridge University Press.

Krishnaswamy, N. & Lalitha Krishnaswamy. (2008). *Methods of teaching English*. Chennai: Macmillan India Press,

Menon, T.K.N. & Patel, M.S. (1971). *The teaching of English as a foreign language*. Baroda: Acharya Book Depot.

Michel Swan. (2010). *Practical English usage*. New Delhi: Oxford University Press.

Mohammed Sahul Hameed, M.A. & Srinivasan, R. (2005). *English grammar and composition*. Kumbakonam: Anuradha Agencies.

Rodney Huddleston. (1996). *English grammar: An outline*. Cambridge University Press.

Sharma, R.A. (2005). *Teaching of English*. Meerut: Surya Publications.

W.A. Bennett (1969). *Aspect of language and language teaching*. New York: Cambridge
University Press.

www.britishcouncil.org

www.englishspeak.com

www.fluentu.com

CONTENT AND PEDAGOGY OF MATHEMATICS - I
[SEMESTER – I]

Sub Code : FCPMA

Objectives

The Prospective teacher is enabled

- *to develop insight into the meaning, nature and objective of mathematics education.*
- *to understand the historical developments in Mathematics leading to the modern mathematics.*
- *to understand the Learning Theories and their implications in mathematics education.*
- *to develop knowledge and skill of applying various instructional approaches in teaching mathematics.*
- *to stimulate curiosity, creativity and inventiveness in mathematics.*

Unit I – Content of Mathematics

Real numbers – Surds – Basic Operations. Sets – Different kinds of sets – Set Operations – Representation using Venn diagram. Practical Geometry – Special line segments within Triangles – Perpendicular bisector to a given line segment – Perpendicular from an external point to a given line – Bisector of a given angle – line joining a given external point and the midpoint of a given line segment. The points of concurrency of a Triangle – Circumcentre – Orthocentre – Incentre – Centroid.

Unit II - Objectives and Values of Teaching Mathematics

Objectives of teaching Mathematics – Bloom's Taxonomy of Instructional Objectives, Framing instructional objectives of teaching Mathematics in behavioural terms. Values of teaching Mathematics - practical, social, cultural, disciplinary and recreational values of teaching Mathematics.

Unit III - Micro Teaching

Micro teaching – meaning, definition and characteristics. Micro teaching process – Micro teaching cycle – skill of set induction, probing, explaining, illustrating with examples, black board writing, reinforcement. Uses of Micro teaching, Link lesson.

Unit IV - Lesson Planning

Lesson plan – definition – components of a lesson plan – Need for writing a lesson plan – characteristics of a good lesson plan - Herbartian steps. Unit plan – Definition – Need and importance – Steps in Unit plan. Year plan – Advantages of year plan.

Unit V - Instructional Strategies of Teaching Mathematics

Lecture cum demonstration method – Inductive Method, Deductive Method, Analytic Method, Synthetic Method, Problem solving Approach, Computer Assisted Instruction (CAI), Active Learning Method (ALM) – TIGER Method, Constructive Approach – 5E Model.

Practicum

1. Practice Micro teaching Skills.
2. Present a topic from Secondary level (VIII, IX, X) with an appropriate instructional strategy.
3. Prepare an ALM Lesson plan.

References

Aggarwal, S.M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanpat Rai Publications.

Glover, J. (2001). *Vedic mathematics for schools*. New Delhi: Mobilal Banarsidars Publications.

Goel, R. G. (2008). *Teaching of mathematics*. New Delhi: Lotus Press.

James, A. (2010). *Teaching of mathematics.* Hyderabad: Neelkamal Publications.

James, A. (2011). *Techniques of teaching mathematics.* New Delhi: Neelkamal Publications.

James, A., & Alwan, J. (2012). *Skills and strategies of teaching mathematics*. New Delhi: Neelkamal Publications.

Sidhu, K.S. (2010). *The teaching of mathematics*. New Delhi: Sterling Publications.

Singh, A.P. (2015). *Teaching of mathematics*. Luthiana: Tandon Publications.

Singh, C., & Rohatgi, R.P. (2005). *Teaching of mathematics.* New Delhi: Dominant Publishers and distributors.

⚜ ⚜ ⚜ ⚜ ⚜ ⚜

CONTENT AND PEDAGOGY OF
PHYSICAL SCIENCE - I [SEMESTER-I]

Objectives

The student teacher is enabled

- *to understand the nature and scope of Physical Science.*
- *to appreciate the values of science teaching.*
- *to equip themselves with aims and objectives of teaching Physical Science.*
- *to develop competency in skills of preparing lesson plans and present them effectively.*
- *to develop an understanding of various methods and techniques of teaching Physical Science*

Unit I Content of physical science

Light- Laws of reflection - Regular and irregular reflections -Multiple reflections -Multiple images- Refraction (Snell's law not included). - Dispersion – using prism- Total internal reflection- Human eye – Image formation – Sound: Sound propagation - Sound produced by human - Human ear and Hearing- Amplitude, Time period and frequency of vibration- Audible and Inaudible sounds. - Noise - Noise pollution- Science today – Fiber optics – sending message by light.- Chemical Bonds - Octet rule- Types of Chemical bond Formation of Ionic And Covalent bond- Common Properties of ionic compounds - Common Properties of covalent compounds - Differences between Ionic and covalent compounds - Coordinate covalent bond - Common properties of coordinate compounds**.**

Unit II Nature and Scope of Science

Meaning, Definition and Nature of Science (product and process) – A body of knowledge – A way of thinking –Contribution of scientists to nation – Values of Science Teaching.

Unit III - Aims and Objectives of Teaching Physical Science

Aims and objectives of teaching physical science at different levels – Primary, Secondary and higher secondary - Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor domains - Framing Instructional Objectives of teaching Physical Science in behavioural terms - Maxims of teaching Science – Known to unknown, part to whole, concrete to abstract.

Unit IV - Micro Teaching and Lesson Planning

Micro teaching - Concept, Principles, Procedures, Teaching Skills – skill of explaining, skill of probing questioning - skill of illustrating with examples - skill of stimulus variation - skill of reinforcement and Skill of using blackboard - Link lessons.

Instructional Planning – year plan - unit plan - lesson plan– importance and Characteristics of lesson plan – Steps involved in lesson planning- Herbartian steps.

Unit V - Methods of Teaching Physical Science

General methods of teaching physical science – lecture method - lecture cum Demonstration method - Individual Practical method - assignment method - Heuristic method - Biographical method - ALM method - Problem solving method - Project method - Computer Assisted Instruction - constructivist model.

Practicum

1. Prepare improvised aids in Physics or Chemistry.

2. List out latest discoveries in physical science

3. Prepare a Powerpoint Presentation with animation for a given topic.

References

Anju Soni. (2000). *Teaching of Physical Science*. Ludhiana: Tandon Publications.

Bhat, B.D. & Sharma, S.R. (1993). *Methods of science teaching*. New Delhi: Kanishka Publishing House.

Gupta, S.K. (1981). *Teaching physical science in secondary school*. New Delhi: Sterling Publishers Pvt. Ltd.

Mangal, S.K. (1982). *Teaching of science*. New Delhi: Agra Book Depot.

Nanda, V.K. (2002). *Teaching of general science in elementary school*. New Delhi: Anmol Publications.

Passi, B.K. *Becoming better teacher, microteaching approach*.

Radha Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publications Pvt. Ltd.

Saunders, A.N. (1955). *Teaching of general science in tropical secondary school*. London: Butter and Tauren Ltd.

Sharma, R.C. (1985), *Modern science teaching*. Dhanpat Rai and Sons.

Siddiqui & Siddiqui. (1985). *Teaching of science today and tomorrow*.

Summer, W.L. (1950). *The teaching of science*. Oxford: Basil Black Well.

Thurber Walter, A. & Collette Alfred, T. (1964). *Teaching science todays secondary schools*. Prentice Hall of India Pvt . Ltd.

⚚ ⚚ ⚚ ⚚ ⚚ ⚚

CONTENT AND PEDAGOGY OF
BIOLOGICAL SCIENCE – I [SEMESTER – I]

Sub Code : FCPBS

Objectives

The student teacher is enabled

- *to understand the nature and scope of Biological Science.*
- *to understand the objectives of teaching Biological Science.*
- *to prepare micro lesson plan for developing various skills.*
- *to acquire skills relating to planning lessons in Biological Science.*
- *to familiarize with the various methods and techniques of Biological Science.*

Unit I - Content of Biological Science

Cells Biology – Cell as a basic unit of live - Prokaryotic and Eukaryotic cells - cell membrane and cell wall – cytoplasm – cell organelles & their functions - Endoplasmic reticulum – Lysomomes – Ribosome – Mitochondria – Nucleus.

Unit II - Aims and Objectives of Teaching Science

Objectives of teaching Biological Science at different levels – Primary, Secondary and Higher Secondary – Benjamin Blooms approach to the taxonomy of educational objectives - Relationship of Biology with other branches of Science - Impact of Biological Science on modern communities - Values of teaching Biological Science.

Unit III - Micro Teaching

Micro teaching - Need for micro teaching – Principles underlying in micro teaching – Micro Teaching cycle – Steps in micro teaching - A plan of action - micro teaching skills - the skills of probing questioning, explaining, stimulus variation, reinforcement, illustrating with example and black board writing - need for a link lesson – advantages of micro teaching.

Unit IV - Lesson Planning

Definition – Components of a lesson plan – J.H. Herbartian steps in writing a lesson plan – Advantages of Lesson Planning – Criteria of a good lesson plan –

Determinants of effective teaching - Unit plan – Characteristics of a good unit, steps in developing a unit plan.

Unit V - Methods of Teaching Science & Biology Teacher

Lecture method – lecture cum-demonstration method – Biographical method – project method - Scientific method - Inductive and Deductive method - Programmed learning - Linear and Branching - Computer Assisted Instruction - Team teaching - Seminar – Symposium - Panel Discussion - Biology teacher – Academic and Professional Qualification – Special qualities needed for a Biology teacher.

Practicum

1. Preparation of improvised apparatus.
2. Preparation of power point slides.
3. Preparation of herbarium.

References

Aggarwal, Y.P. (1984). *Statistical methods, concepts, application and computation*. New Delhi: Vikas Publishers.

Anju Soni. (2005). *Teaching of biological science*. Ludhiana: Tandon Publications.

Anju Soni. (2010). *Teaching of life science*. Ludhiana: Tandon Publications.

Batia, K.K. (1984). *Measurement and evaluation in education*. New Delhi: APH Publishing Corporation.

Chaudhary, S. (2007). *Teaching of biology*. New Delhi: APH Publishing Corporation.

Hemalatha Kalaimathi, D. & Asir Julius, R. (2010). *Teaching of biology*. Hyderabad: Neelkamal Publication.

Kulshrestha. (2011). *Teaching of biology*. Meerut: Vinay Rahheja Publishers.

Mangal, S.K. (2005). *Teaching of biology*. Ludhiana: Tandon Publication.

Sharma, R.O. (2006). *A modern science teaching*. Delhi: Dhanpat Rai Publication.

Sood. J. K. *Teaching of life science - new directions in science teaching*, Chandigarh: Kohli Publishers.

Venugopal. (2008). *Teaching of biology*. Chennai: Ram Publishers.

deepaksharmaeducation.blogspot.com

A A A A A A

CONTENT AND PEDAGOGY OF SOCIAL SCIENCE - I
[SEMESTER I]

Sub Code : FCPHI

Objectives

On completion of the course the student teacher will

- *Understand the content of history*
- *Understand the aims, objectives and skills of teaching history*
- *Enable to develop knowledge in planning for teaching*
- *Formulate instructional objectives*
- *Understand the various strategies of teaching history*

Unit I – Content of History

World civilizations, Industrial revolution, world wars

Revolt of 1857, Struggle for Indian independence

Constitution of India.

Unit II - Aims and Objectives of Teaching History

Aims and Importance of History and History Education, General and specific aims of teaching History, Objectives of teaching History, Blooms Taxonomy, values of teaching History - Practical, social, Intellectual, Disciplinary and Cultural.

Unit III - Micro Teaching

Micro teaching – meaning, definition and characteristics, Microteaching process – Micro teaching cycle – Skill of Introduction, Skill of Explaining, Stimulus Variation, Illustrating with examples, Black board writing and Reinforcement, Link lesson

Unit IV - Planning for teaching

Year plan, Unit plan and Lesson plan, principles of lesson plan, features of lesson plan, various approaches to lesson planning- Herbartion steps, selection and organisation of concepts, instructional aids, learning experiences, evaluation, review and home task

Unit V - Instructional Strategies of Teaching History

Teacher directed- Lecture, demonstration, story telling, source method, team teaching

Learner directed- Individualised instruction- PSI, Programmed instruction, CAI, Project, Problem solving, Dramatisation and Heuristic

Group Directed- Seminar, discussion, symposia, debates, panel discussion, workshop, brain storming.

Practicum

1. Prepare general and specific instructional objectives
2. Practice micro teaching skills
3. Prepare unit and lesson plan

References

Arora, K.L. (2000). *Teaching of history*. Ludhiana: Prakash Brothers.

Bhatia. K.K. (2001). *Foundation of teaching learning process*. Ludhiana: Tandon Publications.

Chellam, N. (2002). *Methods of teaching history*. Santha Publication.

Kochhar, S.K. (1992). *Methods and techniques of teaching*. Delhi: Sterling Publications.

Manickam. (2010). *On history and historiography*. Madurai: Clio Publications.

Marlow Ediger & Bhaskara Rao. D. (2003). *Teaching of social studies successfully*. Discovery Publishing House.

National Curriculum Framework. (2005).

Report of the Delors Commission. (1996). UNESCO.

ww.historyindia.org

www.mapsofindia.com

www.culturalindia.net

⚕ ⚕ ⚕ ⚕ ⚕ ⚕

CONTENT AND PEDAGOGY OF COMPUTER SCIENCE – I [SEMESTER – I]

Objectives

The student teacher will be able

- *to acquire knowledge on historical evaluation of computer and its hardware, software components.*
- *to understand the aims and objectives of teaching computer science.*
- *to acquire microteaching skills.*
- *to acquire skills related to planning lessons and presenting them effectively.*
- *to familiarize the various methods that can be employed for the teaching of computer science.*

Unit – I – Content of Computer Science

Introduction to Computers: History of Computers, Hardware and Software, Types of Computers - Computer Organization: Basic Components of a Digital Computer, Functional Units of a Computer System: Central Processing Unit, Arithmetic and Logic Unit (ALU), Memory Unit, Input and Output Devices - Nature and scope of computer science – values of teaching computer science.

Unit II - Aims and Objectives of Teaching Computer Science

Aims and objectives of Teaching Computer Science at different levels: Primary, Secondary and Higher Secondary - Blooms Taxonomy of Educational objectives - writing instructional objectives and planning for specific behavioural changes.

Unit III - Teaching skills

Micro teaching – meaning, Definition, objectives of micro teaching - micro teaching cycle – phases of micro teaching – difference between microteaching and Traditional classroom teaching - skill of Explaining, skill of probing questioning, illustrating with example, skill of Stimulus variation, skill of reinforcement, skill of use of Black Board - link practice teaching.

Unit IV - Instructional Planning

Lesson Plan: Need of lesson plan, principles of lesson plan, Herbartian Steps in writing lesson plans – Unit Plan: steps in unit plan, Advantages and Disadvantages of unit plan – Year plan: Importance of Year plan, Steps in making Year plan .

Unit V - Methods of Teaching Computer Science

Lecture methods – lecture-cum-demonstration - Heuristic method - project method –Inductive - deductive - programmed learning – Intelligent Tutoring system(ITS) – Intelligent Computer Assisted Instruction(ICAI) - Digital lesson Plan – constructivism Approach - Computer Assisted Instruction - develop CAI programmes.

Practicum

1. Preparation of CAI package.
2. Designing a branching program for any one topic.
3. Preparation of PowerPoint presentation for Lesson Plan.

References

Balagurusamy, E. (2009). *Fundamentals of computers*. New Delhi: Tata McGraw Hill Education.

Evangelin Arulselvi. (2009). *Teaching of computer science–II*. Chennai: Saratha Pathipagam.

Graham Jones. (1998). *How to manage computers at work*. Chennai: Jaico Publishing House.

Kamal Deep Singh & Daljeet Kaur. (2012). *Using computer in education*. New Delhi: Dhanpat Rai Publishing Company.

Lalini Vanarasi, Sudhakar, V. & Mrunalini, T. (2010). *Computer education*. New Delhi: Neelkamal Publications.

link.springer.com

Vanaja, M. & Rajasekar, S. (2009). *Educational technology computer education*. New Delhi: Neelkamal Publications.

www.digitalcommons.unl.edu

www.slideshare.net

Xavier, C. (1996). *Introduction to computers and basic programming*. Hyderabad: New Age International Publishers.

⚹ ⚹ ⚹ ⚹ ⚹ ⚹ ⚹

CONTENT AND PEDAGOGY OF COMMERCE AND ACCOUNTANCY – I (Part – I)

[SEMESTER – I]

Objectives

The student teacher is enabled

- *to sensitize the school content in their respective subjects pertaining to state board syllabus at higher secondary I year (XI standard).*

- *to internalise the aims and objectives of teaching Commerce and Accountancy.*

- *to understand the concept of microteaching and to master the micro skills.*

- *to develop competency in skills of preparing unit plans and lesson plans and present them effectively.*

- *to understand the instructional strategies employed in teaching Commerce and Accountancy.*

Unit - I State board syllabus of Commerce and Accountancy

Prescribed for Higher Secondary I year

Unit - II Meaning aims and objectives and Nature of Commerce and Accountancy

Commerce and Accountancy meaning - Aims and objectives of teaching commerce and Accountancy – Bloom's taxonomy, cognitive, affective and psycho motor domains – Specifications – principles – importance and relationship of commerce with other subjects.

Unit - III   Micro Teaching

Micro teaching – meaning, definition and characteristics. Microteaching process – Micro teaching cycle – skill of set induction, probing, Explaining, Illustrating with examples, Black board writing, Reinforcement. Uses of Microteaching.

Unit - IV Year Plan, Unit Plan, Lesson Plan.

Year plan – Advantages of year plan - Unit plan - definition – Need and importance - Steps in Unit plan - lesson plan – definition - Need for writing a lesson plan – characteristics of a good lesson plan - Herbartian steps – Link lesson.

Unit -V Instructional Methods

Lecture method, demonstration method, problem solving method – Project method - Inductive Method - Deductive Method - Analytic and Synthetic Method – Individualized instructional methods – Programmed learning - Computer Assisted Instruction (CAI), Activity Based Learning (ABL), Active Learning Method (ALM).

Practicum

1. Preparation of 10 frames for any one.
2. Preparation of Commerce Album topic following linear programming.
3. Preparation of PowerPoint presentation for any one topic in Commerce or Accountancy.

References

11th Standard Textbook for Commerce and Accountancy prescribed by State Board of Tamilnadu.

Bloom Benjamin, S. (1956). *Taxonomy of educational objectives*. New York: Handbook 1: Cognitive Domain. (Ed). David Mckey, Coy.

Dhand, H. (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

பாஸ்கரன், ப., பத்மப்ரியா, கூ. (2007). *கலைத்திட்ட வளர்ச்சி*. சென்னை: சாரதா பதிப்பகம்.

Gupta, U.C. (2007). *Teaching of commerce*. New Delhi: Khel Sahitya Kendra.

பொன் மருதவாணன். (2007). *வணிகவியல், கணக்குப்பதிவியல் கற்பிக்கும் முறைகள்*. சென்னை: சாரதா பதிப்பகம்.

Seema Rao. (2007). *Teaching of commerce*. New Delhi: Anmol Publication.

Sharma, R.A. (2008). *Technological foundation of education*. Meerut: R. Lall Book Depot.

Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surjeet Publications.

⚐ ⚐ ⚐ ⚐ ⚐ ⚐ ⚐

CONTENT AND PEDAGOGY OF ECONOMICS - I
[SEMESTER–I]

Objectives

The Prospective teacher is enabled

- *to understand the value of the discipline of Economics.*
- *to acquire knowledge of the nature, scope and development of economics.*
- *to know the aims and objectives of Teaching Economics*
- *to understand the need for implementing the methods of catering to individual differences in Economics teaching.*
- *to develop knowledge and skill of applying various instructional strategies in teaching Economics Education.*

Unit I - Nature of Economics Education

Nature and scope of Economics of Education – Aims and values of teaching economics – Objectives of teaching economics Correlation of economics with other subjects - Recent trends in economics – Aspects of globalization, liberalization and privatization in relation to economics.

Unit II - Aims, Objectives and Values of teaching Economics

Teaching and Learning – effective teaching – Aims, Objectives and Values of learning, Economics – Objective based instruction (OBI) - Bloom's Taxonomy – cognitive, affective and Psycho motor domains -Specification – meaning – principles – Importance - Microteaching – Probing Questioning, Explaining, Stimulus variations. Use of blackboard and increasing pupil participation.

Unit III - Micro Teaching

Micro teaching – meaning, definition and characteristics. Microteaching process – Micro teaching cycle – skill of set induction, probing, Explaining, Illustrating with examples, Black board writing, Reinforcement uses of Microteaching.

Unit IV - Lesson Plan, Unit Plan & Year Plan.

