REGULATIONS & SYLLABUS FOR TWO YEAR B.Ed. DEGREE PROGRAMME (NON -SEMESTER)

[With effect from 2015-16]

PONDICHERRY UNIVERSITY
PUDUCHERRY - 605 014

Table of Contents

2 year B.Ed Programme Regulations

FIRST YEAR SYLLABUS

SECOND YEAR SYLLABUS

PONDICHERRY UNIVERSITY
REGULATIONS FOR
TWO YEAR B.Ed. DEGREE (NON-SEMESTER) PROGRAMME
[With effect from 2015-16]
****

1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME

(a) A candidate shall be eligible for the admission to two year Bachelor's Degree programme in Education [B.Ed. (Non-semester)] provided that he/she should have passed the *three years Bachelor's Degree Course under 11+1+3 or 10+2+3 pattern of study or Five years Integrated Master's Degree Course under 10+2+5 pattern of study and majored in any one of the subjects related to a school subject offered at the Secondary / Senior or higher Secondary education level (OR) four years Bachelor's Degree programme in Engineering / Technology under 11+1+4 or 10+2+4 pattern of study [with Mathematics and Science in both higher secondary and Engineering /Technology degree programmes]*

S.No.	Subject majored at degree level	Relevant Pedagogical Subject
1	English, Functional English, English Literature & English for Career	English
2	Tamil, Functional Tamil	Tamil
3	Hindi	Hindi
4	Malayalam	Malayalam
5	Telugu	Telugu
6	French	French
7	Mathematics	Mathematics
8	Physics, Electronics, Chemistry, Bio-chemistry	Physical Science
9	Botany/Plant Science, Zoology / Animal Science, Micro-biology, Applied Micro-biology, Marine Biology, Bio-Technology including Plant Bio-technology	Biological Science
10	History, Historical Studies, Geography, Political Science, Economics, Psychology, Sociology, Philosophy	Social Science
11	Computer Science, Computer Applications, Information Technology	Computer Science
12	Home Science	Home Science
13	Commerce, Commerce – Vocational, Corporate Secretary-ship	Commerce

i. **For the pedagogical subjects – Commerce, Computer Science and Home Science, the candidates should have passed both Bachelor's and Master's Degree in the same subject.**

ii. **For the subjects - Psychology, Sociology and Philosophy, one should have passed both Bachelor's and Master's Degree in the same subject.**

Subjects studied at Engineering / Technology programme	Relevant Pedagogical Subject
Science and Mathematics	Physical Science / Biological Science / Mathematics

(b) The candidates should have scored a minimum of 50% marks in Part-III (Main + Allied) of the Bachelor's degree programme. In case they have not scored this minimum they should have scored in a minimum of 50% marks at the Master's degree level in the same subjects majored. The candidates belonging to SC, ST, MBC, OBC and PWD catagories should have scored a minimum of 40% marks in the place of 50% (as per the Government Order, UT of Puducherry).

(c) Engineering or Technology candidates should have specialized in science and mathematics with 55% of marks or other qualification equivalent thereto. Such candidates belonging to SC, ST categories should have scored a minimum of 50% marks

(d) The major subject chosen at both Bachelor's Degree and Master's Degree should be the same, in case of students who are admitted based on Master's degree subject.

(e) The reservation for different categories should be as per the Government norms.

(f) The candidates who have taken more than one School subject as Main (Double or Triple Major) in the Bachelor's Degree will be eligible for admission to only one of the school subjects chosen.

(g) The candidates who have passed the Bachelor's degree examination in Open University System without qualifying in 10+2 or 11+1 pattern of school education examination shall not be considered for admission.

(h) There is no upper age limit for admission to two year B.Ed. programme.

(i) The medium of instruction shall be English.

2. INTAKE

1. There shall be a basic unit of 50 students with a maximum of two units, with the approval of NCTE.

2. There shall not be more than 25 students per teacher for a pedagogical subject to facilitate participatory teaching and learning.

3. DURATION & WORKING DAYS

a) The programme of study shall be for a duration of two academic years.

b) There shall be at least 200 working days each year exclusive of the period of examination and admission.

c) The institution shall work for a minimum of thirty six hours in a week (five or Six days) during which the physical presence in the institution of all teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

4. ELIGIBILITY FOR ADMISSION TO EXAMINATION

There will be two University examinations for the B.Ed. degree programme - one at the end of the first year and the other at the end of second year. A student teacher shall be admitted to the year end examination only if (i) he / she has undergone the prescribed course of the study - both theory and practicum including school internship satisfactorily; and (ii) having put in not less than 80% of attendance for all course work and practicum and 90% of attendance for school internship in each year.

5. COURSE STRUCTURE

FIRST YEAR

	Title of the Course	Credit	CCE	EE	Total
THEORY	**Perspectives in Education**				
	Childhood and Growing Up	4	20	80	100
	Contemporary India and Education	4	20	80	100
	Learning and Teaching	4	20	80	100
	Gender, School and Society (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Language across the Curriculum (½)	2	10	40	50
	Knowledge and Curriculum (½)	2	10	40	50
	Pedagogy of School Subject-I (Part 1)	4	20	80	100
	Pedagogy of School Subject-II (Part 1)	4	20	80	100
	Total	26	130	520	650
PRACTICUM	**Engagement with the Field**				
	a. Task and Assignment related to theory courses*	-	-	-	-
	b. School Internship**(4 Weeks)	4	100	-	100
	c. Community Living Camp	2	50		50
	d. Yoga, Health & Physical Education	2	50		50
	e. Courses on Enhancing Professional Capacities (EPC)				
	EPC1: Reading and Reflecting on Texts (½)	2	50	-	50
	EPC2: Drama and Art in Education (½)	2	50	-	50
	EPC3: Critical Understanding of ICT (½)	2	50	-	50
	Total	14	350	-	350
	Grand Total	40	480	520	1000

* **Note 1:** Credits and Continuous and Comprehensive Evaluation(CCE) marks are as indicated against theory and practicum courses

** **Note 2:** The CCE marks for School Internship in the first year will be based on the engagement of student teachers in the school activity and they are required to submit suitable records.(Refer 9 ii)

SECOND YEAR

	Title of the Course	Credit	CCE	EE	Total
THEORY	**Perspectives in Education**				
	School Management	4	20	80	100
	Creating an Inclusive School (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Assessment for Learning	4	20	80	100
	Pedagogy of School Subject -I (Part 2)	4	20	80	100
	Pedagogy of School Subject-II (Part 2)	4	20	80	100
	Optional Course***	2	10	40	50
	Total	20	100	400	500
PRACTICUM	**Engagement with the Field**				
	a. Task and Assignment related to theory courses*	-	-	-	-
	b. Teaching Competency Pedagogy of School Subject -I	8	100**	100	200
	Pedagogy of School Subject -II (16 Weeks of School Internship)	8	100**	100	200
	c. Yoga, Health & Physical Education	2	50		50
	d. Course on Enhancing Professional Capacities (EPC)				
	EPC4: Understanding the Self (½)	2	50	--	50
	Total	20	300	200	500
	Grand Total	**40**	**400**	**600**	**1000**
* **Note 1:** Credits and Continuous and Comprehensive Evaluation (CCE) marks are as indicated against theory and practicum courses. **Note 2:** Continuous and Comprehensive Evaluation (CCE) will be done during School Internship of 16 Weeks of the student teachers at upper primary and secondary level or secondary and Senior Secondary Level(Refer 9 iii)				

***Note 3:**

Any one of the following Optional courses may be chosen by the Student Teacher

      i.   Special Education
     ii.   Population Education
    iii.   Guidance and Counselling
    iv.   Environmental Education
     v.   Human Resource Development
    vi.   Value Education
   vii.   Non Formal Education
   viii.   Disaster Management
    ix.   Women Education
     x.   Human Rights Education

6. CHOICE OF PEDAGOGICAL SCHOOL SUBJECTS I & II

No.	Subject majored in the Bachelor's Degree Programme	Pedagogical subject I [Subject majored at degree level]	Pedagogical subject II
1	Language / Functional Language(Except French)	Language I	Language II
2	French	French	English II
3	Mathematics	Mathematics	Language II or Physical Science
4	Physics, Electronics, Chemistry, Biochemistry	Physical Science	Language II or Mathematics or Biological Science
5	Botany/Plant Science, Zoology/Animal Science, Microbiology, Marine Biology, Bio-Technology	Biological Science	Language II or Physical Science
6	History, Historical Studies, Geography, Political Science, Economics, Psychology, Philosophy, Sociology	Social Science	Language II
7	Computer Science, Computer Applications, Information Technology	Computer Science	Language II or Mathematics or Physical Science
8	Home Science	Home Science	Language II or Biological Science
9	Commerce, Commerce-Vocational, Corporate Secretary-ship	Commerce I	Commerce II

Note 1: For Pedagogical subjects Commerce I & II, Computer Science and Home Science the Practice teaching should be done at the Higher Secondary Level.

Note 2: The candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.

Subjects studied at Engineering / Technology programme	Pedagogical subject I	Pedagogical subject II
Science and Mathematics	Mathematics / Physical Science / Biological Science	Physical Science / Biological Science / Mathematics

Note: Pedagogical subject- I and Pedagogical subject- II chosen by the candidate should not be the same. However the candidate should study both part I and part II of each of the pedagogical subjects chosen during the two years.

7. CURRICULUM, PROGRAMME IMPLEMENTATION AND ASSESSMENT

The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The transaction of the courses, apart from lecture cum discussion may comprise of variety of approaches, case studies, reading of original writings, discussion on reflective journals, observations of children, and interaction with the community in different socio-cultural environments.

8. TASK AND ASSIGNMENT RELATED TO THEORY COURSES

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

However for each of the theory courses of the curricular area of 'Curriculum and Pedagogic Studies', the practical activities **shall include** practicing **at least three** teaching skills relevant to the pedagogical subject in **Micro-teaching context** during the first year. Similarly, for the course on "Assessment for Learning", the practical activities shall include preparation, administration and interpretation of results of tests and different evaluation techniques.

9. SCHOOL INTERNSHIP

i. School internship would be a part of the broad curricular area of 'engagement with the field' and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.

ii. During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement making observation in the school and three weeks of other engagements as explained in the syllabus. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

iii. During the second year, out of 16 weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student teachers will devote 15 weeks for classroom teaching which may be in one block or in two blocks, (in one or two different schools). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) **or** secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

iv. The internship should be in government recognized schools under Government or private managements, situated within the radius of 40 km of the College of Education concerned for supervision by the faculty members of the college. The schools under CBSE or State / UT patterns can be the schools for internship.

v. The student teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare

the necessary teaching resources and records for teaching lessons (duration of 45 minutes each).

vi. The total 60 lessons of classroom teaching in 15 weeks may be divided as 30 at level one (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II) and 30 at level two (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II). A few lessons may be ICT based depending on resources available in the practicing schools.

vii. During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

10. OTHER PRACTICAL ACTIVITIES RELATED TO COMMUNITY BASED ENGAGEMENT

At least one week shall be spent for Community Living Camp to foster social skills and values among student teachers.

11. SCHEME OF EXAMINATION

FIRST YEAR

	Title of the Course	Duration (hours)	CCE	EE	Total
THEORY	**Perspectives in Education**				
	Childhood and Growing Up	3	20	80	100
	Contemporary India and Education	3	20	80	100
	Learning and Teaching	3	20	80	100
	Gender, School and Society (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Language across the Curriculum (½)	2	10	40	50
	Knowledge and Curriculum (½)	2	10	40	50
	Pedagogy of School Subject I (Part 1)	3	20	80	100
	Pedagogy of School Subject II (Part 1)	3	20	80	100
	Total		130	520	650
PRACTICUM	**Engagement with the field**				
	a. School Internship (4 weeks)		100	-	100
	b. Community Living Camp		50		50
	c. Yoga, Health & Physical Education		50	-	50
	d. Courses on Enhancing Professional Capacities (EPC) (½ each)				
	EPC1: Reading and Reflecting on Tests		50	-	50
	EPC2: Drama and Art in Education		50	-	50
	EPC3: Critical Understanding of ICT		50	-	50
	Total		350	-	350
	Grand Total		**480**	**520**	**1000**

SECOND YEAR

	Title of the Course	Duration (hours)	CCE	EE	Total
THEORY	**Perspectives in Education**				
	School Management	3	20	80	100
	Creating an Inclusive School (½)	2	10	40	50
	Curriculum and Pedagogic Studies				
	Assessment for Learning	3	20	80	100
	Pedagogy of School Subject I (Part 2)	3	20	80	100
	Pedagogy of School Subject II(Part 2)	3	20	80	100
	Optional Course(½)	2	10	40	50
	Total		100	400	500
PRACTICUM	**Engagement with the Field**				
	a. Teaching Competency				
	Pedagogy of School Subject I		100*	100	200
	Pedagogy of School Subject II		100*	100	200
	b. Yoga, Health & Physical Education		50	-	50
	c. Course on Enhancing Professional Capacities (EPC)				
	EPC4: Understanding the Self (½)		50	--	50
	Total		300	200	500
	Grand Total		400	600	1000

CCE – Continuous and Comprehensive Evaluation.   *EE – External Examination*

***Note:** Includes CCE done by the faculty of the concerned Pedagogical subject on different aspects of teaching competency as indicated in 13(iii) carried out during the 16 weeks internship.

12. PATTERN OF QUESTION PAPER FOR UNIVERSITY EXAMINATION

Full Courses: 80 marks – 3 hours
    a. 2 questions of 10 marks each =20 (Answer 2 Questions out of 4 with internal choice)
    b. 8 questions of 5 marks each   = 40 (Answer 8 Questions out of 12)
    c. 10 questions of 2 marks each = 20 (Answer 10 Questions out of 10)

Half Courses: 40 marks – 2 hours
    a. 1 question of 10 marks   = 10 (Answer 1 Question out of 2)
    b. 5 questions of 4 marks each   = 20 (Answer 5 Questions out of 8)
    c. 5 questions of 2 marks each   = 10 (Answer 5 Questions out of 5)

13. DISTRIBUTION OF MARKS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

(i) For theory courses:

The CCE weightage for continuous internal assessment tests and task & assignment projects should be equal i.e. 5 marks for a periodical test and 5 marks for a project. There should be atleast two tests and two projects for a full course and one test and one project for a half course.

(ii) For Courses on Enhancing Professional Capacities (EPC):

The following speicilaised courses are offered to enhance the professional capacities of student teachers.
Course EPC 1: Reading and Reflecting on Texts
Course EPC 2: Drama and Art in Education
Course EPC 3: Critical Understanding of ICT
Course EPC 4: Understanding the Self

The evaluation of student teachers for these courses shall be totally internal. The total of 50 marks allotted to each of the courses is assigned as follows.

➢ Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
➢ Assessment based on atleast 4 of the tasks and assignments listed under the course outline – 10 x4 = 40.

(iii) Yoga, Health & Physical Education:

The evaluation of student teachers for the above course in both academic years shall be totally internal. The total of 50 marks allotted to each of the academic year is assigned as follows.

➢ Periodical tests based on the prescribed syllabus (at least two) - 10 Marks
➢ Assessment based on atleast 4 of the tasks and assignment listed under the course outline – 10 x4 = 40.

(iii) For Teaching Competency (During School Internship):
The different aspects of practicum and weightage marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted during the academic year

➢ Teaching Competency (Planning and Performance)   50 Marks
➢ Preparation of Teaching Resources, (Including ICT based) 20 Marks
➢ Lesson observation record (Peer and Regular teacher)   10 Marks
➢ Evaluation, Diagnosis and Remedial programme (Record) 20 Marks

14. CONDUCTING OF PRACTICAL EXAMINATION

i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be assigned by the faculty of the concerned pedagogical subject. The consolidated CCE marks in the prescribed format will be

sent to the university by the Principal of the college concerned before the commencement of the practical examination.

ii. On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination for their by appointing the Board of Examiners.

iii. Board of examiners for practical examination consisting of one Convener and three examiners for one unit (50 student teachers) and one Convener and seven examiners for two units (100 student teachers) will be chosen from among the faculty members of the Colleges of Education/ University Department of Education from within and out side university jurisdiction who possess a minimum of five years of teaching experience at B.Ed. /M.Ed. level. The Convener must be from among the Principals / Associate Professors of the Colleges of Education. The Principal of the respective College of Education will be the ex-officio member of the panel.

iv. The practical examination will be conducted for two to three days after the completion of internship in the second year.

v. The practical examination should be conducted by two examiners acting as a pair and to assess the student teachers on following aspects of both pedagogical subjects:

Sl. No.	Aspects for Assessment	Marks
A.	**Assessment during practical examination:** Teaching Competencies (Planning and Performance)	50
B.	**Assessment of record maintained during internship:**	
	i. Preparation of Teaching Resources (Including ICT based)	10
	ii. Lesson Observation Record (Peer and Regular teacher)	10
	iii. Lesson plans	10
	iv. Evaluation and Remediation Record	10
C.	**Viva – Voce**	10
	Total	**100**

vi. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.

vii. The practical examination marks awarded by the individual examiners and the consolidated marks list should be submitted to the Controller of Examinations, Pondicherry University on the final day of the practical examination itself with the signatures of all the members.

viii. The faculty observer of the Pondicherry University shall be present during the practical examination.

ix. The practical examination for all student teachers shall be conducted in a recognised high / higher / senior secondary school and the verification of records in the concerned college.

15. PASSING MINIMUM

i. Every student teacher should register for all the courses in the theory examination and practical examination in the first attempt.

ii. A student teacher shall be declared to have passed in the B.Ed. Degree examination only if he/ she has passed both the theory and practical examination.

iii. A student teacher shall be declared to have passed in the theory examination if he/ she obtains a minimum of 45% marks both in External Examination (36 out of 80) and CCE (9 out of 20) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course. In the case of half course, a minimum of 45% marks both in External Examination (18 out of 40) and CCE (5 out of 10) and a total of 25 marks by combining both external (EE) and internal (CCE) examination

iv. A student teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in the pedagogical subject and in each of other aspects of practical examination mentioned above and 50% marks by combining all the aspects taken together.

v. A student teacher who fails in one or more courses in the theory examination shall reappear in those course(s). But the one who fails in any one of the aspects of the practical examination shall reappear for all aspects.

vi. The B.Ed. degree programme should be completed by the student teachers in not more than 4 years from the date of admission to the programme.

16. CLASSIFICATION OF SUCCESSFUL CANDIDATES

All successful student teachers shall be classified as follows.

Examination (out of 2000 marks)	Class to be awarded
1200 and above	**FIRST CLASS** ($\geq 60\%$ of Grand Total)
1000 to 1199	**SECOND CLASS** ($\geq 50\%$ to $< 60\%$ of Grand Total)

B.Ed Programme

FIRST YEAR SYLLABUS

PERSPECTIVES IN EDUCATION

Course - 1 Childhood and Growing Up

Credit: 4

Essence of the course:

This course makes student- teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student- teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood& community background in particular and political, social, & cultural dimension in general. It gives them knowledge about various theories of child development.

This course makes student-teachers to understand the developmental nature of the adolescences and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

Objectives:
At the end of the course the student teachers will be able to
- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic & cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence.

CONTENT OUTLINE

Unit 1: Childhood, Adolescence and their development
Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development -characteristics of growth and development –principles of development – developmental feature (physical, mental, emotional, social, and moral)

Unit 2: Psycho- Social Perspective of Childhood & Adolescence
Childhood in different stages (Multiple Childhood) – Mental health of childhood & adolescence - period of high protection & struggle of childhood and adolescence (social, cultural and economic background) –present scenario of childhood and adolescence in India.

Unit 3: Status of Childhood & Adolescence
Nature of childhood and adolescence in different cultures – peak in development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behavior) – gender bias – sex role

stereotypes, status of girl child (especially in under privilege) – exploitation of child in urban slum.

Unit 4: Theories of development

Social developmental – Uric Bronfenbrenner's Ecological system theory, Vygotsky's Social Development and Erikson Psycho social development theories - Mental development– Piaget's cognitive development, Bruner's concept formation, Gardner's multiple intelligence theory - Emotional development - John Bowlby's attachment theory

Unit 5: Heterogeneous nature of adolescence

Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio–economic & cultural factors.

Unit6: Socio–cultural impact on learner

Social Stratification – dimension of stratification–factors of family, school and media influence –social norms–social acceptance – socio-metric status, socio empathic ability–nature of prejudice – socio cultural impact on learning difficulties and Learning disabilities- cultural space of the learner –leadership influence in behaviour.

Unit 7: Representing the realities

Notion of stereotype –gender, class, poverty–Childhood &adolescence in media & Social media – realities of present age children– different Socio–economic status of society–child labour in household , unorganized factories, bondage labour in remote villages–Child Abuse and child trafficking-child law–interpretation of significant events.

Unit 8: Marginalization of social difference

Underprivileged sector of society–(Girl child, children in dalit household and differently abled) –present status of underprivileged in India- delinquency child –measures to eradicate marginalization –community involvement, implementation of laws, internalizing values

Unit 9: Personality and Social Cognition

Meaning of personality – self-concept, self-acceptance, self-actualization, self-confidence, self-interest, self-disclosure, self-development, self-help– symbols of self –culture and the self –self discrepancies – threats to self-esteem –social Cognition.

Unit 10: Transfer of Learning & Developing Socio - Assessment ability.

Transfer of Learning – its types- Meaning of socio-assessment – Social assessment in different context – social assessment tools: biographies, stories, observation, journal(portfolio)– measures in group relation:– Genograms and Eco–maps.

Modes of Transaction:

Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Practicum: Task and Assignment

1. To prepare study report on the development of (Physical, Social, Emotional, Mental) of urban and rural adolescence in a specific standard (from VIII to XII)
2. Give your view about the present scenario of childhood and Adolescence
3. Prepare an interview schedule based on the Social development indicators of adolescence and study the social development of the class students
4. Prepare a Socio-metric matrix in a classroom
5. Conduct a study on teacher's knowledge about the cultural space of the learner in a classroom
6. Write a critical study report on portrayal about adolescence in media - particularly Language based
7. Make a survey and write a report based on child Labour status in your Locality
8. Select 30 Girl Child in your village/city and study their social status
9. Interview at least 10 teachers, parents and students about marginalization of social difference and report their suggestions
10. A study on the relational status about self and his/her socio–economic background
11. Write auto-biography about once your childhood and adolescence period discuss with his/her peer.
12. Conduct a study among the class students' family members relationship with the help of Genogram & Eco map

Modes of Assessment:

Written test, seminar, presentation, Field Visit

References:

1. Taylor Shelley. E. Latitia Anne Peplau and Sears David .O. (2006). Social Psychology. New Delhi: Pearson.
2. Hurlock.B. Personality Development, Tata McGraw –Hill Publishing Company LTD, New Delhi. (1976)
3. De CeccoJohn.P., and William Crawford. (1988). The Psychology of Learning and Instruction (E2), New Delhi: Prentice Hall of India PVT LTD.
4. Hurlock.B. (1959) Developmental Psychology: Bambay, New Delhi: Tata McGraw –Hill Publishing Company LTD.
5. Hurlock.B. Child Development: Bambay, New Delhi: Tata McGraw –Hill Publishing Company LTD.
6. Jersild Arthur.T. (1968), Child Psychology. New Jersey Prentice Hall.
7. Randy J. Larsen and David M.Buss (2011). Personality Psychology, New Delhi: Tata McGraw –Hill Publishing Company LTD.
8. Kammeyer.C.W. George Ritzer and Yetman.R. Sociology (E5), Allyn and Bacon, London.
9. Mishra. A (2007) Everyday life in Slum in Delhi in D.K Behera (Ed), Childhoods in South Asia. Pearson Education India. New Delhi.
10. RajammalP.Devadas, Jaya .N. (1984).Child Development, Macmillan Press Limited.
11. AnitWoolfolk (2003) .Educational Psychology. Pearson Education India. New Delhi.

Web References

1. http://ncpcr.gov.in/view_file.php?fid=466
2. file:///C:/Users/Admin/Downloads/Common%20social%20problems%20am.pdf
3. http://www.simplypsychology.org/vygotsky.html
4. https://explorable.com/social-development-theory
5. http://www.instructionaldesign.org/theories/social-development.html
6. http://www.simplypsychology.org/vygotsky.html
7. http://www.simplypsychology.org/bowlby.html
8. https://en.wikipedia.org/wiki/Child_trafficking_in_India
9. http://www.agwo.org/the-situation-of-underprivileged-children-in-india
10. https://en.wikipedia.org/wiki/Genogram
11. https://en.wikipedia.org/wiki/Eco-map
12. http://www.smartdraw.com/ecomap/

Course – 2 Contemporary India and Education

Credit: 4

Essence of the course:

This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

Objectives:
At the end of the course the student teachers will be able to
- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebianisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

Unit 1: **Concept and aims of education**

Meaning of Education – Formal, non-formal and informal education – Various Agencies of Education – Aims of Education in Contemporary Indian society – Determinants of Aims of Education

Unit 2: Education and Philosophy

Relationship between Education and Philosophy - Educational Thinkers and their Contributions: Tagore, Gandhi, Swami Vivekananda, Aurobindo, J. Krishnamoorthi, Pndit Madan Mohan Malaviya, John Dewey, Rousseau, Montessori and Froebel – New vision of education - Emerging India for a new renaissance.

Unit 3: Education and Sociology

Meaning and Scope of educational sociology – Social Realities of Indian Society and their educational implications: Diversity in Indian Society; Inequality and Marginalization – Schisms in terms of Caste, Religion, Language, Region and their demands on Education.

Unit 4: Education, Social Change, Social Stratification and Social Transformation

The concepts of social change – Factors of social change – Role of education in the process of social change – Limitations of Education in the process of Social Change – Socialization process – agencies – role of school and family; school as a miniature society;– Social Stratification – Conceptualizing Social Stratification – Forms and Bases of Social Stratification – Impact of social stratification on education and vice versa

Unit 5: Education and Indian constitution

Fundamental rights and duties of citizens and the directive principles of state policies – critical understating of constitutional values related to aims of education – Indian constitution and education – freedom, justice, equality and fraternity– democracy – secularism– socialism.

Unit 6: Education for Marginalised

Marginalized population (economically, socially, culturally) – reservation policies – education and social equalisation – social process, social interactions and social movements – education for diversities – schools under different management – public school a broad perspective – education as public property – education for global equality.

Unit 7: Language policies in education.

Language policies – during post-independence period – three language formula – mother tongue as medium of instruction – English versus regional language as medium of instruction.

Unit 8: Issues in education

Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities – Universalization of education with respect to access, enrollment, retention and achievement – Ensuring right to education – under employment, unemployment and non-employability – digital divide – Privatization in Education – commersialization – Child labor and ensuring child rights – Malnutrition – Value Education – Environmental education.

Unit 9: Programmes and policies

Centrally sponsored Schemes and Programme: Operation Black board scheme – Mid day meals – DPEP – SSA – RMSA – Mahila Samakya; Significant recommendations of commission and committees – National policy on education 1986, 1992. RTE Act 2009.

Unit 10: Initiatives for educational development in India

Publication of dispatches– implementation of policies – education in five year plans– role of education in community mobilisation– integration of school and community work– role and responsibilities of teacher – Education policy under debates over time – problems in implementation, financial allocation, field condition and pressure groups – comparison of issues between pre and post-independence period.

Mode of transaction of the course:

Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, elearning (edmoda.com)

Practicum activities: Task and Assignment
1. Study the impact of Right to Education Act on schools
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities (any one)
    a. Eco-Club,
    b. instructional material to inculcate values,
    c. field visit to vocational institutes to make reports,
    d. awareness development about population explosion in rural / slum areas,
    e. creating awareness among SC/ST students about various schemes and scholarships available to them,
    f. survey of schools to see the implementation of various incentives of government to equalize educational opportunities
    g. Preparing a presentation on rich cultural heritage of India

Mode of Assessment

Written test and Task and assignment

References:

1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
2. Bhattacharya, S. (2006). Sociological Foundation of Education: Atlantic Publishers. New Delhi
3. Dhankar, N. (2010). Education in Emerging Indian Society. New Delhi: APH Publishing Corporation.
4. Dhiman, O. P. (1973). Principles and Techniques of Education. Ludhiana: Sharda Brothers.
5. Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.). England: Pergamon Press.
6. Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
8. Mehta, D. D. (2009). Education in Emerging Indian Education, Indian Education.Ludhiyana: Tondan Publications, Books Market.
9. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
10. Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
11. Narulla, S. &Naik, J. P. (1964). Student History of Education in India. Mc Millian& Co., of India Pvt. Ltd.
12. National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.

13. Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.

14. Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.

15. Rao, D. B. (1996). Globals Perception on Peace Education, Vol. I, II & III. New Delhi: Discovery Publishing House.

16. Rassekh, S., and Vaideanu, G. (1987). The contents of education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.

17. Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.

18. Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. New Delhi: APH Publishing Corporation, APM Publication Corporation.

19. Siddiqui, M. H. (2009). Philosophical and Sociological foundation of Education. APH Publishing Corporation, APM Publication Corporation, New Delhi Harris Diana K. and Cole William. E.(1977) Sociology, Worth Publishers, INC.New York.

20. Gupta.S.(2005). Education in Emerging India. Delhi: Shipra Publication.

21. Lal and Sinha.(2006): Development of Indian Education and Problems. Meerut: Vinay Rakheja.

22. SathishChadha.C. (2010) Educational Values and Value Education. Meerut: Surya Publication.

23. Reddy.G.S.(2007).Current issues in Education, Hyderabad: Neelkamal Publication.

24. SwaroopSaxena.(2007) Education in Emerging Indian Society. Meerut: Vinay Rakheja.

25. John Deway, (2004).Democracy and Education.New Delhi: Cosmo Publication.

26. John Lyons.(1981) Language and Linguistics: Cambridge University Press.

27. William Flexner. (2004). Elements of Social Psychology. New Delhi: Sarup& sons.

28. Sharma.R.A.(2010) Teacher Education & Pedagogical Training.Meerut(U.P): R. Lall Book Depot.

29. Suresh Bhatnagar.(2007) Modern Indian Education and its Problems. Meerut. Vinay Rakheja.

30. Davis George.(2008) Quality Education. New Delhi: APH Publishing Corporation.

31. Robert Lado.(1964), Language teaching a scientific approach. New York: MeGraw Hill.

32. Rao .V.V. and Vijayalakshmi.V (2004). Education in India. Delhi: Arrora offset press.

33. Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation

34. Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage*. Rowman & Littlefield.

35. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86–mod92.pdf

36. GOI. (2009). the right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

37. Jagannath Mohanty, 1982, Indian Education in the Emerging Society, Sterling Publishers Private Limited, New Delhi.

38. Madan, G.R. 1966, Indian Social Problems, Allied Publishers Private Limited, Bombay

39. Nanda S.K., 1982, Indian Education and its Problems, Kalyani Publishers, New Delhi.

40. Lakshmi, S.1989, Challenges in Indian Education, Sterling Publishers Private Limited, New Delhi.

41. Kochhar, S.K. 1982, Pivotal Issues in Indian Education, Sterling Publishers Private Limited, Delhi.

42. Bhaskara Rao D. & Sambasiva Rao, K.R.S.1996, Current Trends in Indian Education, Discovery Publishing House, New Delhi.

43. Pylee, M.V. 2002, India's Constitution, S.Chand & Company Ltd, New Delhi.

44. N.C.E.R.T. New Delhi: School Education in India Present Status and Future Needs.

Course – 3 Learning and Teaching

Credit: 4

Essence of the course:

Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

Objectives:

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

- Understand the concept of learning and its importance for human excellence
- Apply the learning theories in their teaching
- Understand the processes that facilitate construction of knowledge
- Create facilitative learning environments in schools
- Understand the concept and different levels of teaching
- Adopt different teaching strategies
- Understand the models of teaching
- Adopt ICT tools for facilitating teaching and learning
- Adopt innovative practices of teaching and learning
- Understand teaching as a profession.

CONTENT OUTLINE

Unit 1: Development of learner and learning

Learning –Domains of learning for holistic development – Phases of learning – influence of peer group, group cohesion and group dynamics on learning – Development of learner as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological) – Nature and nurture, continuity and discontinuity issues, growth and maturation – Implications for teachers to develop holistic understanding of the learner in context.

Unit 2: Theoretical perspectives on learning

Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky). – Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations:

Unit 3: learning in 'constructivist' perspective

Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' – Social-constructivist perspective and applications of Vygotky's ideas in teaching – processes of construction of knowledge: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition – Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.

Unit 4: Methods of learning

Types - individual and group methods – innovative methods, new trends in learning use of computer and networking – Influence of methods on active engagement and inquiry in Learning – activity based learning – social learning – constructivism in learning – problem solving, discovery learning, mastery learning, individual and peer group learning – factors affecting learning

Unit 5: Individual differences among learners

Differential learning needs of the learners with regard to abilities: intelligences, interest, aptitude, creativity, personality, values – learning styles – language (home language and language of instruction) – sociocultural differences (cultural capital), learning difficulties, and their implications for classroom practices and teaching

Unit 6: Innovative practices in learning

Techniques for higher learning-conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new technologies, online tools of learning , pedagogy of online learning and virtual learning.