Lesson plan – definition – components of a lesson plan – Need for writing a lesson plan – characteristics of a good lesson plan Herbatian steps – Link lesson – Unit plan – Definition – Need and importance – Steps in Unit plan – Year plan – Advantages of year plan.

Unit V - Instructional Strategies of Teaching Economics

Lecture cum demonstration method – Inductive Method, Deductive Method, Analytic Method, Synthetic Method, Heuristic Method, Laboratory Method, Project Method, Problem solving Approach, Computer Assisted Instruction (CAI), Activity Based Learning (ABL), Active Learning Method (ALM).

References

Aggarwal, J. C. (2005). *Essential of education technology: Teaching learning*.

Aggarwal, J. C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir Book Depot.

Chauhan, S. S. (2008). *Innovation in teaching learning process*. UP: Vikas Publishing House Pvt. Ltd.

Dhand H. (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

Mangal, S. K., & Mangal, S. (2005). *Essential of educational technology and management*. Meerut: Loyal Book Depot.

Patil, V.T. (2005). *Virtual education: Dimension of educational resources*. New Delhi: Authors Press.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R. Lall Book Depot

Sharma, R. N. (2008). *Principles and techniques of education*. Meerut: Surjeet Publications.

Singh, Y. K. (2009). *Teaching practice*. New Delhi: APH Publishing Corporation.

விஜயலட்சுமி, வ. (2007). *நுண்ணிலை கற்பத்தல்*. சென்னை: சாரதா பதிப்பகம்.

மொழி கற்பித்தல் - தமிழ் - I [முதல் பருவம்]

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- *தாய்மொழி பயிற்றுதலின் நோக்கங்களை அறிதல்*

- *உரைநடை கற்பிக்கும் முறை அறிதல்*

- *செய்யுள் கற்ப்பிக்கும் முறை அறிதல்*

- *இலக்கண கற்ப்பிக்கும் முறை அறிதல்*

- *கட்டுரை, துணைப்பாடம் கற்பிக்கும் முறை அறிதல்*

அலகு – 1 தாய்மொழி பயிற்றுதலின் நோக்கங்கள்

மொழியின் தோற்றம் - மொழியின் இன்றியமையாமை – மொழிப்பயிற்றலின் நோக்கங்கள் – மொழி கற்றலின் பயன்கள் - கல்வியின் இன்றியமையாமையும் சூழ்நிலையின் குறைகளையும் அறிதல் - சமூகக் கடமைகளை மேற்கொள்ளுதல் வாழ்க்கை நடத்தத் தேவையான திறன்களை பெறுதல்.

அலகு – 2 உரைநடை கற்பித்தல்

உரைநடை - கற்பித்தலின் நோக்கங்கள் - உரைநடையின் வகைகள் - கற்பிக்கும் முறை – சொற்களஞ்சியம் - சொற்களஞ்சிய வகைகள் - சொற்களஞ்சியத்தை வளர்க்கும் முறைகள்.

அலகு – 3 செய்யுள் கற்பித்தல்

செய்யுள் - கற்பித்தலின் நோக்கங்கள் - செய்யுள் கற்பிக்கும் முறை – செய்யுள் பாடத்தை கற்பிக்கத் தொடங்கும் முறை - செய்யுள் மற்றும் உரைநடை பாடம், கற்பிப்பதில் உள்ள வேற்றுமை.

அலகு – 4 இலக்கணம் கற்பித்தல்

இலக்கணம் - கற்பித்தலின் நோக்கங்கள் - வகைகள் - இலக்கணம் கற்ப்பிக்கும் முறைகள் - விதிவரும் முறை – விதிவிளக்கு முறை – இருமுறைகளுக்கும் இடையேயுள்ள வேறுபாடுகள் - விளையாட்டு முறை – விளையாட்டு முறை மூலம் இலக்கண பாடம் கற்பித்தல் - திட்டமிட்டுக் கற்றல் முறை – இலக்கண பாடம் கற்பிக்க சட்டம் தயாரித்தல் - இலக்கணப் பாடம் பள்ளிகளில் வெறுக்கப்படுவதற்கான காரணங்கள் - இலக்கணப் பாடத்தை இனிமையாக்க ஆசிரியர் மேற்கொள்ளும் வழிமுறைகள்

அலகு – 5 கட்டுரை, துணைப்பாடம் கற்பித்தல்

கட்டுரை - கற்பித்தலின் நோக்கங்கள் - கட்டுரையின் வகைகள் - கட்டுரை எழுதும் முறை – கட்டுரை எழுதுதலின் படிப்படியான வளர்ச்சி நிலைகள் - கட்டுரை திருத்தும் போது மொழி ஆசிரியர் மேற்கொள்ள வேண்டுவன. துணைப்பாடம் - கற்பித்தலின் நோக்கங்கள் - கற்பிக்கும் முறை – துணைப்பாடம் கற்பித்தலின் பயன்கள்

செய்முறைப் பயிற்சிகள்

1. இலக்கணப் பாடத்திற்குத் திட்டமிட்டுக் கற்பித்தல் சட்டகம் தயாரித்தல்
2. மரபுத் தொடர், பழமொழிகளைத் தொடர்களில் அமைத்தல்
3. சொற்களஞ்சிய தொகுப்பு தயாரித்தல்.

பார்வை நூல்கள்

வேணுகோபால், இ.பா. (2006). *பைந்தமிழ் கற்பித்தல்*. சென்னை: சாந்தா பதிப்பகம்.
கணபதி, வ. (1989). *நற்றமிழ் கற்பிக்கும் முறைகள்*. சென்னை: சாந்தா பதிப்பகம்.
கோவிந்தராசன், மு. (1990). *நற்றமிழ் பயிற்றலின் நோக்கங்களும் முறைகளும்*. சென்னை: சரஸ்வதி பதிப்பகம்.
பழநிவேலு, ஞா. (2006). *செந்தமிழ் கற்பிக்கும் முறைகள்*, தஞ்சாவூர்: அய்யா நிலையம், வளநூல், ஆசிரியர் கல்விப் பட்டயப் பயிற்சி, தமிழ்மொழிக் கல்வி, சவிதா பதிப்பகம்.
பிரபாகரன், உ. (2010). பொதுத்தமிழ், நாமக்கல்: சம்யுக்தா பதிப்பகம்.
சு

PEDAGOGY OF LANGUAGE – ENGLISH – I [SEMESTER-1]

Objectives

The student teacher will be enabled to

- *acquire the knowledge of the history of English in India and its Position*
- *imbibe the knowledge of the principles of teaching foreign language*
- *acquire the knowledge of teaching various forms of literature- Prose, Poetry, Grammar and Composition*
- *develop fluency in speech and to acquire the knowledge of Vocabulary*

Unit I – Place of English in India

The history of English Language in India-English as a second Language-Its present and future position-Aims and objectives of teaching English-Grammatical items of Std VI to X of English text book-Values and the rationale for learning English-Qualities of an English Teacher-Contribution of Linguistic and Psychology to the teaching of English.

Unit II - Language as a skill subject

The Four Skills of English-Various strategies to develop the Listening, Speaking, Reading and Writing at Primary, Secondary and Higher Secondary levels-Teaching English as 'a skill' rather than as a 'knowledge subject'-Teaching communication skills-Barriers to efficient communication -Measuring the Four skills.

Unit III - Teaching of Prose and Poetry

Definition and meaning of Prose- General and Specific Aims -Types of prose-objectives of teaching prose-Teaching of prose -Detailed and Non-detailed-Definition and meaning of Poetry- General and Specific Aims of Poetry –

Objectives of Teaching of Poetry- Steps in teaching of poetry- -Difference between prose and poetry-lesson plan- Need and Format

Unit IV - Teaching of Grammar and Composition

Teaching of grammar-Objectives, two types of grammar-Formal and functional -Methods of Teaching Grammar - Deductive method and Inductive method - Merits and demerits – Teaching of Composition - Objectives - Principles of teaching composition - types of composition - Pictorial-guided - oral and written - advantages and disadvantages - importance of correction - follow-up-symbols commonly used in correction.

Unit V - Spoken English and Vocabulary Acquisition

Techniques to enhance the spoken English - Tasks for developing Speaking skill - Oral Practice in new language items - Testing Speaking Skills - Types of drills - Repetition drills - Substitution tables - Matching tables - Substitution drills - Manipulation drills -Teaching of vocabulary - Active and Passive Vocabulary - content words and structural words - Principles of selecting vocabulary.

Practicum

1. Analyse an English text book and identify the activities suggested
2. Preparation of vocabulary charts
3. Practice in writing different types of composition exercises.
4. Preparation of conversation drills.

References

Hari Prasad, M. (2009). *Communicative English*. Hyderabad: Neelkamal Publications

Raymond Murphy. (2011). *Essential English grammar*. New Delhi: Cambridge University Press.

Richards, Jack,C(2006). *Communicative language teaching today*. Cambridge University Press.

Roy Vijay Kumar, (2013). *English language teaching*. New Delhi: APH Publishing Corporation.

Sachdeva, M.S. (2003). *A new approach to teaching of english in India*. New Delhi: Tandon Publications.

Sarangi Dibakar. (2013). *Teaching of english*. New Delhi: APH Publishing Corporation.

Sharma, R.N. (2008). *Contemporary teaching of english*. New Delhi: Surjeet Publications.

Swan ,Michael(2000). *Practical english usage*, London Oxford University Press.

www.easywordofenglish.com

www.eslcafe.com

www.learn-english-online

⚜ ⚜ ⚜ ⚜ ⚜ ⚜ ⚜

STRENGTHENING LANGUAGE PROFICIENCY AND MANAGERIAL SKILLS [SEMESTER – I]

Sub Code : FCPSL

Objectives

The student teacher will be able

- *to equip the knowledge of nature and importance of language.*
- *to develop effective communication skills.*
- *to function effectively in an English speaking environment.*
- *to understand important leadership qualities.*
- *to reason out the necessity of negotiation skills.*

Unit I - Nature and Importance of Language

Meaning and Definition of Language – Characteristics of Language – Nature and scope of Language –Misconceptions about Language- Assumptions of Language -Importance of Language.

Unit II - Learning a Language: A Process of Habit Formation

Language a performance skill - Skill and habit - Habit formation and language learning – Difficulties faced by Tamil Medium Students while learning English - Development of skills in Listening, Speaking and Understanding - Development of skill in Reading and Writing.

Unit III – Managerial skills

Managerial skills: Meaning, Types and Need for Managerial skills **-** Communication: Meaning, Definition and types of communication - Components of communication - Barriers in communication – Effective communication process – Interview skills - Types of Interview - Traits tested, Technical - Mock Interview - Basic tips.

Unit IV - Interpersonal Skills

Interpersonal skills: Importance of Interpersonal skills - Positive character traits - Formal Interpersonal skills - Reason for poor Interpersonal skills - Development of good Interpersonal skill – Self–diffidence – Defiance - Lack of co-operation.

Unit V - Corporate Skills

Leadership Qualities - Functions of leadership - Negotiation skills - Types of Negotiation: Improving negotiation skills – Tips for effective Time Management - Stress Management – Stress coping strategies – Managing job Stress.

Practicum

1. Write a conversation between the doctor and the patient.
2. Write an advertisement for the post of manager.
3. Organize a group forum for facing an Interview.

References

Alex, K. (2011). *Soft skills know yourself and know the world*. New Delhi: S.Chand & Company.

Bharathi, T. (2008). *Personality development*. Hyderabad: Neelkamal Publications.

Dimple, H.S. & Khatri, P.P. (2001). *Teaching of english*. Ludhiana: Tandon Publications.

Geetha Rai. (2008). *Teaching of english*. Meerut: Lall Book Depot.

Gupta, P.K., Anil Gandhi, & Bhatnagar, S.S. (2005). *Teaching of english*. Meerut:Vinay Rakheja publications.

Hariharan, S., Sundarajan, N. & Shumuga Priya, S.P. (2010). *Soft skills*. Chennai: MJP Publishers.

Hariprasad, M. & Prakasam, V. (2009). *Communication english*. Hyderabad: Neelkamal Publications.

Krishna Mohan & Meera Banerji. (2006). *Developing communication skills*. Delhi: Macmillan India.

Matthew Mckay, Davis, & Patrick Fanning. (2008). *Communication skills*, Delhi: Jain Publishers.

Ravindran, G., Papu Benjmin Elango, S., Arokiam, L. (2008). *Success Through Soft Skills*. Tiruchirapalli: Institute for Communication and Technology.

Satish C. Chadha. (2007). *Art and Science of Teaching of English*, Meerut: Suriya publications.

Shankar Digambar Bagade. (1997). *Time management*. Bangalore: Himalaya Publishing House.

Sharma, R.A. (2005). Teaching of english. Meerut: Suriya Publications.

www.busyteacher.com

www.myenglishteacher.eu

www.managerialskills.org

EPC– I - YOGA AND PHYSICAL EDUCATION- I

[SEMESTER I]

Objectives

The student teacher is enabled

- *to understand the meaning of physical education.*
- *to understand the aim of yoga and its significance.*
- *to develop knowledge about recreation and its need in the student learning centres.*
- *to acquire knowledge in organizing physical Education programs at school level.*
- *to understand the importance of good posture.*

Unit I - Nature of Physical Education

Meaning of Physical Education, Characteristics of Physical Education, Physical Education is an integral part of General Education, Need and Importance of Physical Education, Scope of Physical Education, Aim and objectives of Physical Education.

Unit II - Yoga Education

Yoga, Meaning, Aim and Objectives – Eight limbs of yoga, Difference between Physical Exercises and yogic practices, Different position of Asanas - Long sitting Asanas – Prone Position Asanas - Supine position Asanas – Standing position Asanas – Kneeling position Asanas.

Unit III - Posture

Posture, Meaning, Importance of good posture, common postural deformities – Round shoulders – Kyphosis – Lordosis – Scoliosis, Exercises for improving postural defects.

Unit IV - Recreational Activities

Recreation, meaning, Difference between Leisure and Recreation, Recreation and work in the students learning centres, Recreation and Physical Education, play-outlet for tension, Need for Recreation, Levels of Recreation.

Unit V - Physical Education Program at schools

Physical Education activities in Nursery schools, Primary Schools, Middle Schools and in Secondary Schools and their importance – calisthenics, gymnastics, combatives, swimming, yoga, Surya Namaskar, Track and Field, Major games and Adventurous sports, Drill, Marching.

Practicum

1. Analyse the Physical Education programme in any school.

2. Survey the recreation facilities available in the schools of the locality.

References

Ansari, M.S. (2007). *Physical education and sports*, Meerut: International Publishing House.

Biranchi Narayan Dash. (2010). *Health and physical education*. New Delhi:Neelkamal Publications Pvt. Ltd.

Deepak Jain. (2001). *Text of physical education*. Delhi: Vivek Thani Khel Sahitya Kendra Publishers.

James Hewilt. *Teach yourself yoga* (3rd ed.). Bungag, Suffolk: British Library Cataloguing Publication.

Mangal, S.K. (2005). *Health and physical education*. Ludhiana: Tandon Publications.

Manjeet Kaur & Sharma, R.C. *Health and physical education*. Ludhiana: Tandon Publications.

Narayanan, N.C. (2002). *Handbook on yoga*. Tirunelveli: SCAD Sports Acadamy.

Pandit Shambu Nath. (1988). *Speaking of yoga: A practical guide to better living*. New Delhi: Sterling Publishes Private Limited.

Swami Sathiyananda Saraswathi. (1983). *Dynamics of yoga*. Bihar: Bihar School of Yoga.

Thirunarayanan, C. & Hariharasarma. (1989). *An analytical history of physical education*. Karaikudi: Alagappa University.

⅄ ⅄ ⅄ ⅄ ⅄ ⅄

EPC - II - LIBRARY AND INFORMATION SCIENCE - I
[SEMESTER – I]

Objectives

The student teacher is enabled

- *to Realize the importance of library in the field of education.*
- *to Use the library and information resources in teaching and learning process effectively.*
- *to Understand the different types of Libraries.*

Unit I - Information Science

Information: definition – Information and communication – Promoting agencies of Information.

Unit II – Library and Information Society

Library: definition – brief history – S.R. Ranganathan, - Father of Library Science- Laws of library science – Importance of Libraries in Teacher Education Institutions.

Unit III – Types of Libraries

Types of Libraries – National, Public, Academic and special libraries.

Unit IV – Academic Libraries

School Library: importance of school library – objectives of school library – Essentials of ideal library - College library – University library.

Unit V - Information sources

Definition of information sources – types of reference sources - Documentary Sources: Primary, Secondary and Tertiary –Non Documentary

Sources: Electronic / Web learning –Sources –e book –e-journal, e –learning – subject gateways in teacher education.

Practicum

1. A review on any one book in our library.

2. Report about your Visit to the public library and share your experience about its service to the citizens.

3. Collect the list of E-resources available in the field of education

References

Arul Jothi. (2009). *Library and information resource management*. New Delhi: Centrum Press.

Arulsamy. (2011). *Educational innovation and management*. Hyderabad: Neelkamal Publication.

Krishan Kumar. (1995). *An entrod to cataloguing practice*. New Delhi: Vikas Publishing House.

Krishan Kumar. (2008). *Library organization*. New Delhi: Vikas Publishing House.

Mittal, R.L. (1984). *Library administration: Theory and practice*. Metropolitan Book Co. Pvt. Ltd.

Poli Nali, R.S. (2011). *Information resources for library and information technology*. Delhi: Navyug Books International.

Puspha Dayani. (2008). *Library classification: Theory and practice*. New Delhi: New Age International Publication.

Sarala, G. (2009). *Library information and resource management*. Chennai: G.V. Publication.

☌ ☌ ☌ ☌ ☌ ☌

EPC – III - ART AND AESTHETICS - I [SEMESTER – I]

Sub Code :FEPCA

Objectives

The Student teacher is enabled

- *To develop artistic cognizance*
- *To understand the hidden beauty and aesthetics in our culture and fine arts*
- *To acquire interest in different art forms*
- *To develop the skill of using various tools and materials with precision in artistic expression*

Unit I - Arts and Crafts - Concepts

Concepts - Meaning – Need – Importance of Arts in school curriculum

Unit II - Writing Skills

Italic Writing – Chart writing – Training in Tamil Hand Writing – 3D letters

Unit III - Teaching Aid

Flip Chart Preparation – Flannel Board - Origami

Unit IV - Creative Art

Drawing – Painting – Collage – Landscape – Spray work

Unit V – SUPW

History of SUPW – Simple tailoring – Artificial flower making – Wire Bag

Practicum:-

1. Participation in decoration of college festivals.
2. Conduct of collage competition.
3. Prepare any five artificial flowers.

References

Eleanor Watts. (1993). *The black board work*. Hyderabad: Sangam Books India Ltd.

ரவிராஜ், S. (1990). *அழகிய எழுத்துக்கள் எழுதுவது எப்படி*. சென்னை: நியு செஞ்சுரி புக் ஹவுஸ், (பி) லிமிடெட்,

Krishnamacharyulu, V. (2007). *Art education*, Hyderabad: Neelkamal Publications Pvt. Ltd.

Nirmala C. Mistry. (1995). *Embroidery designs*. Ahamadabad: Naveent Publications (India) Limited.

Vijayan Nambiar, K.K. (2007). *Vocational studies & productive work (supw) in education*. New Delhi: Neelkamal Publications Pvt. Ltd.

⚛ ⚛ ⚛ ⚛ ⚛ ⚛

SEMESTER - II

CORE - III - PSYCHOLOGY OF TEACHING AND LEARNING

[SEMESTER – II]

Objectives

The student teacher will be able to

- *understand the concept of individual differences.*

- *understand the importance of learning in human life.*

- *acquire knowledge about the importance of creativity in learning and its development.*

- *understand the need and significance of interest, attitudes and aptitudes, motivation and creativity.*

- *acquire the knowledge about the specialization of hemispheres of brain*

Unit I   - Individual Difference

Meaning, types, causes - Concept of intra and inter individual differences – Interest, attitudes, aptitudes and values – Intelligence – concept and theories – Two factor, Multifactor, Group factor theories of intelligence, Guilford's structure of intellect, Gardner's Multiple Intelligence theory, constancy of IQ – Assessment of Intelligence and Uses of Intelligence tests.

Unit II - Creativity and Learning

Creativity – meaning, definition process, barriers, identification and promotion of creativity – theories of creativity (Humanistic theory of creativity, creativity theory of Psychotism, Psychoanalytical theory of creativity).

Unit III - Motivation and Group Dynamics

Nature, types and theories of motivation – Maslow, McClelland. Ways of motivating students in general and achievement motivation in particular – Motivational functions of teachers - Group Dynamics – Significance of Group Dynamics.

Unit IV – Learning theories

Nature and characteristics of Learning, Learning Curves, Factors influencing learning, Theories of learning, - Trial and Error, Conditioning - Classical and Operant, Learning by Insight, Kohler - Bandura's theory of Learning by imitation, vygotsky's theory of cognitive development , Gagne's - Hierarchy of learning types – Constructivism , types of memory, effective methods of memorizing, Transfer of learning. Forgetting causes of forgetting - curve of forgetting.

Unit V – Learning Styles and Hemisphericity

David Kolb & Flamings VAK model - Characteristics of learner, learning styles and brain hemisphericity – Exploring the functions of Brain hemispheres, role of teacher in promoting Lateral thinking among students.

Practicum

Any Five Experiments

1. **Transfer of Learning**
2. Intelligence
3. Assessment of Learning Style
4. Achievement motivation
5. Concept formation
6. Interest

7. Assessment of personality

8. Memory

9. Span of Attention

10. Assessment of creativity

References

Aggarwal, J.C. (2008). *Essentials of psychology* (2nd ed). New Delhi: Vikas Publishing, House.

Chauhan, S.S. (2007). *Advanced educational psychology*. New Delhi: Vikas Publishing, House

David G. Myers. (1995). *Psychology*. New York: Worth Publishers.

Dennis Child. (1973). *Psychology and the teacher*. New York: Holt Reinhart and Winston.

Gordon H. Bower & Ernest R. Hilzard. (1977). *Theories of learning*. New Delhi: Prentice Hall of India.

Hardeep Kaur Shergill. (2010). *Psychology part I*. New Delhi: PHI Learning

Hewett & Forness. (1974). *Education of exceptional learners*. London: Allyn & Bacon, INC.

Hurlock B. Elizabeth. (1980). *Developmental psychology*. New Delhi: Tata McGraw Hill.

John W. Santrock. (1995). *Psychology essentials 2*. New Delhi: Tata McGraw Hill.

John. P Dececco. (1977). *The psychology of learning & instruction educational psychology*. Delhi: Prentice Hall International INC.

Mangal, S.K. (2008). *Advanced educational psychology* (2nd ed.) New Delhi: Prentice Hall of India

Narayan Rao. (2002). *Educational psychology*. Mumbai: New Age International

Randy J. Larson, David M., & Buss, M. (2011). *Personality psychology – domains of knowledge about human nature*. New Delhi: Tata McGraw Hill Education

Robert S. Feldman. (2008). *Understanding psychology* (10th ed.). New Delhi: Tata McGraw Hill Private Limited.

Santhanam. (1992). *Teacher and learners*. Chennai: Shantha Publishers.

Vernon Philip. (1977). *Gifted children*. London: Methuen & Co.

⚜ ⚜ ⚜ ⚜ ⚜ ⚜ ⚜

CORE - IV –CURRICULUM DEVELOPMENT IN THE KNOWLEDGE ERA [SEMESTER II]

Sub Code :   SBEC4

Objectives

The Student teacher is enabled

- *to understand the concepts, Meaning and the sources of knowledge.*

- *to acquaint themselves with the current issues and challenges of knowledge explosion.*

- *to master the effective methods of knowledge management.*

- *to understand the meaning ,definitions, scope and dimensions of curriculum.*

- **to understand the types of curriculum development process and to familiarize with the role of teachers in the process of curriculum development.**

- **to gain the knowledge about the need and importance of curriculum evaluation procedure to be followed in the evaluation process.**

Unit I - Concepts of Curriculum

Meaning, Definition and Scope of curriculum, types of curriculum – Learner centered – Teacher centered – Subject Centered, Need for Curriculum in School Difference between curriculum and syllabus, Determinants of Curriculum – Socio, political, Cultural, Geographical and Economic diversity, Technological possibilities.

Unit II - Curriculum Organisation and Curriculum Evaluation

Curriculum process- models of Curriculum Development- principles of curriculum development- Role of teachers in curriculum Development- Need, importance and Sources of

curriculum Evaluation – Aspects of Curriculum Evaluation - Outcome of Curriculum Evaluation.

Unit III - Social bases of curriculum in the present context of Indian society

Concepts of Democracy- Socialism- Secularism- Non–Violence, Integration –national and International and their inter-relationship with education with special reference to Tagore (2003) and Krishnamurti (1992). Problems of Indian society: Poverty, Illiteracy & Inequalities - Digital divide and Quantity versus Quality in Education. Modern values of Education - equity and equality, individual opportunity and social justice and dignity,

Unit IV- Concepts of Knowledge

Meaning, Concept, types and categories of knowledge - sources and methods of acquiring knowledge - Changing concepts of Education: Difference among information, knowledge, belief and opinion.

Unit V - Current issues and challenges

Knowledge economy - knowledge explosion: meaning, causes and issues related to knowledge explosion - Knowledge management: Methods of knowledge management – National Knowledge Commission (2005)

Practicum

1. **Enlist the challenges to be considered in constructing a child centered curriculum.**
2. **"Equity education is the remedy for all forms of inequality" Discuss.**

3. **Conduct a symposium on "Digital Divide is a hurdle to meet the challenges of the knowledge era".**

References

Arulsamy, S. (2010). *Curriculum development*. Hyderabad: Neelkamal Publication.

Dewey, J. (2004). *Democracy and education***. Courier Dover Publications.**

Ghosh, S.C. (2007). *History of education in India***. Rawat Publications.**

Hamel, G. & Prahalad, C.K. (1994). *competing for the future.* Boston, M.A.:Harvard Business School Press.

Kalaiyarasan, A. (2012). *Curriculum development*. New Delhi: APH Publication Corporation.

Leonard-Barton, D. (1995). *Wellsprings of knowledge: building and sustaining the sources of innovation.* Boston, M.A.: Harvard Business School Press.

Nagarajan, K. (2008). *Educational challenges in the emerging indian society*. Chennai: Ram Publishers.

Navneet Bhalla. (2007). *Curriculum development*. Delhi: Press Global Network.

NCERT. (2005). *National curriculum framework***.**

Ramakrishna Reddy & Hanuman Kennedy. S. (2010). *Recent trends in knowledge management*. Ambala: The Associated Publishers.

Rowman & Littlefield, Freire, P. (2000). *Pedagogy of the oppressed***. Continuum.**

Sharma, R.A. (2013). *Curriculum development and instruction*. Meerut: Raj Printers.

Swaroop Saxena. (2002). *Principles of education*. Meerut: R. Lall Book Depot.

Taneja, V.R. (1987). *Educational thoughts and practice*. Delhi: Sterling Publishing.

Zeleny, M. (1987). *Management support systems*, *human systems management*.

⚝ ⚝ ⚝ ⚝ ⚝ ⚝ ⚝

CORE - V - ASSESSMENT FOR LEARNING
[SEMESTER – II]

Sub Code SBEC5

Objectives

The student teacher is enabled

- *to acquire the fundamental concepts in educational measurement, assessment and education.*
- *to understand the differentiation between measurement and evaluation*
- *to identify the tools and techniques for education.*
- *to learn the basics and application of statistical techniques.*
- *to get a detailed knowledge about the continuous and comprehensive Assessment.*

Unit I - Concept of Measurement Evaluation and Assessment

Measurement, Assessment and Evaluation: meaning, need, purpose, function, difference between measurement and evaluation, assessment, scales of measurement, Types of Evaluation: (Formative, Summative, Diagnostic, Norm – Referenced Evaluation, Criterion - Referenced Evaluation, Test: Definition, types(Objective, short, Essay) importance, uses, suggestion for its improvement, objective method: observation, checklist, rating scale –Major projective techniques.

Unit II - Construction of Tests

Steps in test construction, planning the test, qualities of a good test – Item analysis: difficulty level, discrimination index, distractor analysis, Validation – Measuring Techniques: Objectivity, validity, reliability, practicability, comparability, utility.

Unit III - Diagnostic and Achievement tests in Education

Diagnostic test: Meaning, need, Educational diagnosis, level of diagnosis, construction of diagnostic test, uses, Achievement test: Blue print preparation, Administering the test, scoring evaluating the test, characteristics of good achievement test.

Unit IV - Statistical Analysis

Frequency table, Measures of Central Tendency (mean, median, mode)- Measures of Variability – Range, standard deviation and quartile deviation, correlation– rank difference correlation and product moment correlation – Graphical representation of data (Pie diagram, Histogram, Frequency polygon, Ogive curve) , normal probability curve.

Unit V – Techniques of Evaluation

CCE – Introduction, Meaning, Objectives, Comprehensive Evaluation, Functions- Assignment: Types, Periodical Tests and Annual Tests, Reporting Marks, Importance of Progress report,   Interpretation of Marks, Students profile, Cumulative records. New trends: Tri-semester System, Grading System, Question Bank, Continuous Internal Assessment.

Practicum

1. **Prepare comprehensive reports on the performance of the students during intensive teaching practice.**

2. **Construct an Achievement test tool at secondary/ Higher secondary level.**

3. **Prepare a model cumulative records for your class.**

References

Bhatnagar, A.B. & Anurag Bhatnagar. (2011). *Measurement and evaluation*. Meerut. Vinay Rakheja publications.

Harry A. Greene, Albert N. Jorgetsen & Raymond Gerberich. (2008). *Measurement and evaluation in the secondary school*. New Delhi: Surjeet Publications.

Marami Goswami. (2011). *Measurement and evaluation in psychology and education*. New Delhi: Neelkamal Publications.

Nagarajan & Srinivasan. (2005). *Handbook of statistics*. Chennai: Ram Publications.

Nayak, B.K. & Ruth R.K. (2010). *Measurement evaluation statistics and guidance service in education*. New Delhi: Aris Publications.

Pillai & Bagavathi. (2011). *Practical statistics*. New Delhi: S. Chand & Company

Raman Bihari Lal & Suresh Chandra Joshi. (2009). *Educational measurement evaluation and statistics*. Meerut Vinay Rakheja publications.

www.icbse.com/cce

www.stata.com

☆ ☆ ☆ ☆ ☆ ☆ ☆

பாடப்பொருள் மற்றும் சிறப்புத்தமிழ்

கற்பித்தல் - **II** - இரண்டாம் பருவம்

Sub Code: :   SCPTA

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

* கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் பற்றி அறியச் செய்தல்

* மதிப்பீடுதல், செயல்தொடர் ஆராய்ச்சியின் முக்கியத்துவத்தை அறிதல்

* அடிப்படைத் திறன்களை வளர்த்தல்

* தமிழ் கற்பிக்கும் மரபு வழி மற்றும் புதுமை மிகு கற்பித்தல் முறைகளை அறிதல்

* பாடப்பொருள் அறிவை வளர்த்தல்

அலகு – 1 தமிழ்ப் பாடப்பொருள் கற்பித்தல்

எட்டாம் வகுப்பு இலக்கணம் - குற்றியலுகரம், குற்றிலிகரம், முற்றியலுகரம் - இலக்கிய வகைச் சொற்கள் - வழக்கு : இயல்புவழக்கு, தகுதிவழக்கு – தொகை நிலைத்தொடர்கள் - தொகாநிலைத்தொடர்கள் - ஆகு பெயர் - வேற்றுமை – புணர்ச்சி : இயல்பு, விகாரம்.

அலகு – 2 – கலைத்திட்டத்தில் சிறப்புத் தமிழ்

கலைத்திட்டம் - நோக்கங்கள் - பயன்கள் - கலைத்திட்ட ஒருங்கிணைப்பு – கலைத்திட்ட கோட்பாடு – புதிய கலைத்திட்டம் - மொழிப் பாடம் - கல்வியின் நோக்கங்கள் - கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம் - ஆரம்ப, இடை, உயர்நிலைப் பள்ளிகளில் தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்கும் உள்ள தொடர்பினை காணல்.

அலகு – 3 தமிழ் கற்பிக்கும் முறைகள்

மரபுவழி கற்பிக்கும் முறை – விளக்கம் - வகைகள் - புதுமைமிகு கற்பிக்கும் முறைகள் - விளையாட்டு முறை – நடிப்பு முறை – செயல்திட்ட முறை – மேற்பார்வை படிப்பு முறை- வார்தா கல்வித்திட்டம் - விளக்கம் - சிறப்பியல்புகள் – ஒப்படைப்பு

72

முறை - விளக்கம் - முக்கியத்துவம் - இணையதள கற்றல் முறை – விளக்கம் - முக்கியத்துவம் - திட்டமிட்டு கற்றல் முறை - விளக்கம் - படிநிலை - வகைகள் - சட்டகம் தயாரித்தல் - பல்லூடகக் கற்பித்தல் முறை – விளக்கம் - முக்கியத்துவம் - சுய கற்றல் முறை – கருத்தமைப்பு முறையில் கற்பித்தல் - ஐந்து வகை மாதிரிகள்.

அலகு 4 –நால்வகைத் திறன்கள்

கேட்டல் திறன் - விளக்கம் - நோக்கங்கள் - கேட்டல் திறனின் வகைகள் - கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்

பேசுதல் திறன் - விளக்கம் - நோக்கங்கள் - திருந்திய பேச்சின் நல்லியல்புகள் - திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி – நாபிறழ் பயிற்சி - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள்.

படித்தல் திறன் - விளக்கம் - நோக்கங்கள் - படிக்க கற்பிக்கும் முறைகள் - எழுத்துமுறை படிப்பு – சொல்முறை படிப்பு – சொற்றொடர் முறை படிப்பு – படித்தலின் வகைகள் - வாய்விட்டு படித்தல் - வாய்குட் படித்தல் - ஆழ்ந்த படிப்பு – அகன்ற படிப்பு –படித்தல் திறனை வளர்க்கும் பயிற்சிகள்.

எழுதுதல் திறன் - விளக்கம் - நோக்கங்கள் - எழுத கற்பிக்கும் முறைகள் - வரியொற்றி எழுதுதல் - பார்த்து எழுதுதல் - சொல்வது எழுதுதல் - எழுது கருவியைப் பிடிக்கும் முறை – நல்ல கையெழுத்தில் நல்லியல்புகள் - எழுதுதல் திறனை வளர்க்கும் பயிற்சிகள்.

அலகு – 5 - மதிப்பீடு, செயல்தொடர் ஆராய்ச்சி

மதிப்பீடு – விளக்கம் - முக்கியத்துவம் - சிறந்த மதிப்பீட்டின் தன்மை - மதிப்பீட்டின் வகைகள் - வளரும் நிலை மதிப்பீடு - இறுதி நிலை மதிப்பீடு – உள் மதிப்பீடு – வெளி மதிப்பீடு – தரநிலை மதிப்பீடு – தகுதி நிலை மதிப்பீடு - தேர்வு – நல்ல தேர்வின் இன்றியமையாத கூறுகள் - தேர்வின் வகைகள் - குறையறிச் சோதனை மற்றும் குறை களையும் கற்பித்தல் –

73

விளக்கம் - படிநிலைகள் - தேவை – அடைவுச் சோதனை – விளக்கம் – வகைகள் - அடைவுத்தேர்வின் படிநிலைகள் - வினாத்தாள் வடிவமைப்பு. - செயல்தொடர் ஆராய்ச்சி – விளக்கம் - படிகள் - முக்கியத்துவம் -நோக்கங்கள்.

செய்முறைப் பயிற்சிகள்:

1. வினாத்தாள் வடிவமைப்பு மூலம் அடைவுத்தேர்வு வினாத்தாள் தயாரித்தல்.
2. நா நெகிழ், நா பிறழ் பயிற்சி தொகுப்பு தயாரித்தல்.
3. களப்பயணம்.

பார்வை நூல்கள்:

சக்திவேல், சு. (2006). *தமிழ்மொழி வரலாறு*, சென்னை: மணிவாசகர் பதிப்பகம்.
பிரபாகரன், உ. (2009). *சிறப்புத்தமிழ்*, நாமக்கல்: சம்யுக்தா பதிப்பகம்.
வேணுகோபால், பா. (2009). *சிறப்புத்தமிழ் கற்பித்தல்*, சென்னை: சாரதா பதிப்பகம.
கணபதி, வி. & ஜெயராயன், பூ. (2005). *சிறப்புத்தமிழ்.* சென்னை: சாந்தா பதிப்பகம்.
மினாட்சி சுந்தரம், ஆ. (2006). *கல்வியல் மதிப்பிடுதலும் ஆய்வும்*, திண்டுக்கல்: காவ்யமாலா பதிப்பகம்.
ராஜம்மாள் ராஜகோபால், க. (2006). *கல்வியில் மதிப்பீடு, புள்ளியியல் ஆராய்ச்சி*, சென்னை: சாந்தா பதிப்பகம்
குருசாமி, மா.பா., கம்சாமுகைதீன், மு. & கமல்ராஜ், ம. (2013). *புள்ளியியல்*, சிவகாசி: ஸ்ரீசக்தி பைன் ஆர்ட்ஸ்.

☥ ☥ ☥ ☥ ☥ ☥ ☥

CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - II
[SEMESTER-II]

Sub   Code   SCPEN

Objectives

The student teacher will be enabled

- *To know the different methods and approaches of teaching English language.*
- *To appreciate the need and use of course books competency.*
- *To develop good Pronunciation and fluency of speech.*
- *To prepare audio-visual materials on the basis of English lesson plans.*
- *To acquire the knowledge and skill of applying different evaluation techniques in assessment in English.*

Unit I - Curriculum of English at Secondary Level and its Transaction

Principles of selection of Curriculum - Principles of organization of curriculum -Methods of Curriculum construction - The English Readers – Types - Intensive, Extensive and Supplementary - Criteria for selection of Reader - Aims and purposes - The syllabi of standard XI and standard XII of English text books - Suggestions for the improvement of textbooks in English - Book Review - Professional Competencies of an English Teacher -Programmes for Quality Improvement.

Unit II - Teaching of Composition and Vocabulary

Meaning and definition of composition - Types of composition - Suggestions for Effective Teaching of composition - Stages of writing Guided and Free Composition - Teaching of Written Composition - Teaching of vocabulary - Active and Passive Vocabulary -Content words and structural words - Principles of selecting vocabulary.

Unit III - Teaching of Reading and Writing Skills

Objectives of Teaching Reading skill - Characteristics and Importance of Reading -Types of Reading - Methods of Reading - Comparison between Intensive and Extensive Reading - Causes of Retardation in Reading English - Suggestions for making the Teaching of Reading effective - Teaching of Writing skill - Characteristics of Good Writing - Writing skills - Methods of Teaching Writing - Suggestions to Improve writing skill.

Unit IV - Resources that enhance Teaching of English

Characteristics of audio - visual aids - Importance of audio-visual aids - Types of audio - visual aids - Use of audio aids in Teaching of English -Teacher made aids – Pictures - Flash cards - Charts – Models - Blackboard sketches - Mechanical aids - Overhead projector - Tape recorder – Radio – Television - Language Laboratory - Computer Assisted language learning - PowerPoint Presentation - Identifying websites.

Unit V - Evaluation and Action Research

Need and Importance of Evaluation - Characteristics of a Good language test - Diagnostic testing and Remedial Teaching construction of an Achievement test - Action Research - Meaning and Definitions of action research - Importance and

steps in action research - Objectives and Scope of Action Research.

Practicum

1. **A written test assessing the teacher trainee's knowledge and mastery of the various areas in grammar.**
2. **Preparation of a PowerPoint Presentation for a given topic.**
3. **Practice in writing different types of composition exercise.**

References

Brunfit, E.J. & Johnson, K. (1979). *The communicative approach to language teaching.*

Davis, Fiona and Rimmer, Wagne (2011) Active grammar (Level. 1,2,&3) Cambridge : Cambridge University Press.

Elizabeth, M.E.S. (2007). *Methods of teaching english.* New Delhi: Discovery Publishing House.

Geetha Nagaraj. (1996). *ELT approaches, methods, techniques.* Orient Longman.

Paul Davies, D.E (2013). *Success in English teaching.* New York: Oxford University Press

Richards, Jack.C (2006) Communicative language reaching today. Cambridge : Cambridge University Press.

Thomson A.J and Martinet A.V (1960). A practical English grammar. Hong Kong : Hing Yip Printing co. Ltd.

Vallabi, J.E. (2011). *Teaching of English.* Hyderabad: Neelkamal Publications .

Vallabi, J.E. (2012). *Teaching of English-II (Special English).* Hyderabad: Neelkamal Publications.

www.bbc.com

www.languageguide.org

www.learnenglish.de

CONTENT AND PEDAGOGY OF MATHEMATICS – II
[SEMESTER – II]

Sub Code SCPMA

Objectives

The student teacher is enabled

- *to develop cognizance and understanding of principles of curriculum construction.*

- *to develop knowledge and skill in application of Educational Technology in Teaching Mathematics.*

- *to appreciate the need and use of instructional aids in Mathematics Education.*

- *to develop the various techniques of teaching Mathematics.*

- *to acquire the knowledge of different evaluation techniques in the assessment of Mathematics.*

Unit I   – Content of Mathematics

Algebraic Expression – Polynomials – Types – Remainder theorem – Factor Theorem – Algebraic identities – Factorization of Polynomials – Solving linear equations in one variable and two variables. Trigonometric Ratios – Special Angles – Complementary Angles – Method of using Trigonometric Table.

Unit II- School Mathematics Curriculum

Curriculum – Definition, Mathematics curriculum – Major objectives - Principles of curriculum construction – Guidelines

for selecting the topics in Mathematics curriculum – Characteristics of Modern Mathematics curriculum – Place of problems in Mathematics curriculum – Characteristics of a good problem in Mathematics.

Unit III - Technology in Teaching Mathematics

Instructional aids – Electronic media in Mathematics education – Radio, TV, CCTV, Computer and internet, Programmed Learning Material (PLM), Instructional Modules in teaching Mathematics – Power Point presentation – Guidelines for an effective PowerPoint presentation – Merits and demerits of power point presentation.