Unit 7: Concept of Teaching

Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

Unit 8: Approaches to Teaching

Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic

Unit 9: Models of Teaching

Models of Teaching-Meaning and elements and families of models of teaching-Information processing models(Concept Attainment and Advance organizer models), Social interaction models(Jurisprudential model) – Personal development model(Non-directive teaching) – Behavior modification model(Contingency Management)

Unit 10: Teaching as a profession and values of teachers

Profession – meaning, characteristics – professional ethics and values - code of ethics – critical analysis of teaching as profession, job and occupation, profession and professionalism, Skills and competencies required for a teacher, Teacher as a purveyor and facilitator of knowledge and Essential qualities of a teacher.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment

1. Writing criticism on any one of the innovative practices in learning (Symposium, Seminar,

Workshop or Panel Discussion)

2. Identify the learning styles of the learners and report.
3. Analyze and record the suitability of different tools of ICT for learning.
4. Report based on the visit to any two types of schools regarding the records of teaching and learning
5. A case study on the success story of any one school in teaching and learning
6. Teacher trainee participation in observation and reporting of the learning aspects of marginalised students in school learning.
7. Write a narrative on teaching learning process in a classroom based on observing a teacher

Mode of Assessment:

Written test and Task and assignment

References:

1. Anastasi, Anne (1989) *Psychology Testing*, Macmillan Publishing Company.NY.
2. Ausubel David, P and Floyd, G.Robinson (1985). *Educational Psychology*, Holt Rinehart and WinstonInc.
3. Chauhan S.S., (1988). *Advanced Educational Psychology*, Vikas Publishing House Pvt Ltd.Clifford.
4. Dunlop, F. (1971. *The Education of Feeling and Emotions*, London: George Allen and Unwin.
5. Erik Erikson, (1968). *Childhood and Society*, W.W. Norton &Co.NY.
6. Elizabeth B. (1977) *Developmental Psychology,* Tata McGraw Hill Publishing Company, New Delhi.
7. Eysenck, H.J. (1997). *Dimensions of personality.* London: Kegan Paul.
8. Geetha C., Subash C.S., (1998) How to Understand and Help Adolescents. A Friendlier Approach,Student publications; New Delhi.
9. Goleman D., (1998). *Emotional Intelligence: Why it can matter more than IQ.* Sage publications: New Delhi.
10. Guilford, J.P.(1977). *The Nature of Human Intelligence*. McGraw Hill, NY.
11. Harry Adler., *Boost Your Creative Intelligence.* Kogan Page India Pvt. Limited: New Delhi.
12. Hurlock, Elizabeth B. (1973) *Adolescent Development,* McGraw Hill Book Company, NY. Hurlock,
13. Jerisld,A.T., (1954) *The Psychology of Adolescence*, Macmillan Co., Kakar, S, (1995) *The IndianPsyche*, Oxford University press.
14. Kapur, M, (1998). *Mental Health of Indian Children,* Sage Publications, New Delhi.
15. Mangal, S.K. (1981). *Psychological foundations of education*. Ludhiana: Parkash Bros.
16. Nirmala, J. (2012). *Psychology of Learning and Human Development.* Neel kamal publicationPvt Ltd, New Delhi.
17. Quazi Ferdoushi Islam (2012), Educational Psychology, New Delhi : Dorling Kindersley (India)Pvt. Ltd., Licenses of Pearson in South Asia - Core Paper II
18. Roberts T.B. (Ed) 1970). *Four Psychologies Applied to Education*: Freudian, Behavioral, Humanistic, Transpersonal, NY.
19. Sharma.R.A (1980), Technology of Teaching, International Publishing House, Meerut.

Course – 4 Gender, School and Society (½)

Credit: 2

Essence of the course:

Most of the philosophers of the world advocate women's equality and empowerment, constitution have long ago framed laws to preserve and protect equality of gender. Still the seat of power and authorities in the Indian social context is more often than not firmly rooted in patriarchy. The meaning and experience of being a boy or a girl is not. The same across different social groups, religion and time periods. Enormous growth in women's development and the increasing inequality seem and felt in contrast as initiated this course. The course is humble effort made to sensitize gender equality in society and school. The course will enable the student to identify the gender crisis, create awareness on gender equality, refine women's students being prey to untold atrocities of home and society and equip students with available laws.

Objectives:

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

- acquire knowledge on Terms and concepts Gender, school and society.
- understand the challenges faced by the Gendered roles in society through a variety of institutions.
- apply the knowledge to critically analyse the gendered roles, relationships and ideas in textbooks and curricular to nurture or challenging gender disparity of gender inequalities prevailing in the society.
- develop the life skills courses in schools and to deal with some issues of gender identity roles.
- develop interest in studying gendered roles, relationships and ideas in textbooks and curricular.
- develop a positive attitude towards roles and institutions in society.

CONTENT OUTLINE

Unit 1: Gender identity construction

Gender: meaning, definition – in various perspectives: biological, functionalist, integrationist, conflict – current status – inequality in India – gender studies–education of the girl child – agencies for women education and development – Research project and studies – evaluation of text books and media from the gender perspectives – global perspective on gender

Unit 2: Gender in society and groups

Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) –social system – social structure – social groups –social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

Unit 3: Gender, sexuality, sexual harassment and abuse

Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models) –sites of conflict: social and emotional understanding – importance of addressing sexual harassment in family, neighbourhood, other formal and informal

institutions –agencies perpetuating violence: family, school, work place and media (print and electronic) – Institutions redressing sexual harassment and abuse.

Unit 4: Gender and Law

Gender perspectives in policy and planning – incentive for girls – improving the quality of government schools – gender inputs in school curricular and text books – women teachers in school– introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women-human rights and women rights.

Unit 5: Gender and quality education

Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl's education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post independence period –gender and the hidden curriculum – Teacher as an agent of change– women empowerments through social reform movements

Mode of Transaction:

Lecture, Discussion, Team Teaching, Case Study, Film Show

Practicum: Task and Assignment

1. Conduct a gender ratio survey in a village and write a report.
2. Analyse and report the differential treatment between the gender in family and neighbourhood.
3. Write a critical report on challenges faced by different women groups in present society based on valid published reports.
4. Organizing drama and debate to develop awareness for sexual abuse.
5. Women day celebration and projects related to women personalities.

Mode of Assessment:

Written test and Task and assignment

References:

1. Larsen Randy .J. and Buss David. M. (2011). Personality Psychology .New Delhi: Tata Mcgraw hill Companies.
2. Sullivan Thomas. J. (2001): Sociology (E5), Allyn and Bacon.
3. Kammeyer.C.W. George Ritzer and Yetman.R. (1987): Sociology (E5), Allyn and Bacon, London.
4. Curran Daniel. J. and, Renzetti Claire .M. (1993) : Contemporary Societies ; Problems and Prospects, Prentice Hall, New jersey.., N–1, 2009)
5. Aggrawal.N (2002) Women and Law in India.New Delhi: New Century Publications.
6. Agnes.F. Chandra.S& Basu, M. (2004), Women and Law in India, New Delhi: Oxford University Press.

CURRICULUM AND PEDAGOGIC STUDIES
Course – 5 Language across the Curriculum (½)

Credit: 2

Essence of the course:

This course is for the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed by keeping in mind that the language is an integral part of subject learning and competence which will have an impact on classroom interaction. It emphasizes on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Objectives:

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

- acquire knowledge about language and literacy and principles of language teaching.
- understand the importance of language and literacy background of the learners with reference to spelling and vocabulary development
- apply the acquired knowledge in methods and approaches of teaching language.
- develop skills in reading and writing which pave the way to attain optimal learning of the subject areas.
- develop interest towards language learning from language diversity and multilingualism point of view.
- develop a positive attitude towards language to realise that learning and teaching cannot take place in a language free environment.

CONTENT OUTLINE

Unit 1: Nature and Functions of Language

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

Unit 2: Language Diversity in Classrooms

First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

Unit 3: Methods of learning language in school subject areas

Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.

Unit 4: Fluency in the Language

Communication – meaning and concept – process of communication – types of communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

Mode of transaction:

Dialogue, seminars, discussions, group-work, language games, exercises and assignments

Practicum: Task and Assignment

1. Get a two page writing from the school students in English and Mother tongue learning and analyse them from language point of view
2. Observe any five classes of subject teaching and analyse from the point of language teaching
3. Write a critical report on the opinion of subject teacher on the weightage for language aspects in valuation of subject test papers.
4. School visit to find out communication problem / Apprehension in students
5. Designing games and exercises for developing Listening, Speaking, Reading and Writing Skills
6. Assignments on Developing speaking skills – oral presentations, debate, elocution, discussion, brain-storming
7. Assignments on developing listening skills – listening to speech, directions

Mode of assessment:

Written test and Task and assignment

References:

1. Begum, Jahitha, A. (2011), *English Language Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Ediger, Marlow and Bhaskara Rao D. (2003), *Language Arts Curriculum*. Discovery Publishing House.
3. Lado, Robert. (1964), *Language Teaching*. New York: Mc Graw Hill Publisher:
4. Rajeswari N. (2008), *Teaching of English*. Chennai: G Publishers.
5. Shankar, Prem. (2004), Teaching of English. New Delhi: A. P. H.Publishing Corporation
6. Wellington, J & Osborne, J. (2001): Language and Literacy in Science Education. Buckingham: Open University Press
7. Darian, S. (2003), Understanding the Language of Science. Austin: University of Texas Press.
8. Vollmer, Helmut Johannes & Beacco, Jean-Claude (2006): "Towards a Common Instrument for Language(s) of (School) Education", Preliminary Study: Council of Europe, Language Policy Division, and Strabourg. [www.coe.int/lang]
9. Corson, David (1990): "Language across the Curriculum (LAC)". In Corson, David (Ed), Language Policy across the Curriculum. Clevedon: Multilingual Matters, 72-140.

Course – 6 Knowledge & Curriculum (½)

Credit: 2

Essence of the course:

In the 21ˢᵗ century knowledge society, knowledge explosion is compelling the educational administrators to enrich the curriculum to develop the human resources according to the requirements of the world community. Therefore this course is focusing on the knowledge and curriculum aspects. The purpose of knowledge and curriculum is to be understood from the epistemological and sociological perspectives of education. The course can enable the student teachers to gain confidence in curriculum design and evaluation by focusing the future directions.

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

- acquire knowledge of terms and concepts of curriculum and epistemology used in the field of education.
- understand the types and process of curriculum, importance of social and epistemological basis of education
- apply the appropriate strategies for curriculum transaction and curriculum development
- develop the skills to use the concepts, practices and roles play in curriculum evaluation with the aims of education
- develop the skills on critically analysis of various samples of textbooks, children's literature, and teachers' handbooks
- develop interest on go through discovery of various philosophers
- develop the attitude towards concepts of nationalism, universalism and secularism and their interrelationship with education

CONTENT OUTLINE

Unit 1: Knowledge and Curriculum

Knowledge, wisdom –meaning – distinction between knowledge and wisdom– knowledge with skill, Information - Meaning of and need for curriculum – Domains of curriculum – Epistemological basis of Curriculum – forms of knowledge–logical grammar of disciplines – Curriculum organization - subject matter and curriculum organization – types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

Unit 2: Principles of Curriculum

Aims, goals and objectives of curriculum –curriculum design and its components –curriculum development: technical-scientific approach and Nontechnical- Nonscientific approach – curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education

Unit 3: Curriculum Transaction

Strategies for curriculum transaction –Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes –Activity Based Learning (ABL)- Activity Learning Methodology (ALM)- resources for curriculum transaction – computer and internet – role and importance.

Unit 4: Curriculum evaluation

Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation – approaches of evaluation –validity and significance of course content- evaluation models Taylor's, Stane's and CIPP model - practices and roles play in evaluation –peer evaluation - goal free evaluation –critical analysis of textbooks, children's literature and teachers' handbooks

Unit 5: Issues in Curriculum Development

Critical issues: teacher centred to learner centred, subject centred to practical knowledge – Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity- centralized Vs decentralized curriculum –diversity among teachers in their competence-problem of curriculum load as many concerns are to be included in curriculum – participants in curriculum Development – role of state in the curriculum development –makers of curriculum –role of curriculum in national development.– Curriculum makes an intellectual society – curriculum for 21st century – UNESCO's concept of four pillars of education

Mode of transaction:

Group discussion, lecture, discussion, symposium, Peer group, Debates, Workshop, Seminar, Project work

Practicum: Task and Assignment

1. Select a primary school, observe and report about the implementation of ABL method.
2. Search in the internet about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method.
3. Write a comparative report based on the curriculum development in India and any other countries by referring internet.
4. Design a syllabi for a course at B.Ed., level /school level.
5. Write a report based on the curriculum of CBSE and Samacheer.

Mode of assessment:

Written test, Task and assignment

References:

1. Aggarwal, Deepak (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi. Book Enclave.
2. Allen C. Ornsteing and Franchie P. Hunkins Curriculum Foundation, Principles and lesson, London – Prentice Hall International (U.K) limited 1966.
3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey –Bass Inc. Publication.

4. Joseph, P.B.et al (2000). Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
5. Olive, Peter F.(1988) Developing the Curriculum. Scott, and Foresman and Co.
6. Reddy, B (2007): Principles of Curriculum Planning and Development.
7. Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba world Education Series-3 Delhi: Dababa House, Book Seller and Publisher.
8. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
9. Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action research. Routledge. U.K.
10. NCERT (2005) .National Curriculum Framework 2005, NECRT, Sri Aurobindo Marg.New Delhi
11. NCERT (2000). National Curriculum Framework for school Education, NCERT.New Delhi.
12. Shivaprakasham. M.N. (2007). Curriculum Development in Elementary Education. New Delhi: Rajat Publication.
13. Ediger Marlow and Bhaskara Rao Digumarti. (2007). Curriculum of School Subject. New Delhi: Discovery Publishing House.
14. Mirudulla pandey. (2007). Principles of Curriculum Development. New Delhi: Rajat Publication.
15. Sharma.R.A. (2007) Managing Curriculum: Curriculum Transaction and Evaluation. Meerut: R. Lall Depot.
16. Marlow Ediger and Digumarti Bhaskara rao. (2007). Curriculum Organization. New Delhi: Discovery Publishing House.
17. Mirudulla pandey. (2007). Changing the Curriculum. New Delhi: Rajat Publication.
18. Mirudulla pandey. (2007). Principles of Curriculum Reforms. New Delhi: Rajat Publication.
19. Marlow Ediger and Digumarti Bhaskara rao. (2007). Reading Curriculum and Instruction. New Delhi: Discovery Publishing House.
20. Mirudulla pandey. (2007). Theory of Core Curriculum. New Delhi: Rajat Publication.
21. Reddy.R.S. (2004) Curriculum Development for Learning to Live Together. New Delhi: Rajat Publication.
22. UNESCO(1996)– 'Learning the Treaure within', Report to UNESCO of the Delors International Commission on Education for the 21st Century, UNESCO Publications

COURSE – 7 PEDAGOGY OF A SCHOOL SUBJECT 1 (PART 1)

Course - 7(i) Pedagogy of Tamil I – Part 1

Course-7(i): தமிழ் கற்பிக்கும் முறைகள் I -பகுதி 1

Credit: 4

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர். அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர். கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர். காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர். இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர். தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்.

நோக்கங்கள்

- மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.
- செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல்.
- நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.
- அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.
- பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.
- இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல்.
- இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.
- மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.
- கற்பித்தல் -கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.
- தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: தமிழ்மொழி வரலாறு

மொழியின் தோற்றம்- தமிழின் தொன்மை- உயர்தனிச் செம்மொழி-வரையறை, அறிஞர்களின் கூற்று, வளர்ச்சி, இன்றைய நிலை, காலம் தோறும் பண்பாட்டுச் சிறப்புகள்- தமிழில் சமூக, வட்டார வேறுபாடுகள்

அலகு 2: அறிவியல் தமிழ்

அறிவியல் தமிழின் தேவைகள்- அறிவியல் தமிழ் அமைப்பு - கலைச்சொல்லாக்கம்- கடன்வாங்கல்- வேறுபாடுகளை நீக்குதல்- மொழித்தூய்மையைக் கையாளுதல் -நிறைகள், குறைகள்

அலகு 3: கற்பித்தல் வளங்கள்

நூலகத்தின் நோக்கங்கள்- வகைகள்- பயன்கள்- அகன்ற படிப்பு, நிறைகள், குறைகள்- அகராதி, கலைக்களஞ்சியம், நிகண்டுகள், சொல்லடைவு, பொருளடைவு, நூலடைவு, இணையம்.

அலகு 4: கற்பிக்கும் முறைகள்

விரிவுரை- கலந்துரையாடல்- சொற்பொழிவு- கருத்தரங்கம்- குழுவிவாதம்- மாநாடுகள்-ஆய்வரங்கங்கள்

அலகு 5: இக்கால இலக்கியங்களின் அறிமுகம்

உரைநடை -நாவல்- சிறுகதை- புதுக்கவிதை- வரையறை, வகைகள், இலக்கிய பங்களிப்பு

அலகு 6: மொழி கற்பித்தலில் பிழைகள்

தவறும் பிழையும் வரையறை- பிழைக்கான காரணங்கள்- பிழை வகைகள்- பிழைநீக்கல் பயிற்சி- பிழை தவிர்த்தல்

அலகு 7: மொழி அமைப்பு

ஒலியன் வரையறை- கொள்கைகள்- விதிகள்- மாற்றொலிகள்- உருபன்- மாற்றுருபு- உருபன் வகைகள்- தொடரியல் குறித்த செய்திகள்.

அலகு 8: ஒப்பிலக்கிய அறிமுகம்

ஒப்பியல் வரையறை- தமிழில் ஒப்பிலக்கியச் சிந்தனைகள்- பிறமொழிகளோடு கொண்டுள்ள தொடர்பு- பண்புகள்- பயன்கள்.

அலகு 9: கற்பித்தல் உத்திகள்

பிளாண்டரின் வகுப்பறைச் சூழல் பகுத்தறிமுறை- திட்டமிட்டுத் தானே கற்றல்

அலகு 10: இலக்கியங்கள் காட்டும் கல்வியியல் சிந்தனைகள்

தொல்காப்பியர் குறிப்பிடும் முப்பத்திரண்டு உத்திகள்- ஆசிரியரின் அருங்குணங்கள்- ஆசிரியராகார் இயல்புகள்- நல்லமாணாக்கரது இலக்கணம்- மாணாக்கர் வகை- மாணாக்கராகார்- நன்னூல் கூறும் செய்திகள்.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம், நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல், புத்த வாசிப்பு முகாம் நடத்துதல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
4. ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்

5. பிழை நீக்கல் பயிற்சி தயாரித்தல்

6. ஒரு படைப்பைத் திறனாய்வு செய்தல், அறிமுகம் செய்தல்.

7. கட்டுரை எழுதும் பயிற்சி

8. மாணவர்கள் ஒருங்கிணைக்கும் கருத்தரங்கம்

9. குறிப்பிட்டத் தலைப்பில் உரையாடலை ஒருங்கிணைத்தல்

10. குறிப்பிட்டத் தலைப்பில் விவாதித்தல்

11. ஒரு சிறு பத்தியில் உள்ள சொற்களைப் பிரித்து உருபன்களைக் கண்டறிதல்.

பார்வை நூல்கள்

1. அகத்தியலிங்கம்,ச. புஷ்பவல்லி,க. 1977. மொழியில் வாழ்வும் வரலாறும்.அனைத்திந்திய தமிழ் மொழியியற் கழகம்

2. இரத்தின சபாபதி, பி. செம்மொழிக் கல்வி, சாந்தா பப்ளிஷர்ஸ், சென்னை.

3. கணபதி,வி. (1989) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷஸ், சென்னை.

4. குழந்தைசாமி,வா.செ. 2001. அறிவியல் தமிழ். பாரதி பதிப்பகம், சென்னை.

5. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளும்ஸ், காந்திகிராமம்.

6. கோவிந்தராசன், மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை.

7. சக்திவேல்,சு.1988. தமிழ்மொழி வரலாறு, மணிவாசகர் பதிப்பகம்,சிதம்பரம்.

8. சந்திரசேகரன், சோ. 2006. ஒப்பியில் கல்வி- சில புதிய பரிமாணங்கள். குமரன் பதிப்பக இல்ல வெளியீடு, கொழும்பு.

9. செந்தூர் பாண்டியன், செ. (1983) திட்டமிட்டதைக் கற்றல் ஓர் அறிமுகம். மீனாட்சி பதிப்பகம், புதுக்கோட்டை.

10. சேகர், து. (2003) தமிழ் இலக்கணங்களில் கல்வியியல் சிந்தனைகள், சேமா பதிப்பகம், பெரம்பலூர்.

11. வேணுகோபால், இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

12. துளசிதாசன், 2010. கனவு ஆசிரியர், பாரதி புத்தகாலயம், சென்னை

13. தொல்காப்பியம், திருநெல்வேலி சைவசித்தாந்த நூற்பதிப்புக் கழக வெளியீடு.

14. சிற்பி பாலசுப்பிரமணியம் & நீல பத்மநாபன்.2013. புதிய தமிழ் இலக்கிய வரலாறு- தொகுதி I ,II, III. சாகித்திய அகாதெமி, புது தில்லி.

15. நடராஜ பிள்ளை, ந.& விமலா,ச.(1981) பிழை ஆய்வு- மொழிகற்பித்தலில் - ஒரு புதிய பார்வை, மைசூர்.

16. மணி,ந.(2010) பள்ளிக் கூடத்தேர்தல், பாரதி புத்தகாலயம், சென்னை.

17. மாடசாமி, ச. (2003) எனக்குரிய இடம் எங்கே (கல்விச்கூடச் சிந்தனைகள்) அருவிமாலை, சென்னை.

Course - 7(ii) Pedagogy of English I – Part 1

Credit: 4

Essence of the course:

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching– learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:
At the end of the course the student teachers will be able to
- understand the aims & objectives of teaching English
- enable the student teachers to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- acquire an understanding of the nature and structure of English language and components skills
- enable the student teachers to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- develop skills for effective teaching—micro teaching.
- understand the importance of using-English in global context
- get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- acquaint with the planning of instruction.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks
- Get familiarized with the IT sources / packages that are helpful in teaching English

CONTENT OUTLINE

Unit 1: Nature and Scope of English Language Teaching

English for Global purpose- First Language- Second Language - Foreign Language. Utilitarian aim. Objectives of teaching English in India- Problems related to teaching and learning of English in schools-Remedial suggestions to overcome these difficulties.

Unit 2: Spoken English

The different speech organs and their role – the individuals sounds – vowels and consonants – their place and manner of articulation – The concepts of the phoneme and allophone – phonetic transcription – stress – word stress and sentence stress –intonation in English – four basic patterns of intonations in English- Rhythm.

Unit 3: Lexis

Word formation – affixation – conversion – compounding – other minor devices – pattern of spelling – phrasal verbs and prepositional phrases- spelling rules.

Unit 4: Advanced Grammar: I

The noun phrase – MHQ (Modifier, Headword, Qualifier); the verb phrase; Adverbial. Tense forms – auxiliary verbs –The Sentence – Types of sentences – subordinate and co-ordinate clauses- Question forms.

Unit 5: Acquisition of teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in English language in terms of teaching skills – relevant teaching skills in teaching of English – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 6: Lesson Planning

Bloom's Taxonomy of Educational Objectives – General and Specific Instructional Objectives Lesson planning Characteristics, Need and advantages, Lesson Plan format – Teaching Prose – Poetry -Teaching of different language form Prose, Poetry- Aims, Objectives, and Steps of teaching prose, poetry and supplementary reading.– different model/approaches in writing lesson plans.

Unit 7: Compositions

Aims and objectives of teaching composition – oral and written composition – controlled and guided composition – free composition – correcting composition exercises – developing creative competency – developing strategic competency. Letters – formal, informal, semi – formal and informal – reports – situational composition – précis writing.

Unit 8: Teaching Learning materials (TLM)

Language games – Language lab -Newspaper for teaching English -Blackboard sketches-Use of TV, E-tool: Computers and Internet for teaching English - Use of information communication technology (ICT) for teaching English- use of www, E-learning, Teleconferencing.

Unit 9: Pedagogic Analysis

Pedagogic analysis - concept overview- importance and component -Content analysis understanding relation between curriculum, syllabus and textbook.

Unit 10: Evaluation and interpretation of data

Need for assessment -Type of tests – oral, written, objective, subjective – diagnostic, achievement tests- Formative, summative evaluation- Construction and administration of achievement test- Analysis and interpretation of test data.

Mode of transaction:

Introductory lecture, Use of multimedia resources, Library resources, Accessing Online input on the topic, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language games, Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on significance of English language in India
3. Project on formation of new words
4. Assignments on learning phrasal verbs
5. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom
6. Construction of New lexical items and structural items
7. Textual exercises
8. Dramatization and miming.
9. Activities & competitions for Creative writing.
10. Practicing Formal and Informal Letter
11. Preparation of blue prints, question papers, marking scheme and question wise analysis.
12. Construction of test items for diagnosis and achievement test and Interpretation of test data.

Mode of assessment:

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Self-assessment and peer assessment, Evaluation based on documentation, Performance evaluation, Feedback

References:
1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Albert Valdman, A. (1966). Trends in language teaching. London: McGraw Hill.
4. Alexander. (1971). Guided composition in English language teaching. London: Longman.
5. Allen Campbell, A. (1972). Teaching English language. New Delhi: Tata McGraw Hills.

6. Andrew wright, Visual Materials for the Language teacher, Longmans, London, 1977.
7. Arulselvi. Evangelin.(2013).Content and methods of teaching English. Saratha Publishers: Chennai
8. Banerjee, Ranjana. (2007)Teaching of English. Rajat Publications. : New Delhi.
9. Baruah, T. C. (1993). The English teacher's handbook. New Delhi: Sterling Publishers.
10. Bennett, W. A. (1969). Aspects of language and language teaching. London: Cambridge University Press.
11. Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi: Dhanpat Rai & Co.
12. Bloom, B.S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. USA: McGraw Hill, Inc.
13. Bright, J. A., & Gregor, G. P. (1976). Teaching English as second language. London: Longman.
14. Brown, G. (1977). Listening to spoken English, applied linguistics and language. London: Longman.
15. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
16. Christopher, S. W. (1998). Computer and language learning. Singapore: SEAMEO – Regional Language Centre.
17. Close, R.A., English as a foreign language, Longmans, London 1971.
18. Dash. B.N. (2004)Teaching of English Dominant Publishers : New Delhi
19. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
20. Doff, Adrian. (1988). Teach English: A Training Course for Teachers. Cambridge: Cambridge University Press.
21. Dr. A.M Shekar (2010) Teaching of English and second language Puducherry
22. Dr. K. Sivarajan et al (2012) English language education: methodology of teaching and pedagogic analysis Calicut university press.
23. Dr. K sivarajan (2010) Trends and development in modern Educational practices kerala University press
24. Ellis, Rod. (1990). Integrated Second Language Acquisition. Massachussetts: Basil Blackwell Inc.
25. Frisby, A. W. (1970). Teaching English. London: Longman.
26. Geetha Nagaraj (2008) English language teaching Hyderabad Orient longman
27. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. London: Orient Longman Ltd.
28. Gregory Bernard, G. (1969). Better spoken English. London: Macmilllan & Co.
29. Hill L.A., Selected Articles on the teaching of English as a foreign Language. Oxford University. Press, 1967.
30. Hook, J. N., & Robert, L. S. (1967). Competence in English: A programmed handbook. NY: Harcourt, Brace & World Inc.
31. Hornby, A. S. (1968). The teaching of structural words and sentence patterns. London: Oxford University Press.
32. Howatt, A. P. R. (1972). Programmed learning and the language teacher. London: Longman.
33. Jack c Richard & Theodore S Rodger (2012) Approaches and methods in language teaching Cambridge University
34. Jayanthi.N.L.N. (2005).Teaching of English. Kamala Publishers: Annamalainagar, Chidambaram.
35. Julian Dakin. (1973). The Language Laboratory and Language Learning, Longman, London.
36. Jamaludeen K. (2014) Effective teaching of English kerala Quality publishers
37. Knuj Schibsbya, A modern English Grammar, Oxford University Press, 1969.

38. Kshanika Bose (2011) Teaching of English New Delhi Doaba House.
39. Rajeswari N. & Dr. Selvi (2013) Innovations in teaching of English Chennai, Santha Publishers.
40. Nanda, K. (1989). Developing English comprehension. New Delhi: Sterling Publishers.
41. Nunan, David (1989). Syllabus Design: Language Teaching. Oxford: Oxford University Press.
42. Palmer, H. E. (2008). Oral Method of Teaching Language. Delhi: Surjeet
43. Pit, C. S. (1985). An intermediate English practice book. London: Orient Longmans.
44. Rajeswari .N. (2008).Teaching of English. G Publishers: Chennai.
45. Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
46. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
47. Sharma, R. N. (2008). Contemporary Teaching of English. Delhi: Surjeet Publications.
48. Sharma.R.A.(2007). Fundamentals of teaching English :Meerut
49. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
50. Singh.Y.K.(2005). Teaching of English. APH publishing corp. : New Delhi
51. Thomas, A. J., & Martinet, A. V. (2004). A practical English grammar. London: OUP.
52. Tickoo, M.L. (2004). Teaching and Learning English: A Source Book for Teachers and Teacher Trainees. New Delhi: Orient Longman.
53. Ur Penny and Andrew Wright (1992). Five Minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.
54. Venkateswaran, S. (2008). Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.

Books Accompanied by Audio Cassettes

1. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.
   Advanced Learners).
2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Getting on In English by John Haycroft (The BBC Intermediate Course).
5. Keep Up Your English by W. Stannard Allen (The BBC Course).
6. Srivastava & Nidhi Srivastava (Franklin International).

Web Sites:
1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

Course - 7(iii) Pedagogy of Hindi I – Part 1

Credit: 4

पृष्ठभूमिः

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंध. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए है। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे – बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते है।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

1. **समाज में भाषा** – भाषा और लिंग; भाषा और सत्ता; भाषा और अस्मिता, भाषा और वर्ग

2. **विद्यालय में भाषा** – घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चे की भाषा); समूचे पाठ्यव्म में भाषा; ज्ञान सृजन और भाषा; माध्यम भाषा; एक आलोचनात्मक दृष्टि; विषय वेफ रूप में भाषा और मामयम भाषा में अंतर; विविध भाषिक प्रयुक्तियाँ; बहुभाषिक कक्षा; शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा

3. संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343–351, 350।); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति – 1986; पी.ओ.ए-1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अध्ययन)

इकाई 2: हिंदी भाषा की स्थिति और भूमिका

हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतिया।

इकाई 3: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

1. **भाषा सीखने सिखाने की विभिन्न दृष्टि** – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।

2. **भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण** – व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्अनुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

इकाई 4: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

1. **भाषायी व्यवहार के विविध पक्ष** – नियमबद्ध व्यवस्था के रूप में भाषा; भाषायी परिवर्त्तनशीलता (उच्चारण के संदर्भ में); हिंदी की बोलियाँ! वाक् तथा लेखन।

2. **भाषायी व्यवस्थाएँ** – सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति तथा संरचना; वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वनिम विज्ञान और रूप विज्ञान; (उपयुक्त उदाहरण देकर पढ़ाए जाएँग)

इकाई 5: भाषायी दक्षताएँ!

1. **संदर्भ मे भाषा** – संदर्भ में व्याकरण और संदर्भ में शब्द
2. **भाषायी दक्षताएँ** – सुनना, बोलना, पढ़ना और लिखना
   - **सुनना और बोलना** – सुनने का कौशल, बोलने का लहजा– भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
   - **पढ़ना** – पढ़ने के कौशल; पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास मे सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व
   - **लिखना** – लिखने के चरण; लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

इकाई 6: भाषा शिक्षण द्वारा अपेक्षित योग्यताआ. का विकास

उच्चारण, वर्तनी, श्रवण वाचन, पठन लेखन, चिन्तन एवं अभिव्यक्ति की योग्यताआ. का विवरण । अपेक्षित विकास हेतु विधियाँ

इकाई 7: ध्वनि

हिन्दी की ध्वनियाँ, मुख विवर म. उनका स्थान तथा प्रयत्न के आधार पर उनका वर्गीकरण, हिन्दी भाषा म. उच्चारण की समस्याएँ, अशुद्ध उच्चारण के कारणा. की पहचान तथा निदानात्मक शिक्षण, कक्षा शिक्षण म. उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ

इकाई 8: भाषायी दक्षता

परम्परागत सूत्रा. का प्रयोग – अभिवादन, क्षमायाचना, निमन्त्रण, अस्वीकारोक्ति, स्वीकृति, धन्यवाद ज्ञापन, उच्च स्वर म. गद्यांशा. एवं कविताआ. का वाचन, सारणी, रेखाचित्र, मानचित्र आदि का वर्णन एवं विश्लेषण, कहानी सुनाना तथा घटनाआ. का वर्णन

इकाई 9: भाषा का जनसंचार परिप्रेक्ष्य

मुद्रित जनसंचार – समाचार पत्र भाषा, रेडियो एवं दूरदर्शन भाषा, प्रचार-प्रसार भाषा, सोशल नेटवर्किंग भाषा, सोशल नेटवर्किंग साइट्स का शैक्षिक विस्तार (फेसबुक, ट्वीटर, यू ट्यूब, व्हाट्स ऐप) ब्लागिंग एवं ई-अधिगम

इकाई 10: पाठ योजना और उसकी उपयोगिता

कविता, कहानी, निबंध, नाटक आदि विधाआ. का शिक्षण एवं उनकी पाठ योजना

सिखाने का माध्यम

- व्याख्यान
- सामूहिक चर्चा
- निदर्शन एवं सामग्री विश्लेषण
- विचारगोष्ठी
- विभिन्न साहित्यकारा, लेखका. एवं कविया. के विषय म. चर्चाएँ
- पुस्तकालय संसाधना. का उपयोग
- भाषा प्रयोगशाला
- वीडियो क्लिप्स का प्रयोग
- दृश्य-श्रव्य पाठा. के माध्यम से सूक्ष्म शिक्षण
- व्याकरण प्रकरणा. के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण
- पाठ योजना प्रस्तुतीकरण
- अन्तःसक्रिय सत्र
- प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण
- शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

- Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
- विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी
- मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ
- मुहावरे, लोकोक्तिया. का प्रयोग करते हुए कहानी, लेख आदि लिखवाना

- विषयवस्तु आधारित अभ्यास
- सूक्ष्म एवं व्यापक पाठ योजनाए. बनाना
- पावर प्वाइंट प्रस्तुतीकरण
- दृश्य-श्रव्य सामग्री का निर्माण
- ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण
- विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना
- परीक्षण आंकड़ा. का प्रस्तुतीकरण
- पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

- सामूहिक चर्चा का विश्लेषण
- स्व मूल्यांकन तथा निकट समूह मूल्यांकन
- उपलब्धि मूल्यांकन
- अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन
- प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ- स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान,किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपि प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

Course - 7(iv) Pedagogy of Malayalam I – Part 1

Credit: 4

Essence of the course:

Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals Evolution of Malayalam Language, Historical development of Malayalam Literature, Language skill, curriculum development in Malayalam, Discourses in Malayalam, Methods of teaching Malayalam, Theories of learning with special reference to Malayalam teaching, Evaluation of learning Malayalam. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:

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

- enable the student teachers to acquire knowledge of the sound systems of Malayalam and to familiarize them with the appropriate terminology to describe the sounds in Malayalam.
- enable the student teachers to understand correct Malayalam usage and to acquire good pronunciation and fluency of speech.
- familiarize student teachers with the school syllabuses related to high school classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in Malayalam.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- realize the significance of teaching Communicative Malayalam.
- develop their skill in curriculum transaction.
- develop a thorough understanding of the conceptual background of Malayalam.
- improve the understanding of the principles of curriculum construction and organization in Malayalam language.