Unit IV - Techniques of Teaching Mathematics

Concept and Meaning – Drill work in Mathematics – Merits and Demerits. Home work – Objectives, – Principles. Oral work in Mathematics – Importance. Written work in Mathematics – advantages. Self-study in Mathematics – importance. Supervised study in Mathematics – Forms of supervised study. Brain storming in Mathematics – Advantages.

Unit V - Evaluation and Action Research in Mathematics

Evaluation – Definition. Achievement tests in Mathematics – Oral, Written and performance tests. Different types of test items – objective type, short answer type, essay type. Preparing Blue Print for achievement test in Mathematics. Action Research – steps in Action Research.

Practicum

1. Prepare a power point presentation on any Mathematical topics at Secondary / Higher Secondary level.

2. Do pedagogical analysis of the topic "Volume" from 9th Standard syllabus.

3. Construction of an Achievement test question at secondary/ Higher secondary level.

References

Aggarwal, S. M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanpat Rai Publications.

Chambers, P. (2010). *Teaching mathematics.* New Delhi: Sage Publications.

Glover, J.T. (2001). *Vedic mathematics for schools*. New Delhi: Mobilal Banarsidars Publications.

Goos, M., Stillman, G., & Vale, C. (2008). *Teaching secondary school mathematics.* Australia: Allen & Unwin.

James, A. (2005). *Teaching of mathematics*. New Delhi: Neelkamal Publications.

James, A. (2011). *Techniques of teaching mathematics.* New Delhi: Neelkamal Publications.

James, A., & Alwan, J. (2012). *Skills and strategies of teaching mathematics*. New Delhi: Neelkamal Publications.

Jyothi, S., & Rao, D.B. (2007). *Educational research.* New Delhi: Sonali
  Publications.

Sidhu, K.S. (2010). *The teaching of mathematics*. New Delhi: Sterling
  Publications.

Singh, C. & Rohatgi, R.P. (2005). *Teaching of mathematics.* New Delhi:
  Dominant   Publishers and distributors.

⚜ ⚜ ⚜ ⚜ ⚜ ⚜

CONTENT AND PEDAGOGY OF

PHYSICAL SCIENCE - II [SEMESTER – II]

Sub Code SCPPS

Objectives:

The student teacher is enabled

- ***to understand the principles of curriculum construction***

- *to develop ability to select and organize the science content*

- *to develop the skill to prepare a rough sketch of Laboratory.*

- *to develop the basic skills of teaching science using Audio – Visual Aids and develops skills to prepare self instructional materials.*

- *to apply appropriate evaluation techniques to assess the progress of pupils.*

Unit 1 content of physical science

Atomic structure: Discovery of Nucleus - Rutherford Experiment- Rutherford Model of Atom- Limitations- Bohrs Model of Atom- Discovery of Neutrons- Characteristics of Fundamental particles - Composition of Nucleus- Atomic number and Mass number- Isotopes -Electronic Configuration of Atoms- Valence Electrons and valency- Solutions: Solute and Solvent- Types of Solutions- Solubility- Factors affecting Solubility- Problems.

Unit II- Physical Science Curriculum

Curriculum – meaning and definitions - principles of curriculum construction- Selection and organization of Science

content - curriculum improvement project in India (NCERT, UNICEF) - curriculum improvement projects in Abroad (PSSC and CHEM study)

Unit III - Physical Science Laboratory and its organisation

Planning of Physical Science laboratory – Structure and design – Location and accommodation of amenities – Administration of Practical work – Grouping of pupils, instruction to pupils, Discipline in the laboratory - Preparation of Indent - Accidents and first aids-storage of chemicals – care and maintenance of apparatus – Stock Registers – Laboratory manuals – Instruction cards.

Unit IV Teaching aids in Physical Science

Need and use of instructional aids in Teaching Science – Visual and A-V aids, chart - PowerPoint presentation - models – Static and working - Low Cost Teaching Aids - Improvised apparatus - Instructional materials- P.L.M. Linear and branching programme,.

Unit V - Evaluation and Assessment

Diagnostic test and remedial teaching – Action Research and steps in Action Research Characteristic of good test – Development of achievement test – Blue print – Interpretation of test Scores.

Practicum

1. Maintaining science experiments record.

2. Evaluate Tenth standard science text book and present the Report.

3. Prepare a project on Physics or Chemistry.

References

Das, R.C. (1987). Science teaching in schools. New Delhi: Sterling Publishing.

Ghansham Dass, L. (1955). *The teaching of physics and chemistry*. Geoffrey: Oxford University Press.

Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publication .

Heriss, Obourn & Hoffran. (1985). *Modern science in secondary schools*. New Delhi: Sterling Publication.

Kholi. (1990). *How to teach science*. Ambala: Vivek Publishers.

Kulshreshtha S.P. (2005). *Teaching of physical science*. Meerut: Surya Publications.

Kulshreshtha S.P. (2009). *Teaching of physical science*. Meerut: R. Lall Book Depot.

Narendera Vaidya. (1971). *The impact of science teaching*. New Delhi: Oxford Publishing Company.

Radha Mohan & Joshvan Nathan, T. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publications Pvt. Ltd.

Sharma, R.C. (2012). *Modern science teaching*. Dhanpat Rai Publishing Company.

Vanaja, M. & Bhaskara Rao, D. (2004). *Methods of teaching physics*. New Delhi: Discovery Publishing House.

☦ ☦ ☦ ☦ ☦ ☦

CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE– II
[SEMESTER – II]

Sub Code SCPBS

Objectives

The student teacher is enabled

- *to understand the principles of curriculum construction.*
- *to get familiar with the problems of organizing and maintaining a Biological Science laboratory.*
- *to familiarize with various co – curricular activities.*
- *to prepare audio – visual materials on the basis of the Biological lesson plans.*
- *to develop evaluation techniques and statistical skills to interpret the test results.*

Unit I – Content of Biological Science

Flower – Pollination – Types of Pollination – Fertilization – Process of Fertilization – Fruit Formation – Classifications of Fruits – Dicotyledons and Monocotyledons – Dispersal of Seeds.

Unit II - Biological Science curriculum and Text Book

Biological Science curriculum – concept – Principles for designing Bio – Science Curriculum – Defects in the present curriculum - Biological Science Curriculum Studies (BSCS), Nuffield Science Teaching Project –National Talent Search Scheme - Library – Textbooks – Characteristics of a Textbook – Need and Importance of text books.

Unit III – Laboratory and Co - curricular Activities

Biology laboratory – Planning, Structure and design of Biology laboratory- laboratory rules – Guidelines for the teacher to follow in the laboratory, rules to be followed by the students - Laboratory accidents and remedies – Laboratory safety measures – Laboratory Indent - Laboratory Registers, laboratory manuals - Co-curricular activities - Museum – Science club – Objectives, Organization and activities – Aquarium – School Garden – Field trips.

Unit IV - Technology of Teaching Science

Dale's cone of experience – Importance of Audio - Visual aids, selection and use of Audio – Visual materials – Projected and Non –Projected Aids - Improvised aids - E-learning – Use of internet in Biology learning, Power Point Presentation – Models of Teaching – Bruner's Concept attainment model.

Unit V - Evaluation and Action Research.

Diagnostic testing and remedial teaching, construction of an achievement test - Oral, Written and performance tests - Different types of test items – objective type, short answer type, essay type - Preparing blue Print for achievement test - Action Research – characteristics, steps in action research and advantages.

Practicum

1. Conduct five experiments and record.

2. Preparation of project report.

3. Maintenance of aquarium

References

Anju Soni. (2005). *Teaching of bio-science*. Ludhiana: Tandon Publications.

Anju Soni. (2010). *Teaching of life science*. Ludhiana: Tandon Publications.

Chauhan, S.S. (1985). *Innovation in teaching and learning process*. NewDelhi: Hane Publication.

Chhikara, M.S. & Sharma, S. (2010). *Teaching of biology*. Ludhiana: Tandon Publications.

http://www.actx.edu

Kulshrestha. (2001). *Teaching of biology*. Meerut: Lall Book Depot.

Mangal, S.K. (2005). *Teaching of biology*. Ludhiana: Tandon Publications.

Sharma, R.C. (2006). *A modern science teaching*. Meerut: Dhanpat Publications.

Sood, J.K. (1989). *Teaching of life sciences*. *New Directions in Science Teaching*, Chandigarh: Kohli Publishers.

Sudha Pahuja. (2009). *Teaching of biological science*. Meerut: R. Lall Book Depot.

Venugopal. (2008). *Teaching of biology*. Chennai: Ram Publishers.

Vinayak Malhotra. (2007). *Methods of teaching biology*. New Delhi: Crescent Publication.

www.enchantedlearning.com

www.teachhub.com

⚐ ⚐ ⚐ ⚐ ⚐ ⚐

CONTENT AND PEDAGOGY OF SOCIAL SCIENCE- II

[SEMESTER II]

Sub Code :   SCPHI

Objectives

On completion of the course the student teachers will

- *Understand the Content of History*
- *Acquire knowledge of principles of curriculum development in History*
- *Understand the theories of selection of materials in curriculum development*
- *Understand the need and importance of using instruction aids in teaching history*
- *Enable to prepare and use instruction materials*
- *Identify various media for effective teaching of history*
- *Understand the process of evaluation in history*

Unit I – Content of History

Establishment of Mughal Empire – Babur, Humayun, Akbar, Shershah, Jahangir, Shajahan, Aurangazeb, Downfall of Mughal Empire.

Unit II - History Curriculum of History

Curriculum – Definition, Curriculum and syllabus-differentiation, Principles of curriculum designing, Theories influencing selection of material- cultural epoch theory, Biographical theory, theory of natural taste and interest, Organisation of content- chronological, concentric, topical, spiral, regressive and unit plan, trends in curriculum development

Unit III - Instructional Aids

Preparation of charts, maps, models, cut outs, pictures, work book, albums, self instructional materials, multimedia presentations, Use of atlas, globe, radio, T.V. , OHP, Computers, Film and film strips, projectors- 35 mm, LCD, Boards- blackboard, flannel board, magnetic and bulletin board, Computer and its applications.

Unit IV - Learning resources

Use of print media- journals, news papers, supplementary readers, novels, autobiographies and biographies, non print media- audio visual materials, ICT in teaching learning process of History, Text book, library, history laboratory, school museum, exhibits, Time line for teaching chronology,

Unit V - Evaluation

Concept and purpose of evaluation, Types of evaluation – Diagnostic, Formative, Summative, Achievement test in history – Oral, Written and performance tests. Different types of test items – objective type, short answer type, essay type. Preparing blue Print for achievement test - Development and validation of achievement test.

Practicum

1. **Read a historical novel and review the book**
2. **Prepare power point presentation for a lesson of your choice**
3. **Prepare an achievement test**

References

Agarwal, J.C. (1996) *Teaching of social studies: A practical approach*. New Delhi, Vikas Publishing House.

Bining, A.C. & Bining, D.H. (1952) *Teaching social studies in secondary schools* (3rd ed.). Bombay, Tata McGraw Hill publication.

Biranchi, N.D. (2008) *Teaching of history*. Hyderabad: Neelkamal Publications.

Chaudhary, K.P. (1975) *The effective teaching of history in India. A handbook for History Teachers*, New Delhi, NCERT.

Ghato, V.D. (1973). *The teaching of history*. Delhi, Oxford University Press.

Kochhar, S.K. (2003) *The teaching of social studies*. New Delhi, Sterling Publishers.

NCERT. (1974) *Teaching history in secondary schools*, New Delhi.

Pauday, B.N. & Khosla ,D.N. (1974). *Student teaching and evaluation*. New Delhi, NCERT.

Rawat, S.C. (2005) *Essentials of educational technology*. Meerut, Lall Book Depot.

Vijreswari, R. (1974) *A handbook for history teachers*. New Delhi,Allied Publishers.

www.geographia.com

www.knowindia.govt

www.sscnet.ucla

⚔ ⚔ ⚔ ⚔ ⚔ ⚔ ⚔

CONTENT AND PEDAGOGY OF COMPUTER SCIENCE – II
[SEMESTER II]

Objectives

The student teacher will be able

- *to understand the principles of curriculum construction develop interest and appreciate various pedagogical principles in teaching of Computer Science.*
- *to evaluate Tamil Nadu Higher Secondary computer science text book*
- *to acquire the knowledge relating to the organization and administration of computer Laboratory*
- *to acquire knowledge about teaching aids*
- *to develop skill in constructing tests.*

UNIT I – Content of Computer Science

Number Systems: Introduction, Bits and Bytes - Decimal Number System - Binary Number System - Hexadecimal Number System - Decimal to Binary Conversion - Conversion of fractional decimal to binary - Conversion of Decimal to Hexadecimal - Octal Representation - Binary Arithmetic: Binary Addition, Binary Subtraction - Boolean Algebra: Boolean operators (functions), Laws of Boolean algebra.

Unit II - Computer Science Curriculum and Resources

Principles of curriculum development – criteria of selection of content –Programmed Logic for Automatic Teaching Operations - CLASS (computer literacy and studies in schools) project - Textbook: Qualities of good Computer Science text

book – criteria for evaluation of computer science text book - value of the computer science library – E-resources – E-content – E-library.

Unit III - Instructional Aids

Meaning of the term instructional material or teaching aid – use and importance of instructional material or teaching aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids : The first approach, The second modified approach, the technological approach - The Edgar Dale's Cone classification approach – Interactive White Board - Power Point Presentation.

Unit IV - Computer Science Laboratory

Computer Science Laboratory – creating and sharing the norms to be maintained by students for the computer lab – care to be provided and precautions to be undertaken while working with the hardware – students using computer in a group – special points for attention of the teacher – stock Registers.

Unit V - Evaluation and Action Research

Evaluation – need and importance of Evaluation - characteristics of a good test in computer science– Types of Evaluation: Diagnostic, Formative, Summative - Achievement test in computer science – Different types of test items: objective type, short answer type, Essay type - Preparing blue Print for achievement test - Action Research: objectives of Action Research, steps of Action Research.

Practicum

1. Analysis of any two web sites.
2. Develop question bank using hot potatoes ^{Tm}.
3. Prepare PowerPoint presentation for teaching a topic.

References

advancesinap.collegeboard.org

Balagurusamy, E. (2009). *Fundamentals of computers*. New Delhi: Tata McGraw Hill Publication.

evaluationtoolbox.net.au

Evangelin Arulselvi. (2009). *Teaching of computer science*. Chennai: Saratha Pathipagam.

Graham Jones. (1998). *How to manage computers at work*", Chennai: Jaico Publishing House.

Kamal Deep Singh & Daljeet Kaur. (2012). *Using computer in education*. New Delhi: Dhanpat Rai Publishing Company.

Lalini Vanarasi, Sudhakar, V. & Mrunalini, T. (2010). *Computer education*. New Delhi: Neelkamal Publications.

Vanaja, M. & Rajasekar, S. (2009). *Educational technology computer education*. New Delhi: Neelkamal Publications.

www.britannica.com

Xavier, C. (1996). *Introduction to computers and basic programming*. Hyderabad: New age International Publishers.

⚔ ⚔ ⚔ ⚔ ⚔ ⚔ ⚔

CONTENT AND PEDAGOGY OF

COMMERCE AND ACCOUNTANCY – II [SEMESTER – II]

Sub Code   SCPCA

Objectives

The student teacher is enabled

- *to develop sensitization towards Hr.Sec. II year Commerce and Accountancy curriculum*
- *to understand the various approaches in teaching of Commerce and Accountancy.*
- *to develop the skill to evolve strategies to meet a new situation in teaching Commerce and Accountancy.*
- *to acquaint with the importance of instructional materials and learning resources' in teaching commerce and Accountancy.*
- *to develop the skill of identifying classroom problems and to undertake action research.*

Unit - I Commerce and Accountancy

State board syllabus of Commerce and Accountancy prescribed for Higher Secondary II year.

Unit - II   Approaches in Teaching of Accountancy

Introduction – Different types of Approaches – The journal approach – The ledger approach the balance sheet – approach – The equation approach – The spiral development approach – The complete cycle approach and the single entry approach – The technological approach.

Unit - III   Strategies of Learning Commerce and Accountancy

Oral – Written – Training – Homework – Independent study – Interpretation of graph, Advertisement – Press release and Public relation materials – Analysis of Budgets and Balance Sheets - Case studies and Assignments.

Unit IV - Instructional Materials and Learning Resources

Instructional Materials: Meaning – Need and significance of Instructional Materials – Effective use of Instructional Materials – Edger Dale's of experience – Audio-visual and – Classification of Audio-Visual aids.

Unit V – Action Research

Action Research – Meaning & Definition – Scope – Need and Signification of Action Research – Steps in Action Research – Identifying problem areas in Commerce and Accountancy – Difference between action research and fundamental research – publishing the result of Action Research.

Practicum

1. Current system of Budgeting.
2. Conduct a group discussion
3. Prepare an advertisement for a product of a company.

References

12th Standard Textbooks for Commerce and Accountancy prescribed by State Board of Tamilnadu.

Aggarwal, J.C. (1996). *Teaching of commerce a practical approach*. New Delhi: Vikash Publishing House Pvt. Ltd.

Bloom Benjamin, S. (1956). *Taxonomy of educational objectives*. New York: Handbook 1: Cognitive Domain. (Ed). David Mckey, Coy.

Dhand, H. (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

Gupta, U.C. (2007). *Teaching of commerce*. New Delhi: Khel Sahitya Kendra.

Joyce & Well. (2004). *Models of teaching*. Delhi: Prentice Hall of India.

பொன் மருதவாணன், (2007). *வணிகவியல், கணக்குப்பதிவியல் கற்பிக்கும் முறைகள்.* சென்னை: சாரதா பதிப்பகம்.

Pillai, J.K. (1985). *Effective teaching*, Madurai: MKU.

Rao, Seema. (2007). *Teaching of commerce*. New Delhi: Anmol Publication.

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.

Shashi Prabha Sharma. (2003). *Teacher education principles theories and practices*. New Delhi: Kanishka Publisher and Distributors.

Sivarajan, K. & Lal, E.K. (2002). *Commerce education methodology of teaching and pedagogic analysis*. Calicut: Calicut University.

Srivastava, H.S. & Shourie, J.P. (1989). *Instructional objectives of school subjects*. New Delhi: NCERT Publications.

⚐ ⚐ ⚐ ⚐

CONTENT AND PEDAGOGY OF ECONOMICS – II
[SEMESTER – II]

Objectives

The student teacher is enabled

- *to develop the understanding of principles of curriculum construction.*
- *to develop competency in evaluating Economic Education curriculum for Secondary Level.*
- *to understand the various techniques of teaching Economic Education and their applications.*
- *to develop knowledge and skill in application of Educational Technology in Teaching Economic Education*
- *to develop knowledge of I.C.T as source of information in teaching learning Economic Education*

Unit I   - School Commerce and Economics Education

Curriculum – Definition . Economics Education curriculum – Major objectives - Principles of curriculum construction – Guidelines for selecting the topics in Economics Education curriculum – Characteristics of Modern Economics Education curriculum

Unit II - Technology in Economics Education

Instruction aids – Electronic media in Economics Education – Radio, TV, CCTV, Computer and internet. Programmed Learning Material (PLM).– Power Point presentation – Guidelines for an effective powerpoint presentation – Merits and demerits of power point presentation.

Unit III - Identifying problems in Teaching Economics and Politics

Problems – Stages – Signs & Symbols – SR Learning (Stimulus response) – Chaining – Verbal – Association – Discriminating Learning – Concept of Learning – Principles of Learning- Problems Solving – Economic Education and Political Problems – Liberalization, Globalisation, Monetary Policy, Fiscol Policy, E-Commerce, Teleshoppoing, Relationship between Economics and Politics.

Unit IV - Techniques of Teaching Economics

Concept and Meaning - Home work – Objectives – Principles, Oral work in Economic– Importance, Written work – advantages, Self-study in Economic – importance, – Forms of supervised study. Brain storming in Economic – Advantages.

Unit V - Evaluation and Action Research in Economics

Evaluation – Definition. Achievement tests in Economics – Oral, Written and Performance tests. Different types of test items – objective type, short answer type, essay type. Preparing Blue Print for achievement test in Economics. Action Research – steps in Action Research.

References

Aggarwal, J. C. (2005). *Essential in education technology: Teaching learning*.

Aggarwal, J. C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir Books Depot.

Chauhan, S. S. (2008). *Innovation in teaching learning process*. UP: Vikas Publishing House.

Dhand, H (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

பாஸ்கரன், ப., & பத்மப்ரியா, (2007). *கலைத்திட்ட வளர்ச்சி*. சென்னை: சாரதா பதிப்பகம்.

Mangal, S. K., & Mangal, S. (2005). *Essential of educational technology and management*. Meerut: Loyal Book Depot.

Patil, V.T. (2005). *Virtual Education: Dimension of educational resources*. New Delhi: Authors Press Sharma. R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Book Depot.

Sharma. R. N. (2008). *Principles and techniques of education*. Meerut: Surjeet Publications.

Singh, Y. K. (2009). *Teaching practice*. New Delhi: APH Publishing Corporation.

விஜயலட்சுமி, வ. (2007) "*நுண்ணிலை கற்பத்தல்*", சென்னை, சாரதா பதிப்பகம்.

⚶ ⚶ ⚶ ⚶ ⚶ ⚶ ⚶

மொழி கற்பித்தல் - தமிழ் [இரண்டாம் பருவம்]

Sub Code :   SCPLT

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- கேட்டல், பேசுதல் திறனகள் வளர்த்தல்
- படித்தல, எழுதுதல் திறன்கள் வளர்த்தல்
- நுண்ணிலைக் கற்பித்தல், திறன்களில் பயிற்சி பெறுதல்
- பாடத்திட்ட படிவம் தயாரித்தல்
- தமிழ் மொழி வளங்களை அறிந்து பயன்படுத்துதல்

அலகு – 1 - நுண்ணிலைக் கற்பித்தல், கற்பித்தல் நோக்கங்கள்

நுண்ணிலைக் கற்பித்தல் - விளக்கம் - படிகள் - சுழற்சி – நன்மைகள் - பயிற்சி பெறும் திறன்கள் - விளக்குதல் திறன் - பாடம் தொடங்கும் திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் - எடுத்துக்காட்டுகளுடன் விளக்குதல் திறன் - வலுவூட்டிகளை பயன்படுத்தும் திறன் - இணைப்புக் கற்பித்தல் - நுண்ணிலை கற்பித்தல், மரபு வழிக்கற்பித்தல் - வேறுபாடு.

கற்பித்தல் நோக்கங்கள் - முக்கியத்துவம் - புளூமின் கற்பித்தல் நோக்க வகை தொகை –தொடக்கநிலைஇஉயர்நிலை.மேல்நிலை கற்பித்தலுக்கான பொது, சிறப்பு நோக்கங்கள் - பாடத்திட்டம் - விளக்கம் - பாடத்திட்டம் தயாரித்தலின் முக்கியத்துவம் - பாடத்திட்டம் தயாரிக்கும் போது ஆசிரியர் மனதில் கொள்ளத்தக்கன – பாடத்திட்டம், கற்பித்தல் திட்டம் - வேறுபாடு – பாடத்திட்ட படிவம் தயாரித்தல் - செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் - கட்டுரை

அலகு – 2 – தமிழ் கற்பிக்கும் முறைகள்

மாண்டிசோரி முறை – விளக்கம் - சிறப்பியல்புகள் - கிண்டர் கார்டன் முறை – விளக்கம் - சிறப்பியல்புகள் - தனிப்பயிற்சி முறை – விளக்கம் - சிறப்பியல்புகள் - திட்டமிட்டு கற்றல் முறை – விளக்கம் - படிநிலை-

வகைகள் - சட்டம் தயாரித்தல் -சொற்பொழிவு முறை — விளக்கம் - சிறப்பியல்புகள்.

அலகு 3 - கேட்டல் ,பேசுதல் திறன்கள்

கேட்டல் திறன் - விளக்கம் - நோக்கங்கள் - கேட்டலின் நிலைகள் - கேட்டல் திறனின் வகைகள் - கேட்டல் திறனை வளர்க்கும் பயிற்சிகள்

பேசுதல் திறன் - விளக்கம் - நோக்கங்கள் - திருந்திய பேச்சின் நல்லியல்புகள் - திருத்தமில்லா பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி — நாபிறழ் பயிற்சி - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள்.

அலகு 4 — படித்தல் ,எழுதுதல் திறன்கள்

படித்தல் திறன் - விளக்கம் - நோக்கங்கள் - படிக்க கற்பிக்கும் முறைகள் - எழுத்துமுறை படிப்பு — சொல்முறை படிப்பு — சொற்றொடர் முறை படிப்பு — படித்தலின் வகைகள் - வாய்விட்டு படித்தல் - வாய்குட் படித்தல் - ஆழ்ந்த படிப்பு — அகன்ற படிப்பு —படித்தல் திறனை வளர்க்கும் பயிற்சிகள்.

எழுதுதல் திறன் - விளக்கம் - நோக்கங்கள் - எழுத கற்பிக்கும் முறைகள் - வரியொற்றி எழுதுதல் - பார்த்து எழுதுதல் - சொல்வது எழுதுதல் - எழுது கருவியைக் பிடிக்கும் முறை — நல்ல கையெழுத்தில் நல்லியல்புகள் - எழுதுதல் திறனை வளர்க்கும் பயிற்சிகள்.

அலகு — 5 தமிழ் மொழி வளங்கள்

தமிழ் பாடநூல் - நல்ல பாடநூலின் நல்லியல்புகள் - தமிழ் அகராதிகள் - தமிழ் நூலகம் - தமிழ் பாடநூலகத்திற்கு தேவைப்படும் நூல்கள் - தமிழ் இலக்கிய மன்றம் - மொழி பயிற்றாய்வுக் கூடம் - தமிழ் மெய் இணைய பல்கலைக் கழகம் - களப்பயணம் - தமிழ்வலைதளங்கள் - சமூகவளைதளங்கள்

- முகநூல். நிகண்டுகள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி – உரை நூல் - தமிழ் லெக்சின் (தமிழ் சொற்களஞ்சிய பொது பார்வை நூல்) - இலக்கண நூல்கள் - ஆய்வுக்கட்டுரைகள்.

தமிழ் இணையதளங்கள் - மொழி பயிற்றாய்வுக் கூடம் - அமைப்பு – பயன்கள் - சிறப்புத் தன்மைகள் - ஆய்வுக் கூடத்தில் தமிழ் கற்றலில் வழங்கும் பயிற்சிகள் - கணினியும் தமிழும் - இணையம்வழிக் தமிழ் கற்றல் - பயன்கள் - தமிழ் இணையதள மாநாடுகள் - இணையதள பகுப்பாய்வு.

செய்முறைப் பயிற்சிகள்

1. கையெழுத்துப் பிரதி தயாரித்தல்
2. பிறமொழிச் சொற்களுக்கு இணையான தமிழ்ச் சொற்களை தொகுத்தல்.
3. பேச்சாற்றலின் சிறப்புக் குறித்துக் கட்டுரை வரைதல்

பார்வை நூல்கள்

வேணுகோபால், இ.பா. (2006). *பைந்தமிழ் கற்பித்தல்.* சென்னை: சாந்தா பதிப்பகம்.

கணபதி. வ. (1989). *நற்றமிழ் கற்பிக்கும் முறைகள்.* சென்னை: சாந்தா பதிப்பகம்.

கோவிந்தராசன், மு. (1990). *நற்றமிழ் பயிற்றலின் நோக்கங்களும் முறைகளும்.* சென்னை: சரஸ்வதி பதிப்பகம்.

பழநிவேலு, ஞா. (2006). *செந்தமிழ் கற்பிக்கும் முறைகள்,* தஞ்சாவூர்: அய்யா நிலையம்.

வளநூல், ஆசிரியர் கல்விப் பட்டயப் பயிற்சி, *தமிழ்மொழிக் கல்வி,* சவிதா பதிப்பம்

பிரபாகரன், உ. (2010). *பொதுத்தமிழ்,* நாமக்கல்: சம்யுக்தா பதிப்பகம்.

தமிழ்நாட்டுப் பாடநூல் கழகம், சென்னை.

PEDAGOGY OF LANGUAGE - ENGLISH [SEMESTER-II]

Objectives

The student teacher will be enabled

- *to develop the listening skill*
- *to improve the different skills –LSRW- and their application in teaching*
- *to develop the knowledge of ICT as a source of information*
- *to imbibe the knowledge of the principle of teaching foreign language*
- *to know the different methods and approaches of teaching English language.*

Unit – I- Aims, objectives and teaching skills:

Aim of teaching English at the Primary, Secondary and Higher Secondary Levels- Cognitive, Affective and Psychomotor domains- General and specific Instructional objectives- Micro teaching- Principles- Skill of Probing, Reinforcement, Explanation and Illustrating with example- Stimulus variation- Lesson planning – Need and format- Place and Interference of mother tongue in the learning of English.

Unit – II Methods and Approaches of Teaching English:

Objectives of Teaching English at primary, secondary and Higher Secondary Level- Grammar Translation Method- Direct Method –Play way Method – Activity Based learning – Active learning Method – Approach- Structural-Situational – Communicative.

Unit III - Pronunciation and Spoken English:

Pronunciation - Vowels, consonants and Diphthongs - Difficulties in Learning Pronunciation - Measures to improve Pronunciation – Stress - Word Stress and Sentence Stress – Intonation - Spoken English - Dialogues, debates, role play, storytelling, Narration and Description.

Unit – IV – Listening Comprehension:

Sub skills of listening – listening for perception - Listening Comprehension- The three phases of listening – listening material – listening to specific information for general understanding – To deduce meaning – To infer opinion and attitude by using a tape recorder – listening activities – Dictation – following a route – listening to a telephone call – listening to commentaries – listening to instructions – jigsaw listening

Unit-V- Resource in Teaching of English

Programmed Learning – Principles of Programmed Learning – English for Global purpose – English for specific purpose – Remedial English course – The English Reader Types of English Reader – The supplementary Reader – Criteria for selection of the reader.

Practicum

1. Preparation of vocabulary charts.
2. Preparation a power point presentation with animation for given topic
3. Analyse an English text book and identify the activities suggested.

References

Geeta Rai. (2008). *Teaching of english*. Meerut: R. Lall Book.

Hari Prasad, M. (2009). *Communicative English*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Raymond Murphy. (2011). *Essential English grammar*. New Delhi: Cambridge University Press India Pvt. Ltd.

Roy Vijay Kumar. (2013). *English language teaching*. New Delhi: APH Publishing Corporation.

Sachdeva, M.S. (2003). *A new approach to teaching of English in India*. New Delhi: Tandon Publications.

Sarangi Dibakar. (2013). *Teaching of English*. New Delhi: APH Publishing Corporation.

Sharma, R.N. (2008). *Contemporary teaching of english*. New Delhi: Surjeet Publications.

Verma (1974). *Introduction to English language teaching*. New Delhi: Oxford University Press

Vyas A. Manish & Patel L.Yogesh. (2009). *Teaching of English as a second language*. New Delhi : PHI Learning Pvt. Ltd.

Wadha, S. (2011). *Teaching of English*. Ludhiana: Tandon Puiblications.

www.cambridgeenglish.org

www.englishch-hilfen.de

www.talkenglish.com

✥ ✥ ✥ ✥ ✥ ✥

EPC- IV - YOGA AND PHYSICAL EDUCATION - II
[SEMESTER – II]

Sub Code :   SEPCY

Objectives

The Prospective teacher is enabled

- *to acquire the knowledge of the concept of physical education.*

- *to understand the need of the yoga in the present life situation.*

- *to understand the knowledge about correct posture.*

- *to acquire knowledge to organize tournament.*

- *to acquire knowledge about the International movements in sports.*

Unit I - Concept of Physical Education.

Meaning and Definition, Values of Physical Education, Methods of Teaching Physical Education, Physical Education General Lesson Plan.

Unit II - Yoga and its Contribution

Yoga, Need and significance, Advantages of Yoga, Yoga and meditation in life situation, Stress Management through Yoga, Yoga and mental Health.

Unit III - Concept of Posture

Characteristics of good posture, correct Posture, correct Postural Habits of Sitting,   Standing, Writing and Reading, Practice of Corrective exercises including Asanas.

Unit IV - Organization of Physical Education

Intramural and Extramural Tournament, Organizing knock out and League Tournaments, Role of the teachers in the organization and management of Physical Education Classes.

Unit V - International movements in Sports

Ancient Olympic, Modern Olympic, Olympic Torch – Olympic Flag, Commonwealth Games, Brief History of Asian Games.

Practicum

1. **Analyse intramural competition in any school.**
2. **Analyse the measures taken by the school by practicing Yoga to promote health.**

References

Ajna & Srugh, Jagtae. (2001). *Modern test book on physical education health and sports*. Ludhiana.

Ansari, M.S. (2007). *Physical education and sports*. Meerut: International Publishing House.

Gupta, B.N. (2008). *Physical education organisation development and teaching techniques*. New Delhi: Alfa Publications.

Joshi, K.S. (1991). *Speaking of yoga and nature cure therapy*. Patna: Sterling Publishers Pvt. Ltd.

Mangal, S.K. (2005). *Health and physical education*. Delhi: Vivek Thani kahel sahithya Kendra Publishers.

Manjeet Kaur & Sharma, R.C. *Health and physical education.* Ludhiana: Tandon Publications.

Pandit Shamphu Nath. (1988). *Speaking of yoga : A Practical Guide to Better Living*. New Delhi: Sterling Publishers Pvt Ltd.

Renu Mahtani. (2011). *Power pranayama*. Ahmedabad: Jaico Publishing House

Swami Satyananda Sarswathi. (1983). *Dynamics of yoga*. Bihar: School of Yoga.

Thirunarayanan, C. & Hariharasarma. (1989). *An analytical history of physical education*. Karaikudi: Alagappa University.

⚐ ⚐ ⚐ ⚐ ⚐ ⚐

EPC- V - LIBRARY AND INFORMATION SCIENCE - II

[SEMESTER – II]

Sub Code   SEPCL

Objectives

The student teacher is enabled to

- *Get familiarize with the organization of library.*

- *Be Well verse in Library Automation and Networks.*

- *Familiarize in Library and Information Services .*

- *Understand the user education and user needs.*

Unit I - Information Services

Information Services: Reference Services – Types of reference services Current Awareness Services, Selective Dissemination of information, Translation service, Reprographic Services, Bibliographic Service, Indexing and Abstracting Services – on line services –learning resource centre

Unit II - Library Management System

Structure of library and functions. Different sections in library. Classification, cataloguing, preservation and conservation of information materials.

Unit III –Library Automation

Library Automation: Definition- Digital Library – OPAC (On line Public Access Catalogue) - Electronic Library – Virtual Library – Library software.

Unit IV - Library and Information Networks

Need for Library Networks - Library networks objectives and functions, INFLIBNET (Information Library Net Work) – ERNET (Education and Research Net Work) – DEL NET (Development of Library Net Work). Internet of Teacher Educators – Online Search of Teacher Education Database – Search Engines – Search Techniques.

Unit V - User Education

User education in academic libraries - Role of teachers in library Usage -Library Committee: constitution and its functions- Devices to motivate pupils to utilize Library.

Practicum

4. Evaluate your practice teaching school library and present the report.

5. Organizing a club activity

6. Prepare a catalogue for any two books.

References

Arul Jothi. (2009). *Library & information resource management*. New Delhi: Centrum Press.

Arulsamy. (2011). *Educational innovation & management*. Hyderabad: Neelkamal Publication

Krishan kumar. (1995). *An entrod to cataloguing practice.* New Delhi: Vikas Publishing House.

Krishan kumar. (2008). *Library organization*. New Delhi: Vikas Publishing House.

Mittal, R.L. (1984). *Library administration: Theory & Practice*. Metropolitan Book Co. Pvt. Ltd.

Poli Nali, R.S. (2011). *Information resources for library and information technology*. Delhi: Navyug Books International.

Puspha Dayani. (2008). *Library classification: Theory & Practice*. **New Delhi: New Age International Publication.**

Sarala, G. (2009). *Library information & resource management*. **Chennai: G.V. Publication.**

⚐ ⚐ ⚐ ⚐ ⚐ ⚐

EPC – VI - ART AND AESTHETICS - II [SEMESTER – II]

Objectives

The Student teacher is enabled

- *To utilize the leisure time profitably and usefully in proper artistic works*
- *To develop the awareness of unity in diversity of Indian culture by knowing various forms of music and dance of various Indian states*
- *To acquire the social skills and co-operative learning*
- *To develop critical appreciation for an Art form*

Unit I - Arts and Crafts - Types

Types of Arts -Different Aspects of Art Education – Craft Centered Education

Unit II - Performing Arts

Music – Definition – Types of Music – Sapta Swaras – Types of Ragas – Types of Indian Classical Music - Taala – Laya – Sruthi – Classification of Songs –Rhythmic Movements –Kinds of Dance.

Unit III - Educational Instructional Aids

Black Board Sketches – Puppet making – Black Board Writing

Unit IV - Creative Art

Emboss Painting – Glass Painting – Free Hand drawing

Unit V - SUPW : Aesthetic Values

Doll Making – Jewellery Making – Ice stick Flower vase – Washing Powder –Envelope preparation – Woollen work.

Practicum:

1. Preparing envelope of five different sizes

2. Preparing files.

3. Prepare a poster on the topic rainwater harvesting

Reference

Barrington Borber. (2008). *The complete fundamentals drawing*. **London: Arcturus Publishing Limited.**

ரவிராஜ் **S.** (2007*). கமர்ஷியல் ஆர்ட்.* சென்னை: நியூ செஞ்சுரி புக் ஹவுஸ் (பி) லிமிடெட்.

Tiny Tot. (2008). *Junior art master*. **Delhi: Tiny Tot Publications.**

⚒ ⚒ ⚒ ⚒ ⚒

SEMESTER – III

Internship

SEMESTER – IV

CORE – VI – GENDER, SCHOOL AND SOCIETY [SEMESTER IV]

Sub Code :   LBEC6

Objectives

- *to understand the basic principles of sociology and the relationship between education and society.*
- *to understand the process of social change, social progress and social groups.*
- *to acquire the knowledge of social organizations, formal and informal organizations and the role of individuals in organizations.*
- *to understand the functions of school as an organization and its relationship with society*
- *to understand the aspiration and nature of Indian Society and its constitutional provisions for school Education in India.*
- *to acquaint themselves with the gender based issues in the Indian context.*
- *Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy.*

Unit I - Sociology and Education

Educational sociology: Nature, Meaning and scope of Educational sociology, Relationship between education and sociology – social groups - social organization: characteristics – social stratification - social mobility - social change.

Unit II - Social Agencies and their role in Socialization

Agents of Socialization: Family, School, Religion, Community- Education as a social system, as a social process and a process of social progress – Culture: Meaning, Nature, Cultural lag, Conservation, Development and Transmission.

Unit III - School in the Societal System

System: Concept, Definition, Society as a system, School as a formal Educational System- Indian constitution and School Education - Role of school in modern society - Functions of school - Interactions in school - School as community development center.

Unit IV - Gender Issues

Key Concepts: Gender, sex, sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment- Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Unit V - Gender Identities and Socialisation Practices

Family, Schools and in other formal and informal organizations - Schooling of Girls: Inequalities and resistances (issues of access, retention and exclusion). Gender, sexuality, sexual harassment and abuse- Institutions redressing sexual harassment and abuse.

Practicum

1. Preparing analytical report on portrayal of women in print and electronic media.
2. "Effectiveness of Socialisation rests on the family system or school system – Debate
3. Prepare a sociogram on the interaction style in your family or in your school

References

Arulsamay, S. (2011). *philosophical and sociological perspectives on education*. New Delhi: Neelkamal Publications.

Bhatia, K.K. & Narang. (2005). *Philosophical and sociological foundations of education*. Ludhiana: Tandon Publishing.

Bhatia, K.K. (2010). *Philosophical sociological and economic bases of education*. Ludhiana: Tandon Publications.

Dash, B.N. (2000). *Teacher and education in the emerging indian society*. Hyderabad: Neelkamal Publications.

Menon, N. (2012). *Seeing like a feminist*. India: Penguin.

Nagarajan, K. (2008). *Educational challenges in the emerging Indian society*. Chennai: Ram Publishers.

NCERT. (2006). *Position Paper-national focus group on gender issues in the curriculum* (NCF 2005).

NCERT. (2010). *Textbook Regimes: A feminist critique of nation and identity*. New Delhi.

RainuGupta. (2011). *Philosophical sociological and economic bases of education*. Ludiahana: Tandon Publication.

Shaida, B.D. & Safaya, R.N. (2008). *Teacher in emerging Indian society*. New Delhi: Dhanpat Rai Pub.

Shankar Rao.C.N (2011),Sociology,Delhi,S.Chand and company

Suresh Bhatnagar. (2002). *Modern Indian Education and its Problems*. Meerut: R Lall Book Depot.

Swarup Sareria, N.R. (2006). *Education in emerging indian society.* Meerut: Sarya Pub.

Thakur, A. S. & Berwal, S. (2007*). "Education in emerging indian society.* New Delhi: Mayur Paperbacks: National Publishing House.

Venkada Mohan(2010) Sociological thought. Hyderabad,Neelkamal publications

Vidya Bhushan & Sachdeva, D.R. (2009). *Introduction to sociology*. Allahabad: Kitab Mahal Agencies.

www.academia.edu

www.ascd.org

www.studymode.com

www.uua.org

⚜ ⚜ ⚜ ⚜ ⚜ ⚜

CORE – VII - INCLUSIVE EDUCATION – [SEMESTER IV]

Sub Code : LBEC7

Objectives

The student teacher is enabled

- *to understand the importance of inclusive education.*
- *to get a pre - idea about the historical development of inclusive education.*
- *to familiarize the classroom management in inclusive education.*
- *to know the challenges and prospects of inclusive education.*
- *to acquire the knowledge of ICT in inclusive education.*

Unit I - Inclusive Education – An Introduction

Definition - Concept - Meaning – Rationale for inclusion - Classification of children with special needs– Challenges on Inclusive education – Importance - Advantages of Inclusion - Components of successful Inclusion – Continuum of education services for students with disabilities.