CONTENT OUTLINE

Unit 1: Evolution of Malayalam Language

Over the ages **-** Status of Malayalam language at different periods **-** Relationship between language and social development **-** Functions of language in the society **-** Influence of mother tongue in the formation of culture **-** Relevance of mother tongue in a democratic society **-** Mother tongue as a medium of instruction **-** Malayalam as an official language

Unit 2: Historical development of Malayalam Literature

Development of Malayalam literature - The influence of Tamil and neighboring languages on Malayalam - Influence of Sanskrit - Contributions of early poets - Contributions of Ezhuthachan - Earlier poets - Earlier prose writers - Development of champu - Development of the present day Malayalam Literature - Development of other forms of literature such as drama, short stories etc. - Development of Malayalam literature till date - Short description of the development of Malayalam Literature.

Unit 3: Language skill

Listening – Speaking – Reading – Writing - Importance of basic skills in language learning-strategies and activities appropriate for different levels-process learning.

Unit 4: curriculum development in Malayalam

Curriculum development-General principles-psychological, sociological, philosophical, needs and interests of learner, nature of subject matter and philosophy of nation - Different approaches to curriculum organization – Spiral, topical and concentric approach - New school Malayalam curriculum and its critical appraisal -– Micro teaching – definition and principles of micro teaching cycle – limitations. – Teaching Skills – meaning, analytical approach to understand teaching learning process in Malayalam in terms of teaching skills – relevant teaching skills in teaching of Malayalam- Core skills

Unit 5: Discourses in Malayalam

Importance of discourses in the daily life - Functions of seminars, symposiums, debates, discussions, speeches, brain storming, screen play, essays, memorandums, letter writing, notice, press notes, editorial, postures, advertisement, travelogue, biography, auto biography, description, dramatization etc. for effective communication.

Unit 6: Methods of teaching Malayalam

Lecture cum Demonstration method -Inductive and Deductive method - Dalton Plan - Project method - Play way method - Role play and simulation - Co-operative and collaborative strategies -Problem solving method.

Unit 7: Theories of learning with special reference to Malayalam teaching

Theory and practice of: Cognitive constructivism (Piaget and Bruner) and Social constructivism -Chomsky's concept of language development - Multiple intelligence - Critical Pedagogy - Recent changes practiced in the state schools

Unit 8: Content Analysis

Pedagogic Analysis **-** Meaning and steps of analysis **-** Pedagogic analysis of the lessons in the text book of 8th, 9th & 10th standards.

Unit 9: Evaluation of learning Malayalam

Importance of evaluation - Different types of evaluation – merits and limitations - Continuous and comprehensive evaluation – Area of CCE - Evaluation criterion for different learning activities - Construction and administration of achievement tests -Evaluation of mental processes - Relevance and administration of grading system.

Unit 10: Models of Teaching

Meaningful verbal learning model – Gagne's hierarchical model – Information processing model – Concept attainment model – New trends and approaches in language learning – Behaviourism, structuralism, cognitive interactionist approach, constructivism, multiple intelligence theory

Mode of Transaction:

Introductory lecture, Use of multimedia resources, Library resources, Dictionary and online referencing, Usage of Language games, Mind mapping, Demonstration, group discussions

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare a short essay on inter relationship between language and social development. (group activity)
3. Open discussion on Mother tongue as a tool for transforming culture
4. Seminar (group) on Need of mother tongue as the medium of instruction
5. Seminar (group presentation)
6. Prepare short essay on 5 sub topics
7. Trace out the activities included in the Text book/Hand book for developing basic language skills among the learners
8. Find out the activities mentioned in the text book and hand book for developing the creativity among the learners.
9. Prepare essay on general principles of curriculum development.
10. Prepare an editorial for your class magazine
11. Prepare postures on any social issues
12. Write a screen play based on any one of the poems in the 8th or 9th std text book
13. Select a poem from any text book and present the same through simulation (group task)
14. Conduct a debate on the relevance of critical pedagogy in the context of the teaching-learning atmosphere prevailing in the schools in Kerala
15. Conduct a seminar on Chomsky's concept of language development.
16. Analyse and trace out the learning activities included in any one topic on the basis of prescribed curricular objectives (Group task)
17. Analyse any one text book and Trace out new vocabulary, phrases, idioms, proverbs, and grammar contents (group task)
18. Conducts a panel discussion on the relevance of grading system in the B.Ed programme.
19. Prepare a sample question paper considering all the elements of a scientific question paper (group task)

Mode of Assessment

Written test and Task and assignment

References:

1. A.R. Raja RajaVarma – Vrithamanjari, Kerala Panineeyam, Bhashabhushanam.
2. Damodaran Nair. P – ApasabdaNighantu
3. Sankarakurup. G – SahithyaParichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangaliloode – National Book Stall, Kottayam.
8. Allen,D& Ryan, K (1969). *Micro teaching*. London: Adison Wesley

9. Bindhu,C.M(2ndEd.)(2009). Mathrubhashabhodhanam: Pravanathakalum Reethikalum. Calicut: Scorpio

10. Bloom. B. S.(1956). *Taxonomy of Educational Objectives: cognitive domain*, New York: David Mckay Co.

11. Brooks, N (1964). *Language and language learning*: Theory and practice, New York: Harkcourt, Brace &world, Inc.

12. Chomsky, N (1975). *Reflections on Language*. New York: Randomouse.

13. Dale,(1961*). Audio visual methods in teaching*, New York: Holt Rinehart & Winston

14. Ebel,L.&Frisbie,A.(1991*). Essentials of educational measurement*. New York: McGraw Hill.

15. Entwistle,N.J.(1981). *Style of learning and teaching*. London: John Wiley &Sons

16. Fosnot,C.(1996).*Constructivism: theory, perspectives and practice*. Newyork: Teachers College Press.

17. Gren,G.H.(1987).*Planning the lesson*. London: Logman

18. Gronlund,N.E(1970) *Stating Behavioural objectives for class room instruction*.London: MacMillan

19. Joyce, B & Weil, M (2oo3). *Models of Teaching*(5th Ed.) New Delhi.Prentice hall

20. Kumar, S.P.K &Noushad.P.P (2nd Ed.) (2009). Social studies in the class room: Trends & methods, Calicut: scorpio

21. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour -An Experimental Analysis*. Kanishka Publishers: NewDelhi.

22. Lado,R (1979). *Language teaching- a scientific approach*. New York: McGraw Hill INC

23. Lee,W.R(1972). *Language teaching games and contexts*. London: Oxford University press.

24. Mayer,R.E(2003*). Language and instruction*, Upper Saddle River. Pearson education

25. Nair, Chandrashekharan,C.K(2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.

26. NCERT(2005)National Cruuiculum Framework. NewDelhi: NCERT

27. SCERT(2007),Kerala Curriculum Frame work. Trivandrum:SCERT

28. Passi, B. K(Ed)(1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad

29. Pillai,P.E (1991) *Malayalabhashabhodanam. Kerala*: chris printers kottayam.

30. Sivarajan, k & Sreemannuni, P. S. (2003) *Malayalabhashadhyapanam. Central cooperativestores, Calicut university.*

31. Variyar, Prabhakaran,K.M& A. Santha(1998*). Modern linguistics*, Trivandrum: keralabhasha institute.

Course - 7(v) Pedagogy of Telugu I – Part 1

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment
References:

Syllabus yet to be prepared for Course -7(v) Pedagogy of Telugu I – Part 1.

Course - 7(vi) Pedagogy of French – Part 1

Credit: 4

Essence of the course:

This course is to enable students to specialize in teaching French as a foreign language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. The course includes analysis of teaching content and text books.

Objectives:

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

- understand the basic theories of learning and communication
- understand different approaches of teaching FLE/FLES
- acquire knowledge of various techniques in teaching oral and written skills
- prepare unit plan and activity oriented Lesson plans
- apply the theoretical concepts in classroom teaching
- develop the positive attitude among the students
- stimulate curiosity and creativity

CONTENT OUTLINE

Unit 1: Theories of Learning

Behaviourisme – Rationalisme –Constructivisme - Socio –cognitivisme – Intéraction de tutelle de Bruner – Intelligences multiples de Gardner
(Manuel de formation pratique : P.29-32,)

Unit 2: Communication in teaching

Quatre théories importantes de la communication pour la didactique - Le non-verbal en classe de langue - Registre de langue – Enonciation –Actes de parole – Intéraction -Compétence de communication
(Manuel de formation pratique : P. 49-52,52-56, 57-59, 60-61, 62-63, 64-66, 70-71)
Teaching Skills – meaning, analytical approach to understand teaching learning process in French in terms of teaching skills – relevant teaching skills in teaching of French

Unit 3: Didactic strategies for oral skills

Compréhension orale: Différents types d'écoute – Supports de la compréhension orale - Démarche pédagogique de l'écoute en classe. – Production orale: Interagir – Simulation – Simulation Globale – Jeu de rôles
(Manuel de formation pratique: P. 96-99, 104-107)

Unit 4: Didactic strategies for written skills

Compréhension écrite: Types de texte – Processus de lecture – Types de lecture – Démarche pédagogique de la compréhension de l'écrit. –Production écrite: Ecrire pour communiquer – Ecriture créative
(Manuel de formation pratique: P.119-120, 122-123, 128, 129-130,133-137, 138-141)

Unit 5: Revision of teaching content (Grammar and Vocabulary) & Teaching of Grammar

Modes et temps – Pronoms– Prépositions   - Adjectifs - Adverbes - Articles – Conjonctions de coordination et subordination

Prescribed book: Grammaire Française, Jacqueline Ollivier

Définition de « grammaire » - types de grammaire - grammaire implicite/ explicite – inductive/déductive – Notions: activité, exercice, tâche

(Manuel de formation pratique: P. 183 -195)

Unit 6: Revision of Teaching content (Pronunciation) & Teaching of Pronunciation

Revision of teaching content :

Voyelles et consonnes – Division des syllabes - Liaisons et enchainements

Prescribed book: Phonétique progressive du français – Niveau débutant et intermédiaire

Teaching of pronunciation

Différence entre phonétique et phonologie – Méthodes de correction phonétique - Transcription phonétique

Prescribed book: La phonétique audition, prononciation, correction

Unit 7: Lesson plan preparation

Définition et rôle du plan de cours – Conseils méthodologiques pour préparer les leçons

Unit 8: Detailed analysis of following text books

Mauger bleu / C'est génial / Echo /   Saison

Unit 9: Creation of teaching aids

Images de Manuel – Images sur internet – tableaux muraux – diagrammes – cartes de mémoire – dessins – schémas préparés sur papier – maquettes – objets réels

Unit 10: Methodology of class observation

Méthodologie de l'observation de classe – Elaborer une fiche d'observation - Critères d'observation – Grille d'observation

Mode of Transaction

Lecturing on theoretical concepts, Project method, Tasks and Assignments.

Practicum: Task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of French language teaching
3. Oral Communication tasks
4. Language Lab activities
5. Preparation of micro lesson plan
6. Preparation of micro lesson plan using computer assisted instruction
7. Sessions in small or medium groups
8. Language games on grammatical structure
9. Dramatization and miming.
10. Project on formation of new words

11. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
12. Assignments & Library work
13. Preparation of audio visual aids(PPT, Charts, Models)
14. Listening to radio news and responding to questions.

Mode of Assessment

Paper-pencil tests, Performance tests, Formal and Informal Testing

References:

1. ABRY D., VELDEMAN-ABRY J. *La phonétique : audition, prononciation, correction*, CLE, 2007, 1CD
2. BERTOCCHINI P., COSTANZO E., Manuel de formation pratique pour le professeur de FLE, Paris, CLE International, 2008.
3. CHARLIAC, Lucile et MOTRON, Anne-Claire. *Phonétique progressive du français*. CLE International, 1999.
4. CUQ J.-P., GRUCA I., Cours de didactique du français langue étrangère et seconde, Grenoble, PUG, 2002.
5. MOIRAND S., Enseigner à communiquer en langue étrangère, Paris, Hachette, coll. F, 1982.
6. OLLIVIER JACQUELINE et BEAUDOIN MARTIN, *Grammaire française*, 5e édition, Montréal, Groupe   Modulo,
7. POISSON-QUINTON, Sylvie et MIMRAN, Reine. *Vocabulaire expliqué du français*. Niveau intermédiaire. CLE International, 2004
8. TAGLIANTE., CHRISTINE., La classe de langue, coll, Techniques de classe, CLE international, 2006

Course - 7(vii) Pedagogy of Mathematics – Part 1

Credit: 4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

Objectives:

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

- appreciate the nature, structure, scope of Mathematics and its relation with other disciplines.
- acquire knowledge of the nature and development of Mathematics
- understand the aims and objectives of teaching Mathematics
- prepare unit plan and activities oriented Lesson plans for effective classroom communications.
- prepare the prospective Mathematics teachers as facilitators for effective teaching and learning of Mathematics.
- apply different methods and techniques of teaching of Mathematics and to employ them proficiently in the classroom
- develop the positive attitude among the student in teaching Mathematics
- appreciate the role of Mathematics in day-to-day life
- stimulate curiosity, creativity and inventiveness in Mathematics

COURSE CONTENT

Unit 1: Nature and Significance of Mathematics

Meaning and Characteristics of Mathematics – Nature of Mathematics: Precision, Logical Structure, Abstractness, Symbolism– Need and Significance of Learning Mathematics. Scope of Mathematics- Mathematics in day today activities in our life, various fields, disciplines and subjects.

Unit 2: Great mathematicians and contributions

History of Mathematics –Vedic Mathematics- Contribution of eminent mathematicians for the development of Mathematics –Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Rene Descartes, Gauss.

Unit 3: Aims, Goals and Objectives of Learning Mathematics

Aims: Practical, Disciplinary, Cultural, Vocational, Social and Aesthetic - Taxonomy of Educational of objectives: cognitive, affective and psychomotor domains for teaching Mathematics - Revised Bloom's Taxonomy of Educational of objectives with specifications - General Instructional objectives: Knowledge, Understanding, Application, Skill, Interests, Attitude, Appreciation and Personality traits - Writing General Instructional objectives, specific learning outcomes and teaching points of various content areas in Mathematics.

Unit 4: Lesson plan preparation

Lesson planning – Meaning, Purpose, Components and Characteristics - types - needs -aspects of a good lesson plan –different models/approaches for writing lesson plan – Unit Plan, Year Plan.

Unit5: Methods and Techniques of Teaching for Facilitating Learning Mathematics

Methods of Teaching: Inductive, Deductive, Analytic, Synthetic, Lecture-cum-Demonstration, Heuristic, Laboratory, Problem solving, Project. Techniques: Oral work, Drill, Review and Assignment.

Unit 6: Models of Teaching Mathematics

Five E-Model- Engage, Explore, Enforce, Expand and Evaluate. – Suchman's Enquiry Model and Bruner's Concept Attainment Model – Individualized Instruction – Programmed Instruction – Meaning and concept – Types – Linear, Branching, Mathetics.

Unit 7: Learning Resources and diverse classroom

Mathematics textbook – workbook – Mathematics library – Mathematics laboratory – Mathematics club– Mathematics exhibition and fair – using community resources for Mathematics learning – pooling of learning resource in school complex / block / district level.

Unit 8: Professional development of Mathematics teacher

Pre–requisite qualifications – professional training: selective academic training, in-service training, professional activities, school activities, mathematical organization – administrative duties – community activities–qualities of Mathematics teacher–ethics of teacher – social and environmental responsibilities of the Mathematics teacher – problems faced by the Mathematics teachers.-Appropriate use of ICT for Teacher Professional Development (TPD) – Linkage – contribution to corporate life and to society, Journals and other resource materials in Mathematics Education – Participation in conferences/Seminars/Workshops -Qualities of a Mathematics Teacher.

Unit 9: Teaching skills

Teaching Skills – meaning, analayitical approach to understand teaching learning process in mathematics in terms of teaching skills – relevant teaching skill in teaching of mathematics – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Writing instructional objectives – Introducing a lesson, Fluency in Questioning , Probing Questioning, Explaining, Illustrating with Examples, Stimulus Variation, Reinforcement, Using Blackboard and Closure – micro teaching as a technique for acquiring teaching skills - Integration of Teaching Skills – Meaning, Need and Strategies – Vicarious integration and summation.

Unit 10: Research in Mathematics teaching

Research in the field of mathematics and mathematics teaching – stutus of achievement in mathematics at elementary and secondary schools – areas of difficulties – phobia for and attitude toward mathematics learning – factors related to mathematics learning – Action research –implication of research findings

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments, seminars.

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Study any one of eminent mathematician and his contribution to development of Mathematics–submit report
3. Writing specific objectives and teaching point of content areas in Mathematics of Algebra.
4. Collection of articles relevant to recent developments in Mathematics.
5. Prepare a year plan for any standard at the Secondary level.
6. Prepare a lesson plan for any topic in Mathematics based on Inquiry Training Model or Concept Attainment Model.
7. Preparation of ten frames of Linear or Branching Programmes on any topic in Mathematics.

Learning Activities:

Learning the Content and practicing them appropriately, Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

References:
1. Aggarwal, J. C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
2. Anice and JeyanthiAlwan (2011). Skills and Strategies of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Anita J. Harrow (1977). A Taxonomy of the Psychomotor Domain. New York: David Mckay Company, Inc.
4. Arul Jothi, Balaji D.L. and NishitMathur (2009). Teaching of Mathematics I. New Delhi: Centrum Press.
5. Benjamin. BloomEde (1974). Taxonomy of Educational Objectives Handbook-I: Cognitive Domain New York: David Mckay Company Inc.
6. Bruce, Joyce and Marsha weil (1985) Models of Teaching. New Delhi: Prentice-hall of India.
7. Burner, J. S. (1962). The process of education. Cambridge: Harvard University Press.
8. Costello, J. (1991). Teaching and learning of Mathematics. London: Routledge.
9. Ernest, P. (1989). Mathematics teaching: The state of the art. London: Falmer Press.
10. Gagne, R. M. (1967). Learning and individual differncism. Ohio: Charles E. Merril Books Inc.
11. Gagne, R. M. (1990). The learning principles: Analysis of concept learning. New York:Merrill Publishing Company.
12. Goel, Amit. (2006). Learn and teach Mathematics. Delhi: Authors Press.
13. ICFAI. (2004). Methodology of teaching Mathematics. Hyderabad: ICFAI University Press.
14. Krathwohl. DavidR.Ed (1984). Taxonomy of Educational Objective. Handbook – II: Affective Domain New York: David Mckay.
15. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
16. Mangal, S. k., &Mangal, S. (2005). Essentials of educational technology and management.
17. Manpal Singh (2007). Modern Teaching of Mathematics. New Delhi: Anmol Publications

18. Marlow Ediger and DigumartiBhaskara Rao (2011).Essays on Teaching Mathematics. New Delhi: Discovery Publishing House Pvt. Ltd.Meerut: loyal book depot.
19. Michael A Lorber and Walker D. Pierce (1990). Objectives, Methods and Evaluation for Secondary Teaching. New Jersy: Prentice Hall.
20. Nalikar, J. V., &Narlikar, M. (2001). Fun and fundamentals of Mathematics. Hyderabad: Universities Press.
21. NormanE. Gronland (1981). Measurement and Evaluation in Teaching. New York: Macmillan Publishing Co.Inc.
22. Oosterhof. A. C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
23. Passi, B. K. (1976). Becoming a better teacher: Micro teaching approach. Ahemedabad: Sahitya Mudranalaya.
24. Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
25. Schwartz, S. L. (2007). Teaching young children Mathematics. London: Atlantic Publishers
26. Siddizui, M. H. (2005). Teaching of Mathematics. New Delhi: APH Publishing Corporation.
27. Sidhu, K. S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers private ltd.
28. Singh M.P (2007). Teacher's Handbook of Mathematics. New Delhi: Anmol Publications
29. Singh, L.C. and Sharma R.D. (1987) Micro-teaching and Practice. Agra: National Psychological Corporation.
30. Singh, M. (2006). Modern teaching of Mathematics. New Delhi: Anmol Publications Pvt.Ltd.
31. Sudhir Kumar and Ratnalikar (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt.Ltd.
32. Wadhwa, S. (2008). Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org
2. http://enhancinged.wgbh.org/research/eeeee.html
3. www.infodev.org
4. http://enhancinged.wgbh.org/research/eeeee.html
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com

Course - 7(viii) Pedagogy of Physical Science – Part 1

Credit: 4

Essence of the course:

Physical Science is a general science, after having learning this Course, student teachers understand the epistemological and pedagogical bases of physical science subject. They Pedagogy is integration of knowledge about *the learner*, *the subject* and *the societal context*. This course comprises of - the nature of the physical science subject, the aims and pedagogical approaches for the teaching of physical science at different stages of school; and deeper theoretical understanding of children in diverse social contexts.

The student-teachers will revisit basic concepts of physics and chemistry which was given in upper primary and secondary school books. The student-teachers will work with such theoretical studies as well as on the field with school children from different backgrounds, They will capable to critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of nature, values and modern approaches in physical science teaching.
- understand learning objectives and curriculum approaches in physical science teaching.
- apply acquired knowledge of various methods and technique in teaching physical science.
- develop skill in adopting various approaches of learning in physical science teaching.
- develop interest in participating the practice teaching.
- develop desirable positive attitude towards contribution of eminent scientist for development of physics and chemistry.
- acquire hands-on experience in designing and developing suitable learning aids for classroom instruction.

COURSE CONTENT

Unit 1: Nature of physical science

Meaning, scope – nature of physical science: Science as a dynamic and expanding body of knowledge – Science as a process of enquiry and a process of constructing knowledge –science as interdisciplinary area of learning – values in teaching physical science: individual, social.

Unit 2: Aims of learning physical science

Aims of Learning Science – Knowledge and understanding through science – Nurturing process skills of science – basic and integareted science process skills and their fostering – Development of scientific attitude and scientific temper – Nurturing the natural curiosity, creativity and aesthetic sense.Contribution of eminent scientists: Albert Einstein, Isaac Newton, Neils Bohr, C. V. Raman, J.C. Bose, Marie Curie.

Unit 3: Learning objectives of physical science:

Meaning of learning objectives – Revision of Bloom's taxonomy by Anderson and Krathwohl –learning objectives for upperprimary, secondary and higher secondary stages – Learning objectives in the constructivist perspective.

Unit 4: Lesson planning

Lesson planning – meaning, need – Factors that need to be considered for organisation of concepts –Elements of a physical science lesson – different models/approaches for writing lesson plan – aspects of a good lesson plan – Unit planning – salient features

Unit 5: Methods and techniques of teaching physical science

Lecture-cum-Demonstration method –Heuristic approach – Historical and Biographical approaches – Scientific method, Inductive and Deductive methods– Project method – laboratory method –Team-teaching –Supervised study –Role play – Play way – Programmed instruction, Linear and branching programme– Computer assisted instruction.

Unit 6: Approaches in learning physical science

5E learning model – Collaborative learning approach –Problem solving approach – Concept mapping – Experiential learning –Cognitive conflict – Inquiry approach – Analogy strategy

Unit 7: Teaching resources

Science Textbook: characteristics and evaluation of a good science textbook – use of text book.
Machine operated aids: epidiascope, filmstrip-cum-slide projector, Over Head projector, digital projector, inter-active white board.
Non– Machine operated aids:
Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut-outs.
Display Board: chalkboard, bulletin, flannel, magnetic, peg board and effective uses.
3D aids: objects, specimens, models.

Unit 8: Teaching skills

Teaching Skills – meaning, analyitical approach to understand teaching learning process in physical science in terms of teaching skills – relevant teaching skills in teaching of physical science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills –set induction, skill of explaining, skill of black board writing, skill of stimulus variation, skill of reinforcement, skill of probing questioning and skill of demonstration. – Micro teaching as a technique for acquiring teaching skills
Link practice – needs and importance.

Unit 9: Basic physics

Matter and Measurement: Measurement, Measuring Instruments
Forces and Movement: Motion, Force and Pressure, Motion and liquids, Laws of Motion and Gravitation
Exploring Energy: Types of Energy, Electricity, Heat, Work, and Power.
Exploring Phenomena: Magnetism, Light, Sound, Magnetic Effect of Electric Current.

Unit 10: Basics Chemistry

Matter: Separation of Substances, Matter in our Surroundings, Elements, Compounds
Exploring Chemical Changes and Formulation: Changes around us, Matter and Its Nature, Chemical equation, Chemical Reactions
Exploring Chemical Families: Periodic Classification of Elements

Exploring the World: Chemistry in Everyday Life, Combustion and Flame, Coal and Petroleum, Chemical Bonds, Carbon and its Compounds.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. "Science as a dynamic and expanding body of knowledge" prove this statement with any one of the concept in physical science from school science books.(discussion)
3. Study the scientific attitude among the school teacher in your internship programme (survey).
4. Critically analyze different branches of physics and chemistry are available in the school book from class 6 to 10th (Assignment).
5. Collect information from the internet about any 2 great scientist's contributions to society (present it in slideshow form).
6. Study the gender gap in learning science (scholastic record).
7. During your school visit, observe classroom teaching methods and techniquesused by the school teacher (Report).
8. Prepare 2 concept maps physics and chemistry each from the content.(concept map)
9. Prepare liner or branching frames for a single concept from physical science.(PI)
10. Compare the leaning objective of physical science subject for upper primary, secondary with respect to other country through internet (Data collection).

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

1. National Council of Educational Research and Training (2013), *Pedagogy of Physical Science I & II*, New Delhi. ISBN 978-93-5007-224-0(Part I) ISBN 978-93-5007-225-7 (Part II)
2. RadhaMoahan. (2013), *Teaching of Physical Science.* Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. SonikaRajan. (2012), *Methodology of Teaching Science.* New Delhi: Pearson Education. ISBN 978-81-31770-22-1
4. Vanaja, M. (2006), *Methods of teaching physical science.* Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81-8316-018-0
5. Panneerselvam, A and Rajendiran, E,K. (2009), *Teaching of Physical Science.* Chennai: Shantha publishers; ISBN 978-81-86689-53-0
6. NCERT. (2006), *Elementary level syllabus vol-I.* New Delhi. ISBN 81-7450-593-8
7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology.* New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science,* New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII.* Delhi.

10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide.* UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.

11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. http://famousphysicists.org/
2. http://famouschemists.org/
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. http://www.physicsclassroom.com/
6. http://www.chem4kids.com/
7. http://www.physics.org/explore.asp
8. http://www.ducksters.com/science/chemistry/
9. http://learningscience.org/physci.htm
10. http://www.sciencekids.co.nz/gamesactivities.html
11. http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm
12. http://www.sheppardsoftware.com/science.htm
13. http://interactivesites.weebly.com/temperature.html
14. http://interactivesites.weebly.com/science.html

Course - 7(ix) Pedagogy of Biological Science – Part 1

Credit: 4

Essence of the course:

This course is intend to enhance the ability and skill of the student teacher in understanding the importance of science and its relevance to the existence of life in this earth and to teach the same with different Techniques and approaches to the students of science learner.The student teacher will be acquainted with such steps involved in planning the science teaching and implementing the different methods and techniques in teaching of the same and further direct himself to do research. Further it helps him to develop desirable positive attitude towards science teaching and its development.

Objectives:

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

- Understand the nature of science and aims and objectives of teaching Biological Science.
- understand the microteaching skills
- Acquiring skills related in planning the lessons and presenting them effectively.
- Develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
- Understand the criteria in selecting a good textbook and to evaluate Science textbook.
- Understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- Estimate the facilities required for the organization and maintenance of Science laboratory.
- Understand the special qualities of a Science teacher and to acquire those qualities.
- Understand the basic concepts in science for science teaching.
- Acquire a favourable scientific temper towards science teaching and values.
- Develops favourable positive attitude towards research on science teaching.

CONTENT OUTLINE

Unit 1: Nature of Science

Historical background of science – origin its Meaning, Scope, Nature -Science as a dynamic and expanding body of knowledge-Science as an interdisciplinary approach-correlation of science subjects – Science as a process of enquiry and a process of constructing knowledge – Science to the society-Value development- Intellectual, Utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

Unit 2: Aims and objectives of teaching Biological Science

Aims of learning Bizological Science Objectives of teaching at Secondary school level- Difference between Instructional Objectives and Learning Objectives – Learning objectives- General objectives-Specific objectives based on Bloom's taxonomy – Mastering on Collaborative vs Constructivist Perspectives in planning the lesson plan

Unit 3: Curriculum in Biological Science

Meaning –Curriculum Framework – Curriculum and Syllabus – Principles of curriculum construction – Approaches to curriculum – Development. – Recommendations of National curriculum frame work on science curriculum-Analysis of Biological science syllabi and textbooks of NCERT.

Unit 4: Teaching skills

Teaching Skills – meaning, analyitical approach to understand teaching learning process in biological science in terms of teaching skills – relevant teaching skills in teaching of biological science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills –Skill of Introduction – Skill of Explaining – Skill of probing questioning – Skill of demonstration - Skill of reinforcement -Skill of Stimulus Variation. Skill of black board – micro teaching as a technique for acquiring teaching skills – Link lesson practice

Unit 5: Learning resources

Science Textbook: Characteristics and evaluation of a good science textbook – use of text book
Science library: values, book selection and organizing library work in science.
Science museum: importance, essential and desirable item - preparation of museum materials, organization and management.

Unit 6: Organizing science related activities

Science club – Field trips/Excursions – Science Fairs/Exhibitions – Science hobbies – educational values

Unit 7: Methods of teaching biological science

Lecture method, Lecture-cum-Demonstration method.- laboratory method, - Project method, Heuristic approach, – Historical and Biographical approaches-Scientific method-Team-teaching. – Remedial teaching.

Unit 8: Facilitating Individual learning strategies

Individualization of instruction – Programmed Instruction-linear and branching type-Computer Assisted Instruction. – Role of Multimedia in teaching biological science.

Unit 9: Lesson plan

Lesson Planning – Essential features of Lesson Planning – Steps in Lesson Planning –Preparing Lesson Plan –different models/approaches for writing lesson plan - Unit Plan - Steps in Unit Planning

Unit 10: Content and pedagogical analysis

Analyze the content in science books for standard VI to IX from lesson plan point of view and Concretization of concepts – pedagogical analaysis of selected concepts for learning.

Modes of transaction:

Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method**,** Presentation by students, Demonstration of scientific experiments.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Critically compare Biological science syllabi of NCERT and State board at upper primary and secondary stage through respective website.
3. PreparationofThreelessonplansonanytopicofBiologicalScienceincludedintheSciencetext book ofsecondary / Hr. secondary school science subject.
4. Preparation of blue print for construction of achievement test.

5. Preparation of unit test for a unit in Biology.
6. Analysis of a Science text book report preparation.
7. During your internship programme, observe the normal class and report that Methods and techniques of teaching Biological l science used by the school teacher.
8. Museum collection (preserved plants and animals)
9. Collection of rare specimens(ie. seeds,insects, algae, shells and feathers)
10. Select one or two topic from upper primary or secondary biology syllabus – identify the learning difficulties – suggest suitable remedial measures.

Mode of Assessment:

Observation, Report preparation & Records, Assignment submissions, Seminar presentation, Development of Psychological test.

References:
1. Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karanpaper backs, NewDelhi.
2. Amin, J.A. (2011), Training science teachers through activities; towards constructivisim. USA: Lap-lambert publishing house.
3. Anderson, R. D. (1992). Issues of curriculum reform in science, mathematics and higher order thinking across the disciplines: The curriculum reform project. U.S.A: University of Colorado.
4. Bloom, Benjamin, S., Ed. (1958): Taxonomy of Educational Objectives, Handbook I- Cognitive Domain, Harcourt Brace & WorldInc., New York.
5. Carin. & Robert, S. (1989). Teaching modern science (5th edition). U.S.A: Merill Publishing
6. Chauhan.S.S. (1985) Innovations in teaching learning process, Vikas publishing House, Delhi.
7. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII.* Delhi.
8. Hassard J. (2000): Science as Inquiry. Good Year Books. New Jersey
9. Heiss, Obourn. & Hoffman. (1985) Modern science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
10. Jenkins, E. W. (1997). Innovations in science and technology education. (Vol.VI), Paris: UNESCO.]
11. Ramakrishna A (2012): Methodology of Teaching Life Sciences. Pearson. Delhi.
12. Sharma, R.C. & Shukla C. S. (2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, NewDelhi.
13. Sharma. R.C (2010): Modern Science teaching. Dhanpat Rai Publishing Company. NewDelhi.
14. Pandey, (2003). Major issues in science teaching. New Delhi: Sumit Publications.
15. Sharma, P.C. (2006). Modern science teaching. New Delhi: DhanpatRai Publications.
16. Siddifit, S. (1985). Teaching of science today and tomorrow. New Delhi: Doba's House.
17. Sonika Rajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education.
18. Monika davar. (2012), Teaching of science, New Delhi: PHI Learning Pvt. Ltd.,
19. Nayak, (2003). Teaching of physics. New Delhi: APH Publications.
20. NCERT. (2006), Elementary level syllabus vol-I. New Delhi. ISBN 81-7450-593-8
21. Yadav, M. S. (2003). Teaching of science. New Delhi: Anmol Publications.
22. UNESCO: Mordern Trends in Teaching Biological Sciences Vols III.

Web resources:
1. http://www.edutopia.org/blog/websites-for-science-teachers-eric-brunsell
2. http://naturalsciences.sdsu.edu/links.html
3. https://conbio.org/professional-development/education-programs
4. http://www.explorebiology.com/teachers/

Course - 7(x) Pedagogy of Social Science – Part 1

Credit: 4

Essence of the course:

This course sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. This course acquaint the preparation and administration of learning resources in the meaningful way. It develop the competency in making use of appropriate assessment system to apprise the learning outcomes. It also sensitize the learners about the various social issues and mould them to face the same in a plausible way.