Unit II - Emerging Trends of Inclusive Education

Historical context : A pre – Independence overview of Education for the Handicapped - Post Independence Scenario - The Kothari Commission, 1964 – 1966 – Programmes of Inclusive Education in India – Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC) (1982 – 1983), National Policy on Education, 1986 its Programme of Action – The persons with Disability ACT (PWDA) 1995, National Trust ACT 1999, National Policy for persons with Disabilities – Action plan for Inclusive Education of children and youth with Disabilities August 20, 2005 – Sarva Shiksha Abhiyan – Rehabilitation Council of India Act, 1992.

Unit III - Classroom Management in Inclusive Education

Meaning – Definition – Concept - Principles – Various Approaches – Classroom Components – Managing Classroom Behavior, Principles of Behavior, Improved Behavior – Adapting the Environment – The Sociometry – Teacher as the Focus – Classroom Management Techniques – Special Children Participation and Involvement – Determinants of Classroom Management – Teacher's Role in Classroom – Supporting Devices – Evaluation.

Unit IV - Challenges and Prospects of Inclusive Education

Challenges – Implementation of Inclusive Education – Emotional Disturbance (Meaning, Definitions, Characteristics, Social and Emotional Factors, Behavioral Factors, Remedial measures, Teachers Role Suggestions) - Adaptation Strategies   (Adapting Instructions, Various Factors, Teaching Strategies, Guidance, Rehabilitations) - Adjustment - Psychological Problems - Health Problems   (Meaning, Definition, Characteristics, Different problems, Identification, Causes, Treatment, Teachers Role) – Health of Mind (Mental Ailments, Influence Factors, Mental Health in School, Mental Health of Teacher)

Unit V - Usages of ICT in Inclusive classroom

Individualized Education Programme (IEP) - Interactive white board – E-learning – ICT in Inclusive Classroom – AV aids –Assistive Technology- Web Based Learning - Virtual Classroom - Information handling - Use of Software for Specially Needed Children - Role of Smart Boards in Inclusive Setting.

Practicum

1. Visiting a Special school and presenting a report of it.
2. Presenting teacher's role in an Inclusive classroom.
3. Enlisting the available Assistive Technologies for Inclusive classrooms.

References

Alice Rajkumar, Rita Suguna Sundari & Digumarti Bhaskara Rao. (2006). *Special education*. New Delhi: Discovery Publishing House.

Dhawan, M.L. (2007). *Education of children with special needs.* Delhi: Isha Books.

Jangira, N.K & Mani, M.N.G. (1990). *Integrated education for visually handicapped*. Gurgoan Old Subjimandi: Academic Press.

Meenakumari. (2009). *Education for the children with special needs*. New Delhi: Centrum Press.

Sharma, P.L. (1990). *Teachers handbook on ied – helping children with special needs*. NCERT Publication.

Sharma, P.L. (2003). *Planning inclusive education in small schools*. Mysore: R.I,E.

Umadevi, R. (2010). *Special education*. New Delhi: Neelkamal Publication.

⚔ ⚔ ⚔ ⚔ ⚔ ⚔

CORE – VIII – INFORMATION COMMUNICATION TECHNOLOGY IN EDUCATION

[SEMESTER IV]

Objectives

The student teacher will be able

- *to acquire the knowledge of technology in education.*
- *to understand the role of ICT in education.*
- *to develop skills in ICT integrated lesson.*
- *to apply ICT skills in teaching and learning.*
- *to understand the role of Artificial intelligence in Education*

Unit I - Information Communication Technology(ICT)

Meaning - objectives of ICT in Education - Concept of Information communication technology- ICT tools for Education – myths about ICTs – Benefits of ICT in Education: for teachers, students, and parents – various skills and competencies to be developed on the part of student teachers - challenges in integrating ICT in Education – useful ideas for using ICT across the curriculum.

Unit II - ICT Integrated Pedagogy

Meaning and Importance – elements of ICT Integration in education – Approaches to ICT integration in Teacher Education – planning to teach an ICT lesson: learning aims and objectives, the jigsaw of lesson planning – Instructional model: ASSURE model – strategies for Integrating Technology into teaching.

Unit III - Artificial Intelligence in Education

Artificial Intelligence(AI) in Education – Expert system in Education – Intelligent computer Assisted Instruction – Application of Neural Network.

Unit IV - E-resources and Learning

E-learning – Tele conferencing – mobile learning – Virtual reality – Virtual classroom – E-resources in Education - E-Books, E-Journals - Blogs – Social networks – Internet based Learning – Digital learning.

Unit V - Application of ICT in Education

A world without wires: Wi-fi , wimax and their use in learning – Internet applications in the field of Education – E-mail: creating and sending, receiving E-mail – Interactive White Board – classroom Robots- Educational Implications of Educational Robotics.

Practicum

7. Create an E-mail Id and send a file.
8. Prepare multimedia PowerPoint slide for a topic.
9. Transferring and saving information in secondary devices (CD/DVD, Pen Drive, memory cards).

References

Arulsamy, S. & Siva Kumar, P. (2009). *Application of ICT in education*. Hyderabad: Neelkamal Publications.

Carl Simmons & Claire Hawkins. (2009). *Teaching ICT*. New Delhi: Sage Publications India.

elmoglobal.com

Gary.B. Shelly, Glenda. A. Gunter, & Randolph. E. Gunter. (2010). *Teachers discovering computers integrating technology and digital media in the class room*. United States: Course Technology.

Jill Jesson & Graham Peacock. (2012). *The really useful ICT book*. London: Rutledge Taylor and Francis Group.

Krishna Sagar. (2006). *ICTs, and teacher training*. Delhi: Authors Press.

Mangal, S.K. & Uma Mangal. (2010). *Information communication and educational technology*. Ludhiana: Tandon Publications.

Mangel, S.K. (2007). *Educational technology and school management*. Ludhiana: Tandon Publications.

Pathex, R.P. & Jagadeesh Chaudhary. (2012). *Educational technology*. Sonepat: Darling Kindersley (India) Pvt. Ltd.

sciencedirect.com

www.forbes.com

⚛ ⚛ ⚛ ⚛ ⚛ ⚛

Objectives

The student teacher will be able to

- *realise about self.*

- *make aware of different types of social interactions.*

- *acquaint with the knowledge of Transactional analysis and development of personality*

- *know about the recent trends in psychology*

- *make conscious of Health and well – being*

Unit I - The Significance Of Self-Concept

Concept of Self Development & Formation of Self concept, Self-Esteem and Social Behaviour, Self and Reference Groups, Other Self-Related Issues , Self-Radius, Self-Values, Self-Disclosure - Factors Influencing Development of Self Concept - General Cognitive Maturity - Educational Programmes - Influence of Parents, Group Membership.

Unit II - Understanding Self

Concept of self understanding - 5 why's of self Understanding - Facilitating self Understanding – Self Esteem – Enhancing Self esteem – Overcoming poor self esteem – self understanding – self worth and self actualization – Self and adjustment – adjustment with family school, Peers, and societies

Unit III - Types of Social Interaction

Conformity, Compliance, Obedience, Compromise, Co-Operation and Competition, Conflict, Psychological Concomitants of the above types of Social Interaction - Perception and learning in Social Behaviour - Social Motivation **-** Norms or Expected Standards - Attitudes And Values - Measurements of Attitudes -Promoting positive attitude.

Unit IV - Transactional analysis

Introduction to Transactional analysis - structure of personality - strategies to develop integrated personality - Transactional analysis and self development, Transactional analysis and social relationship

Unit V - Mental Health and well – being

The art of well being - Domains of well being – Self awareness – Self motivation – Time Management – Conflict Management, Stress Management– Physical and Mental Health awareness – Emotional Intelligence - conditions for developing positive Mental Health.

Practicum

1. A Report on the individual strengths, weakness and ways to promote success in life.
2. Test of 'Emotional Maturity' (through an inventory).
3. Analyse the influence of family and school in the development of Childs' self-concept.

References

Bharathi, T. (2008). *Personality development.* Neelkamal Publication.

Carry L. Martin & J. Grason Osberores. *Psychology, Adjustment and everyday living.* New Jersey: Prentice Hall.

Chatterjee, M. (1945). *Our knowledge of ourselves Bombay.* Asia Publishing House.

Ernest. R. Hilgard & Richard C. Atkinson. (1953). *Introduction to psychology.* New Delhi: Oxford & IBH Publishing Co.

Garry, L. Martin & Grayson. J. Observe. (1989). *Psychology, Adjustment and everyday living.* New Jersey: Prentice Hall.

Hilgard, E.R., Atkinson, R.L. & Atkingston, R.C. (1983). *Introduction to psychology.* New York: Harcourt Brace Jovanovich Inc.

John Mcleod. (2009). *Counselling skill.* New Delhi: Rawat Publication.

John W. Santrock. (2007). *Psychology essentials.* New Delhi: Tata Mcgraw - Hill Publication .

Parameswaran, E.G. & Beena, C. (2011). *An introduction to psychology.* Hyderabad: Neel Kamal Publication.

Parelus, F.B. (1980). *Psychology of group influence*, Ailsadle, N.J: Erlbaum

Robert L. Gibson & Marianne H. Mitchell. (2008). *Introduction to Counseling and Guidance*. New Delhi: PHI Learning publication.

Shanmugam, T.E. (1985). *Abnormal psychology*. Delhi: Tata McGraw Hill Publishers.

www.mentalhealthandwell being.eu/

www.psychologytoday .com

❧ ❧ ❧ ❧ ❧ ❧

விருப்பப்பாடம் - I பாடப்பொருள் மற்றும் சிறப்புத்தமிழ் கற்பித்தல் - IV - நான்காம் பருவம்

Sub Code :   LCPTA

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- மொழியின் சிறப்புகளை *அறிதல்*
- உயிர், மெய்யொலிகளின் பிறப்புப் பற்றி *அறிந்து சரியாக உச்சரித்தல்*
- வகுப்பறைத் திறன்களை வளர்த்தல்
- பாடநூல், தமிழ் மொழியின் வளர்ச்சி நிலையை மீட்டுணர்தல்
- மொழி ஆசிரியரின் பண்புநலன்கள், கற்பித்தலை மேம்படுத்தும் வழிமுறைகளை அறிதல்

அலகு – 1 மொழியின் சிறப்புகள்

மொழியின் அமைப்பு – மொழியின் பண்புகள் - மொழி வளர்ச்சி – மொழி வளர்ச்சிக் கொள்கை – மொழியின் தொன்மை – மொழியின் தோற்றக் கொள்கை – தாய்மொழியின் கிளைமொழிகள் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல் - மொழியும் சமூக சூழ்நிலையும் - தனிச்செம்மொழி சிறப்பு

அலகு –2 – வகுப்பறைத் திறன்கள்

படைப்பாற்றல் திறன் - விளக்கம் - படைப்பாற்றலை வளர்க்க உதவும் சூழல் - படைப்பாற்றல் தன்மைகள் - படைப்பாற்றல் வடிவங்கள் - படைப்பாற்றலை வளர்க்கும் உத்திகள் - கதை எழுதும் திறன் - விளக்கம் ˙- கதை எழுதும் திறனை வளர்க்கும் உத்திகள் - கவிதை எழுதும் திறன் - பண்புகள் - கவிதை எழுதும் திறனை வளர்க்கும் உத்திகள - ˙ கவிதை எழுதுவோர் கவனத்தில் கொள்ளவேண்டியவை

அலகு 3 - பாடநூல், தமிழ் மொழியின் வளர்ச்சி நிலை

பாடநூல் அமைப்பு – சிறந்த பாடநூலின் நல்லியல்புகள் - தமிழ்நாடு அரசு பாடநூல் நிறுவனத்தின் ஆறாம் வகுப்பு முதல் பத்தாம் வகுப்பு வரை உள்ள தமிழ் பாட நூல்களை பகுப்பாய்வு செய்தல்.

கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ் - பல்லூடகமும் தமிழ் கற்பித்தலும் - மொழிபெயர்ப்பு - மொழி வளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு – மொழிபெயர்ப்பின் வகைகள் - சொல்லுக்கு சொல் மொழிபெயர்ப்பு - மூலநூல் மொழிபெயர்ப்பு – தழுவல் - சுருக்க மொழிபெயர்ப்பு – விரிவான மொழிபெயர்ப்பு – சரியான மொழிபெயர்ப்பு - கோட்பாடுகள் - சிக்கல்கள் - மொழி பெயர்ப்பின் போது கவனத்தில் கொள்ள வேண்டியன - செம்மொழித்தமிழ்.

அலகு – 4 - மொழிக் கற்பித்தலில் தொழில்நுட்ப கருவிகள், வளங்கள்

காட்சிக் கருவிகள் - கேள்விக் கருவிகள் - காட்சிக் கேள்வி கருவிகள் - கரும்பலகை – கரும்பலகை குச்சிப்படங்கள் - வரைபடங்கள் - விளக்கப்படங்கள் - மனவரைபடம் - படத்தொகுப்பு – தலைக்குமேல் படவீழ்த்தி – வானொலி - தொலைக்காட்சி - கணினி - படச்சுருள் - குறுந்தகடு - மின்அட்டைகள் - செய்தித்தொகுப்பு - கரும்பலகை படத்தொகுப்பு - ஒலிப்பதிவு நாடாக்கருவி – எபிடையாஸ்கோப் - கம்பளிப்பலகை – செய்திப்பலகை – இயங்கும் மாதிரி - இயங்கா மாதிரி.

தமிழ் பாடநூல் - நல்ல பாடநூலின் நல்லியல்புகள் - தமிழ் அகராதிகள் - தமிழ் நூலகம் - தமிழ் பாடநூலகத்திற்கு தேவைப்படும் நூல்கள் - தமிழ் இலக்கிய மன்றம் - மொழி பயிற்றாய்வுக் கூடம் - தமிழ் மெய் இணைய பல்கலைக் கழகம் - களப்பயணம் - தமிழ்வலைதளங்கள் - சமூகவளைதளங்கள் - முகநூல். நிகண்டுகள் - கலைக்களஞ்சியம் - அபிதான சிந்தாமணி – உரை நூல் - தமிழ் லெக்சின் (தமிழ் சொற்களஞ்சிய பொது பார்வை நூல்) - இலக்கண நூல்கள் - ஆய்வுக்கட்டுரைகள்.

அலகு - 5 - மொழி ஆசிரியரின் பண்புநலன்கள், கற்பித்தலை மேம்படுத்தும் வழிமுறைகள்

மொழி ஆசிரியரிகளின் பண்பு நலன்கள் - பொதுப்பண்புகள் - சிறப்புப்பண்புகள் - கல்விநிலை – மொழிப்பற்று – ஆழ்ந்த புலமை – சகிப்புத் தன்மை – நடுநிலைமை – உளவியல் அறிஞர் – பல்துறை அறிவு – பலமொழி அறிவு – நகைச்சுவை உணர்வு – நடிப்புத்திறன் - நட்புணர்வு – பணிமீது பற்றுடைமை – சிறந்த இலக்கண புலமை – பாடம்

சார்ந்த செயல்களில் ஈடுபாடு – அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்.

புத்தாகப் பயிற்சிகள் - தகவல் தொழில் நுட்பப் பயிற்சிகள் - இணையதளம் மூலம் தமிழ் மொழி சார்ந்த செய்திகளை சேகரித்தல் - மொழி சார்ந்த அண்மைச் செய்திகளை உடனுக்குடன் அறிந்து கொள்ளுதல் - பயிற்சி பட்டறைகள் - புத்தறிவு பயிற்சிகள் - சர்வதேச கருத்தரங்குகள் - பயிலரங்குகள் - ஆய்விதழ்கள் - தமிழ்நாடு தமிழாசிரியர் சங்கம் - உள்நாட்டு கருத்தரங்குகள் - பணியிடைப் பயிற்சிகள் - சர்வதேச தமிழாசிரியர் சங்கம்.

செய்முறைப் பயிற்சிகள்

1. கலைச்சொற்களைத் தமிழ்ப்படுத்துதல்.
2. பேச்சுறுப்புகளின் படம் வரைந்து விளக்குதல்
3. உயிர் எழுத்துக்கள் மற்றும் மெய் எழுத்துக்கள் பிறப்பு பற்றிய வரைவுதாள் தாயரித்தல்
4. பாடப்பொருள் பகுப்பாய்வு செய்தல்

பார்வை நூல்கள்

சு. சக்திவேல். (2006). "*தமிழ்மொழி வரலாறு*", மணிவாசகர் பதிப்பகம், சென்னை.

உ. பிரபாகரன். (2009). "*சிறப்புத்தமிழ்*", சம்யுக்தா பதிப்பகம், நாமக்கல்

பா. வேணுகோபால். (2009). கே.சாந்தகுமாரி, *சிறப்புத்தமிழ் கற்பித்தல்*, சாரதா பதிப்பகம், சென்னை.

வெ. கலைச்செல்வி. (2008). "*சிறப்புத்தமிழ்*", சஞ்ஜீவ் வெளியீடு, ஈரோடு

வி. குணபதி & பூ.ஜெயராயன். (2005). "*சிறப்புத்தமிழ் கற்பித்தல்*", சாந்தா பதிப்பகம், சென்னை.

தீனதயாள் & ம. சிவக்குமார். (2010). "*பைந்தமிழ் கற்பித்தல்*" ஸ்ரீ கிருஷ்ணா பதிப்பகம், சென்னை.

அ. மீனாட்சி சுந்தரம் & பொ. செல்வம். (2010). "*பைந்தமிழ் கற்பித்தல்*" காவ்யமாலா பதிப்பகம், திண்டுக்கல்.

இ.பா. வேணுகோபால். (2006). "*சிறப்புத்தமிழ் கற்பித்தல்*", சாரதா பதிப்பகம், "சிறப்புத்தமிழ் கற்பித்தல்", சென்னை.

⚹ ⚹ ⚹ ⚹ ⚹ ⚹ ⚹

CONTENT AND PEDAGOGY OF SPECIAL ENGLISH - IV [SEMESTER IV]

Objectives

The student teacher will be enabled to

- *know the fundamentals of Linguistics.*
- *develop fluency of speech and observation skills.*
- *acquire the knowledge of Professional Competency of an English Teacher.*
- *understand the various strategies of teaching English.*
- *acquire the knowledge of various study skills*

Unit I - Meaning and Scope of Linguistics

History, Meaning and scope of Linguistics-Language acquisition-Phonology-Morphology-Syntax and Semantics-Types of Grammar-Language Teaching-Error Analysis and Remedial Teaching-English for Academic purpose- English for Occupational purposes- English for Global Purpose - English for Specific purpose.

Unit II - Teaching of Listening and Speaking skills

Skill of listening-Meaning of listening skill-The three phases of listening - material-Activities-Dictation-telephone Commentaries - Jigsaw listening- skill of speaking-techniques in teaching speaking-Tasks for developing speaking skill-Improving oral fluency-Dramatization-Story telling-Communication barriers for effective communication- -Causes of Retardation of Speech.

Unit III - Lexis

Word Formation- Affixation-Conversion-Compounding-Other minor devices-Patterns of spelling-Teaching of vocabulary-Phrasal verbs and prepositional phrases-Difference between Phrasal verbs and prepositional phrases -Sentence connectors-Devices for cohesion and coherence-Clipping.

Unit IV - Reference,Study Skills and Reading Techniques

Dictionary skills -resources in a good dictionary-Study skills-Note making and notetaking-Summarizing – Paraphrasing – Referenceskills – Library - Thesaurus Encyclopedia - Bibliography-Annotated Bibliography-Reading Techniques-SQ3R-Reading styles-Levels of Reading

Unit V - Professional Competenancy of an English Teacher

Characteristics of an effective English Teacher – Association for English Teacher – Objectives and Activities - Journals in English Education Programmes for quality improvement – Role of ELT-Participation in conference, seminar and workshops.

Practicum

1. Preparation of aids to make the high school and higher secondary pupils understand certain grammatical concepts.
2. Training in Comprehension Exercises.
3. Assessing the 'knowledge and mastery of the various study skills.

Reference

Alfred Isaac, M.I. (2010). *Technology of teaching english paper I & II*. Nagercoil: Vijaya Publishers.

David Mahony. (2010). *Fundamentals of English*. New Delhi: Viva books Private Limited.

Gatenby.E.V (1944). *English as a foreign language*. London : Longmans, Green and co Ltd.

Hari Prasad, M. (2009). *Communicative English*. Hyderabad: Neelkamal Publications.

Kohli, A.L. (2012). *Techniques of teaching English*. New Delhi: Dhanpat Rai Pvt. Ltd.

Krishnaswamy.N (1971). *An introduction to linguistics for language learners*. Bombay : Somaiya Publication Pvt.Ltd.

Manish, A. (Vyas) & Yogesh L. Patel. (2009). *Teaching of English as a second Language*. New Delhi: PHI Learning Pvt. Ltd.

Rivers, W.H. (1970). *Teaching of foreign language skills*. New York: University of Chicago Press.