Objectives

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

- acquire basic knowledge and skills to analyze and transact the Social Science curriculum effectively following wide-ranging teaching
- acquire a conceptual understanding on the process of teaching and learning Social Science
- sensitize and equip student teachers to handle social issues and concerns in a responsible manner.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
- Acquaint with different methods, approaches and techniques of teaching social science
- Develop ability to design different evaluation tools
- Develop practical skills for analyzing socio-economic, political and physical phenomena

CONTENT OUTLINE

Unit 1: Nature and Scope of Social Science

Meaning, Scope, Content and Concept of Social Science – Features of Social Science – Classification of Social Science - Difference between Social Science and Social Studies – Social Science relationship between History, Geography, Civics and Economics – Need and importance of Social Science in Modern age.

Unit 2: Aims and Objectives of Teaching Social Science

General and Specific aim of Teaching Social Science at secondary level – Relationship between the objectives of teaching Social Science with special reference to the objectives of Secondary education commission - anticipated outcomes of the Teaching of Social Science – The values inherent in Social Science: aesthetic, moral, utilitarian, intellectual and vocational – Values of National Integration and International Understanding.

Unit 3: Teaching skills

Teaching Skills – meaning, analyitical approach to understand teaching learning process in social science in terms of teaching skills – relevant teaching skills in teaching of social science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skills of explaining, questioning, stimulus variation, using black board, and closure– micro teaching as a technique for acquiring teaching skills – integaration of teaching skill – strategies – link practice

Unit 4: Design of Lesson Plan

Need and importance of lesson plan – steps in lesson plan – Stating of instructional objectives-offering appropriate learning experiences to achieve the formulated objectives, – different models/approaches for writing lesson plan – preparation of unit plan

Unit 5: Methods and approaches for Teaching Social Science

Approaches: learner centered approach and activity centered approach, group learning, and problem solving – Methods: observation method, project method, field trip, dramatization, discussion, assignment, lecture method, and Team teaching.

Unit 6: Self-Instructional Modules in Social Science Teaching

Programmed learning –Linear and Branching programme – Computer Assisted Instruction – Group Directed Instructional Modules.

Unit 7: Technological Media in Social Science Teaching

Hardware and Software approach-Multimedia in social science teaching.

Unit 8: Evaluation of Teaching and Learning in Social Science

Importance of evaluation – tools and techniques of evaluation in social science – characteristics and criteria for the preparation of different objective test items, short answer and essay questions in Social Science - Preparation of an achievement test , Preparation of blue print, Diagnostic test and remedial teaching.

Unit 9: Supporting Devices of Social Science Teaching

Educational Excursion, Field Trips – Social Science laboratory – Social Science Class room – Museum – Social Science Library – utilization of community resources- Bringing community to the school-taking school to the community, Teaching of current affairs and social issues.

Unit 10: Pedagogical analysis of content in Social Science at Secondary level

Stage – I - 6th to 8th Standard Social science text book. Stage – II - 9th and 10th Standard Social science text book.

Mode of Transaction

Lecture cum discussion**,** Dramatization, Field visit, Debate, Panel Discussion.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of a practical records on the basis of the observation of school practice undergone during the first week of internship
3. A detailed report may be prepared after visiting the various institutions which are practicing innovative approach in transaction modalities
4. Organizing field trip to any one of the place of historical importance.
5. Newspaper analysis.

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi,Third Edition:1999,

2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition –Wesley Publishing Co., Reading, Massachusetts.

3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York

4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi

5. Kochar S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers

6. Mangal S K & Uma Mangal (2014 rp) Teaching of Social Science,PHI Learning private Ltd, New Delhi.

7. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edion:2004.

8. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004

9. UNESCO: New Source Book for Teaching of Geography, UNESCO

10. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

Course - 7(xi) Pedagogy of Computer Science – Part 1

Credit: 4

Essence of the course:

    This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

Objectives:

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

- enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels.
- help the students teachers in acquiring skills relating to planning lessons and presenting them effectively.
- familirise the student teachers with the various methods of Teaching Computer Science.
- understand the Computer Science curriculum and various approaches.
- make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- enable the student teachers acquire knowledge on Computer Evaluation.

CONTENT OUTLINE

Unit 1: Introduction to Computers

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

Unit 2: Aims of Teaching Computer Science

    Introduction – Aim and Objectives of Teaching Computer Science – based on Bloom's Taxonomy of Educational objectives – Computer Science Teaching at different levels: Primary, Secondary and Higher Secondary levels.

Unit 3: Teaching skills

    Teaching Skills – meaning, analyitical approach to understand teaching learning process in computer science in terms of teaching skills – relevant teaching skills in teaching of computer science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Set induction - Skill of explaining, stimulus variation, reinforcement, Questioning, Blackboard writing, Skill of Demonstration - Skill of Closure – micro teaching as a technique for acquiring teaching skills – integaration of teaching skill – strategies – link practice

.

Unit 4: Lesson, Unit and Year Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes. – Different models/approaches for writing lesson plan – Unit Planning: Preparation and use of unit plan, Year planning

Unit 5: Methods of Teaching in Computer Science

Lecture- Lecture – cum – demonstration - Demonstration – Problem Solving – Project Method – Scientific Method – Analytic and Synthetic Methods, Inductive-deductive approaches of teaching computer science; Individualized instruction-Concept - Self learning - programmed learning - computer- assisted learning (CAI) - Computer Managed Learning

Unit 6: Instructional Aids

Meaning of the term instructional aids - use and importance of instructional aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids: The first approach, The second approach, the technological approach, The Edgar Dale Cone classification approach – Instructional material or teaching aids: Epidiascope – Overhead Projector – Black board – Visual Media – Charts- Maps –Graphs – Diagrams – Interactive Whiteboard – PowerPoint Presentation (Multimedia Presentation- preparation and use of the instructional media)

Unit 7: Curriculum in Computer Science

Introduction – Meaning – Definition – Principles of Curriculum development, Selection of content and organization of subject matter - Approaches to the organization of computer science curriculum: correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach - Present status of Computer Science in Secondary and Senior secondary education

Unit 8: Computer Organization

Introduction – Components of Digital Computer – Functional units of Computer System – Memory Unit: Read Only Memory (ROM), Random Access Memory (ROM), PROM, EPROM and EEPROM – Central Processing Unit (CPU) – Arithmetic Logic Unit (ALU) – Input and Output devices – Storage devices: Hard disk, Magnetic Tape, Floppy disk, Optical disk – Software: Software Classification, Operating System: Introduction, Basic functions of OS, Classification of OS.

Unit 9: Text Books, Assignment and Review

Computer Science Textbook: Meaning – Qualities of good computer science text book –- value of the computer science library. Assignment- types –need-characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

Unit 10: Evaluation in Teaching of Computer Science

Introduction - Meaning – Definition – objective based evaluation – tools and techniques in evaluation – evaluation for achievement, diagnosis, prediction and remedial measures – Criterion and Norm referenced tests- Construction of different types of test: Principles of test

construction and administration of an achievement test- Blue print – Characteristics of a good test – Item analysis – Continuous and comprehensive evaluation – Formative and summative assessment – Grading pattern – Computer Aided Evaluation – Online Examination.

Mode of Transaction

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: task and assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare digital lesson plan
3. Conduct Online Quizzes or E- Quizzes
4. Prepare E-Content (any two topics)
5. Develop a CAI Package (Using Visual Basic Programming)
6. Prepare any two E-assignments
7. Prepare Program Learning Material

Mode of Assessment

Written tests, task and assignments.

References:
1. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.
2. Aruna .A (2014). Micro-Teaching. Chennai: UMi Media Integrators.
3. Carl Hamachar, Zvonko Vranesic and Safwa Zaky (2002). Computer Organization. New York: McGraw Hill Higher Education.
4. Chauhan, S.S (1985). Innovations in Teaching Learning Process. New Delhi: Vikas Publishing House.
5. Deivam M (2014). Teaching of Computer Science. Madurai: Jayalakshimi Publication.
6. Jessie S.Modi (2010). Micro-Teaching: Techniques and Practice. New Delhi: Shipra Publication.
7. Murthy et.al (1999). Fundamental of Information Teachnology. Mumbai: Himalaya Publishing House.
8. Mangal S.K. Mangal Uma. (2012). Essential of educational technology. New Delhi: PHI publication.
9. Mohanty Jagannath (2010). Educational Technology, New Delhi: Deep & Deep publication.
10. Neil A. Sheldon (2001). Fundamental of Computing. London: Hutchinson & Co (publisher)
11. Patrick Hall (1989). Introduction to PC Computing. England: Sigma press.
12. Passi B.K (1976). Becoming a Better Teaching and Microteaching Approaches. Ahamadabad: Sahitya Mudranalaya.
13. Packiam.S.,(1986), Curriculum Innovations and Educational Technology, Delhi: Doaba House.
14. Rajasekar S (2010). Methodology of Teaching Computer Science. Hyderabad: Neelkal Publication.
15. Shelly, Cashman, Vermaat (2002). Discovering computers. USA: Thomson Course Technology.

Course - 7(xii) Pedagogy of Home Science – Part 1

Credit: 4

Essence of the course:

The pedagogy of Home Science focuses on developing the ability of the future teachers to transact Home Science in inclusive class rooms at high secondary level. Various skills involved in the transaction of curriculum have been given more importance. Approaches in teaching Home Science, curriculum, teacher's plan of action have been given more importance.

Objectives:
At the end of the course, the student teacher will be able to
- enable the student teacher
- develop a broad understanding of the principles and procedures used in Home Science
- develop Home Science teaching competency.
- understand and appreciate the importance of Home Science in school education.
- have a critical study of learning Food & Nutrition, Human Health and Hygiene under Home Science Curriculum.
- develop the skills necessary for preparing modern science education
- Prepare acceptance lesson models which lay down these procedures to the adopted for preparing designs of lessons.
- Manage introductional activity in such a way that the vast majority of the learners attain most of the objectives

CONTENT OUTLINE

Unit 1: Nature and Scope of Teaching Home Science

Concept of Home Science, meaning of Home Science, scope of Home Science, importance and value of Home Science, interdisciplinary linkages, home science and society.

Unit 2: Aims and Objective of Teaching Home Science

Objectives of teaching home science, goals and objectives of teaching home science, advantages of using instructional objectives in behavioural terms – knowledge, comprehension, application, skill, scientific attitudes, interests.

Specific objectives of different content areas in home science, solving problems of everyday life, facts and principles of teaching home science.

Unit 3: Methods of Teaching Home Science

Scientific methods – observation, enquiry, hypothesis, experimentation, data collection, generalization. Inductive and deductive procedures, lecture cum discussion method, lecture cum demonstration method, laboratory method, question-answer method.

Unit 4: Approaches in Teaching Home Science

Heuristic method, project method, biographical approaches in teaching home science, communication in teaching home science, collaborative learning and experimental learning in home science, facilitating learners for self-study.

Unit 5: Teaching skills

Teaching Skills – meaning, analyitical approach to understand teaching learning process in home science in terms of teaching skills – relevant teaching skills in teaching of home science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – set induction(introduction), explanation, questioning, demonstration, blackboard writing, closure, reinforcement, stimulus variation, illustration, micro teaching as a technique for acquiring teaching skills – integaration of teaching skill – strategies – link practice.

Unit 6: Curriculum in Teaching Home Science

Principles of curriculum development, selection of content and organisation of subject matter, status of home science curriculum in senior secondary education.

Unit 7: Teacher's Plan of Action

Lesson plan for teaching of home science – importance of lesson plan, good lesson planning, merits and demerits, writing instructional objectives – planning for specific behavioural change, catering different abilities of pupils in a class. Preparation for practical lesson plan. – Different models/approaches for writing lesson plan

Unit 8: Home Science Laboratory

Planning, organisation and maintenance, developing lab routine, safety in lab, accident and first aid, Practical work in home science, challenges while conducting practical, maintenance of records – stock registers and account books, evaluation of practical work.

Unit 9: Instructional Material and Teaching Aids

Audio-visual aids in teaching home science, hardware and software approaches in teaching home science, instructional use of software – graphics, models, PowerPoint presentations, transparencies, films, audio CDs, video CDs. Instructional use of hardware – projector, overhead projector, radio, CCTV and television.

Unit 10: Evaluation in Teaching Home Science

Evaluation of student's achievements in home science, techniques and tools of evaluation, written examination- merits and demerits, construction of unit tests - marking scheme, interpretation of result. Comparison between teacher-made test and standard test.

Mode of transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Home Science Lab activities

Practicum: Task and Assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of radio and TV lessons.
3. Preparing teaching aids – models, graphs, short answer tests, score cards.
4. Development of evaluation device – essay type and unit tests.
5. Development and administration of test papers and submission of reports.
6. Plan of equipment's for home science lab in schools.
7. Critical study of home science syllabus in senior secondary schools.
8. Demonstration of practicals in senior secondary.

Mode of Assessment:

Evaluation based on documentation (written), Address the level of pupil involvement in Group Discussion, Performance evaluation (seminar, project and assignment), Monitor the ability to distinguish between similar concepts, Use of Checklist to monitor, rate performance in each skill

References:
1. Teaching of Home Science- B.L.Sharma Published by Vinay Rakheja-Meerut.
2. Principles of Home Science-S.R.Sharma and Kaushik, Anmol Publications Pvt .Ltd. New Delhi.
3. Teaching of Home Science-Seema Yadav, Anmol Publications New Delhi.
4. Teaching of Home Science- Mujibul Hasan Siddiqui, APH publishing corporation New Delhi.
5. Nutrition Education- R.S.Reddy, Commonwealth Publisher, New Delhi.
6. Graha Vighyan shikshan- Anita Varma, Vijay Prakashan Mandir, Varanasi.
7. Fundamentals of Teaching of Home Science-Arvindra Chandra, Anupama Saha, Sterling publisher private limited, New Delhi.
8. Food Science and Nutrition-Archana Satarkar, ABD publisher, Jaipur.
9. Nutrition Education- V.Sreedevi, Discovery publishing house, New Delhi.

Course - 7(xiii) Pedagogy of Commerce I – Part 1

Credit: 4

Essence of the course:

In the 21st century, the world is becoming more and more dependent and the concept of global village has made the people to look for commodities from global market. The knowledge society with ICT and scientific development is expecting a different types of knowledge and skills from the teachers and learners in the field of Commerce and Accountancy This course is designed to enable the student teacher to develop a positive attitude towards the teaching and learning of Commerce and Accountancy with the knowledge on the curriculum

Objectives:

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

- acquire knowledge of the terms and concepts used in Commerce and Accountancy
- understand principles of Curriculum and commerce education;
- apply the knowledge in teaching higher secondary Commerce and Accountancy;
- develop skills in preparing commerce curriculum,
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT

Unit 1: Commerce

Business- Industry and Commerce –meaning- definition-classification- trade, transport, warehouse, banking, insurance, and advertisement - comparison of commerce with other subjects - share market –consumerism - e commerce.

Unit 2: Forms of Organization

Sole trade, HUF -partnership, companies, co-operatives and government organizations.

Unit 3: Book keeping

Book keeping –Accountancy – Journal – Subsidiary books –Ledgers-Trail balance –Errors and rectification

Unit 4: Accountancy

Trading, Profit and Loss Accounts - Balance Sheet – Partnership and company Accounts – Auditing-Interpretation of financial statements - Electronic Accounting - Tally-VAT (Value Added Tax) calculation

Unit 5: Electronic commerce and Accountancy

Meaning, importance - developments and their relevance in the digital world. Moving e commerce to e business – developing excellence

Unit 6: Commerce Education

Commerce Education – historical development– present status in secondary and higher education-teaching basic skills-general commerce education –specific job training for

business- teaching of Book keeping and Accountancy – integration of Commerce with other subjects– Consumer Education.

Unit 7: Aims and Objectives

Aims , Objectives and Values of learning Commerce and Accountancy-Objective based instruction (OBI)-Bloom's Taxonomy –cognitive, affective, and psycho motor domains-Specification – meaning - principles – Importance in Teaching and Learning and evaluation– effective teaching

Unit 8: Curriculum

Curriculum – principles involved in the curriculum construction - XI and XII standard Commerce and Accountancy syllabi – academic and vocational curriculum – vocational areas identified in the Higher Secondary Stage under the heading "Business and Commerce" – selection of materials – gradation of materials for School and College level. Comparison of CBSE and State Board Commerce and Accountancy Syllabi. Impact of social, economic, political & technological changes in education and in commerce education.

Unit 9: Approaches in learning Commerce

5E learning model – Collaborative learning approach –Problem solving approach – Concept mapping – Experiential learning –Cognitive conflict – Inquiry approach – Analogy strategy

Unit 10: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in commerce in terms of teaching skills – relevant teaching skills in teaching of commerce – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI – e-learning and other self- learning methods

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Visits to banks, insurance houses, warehouses, trade centers, companies or to any other business houses .Prepare a report and submit in your class for peer review.
3. Collection of business documents, newspaper and magazines articles (cuttings), business forms etc. for classroom discussion and maintaining a record.
4. Prepare a reflective report based on your search in the internet regarding e commerce development and sharing with your peer group.
5. Construct a new Commerce curriculum for school level to enrich the present higher secondary education and report it in the class for peer reflection.
6. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:
1. Mohammed Sheriff Khan (1982) Commerce Education. New Delhi: Sterling Publishers Private Limited
2. Muthumanickam, R (2004) Educational objectives for Effective planning and Teaching, Chidambaram Cyber land Publisher.
3. Ornstein Allen C. and Francis P. Hunkins (1988) Curriculum: Foundations, Principles and Issues, New Jersey: Prentice Hall.
4. Saylor J. Galen, William M. Alexander and Hollis L. Caswell (1956) Curriculum Planning, New York : Rinehart and Company, Inc
5. The Tamil Nadu Government Gazette Education, May 24 1978 – Academic Subjects – Syllabi for Higher Secondary Courses.
6. The Tamil Nadu Government Gazette, Education May 24, 1978 – Vocational Subjects - Syllabi for Higher Secondary Courses
7. Nagarajan .K.L.,N. Vinayagam , M. Radhasamy and S. V. Vasudevan (1977) Principles of Commerce and Commercial Knowledge ,New Delhi :S .Chand & Company Ltd.
8. National Council of Educational Research and Training. (2006) National Curriculum Framework 2005 –Aims of Education, New Delhi: NCERT Publication.

WEB Resources:
1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.sitesforteachers.com
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
10. www.consumer.vic.gov.au
11. www.ctforg.in
12. http://www.tutorialspoint.com/e_commerce/
13. https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility
14. http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html
15. http://www.dynamicwebs.com.au/tutorials/e-commerce.htm
16. http://www.tallyschool.com/free-tally-course-online/
17. http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/
18. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally

Course - 8 PEDAGOGY OF A SCHOOL SUBJECT 2 (PART 1)

Course - 8(i) Pedagogy of Tamil II – Part 1

தமிழ் கற்பிக்கும் முறைகள் II - பகுதி 1

Credit: 4

அடிப்படைக் கோட்பாடு:

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். வகுப்புக் கற்பித்தலுக்கு நுண்ணிலைக் கற்பித்தலின் தேவையை அறிந்திருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலான பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்

நோக்கங்கள்:

- தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.
- கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.
- உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.
- அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.
- கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.
- பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.
- கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்தல். நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.
- மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.
- கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயின்படுத்த பயிற்றுவித்தல்.

அலகு 1: மொழியின் இயல்புகள்

மொழிப்பாடத்தின் நோக்கங்கள் - தாய்மொழிக் கல்வியின் முக்கியத்துவம் - எண்ணத்தை வெளியிடுங் கருவி - சிந்தனை ஆற்றலை வளர்க்கும் முறை - சமூகப் பண்பாட்டு மரபினை அறியும் கருவி - சூழ்நிலையைப் புரிந்துகொள்ளும் ஆற்றல் - வாழ்க்கை நுகர்வுகளை எடுத்தாளுதல்

அலகு 2: கலைத்திட்டமும் தமிழும்

தேசியக் கல்விக் கொள்கையின் குறிக்கோள்கள், பரிந்துரைகள் - கலைத்திட்டத்தில் தாய்மொழியின் பங்கு - தமிழ் கற்பித்தலின் குறிக்கோள்கள், நோக்கங்கள்- தொடக்க, இடைநிலை, மேல்நிலைப் பள்ளிகளில் பயிற்றுமொழியாகத் தமிழ் - பிற பாடங்களைக் கற்பிக்கும் ஊடகம் - இரண்டாவது மொழியாகத் தாய்மொழியைக் கற்பித்தல்

அலகு 3: நுண்ணிலை கற்பித்தல்

நுண்ணிலை கற்பித்தல் - வரையறை - திறன்கள் - முக்கியத்துவம் - சுழற்சி அமைப்பு-திறன்பயிற்சிகள் - இணைப்புப் பயிற்சிகள், நிறை, குறைகள்.

அலகு 4: பாடத்திட்டம் தயாரித்தல்

பாடத்திட்டம் தயாரித்தலின் தேவை - முக்கியத்துவம் - புளூமின் கற்பித்தல் கோட்பாடுகள்-பாடத்திட்டத்தின் படிநிலைகள் - அணுகுமுறைகள்- அலகுத்திட்டம் - பாடத்திட்டத்திற்கும் பாடக்குறிப்பிற்கும் உள்ள வேறுபாடுகள்.

அலகு 5: பாடங்களைக் கற்பித்தல் நோக்கங்களும் முறைகளும்

செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் கற்பித்தல் - பொது நோக்கங்கள் - சிறப்பு நோக்கங்கள் - முறைகள் - வேறுபாடுகள் (ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பு வரையில் உள்ள தமிழ்ப் பாடங்களைப் பாடத்திட்டத்தின் அடிப்படையில் கற்பித்தல் பயிற்சிகள்)

அலகு 6: தாய்மொழி பயிற்றுமுறைகள்

பண்டையகால, இக்கால கற்பித்தல் முறை - விளையாட்டுமுறை - நடிப்புமுறை - செயல்திட்டமுறை - தனிப்பயிற்சிமுறை - மேற்பார்வைமுறை - பள்ளியில் தமிழ் பயிற்றுவிக்கப் பாடத்திட்டம் தயாரிப்பதன் அவசியம் - ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பிற்கான தமிழ்ப் பாடக்கருத்துகளை அறிதல்.

அலகு 7: தமிழ் கற்பித்தலில் தொழில் நுட்பக் கருவிகள்

தேவைகள் - முக்கியத்துவம் - திரையில் அமையும் கருவிகள், திரையில் அமையாக் கருவிகள் - வானொலி - தொலைக்காட்சி - ஒலிப்பதிவு நாடாக் கருவி - படச்சுருள் - ஒலி, ஒளி குறிப்புகள் - திட்டதிரவ வீழ்த்தி - தலைமேல் பட வீழ்த்தி- வரைபடம், மாதிரிகள், அட்டைகள், இணையம்.

அலகு 8: கேட்டல்,பேசுதல் திறன்கள்

கேட்டல் திறன் - முக்கியத்துவம் - கேட்டலின் வழிக் கற்றல் - கேட்டல் திறனை வளர்க்கும் வழிகள் - நன்மைகள் - பேசுதல் திறன் - வாய்மொழி பயிற்சி அளிக்கும் முறைகள் - நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருந்தாப் பேச்சின் குறைகள் - களையும் வழிமுறைகள் - நா நெகிழ் பயிற்சி - நா பிறழ் பயிற்சி

அலகு 9: படித்தல் , எழுதல் திறன்கள்

படித்தல் திறன் - முக்கியத்துவம் - படிக்கக் கற்பித்தலின் நோக்கங்கள் - எழுத்துக் கூட்டுதல், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், நிறை, குறைகள் - எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - எழுதுதல் திறன் - எழுதுவதற்கான தொடக்க நிலை - எழுதுவதற்குமுன் பயிற்சி - நல்ல கையெழுத்தின் இயல்புகள் - எழுதுதலின் வகைகள்

அலகு 10: மொழி ஆசிரியர்

மொழி ஆசிரியரின் இயல்புகள் - கல்வித் தகுதிகள் - தொழில் திறனை மேம்படுத்துதல் - பணியிடைப் பயிற்சி - வகுப்பு மேலாண்மை - மன எழுச்சிசார் சூழல்கள் - தலைமைப் பண்பு - சிறப்புகள் -சமுதாயப் பங்களிப்பு.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணையம் வழிக் கற்பித்தல், பாடல் மூலம், நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிற்நுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

பார்வை நூல்கள்

1. இரத்தின சபாபதி, பி. செம்மொழிக் கல்வி, சாந்தா பப்ளிஷர்ஸ், சென்னை.
2. கணபதி,வி. (1989) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷ்ஸ், சென்னை.
3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளும்ஸ், காந்திகிராமம்.
4. கோவிந்தராசன், மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை.
5. தட்ணாமூர்த்தி, 2013. வகுப்பறைக்கு வெளியே, புதுவை அறியவியல் இயக்கம், புதுச்சேரி.
6. துளசிதாசன், 2010. கனவு ஆசிரியர், பாரதி புத்தகாலயம்,சென்னை.
7. வேணுகோபால், இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

Course - 8(ii) Pedagogy of English II – Part 1

Credit: 4

Essence of the course:

Equipping the student with English knowledge for communication and Literature for appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:

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

- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Foundation and importance of English language teaching

Meaning, Nature of English Language-English as a First Language; English as a Second Language (ESL); English as a Foreign Language (EFL)-English in Post-colonial times- History and Position of Languages in India; Kothari Commission (1964-66); NPE-1986 National Curriculum Framework-2005(language education)-Principles of English Language Teaching.

Unit 2: Aims and objectives of teaching English as a second language

Aims of teaching English at the primary, Secondary and higher secondary level. English as a Link Language – Functions of language, Linguistic Principles of English Language Teaching; a Library Language, Window on the west, English as an asset language- Objectives of teaching English as a second language – a) skill based (LSRW); b) ICT Language- Difference between learning a mother tongue and a foreign language.

Unit 3: Teaching skills

Teaching Skills – meaning, analyitical approach to understand teaching learning process in English in terms of teaching skills – relevant teaching skills in teaching of English as second language – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skill of stimulus variation, probing questions, using black board, reinforcement and explaining – using micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Methods of teaching English

Direct method, Bilingual method, Dr. West method, Audio-video method – CAI (Computer assisted Instruction), CALT (Computer assisted language teaching), CLT (Communicative language teaching)- Play-way method.

Unit 5:   Acquisition of language elements

Parts of speech, Tense forms, sentence – classification; types of sentences – simple, compound and complex; pattern of sentences, forms of sentences: active and passive and question tags.

Unit 6: Lesson Plan format- Prose

Planning of the lesson –Need, Features and Advantages of lesson plan – different models/approaches for writing lesson plan – Planning a Prose Lesson (Herbartian steps) - aims and objectives of teaching Prose-Identifying and listing language material to be taught (New lexical items and structures).

Unit 7: Lesson plan format-Poem

Concept, aims and objectives of teaching poetry in second language – Poetic devices-Difference between prose and poetry teaching- Steps of preparing a lesson plan on poetry.

Unit 8: Technology resources for English language teaching

Concept and use of A.V. aids in the teaching of English: Black board and white board, flannel board, bulletin board, flash cards, posters and flip charts, video clips, pictures, photos, puppets, postcards and advertisements, newspapers, brochures, Realia. Over Head Projector (OHP), Radio, T.V., role of computers, Power point presentation, Language laboratory and language games.

Unit 9: Skill of listening

Concept of listening in second language-Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 10: Teaching of receptive skills - skill of reading

Concept of reading in second language-Mechanics of reading (Eye span, pause, Fixations, Regression and speed) Types of reading: Skimming, Scanning, Browsing, SQ3R, Silent reading, reading aloud, Intensive reading and Extensive reading.

Mode of Transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment
1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of English language teaching
3. Oral Communication tasks

4. Language Lab activities
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure
8. Dramatization and miming.
9. Project on formation of new words
10. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
11. Assignments & Library work
12. Preparation of audio visual aids(PPT, Charts, Models)
13. Listening to radio news and responding to questions.

Mode of Assessment:

Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:
1. Ahuja and Pramila Ahuja, G.C. (1994) How to increase reading speed, Sterling Publishers.
2. Balasubramaniam.T (1990), The Text Book of English phonetics for Indian Students, Macmillan.
3. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman.
4. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing
5. Billows, F. L.: The Techniques of Language Teaching, London Longman, 1975.
6. Bista, A.R.: Teaching of English. Sixth Edition. Agra: Vinod Pustak Mandir, 1965.
7. Bright and McGregor: Teaching English as Second language, Longman.
8. Bright, J.A.: Teaching English as Second Language. London: Long Man Group, 1976.
9. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199–224). New York: McGraw Hill.
10. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
11. Chaudhary, N.R. 1998: Teaching English in Indian Schools. New Delhi: H. Publishing.
12. Davidson, (2008), new methods of teaching English, NewDElhi-2: Karan Paper packs.
13. Elizabeth, M.E.S. (2010): Methods of Teaching English, Discovery Publishing House.
14. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156–157.
15. Françoise Grellet. (1986) Developing reading skills, CUB.
16. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold.
17. Heaton. J.B (1986), English Language Tests, Longman.
18. John Seely (1998) The Oxford guide to writing and speaking OUP
19. Lado, Robert (1971) : Language teaching, New Delhi: Tata Mcgraw Hill Publishing house.
20. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge.
21. Paliwal A.K.(2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur.
22. Palmer, H.L. (1964-65): The Principles of language study, London: O.U.P.
23. Roach, peter, (1991): English Phonetics and Phonology. Cambridge, C.P.U.
24. Singh, M.S. (2007): Teaching of English. New Delhi: Adhyayan Publisher and Distributors.
25. Tarafder, S.K. (2008) Teaching of English, NewDelhi: A.P.H Publisher Corporation.
26. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
27. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House Pvt. Ltd.

Course - 8(iii) Pedagogy of Hindi II – Part 1

Credit: 4

पृष्ठभूमिः

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए है। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: लिपि एवं भाषा

देवनागिरी लिपि की वैज्ञानिकता एवं अन्य भारतीय लिपियों से निकटता — भाषा-विकास में लिपि का महत्व — हिन्दी भाषा का पाठ्यक्रम में स्थान

इकाई 2: नवीनतम शिक्षण पद्धतियां एवं भाषा शिक्षण

किण्डन गार्टन - उद्देश्य, गुण-दोष एवं उपयोगिता —प्रयोजना विधि - दर्शन एवं उपादेयता — डाल्टन पद्धति की उपादेयता — खेल पद्धति की बालकेन्द्रित शिक्षा प्रणाली से निकटता — हिन्दी शिक्षण विधियों में कम्प्यूटर का समावेश

इकाई 3: जनसंचार माध्यम एवं हिन्दी का विकास

समाचार पत्र-पत्रिकाएं एवं शोध-पत्र — इलेक्ट्रोनिक जनसंचार एवं हिन्दी का विकास — चलचित्र,नाटक एवं कथा श्रृंखलाऐं — हिन्दी भाषा के हिन्दुस्तानी स्वरूप में जनसंचार माध्यमों की भूमिका — हिन्दी भाषा का सामासिक स्वरूप

इकाई 4: भाषा प्रयोगशाला-भाषा शिक्षण का अभिन्न अंग

भाषा प्रयोगशाला की आवश्यकता एवं वर्तमान स्थिति — भाषायी कौशल वृद्धि एवं भाषा प्रयोगशाला का अभिन्नता — भाषा-प्रयोगशाला की सीमाएं — भाषा-प्रयोगशाला में प्रयुक्त किये जाने वाले आवश्यक उपकरण — भाषा-प्रयोगशाला में कम्प्यूटर का महत्व

इकाई 5: निदानात्मक एवं उपचारात्मक शिक्षण

निदानात्मक शिक्षण का अर्थ एवं आधुनिक स्वरूप — निदानात्मक शिक्षण की प्रमुख विधियां — उपचारात्मक शिक्षण की आवश्यकता एवं महत्व — हिन्दी भाषा ज्ञान में पिछड़े छात्रों के लिए उपचारात्मक शिक्षण — हिन्दी भाषा ज्ञान में पाये जाने वाले पिछड़ेपन के कारण एवं निदान

इकाई 6: भाषा-समृद्धि के व्याकरणिक अवयवों का शिक्षण

हिन्दी भाषा में रस, छन्द, अलंकार का महत्व — हिन्दी भाषा में सन्धि,समास तथा व्याकरणिक चिन्हों की महत्ता — विभिन्न व्याकरणिक अवयवों के शिक्षण में अपनायी जाने वाली सावधानियां — हिन्दी साहित्य की विभिन्न विधाओं की संक्षिप्त झलक — हिन्दी शिक्षण में मुहावरे और लोकोक्तियों की उपादेयता

इकाई 7: हिन्दी साहित्य में भावाभिव्यक्ति के विभिन्न माध्यम

सम्पादकीय एवं सम्पादक के नाम पत्र — प्रहसन,नाटक,नुक्कड़ नाटक, कवि गोष्ठी एवं साहित्यिक गोष्ठी — रिपोतार्ज एवं कार्टून — अन्त्याक्षरी,वाद-विवाद एवं संवाद, नृत्य — कहानी, लघुनाटिका एवं एकल अभिनय

इकाई 8: समालोचना एवं उसकी शिक्षा

समालोचना का महत्व एवं स्वरूप — भारतीय समालोचना शासन का विकाय — समालोचन- एक कौशल के रूप में — वर्तमान हिन्दी साहित्य के समालोचक — समालोचक के अपेक्षित गुण- रीति एवं शैली के सन्दर्भ में

इकाई 9:

अहिन्दी भाषी क्षेत्रों में अध्ययनरत विद्यार्थियों के लिए सफल हिन्दी शिक्षण की चुनौतियां - संक्षिप्त झलक. — हिन्दी - एक राष्ट्रभाषा. — हिन्दी - एक राजभाषा — राजभाषा की दृष्टि से भारत के विभिन्न प्रान्तों का सूचीकरण - संक्षिप्त झांकी — हिन्दी की संवैधानिक स्थिति और राष्ट्रभाषा के रूप में विकसित होने मे आने वाली चुनौतियां

इकाई 10: हिन्दी साहित्यकारों का संक्षिप्त विवरण

मुगलकालीन भारत में हिन्दी साहित्यकार – ब्रिटिशकालीन भारत में हिन्दी साहित्यकार – आधुनिक भारत में हिन्दी साहित्यकार – कुछ उभरते हिन्दी साहित्यकार – साहित्यकारों के सम्मुख उभरती सामाजिक चुनौतियां

(इकाई–10 में सम्मिलित इकाइयों के माध्यम से छात्राध्यापक/ छात्राध्यापिका से अपेक्षा की जाती है कि वह हिन्दी साहित्यकारों का आधारभूत ज्ञान अवश्य रखें)

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Other practicum activities relevant to the syllabus.

संदर्भ-ग्रंथ

1. डॉ. विजयराघव रेड्डी – हिन्दी शिक्षण अन्य भाषा के संदर्भ में
2. कामता प्रसाद गुरू – हिन्दी व्याकरण
3. डॉ. रामचन्द्र वर्मा – अच्छी हिन्दी
4. डॉ. नामवर सिंह – आधुनिक साहित्य की प्रवृत्तियां
5. डॉ.रामसजन पाण्डेय – विविध साहित्यिक वाद
6. डॉ.लक्ष्मीनारायण शर्मा – देवनागरी लिपि और वर्तनी
7. डॉ.रघुनाथ सफाया – हिन्दी शिक्षण
8. डॉ.रामदेव पी. कथूरिया – सूक्ष्म शिक्षण
9. केन्द्रीय हिन्दी संस्थान के प्रकाशन –1. हिन्दी का वैज्ञानिक व्याकरण
    2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था
    3. हिन्दी शिक्षण विविध आयाम
    4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य
    5. द्वितीय भाषा शिक्षण में अभिक्रमित अधिगम की तैक्नालॉजी
    6. भाषा शिक्षण तथा भाषा विज्ञान

Course - 8(iv) Pedagogy of Malayalam II – Part 1

Credit: 4

Essence of the course:

This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. It helps to prepare and use the various teaching aids in learning of Malayalam. It also develops the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:

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

- develop positive attitude towards mother tongue (Malayalam), the rich and vivid culture of Kerala, Arts of Kerala and Folklore etc.
- develop the five basic skills such as reception, expression, creative ability, aesthetic sense and productivity.
- develop linguistic abilities – vocabulary sentence pattern, proverbs, idioms, grammatical structure etc.
- develop an insight into the historical and contemporary relationship with other Dravidian languages, Indo-Aryan languages.
- acquaint the trainee with advanced development in the theory relating to the teaching of mother tongue.
- acquaint the trainee with some of modern methods, techniques, procedures in teaching mother tongue.
- help the student to improve his professional competency and consciousness as a language teacher.
- acquaint the trainee with the use of different teaching aids, materials and media used in language teaching.
- develop computer skill in curriculum transaction.

Unit 1: Values of Teaching Malayalam

Disciplinary and cultural values: Mother tongue as medium and experiences – Means of developing imagination, aesthetic taste and creative talents - Mother tongue as the key to social and cultural heritage. To inculcate social, moral and spiritual values – perception, expression, appreciation and culture.

Unit 2: Values of Teaching Malayalam – Application consideration

Application consideration: The correlation of the study of Malayalam with other languages. How far the knowledge in the mother tongue can be utilized in the study of other languages Sanskrit, English, Hindi and Tamil - Helps the covering of a major area of human experiences - Gives the essential basis for the study of all other languages and subjects in curriculum.

Unit 3: Instructional Objectives

Concept of objective based instruction – Relationship among the objectives – learning experience and evaluation - Instructional objectives and specification of Malayalam with

special reference to Bloom's Taxonomy - The aims and objectives of teaching mother-tongue at the school level.

Unit 4: Techniques and Strategies of Teaching Malayalam

Mother-tongue as medium of thoughts and communication of ideas, emotions and experiences – means of developing imagination, aesthetics taste, creative talents – key to social and cultural heritage – inculcate social, moral and spiritual values – reception, expression, creative ability, aesthetic sense and productivity – importance of language in life – especially mother tongue – education – culture, thinking special life technology and democracy.

Unit 5: Methods of teaching Malayalam

Old methods – indigenous oral method. Methods – merits and demerits – new trends in the methods of teaching – direct method – play – way – Dalton plan – dramatization – creative activity – inductive, deductive, assignment modern innovation on education – systems approach – programmed instruction, interaction analysis,

Unit 6: Educational technology used for learning Malayalam

Computerized instruction, stimulation in teaching, micro teaching - Listening – various listening activities – hearing – visual impressions – radio, speech, film, television, pictures, charts etc. How to prepare children for listening – importance of listening – basis of language learning - Oral work – importance of oral work as basis of language learning – social and cultural importance – the value of subconscious comprehension before speech.

Unit 7: preparation and use of various learning aids in Malayalam

Use of Audio-visual aids – Radio, TV, OHP, Video, Language Lab, Internet, CD, Clippings, Pictures, Charts, Models etc. - Newspaper language – Style – Structure of News-Heading – Credit line (By line) – Place line – Inro (lead) – Body – Nature of news - Radio language - Advertisement language - New generation medias and its language – History of social networks – Educational possibilities of social media – Youtube – Twitter – WhatsApp Messengers – Blog

Unit 8: organizing and maintaining library, language lab and other resources in Malayalam.

Importance of library in language learning - Types of library - Organisation of classroom library and school library - Techniques of library utilization in language learning - Relevance of language lab.

Unit 9: appreciating poems, short stories and other forms of literature

Importance of reciting poems in chorus in the language classroom - Importance of analyzing symbols, images, rhetoric, tunes etc. used in poems - Importance of analyzing symbols, images, rhetoric, etc. used in stories for the appreciation.

Unit 10: Grammar, Poetic metre and Figures of speech

Parts of speech – Tense – Gender – Number – Case - Sentence structures - Language poetic composition (10) - Use of various poetics (10)

Mode of Transaction

Dialogue, seminars, discussions, and group-work

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Five relations of other language
3. Prepare a note on Malayalam curriculum in High School
4. Write an essay on approaches of Malayalam language in primary classes
5. Critically analyse the objective of teaching mother tongue.
6. Prepare a teaching manual on the basis of Bloom's taxonomy.
7. Critically analyse five different methods & approaches in Malayalam language study.
8. Prepare one radio news & television news.
9. Prepares a collage on any relevant subject.
10. Prepare two journal articles reviews from popular journals of Malayalam.
11. Prepare a list of 10 books with all bibliographic details.
12. Collects folksongs with similar tunes of poems in the text book and recite in groups
13. Analyse the language, images, rhetoric and symbols used in any short story/Poem.
14. Prepare a note on teacher directs grammar & prosody.

Mode of assessment:

Written test and Task and assignment

References:

1. A.R. Raja Raja Varma – Vrithamanjari, Kerala Panineeyam, Bhashabhushanam.
2. Damodaran Nair. P – Apasabda Nighantu
3. Sankarakurup. G – Sahithya Parichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangaliloode – National Book Stall, Kottayam.
8. Allen,D & Ryan, K (1969). *Micro teaching*. London: Adison Wesley
9. Bindhu,C.M(2nd Ed.)(2009). Mathrubhashabhodhanam: Pravanathakalum Reethikalum. Calicut: Scorpio
10. Bloom.B.S.(1956). *Taxonomy of Educational Objectives: cognitive domain*, New York: David Mckay Co.
11. Brooks,N(1964). *Language and language learning*: Theory and practice, NewYork:Harkcourt, Brace &world, Inc.
12. Chomsky,N (1975). *Reflections on Language*. New York:Random ouse.
13. Dale,(1961*). Audio visual methods in teaching*, New York: Holt Rinehart & Winston
14. Ebel,L.& Frisbie,A.(1991*). Essentials of educational measurement*. New York:McGraw Hill.
15. Entwistle,N.J.(1981). *Style of learning and teaching*. London: John Wiley &Sons
16. Fosnot,C.(1996).*Constructivism: theory,perspectives and practice*. Newyork:Teachers College Press.
17. Gren,G.H.(1987).*Planning the lesson*.London: Logman
18. Gronlund,N.E(1970) *Stating Behavioural objectives for class room instruction*. London:

MacMillan
19. Joyce, B & Weil, M (2oo3). *Models of Teaching* (5th Ed.) New Delhi.Prentice hall
20. Kumar, S.P.K & Noushad.P.P (2nd Ed.) (2009). Social studies in the class room: Trends & methods, Calicut: scorpio
21. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: NewDelhi.
22. Lado,R (1979). *Language teaching- a scientific approach*.New York: McGraw Hill INC
23. Lee,W.R(1972). *Language teaching games and contexts*. London: Oxford University press.
24. Mayer,R.E(2003*). Language and instruction*, Upper Saddle River. Pearson education
25. Nair, Chandrashekharan,C.K(2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.
26. NCERT(2005)National Cruuiculum Framework.New Delhi:NCERT
27. SCERT(2007),Kerala Curriculum Frame work.Trivandrum:SCERT
28. Passi,B.K(Ed)(1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad
29. Pillai,P.E(1991) *Malayala bhasha bhodanam.Kerala*:chris printers kottayam.
30. Sivarajan,k & Sreemannuni,P.S.(2003) *Malayalabhashadhyapanam.Central cooperative stores,Calicut university.*
31. Variyar, Prabhakaran,K.M & A. Santha(1998*). Modern linguistics*, Trivandrum: kerala bhasha institute.

Course - 8(v) Pedagogy of Telugu II – Part 1

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction

Practicum: Task and Assignment

Mode of Assessment

References:

Syllabus yet to be prepared for Course - 8(v) Pedagogy of Telugu II – Part 1

Course - 8(vi) Pedagogy of Mathematics – Part 1

The same syllabus as given in course 7(Vii)

Course - 8(vii) Pedagogy of Physical Science – Part 1

The same syllabus as given in course 7(ViiI)

Course - 8(viii) Pedagogy of Biological Science – Part 1

The same syllabus as given in course 7(ix)

Course - 8(ix) Pedagogy of Commerce II – Part 1

Credit: 4

Essence of the course:

Considering the importance of teaching and learning in the knowledge society with technological developments, the commerce teachers should have the improved pedagogical knowledge and skills. They should be familiar with the methods, techniques and approaches in the teaching and learning of Commerce and Accountancy. The competency of the teachers in the holistic assessment of learners to enable them for further learning is another important aspect. Considering the changing socio, political and economic aspects, and this course is designed to provide special skills to the student teachers in planning, teaching and assessment aspects.

Objectives:

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

- acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy;
- understand the different types of teaching and learning methods, and technology in and of Education to teach Commerce and Accountancy;
- apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in using the suitable techniques in teaching and testing ;
- develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy , and
- develop a desirable positive attitude towards the innovations in Commerce and Accountancy.

COURSE CONTENT

Unit 1: Lesson planning

Macro teaching - Lesson planning – types - format -needs -aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan –horizontal relationship in the lesson plan – different models/approaches for writing lesson plan

Unit 2: Organization of content and learning experiences

Organization of subject matter -unit –topical -concentric–logical and psychological – maxims in teaching -organization of learning experiences –types-Edgar Dale's cone of experience – motivation.

Unit 3: Instructional Aids

Teaching aids – classifications – two dimensional and three dimensional – projected and non-projected - aural, visual and activity aids – display boards–teaching aids for preparation, presentation and feedback-importance of teaching aids.

Unit 4: Evaluation

Measurement and Evaluation – formative and summative evaluation -Objective based evaluation (OBE) –Types of tests- oral test ,written test ,performance test -achievement test, diagnostic test and prognostic test Continuous and Comprehensive Evaluation- needs and characteristics of CCE –Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– measurement of students' achievements, recording and reporting-marking and grading schemes

Unit 5: Review and Assignment

Review – fixing device - need and importance –characteristics of a good review. Assignment –types – identification of slow and gifted learners -assignments to suit individual differences.

Unit 6: Instructional Methods -I

Lecture method- Descriptive method–Objective based method – Demonstration method – Lecture cum demonstration method- Problem method – Project method – Inductive method – Deductive method – Case study – Surveys and market studies. Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion- Tutorial method -Assignment method

Unit 7: Instructional Methods-II

Students motivated technique - analytical method - brainstorming–heuristic method- simulation and role playing -team teaching- individualized instructional methods- Methods suitable for teaching Accountancy and Commerce

Unit 8: Innovations in Teaching and Learning Process

Innovation-Meaning - Barriers to promotion of innovation- Characteristics of creative people- –CLASS(Computer Literacy and Studies in Schools)Bloom' s Objective based Instruction (OBI)-Mastery Learning –Individualized Instruction –Personalized System of Instruction (PSI–Keller Plan) - Programmed Learning-Teaching Machine –Modules –Cybernetics. Models of Teaching –Technology enabled teaching and learning.

Unit 9: Innovations in Evaluation

(a) Evaluation of students: continuous evaluation – self-evaluation – question bank – open book examination – grading. (b) Evaluation of teachers: self-evaluation – peer evaluation – student evaluation

Unit 10: ICT in Commerce Education

ICT in Education –Web based Education (Virtual) – e-learning – e-tutoring – Computer Assisted Instruction (CAI)-Computer Managed Learning (CML) – Tele/Video Conferencing – Interactive Video – Multi media – Multi-purpose Kits – SITE (Satellite Instruction Television Programme) – ETv (Educational Television) – Edusat – Reach the Unreach – UNESCO Learning Without Frontiers (LWF) – Virtual Classrooms Technology – ebook – Digital Library – Lecture Notes – Electronic Community

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion-**Inductive and deductive-** Peer committee work- -Peer tutoring and teaching-Debates **-** Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method –- Observation method(field visit/exhibition/internship) CAI- e learning and other self- learning methods.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare a case report on the success story of a business establishment.
3. Collection of e. learning resources in Accountancy and Commerce and maintaining a record and presenting them for peer reflection.
4. Prepare a record for updating and contributing through bulletin boards kept in the class.
5. Prepare a reflective report based on your group work in the preparation of lesson plans in Accountancy.
6. Critically analyze the CCE practices in the schools.
7. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Musselman Vernon A et al (1979) Method of Teaching Accountancy, New York: Mc Graw Hill.
2. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects, New York: Mc. Graw – Hill Book Company Inc.
3. Singh, Y.K. (2005) Teaching of Commerce, New Delhi: A.P.H. Publishing Corporation.
4. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
5. Selvaraj Gnanaguru.A., Nellaiyappan. N.O. Muthumanickam.R. and, Sureshkumar.M.: A manual for Training to Guide Teachers, Department of Education , Annamalai University.(2004)
6. Kumar.K.L. Educational Technology, New Age International Publishers.New Delhi.
7. Aggarwal.J.C., Teaching of Social Studies an approach, Vikas Publishing House Pvt Ltd.(2006)
8. Vanaja.M. Educational Technology, Neelkamal Publication PVT LTD. Hyderabad. (2004)
9. Educational Evaluation, School of Education, Indira Gandhi Open University, New Delhi.
10. Objectives & Functions of Education, The ICFAI University, Hyderabad.(2004)

WEB Resources

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org

6. www. Sitesforteachers.com
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
10. www.consumer.vic.gov.au
11. www.ctforg.in
12. A resource book for teaching and learning in commerce.
13. http://www.tutorialspoint.com/e_commerce/
14. https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility
15. http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html
16. http://www.dynamicwebs.com.au/tutorials/e-commerce.htm
17. http://www.tallytraining.in/
18. http://www.tallyschool.com/free-tally-course-online/
19. http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/
20. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally

ENGAGEMENT WITH THE FIELD

a. Task and Assignment related to theory courses

At the end of course outline in the each of the theory paper offered during the first academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

Course – 9 b. School Internship (4 Weeks)

During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

This will include one week of school engagement by the student teacher making observation in the school and 3 weeks for visit to innovative centers of pedagogy and learning, educational resource centres and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers' role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

Course – 10 c. Community Living Camp

Each college of education shall organize a camp of a minimum of 5 days and provide training on community life, First aid/ Scouts & Guides /Social service / health and hygiene/etc. the camp may preferably be held outside the college in a rural setting.

The 5 days programme should include the participation of student teachers in community life, awareness creation on clean India, Environment, disaster management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people.

A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation

Course – 11 d. Yoga, Health & Physical Education – Part 1

Credit: 2

Essence of the course:

Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many a health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports

Objectives:

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

- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

CONTENT OUTLINE

Unit 1: Yoga and Health

Meaning of yoga – need and importance of yoga – Kriyas – physical exercises – types of exercises: aerobic, anaerobic on various systems (circulatory, muscular, digestive & respiratory systems) – yoga in present life – role of India in yoga – yoga in global awareness. Branches of Yoga**:** Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga – Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.

Unit 2: Health education

Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions. – Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga &Yag, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. Health Observation Programs in schools – Body Mass Index ratio.

Unit 3: First Aid- Principles and Uses

Structure and function of human body and the principles of first aid – First aid equipment's – Fractures-causes and symptoms and the first aid related to them – Muscular sprains causes, symptoms and remedies – First aid related to haemorrhage, respiratory discomfort – First aid related to Natural and artificial carriage of sick and wounded person – Treatment of unconsciousness – Treatment of heat stroke – General disease affecting in the local area and measures to prevent them.

Unit 4: Food and safety

Food and nutrition, food habits, timing of food, nutrients and their functions – Fast Food Problems, understanding and practice sanitation – handling of drinking water, disposal of solid and liquid waste – safety and security – disasters in and outside schools, ways of prevention – safety from snake and dog bites, animal attacks, prevention and treatment.

Unit 5: Physical exercise and sports

concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

Mode of Transaction

Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

Practicum: Task and Assignment

1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas*

Mode of Assessment:

Yoga practice, filed visit report, written test and presentation

References:

1. Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
5. Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers

6. Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.

7. Health Education for school age children – A frame work central Health education Burean& NCERT, NewDelhi – 16.

8. Dhananjoy. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra

9. Physical Education Lessons: Dr. J. P. Thomas

10. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.

11. Agarwal, Satya P. (1998), The social role of the Gītā: how and why, MotilalBanarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010

12. Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.

13. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy

14. Mehroo D. Bengalee (1976).*CHILD GUIDANCE*.Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026

15. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.

16. Porter, Noah. (2003). *FALUN GONG in the United States*: An Ethnographic Study, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.

17. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.

18. www.FalunDafa.org

19. www.http://greatist.com/health/19-worst-tech-related-health-risks

e. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

Course – 12 EPC1: Reading and Reflecting on Texts (½)

Credit: 2

Essence of the course:

      The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

Objectives:

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

- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum

CONTENT OUTLINE

Unit 1: Introduction to Reading

      Reading – Meaning and Process – Importance of Reading across Curriculum – Characteristics of Reading.

Unit 2: Reading Skills

      Levels of Reading: literal, interpretative, critical and creative – Types of Reading – intensive and extensive reading, Oral &Silent Reading – Reading Techniques – Skimming and Scanning. – Methodology of Reading

Unit 3: Reading the Text

      Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes – Importance of Different Texts in Curriculum

Unit 4: Developing Reading Skills

      Developing Critical Reading Skills – Developing Reflective Skills – Activities for Developing Reading Skills – Developing Metacognition for Reading

Unit 5: Reading Comprehension

      Developing Reading Comprehension – Developing Vocabulary for Reading – Problems of Reading

Mode of Transaction

      Lecture, Discussion, Exercises, Games

Practicum: task and assignment

    1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text

2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
8. Individual reading and writing reflective report (5 books)
9. Presentation of reflective report for class review and modification of the report
10. Group reading and writing reflective group report (5 documents)
11. Constructive and creative presentation of ideas and pictures like poster on any one of the idea

Mode of Assessment:
Written test, Tasks and assignments

References:
1. Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language.* ELBS: Longman.
2. Doff, A. (1988). *Teach English: Training Course for Teachers.* Cambri: Cambridge Univ. Press.
3. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book.* London: Cassell.
4. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL.* Oxford University Press.
5. Joseph, K. S. (2004).*Self Instruction in English Grammar and Figures of Speech.* Vadodara: Gold Rock Publications.
6. Mukalel, J. C. (1998). *Approaches to English Language Teaching.* New Delhi: Discovery publishing house.
7. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching.* New Delhi: Discovery publishing house.
8. Mukalel, J. C. (1998). *Psychology of Language Teaching.* New Delhi: Discovery Publishing house.
9. Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India.* New Delhi: Arya Book Depot.
10. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques.* Calcutta: Orient Longman.
11. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language.* Cambridge University Press.
12. Venkateswaran, S. (1995). *Principles of Teaching English.* New Delhi: Vikas Publishing House.
13. Wilkins, D. A. (1982). *Linguistics in Language Teaching.* London: Edward Arnold
14. Willis, J. (1981). *Teaching English through English ELBS.* England: Longman Ltd.
15. Yule, G. (1985). *The Study of Language.* Cambridge: Cambridge University Press.
16. **Recognizing Different Types of Text**
http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text
17. **Models of Reading Process**
http://people.ucalgary.ca/~mpeglar/models.html
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/
http://www.tarleton.edu/Faculty/gentry/reading%20models.html
18. **Reflective Skills**
http://www.skillsyouneed.com/ips/reflecting.html
http://www.skillsyouneed.com/ps/reflective-practice.html

Course – 13 EPC2: Drama and Art in Education (½)

Credit: 2

Essence of the course:

This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the use of 'Drama' as a Pedagogy.
- Use 'Role play' technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various 'Dance forms' and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

CONTENT OUTLINE

Unit 1: Drama and its Fundamentals

Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson) – Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit 2: Music (Gayan and Vadan)

Sur, Taal and Laya (Sargam) – Vocal - Folk songs, Poems, Prayers – Singing along with "Karaoke" – Composition of Songs, Poems, Prayers –Integration of Gayan and Vadan in Educational practices.

Unit 3: The Art of Dance

Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances – Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit 4: Drawing and Painting

Colours, Strokes and Sketching - understanding of various means and perspectives – **story telling:** comics, cartoon **non-story telling:** illustration, figure, gesture, line art, portrait, scratchboard, silhouette, silverpoint – Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting –Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms.

Unit 5: Creative Art

Creative writing -Story writing, Poetry writing – Model making - Clay modeling, Origami, Puppet making – Decorative Art - Rangoli, Ekebana, Wall painting (Mural) – Designing - Computer graphics, CD Cover, Book cover, Collage work – The use of different art forms in Education

Mode of Transaction:

Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation

Practicum: Task and Assignment

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on "Girl's education and Women empowerment".
3. Prepare a script of Bhavaibased on some Socio-political issues.
4. Prepare a pictorial monograph on "Various folk dance of Gujarat".
5. Prepare a pictorial monograph on "Various Dance forms in India".
6. Prepare a calendar chart on "Various Musical Instruments in India".
7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
8. Prepare some useful, productive and decorative models out of the west materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 2 course content
15. Individual visits and writing perception and reflective report (2 items)
16. Group visits (two) and writing perception and reflective report based on class review
17. Individual Expression (presentation) of any two art, drama and music items
18. Group expression (presentation) of any two items

Mode of Assessment

Written test and Tasks and assignments

References:

1. Theory of Drama by A.Nicoll
2. Natya Kala by DhirubhaiThakar
3. Natyalekhan by DhananjayThakar
4. Natakdeshvidesman by HasmukhBaradi
5. Gujarati theatre no Itihas by BaradiHasmukh
6. Acting is Believing by Charls McGaw
7. Art of Speech by Kethlin Rich

8. NatyaSahitynaswaroopo by Nanda kumarpathak
9. Bhavai by Sudahaben Desai
10. Bhavai by KrishnakantKadkiya
11. NatyaManjarisaurabh by G.K.Bhatt
12. Bharat aurBhartiyaNatya Kala by Surendranath Dixit
13. Ekanki nu swarupane Gujarati Ekanki by Jayant Kothari.
14. The History of Gujrati Theatre- vinodMeghani.
15. Japan niRangbhumi by C.C.Mehta.
16. *Nakrani, H. (1988). GamtaGaaoGeet. Rajkot, PravinPrakashan.*
17. Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
18. Abhinav Raga Manjari by Pt. Bhatkhande
19. KramikPustak Malika by Pt. Bhatkhande
20. Abhinav Geet Manjari by Ratanjankar
21. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

Course – 14 EPC3: Critical Understanding of ICT (½)

Credit: 2

Essence of the course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation

Software and other utilities for supporting teaching-learning. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. They have to understand their role and responsibility as a user is not disconnected with their wider social roles. The choices as personal as preferring a software or a website over the other do have social and economic implications. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with

1. A social perspective on the implications of ICT for larger society.
2. skills of basic computer literacy and ICT-aided learning; and
3. skills of applications of ICT in administrative and academic support systems;

Objectives:

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

- acquire knowledge about information and communication technology with its educational aims and principles
- understand effective uses of ICT in teaching- learning, administrative and academic support systems
- apply ICT knowledge in build the 'digital public' and explore software for ICT Integration and Evaluation Procedures
- develop skill in creating 'learning and teaching resources' based on ICT
- create interest in ICT Integration with Pedagogy practices
- understand the social, economic, security and ethical issues associated with the use of ICT
- acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- elucidate the application of ICT for Teaching Learning
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

CONTENT OUTLINE

Unit 1: Digital Technology and Socio-economic Context

Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; – Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; – Components and Objectives of National Mission on Education

through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

Unit 2: Creation of digital resources

creation of teaching resources using Microsoft word, spreadsheet and presentation software: creating and opening documents, saving and sharing documents, text basis, formatting text/cell, unicode fonts, inserting tables, charts, picture etc., page layout, printing and presenting(slide show)documents –MS Publishing Interactive learning with whiteboards

Unit 3: ICT Integration with Pedagogy Practices and Educational Resources

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

Unit 4: Techno-Pedagogic Skills

Media Message Compatibility – Contiguity of Various Message Forms – Message Credibility & Media Fidelity – Message Currency , Communication Speed & Control – Sender-Message-Medium-Receiver Correspondence – exploration of software for learning and Assessment in CCE. Using social Media as a Learning Tool – homework through emailing

Unit 5: ICT and General Administration in Educational Institutions

Use of ICTs to simplify record keeping, information management in education administration –ICT infrastructure – automated and ICT managed school processes – school management information system (school MIS) – learning management systems – human resource systems –timetabling and resource allocation – student record systems – library systems –finance systems

Mode of Transaction

Project method, CAI, smart board, visual excursion, Discussion, LCD Projection, Demonstration, Lecture, Web Surfing

Practicum: Task and Assignment
Software:

1. Create and present micro or macro lesson for the pedagogical subject using power point presentation and submit in the form of CD and Handouts.
2. Creating and using Blogs and Google Groups, for teaching and learning purpose.
3. Develop digital - learning video resources (using like Camtasia software) and upload to YouTube or any streaming site for educational purpose.
4. Create and present voice narration for any one topic related to your pedagogical subject.
5. List and use any two social media for publishing your article related to education.
6. Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should mention the details of navigating, searching, selecting,

saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic.

7. Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs

8. Integrating technology tools for material production and use in teaching learning

9. Ownership of digital resources created and used in education and developing collaborative networks for sharing and learning

10. Use of ICTs for record keeping, information management in education administration, communication and information sharing/ storing

Hardware:

1. Write a report about how to install software like word processors, spreadsheet and Slide Presentation (with pictures of installation process)

2. Make a inventory to Installation of Operating systems, Windows, installation of essential Software and Utilities; (with pictures of installation process)

3. Connect a computer with various devices including printers, scanners, external storage devices, LCD projector etc. and draw the structure and function of peripheral used.

4. Use of pre-made digital resources such as CDs, Videos available, or download from website and integrate it into meaningful lessons.

5. Practice to present the lesson using interactive whiteboard or LCD projector.

Mode of Assessment

Written test, Task and assignment

References:

1. Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.

2. Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)

3. Information Technology: The Breaking Wave, Tata Macgrow hill

4. http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.

5. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,

6. E-book: Getting Started with Libre Office 3.4 available at ttp://wiki.documentfoundation.org

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

8. Free Software Foundation, www.fsf.org/

9. Information and Communication Technologies in School: A Handbook for Teachers or How ICT Can Create New, Open Learning Environments.

10. Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf

11. Castells, M. (2011). The rise of the network society: The information age: Economy, society, and culture (Vol. I, II and III). John Wiley and Sons.

12. National Mission in Education through ICT *www.iitg.ernet.in/cet/MissionDocument_20Feb09.pdf*

13. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.

14. Schank, R.C. (2001) Virtual Learning New York: McGraw Hill.

15. Tamsyn Imison, Philip Hampson Taylo. (2001), *Managing ICT in the Secondary School:* Heinemann Publishing Ltd.

16. Stephen Doyle. (2008), *Essential ICT A Level: AS Student Book for AQA.* United Kingdom: Folens publishers.

17. MHRD. (2012), *National Policy on Information and Communication Technology (ICT) in School Education*. New Delhi.
http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf

18. Kulsum Umme.(2008),*Information communication Technology in Education*. Agra: H. P. Bhargave Book Honse.

19. NCERT. (2013), *Information and Communication technology for the School System Curricula for ICT in Education Version 1.02*. Delhi.
http://ictschools.gov.in/sites/default/files/pdf/ict_curricula_final2.pdf

20. http://www.gesci.org/assets/files/ICT,%20Education,%20Development,%20and%20the%20Knowledge%20Society.pdf

21. Jill Jesson, Graham Peacock. (2012), *The Really Useful ICT Book: A practical guide to using technology across the primary curriculum.*USA: Routledge.   ISBN: 9780415592772, 9780203810194.

22. Jon Audain. (2014), *The Ultimate Guide to Using ICT Across the Curriculum (For Primary Teachers)*. Bloomsbury publishing. ISBN: ePDF: 9781441195852

23. Claire Wyatt-Smith, Joy Cummin. (2009), *Educational Assessment in the 21st Century: Connecting Theory and Practice*. London: springer. ISBN 9781402099632

24. Gary Beauchamp. (2013), *ICT in the Primary School: From Pedagogy to Practice*. USA: Routledge publishing.

25. Chen, Irene. (2012), *Technology Application Competencies for K-12 Teachers*. California: ABC-CLIO ISBN: 9781586835378 eISBN:9781586835385

26. http://www.edudemic.com/how-to-use-social-media-as-a-learning-tool-in-the-classroom/

27. http://www.gcflearnfree.org/topics

28. Siobhan Matthewson, Gerry Lynch. (2015), *Revision Notes: CCEA ICT for GCSE*, London. ISBN: 9781444147568eISBN: 9781444147582

29. Bright Siaw Afriyie. (2012), *Concise ICT Fundamentals Volume One*. USA; bright siaw afriyie. ISBN 978146694712-2(e)

30. www.unesdoc.unesco.org/images/0021/002134/213475e.pdf

31. http://www.unesco.org/new/en/unesco/themes/icts/lifelong-learning/21st-century-skills/

32. ICT transforming education: a regional guide
http://unesdoc.unesco.org/images/0018/001892/189216e.pdf

33. Http://shodhganga.inflibnet.ac.in/bitstream/10603/36053/11/11_chapter%205.pdf

34. Policy brief. (2012), *ICT and General Administration in Educational Institutions*.
http://iite.unesco.org/pics/publications/en/files/3214712.pdf

B.Ed Programme

SECOND YEAR SYLLABUS

PERSPECTIVES IN EDUCATION
Course - 15 School Management

Credit:4

Essence of the course:

The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:

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

- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

CONTENT OUTLINE

Unit 1: Introduction to School Management

Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of Educational Management, Theories of management relevant to School - Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Unit 2: School as an Organisation

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Recommendation of various Commissions on School Plant - Infrastructural facilities for an ideal Secondary School

Unit 3: Teacher and School Management

Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

Unit 4: Head Teacher as School Manager

Importance and Roles- Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, DISE (District Information for School Education), School Discipline

Unit 5: Management of Resources in School

Issues related to management of Physical Resources of a School, Human Resource Management –concept of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching-Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management

Unit 6: Community & School

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA/School Education Committees, Views of Commissions.

Unit 7: Child Rights and School Management

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation.

Unit 8: Co-Curricular Activities

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, Physical Education Activities

Unit 9: Inspection and Supervision

Need and Importance of Supervision and Inspection - Meaning, Aims & Scope of Inspection and Supervision - New Trends in Supervision and Inspection - Principles of Good Supervision - Qualities and duties of effective supervisor.

Unit 10: Latest Trends & Innovations in School Management

School Complex - Village Education Committees - School based in-service programme - centrally sponsored Schemes, Sarva Siksha Abhiyan [SSA], RMSA- Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps

Mode of Transaction:

Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignement

1. Critical analysis of recommendations of various committees and commissions on School Plant/ School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt, Aided and unaided schools
4. Analysis of working of PTA/School Education Committees/ School-Community Interactions
5. Search in the internet and report the problems faced by the teachers and head of the school in the school management.
6. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
7. Prepare a programme for parents meetings in a school.

8. Assume you are the head of the school, how will you manage the human resource of your school. Report it in your class and record the reflections.
9. If you want to become a creative headmaster rather than to be a status qua head master. Record a expected positive and negative problems

Mode of Assessment:

Written test, task and assignment.

References:
1. J.C. Aggarwal, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Jagannath Mohanty, Deep & Deep Publications, New Delhi
3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
8. Educational Administration : Bhatnagar (1988)
9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)

Course - 16 Creating an Inclusive School (½)

Credit: 2

Essence of the course:

This course covers the concept of special schools, mainstreaming and inclusion, national policies, initiatives, programmes and acts for inclusive education, nature and needs of the children having disabilities and their integration.

The objectives of this course is to highlight and reinforce a firm belief in positive and varied outcomes of inclusion. It will help student teachers in identification of factors affecting learning and participation while formulating a policy of good practice and review. This course focus on the understanding of integrating children with special needs with the normal children

Objectives:

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

- acquire knowledge of terms and concepts used in disability and inclusion
- understand integrate education and the importance of inclusive school for disabilities and assessment methods
- apply the policies and practices related to special education and Service programme for the disabled
- develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability child
- develop interest on support and active participation of all in the field of inclusive education
- develop the attitude towards students to interrogate their own beliefs and also of school teacher from social point of view.