Strandgard, D.J. (2013). *Innovations in the teaching of English Paper I special English*. Chennai: Srikrishna Publications.

www.english-hilfen.de

www.grammarly.com

www.talkenglish.com

✦ ✦ ✦ ✦ ✦ ✦ ✦

CONTENT AND PEDAGOGY OF MATHEMATICS - IV [SEMESTER IV]

Objectives

The prospective teacher is enabled to

- *Develop the qualities needed for a mathematics teacher.*
- *See mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on.*
- *Focus on understanding the nature of children's mathematical thinking and identifying the individual differences.*
- *Examine the language of mathematics, engaging with research on children learning in specific areas.*
- *Develop ability to use ICT resources to explore mathematical knowledge.*

Unit I - Mathematics Teacher Qualities & Activities

Qualities of a Mathematics Teacher – Professional, Personal, Academic and Social. The range of teacher activities – Professional training, In-service training, Professional activities, School activities, Administrative duties, Community activities.

Unit II - Resources in Mathematics

Mathematics Text Books – Need and Importance, Qualities of a Good Text Book. Work books – Need and characteristics. Mathematics Library – Functions, Books and materials for Mathematics Library. Mathematics Club – Functions, Activities. Mathematics Laboratory – Materials, Instruments and equipments for Mathematics Laboratory, Field trips – advantages. Mathematical Websites, Geogebra.

Unit III - Provision for Individual Differences in Mathematical Ability

The identification of the gifted in Mathematics - Characteristics of the Mathematically gifted – Enrichment programme for the gifted. Slow learners in Mathematics – Characteristics of slow learners in Mathematics – Classroom techniques for slow learners - Disability in Mathematics – Dyscalculia, Remedies- Developing speed, accuracy and interest in Mathematics.

Unit IV - Mathematics for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learning in ICT – Web-based learning – Synchronous – Asynchronous – Advantages and disadvantages. Digital learning – Merits and Demerits. Mobile learning – The value of mobile learning and demerits. Blended learning – Merits and demerits.

Unit V - Professional Development of Mathematics Teachers

Mathematics Teachers Association – Association of Mathematics Teacher Educators – The Association of Mathematics Teachers of India – All India Schools Mathematics Teachers association – Objectives and activities. Journals in Mathematics Education. Participation in Conferences / Seminars / Workshops.

Practicum

1. Organizing a club activity.

2. Preparing a list of Mathematical Websites with its uses.

3. Preparing a report on field trip.

4. Collecting youtubes in Mathematics and presenting in the classroom

References

Aggarwal, S. M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanpat Rai Publications.

Chambers, P. (2010). *Teaching mathematics.* New Delhi: Sage Publications.

Glover, J.T. (2001). *Vedic mathematics for schools*. New Delhi: Mobilal Banarsidars Publications.

James, A. & Alwan, J.(2012). *Skills and strategies of teaching mathematics*. New Delhi: Neelkamal Publications.

James, A. (2005). *Teaching of mathematics*. New Delhi: Neelkamal Publications.

James, A. (2011). *Techniques of teaching mathematics.* New Delhi: Neelkamal Publications.

Jyothi, S., Rao, D.B. (2007). Educational *research.* New Delhi: Sonali Publications.

Sidhu, K.S.   (2010).   *The teaching of mathematics*.   New Delhi: Sterling Publications.

Singh, C,& Rohatgi, R.P. (2005). Teaching of mathematics**.**   New Delhi: Dominant Publishers and distributors.

⅄ ⅄ ⅄ ⅄ ⅄ ⅄ ⅄

CONTENT AND PEDAGOGY OF PHYSICAL SCIENCE - IV
[SEMESTER IV]

Sub Code : LCPPS

Objectives

The student teacher is enabled

- *to know the various theories of learning physical science*
- *to develop awareness of different theories of learning*
- *to develop skills to critically evaluate science text books.*
- *to understand the qualities, responsibilities and professional growth of the science teacher.*
- *to probe into researches in Physical Science Education.*

Unit I – Learning theories of physical Science

Cognitive theories of Learning - Piaget's theory -Jerome Bruner's theory of Concept learning-David Ausbel's theory of Cognitive Subsumption-Robert Gagne's theory of Learning Hierarchies-Lev Vygotsky's Social Cognition theory

Unit II - Science text book and e-learning

Reading materials - Text books – Need and importance, qualities of a good text book - Evaluation of Science text book - Library – Journals- e-learning principles-e-learning goals-changing classroom by web

Unit III - Co-curricular activities

Objectives, organization and activities of: Science club– Science exhibitions-Science fairs- field trips – science museums-– conferences- Seminar- symposium-Panel discussion-

Unit IV - Physical Science Teacher

Physical Science teacher – Academic and professional qualifications - responsibilities - Pre service training -Inservice training –summer institutes- Associations for physical science teacher.

Unit V - Recent trends and Research in Physical Science Education

Nano technology- Earth Science Today- Chandrayan- Mangalyan - Cryogenic Techniques and Manned Space- Research – Meaning and types – Status of research in Science Education - Experimental Research and its importance to science Education.

Practicum

1. Organizing club activities

2. Conduct e-learning programme for any IX std topic.

3. List out famous physical science websites.

References

Garett. (1979). *Statistics in psychology and education*. Bombay: Vakils Feffer and Simons Ltd.,

http: // www.infed.org

http://www.ittheory.com/gognel.html

Narendera Vardya. (1971). *The impact of science teaching*. New Delhi: Oxford Publishing Company.

Passi, B.K. *Becoming better teacher, Micro Teaching Approach*.

Radha Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publications.

Rajeshwari,S. (2005) *Methods of teaching physical science*. New Delhi: NeelKamal Publications.

Saunders, A.N. (1955). *Teaching of general science in tropical secondary school*. London: Printed in Great Britain by Butter and Tauren Ltd..

Sharma, R.C. (2012). *Modern science teaching*. Dhanpat Rai Publishing Company.

Vanaja, M. & Bhaskara Rao, D. (2004). *Methods of teaching physics*. New Delhi: Discovery Publishing House.

www.tryscience.org

****

CONTENT AND PEDAGOGY OF BIOLOGICAL SCIENCE - IV [SEMESTER IV]

Sub Code :   LCPBS

Objectives

The student teacher is enabled

- *to acquire the knowledge of conservation of natural resources.*
- *to understand the importance of the science.*
- *to acquire professional norms and ethics needed for a biology teacher.*
- *to acquire creativity in science teaching.*
- *to understand the teaching of special students in Biology.*

Unit I - Recent trends in Biological Science

Recent trends in science – Bio-technology – Definition and scope, branches and importance – Bio-informatics – Definition, Applications of Bio-informatics.

Unit II - Exploring the learners in learning Biology

Environmental Education – Concept, Need, Importance - Pollution – Air Pollution, Water Pollution and Noise Pollution and remedies – Green house effect - global warming - Ozone layer depletion – wild life conservation – aim of wild life conservation – Necessity of Conservation – Causes for wild life depletion – Methods of Conservation.

Unit III - Professional Development of Biology Teacher

Professional norms – Professional ethics - Professional growth of Biology teacher - Requisite to Bio-Data of Biology teacher – Biology teachers diary.

Profession Training: Pre-service training - need, advantages, means of in-service training - summer institutes for Biology teacher.

Unit IV - Creativity in Biological Science Teaching

Creativity – the process of creativity, developing creativity among children – creativity of a school - Identification of children with scientific hobbies, advantages of scientific hobbies - ways and means of developing scientific skills.

Unit V - Teaching of special students in Biology

Need and identification of Gifted students, characteristics of gifted students, problems of gifted children, Avenues for gifted students – slow learners in Biology – identification of slow learners, characteristics of slow learners, Teachers duty towards gifted students.

Practicum

1. Identification of Blood sugar using glucometer.

2. Calculating Body Mass Index.

3. Writing field trip report.

References

Aggarwal, Y.P. (1984). *Statistical methods, concept application and computation*. New Delhi: Vikas Publication.

Anju Soni. (2010). *Teaching of life science*. Ludhiana: Tandon Publications.

Chaudhary, S. (2007). *Teaching of biology*. New Delhi: A.P.H. Publishing House.

Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi:Hane Publication.

Hemalatha Kalaimathi, D. & Asir Julius, R. (2010). *Teaching of biology*. Hyderabad: Neelkamal Publication.

Kulshrestha. (2001). *Teaching of biology*. Meerut: Lall Book Depot, Vinay Rahheja Publishers.

Mangal, S.K. (2005). *Teaching of biology*. Ludhiana: Tandon Publication.

Sharma, R.C. (2006). *A modern science teaching*. Meerut: Dhanpat Publications.

Sood, J.K. (1989). *Teaching of life sciences*. Chandigarh: New Directions in Science Teaching, Kohli Publishers.

Sudha Pahuja. (2009). *Teaching of biological science*. Meerut: R. Lall Book Depot.

Venugopal. (2008). *Teaching of biology*. Chennai: Ram Publishers.

www.nsta.org

www.shareouressays.com

☆ ☆ ☆ ☆ ☆ ☆

CONTENT AND PEDAGOGY OF SOCIAL SCIENCE- IV
[SEMESTER IV]

Sub Code :   LCPHI

Objectives

On completion of the course the student teachers will

- *Understand the content of History*
- *Acquire knowledge of qualities of history teacher*
- *Understand the process of professional development of history teacher*
- *Enable to use various activities in teaching history*
- *Identify the individual needs of learners in history*
- *Understand the process of research in history*

Unit I – Content of History

Tamilnadu an Introduction – Geographical features, Sources and History of Tamilnadu – Sangam age, Chola and Pallava Empire.

Unit II - History Teacher: Qualities, roles and professional development

Qualities of a History Teacher – Academic qualification, expert in methodology of teaching history, well equipped with human qualities, Personal qualities, Professional growth and training, Professional ethics of History teacher – Problems in Teaching and Learning History.

Unit III - Activities in History teaching

Field trips, excursions, collection of sources and specimens, organisation of history club, utilisation of community resources, use of current affairs and controversial issues, celebration of fairs and festivals, heritage walk, cultural exchange programmes, Teaching for international and national understanding.

Unit IV - Learners capacities and cater to individual needs

The identifying learner's capacities – diagnosis of individual differences in learning history, Gifted and slow learners – characteristics, strength and difficulties in learning, Enriching programmes for gifted and remedial measures for slow learners.

Unit V - Teaching and Research in history

Research in history- need, significance, historical research – method, process, steps- identification of research problem, collection of data- primary, secondary criticism of data- positive and negative criticism, organisation of facts, interpretation and conclusion, problems faced by the researchers in history.

Practicum

1. Organize History club activities
2. Report the resources available in the local community
3. Indentify primary sources of history

References

Aggarwal, J.C. (1992). *Teaching of history*. A practical approach New Delhi: Vikas Publishing House.

Arul Jothi, Balaji, D. & Sunil Kapoor. (2009). *Teaching of history*. New Delhi: Centrum Press.

Brownm, C.E. (1948). *The history Rom*. London: Historical Association.

Chaudhary, K.P. (1975). *The effective teaching of history in India*. New Delhi: A Hand Book for History Teachers.

Chauhan, S.S. (2008). *Innovations in teaching learning process*. U.P: Vikas Publishing House.

Dhand, H. (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

Edgar, B.W. & Staley, P.W. (1958). *Teaching social studies in high school*. Boston D.C.: Health and Company.

Geoff, T. (2008). *Teaching and learning of history*. New Delhi: SAGE Pub.

Ghato, V.D. (1973). *The teaching of history*. Delhi: Oxford, Uni Press.

Kochhar, S.K. (1998). *The teaching of social studies*. New Delhi: Sterling Publications.

NCER (1970). *Teaching history in secondary school*. New Delhi NCERT: A Handbook for History Teacher.

Purabi Jain, (2004). *Educational technology*. New Delhi: First Edition Dominant Publishers and Distributors.

www.facts-about-india.com

⅄ ⅄ ⅄ ⅄ ⅄ ⅄

CONTENT AND PEDAGOGY OF COMPUTER SCIENCE - IV
[SEMESTER IV]

Sub Code :   LCPCS

Objectives

The student teacher will be able

- *to understand the specific qualities of good teacher.*
- *to acquire knowledge about star office.*
- *to acquire knowledge on latest trends in Information Technology.*
- *to understand the exceptional children and educate them.*
- *to acquire knowledge about internet protocols.*

UNIT – I - Content of Computer Science

Hypertext Markup Language(HTML): Introduction, Elements of Hypertext Markup Language: A sample HTML element - Heading section: Title tag, Meta tag, Style tags - Body section: Body tag, Heading tags, Paragraph Tag, Bold, Underline and Italic tags, Center and Horizontal Ruler tags, Font Tag, Image Tag, Anchor Tag, Bgsound Tag - Advanced HTML tags: Lists, Table Tag, Form Tag, Frame Tag.

Unit II - Computer Science Teacher

Qualities of a computer science teacher – need and importance of in-service training of a computer science teachers – Evaluation of teachers: Evaluation by pupils, self–evaluation – Basic strategies for professional development of Computer Science teacher – concept of effective teaching in computer science.

Unit III - Latest Trend in Information Technology

Internet Enhancing Teaching learning process – E- learning – virtual reality - web based learning - computer in teaching learning process – Instructional Resource centre for Educational Technology - Educational Benefits of multimedia Tools.

Unit IV - Educating the Exceptional Children and co-curricular Activities

Slow learner – characteristics of slow learners, Remedial measures for slow learner – Gifted children – Identification of the gifted children – role of teacher in educating slow learners and Gifted children - Field trip - Computer Science Club: Objectives, organization and Activities.

Unit V - COMPUTER COMMUNICATIONS

Network: Introduction, Benefits of Network, Types of Network - Internet : History of Internet – important features of internet, Essential requirements for Internet, Internet protocols – Basic steps in starting with Internet – Achieving internet connectivity – steps in Browsing web sites – E-Mail – Accessibility and Retrieval of Information – Viruses: categories of viruses, protection systems.

Practicum

4. Organize a Computer Club activities.

5. Designing web Page using HTML.

6. Download a material for a topic.

References

Balagurusamy, E. (2009). *Fundamentals of computers*. New Delhi: Tata Mcgraw Hill Education.

Evangelin Arulselvi. (2009). *Teaching of computer science – II*. Chennai: Saratha Pathipagam.

Graham Jones. (1998). *How to manage computers at work*. Chennai: Jaico Publishing House.

html.com

Kamal Deep Singh & Daljeet Kaur. (2012). *Using computer in education*. New Delhi: Dhanpat Rai Publishing Company.

Lalini Vanarasi, Sudhakar, V. & Mrunalini, T. (2010). *Computer education*. New Delhi: Neelkamal Publications.

scientificcomputing.com

searchsoa.techtarget.com

Vanaja, M. & Rajasekar, S. (2009). *Educational technology computer education*. New Delhi: Neelkamal Publications.

Xavier, C. (1996). *Introduction to computers and basic programming*. Hyderabad: New Age International Publishers.

⚶ ⚶ ⚶ ⚶ ⚶ ⚶ ⚶

CONTENT AND PEDAGOGY OF

COMMERCE AND ACCOUNATNCY – IV

[SEMESTER IV]

Objectives

The prospective teacher is enabled to

- *Develop the qualities needed for a Commerce and Accountancy teacher.*
- *Stimulate curiosity, creativity and inventiveness and resources in Commerce and Accountancy*
- *to understanding the nature of student thinking and identifying the individual differences.*
- *Develop ability to use ICT resources to explore Commerce and Accountancy knowledge.*
- *Examine the language of Commerce and Accountancy engaging with research on children's learning in specific areas.*

Unit I

Critical Evaluation of text books of Commerce and Accountancy prescribed by State Government and CBSE.

Unit – II Comm

.erce and Accountancy Teacher Qualities And

Professional Activities

Qualities of a Commerce and Accountancy Teacher – Professional, Personal, Academic and Social. The range of teacher activities – Professional training, selective academic training, In-service training, professional activities, school activities, Departmental Duties, Administrative duties, community activities - Professional Ethics and competencies – social and environmental responsibilities of commerce teachers.

Unit III - Providing for Individual Differences in Commerce and Accountancy Ability

The identification of the gifted in Commerce and Accountancy - Characteristics of the gifted – Enrichment programme for the gifted. Slow learners in Commerce and Accountancy – Characteristics of slow learners in Commerce and Accountancy –

Classroom techniques for slow learners. Developing speed, accuracy and interest in Commerce and Accountancy.

Unit IV - Commerce and Accountancy for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learning in ICT – Web-based learning – synchronous – Asynchronous – Advantages and disadvantages. Digital learning – Merits and Demerits. Mobile learning – The value of mobile learning and demerits. Blended learning – Merits and demerits.

Unit V – Classroom Climate

Class room Climate: Meaning and types – ideal class room climate – Evaluation by students – Self Evaluation – SWOT analysis – Rating by superiors, & Colleaques Class room interaction analysis – Flanders interaction – Significance of interaction analysis.

Practicum

1. Preparation of Digital lesson plan.
2. Writing the report of the analysis of the commerce text book.
3. Preparation of module for any one commerce concept.

References

Aggarwal, J.C. (1996). *Teaching of commerce a practical approach*. New Delhi: Vikash Publishing House.

பொன் மருதவாணன். (2007). "*வணிகவியல், கணக்குப்பதிவியல் கற்பிக்கும் முறைகள்*", சென்னை: சாரதா பதிப்பகம்.

Mangal, S.K. (2007). *Introduction to psychology*. New Delhi: Arya Book Dept.

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.

Verman, M.M.A. (1979). *Method of teaching accountancy*. New York: McGraw Hill.

⋏ ⋏ ⋏ ⋏ ⋏ ⋏

CONTENT AND PEDAGOGY OF ECONOMICS - IV [SEMESTER IV]

Sub Code :   **LCPEE**

Objectives

The prospective teacher is enabled to

- *Develop the qualities needed for a Economics teacher.*
- *Stimulate curiosity, creativity and inventiveness in Economics*
- *Focus on understanding the nature of student's thinking and identifying the individual differences.*
- *Develop ability to use ICT resources to explore Economics knowledge.*
- *Acquire the knowledge of Professional capacity in Economics education.*

Unit I - Economics Teacher Qualities And Actions

Qualities of a Economics Teacher – Professional, Personal, Academic and Social. The range of teacher activities – Professional training, selective academic training, In-service training, professional activities, school activities, Departmental Duties, Administrative duties, community activities.

Unit II - Resources in Economics

Economics Text Books – need and importance, qualities of a good text book. Works books – need and characteristics Library – Functions, Books and materials for Library. Economics Club – Functions, Activities. Economics Laboratory – Materials, Instruments and equipments for Field trips – advantages, Economic Websites.

Unit III - Providing for Individual Differences in Economics Ability

The identification of the gifted in Economics - Characteristics of the gifted – Enrichment program me for the gifted. Slow learners in Economics – Characteristics of slow learners in Economics – Classroom techniques for slow learners. Developing speed, accuracy and interest in Economics

Unit IV - Economics for all through ICT

ICT – Definition, Meaning – Guiding principles for effective teaching and learning in ICT – Web-based learning – Advantages and disadvantages. Digital learning – Merits and Demerits. Mobile learning – The value of mobile learning and demerits. Blended learning – Merits and demerits.

Unit V - Professional Developmental of Economics Teachers

Economics Teachers Association – Association of Economics Teacher Educators – The Association of Economics Teachers of India – All India Schools Economics Teachers association – Objectives and Activities. Journals in Economics Education. Participation in conferences / seminars / workshops.

References :

Aggarwal, J.C. (2005). *Essential if education technology: Teaching learning*.

Aggarwal, J.C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir. Books Depot.

Chauhan, S.S. (2008). *Innovation in teaching learning process*". UP: Vikas Publishing House.

Dhand, H. (2009). *Techniques of teaching*. New Delhi: APH Publishing Corporation.

பாஸ்கரன், ப.& பத்மப்ரியா, (2007)."*கலைத்திட்ட வளர்ச்சி*". சென்னை சாரதா பதிப்பகம் Innovation in Education. New Delhi: Vikas Publishers. Management. Meerut: Loyal Book Depot.

Mangal, S.K. & Mangal, S. (2005). "*Essential of educational technology and management*. Meerut: Loyal Book Depot.

Patil, V.T. (2005). *Virtual education: Dimension of educational resources*. New Delhi: Authors Press.

Sharma, R.A. (2008). *Technological foundation of education*. Meerut: R. Lall Books Depot.

Sharma, R.N. (2008). *Principles and Techniques of education*. Meerut: Surjeet Publications.

Singh, Y. K. (2009). *Teaching practice*. New Delhi: APH Publishing Corporation.

விஜயலட்சுமி, வ. (2007). "*நுண்ணிலை கற்பத்தல்*". சென்னை: சாரதா பதிப்பகம்.

மொழி கற்பித்தல் - தமிழ் [நான்காம் பருவம்]

<div align="right">Sub Code :   LCPLT</div>

நோக்கங்கள்

ஆசிரிய மாணவர்கள்

- *மொழி ஆசிரியர்களின் பண்பு நலன்களை அறிதல்*
- *மொழி கல்வியில் மாணவர் செய்யும் பிழைகளை அறிந்து களைதல்*
- *விழுமக்கல்வியை வளர்த்தல்*
- *மொழியை பிழையில்லாமல் பேசவும் எழுதவும் அடிப்படை இலக்கண அறிவை வளர்த்தல்*
- *சரியான ஒலி உச்சரிப்பை அறிந்து பயன்படுத்துதல்*

அலகு 1 - மொழி ஆசிரியரின் பண்புநலன்கள்

மொழி ஆசிரியரிகளின் பண்பு நலன்கள் - பொதுப்பண்புகள் - சிறப்புப்பண்புகள் - கல்விநிலை — மொழிப்பற்று — ஆழ்ந்த புலமை — சகிப்புத் தன்மை — நடுநிலைமை — உளவியல் அறிஞர் — பல்துறை அறிவு — பலமொழி அறிவு — நகைச்சுவை உணர்வு — நடிப்புத்திறன் - நட்புணர்வு — பணிமீது பற்றுடைமை — சிறந்த இலக்கண புலமை — பாடம் சார்ந்த செயல்களில் ஈடுபாடு — அனைத்து ஆசிரியர்களுடன் நட்பு பாராட்டுதல்.