CONTENT OUTLINE

Unit 1: Historical and modern perspectives on Inclusion

Meaning, definition – Characteristics of special education – History of special education - scope of special Education – principles of special Education – teacher's role in special Education– factors affecting inclusion- present situation of special Education in India

Unit 2: Policy and programme for Inclusive Education

Challenges and prospects of Inclusive Education –Disability – five year plan allotment - Kothari Commission1964 –National Education Policy,1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 – Rights of the child UNESCO, 1989 – Rights of Persons with Disabilities UNESCO,2006 – national level practices on education of Children with disabilities DPEP, - SSA – Polices and legislative measures pertaining to the disabled - Service programme for the disabled.

Unit 3: Different Learners in Inclusive Education

Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder (ADHD) – Autism – cerebral palsy

Unit 4: Identification and Inclusion

Early detection of disability – issues – challenges and parameters of inclusive education – parental attitude – community Awareness - models of inclusion:- Wang's adoptive environment model - Team teaching inclusionary model- SAALE model – role of parent, community, peers, headmasters, Teachers in inclusion.

Unit 5: Mainstreaming and integrated Education

Meaning – characteristics of integrated education - Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.

Mode of transaction:

Lecture, Discussion, Assignment, Visit special school, Film show

Practicum: Task and Assignment
1. Make a survey and write a report based on disability learner's status in your nearby schools
2. Study the attitude of parents and teachers as inclusive
3. Visit to inclusive school to observe classroom interaction of anyone such schools in your area.
4. Case study of one/two people with special needs in secondary
5. Preparation of teaching aids for children having any one type of disability

Mode of Assessment:

Oral test, Case study, Special school Report, Written test, Task and assignment

References:

1. Alpher, S., & Ryndak, D.L. (1992). *Educating students with severe handicaps in regular classes.* Elementary school journal, 92 (3), 373-87.
2. Arul, M., &Timmons, V. (2009). *Inclusive Education Across cultures crossing boundaries, sharing ideas*. New Delhi: SAGE publications India Pvt Ltd.
3. Berdine, W.H &Blackhurst, A.E. (1985). *An Introduction to Special Education*. Harper Collins Publishers: USA
4. Booth, T., Ainscow, M. Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing learning and participation in schools*. (Bristol, Center for Studies on Inclusive Education).
5. Chapman, C., & King, R. (2009). *Differentiated Instructional Strategies for Reading in the content areas.* Thousand Oaks, CA: Corwin Press.
6. Cook, G.B., (2004). Inclusive Teacher's Attitudes Towards their students with disabilities: A replication and Extension. The elementary school journal, 104 (4), 307-320.
7. Farrell, P., & Ainscow, M. (2002) *Making Special Education Inclusive: From Research to Practice*. London: David Fulton Publishers.

8. Sharma, R.A. (2006). *Fundamentals of Special Education: Integrated Teaching for Mainstreaming*. Meerut: Surya Publication.

9. Bhupendra Tripathi., (2007). *Special Education.*Delhi: Bharati Book Organisation.

10. Aggarwal, J.C., (1996). *Principles, Methods and Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt Ltd.

11. Anderson. Elizabeth, M., (1973). *The disabled school child: A study of integration in primary school.* London: Methuen & Co Ltd.

12. Rao, V.K., (2004). *Special Education*. New Delhi: APH Publishing Corporation.

13. Nayak, A.K, &Rao, V.K., (2004). *Classroom Teaching: Methods and Practices*. New Delhi: APH Publishing Corporation.

14. Adam Abdelnoor., (1999). *Preventing Exclusion*. Oxford: Heinemann Educational Publishers.

15. Venkatesan, S. (2003). Children with developmental disabilities: A training guide for parents, teachers and care givers. New Delhi: Sage Publications.

CURRICULUM AND PEDAGOGIC STUDIES
Course - 17 Assessment for Learning

Credit: 4

Essence of the course:

The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

Objectives:

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

- acquire basic concepts in assessment and evaluation.
- develop the awareness about different areas of assessment.
- discriminate different perspectives in assessment.
- develop understanding about the meaning and the process of CCE
- know different techniques of evaluation, tools of evaluation and their uses.
- know different characteristics of instruments of evaluation.
- discriminate teacher made test vs standardized tests in assessment
- prepare, administer and interpret of results of tests and different evaluation techniques
- compute simple statistics to assess the learning.
- develop awareness about use of technology in assessment and evaluation.

COURSE CONTENT

Unit 1: Basics of Educational Testing, Measurement, Assessment and Evaluation

Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education – Steps of evaluation process – Characteristics of the evaluation - comprehensive and continuous – Formative and summative evaluation – Norm reference & criterion reference tests – Uses of evaluation

Unit 2: Different domains/ areas of learning

Educational objectives in different domains – cognitive, affective and psychomotor – Learning outcomes as behavioural changes – Relationship between educational objectives, learning experiences and evaluation –writing educational objectives-different kinds like knowledge, understanding, application, skill, affect attributes, behavioural terms and level of performance – Measurable and non-measurable learning outcomes.

Unit 3: Traditional and constructivist assessment

Traditional assessment – constructivist assessment– difference – traditional and constructivist teacher –Purposes of assessment in a 'constructivist' paradigm: to engage with learners' minds in order to further learning in various dimensions – Assessment for learning and assessment of learning; relative merits and demerits – Assessment of different types of content –

Achievement, Performance, Values, Attitude and Aptitude.–Assessment for different purposes – Placement, Diagnosis and Grading

Unit 4: Continuous and Comprehensive Evaluation

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)–Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– Recording and reporting: measurement of students' achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

Unit 5: Major tools of Evaluation and their uses

Paper pencil tests, Oral tests, and Performance tests – Achievement tests : standardized and teacher made tests – Diagnostic tests – Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation. – Self reporting techniques/Reflection as assessment technique for learning. – Interview and focus group discussion

Unit 6: Characteristics of Instruments of Evaluation

Validity - different methods of finding validity – Reliability - different methods of finding reliability – Objectivity – Interdependence of validity, reliability and objectivity – Usability – Norms

Unit 7: Teacher made Achievement Tests

Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Preparation of blue print – Characteristics of a good test

Unit 8: Standardized tests

Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

Unit 9: Teaching effectiveness and assessment:

Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student's ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System(Flander's) for observation for recording classroom interaction patterns and uses –Use of interaction analysis in the classroom for teacher assessment.

Unit 10: Technological based Quantitative and Qualitative analysis of learning outcomes

Quantitative and Qualitative- Meaning and difference- Data-Tabulation – measures of central tendency – measures of dispersion – normal distribution – correlation and their interpretation- Graphical representation of data-Exploration of software for assessment of CCE– Managing students Data in computer – inferences, Diagnosis, feedback and remedial learning alternatives – e-portfolio assessment – evaluation Rubrics

Mode of Transaction:

Lecture cum discussion, Seminar, Team Teaching, Practical work, Power point presentation

Practicum: Task and Assignment
1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Writing educational objectives, learning experience and corresponding evaluation techniques, General and specific objectives
3. Framing measurable and non-measurable learning outcomes
4. Finding out the content validity of the given question paper
5. Designing Rating scale, Questionnaire, Interview Schedule in a given a topic
6. Framing Different types of questions
7. Preparation of Blue Print and a question paper
8. Prepare graphs and use statistics for analysis of test result
9. Preparation of interaction analysis report after the observation of any five teachers and peer teachers working in schools

Mode of Assessment:

Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

References:
1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton
2. Ashford, S. J. (1986). Feedback–seeking in individual adaptation: A resource perspective. Academy of Management Journal, 29, 465–487.
3. Ashford, S. J., Blatt, R., &Vande Walle, D. (2003). Reflections on the looking glass: A review of research on feedback–seeking behavior in organizations. Journal of Management, 29, 773–799.
4. Assessment Action Group (AAG)/AIFL Programme Management Group (APMG). (2002–2008). AIFL– Assessment is for learning. Retrieved from
5. Atkin, J. M., Black, P., & Coffey, J. E. (Eds) (2001). Classroom assessment and the National Science Education standards. Washington, DC: National
6. Claire Wyatt–smith, Joy Cummin (2009), Educational assessment in the 21at century: Connecting theory and practice. London Springer ISBN 9781402099632E ISBN: 9781402099649.
10. Ebel, R.L. and Fresbie, D.A. (2009). *Essentials of Educational Measurement*. New Delhi: PHI Learning PVT. LTD.
11. Garrett, H.E. (2008). *Statistics in Psychology and Education*. Delhi: Surjeet Publication.
7. George Thompson .G. and Gardner Ericf, Trancisvesta. J.DI.Surjeet publications.
12. Gupta, S. K. (1994). *Applied Statistics for Education*. Mittal Publications.
8. Hogan, T.P. 2007. Educational Assessment: A practical introduction. Danvers: Wiley. http://www.ltscotland.org.uk/assess
9. Joshi Lal and vinay Rakhya. Educational Evaluation and statistics. R. Lall Book Depot.
10. Mangal.S.K. Advanced Educational Psychology. New Delhi: Prentice Hall of India Publisher.
13. Mehta, S. J., and Shah, I. K. (1982). *Educational Evaluation.* Ahmedabad: Anand Prakashan (Gujarati).

11. Muhammad Mohsin. Teacher's handbook of Exceptional Children .New Delhi: Anmol Publisher.

14. Rani, P. (2004). *Educational Measurement and Evaluation*. New Delhi: Discovery Publishers.

15. Rawat, D. S. (1970). *Measurement, Evaluation and Statistics in Education*. , New Delhi: New Raj Book Depot.

12. Reddy.R.S.Curriculum Development for learning to live together. New Delhi: Rajat publication.

16. Reynolds, C.R., Livingston, R.B., and Willson, V. (2011).*Measurement and Assessment in Education.* New Delhi: PHI Learning PVT. LTD.

13. Santrock, J.W. 2006. Educational psychology: Classroom update: Preparing for PRAXISTM and practice. 2nd ed. New York: McGraw Hill.

14. Sharma.R.A. (2007) .Essential of measurement in Education   and Psychology. Meerut: Surya Publisher.

15. Tan O.S., Parsons, R.D., Hinson, S.L., &Sardjo–Brown, D. 2003. Educational psychology: A practitioner–researcher approach. Australian: Thomson.

17. Ten Brink, T. D. (1974). *Evaluation - A Practical Guide for Teachers.* New York: McGraw Hill Book Co.

18. Thorndike, R.M. (2010). *Measurement and Evaluation in Psychology and Education*. New Delhi: PHI Learning PVT. LTD.

19. Yadav, M. S. and Govinda, R. (1977). *Educational Evaluation,* Ahmedabad: SahityaMudranalaya.

18 PEDAGOGY OF A SCHOOL SUBJECT1 (PART 2)
Course - 18(i) Pedagogy of Tamil I – Part 2
தமிழ் கற்பிக்கும் முறைகள் ।

Credit: 4

அடிப்படைக் கோட்பாடு

மொழிப் பாடத்தில் கலைத்திட்ட வளர்ச்சிக்கான கூறுகளைக் கற்றறிந்து அவை தொடர்பான அறிவைப் பெற்றிருப்பர். சங்க கால இலக்கியங்களையும் இலக்கணங்களையும் அறிந்து அவற்றின் சிறப்புகளை அறிந்து கொள்வர். இக்கால இலக்கியங்களின் வளர்ச்சிப் போக்குகளை அறியும் திறன் பெற்றிருப்பர். தமிழ் மொழி வளர்ச்சிக்கு உரைநடை ஆசிரியர்களின் பங்களிப்பை அறிந்திருப்பர். தமிழ் மொழியின் வரலாற்று மூலங்களை அறிந்திருப்பர். கணிப்பொறியைப் பயன்படுத்தி மொழிக் கற்பித்தல் திறனைப் பெற்றிருப்பர். மறுமலர்ச்சி இலக்கியங்களின் தேவையை உணர்ந்திருப்பர்.

நோக்கங்கள்:

*   கலைத்திட்ட அமைப்பினைப் புரிந்து கொள்ளச் செய்தல்.
*   கற்பித்தலுக்கு முன்தயாரிப்பு முறைகளை அறியச் செய்தல்.
*   இக்கால இலக்கியங்களைப் பற்றிய அறிவைப் பெறச் செய்தல்
*   அடிப்படை இலக்கணங்களில் பயிற்சி பெறச் செய்தல்.
*   இலக்கியத் திறனாய்வு குறித்த அறிவு பெறச் செய்தல்.
*   உரைநடை ஆசிரியர்களின் மொழிநடைத் திறனை அறிய செய்தல்.
*   தமிழ்மொழி வரலாற்று மூலங்களின் அறிவைப் பெறச் செய்தல்.
*   கணிப்பொறி வழிக் கற்றலின் முக்கியத்துவத்தை உணர்த்துதல்.
*   மறுமலர்ச்சி இலக்கியங்களை அறியச் செய்தல்.

அலகு 1: கலைத்திட்டம்

நோக்கங்கள் - பாடப்பொருள் - இலக்குகள் - தொடர்பு - வகைகள் - வரிசையமைப்புப் பாடத்திட்டம் - அடுக்குப் பாடத்திட்டம் - பாடமையத்திட்டம் - செயல்மையத்திட்டம் - வாழ்வுச்சூழல் மையத்திட்டம் - தற்காலப் பாடத்திட்டம் - பாடத்திட்டம், பாட ஏற்பாடு, பாடநூல் ஆகியவற்றிகிடையேயான தொடர்பு.

அலகு 2: முன் தயாரிப்பு

பாடத்திட்டத்தின் வழி மாணவர் பெற வேண்டிய திறன்களை முடிவு செய்தல் - பாடக் கற்பிப்புக் குறிப்பு (Notes of lesson) - பாடம் தொடர்பான பிற செய்திகள் திரட்டுதல் - துணைக்கருவிகள் - பயிற்சிகள் தயாரித்தல் - மாணவர்கள் முன் புதிய எடுத்துக்காட்டுகளை உருவாக்குதல் - மாணவர்களின் பின்புலம் குறித்து அறிதல்.

அலகு 3: இக்கால இலக்கிய அறிமுகம்

நாட்டுப்புறவியல் - பயண இலக்கியம் - புலம்பெயர் இலக்கியம் - வாழ்க்கை வரலாற்று இலக்கியம் - சிறுவர் இலக்கியம்.

அலகு 4: இலக்கியத் திறனாய்வு

திறனாய்வு வரையறை - திறனாய்வாளரின் தகுதிகள்- திறனாய்வின் வகைகள், பண்புகள்.

அலகு 5: தமிழ்க் கவிஞர்கள் அறிமுகம்

திருவள்ளுவர், பாரதியார், பாரதிதாசன், கவிமணி தேசிய விநாயகம், நாமக்கல் கவிஞர் ஆகியோரின் பாடல்களில் காணப்படும் கல்விச் சிந்தனைகள்

அலகு 6: உரைநடை ஆசிரியர்கள் அறிமுகம்

உ.வே.சாமிநாதஐயர் - திரு.வி.க - மறைமலையடிகள் - இரா.பி சேதுப்பிள்ளை - அறிஞர் அண்ணா - மு.வரதராசனார்

அலகு 7: அடிப்படை இலக்கணம்

ஐவகை இலக்கணம் அறிதல் - எழுத்து - சொல் - பொருள் - யாப்பு - அணி (6 ஆம் வகுப்பு முதல் 10 வகுப்பு வரை)

அலகு 8: தமிழ் வரலாற்று மூலங்கள்

செப்பேடுகள் - ஓலைச்சுவடிகள்- அகழ்வராய்ச்சிகள்- கல்வெட்டுகள்- உரையாசிரியர்கள்- வெளிநாட்டார் எழுதிய குறிப்புகள்.

அலகு 9: மொழியும் கணிப்பொறியும்

கற்பித்தலில் கணிப்பொறியின் தேவை - பதிப்புத் துறையில் கணினியின் பங்களிப்பு - தமிழ் மென்பொருள் - தமிழ் இணையம் - தமிழ் இணையப் பல்கலைக்கழகம்- இணையச் செயல்பாடுகள் - மின் கற்றல்- தொலைவிண்ணரங்கம்- செயற்கைக்கோள் வழி மொழிக் கற்றல்- பல்லூடகத்தின் பங்களிப்பு.

அலகு 10: மறுமலர்ச்சி இலக்கியங்கள்

காந்தியம் - மார்க்சியம் - தலித்தியம் - பெண்ணியம் - மூன்றாம் பாலின இலக்கியங்கள்- வரையறை - இலக்கிய பங்களிப்பு

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணையம் வழிக் கற்பித்தல், பாடல் மூலம், நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்.

மதிப்பீடு:

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல். வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்:

1. விளம்பரப் பதாகைகள் உருவாக்குதல்.
2. செய்தித்தாள்களில் தமிழ்த் தொடர்பான தகவல்களைத் திரட்டுதல்.
3. செய்திவாசிக்கப் பயிற்சி அளித்தல்.
4. உரைநடையாசிரியர்களின் மொழிநடையைப் பின்பற்றி மாதிரிக் கட்டுரை எழுதுதல்.
5. நாட்டுப்புறப் பாடல்கள், பழமொழி போன்றவற்றின் துணையுடன் பேசுதல் பயிற்சி.

6. வினாடி வினா தயாரித்தல்.

7. கணினி உதவியுடன் பாடக் குறிப்புத் தயாரித்தல்.

8. ஏதாவது ஒரு படைப்பைத் திறனாய்வு செய்தல் (காந்தியம், மார்க்சியம், தலித்தியம், பெண்ணியம், மூன்றாம் பாலினம்)

9. பாடத்திட்ட நோக்கில் பாடநூலை ஆய்வு செய்தல்.

பார்வை நூல்கள்:

1. இளங்கோவன் ,மு. 2009. இணையம் கற்போம். வயல் வெளி பதிப்பகம். இடைக்கட்டு.

2. கணபதி,வி. 1989 நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷ்ஸ், சென்னை.

3. கோகிலா தங்கசாமி. 2000. குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளூம்ஸ், காந்திகிராமம்.

4. கோவிந்தராசன், மு. 1990. நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை.

5. வேணுகோபால், இ.பா. 1991. பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

6. வடிவேலன், இரா. 2006. நன்னூல், சாரதா பதிப்பகம், சென்னை.

7. குருநாதன்,இராம. & தேவிப்பிரியா. 2001 பெண்ணியம்.கலைஞன் பதிப்பகம், சென்னை

8. ராஜ்கௌதமன் .1993. தலித் பண்பாடு, கௌரி பதிப்பகம்,புதுவை.

9. அரங்க மல்லிகா. 2006. தமிழ் இலக்கியமும் பெண்ணியமும், நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை.

10. பக்தவச்சல பாரதி & சம்பத், இரா. 1998. பெண்ணிய ஆய்வுகள். புதுவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம். புதுச்சேரி.

11. பாரதியார். 2011. பாரதியார் கவிதைகள். குமரன் பதிப்பகம், சென்னை.

12. பரமசிவன், தொ. (தொ.ஆ). 1993. பாரதிதாசன் பாடல்கள். நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை.

Course - 18(ii) Pedagogy of English I – Part 2

Credit: 4

Essence of the course:

To have qualitative improvement in English language teaching the present course is designed. The English teacher should have strong content knowledge and also methodology of teaching in English. This teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching– learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge of current trends in teaching of English
- acquaint with the techniques of oral presentation and practice of language items.
- understand the structure of English language and components skills
- improve proficiency level in using-English for utilitarian purposes
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- acquire good pronunciation and fluency of speech
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- develop the writing skill of the trainees.
- analyze the units of English text book of 8 & 9th standard.
- acquaint with the preparation of various learning aids in English.

CONTENT OUTLINE

Unit 1: Analysis of English text book and question paper

Comparative study of a text book of English from any class of state board - Detailed analysis of Course book of class 8th or 9th -Analysis of question paper of class 8th or 9th in light of content requirement and in terms of understanding and skills.

Unit 2: Advanced Grammar II

The sentence connection – Devices for cohesion and coherence. Concepts-different ways in which various concepts are expressed – modal, auxiliaries and other expression, commands, instructions, suggestions, prohibition, permission, probability and likelihood, possibility, necessary, purpose and result, cause reason, comparison and contrast conditions and supposition.

Unit 3: Reference and study skills in English

Dictionary skills – SQ3R- methods of reading – note making and summarizing – library and reference work – bibliography and annotated bibliography.

Unit 4: Words and expressions

Figures of Speech – Idioms and Phrases – Idioms derived from nouns and adjectives – the same words used as different parts of speech – words confused and misused.

Unit 5: Analyses of Errors in English

Analysis of grammatical errors - Common mistakes/Error in spelling, pronunciation, speaking, reading and writing, Causes and types of errors- remedial measures.

Unit 6: Developing Fluency

Use of conventional formulae – greeting, apology, invitation, refusal, accepting, thanking – reading aloud prose passages and poems – describing and interpreting pictures, tables, graphs, maps etc. telling stories and narration incidents.

Unit 7: Communicative Activities

Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

Unit 8: Language and literature

Literature in the school curriculum: Needs and objectives- Teaching of different forms of English literature: prose, poetry, drama –Indian Writers in English: R.K Narayan, Sarojini Naidu and Tagore.

Unit 9: Language Translation

Translation as a creative activity: Importance and need- Translation tools- Analyze any one translation text into English from different Indian languages.

Unit 10: Media Perspective of Language

Print Media - Newspaper Language, Radio and TV language- Language of advertisement
Social Networking and Language- Educational scope of social networking sites (face book, twitter, you tube, what's app) Blogging and E-Learning.

Mode of Transaction:

Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work

Practicum: Task and Assignemnt

1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compeering, presentation of views- Short speeches on topics of day to day relevance for gaining fluency / confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.
4. Review of any one novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
7. Report on the teaching of composition to the second language learners and suggest their weaknesses.

Mode of assessment

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation(Seminar, Assignment &Project), Feedback

References:
1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Albert Valdman, A. (1966). Trends in language teaching. London: McGraw Hill.
4. Alexander. (1971). Guided composition in English language teaching. London: Longman.
5. Allen Campbell, A. (1972). Teaching English language. New Delhi: Tata McGraw Hills.
6. Arulselvi.Evangelin.(2013).Content and methods of teaching English. Saratha Publishers: Chennai
7. Banerjee, Ranjana.(2007)Teaching of English. Rajat Publications. : New Delhi.
8. Baruah, T. C. (1993). The English teachers handbook. New Delhi: Sterling Publishers.
9. Bennett, W. A. (1969). Aspects of language and language teaching. London: Cambridge University Press.
10. Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi: Dhanpat Rai & Co.
11. Bloom, B.S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. USA: McGraw Hill, Inc.
12. Brown, G. (1977). Listening to spoken English, applied linguistics and language. London: Longman.
13. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
14. Christopher, S. W. (1998). Computer and language learning. Singapore: SEAMEO – Regional Language Centre.
15. Dahin. (1967). The language laboratory and language learning. London: Longman.
16. Dash . B.N. (2004), Teaching of English.Dominant Publishers : New Delhi
17. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
18. Doff, Adrian. (1988). Teach English: A Training Course for Teachers. Cambridge: Cambridge University Press.
19. Dr. A.M Shekar (2010) Teaching of English and second language Puducherry
20. Ellis, Rod. (1990). Integrated Second Language Acquisition. Massachussetts: Basil Blackwell Inc.
21. Frisby, A. W. (1970). Teaching English. London: Longman.
22. Geetha Nagaraj (2008) English language teaching Hydrabad Orient longman
23. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. London: Orient Longman Ltd.
24. Gregory Bernard, G. (1969). Better spoken English. London: Macmilllan & Co.
25. Heaton, J.B. (1988). Writing English Language Test: A Practical Guide for Teachers of English as a Second for Foreign Language. UK: Longman Group.
26. Hook, J. N., & Robert, L. S. (1967). Competence in English: A programmed handbook. NY: Harcourt, Brace & World Inc.
27. Hornby, A. S. (1968). The teaching of structural words and sentence patterns. London: Oxford University Press.
28. Howatt, A. P. R. (1972). Programmed learning and the language teacher. London: Longman.

29. Jack c Richard & Theodore S Rodger (2012) Approaches and methods in language teaching cambridge university
30. Jayanthi.N.L.N.(2005).Teaching of English. Kamala Publishers: Annamalainagar, Chidambaram.
31. Jean and David Giles, Think, Talk and Write, Longmans, 1967.
32. Julian Dakin, The Language Laboratory and Language Learning, Longman, London, 1973.
33. K. Jamaludeen (2014) Effective teaching of English kerala Quality publishers
34. Knuj Schibsbya, A modern English Grammar, Oxford University Press, 1969.
35. Kshanika Bose (2011) Teaching of English New delhi Doaba House
36. Lee W.R., Language, Teaching, Games and contests, Oxford University Press, 1976.
37. Mark Lester, Introductory Transformation Grammar of English, Macmillan, 1977.
38. Moody, H. L. B. (1977). The teaching of literature. London: Longman.
39. N. Rajeswari & Dr. Selvi (2013) Innovations in teaching of English Chennai Santha Publishers
40. Nanda, K. (1989). Developing English comprehension. New Delhi: Sterling Publishers.
41. Palmer, H. E. (2008). Oral Method of Teaching Language. Delhi: Surjeet
42. Pit, C. S. (1985). An intermediate English practice book. London: Orient Longmans.
43. Pit, C. S. (1985). Introducing applied linguistics. London: Orient Longmans. Publications
44. Mowla, Venkateswaran, S. (2008). Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.
45. Rajeswari .N. (2008).Teaching of English. G Publishers: Chennai.
46. Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
47. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
48. Sharma, R. N. (2008). Contemporary Teaching of English. Delhi: Surjeet Publications.
49. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
50. Sharma.R.A.(2007).Teaching of English.Vinay Rakheja publishers:New Delhi
51. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
52. Singh.Y.K.(2005). Teaching of English. APH publishing corp. : New Delhi
53. Thomas, A. J., & Martinet, A. V. (2004). A practical English grammar. London: OUP.
54. Tickoo, M.L. (2004). Teaching and Learning English: A Source Book for Teachers and Teacher Trainees. New Delhi: Orient Longman.
55. Ur Penny and Andrew Wright (1992). Five Minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.

Books Accompanied by Audio Cassettes

1. Getting on In English by John Haycroft (The BBC Intermediate Course).
2. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
3. Advanced Learners).
4. Keep Up Your English by W. Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & Nidhi Srivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

Course - 18(iii) Pedagogy of Hindi I – Part 2

Credit: 4

पृष्ठभूमिः

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए है। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे – बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महन्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: भाषा की भूमिका भाषा-साहित्य और सौंदर्य – 1

(विभिन्न अभिव्यक्तियाँ भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।)

सृजनात्मक भाषा के विविध रूप – साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा; स्कूली पाठ्यचर्या मे मीडिया की भूमिका, उद्देश्य प्रासंगिकता; अनुवाद का महत्व और जरूरत; सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

इकाई 2: भाषा साहित्य और सौंदर्य – 2

साहित्यिक अभिव्यक्ति के विविध रूप – कविता को पढ़ना-पढ़ाना; **गद्य** की विविध विधाओं को पढ़ना-पढ़ाना; **नाटक** को पढ़ना-पढ़ाना; समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य); हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण; कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

इकाई 3: पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

(पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं)

पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक – पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध; पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल वेफ बाहरी जीवन से जोड़ते हुए तथा रटंत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोध्कर्त्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

इकाई 4: सहायक शिक्षण सामग्री

प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फ़िल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

इकाई 5: आकलन की भूमिका और महत्त्व

(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।)

1. **भाषा विकास की प्रगति का आकलन** – सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टपफोलियो

2. **प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु** – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)

3. **फीडबैक** (विद्यार्थी, अभिभावक और अध्यापक) **और रिपोर्ट**

इकाई 6: शब्द और शब्द रचना, शब्द और उसके प्रकार

1. अर्थ की दृष्टि से (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)

2. प्रयोग की दृष्टि से (सामान्य, तकनीकी)

3. इतिहास की दृष्टि से (तत्सम, तद्भव, देशज और विदेशी)

4. उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएँ तथा शब्द रचना म. उनकी भूमिका, उनके प्रकार और प्रयोग

इकाई 7ः हिन्दी की लिपि और वर्तनी का परिचय

1. देवनागरी लिपि का उद्भव और विकास

2. देवनागरी लिपि की वैज्ञानिकता, विशेषताएँ तथा कमियाँ

3. वर्णो का मानक रुप

4. वर्तनी, वर्तनी के नियम, वर्तनी संबंधी त्रुटिया. के सुधार संबंधी उपाय

इकाई 8ः हिन्दी भाषा का उद्भव और विकास

1. संपर्क भाषा, राजभाषा और राष्ट्रभाषा के रुप म. हिन्दी

2. व्याकरण शिक्षण – व्याकरण का अर्थ, महत्व, भाषा म. स्थान, शिक्षण के उद्देश्य एवं पाठ-योजना

इकाई 9ः भाषा शिक्षण संबंधी विविध युक्तियाँ

1. स्ंवाद

2. अभिनय

3. वाद-विवाद

4. साक्षात्कार

5. भाषा शिक्षण म. व्यावहारिक शब्द वाक्या. के प्रयोग संबंधी ज्ञान जैसे – क्षमा याचना, आमंत्रण देने एवं अस्वीकार करने धन्यवाद ज्ञापन आदि

इकाई 10ः पाठ-नियोजन एवं अभ्यास

सिखाने का माध्यम

व्याख्यान –समूहिक चर्चा –निदर्शन एवं सामग्री विश्लेषण –विचारगोष्ठी – विभिन्न साहित्यकाराए् लेखका. एवं कविया. के विषय म. चर्चाएँ –पुस्तकालय संसाधना. का उपयोग –भाषा प्रयोगशाला –वीडियो क्लिप्स का प्रयोग –दृश्य-श्रव्य पाठा. के माध्यम से सूक्ष्म शिक्षण –व्याकरण प्रकरणा. के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण –पाठ योजना प्रस्तुतीकरण –अन्तसक्रिय सत्र –प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण –शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी – मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ –मुहावरे, लोकोक्तिया. का प्रयोग करते हुए कहानी, लेख आदि लिखवाना –विषयवस्तु आधारित अभ्यास –सूक्ष्म एवं व्यापक पाठ योजनाए. बनाना –पावर प्वाइंट प्रस्तुतीकरण – दृश्य-श्रव्य सामग्री का निर्माण – ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण – विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना – परीक्षण आंकड़ा. का प्रस्तुतीकरण – पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

सामूहिक चर्चा का विश्लेषण –स्व मूल्यांकन तथा निकट समूह मूल्यांकन –उपलब्धि मूल्यांकन –अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन –प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ-स्रोत

1. अनन्त चौधरी, नागरी लिपि और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।

2. के० क्षत्रिया, मातृभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।

3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।

4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।

5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।

6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।

7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।

8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।

9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।

10. भोलानाथ तिवारी, भाषा विज्ञान,किताब महल, इलाहाबाद।

11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।

12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।

13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।

14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।

15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।

16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।

17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।

18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।

19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।

20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।

21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

Course - 18(iv) Pedagogy of Malayalam I – Part 2

Credit: 4

Essence of the course:

Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals with aims and objectives of teaching Malayalam. It includes activities for developing fluency in language, learning process and practical experience. It also opens a gateway to Malayalam literature with special reference to prominent contributors in the language.

Objectives:
At the end of the course, the student teacher will be able
- To understand the aims and objectives of teaching Malayalam
- To develop fluency and discourse oriented presentation
- To get acquainted with the student, learning process and acquire practical experience in creating conducive environment for effective learning
- To contribute to enrich Malayalam Literature.
- To understand Functional Malayalam
- To get acquainted with Planning of Instruction based on theories of Learning.
- To get acquainted with instruction based on Linguistics poetics, vocabulary, grammar and composition.
- To understand the principles of organizing curriculum
- To understand the techniques of using text books, Teachers hand books and other relevant materials for transacting language curriculum.

COURSE CONTENT

Unit 1: Aims and objectives of teaching Malayalam

Aims of Teaching Malayalam - Objectives of Teaching Malayalam at Secondary Level - Taxonomy of Educational Objectives and the objectives based on cognitive learning theories

Unit 2: developing fluency and discourse

Reading aloud prose passages and poems - Describing and interpreting pictures, tables, graphs, maps etc. - Telling stories and narrating incidents - Communication games - Dialogues and role play – Dramatization – Debates – Interviews - Extempore speeches on given topics.

Unit 3: learning process and practical experience

Physical, Psychological, Social and Emotional nature of the student - Peculiarities of learning activities - Specific peculiarities of language class - Nature of learning and learning strategies Role of teacher in the language class - Role of students in the language class -Techniques of creating conducive and democratic environment for learning - Qualities of a good learning activity - Appropriateness with the latest approach – interesting – Challenging – Feasibility - Sense of need - Considering multilevel of students.

Unit 4 Contributors to enrich Malayalam Literature

Contributions of foreign writers to the development of Malayalam Literature - Contributions of Gundert. - Contributions of Christian Priests to the development of Malayalam Literature -

Contributions of A.R. Raja Raja Varma - Contributions of Cherusseri, Thunjath Ezhuthachan, Kunjan Nambiar, Ulloor, Vallathol, Kumaranashan, P. Kunhiraman Nair, Vailoppilly etc - Contribution of Chandu Menon, C.V.Raman Pillai, O.V. Vijayan, M.T. Vasudevan Nair, K.P.Ramanunni, K.R. Meera, Perumbadavam Sreedharan, Ponkunnam Varki, T. Padmanabhan, Karoor Neelakanda Pilla etc. - Contribution of Kunhayeen Musaliyar, Kashi Mohammed (Mohiadden Mala), Chalilakath-Kunhammed Haji, Makti Thangal, Moyinkutty – Vaidyar, Ponkunnam Sayed Mohammed, P. Ubaid etc.

Unit 5: Influence of foreign language and Malayalam literature

The influence of Arabi – Malayalam in Malayalam Language and Literature - The influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Malayalam - Use of Scientific and Technical Words in Malayalam

Unit 6: Functional Malayalam

Punctuation, spacing, footnote, index, note taking, note making, summary, description, bio data, paraphrase, advertisement, brochures, pamphlets, posters, minutes, notice and notification, ambiguous words, government orders, amendments, references, gazette certificates, language in revenue documents, official terminology.

Unit 7: Planning of Instruction based on theories of Learning

Need and significance of Planning - Planning of Instruction - Year plan - Unit plan - Lesson plan (teaching manual) - Techniques and theories of developing year plan, unit plan and lesson plan - Techniques of developing learning equipment - Techniques of implementing learning activities and its evaluation - Process and utility of maintaining response sheet of the teaching manual.

Unit 8: Linguistics poetics, vocabulary, grammar and composition

The place of linguistics in language study - Importance of poetics in language study - Aims of teaching grammar at different levels-introduction of new approaches in teaching grammar - Aims of writing composition-General principles-composition for fostering creativity - Vocabulary – selection and gradation, Types (active, passive, content and structural) - Techniques of presenting vocabulary - Vocabulary expansion techniques - Spelling – Reasons causing spelling mistakes.

Unit 9: Organizing curriculum

Curriculum – A conceptual analysis - Curriculum and syllabus - Principles of curriculum construction - Nature of language curriculum **-** Modern trends in curriculum construction – spiral and open ended curriculum.

Unit10: Teachers hand books

Importance and significance of resource materials for teaching-learning process - Techniques of using teacher's hand book, periodicals, magazines, handouts, books, and other local resources as learning materials - Techniques of using text books (prose and poetry) as learning materials.

Mode of Transaction:

Dialogue, seminars, discussions, and group-work

Practicum: Task and Assignment

1. Preparation of Aid for Teaching Malayalam speech sounds.
2. Review of any three novels and five short stories.
3. Creative writing-Dialogues, Expansion of ideas, paraphrasing, precise writing, verbs, short stories and letter writing.
4. Preparation of an album about life and literature of some prominent writers in Malayalam.
5. An analytical study of the grammar and vocabulary in textbooks used in schools from standard VIII to standard X.

Mode of assessment:

Written test and Task and assignment

References:

1. A.R. Raja Raja Varma – Vrithamanjari, Kerala Panineeyam, Bhashabhushanam.
2. Damodaran Nair. P – Apasabda Nighantu
3. Sankarakurup. G – Sahithya Parichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangaliloode – National Book Stall, Kottayam.
8. Raman Nair. K.P – Aksharaslokavum Kavyakeliyum oru padanam
9. Iranjyam Ravi – Malayala Vyakarana Nighandu
10. Adhunika Bhasha Sastram – K.M. Prabakaravarior
11. Bhashayum Manasastravum – K.M. Prabakaravarior
12. Malayala Bhashadhyapanam – Erumeli Parameswaran Pillai.
13. Pazhamchol Prapandham – Pro-P.C. Kartha.
14. Kairaliyude Katha – N. Krishna Pillai (DC Books)
15. Keralathinte Samskarika Charithram – Dr. P.K. Gopalakrishnan
16. Mahathaya Mappila Samskara Parambaryam – P.N. Ahd. Moulavi & Mohd Abdul
17. Allen,D & Ryan, K (1969). *Micro teaching*. London: Adison Wesley
18. Bindhu,C.M(2nd Ed.)(2009). Mathrubhashabhodhanam: Pravanathakalum Reethikalum. Calicut: Scorpio
19. Bloom.B.S.(1956). *Taxonomy of Educational Objectives: cognitive domain*, New York: David Mckay Co.
20. Brooks,N(1964). *Language and language learning*: Theory and practice, NewYork:Harkcourt, Brace &world, Inc.
21. Chomsky,N (1975). *Reflections on Language*. New York:Random ouse.
22. Dale,(1961*). Audio visual methods in teaching*, New York: Holt Rinehart & Winston
23. Ebel,L.& Frisbie,A.(1991*). Essentials of educational measurement*. New York:McGraw Hill.
24. Entwistle,N.J.(1981). *Style of learning and teaching*. London: John Wiley &Sons

25. Fosnot,C.(1996).*Constructivism: theory,perspectives and practice*. Newyork:Teachers College Press.

26. Gren,G.H.(1987).*Planning the lesson*.London: Logman

27. Gronlund,N.E(1970) *Stating Behavioural objectives for class room instruction*. London: MacMillan

28. Joyce, B & Weil, M (2oo3). *Models of Teaching* (5th Ed.) New Delhi.Prentice hall

29. Kumar, S.P.K & Noushad.P.P (2nd Ed.) (2009). Social studies in the class room: Trends & methods, Calicut: scorpio

30. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: NewDelhi.

31. Lado,R (1979). *Language teaching- a scientific approach*.New York: McGraw Hill INC

32. Lee,W.R(1972). *Language teaching games and contexts*. London: Oxford University press.

33. Mayer,R.E(2003*). Language and instruction*, Upper Saddle River. Pearson education

34. Nair, Chandrashekharan,C.K(2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.

35. NCERT(2005)National Cruuiculum Framework. New Delhi:NCERT

36. SCERT(2007),Kerala Curriculum Frame work. Trivandrum:SCERT

37. Passi,B.K(Ed)(1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad

38. Pillai,P.E(1991) *Malayala bhasha bhodanam.Kerala*:chris printers kottayam.

39. Sivarajan,k & Sreemannuni,P.S.(2003) *Malayalabhashadhyapanam. Central cooperative stores, Calicut university.*

40. Variyar, Prabhakaran,K.M & A. Santha(1998*). Modern linguistics*, Trivandrum: Kerala Bhasha institute.

Course - 18(v) Pedagogy of Telugu I – Part 2

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction
Practicum: Task and Assignment
Mode of Assessment
References:

Syllabus yet to be prepared for Course - 18(v) Pedagogy of Telugu I – Part 2.

Course - 18(vi) Pedagogy of French – Part 2

Credit: 4

Essence of the course:

Equipping the student with French knowledge for communication. Learning the different approaches to teach French at schools. Learning to use the ICT tools for education in foreign language classroom. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:
At the end of the course, the student teacher will be able to

- develop French Language teaching competency.

- understand and appreciate the importance of French.

- have a critical study of learning French as a second language in the multilingual Indian Society.

- understand the role of French in India and to improve French Language attainment.

- produce the different methods, techniques and strategies of teaching French.

- prepare and use appropriate teaching aids to make teaching more effective.

- develop the various micro skills to teach French language.

- acquire the skill of preparing lesson plans to teach French.

CONTENT OUTLINE

Unit 1: Foundation and importance of French language teaching

Enseignement du FLE (French as a foreign language) , FLM (French as a mother tongue), FLS (French as second language) , FOS (French for specific objectives). Importance d'apprendre le français dans le monde actuel.
(La classe de langue, p. 13-18)

Unit 2: Aims and objectives of teaching French as a second language

Buts de l'enseignement du français – Objectifs d'enseignement du FLE au niveau primaire, secondaire et au niveau lycée. Petite etude du terrain (étude sur le système d'enseignement du français en Inde)

Unit 3: Teaching skills

Micro enseignement – Définition - Etapes dans le micro-enseignement – Aptitudes: Sensibilisation - Facilité à poser des questions – Renforcement – Varier les stimuli – Savoir enchaîner les questions – Contrôler la compréhension - Usage d'auxiliaires visuels

Unit 4: Planning of the lesson

Définition et rôle du plan de cours – Avantages d'elaborer un plan de cours - Conseils méthodologiques pour préparer les leçons

Unit 5: Methods of teaching French

Difference entre "Methode", "Methodologie", "Approche" and "Perspective".
Grammar translation method – Direct method – SGAV method – Communicative approach – Task oriented approach – Eclectic approach
(Manuel de formation pratique: P. 74-75, La classe de langue: P.50-60, 63-65, 68-69)

Unit 6: Technology resources for French language teaching

Outils traditionnels: Magnétophone, radio, télévision Outils TICE modernes: Apprentissage Web, Tableau blanc interactif, Espace numérique de travail

Unit 7 : Teaching of Culture

Terme « Interculture », « « Interculturel », « Co-culturel » - compétence interculturelle - Stereotypes culturels en didactique des langues

Prescribed book : Manuel de formation pratique. P. 147-150, 154-155

Unit 8: Challenges in teaching French language

Problèmes qui surviennent lors de l'enseignement aux écoles indiennes. Difficultés affrontées par les enseignants de français et les suggestions pour résoudre ces problèmes

Unit 9: Analysis of syllabus, textual materials and professional competency of French teachers

Comprendre la relation entre le curriculum, syllabus et livre de texte. Qualités d'un bon texte Sélection du manuel - des matériaux -Développement des activités et tâches.

Unit 10: Assessment and evaluation in French

Concept de l'évaluation. Types d'évaluation – « Achievement Test », essais d'aptitude, tests diagnostiques, pronostiques.-préparation d'un « Achievement Test » -Concept et nécessité des cours de rattrapage.

Mode of Transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment

1. Seminar on foundation and significance of English language teaching
2. Oral Communication tasks
3. Language Lab activities
4. Preparation of micro lesson plan
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure
8. Dramatization and miming.
9. Project on formation of new words
10. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
11. Assignments & Library work
12. Preparation of audio visual aids(PPT, Charts, Models)
13. Listening to radio news and responding to questions.

Mode of Assessment:

Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability

to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

References:
1. ABRY D., VELDEMAN-ABRY J. *La phonétique: audition, prononciation, correction*, CLE, 2007, 1CD
2. BERTOCCHINI P., COSTANZO E., Manuel de formation pratique pour le professeur de FLE, Paris, CLE International, 2008.
3. CHARLIAC, Lucile et MOTRON, Anne-Claire. *Phonétique progressive du français*. CLE International, 1999.
4. CUQ J.-P., GRUCA I., Cours de didactique du français langue étrangère et seconde, Grenoble, PUG, 2002.
5. MOIRAND S., Enseigner à communiquer en langue étrangère, Paris, Hachette, coll. F, 1982.
6. OLLIVIER JACQUELINE et BEAUDOIN MARTIN, *Grammaire française*, 5e édition, Montréal, Groupe Modulo,
7. POISSON-QUINTON, Sylvie et MIMRAN, Reine. *Vocabulaire expliqué du français*. Niveau intermédiaire. CLE International, 2004
8. TAGLIANTE., CHRISTINE., La classe de langue, coll, Techniques de classe, CLE international, 2006

Course - 18(vii) Pedagogy of Mathematics – Part 2

Credit: 4

Essence of the course:

This course is to enable students to specialize in Mathematics and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Mathematical Knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

Objectives:

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

- acquire the knowledge of competence in teaching Mathematics
- develop clear perception of the Secondary School Mathematics.
- develop awareness of recent trends and principles of construction of Mathematics curriculum.
- know the importance of computers in teaching and learning of Mathematics
- understand the various psychological aspects involved in teaching Mathematics
- know the importance of aesthetic and recreational Mathematics
- develop an understanding of resources of teaching and learning Mathematics.
- help the student teacher for the professional self-development
- enable the student teachers to identify gifted and slow learners in Mathematics and to meet the requirements.
- stimulate to pose and solve meaningful problems and creativity in Mathematics.
- develop insight into individual differences in learning Mathematics to cater to the needs and requirements of students.
- develop skills in construction of appropriate assessment tools for evaluating Mathematics learning

COURSE CONTENT

Unit 1: Revisiting of Content in Mathematics

Definitions, Concepts, Generalizations, Formulae, Laws, Rules, Properties, Axioms, Structures, Constructions, Graphs, Operations, Procedures and Processes, Axioms and Postulates, Theorems and their converse, Propositions, Proofs, Problems etc. in Mathematics Critical analysis of content course of Standard VI to X Mathematics.- Basic concepts in Secondary School Mathematics.

Unit 2: Mathematics Curriculum

Need and importance of Mathematics in School Curriculum - Recent trends in Curriculum Construction - Principles of formulating Mathematics Curriculum - Organization of Syllabus – Topical and Spiral, Logical and Psychological Approaches - Comparison of CBSE and State Board Mathematics syllabi.

Unit 3: Planning and Designing Instruction in Mathematics

Planning Instruction- Need and Importance - Decision Making as the Basis for Planning - Concept of Pedagogic Content Knowledge (PCK) and Components of PCK - Pedagogic Content Knowledge Analysis for selected units in Mathematics at the secondary level in terms of Content, Pre-requisites, Instructional Objectives– Selecting suitable Teaching Methods and

Strategies, Techniques, Models, Learning Activities, Selecting suitable evaluation techniques, Identifying the misconceptions and appropriate remedial measures.

Unit 4: Learning Resources in Mathematics

Mathematics Text Book – Mathematics Library – Mathematics Club and Mathematics Exhibition

Preparation of teaching Aids - Audio-visual Aids and Multimedia Selection and Teaching in Mathematics - Computer applications in Teaching and Learning Mathematics-Uses of ICT in Teaching-learning process.

Unit 5: Psychological foundations of Mathematics Education

Jean Piaget's Cognitive theory, Bruner's Discovery learning, Gagne's eight types of learning and Constructivism - Critical Analysis of Mathematics Curriculum at the secondary level (state board) based on principles and organization of Mathematics curriculum and NCF 2005.

Unit 6: Development of Problem-Solving Ability and Creativity in Mathematics

Meaning – Problems, Problem Solving and Problem Posing – Characteristics of a Good Problem - Problem-solving Strategies and steps in Problem Solving - Gagne's views on Problem Solving - Strategies of Mathematics Problem posing - Divergent Thinking and Creativity in Mathematics - The relation of Creativity to Problem solving and Problem Posing in Mathematics.

Unit 7: Mathematics education for all

Factors influencing the learning of Mathematics-Motivation, Perception, Attitude and Aptitude, Thinking (Divergent and Creativity), etc. - Gifted Children in Mathematics – Meaning, Characteristics and Enrichment programmes, NTSE – Mathematics Olympiad.

Unit 8: Evaluation

Construction and Use of Diagnostic test in Mathematics: Stages, Preparation of Diagnostic Chart (Error Analysis)-Co-operative and collaborative strategies: Learning together, Jigsaw technique – steps -Meaning – Test, Measurement, Assessment and evaluation- Evaluation-General Purposes – Placeof evaluation in Instruction - Types of Evaluation – Placement, Formative, Diagnostic and Summative - Characteristics of a Good Measurement tool - Achievement test – Uses and Construction – Item Analysis - Comprehensive and Continuous Evaluation- Meaning and Functions - Statistics –Central Measures, Measures of Deviation and Graphical Representation

Unit 9: Recreational programme in learning Mathematics

Mathematics Recreational activities and Mathematics Quiz – importance and Organization.

Problems: fear and failure, disappointing curriculum, crude assessment – inadequate teacher preparation- Music Mathematics.

Unit 10: Identification of learning difficulties

Identification of Learning difficulties - Slow Learners in Mathematics – Meaning, Characteristics, Reasons for Slow Learning and learning difficulties: dyslexia, dysgraphia and dyscalculia - remedial measures.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments, seminars.

Learning Activities:

Learning the Content and practicing them appropriately, Oral work, drill, Review and Practicing Pedagogical Aspects for different areas of School Curriculum.

Practicum: Task and Assignment
1. Critically analyze the Mathematics Curriculum at the Secondary Level and prepare a report.
2. Prepare any two improvised teaching aids.
3. prepare the stick album based on the mathematical shapes
4. Search and collect the scrap for Mathematics
5. Prepare a power-point presentation on Mathematical Concepts, Principles and Properties.
6. Prepare remedial measures for any difficulties in learning Mathematics or prepare enrichment programmes for gifted children.
7. Create the collection of mathematical puzzles, riddles for secondary students
8. Collect the mathematical shapes and record it.
9. Search the NET about the mathematical correlation with other subjects
10. Construct any five problems that have multiple right solutions.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

References:
1. Anice James (2014). Teaching of Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Arul Jothi, Balaji D.L. and NishitMathur (2009). Teaching of Mathematics II. New Delhi: Centrum Press.
3. Bagyanathan, D. (2007). Teaching of Mathematics. Chennai: Tamil Nadu Text Book Society.
4. Bolt, B., & Hobbs, D. (2005). 101 Mathematical projects. New Delhi: Cambridge University
5. Goel, Amit. (2006). Learn and teach Mathematics. Delhi: Authors Press.
6. James N. Vander Zander and Ann J. Pace (1984). Educational Psychology in Theory and Practice. New York: Random House.
7. Kapoor, S. K. (2006). The teaching of Vedic Mathematics. New Delhi: Lotus Press.
8. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
9. Marlow Ediger and DigumartiBhaskara Rao (2011).Essays on Teaching Mathematics. New Delhi: Discovery Publishing House Pvt. Ltd.
10. Michael A. Lorber and Walter D. Pierce (1990) Objectives, Methods and Evaluation for Secondary Teaching. New Jersy: Prentice Hall.
11. Nalikar, J. V., &Narlikar, M. (2001). Fun and fundamentals of Mathematics. Hyderabad: Universities Press ltd.
12. NormanE. Gronland (1981). Measurement and Evaluation in Teaching. New York: Macmillan Publishing Co.Inc.
13. Peter N. Ariasian (2000). Assessment in the Classroom: A Concise Approach. New York: McGraw-Hill.
14. Pratap, N. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.

15. Schwartz, S. L. (2007). Teaching young children Mathematics. London: Atlantic Publishers & Distributors (P) Ltd.
16. Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
17. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
18. Sidhu, K. S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers private
19. Singh, M. (2006). Modern teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
20. Sudhir Kumar and Ratnalikar (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
21. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

Web Resources

1. www.infodev.org
2. http://enhancinged.wgbh.org/research/eeeee.html
3. www.classle.net
4. www.ddceutkal.ac.in
5. www.famous-mathematicians.org
6. www.thesecondprinciple.com
7. www.nic.edu
8. www.nctm.org
9. www.arvindguptatoys.com
10. www.slideshare.net
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com

Course - 18(viii) Pedagogy of Physical Science – Part 2

Credit: 4

Essence of the course:

After having learning this Course, student teachers understand the nature of physical science teacher, the learner, resource material including ICT for teaching physical science and evaluation process. This course comprise, pedagogical approaches for organizing science related activities; and assessment of the learner.

The student-teachers will work with theoretical studies as well as on the field with school children from various backgrounds. They will capable to critically teach the science in their internship school and examine teaching learning processes also developing of self.

Objectives:

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

- acquire knowledge about the term and concepts used in teaching physical science.
- understand nature of the learner and classroom situation.
- apply the knowledge in constructing test and developing ICT resource in teaching physical science.
- enhance skill in organizing and maintaining of physical science laboratory.
- create interest in organizing science related activities.
- develop a desirable positive attitude towards science teaching.

COURSE CONTENT

Unit 1: Pedagogical shift in Physical Science:

Pedagogical shift from science as fixed body of knowledge to the process of constructing knowledge – Critical pedagogy, democratising science learning and role of teachers – Pedagogical shift: planning teaching learning experiences.

Unit 2: Exploring Learners

Uniqueness in learner – Motivating learners to bring their previous knowledge into Classroom – Involving Learners in teaching-learning Process – Encouraging learners to raise and ask questions, collect materials from local resources.

Unit 3: Curriculum in Physical Science

Meaning – curriculum and syllabus – Principles and approaches of curriculum construction – selection of content –Recommendations of various commission since Kothari commission to NCF on science curriculum–Physical science syllabi and textbooks at upper primary, secondary stage.

Unit 4: ICT Resources in Learning Physical Science

Dale's Cone of experience (modified) – Teaching physical science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e–picture/poster – Blended learning: eBooks, Web, Wikis, Moodle, social networking–ICT tool used in classroom– advantages of using ICT in learning–teaching processes

Unit 5: Organizing Science Related Activities

   Science libraries, science Museum, science club, science hobbies, field trips/excursions, science Fairs/exhibitions, Science corner.

Unit 6: Laboratory as a Learning Resource

   Objectives of laboratory work – Planning laboratory work – Approaches to laboratory work – Working plan for group of students (Batch) in the laboratory –Motivating students to maintain the regular record of laboratory work – Safety in laboratories and precautionary measures.

Unit 7: Organization and Maintenance of Physical Science Laboratory

   Structure and design of general, chemistry and physics laboratory– Storage of chemicals and apparatus – preparation of indent – maintenance of registers – accidents and first aids – Improvisation of apparatus – science kits and advantages.

Unit 8: Assessment of children's learning in Physical Science

   Test, examination, measurement, assessment and evaluation –Continuous and Comprehensive Evaluation (CCE), objectives –Scholastic area: Formative, Summative Assessment– Co-Scholastic area, life skill – national talent search examination.

Unit 9: Tools and techniques of assessment in physical science

   Purpose of assessment – tool and techniques of assessment: Project work, Field trips and field diary, Laboratory work, Concept mapping, Interview/oral test, written test including types and construction.– Recording and reporting: measurement of students' achievements, grading system and type. – Measures of central tendency – measures of variability – correlation.

Unit 10: Professional Development of Physical Science Teachers

   Teaching as a profession – need for pre–service professional development programmes – special qualities of a science teacher – ethics of a teacher–need for in-service professional development programmes – opportunities for in-service professional development – reflective practice – Teacher as researcher – Action research in physical science.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. During internship, analyze and record learning abilities of pupils and their activities in class situation (observation).
2. Evaluate any 2 school science text book(Rating)
3. Surf the Internet for searching information for various concepts of physical sciences for primary/secondary/higher secondary stages. Review them and make a list of relevant websites that you would recommend to your students. Share and discuss about the websites with your friends and teacher(Discussion)
4. Write self–study report based on your visit to science exhibition or science centre (Visit).
5. Demonstrate the experiment to the peers in your college laboratory (Experimentation)
6. Creatively construct any 3 improvised apparatus (Exhibit).
7. Observe a school and draw general, physics and chemistry laboratory (Drawing)

8. Analyse and study continuous and comprehensive evaluation which is followed in your internship school(Report)

9. Construct a tool for an oral interview to assess the school children toward their academic interest (Survey).

10. Collect information related to in–service programme provided for professional development (Collection).

Mode of Assessment:

Written test, Task and assignment, Laboratory work, Observation

References:

1. National Council of Educational Research and Training (2013), *Pedagogy of Physical Science I & II*, New Delhi. ISBN 978–93–5007–224–0(Part I) ISBN 978–93–5007–225–7 (Part II)

2. RadhaMoahan. (2013), *Teaching of Physical Science.* Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978–81–8316–204–3

3. SonikaRajan. (2012), *Methodology of Teaching Science.* New Delhi: Pearson Education. ISBN 978–81–31770–22–1

4. Vanaja, M. (2006), *Methods of teaching physical science.* Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81–8316–018–0

5. Panneerselvam, A and Rajendiran, E,K. (2009), *Teaching of Physical Science.* Chennai: Shantha publishers; ISBN 978–81–86689–53–0

6. NCERT. (2006), *Elementary level syllabus vol–I.* New Delhi. ISBN 81–7450–593–8

7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN–978–81–203–3723–7

8. Monika davar. (2012), *Teaching of science,* New Delhi: PHI Learning Pvt. Ltd., ISBN 978–81–203–4624–6 and 81–203–4624–6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII.* Delhi.

10. Jonathan Anderson. (2010), *ICT Transforming Education– A Regional Guide.* UNESCO Bangkok. ISBN 978–92–9223–325–9 ISBN 978–92–9223–326–6.

11. Henry E. Garrett. (2008), statistics in Psychology and Education. Delhi: Surjeet Publications.

Web Resources:

1. http://cbseacademic.in/web_material/cceresources/3_CCE_Manual_Revised_2011.pdf

2. http://cbseacademic.in/web_material/cceresources/2_CCE_Manual_Class_VI_VII_2010.pdf

3. http://www.samacheerkalvi.in/samacheerkalvi_final_syllabus.php

4. http://www.ncert.nic.in/rightside/links/syllabus.html

5. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf

6. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf

7. http://www.edudemic.com/how-to-use-social-media-as-a-learning-tool-in-the-classroom/

8. UNESCO Competency Framework for Teacher
   www.unesdoc.unesco.org/images/0021/002134/213475e.pdf

9. http://www.unesco.org/new/en/unesco/themes/icts/lifelong-learning/21st-century-skills/

10. ICT transforming education: a regional guide
    http://unesdoc.unesco.org/images/0018/001892/189216e.pdf

11. http://www.sciencechannel.com/games-and-interactives/newtons-laws-of-motion-interactive/

Course - 18(ix) Pedagogy of Biological Science – Part 2

Credit- 4

Essence of the course:

This course will introduce the student teachers to know about the advanced methods of teaching the biological science and make them to acquaint to have knowledge about conduct of practical's, critically examine teaching learning process based on activity and get insight about meta – learning. This course further seeks to be self-improving through the processes of reflection, feedback, and critical inquiry. Consequently, science teacher must help their students to understand their role within the broader social community.

Objectives:

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

- acquire knowledge about Individual learning strategies
- understand approaches of learning Biological science.
- apply the knowledge in constructing test and developing ICT resource and professional development in teaching Biological science.
- develop skill in practical work and organizing and maintaining of biological science laboratory.
- develop interest in using teaching resources and research in science education.
- develop a desirable positive attitude towards. tools and techniques of assessment of learning biological science

COURSE CONTENT:

Unit 1: Approaches of learning Biological science

5E learning model – Expository approach - Collaborative - Activity based learning approach– Concept attainment – Experiential learning– Inquiry approach.

Unit 2: Community and learning resources

Learning resources from immediate environment – using community resources – Community based learning resources in teaching of science. – Field visit to botanical garden, Science Park and zoo - scientific Lab and its equipment

Unit 3: Teaching resources

Machine operated aids: Overhead projector, digital projector, smart interactive board.

Non– Machine operated aids:

Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut–outs and its effective uses.

Display Board: chalkboard, bulletin, flannel, magnetic, peg board and its effective uses.

3D aids: objects, specimens, models.

Unit 4: Biology Laboratory

Location, planning, organization and maintenance-practical preparation – laboratory registers – safety in the lab – common accidents and first aid – practical ethics

Unit 5: Biology practical work

Organizing and importance of practical work – problems in conducting practical – guidelines for teachers, evaluation of practical work – practical record work in biology

Unit 6: Research in science education

Types of Educational research – Status of research in science education in India – Educational research and innovation committee – utilization of science educational research

Unit 7: ICT Resources in learning bio–science

Dale's Cone of Experience (modified) – Teaching Bio–science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e–picture/poster. – Blended learning: eBooks, web, wikis, Moodle, social networking. – ICT tool used in classroom – advantages of using ICT in learning–teaching processes.

Unit 8: Professional development of biological teacher

Professional development programmes of science teacher –seminar, conferences, online sharing – members of professional organization. –Teacher as a community of learners – collaboration of school with colleges and universities and other institutions – role of reflective practice in professional development. –Teacher as a researcher – action research in biological science– Special qualities of a science teacher.

Unit 9: Exploring Learners

Identification of Diverse learners in classroom-addressing the diversity of learners in the classroom.– Motivating learners to bring their previous knowledge into classroom – involving learners in teaching learning process – encouraging learners to raise and ask questions- and its techniques.

Unit 10: Tools and techniques of assessment of learning biological science

Performance based assessment techniques – assessment of project work – assessment of participation in collaborative learning. –construction of test items (open ended and structure) and administration of tests – developing assessment frame work. – continuous and comprehensive evaluation – assessment of experimental work. –Grading system and type – measures of central tendency – measures of variability – correlation**.**

Modes of transaction:

Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratary Method, Presentation by students, Demonstration of scientific experiments.

Practicum: Task and Assignment

1. Report writing about finding resources on teaching science using web
2. Designing and carrying out of any five simple investigation of Biology (keep it in a record).
3. Preparation of laboratory instructional cards.
4. Prepare a digital content (ie. Powerpoint) on any topic related to bio-science.
5. Prepare any one working model related to bio-science.
6. Preparation of Posters / articles / stories related to science concepts / environment. (send it for publication at student journals)
7. Study and observation of how science is taught in various schools and prepare a report on teaching aids availability and show how it can be improvised further.
8. Write any one articles or science research project report. (send it for publication at student journals)
9. Visit your nearby any 2 high school and higher secondary school observe and draw Biology laboratory.
10. Arrange for a field trip and write a report

Mode of Assessment:

Observation, Report preparation & keeping Records, Assignment submissions, Seminar presentation, Article publications, student presentation.

References:
1. Arulselvi, E. (2007). Teaching of science. Chennai: Saradha Publications.
2. Brandwein, P. F. (1955). The gifted as future scientist. New York, Earcourt Dcace.
3. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII.* Delhi.
4. Jonathan Anderson. (2010), *ICT Transforming Education– A Regional Guide.* UNESCO Bangkok. ISBN 978–92–9223–325–9 ISBN 978–92–9223–326–6.
5. Mangal, S. K., &Mangal, S. (2005). Essentials of educational technology and management. Meerut: Loyal Book Depot.
6. Mangal, S, K. and Uma Mangal. (2009), Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd., ISBN–978–81–203–3723–7
7. Monika davar. (2012), Teaching of science, New Delhi: PHI Learning Pvt. Ltd., ISBN 978–81–203–4624–6 and 81–203–4624–6.
8. NCERT. (2006), Elementary level syllabus vol–I. New Delhi. ISBN 81–7450–593–8
9. Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
10. Sharma, R. C. (2007). Teaching of science. Delhi: Dhanpatrai publications.
11. Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.
12. SonikaRajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education. ISBN 978–81–31770–22–1
13. Tomar, Archana (2006) Teaching of Biology, Delhi: Kalpaz publication
14. Yadav, S., & Singh, A. K. (2005). Teaching of life science. Delhi: Dominant Publications

Course - 18(x) Pedagogy of Social Science – Part 2

Essence of the course:

This course helps to sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. It helps the learner well acquaint the preparation and administration of learning resources in the meaningful way. It also develop the competency in making use of appropriate assessment system to apprise the learning outcomes. This course deals about the various social issues and mould them to face the same in a plausible way.

Objectives:

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

- acquire basic knowledge and skills to analyse and transact the Social Science curriculum effectively following wide-ranging teaching
- acquire a conceptual understanding on the process of teaching and learning Social Science
- sensitise and equip student teachers to handle social issues and concerns in a responsible manner.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
- Acquaint with different methods, approaches and techniques of teaching social science
- Develop ability to design different evaluation tools
- Develop practical skills for analysing socio-economic, political and physical phenomena

CONTENT OUTLINE

Unit 1: Curriculum of Social Science

Meaning of Curriculum – Importance of Curriculum in Education – Types of Curriculum – Factors Influencing in Curriculum development –Principles of Curriculum development - Selection of Content for Social Studies Curriculum – Organization of the Social Studies Curriculum - Curriculum of Social Science at Primary Stage – Curriculum of Social Science at Secondary stage

Unit 2: Curriculum Reforms in Social Science

Role of Teacher in curriculum implementation and evaluation; national policies of education – reforms in social science curriculum at the secondary education level, national curriculum framework for school education (NCERT)

Unit 3: Approaches of curriculum construction

Correlated, Integrated, Topical, Unit, Patch, Concentric, and Spiral approaches.

Unit 4: Models of Teaching

Jurisprudence Model of Inquiry, Concept Attainment Model, Asubel's Advanced organiser model and its application in social science

Unit 5: Use of ICT in Social Science Teaching

Uses of Computer – Internet and Intranet – e-learning – Mobile learning.

Unit 6: Social Science Teacher

Social Science Teacher –The profile of a competent Social Science Teacher – Characteristics, Attitude for professional development– participation in professional bodies - Role of Teacher as a National Builder – Problems of Social science Teachers

Unit 7: Social Science Text-Book

Meaning and Definition of Text book – Types of Text book – Essential features of text book – Criteria for evaluation of the Social Science Text book – Qualities of Good Text book

Unit 8: Co-curricular activities in Social Science

Co-curricular activities for developing critical thinking and attitude, planning and organization of activities like exhibition, quiz, competition, Panel discussion and Social science club.

Unit 9: Remedial Teaching in Social Science

Diagnostic Test – Meaning and Definition of Remedial Teaching – relevance of remedial teaching – procedure for remedial work – Remedial strategies of Social Science Teaching

Unit 10: Social Science Laboratory: Design and Management

Principles of designing the Social Science laboratory for secondary schools; location, norms with reference to lighting, ventilation, working space and flexibility – store room, community corner, preparation room.

Mode of Transaction

Lecture cum discussion**,** Problem Solving, Dramatization, Seminar, Field visit, Debate, Group Discussion.

Practicum: Task and Assignment

1. Analysis of any three years public examination social science questions papers and submission of report.
2. Discussion on Contemporary issues.
3. Organizing a Mock Parliament Session.
4.   Organizing Awareness campaign or Rally.
5. Conducting educational survey of a slum area in a neighbouring village
6. preparation of report on social customs, traditions, and supercilious beliefs

Mode of Assessment

Unit test, Project, Preparation of assignments, Assessment of Learning Resources, Seminar Presentation.

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi,Third Edition:1999,

2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition –Wesley Publishing Co., Reading, Massachusetts.

3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York

4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi

5. Dhaskara Rao.D., Teaching of Social Studies, Discovery Publication House, New Delhi,2003.

6. Khan.M.A., Teaching of Social Studies, Commonwealth Publication, New Delhi, 2004.

7. Kocha S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers

8. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edion:2004.

9. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004.

10. UNESCO: New Source Book for Teaching of Geography, UNESCO

11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

12. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

Course - 18(xi) Pedagogy of Computer Science – Part 2

Credit: 4

Essence of the course:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

Objectives:

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

- enable the student teachers acquire knowledge about Informational Communicational Technology in Education
- develop an understanding about the Internet and Its applications
- guide the student teachers about planning and maintaining the Computer laboratories
- familiarize the student teachers with the Modern Trends in Teaching of Computer Science
- enable the student teachers acquire knowledge about blended learning and its models
- familiarize the student teachers with the multimedia, web designing, and Computer programming

CONTENT OUTLINE

Unit 1: Information Communication Technology

Technology in Education: Introduction – Concept of Information Technology, Communication Technology, Instructional Technology – Need & Significance of Educational Technology – Emerging Trends in   Educational Technology; ICT in Education: Introduction – Definition – Need of Information and Communication Technology – Significance of ICT

Unit 2: Internet and its Applications

Introduction - History of the internet – Application of Network – Benefits – Types of Computer Network- Basic Elements – Network Topology – Popular uses of Web Internet and Extranet - Understanding WWW – How to connect – Web browsers and it types – Favorites and Bookmarks;

Unit 3: Planning and Maintenance of a Computer Laboratory

Need for planning the computer laboratory – special features of computer lab – Essential infrastructure – laboratory management – organization of practical for pupils – maintenance of records – Rules for staff and pupils.