அலகு 2 - மொழி கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப் பிழை — தவறாக ஒலித்தல் - திருத்தமான சொல் - திருத்தமான சொல் அறியாமை - சந்திப்பிழை - மயங்கொலிப்பிழை — எழுத்துப்பிழை - ஒருமை - பன்மை - மயக்கம் - திணை - பால் முடிவுகளில் பிழை — நிறுத்தற்குறிகள் - வல்லெழுத்து மிகுமிடம் - மிகா இடம்.

அலகு 3 - விழுமங்கள்

விழுமங்கள் - விளக்கம் - விழுமக்கல்வி அளிப்பதன் நோக்கம் - ஆளுமை — ஒழுக்கம் - நேரம் தவறாமை — அன்புடைமை — மனித நேயம் - பணிவுடைமை — உதவும் மனப்பான்மை — தூய்மை — தொழிலில் உண்மை

அலகு 4 - இலக்கணமும் மொழித்திறனும்

எழுத்து — திணை - பால் - மாத்திரை- எண்- இடம் - காலம் - இடுகுறிப்பெயர் - காரணப்பெயர் - அறுவகைப் பெயர்ச் சொற்கள் - சொற்களின் வகைகள் - இலக்கியச்சொற்கள் - இலக்கணச் சொற்கள் - ஆகுபெயர் — வழா — வழு - வழாநிலை

அலகு 5 — மொழி உச்சரிப்பு

மொழி உச்சரிப்பு — விளக்கம் - நோக்கங்கள் - பயன்கள் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - குறில் நெடில் எழுத்துக்களை உச்சரிப்பதில் சிக்கல்

- மெய்யெழுத்துக்களை உச்சரிப்பதில் சிக்கல் - வல்லினம் மிகு, மிகா இடங்களை உச்சரிப்பதில் சிக்கல் - ஒலி மயக்கம் தரும் எழுத்துக்களை உச்சரிப்பதில் சிக்கல் - சிறப்பு ஒலிகளை உச்சரிப்பதில் சிக்கல் - உச்சரிப்புக் குறையை போக்கும் பயிற்சிகள் - நா நெகிழ் பயிற்சி – நா பிறழ் பயிற்சி – மூச்சுப்பயிற்சி – ஒலி உறுப்புகளின் குறைபாடு நீக்குதல்

செய்முறை பயிற்சிகள்

1. கலந்துரையாடல் விளக்கத்தாள்கள் தயாரித்தல்
2. மொழிப்பயிற்றாய்வுக் கூடம் வழியாக ஒலிகளைக் கேட்டு குறிப்பெடுத்து அறிக்கை தயாரித்தல்
3. இலக்கண அட்டைகள் தயாரித்தல்

பார்வை நூல்கள்

1. வேணுகோபால், இ.பா. (2006). "*பைந்தமிழ் கற்பித்தல்*" சென்னை: சாந்தா பதிப்பகம்.

2. கணபதி, வ. (1989). '*நற்றமிழ் கற்பிக்கும் முறைகள்*' சாந்தா பதிப்பகம்.

3. கோவிந்தராசன், மு. (1990) "*நற்றமிழ் பயிற்றலின் நோக்கங்களும்*" முறைகளும், சென்னை: சரஸ்வதி பதிப்பகம்.

4. பழநிவேலு, ஞா. (2006). "*செந்தமிழ் கற்பிக்கும் முறைகள்*". தஞ்சாவூர்: அய்யா நிலையம்.

5. வளநூல், ஆசிரியர் கல்விப் பட்டயப் பயிற்சி, *தமிழ்மொழிக் கல்வி*, சவிதா பதிப்பகம்

6. பிரபாகரன், உ. (2010). *பொதுத்தமிழ்*, நாமக்கல்: சம்யுக்தா பதிப்பகம்.

7. தமிழ்நாட்டுப் பாடநூல் கழகம், சென்னை.

☙ ☙ ☙ ☙ ☙ ☙ ☙

PEDAGOGY OF LANGUAGE – ENGLISH - IV (SEMESTER – IV)

Objectives

The student teacher will be enabled to

- know the different types of English Readers
- acquire the knowledge of good pronunciation and fluency of speech
- develop the knowledge of ICT
- imbibe fluency in speech
- acquire the knowledge of the sound system of English

Unit – I – Fluency

Use of conventional formulae – Greeting, apology, invitation, refusal, accepting , thanking- Describing and interpreting pictures, tables- graphs- maps- Telling stories and narrating incidents- play reading and dramatization- Debates and Interviews – Classroom English.

Unit- II- Reading Skills

Methods of teaching reading to beginners- Mechanics of reading – Fixation- Regression- Eye voice span- Aims of teaching reading –Process involved in reading – types of reading – Reading for perception and comprehension – Testing reading – Skimming – Scanning – Methods of developing reading skill – Testing reading comprehension.

Unit III – Writing skills:

Writing skills – Grammatical skill – Judgement skills – Discourse skills – Mechanics of writing – sub skills in writing – visual perception and syntax – Organizing – Grammar – Content, purpose and relevance – Characteristics of good handwriting – punctuation marks – Developing good hand writing – spelling – Dictation.

Unit –IV – Technology and Media in English Education:

Mechanical Aids – OHP – Tape Recorder – Radio – Television – Language Laboratory – Computer Assisted Instruction – Power point

presentation – English Club – Electronic Media in English Language Education – Video – E-Learning – Internet – Identifying websites.

Unit – V – Phonetics of English:

The different speech organs and their role – The individual sounds – vowels and consonants – Diphthongs - stress – word stress and sentence stress – Intonation.

Practicum

1. Training in writing comprehension exercise
2. Preparation of vowel and consonants charts
3. Preparation of an audio visual aid highlighting intonation pattern.

Reference

Abha Rani Bisht (1986) Teaching English in India . Agra: Vinod Pustab Mandir.

Alfred Issac, M.I. (2010). *Technology of teaching english paper I and II*. Nagercoil: Vijaya Publishers.

Dash, B.N. (2008). *Teaching of English*. New Delhi: Dominant Publishers and Distributors.

Dimple, H.S. & Khatri, P.P. (2011). *Teaching of English*. Ludhiana: Tandon Publications.

Forrester F.Jean (1968) Teaching without lecturing. London: Oxford University Press.

Meenakshisundaram, A. (2009). *Teaching of English*. Dindigul: Kavyamala Publishers.

Mohammaed Aslam. (2008). *Teaching of English*. New Delhi: Cambridge University Press

Randolph Quirk and Smith A.H (1966). The teaching of English. London: Oxford University   press.

Ruth Shemesh and Sheila Waller (2000). Teaching English spelling. Cambridge : Cambridge University Press.

Singh, M.K. (2005). *Teaching of English*. Meerut: International Publishing House.

Vallabi, J.E. (2011). *Teaching of English*. Hyderabad: Neelkamal Publications Pvt. Ltd.

Verma, S.K. & Krishnasamy, N. (2004). *Modern linguistics*. New Delhi: Oxford University Press.

Wilkins, D.A. (1978). *National Syllabus*. London: Oxford University Press.

www.dictionary.com

www.englishgrammar.org

www.ets.org /tofel

ELECTIVE - I – PHYSICAL AND HEALTH EDUCATION
 [SEMESTER IV]

Objectives

The student teacher is enabled

- *to understand the meaning of physical education.*
- *to understand about recreation safety education and the concepts of Health Education.*
- *to organize physical Education activities.*
- *to understand the aim of yoga, and to integrate yoga and meditation in school education.*
- *to understand about Athletic injuries and to provide first aid during emergencies.*

Unit I - Nature of Physical Education

Physical Education – meaning and definitions, Aims and Objectives, scope of physical Education, indoor and outdoor games – Recreation - Levels of recreation - Music and dance, Art and Craft - Methods of Teaching Physical Activities.

Unit II - Health Services and First Aid

Health Education Meaning - Health services in schools, Functions and responsibilities of Teachers, Health Instruction, Safety Education – importance with reference to play fields, road, houses, school - First aid for athlete injuries – fracture – dislocation, strain, sprain, contusion and laceration and artificial respiration, Methods of dressing wounds and injuries, Methods of offering first aid to victims of road water and fire accidents.

Unit III - Need and Significance of Yoga & Meditation

Posture - Postural defects - Remedial exercises including Asanas, Eight limbs of yoga – yoga and meditation in life situations – Stress management and yoga in school Education – Types of Exercises, Aerobic & Anaerobic exercises, Difference between Yoga and Physical exercises.

Unit IV – Diseases, Drug addiction and Preventive measures

Food habits – malnutrition – deficiency diseases – balanced diet – Midday meals – Nutrients and their relative efficacy, Diet for Obesity and Under weight, Qualities of a

Healthy Person, Health Hazards of School students - Pollution – Types – Water, Land, Noise pollution - Diseases caused by pollution – Prevention, Personal Hygiene – Life style Disorder Diseases - Diabetics, Obesity, Cancer, Ulcer, Backpain – Symtoms – Preventive measures. Dangers of the use of alcohol, nicotine and drugs – Campaign against drug addiction.

Unit V - Organizing Physical Education and Tournaments

Preparation of Physical Education General lesson plan, Organizing knock out and league tournaments - Intramural competitions and Extramural competitions – Modern agencies in developing physical education in India – SAI, LNIPE, NIS, AIU, IOA, SDAT, TNPESU – Sports Schools, Physical Education in Secondary Schools.

Practicum

3. Analyse the organization of Physical Education programme of your Practice Teaching School.
4. Survey the recreation facilities available in the schools of the locality.
5. Analyse the measures taken by the practice teaching school to protect the Health and Hygiene of the students.

References

Arul Jothi, D.L., Balaji & Jagdish Prasad Sharma. *Physical and health education*. New Delhi: Centrum Press.

Bihari, Saroj Kante, Chawdhary & Pressanna Kumar. (1996). *Text book on health and physical education*. Ludhiana: Kalyani Publishers.

Biranchi Narayan Dash. *Health and physical education*. New Delhi: Neelkamal Educational Publishers.

Iyengar, B.K.S. (1989). *Light on Yoga*. London: Unwin Paperbacks.

Joshi, K.S. (1991). *Speaking of yoga and nature cure therapy*. Patna: Sterling Publishers Private Ltd.

Mangal, S.K. (2005). *Health and physical education*. Ludhiana: Tandon Publications, Book Market.

Sharma, O.P. (1998). *Athletic Injuries*. New Delhi: Khel Sahitya Kendra.

Singh, Ajna, Singh & Jagtar. (2001). *Modern text book on physical education*. Ludhiana: Health and Sports, Part – 1, Kalyani Publishers.

Thirunarayanan, C. & Hariharasarma. (1989). *An analytical history of physical education*. Karaikudi: Alagappa University.

ELECTIVE – II – GUIDANCE AND COUNSELLING

[SEMESTER IV]

Sub Code :   LBEGC

Objectives

The student teacher is expected

- *to understand the need and importance of guidance and counselling in schools.*
- *to know the role of guidance Personnel in school.*
- *to learn to organize guidance programme in their respective schools.*
- *to understand the various types of guidance service provided in the school.*
- *to gain knowledge about and practice the counselling process.*
- *to acquaint with the sources of occupational information their types, modes of dissemination of such information.*
- *to understand the nature of various test techniques used in the counselling situations.*

Unit I - Introduction to Guidance and Counselling

Meaning – need and scope of guidance and counselling in schools, Principles of Guidance - Steps followed in guidance - Organising school guidance programme.

Unit II - Types and Techniques of Guidance

Types of guidance. Educational, Vocational and Personal - Individual and group guidance – techniques of group guidance – Class talk – Career talk – Career bulletin – Career Corner – Career Conference.

Unit III - Counselling and its types

Meaning of counselling – Difference between Guidance and Counselling. Aims and objectives of Counselling – Importance of counselling in Schools. Types of counselling – Directive, Non – Directive and Eclectic - Theories of Counselling i) Theory of self (Rogers) ii) Rational Emotive Bahavioural Theraphy (Albert Ellis)

Unit IV - Counselling Process and Skills

Steps in Counselling – Counselling Skills – Attending Skills, Responding Skills Listening Skills, Skills of Personalizing and Initiating . Qualities of a Counseller – Role of Teachers as counselor and professional ethics associated with it.

Unit V - Counselling Tools, Techniques and Guidance to students with special problems

Tools and Techniques: Intelligence tests, Personality tests, Sociometric tests, interest inventories, aptitude tests, anecdotal record, case study, observation, interview and cumulative record. Dealing with problems: lying, stealing, depression, anger, stress and conflict, speech disorders, alcoholism and drug – addiction, addiction to media, Sex related problems and learning problems-Dyslexia, Dyscalculia and Dysgraphia.

Practicum

1. List down the personal problems of your students which require counselling. How can the teacher as a counsellor help them to solve their problem?

2. Identify a problem child in your locality. List down the factors responsible for the abnormal behavior. Suggest some measures to be adopted by you as a teacher to rehabilitate the child?

3. Planning and Arranging a 'career talk'

References

Adams & James. (1965). *Counselling and guidance*. New York: The McMillan Company.

Crow & Crow. (2009). *An introduction to guidance*. Delhi: Surjeet Publications.

Gail King. (1999). *Counselling skills for teachers – taking matters*. Buckingham Publications: Open University Press.

Hurlock, E.B. (1998). *Child psychology*. Tokyo: McGraw Hill.

Kochhar, S.K. *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers.

Mehdi & Baquen. *Educational &vocational guidance in India*. New Delhi: NCERT.

Morgan & King. (1976). *Introduction to psychology*. Delhi: Tata McGraw Hill.

Myers & George, E. (1941). *Principle and techniques of vocational guidance*. New York: McGraw – Hill Book Company Inc.

Omprakash, B. Pal. (2011). *Educational and vocational guidance and counselling*. New Delhi: APH Publishing Corporation.

Ramnath Sharma. (2008). *Guidance and counselling.* Delhi: Surjeet Publications.

Ramnatha Sharma & Rachana Sharma. (2007). *Guidance and counselling in India*. New Delhi: Atlantic Publishers.

Sarita Kumari & Monica Tomar. (2005). *Guidance and counselling*. New Delhi: Shree Publishers.

Sharma, S.R. (2005). *Research in educational and vocational guidance*. New Delhi: Anmol Publications.

⚹ ⚹ ⚹ ⚹ ⚹ ⚹

ELECTIVE – III – ENVIRONMENTAL EDUCATION

[SEMESTER IV]

Sub Code :   LBEEE

Objectives

The student teacher is enabled

- *to understand the nature and scope of environmental education.*
- *to understand the concept of environmental problem and ecology.*
- *to apply the remedial ways to protect the environment in daily life.*
- *to understand the need for conservation of natural resources.*
- *to acquire knowledge about the environmental issues of and polices.*

Unit I - Basic Concepts

Concept of Environment and Environmental Science – History of Ecology – Ecology and Economic Development – Socio – Economic Impacts of Degradation of Environment and Importance of Environmental Education – Nature and Scope of Environmental Education – Guiding Principles of Environmental Education and Major Constraints for its Implementation at School Level.

Unit II - Environmental problem and Management

Environmental Pollution : Physical and Chemical : Land, Air, Water, Noise, Radiation – Extinction of Flora and Fauna- Deforestation- Soil erosion –carbon,nitrogen cycle- Ozone Depletion- Green House Effect- Global Warming- Need for Management of Environment- Protection of the Environmental Heritage – Ways of Protecting- Preserving and Restoring the Environment – Eco system – bio-diversity-Food chain – Food Web.

Unit III - Teacher Education And Environmental Education

Environmental Education in pre-service teacher training programme-Integration of Environmental Education – Objectives of Environmental Education at different levels– NCERT and Environmental Education – Teaching strategies of Environmental Education- Group Discussion – Project – Field Trips – Advantages and Limitations of these strategies.

Unit IV - Sustainable Development

Definition and Dimensions – Depletion of Natural Resources – Symptoms of Non-Sustainability – Conditions for achieving the Goals of Sustainable Development – Strategies for sustainable development.

Unit V - Environmental Issues and Policies

Environmental Problems of India – Conservation of Environment, Need for Conservation - Environment Protection and Policies in India – Environment movements in India: Chipko movement - Narmadha Valley movement - Silent Valley movement.

Practicum

1. Making the campus green and clean.
2. Preparing multimedia PPT on ' Environmental Issues'.
3. Preparing a booklet on 'Environmental pollution'.

References

Aggarwal, S.P. & Aggarwal, J.C. (1996). *Environmental protection, education and development*. New Delhi: New Concepts.

Bandhu & Hesh N.L. Ramanathan. *Education for environmental planning & conservation*. Dehradun: Nataraj Publications.

Chanda, S.K. *Environmental degradation in India*. Pacca Danga : Jemmu, Vinod Publications & Dist.

Kelu, P. (2000). *Environmental education – A conceptual analysis.* Calicut: Calicut University.

Nanda, V.K. (2002). *Environmental education*. New Delhi: Anmil Publications.

Palmer Joy & Philip Neal. (1994). *The handbook of environmental education*. London: New Fetter Lane.

Purushotham Reddy, K. & Narasimha Reddy, D. (2001). *Environmental education.* Hyderabad: Neelkamal Publications.

Saxena, A.R. *Environmental education*. Agra: Bhargava Book House.

Sharma, R.G. (1986). *Environmental education*. New Delhi: Metropolitan Book.

Singh, Man Mohan & Rao. (1980). *Measures of environmental awareness*. Ahmadabad: L.S. Prahalada.

⚜ ⚜ ⚜ ⚜ ⚜ ⚜

ELECTIVE - IV - VALUE AND PEACE EDUCATION -[SEMESTER IV]

Sub Code :   LBEVE

Objectives

The student teachers are expected

- *to understand the Constitutional values.*
- *to develop a deeper understanding of values.*
- *to enable teachers for reflection on the attitudes that generate conflicts.*
- *to learn skills and strategies of resolving these conflicts.*
- *to find creative alternatives which nurture and promote peace-building capabilities among students .*

Unit I – Values and Virtues

Values: Meaning, Definitions, Nature and concepts of values - Kinds of Values - Absolute values and relative values; intrinsic values and extrinsic values objectives values and subjective values, Source of values - socio – cultural tradition, Religion and constitution – spranger's classification of values.

Unit II - Concept of Value Education

Aim and objectives of value Education - Value of norms as abiding standard - value in relation to evaluation and progress - hierarchy of values, value consciousness - Man making and character building education.

Unit III - Empowerment of self through affective education

Development of right attitudes, aptitudes and interest - Yoga, Meditation and control over one's own sense, knowing the strengths and weakness - Positive approach to life - in words and deeds - Self discipline – Politeness, personality, punctuality and conduct - The importance of Affective domain in Education - Nurturing capabilities for critical self reflection - transcending past negative experiences, and developing skills of communication - listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting.

Unit IV - Value Crisis and approaches of value education

Meaning - Resolution of Value conflict - Value conflict and Terrorism Social - Economic status and value - Attitude towards life and relationship between value and life - Value analysis approach - Value clarification approach – Value judgment approach.

Unit V - Peace Education

Meaning - Objectives and Concepts of peace Education - Need for education Techniques of promoting peace education - Challenges to peace: stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life - Need for inclusion of values in today's society – Role of parents, Teachers and society in fostering values - Role of Education in promoting peace through National and International understanding and Peace - Education strategies for imparting Peace Education.

Practicum

1. "Emotional integration is the pre requisite for establishing peace in the society" - Discussion.
2. Conduct a debate on the topic value development of the child influenced by family or by school.
3. Role plays to enact situations involving conflict corporal punishment, discrimination and domestic violence in day to day life.

References

Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi: Shipra Publication.

Chadha, S.C. (2008). *Education value & value education*. Meerut: R.Lall Books Depot.

Chand, J. (2007). *Value education*. Delhi: Anshah Publishing House.

Jagannath, M. (2005). *Teaching of Moral Values Development*. New Delhi: Deep and Deep Publication.

Joshi, D. (2006). *Value education & globalisation*. New Delhi: Lotus Publishers.

Salomon, G. & Nevo, B. (2002). *Peace education : The Concept, Principles and practices around the world*. London: Lawrence Erlbaum Associates.

Sharma, R.A. (2008). *Human value of education*. Meerut: R.Lall Books Depot.

Singh, Y.K. & Natha, R.(2008). *Value education*. New Delhi: A.P.H. Publishing Corporation.s

Singh, Y.K. (2009). *Value education*. New Delhi: APH Publishing Corporation.

Venkataiah. (2009). *Value education*. New Delhi: APH Publishing Corporation.