Unit 4: Modern Instructional Strategies

Introduction to modern instructional strategies – Significance and Uses – Modern Instructional Strategies: Interactive Whiteboard – Blog: Educational Blog, Types, role of teacher in educational blog – Web based learning – Video Conferencing – Virtual Learning – Online

Learning. Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitation of CAI, role of teacher in CAI.

Unit 5: Blended learning perspectives

Meaning, Definition, Characteristics, Importance, Benefits and Challenges of Blended Learning – Models of Blended Learning: Rotation Model – Station Rotation Model – Lab Rotation Model – Flipped Classroom Model – Flex Model - Self Blend Model – Virtual Enriched Model.- Advantages – Disadvantages of Blended Learning.

Unit 6: Modern Techniques in the Teaching of Computer Science

Seminar – Symposium – Group Discussion – Panel discussion – Workshop techniques – Collaborative learning – Team teaching;

Portfolio – Electronic Portfolio – Equipment for creating portfolio – Features of an Electronic portfolio – Developing Electronic portfolio – Requirements and Advantages of Electronic portfolio;

Unit 7: Multimedia in Education

Introduction – Multimedia application – Elements: Sound, Animation and Video animation – 3D animation – popular multimedia formats – Multimedia hardware and software – Inline sound and video – Using multimedia elements in content.

Unit 8: Fundamentals of C and C++ Programming

Elements of C language: Character Set – C Constant – C variables, Operators, Control structures – Loop structures – arrays and structures – functions – library functions – developing simple C programs; C++ Programming Concepts: Class, objects, Inheritance, Polymorphism and Overloading.

Unit 9: Web pages and Web Designing

Introduction – Elements of Hyper Text Markup Language (HTML) – Heading Section – Body Section – Hyperlink and Images – Creating web page with Microsoft front page – Websites – Elements – Difference between websites and Blog..

Unit 10: Computer Science Teacher and Evaluation

Academic and Professional qualification of Computer Science Teachers – Special qualities required for a computer science teacher; Evaluation by pupils and Self-evaluation – Classroom interaction analysis;

Mode of Transaction:

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: Task and Assignment

1. Develop the Multimedia package (Any one lesson at secondary or senior secondary level)
2. Create an Educational Blog (Individually)
3. Draw the Computer based Concept maps
4. Prepare self-blended learning module

5. Write a C programme – Students Mark list using array
6. Create a simple website for your class (Upload: Assignment, Exam details, Study materials)
7. Organize the Team Teaching among student trainees
8. Prepare the rating scale for self- Assessment of student teachers (use during the teaching practice)

Mode of Assessment

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation

References:

1. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.
2. Asokek. Ghosh (2001), Microsoft Web Publishing, New Delhi, Prentice Hall of India.
3. Arulsamy S. and Sivakumar.P, (2002). Application of ICT in Education, Hyderabad: Neelkamal Publication.
4. Balagurusamy E. (2011).Programming C (Fifth Edition). New Delhi: Tata McGra Hill Education Private Limited.
5. Burry Nance (1996). Introduction to Networking. New Delhi: Prentice Hall of India.
6. Harjeet Kaur Bhatia (2012). Reflections on blended learning and peer collaboration in Teacher Education, New Delhi: Global books organisation.
7. Mangal S.K. Mangal Uma. (2012). Essential of educational technology. New Delhi: PHI publication.
8. Nehru R.S.S. (2014). Blended learning, New Delhi: APH Publishing House.
9. Sampath et. al (2000). Introduction to Education Technology. New Delhi: Sterling Publishers.
10. Yashavant P.Kanetkar (2010). Let Us C (Tenth Edition). New Delhi: BPB Publications

Course - 18(xii) Pedagogy of Home Science – Part 2

Credit: 4

Essence of the course:

The pedagogy of Home Science focuses on developing the ability of the future teachers to transact Home Science in inclusive class rooms at high secondary level. Various skills involved in the transaction of curriculum have been given more importance. Approaches in teaching Home Science, curriculum, teacher's plan of action have been given more importance.

Objectives:
At the end of the course, the student teacher will be able to
- develop a broad understanding of the principles and procedures used in Home Science
- develop Home Science teaching competency.
- understand and appreciate the importance of Home Science in school education.
- have a critical study of learning Food & Nutrition, Human Health and Hygiene under Home Science Curriculum.
- develop the skills necessary for preparing modern science education
- prepare acceptance lesson models which lay down these procedures to the adopted for preparing designs of lessons.
- manage instructional activity in such a way that the vast majority of the learners attain most of the objectives

CONTENT OUTLINE

Unit 1: Basic Principles of Teaching Home Science

Basic principles of teaching home science – group discussion, seminar, observations, experimental works, market study, reports and records.

Unit 2: Planning For Teaching- Learning of Home Science

Identification and organization of concept for teaching-learning of home science, instructional material required for planning teaching-learning of home science, planning field visit, lab experience, planning ICT application in learning home science.

Unit 3: Learning Resources in Home Science

Identification and use of learning resources in home science, immediate environmental, exploring alternative resources, planning and organizing home science lab, use of community resources for home science learning, handling challenges in utilization of recourses.

Unit 4: Use of Mass Media in Teaching Home Science

Television, radio, internet, newspaper, multimedia- selection and designing, smart classroom (using interactive board).

Unit 5: Modern Techniques in Teaching Home Science

Team teaching, supervise study, assignments, programme instruction – linear, branching and matrices.

Unit 6: Instruction Material

Text book – characteristics of text book, use of text book in and outside of classroom, journals in home science.

Unit 7: Home Science Life Long Learning

Nurturing natural curiosity of observation and drawing conclusion, facilitating learning progress of learner with various needs in home science, ensuring equal partnership of learner with special needs. Home science club, exhibition nurturing creative talent at local level and exploring with district/state/national level agencies.

Unit 8: Tools and Techniques of Assessment for Learning Home Science

Performance based assessments, developing indicator for performance assessment in home science. Learner record of observation, field diary, teacher's diary, assessment of project work and practical work, construction of test items, encouraging teacher-learner relationship to examine a variety of assessment methods in home science.

Unit 9: Study of Programmes

Study of local, national and international programme relating to health, nutrition, child care, housing and their limitations. Measures and purpose of quality control, consumer protection and consumer education.

Unit 10: Professional Development of a Home Science Teacher

Professional development programmes for home science teachers, participation - in seminars, conferences, workshops. Online sharing membership in professional organizations.

Teacher as a community learner collaborating with schools, role of reflective practices for professional development in home science, teacher as a researcher, professional growth in in-service programmes through enrichments courses.

Mode of transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Home Science Lab activities

Practicum: Task and Assignment

1. Lesson planning, teaching, observation lessons.
2. Experimental work in food, clothing, textile.
3. Market survey and reports.
4. Projects related to any one area of home science.
5. Study of mid-day meal programmes.
6. Preparing teaching lessons for smart class.
7. Visits to centres like health centre, child welfare and community service centre.

Mode of Assessment:

Evaluation based on documentation (written), Address the level of pupil involvement in Group Discussion, Performance evaluation (seminar, project and assignment), Monitor the ability to distinguish between similar concepts, Use of Checklist to monitor, rate performance in each skill

References:

1. Teaching of Home Science- Dr. G.P. Sherry, Vinod Pustak Mandir: Agra.
2. Home Management and House Keeping-S.R.Sharma and Kaushik, Anmol Publications Pvt. Ltd. New Delhi.
3. Poshan avam ahar vighyan- Dr. G.P. Sherry, Vinod Pustak Mandir, Agra.
4. Teaching of today's health- David J.Anspaugh and gene Ezell, 6th edition, publisher Benjamin cummings
5. Fast Food Cooking –Ruma chatterjee, publisher Oxford Book Company.
6. Graha Vighyan shikshan- Dr. Padma Sharma, Vinod Pustak Mandir, Agra.
7. Home Science and Textiles- Mamta Agarwal, ABD publisher, Jaipur.

Course - 18(xiii) Pedagogy of Commerce I – Part 2

Credit: 4

Essence of the course:

The level of the teachers decides the level of the students and the society in general. Therefore, the competency and the quality of the teachers at the school level is essential. Moreover, the professionalization and their duties in exploring learners, remedial teaching and constructivism among the learners in the field of Commerce and Accountancy should be given importance. Considering this, the course is designed to provide reflections on the subjects to the student teachers. They must be familiar with various economic, political and social issues and the teaching techniques to teach them.

Objectives:

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

- acquire knowledge of the terms and concepts used in the professionalization teaching Commerce and Accountancy;
- understand the different techniques and technology for the development of Commerce teachers;
- apply the knowledge in adopting the suitable methods, techniques and aids for the purpose of teaching different learners;
- develop skills in preparing the suitable techniques to adopt constructivism;
- develop interests in the recent development to achieve self -development, and
- develop a desirable positive attitude towards self, students and teaching.

CONTENT OUTLINE

Unit 1: Commerce teacher

Qualities required for a good teacher – roles, changing roles as facilitator, as sorter, – morale and ethics of teachers – social and environmental responsibilities - problems faced – pre service and in service programmes –Academic freedom – organizational commitments.

Unit 2: Professionalization

Profession, meaning, characteristics, teaching as profession, Professional development – ways and means -membership in academic bodies- participating in a network of teachers -link with commercial and business concerns and Accountant Bodies-individual and collaborative research

Unit 3: Teacher in the classroom

Class room interaction analysis- system approach – class room climate- types of teachers based on leadership styles- teacher dominated pattern, laissez faire pattern and democratically planned pattern- significance communication, decision making - Teacher development -job satisfaction, determinants, consequences of job dissatisfaction – Organizational commitments –Academic freedom

Unit 4: Exploring Learners

Diverse learners in classroom – Motivating learners to learning – encouraging and involving learners in teaching learning process – collect materials from local resources. Understanding regional background of student based on socio–economic, historical & geographical context

Unit 5 Remedial Teaching

Identifying slow learners – remedial programme – causes of errors – types of errors – some common errors in commerce and Accountancy by school students –practical work – organizing remedial work

Unit 6: Constructivism

Constructivism – Meaning – Importance – Characteristics of Constructivism – Social cultural influences on Constructivism –methodology to learn, teach and evaluate Constructivism

Unit 7: Teaching Controversial Issues

Teaching controversial issues in Commerce and Accountancy- World Trade Organization (WTO) - GATT –GATS – Liberalization, Privatization and Globalization (LPG) – Disinvestment –Inflation –Recession –Economic crimes –security scam- rosy picture in the financial statement– Hawala -FERA –FEMA.

Unit 8: Quality in Education

Quality in Education- analysis of standards- feedback mechanism- Input –Process –Output Analysis – Concept of Total Quality Management (TQM) Supervision and Inspection – function -Accreditation and certification –Role of NAAC.

Unit 9: Research in teaching of commerce

Research: meaning, need and importance – utilization of research in commerce and education in teaching – development of research attitude- action research

Unit 10: Guidance and Placement in the field of commerce

Guidance -meaning, types, importance, principles, benefits and limitations, sources of information for guidance and placement – Role of commerce teacher in guidance end placement of commerce students.

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer   committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method –- Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods.

Practicum: Task and Assignment

1. Search in the internet and collect e-learning resources reported based on the research in Education, Accountancy and Commerce. Report them for peer reflection. Record their reflections.

2. How can you teach controversial issues in the class? Analyze and report it from present school practices.

3. Observe and report the classroom practices in the school from constructivist point of view.

4. How can professionalism be achieved in the teaching. Collect the opinions of the teachers and analyze in the class and submit a report.

5. Construct and conduct a diagnostic test in Commerce and how remedial teaching be arranged?. Report it for class review.

6. Any other field based project, task or assignment connected with the units in this course

Mode of assessment:

Written test and Task and assignment

References:

1. Govindan .K.R., and Senthilkumar.S. : Professional Ethics, Anuradha Agencies.(2004)

2. Suma Chitnis, and Altbach Philip.G.: Indian Academic Profession, Macmillan India Ltd. New Delhi.(1997)

3. In Pursuit of Equity and Excellence NCERT, National Council of Educational Research and Training. New Delhi.(2001)

4. Sharma Santosh, Constructivist Approaches to Teaching and Learning, National Council of Educational Research and Training.(2006)

5. Kochhar.S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited.New Delhi.

WEB Resources

1. www.slideshare.net

2. www. Sitesforteachers.com

3. www.ala.org

4. www.edudemic.com

5. www.sciencedirect.org

6. www.consumer.vic.gov.au

7. www.ctforg.in

8. A resource book for teaching and learning in commerce.

9. http://www.tutorialspoint.com/e_commerce/

10. https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility

11. http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html

12. http://www.dynamicwebs.com.au/tutorials/e-commerce.htm

13. http://www.tallytraining.in/

14. http://www.tallyschool.com/free-tally-course-online/

15. http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/

16. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally

19 PEDAGOGY OF A SCHOOL SUBJECT 2(PART 2)
Course - 19(i) Pedagogy of Tamil II – Part 2

தமிழ் கற்பிக்கும் முறைகள் II - பகுதி 2

Credit: 4

அடிப்படைக் கோட்பாடு

சமூகத்தில் மொழியின் அவசியத்தையும் பங்களிப்பையும் பற்றிய அறிவினைப் பெற்றிருப்பர். இன்றைக்கு மொழியும் அறிவியலும் ஒன்றுக் கொன்று தொடர்புடையதாக உள்ளதை அறிந்திருப்பர். மொழியைக் கற்பிக்கும், கருவி நூலாக உள்ள, பாடநூல் எவ்வாறு அமைந்திருக்க வேண்டும் என்பதை மாணவர் அறிந்திருப்பர். நம்மை மற்றவரோடு தொடர்புபடுத்திக் கொள்வதற்கு கருவியாக அமைந்துள்ள மொழியாய்வகம் பற்றி அறிவைப் பெற்றிருப்பர். மனக் கருத்துக்களை வெளிப்படுத்தும் முறைகளில் ஒன்றான கட்டுரை எழுதும் அறிவைப் பெற்றிருப்பர். மொழிப் பயிற்சிப் பற்றிய சிந்தனைகளையும் பெற்றிருப்பர். மொழிப்பாடம் கற்பித்தலுக்குத் தற்காலத்திற்கேற்ற வகையில் கற்பித்தல் புதுமைகளை வெளிக் கொணரும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடம் திறன்பாடம் என்பதால் படைப்பாற்றலை வளர்த்துக்கொள்ளும் திறனைப் பெற்றிருப்பர்.

நோக்கங்கள்:

* சமுதாயத்தில் மொழியின் செயல்பாட்டினை அறிய செய்தல்.
* பாடநூல் குறித்த அறிவைத் தருதல்.
* மொழிப் பயிற்றாய்வுக் கூடம் குறித்து அறியச் செய்தல்.
* வினாத்தாள் வடிவமைப்புப் பற்றிய அறிவைப் பெறச் செய்தல்.
* கட்டுரை எழுதும் திறன் பெறச் செய்தல்.
* படைப்பாற்றலை வளர்ப்பதற்கான பல்வேறு வழிமுறைகளை அறியச் செய்தல்.
* தமிழில் ஆய்வுகள் குறித்த அடிப்படைச் செய்திகளை உணர்துதல்.

அலகு 1: சமுதாயத்தில் மொழி

மொழியும் சமூகமும் - மொழியும் அதிகாரமும் - மொழியும் அடையாளமும் - மொழியும் பண்பாடும் - மொழியும் பால்வேறுபாடும் - மொழியும் அரசியலும் - மொழியும் வர்க்கமும்- மொழியும் இலக்கியமும் - மொழியும் அறிவியலும் - மொழியும் வணிகமும் -மொழியும் சுற்றுச்சூழலும் -மொழியும் உலகமயமும் - இவைகளுக்கிடையேயான உறவு நிலைகளும் ஒப்பீடும்

அலகு 2: பாடநூல் வடிவமைத்தல்

பாடநூல் அமைப்பு - தேசியக் கல்விக்கொள்கையின் குறிக்கோள்கள் - பத்துவகை அழகு - நூற்குற்றம் - பாடநூலின் அகத்தோற்றம் -புறத்தோற்றம்- பண்புகள்.

அலகு 3: மொழிப்பயிற்றாய்வுக் கூடம்

மொழிப் பயிற்றாய்வுக் கூடம் - தேவையும் பயனும் - அமைப்பு - செயல்பாடுகள் - பயன்கள் - இரண்டாவது மொழியாகத் தமிழைக் கற்பித்தல்.

அலகு 4: கட்டுரைப் பயிற்சி

வாய்மொழிக் கட்டுரை- எழுத்துக் கட்டுரை - பல்வேறு கட்டுரைகள் - மடல் வகைகளும் படிநிலைகளும் - வல்லினம் மிகா இடங்கள், மிகும் இடங்கள் - தொடர் அமைப்பு - பத்தி அமைப்பு - நிறுத்தற் குறியீடுகளின் அவசியம் - சொற்றொடர் - பழமொழி -மேற்கோள் பயன்பாடு.

அலகு 5: மொழிப் பயிற்சி

சொற்களஞ்சியம் அவசியம் - அறிந்த சொற்களஞ்சியம்- பயன்படுத்தும் சொற்களஞ்சியம் - சொற்களஞ்சியங்களைப் பெருக்கும் வழிமுறைகள் - வாக்கியங்களை அமைத்தல் -சுருக்கி வரைதல் - இலக்கியநயம் உணர்தல் - அகராதியைப் பயன்படுத்துதல் - துணுக்குகள் - காரணம் உணர்தல் - பகுத்தாராய்தல் - பொருத்துதல்.

அலகு 6: தமிழ் கற்பித்தலின் ஆய்வுகள்

ஆய்வின் இயல்புகள் - நோக்கங்கள் - ஆய்வின் தேவை - ஆய்வின் வகைகள் - ஆய்வுச் சிந்தனைகள் - பண்புகள்

அலகு 7: தமிழ் கற்பித்தலின் புதுமைகள்

கருத்துப் படமிடல்- கூட்டுமுயற்சி திட்டம் - பிரச்சனை தீர்க்கும் முறை - ஒப்புமைக் கற்றல் - விசாரணை அணுகுமுறை - பரிசோதனை - குழுக்கற்றல் - தனிமைப் படுத்திக் கற்றல்.

அலகு 8: படைப்பாற்றல் வளர்த்தல்

கதை - கட்டுரை - இலக்கிய மன்றங்கள் - ஆண்டு மலர் - உடனடிப் பேச்சு - விவாதம் - வினாடி வினா, இவைகளை பள்ளிகளில் நடத்துவதற்கானப் பயிற்சியை மேற்கொள்ளுதல் - இன்றைய சிந்தனை - நடைமுறைத் திறனை உருவாக்குதல்.

அலகு 9: கல்விப் புள்ளியல்

புள்ளியியல் வரையறை - மையப்போக்கு அளவைகள் - சராசரி - இடைநிலை அளவு -முகடு - சிதறல் அளவைகள் - வீச்சு - கால்மான விலக்கம் - சராசரி விலக்கம் -திட்டவிலக்கம் - ஒட்டுறவு.

அலகு 10: மதிப்பீட்டு முறைகள்

மதிப்பீட்டின் நோக்கம் -தேவைகள்- வினாத்தாள் வடிவமைப்பு- தேர்வின் வகைகள்- வளர்நிலை- தொகுநிலை- அகமதிப்பீடு, புறமதிப்பீடு -ஆசிரியரால் நடத்தப்படும் தேர்வு- தரப்படுத்தப்பட்டத் தேர்வு- குறையறித் தேர்வு- குறைத்தீர்த் தேர்வு - தேர்வின் பண்புகள்- வினாவங்கியின் பயன்கள்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல். வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறைப் பயிற்சிகள்:

1. சொல் விளையாட்டு தயாரித்தல்.
2. குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்.
3. தனித் தமிழ் நடையில் பேசுதல்.

4. கதை, கவிதை, கட்டுரை எழுதுதல்.

5. மொழிப் பயிற்றாய்வுக் கூடத்திற்குப் பயிற்சி தயாரித்தல்.

6. பாடநூல் ஆய்வு செய்தல்.

7. ஒலி உச்சரிப்புப் பயிற்சி.

8. சுற்றுச்சூழல் விழிப்புணர்வு வாசகங்கள் தயாரித்தல்.

9. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்.

10. செய்யுள் பகுதியை நாடகமாக மாற்றுதல்.

பார்வை நூல்கள்

1. இரத்தின சபாபதி & இரேணு பத்மா, இர. 2008. வினாக்களின் விரிசல்கள், சாந்தா பப்ளிஷர்ஸ், சென்னை.

2. கணபதி,வி. (1989) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷ்ஸ், சென்னை.

3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளும்ஸ், காந்திகிராமம்.

4. கோவிந்தராசன், மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை.

5. நாகராஜன், கி. 2002. கல்விப் புள்ளியல். இராம் பதிப்பகம். சென்னை.

6. வேணுகோபால், இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

Course - 19(ii) Pedagogy of English II – Part 2

Credit: 4

Essence of the course:

Equipping the student teacher with English knowledge for communication and appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:

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

- enable the student teachers to
- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Lesson plan format grammar

Planning for teaching Grammar and usage -Steps of preparing a lesson plan for grammar. – Types of grammar (Formal and Functional) - Methods of teaching grammar (Inductive and Deductive)

Unit 2: Lesson plan format - composition

Planning for teaching composition- Kinds of composition (Guided, Controlled and Free)-Steps of preparing a lesson plan for teaching composition-Correction of a composition work.

Unit 3: Approaches to teaching English language

Structural approach- Situational approach- Communicative approach- Eclectic approach-constructive approach- S-O-S approach.

Unit 4: Teaching pronunciation

Teaching Pronunciation and Spoken English. Standard Indian Pronunciation with reference to GIE/RP. - English sound system – Vowels, Consonants - Minimal contrasts – consonant clusters- Focusing on difficult sounds – comparison with sounds of Indian languages. Syllabification – stress, intonation, rhythm.

Unit 5: Teaching of vocabulary

Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary.

Unit 6: Skill of speaking

Concept of speaking in English as a second language.-Use of pronouncing dictionary-Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation: Role of A.V. aids in teaching speaking skills.

Unit 7: Skill of writing

Mechanics of writing; Skills of writing- Discourse skill and Judgment Skill Reference skills-note making and note taking, reporting, summarizing, paragraphing, Characteristics of good hand writing, methods to develop good handwriting.

Unit 8: Challenges of teaching English language

Problems cropped up while teaching English in Indian schools - Difficulties faced by English teachers in the classrooms and suggestions to overcome them. Interference and influence of mother tongue.

Unit 9: Analysis of syllabus, textual materials and professional competency of English teachers

Understanding the relationship between curriculum, syllabus and text book. Qualities of a good text book- Selection of materials -Development of activities and tasks. Connecting learning to the outer world – rote learning to constructivism- Qualities of a good language teacher-Professional development of English teacher.

Unit 10: Assessment and evaluation in English

Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in English- Types of tests - Achievement test, proficiency test, Diagnostic test, Prognostic test.-Preparation of an Achievement test- Concept and need of remedial teaching.

Mode of Transaction:

Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by native speakers, Through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Projects on methods of teaching grammar
2. Language games on grammatical structure
3. Activities & competitions for Creative writing,
4. Practicing Formal and Informal Letter
5. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue, Role play, Brain storming
6. Watching video recordings
7. Oral Communication tasks
8. Language Lab activities
9. Workshop on preparation of blue prints, question papers, marking scheme and question wise analysis.

10. Construction of test items for diagnosis and achievement test and interpretation of test data

Mode of assessment:

Analysis of Group discussion, Participant Observation, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation (Seminar, Assignment & Project)

References:
1. Ahuja and Pramila Ahuja, G.C. (1994) How to increase reading speed, Sterling Publishers.
2. Balasubramaniam.T (1990), The Text Book of English phonetics for Indian Students, Macmillan.
3. Bansal, R.K. and Harrison J.B. (1972): spoken English for India. Madras: Orient longman Ltd.
4. Baruah, T.C. (1985): The English teacher's handbook, New Delhi: Sterling Publishing Pvt. Ltd.
5. Billows, F. L.: The Techniques of Language Teaching, London Longman, 1975.
6. Bista, A.R.: Teaching of English. Sixth Edition. Agra: Vinod Pustak Mandir, 1965.
7. Bright and McGregor: Teaching English as Second language, Longman.
8. Bright, J.A.: Teaching English as Second Language. London: Long Man Group, 1976.
9. Brinton, D. (2003). Content-based instruction. In D. Nunan (Ed.), Practical English Language Teaching (pp. 199–224). New York: McGraw Hill.
10. Brumfit, C.J. (1984): Communicative methodology in language teaching. Cambridge: C.P.U.
11. Chaudhary, N.R.: Teaching English in Indian Schools. New Delhi: H Publishing Corporation, 1998.
12. Davidson, (2008). New methods of teaching English, NewDElhi-2: Karan Paper packs.
13. Elizabeth, M.E.S. (2010). Methods of Teaching English, Discovery Publishing House.
14. Ellis, Rod (2003). Task-based Language Learning and Teaching. Oxford, New York: Oxford University Press. pp. 156–157.
15. Françoise Grellet. (1986) Developing reading skills, CUB.
16. Frost, Richard. (2006) "A Task-based Approach." British Council Teaching English.
17. Gimson A.C. (1980): An Introduction to the pronunciation of English. London: Edward Arnold.
18. Heaton. J.B (1986), English Language Tests, Longman.
19. John Seely (1998) The Oxford guide to writing and speaking OUP
20. Lado, Robert (1971). Language teaching, New Delhi: Tata Mcgraw Hill Publishing house
21. Leech, Geoffrey and Svartvik, Jan (2000) Communicative Grammar of English Cambridge
22. Paliwal A.K.(2011): Methodology Of Teaching English As A Second Language, Kalpana Publications, Jaipur.
23. Palmer, H.L. (1964-65): The Principles of language study, London: O.U.P.
24. Richards J.C. and Rodgers, T.S. : Approaches and methods in language Teaching, Cambridge
25. Roach, peter, (1991): English Phonetics and Phonology. Cambridge, C.P.U.
26. Singh, M.S. (2007): Teaching of English. New Delhi: Adhyayan Publisher and Distributors.
27. Tarafder, S.K. (2008) Teaching of English, New Delhi: A.P.H Publisher Corporation.
28. Thomson, A.J. and Martinet (1998) A Practical English Grammar, ELBS, O.U.P.
29. Venkateshwaran, S (1995) Principles of Teaching English. Delhi: Vikas Publishing House

Course - 19(iii) Pedagogy of Hindi II – Part 2

Credit: 4

पृष्ठभूमिः

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए है। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे – बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1:

(क) मातृभाषा और अन्य भाषाएं । – (ख) मातृभाषा की महत्ता और पाठ्यक्रम में उसका स्थान । – (ग) मातृभाषा शिक्षण के उद्देश्य । – (घ) अन्य भाषा का महत्व एवं अन्य भाषा शिक्षण के उद्देश्य। – (ड.) त्रिभाषा सूत्र और उसका कार्यान्वयन । – (च) भाषा-शिक्षण के सामान्य सिद्धान्तों का परिचय ।

इकाई 2:

(क) भाषा के चार कौशल-श्रवण,भाषण,पठन,लेखन का सामान्य ज्ञान एवं परिचय। – (ख) श्रवण कौशल शिक्षण । – (ग) भाषा कौशल शिक्षण । – (घ) पठन(वाचन)कौशल शिक्षण । – (ड.) लेखन कौशल शिक्षण । – (च) भाषा अधिव्यक्ति के दो रूप-मौखिक और लिखित । – (छ) उच्चारण शिक्षण ।

इकाई 3: हिन्दी की लिपि और वर्तनी का परिचय

(क) देवनागरी लिपि का उद्भव और विकास । – (ख) देवनागरी लिपि की वैज्ञानिकता विशेषताएं तथा कमियां। – (ग) वर्णों का मानक रूप । – (घ) वर्तनी, वर्तनी के नियम वर्तनी संबंधी त्रुटियों के सुधार संबंधी उपाय ।

इकाई 4:

(क) हिन्दी भाषा का उद्भव और विकास तथा हिन्दी की बोलियां – (ख) संपर्क भाषा और राजभाषा के रूप में हिन्दी ।

इकाई 5:

(क) भाषा शिक्षण में भाषा विज्ञान का योगदान । – (ख) व्याकरण शिक्षण । – (ग) रचना शिक्षण ।

हिन्दी की विभिन्न विधाओं का शिक्षण

(क) कविता शिक्षण एवं पाठ योजना । – (ख) गद्य शिक्षण एवं पाठ योजना । – (ग) कहानी शिक्षण एवं पाठ योजना । –(घ) नाटक शिक्षण एवं पाठ योजना । – (ड.) पत्र लेखन,निबंध लेखन, सार लेखन आदि का शिक्षण ।

इकाई 6:

अन्य साहित्यिक विधाओं का शिक्षण जीवनी,आत्मकथा,संस्मरण,रेखाचित्र आदि विधाओं का शिक्षण

इकाई 7:

भाषा शिक्षण की विधियों का संक्षिप्त परिचय

(क) अनुवाद विधि   (ख) प्रत्यक्ष विधि   (ग) वाचन विधि (घ) दृश्य श्रवण विधि – (ड.) इकाई विधि (च) समन्वित विधि (छ) स्वाध्याय विधि   (ज) सूक्ष्म शिक्षण

इकाई 8:

हिन्दी शिक्षण में शैक्षणिक सामग्री, शैक्षणिक सामग्री का महत्व,उपयोगिता तथा अल्पव्ययी श्रव्य, दृश्य सामग्री का निर्माण । – पुस्तकालय, संग्रहालय, कम्प्यूटर ।

इकाई 9ः मूल्यांकन

(क) हिन्दी शिक्षण में मूल्यांकन का महत्व । — (ख) परीक्षा और मूल्यांकन में अंतर । — (ग) परीक्षा युक्तियां । — (घ) प्रश्नों के प्रकार - निबंधात्मक, लघु उत्तरात्मक तथा वस्तु निष्ठ प्रशन ।

इकाई 10ः

(अ) भाषा शिक्षण संबंधी विविध युक्तियां — (क) संवाद — (ख) अभिनय (ग) वाद-विवाद — (घ) साक्षात्कार (ड.) भाषण — (ब) भाषा शिक्षण में व्यवहारिक शब्द, वाक्यों के प्रयोग संबंधी ज्ञान जैसे - क्षमा याचना,आमंत्रण देने एवं अस्वीकार करने धन्यवाद ज्ञापन आदि । — पाठ नियोजन एवं अभ्याास

संदर्भ-ग्रंथ

1.   डॉ. विजयराघव रेड्डी   –   हिन्दी शिक्षण अन्य भाषा के संदर्भ में
2.   कामता प्रसाद गुरू   –   हिन्दी व्याकरण
3.   डॉ. रामचन्द्र वर्मा   –   अच्छी हिन्दी
4.   डॉ. नामवर सिंह   –   आधुनिक साहित्य की प्रवृत्तियां
5.   डॉ.रामसजन पाण्डेय   –   विविध साहित्यिक वाद
6.   डॉ.लक्ष्मीनारायण शर्मा   –   देवनागरी लिपि और वर्तनी
7.   डॉ.रघुनाथ सफाया   –   हिन्दी शिक्षण
8.   डॉ.रामदेव पी. कथूरिया   –   सूक्ष्म शिक्षण
9.   केन्द्रीय हिन्दी संस्थान के प्रकाशन   1. हिन्दी का वैज्ञानिक व्याकरण

2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था

3. हिन्दी शिक्षण विविध आयाम

4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य

5. द्वितीय भाषा शिक्षण में अभिक्रमित अधिगम की तैक्नालॉजी

6. भाषा शिक्षण तथा भाषा विज्ञान

Practicum: Task and Assignment

Minimum 2 activities relevant to the syllabus.

Course - 19(iv) Pedagogy of Malayalam II – Part 2

Credit: 4

Essence of the course:

This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. This course deals with Malayalam usage and society. Usage of ICT, research in Malayalam language, professional traits of Malayalam teachers are reflected. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives
At the end of the course, the student teacher will be able to
- appreciate the role of Malayalam in the society
- familiarize the IT related professional inputs of teaching.
- understand the meaning, importance and concept of models of teaching in Malayalam language teaching.
- Use of Malayalam on Computers
- Apply phonetics of Malayalam
- Critical thinking and creative writing
- Know about action research
- be a professional Malayalam teacher.
- acquaint with the co-curricular activities in Malayalam.

CONTENT OUTLINE

Unit 1: Reading and Writing

The method best suited to Malayalam – mixed and composite method. The use of pictures, flash cards, charts sentence strips, etc., in taking to read, word selection, word frequency – the aims of silent reading and reading aloud training in each – introduction to independent reading initiation reading chart - Increasing use of silent reading and rapid silent reading – initiation to extensive to improve it – introduction to literary work use of a dictionary - Intensive and extensive reading – training in skimming and skipping – library work – dictionary – encyclopedia of different types – further training in effective loud reading - Writing with pen and ink – graded copy book – graphic devices in writing transcription – characteristics of good handwriting – legibility, beauty, proportion and speed – how to serve them – handwriting scales.

Unit 2: Malayalam language and Society

Malayalam language and society, language and culture, Mother tongue and folklore, colloquial language and dialects - Community resources – Types and utilization.

Unit 3: ICT usages in Malayalam

ICT in language teaching - Computer aided teaching, e-learning resources in teaching Malayalam, Video conferencing - Module preparation for e-content - Models of Teaching – meaning and scope - Suitable models for Malayalam language teaching – Concept Attainment and Synetics.

Unit 4: Malayalam on computers

Text editing tools – word processing and desktop publishing – Free Malayalam computing – Malayalam keyboard – Inscript keyboard – Zero width joiner (ZWJ) – Phonetic keyboard – Unicord - Malayalam unicord script - Malayalam softwares - Font – lalitha, sulekha, swanalekha, kartika – Aspal Malayalam – Payyans dictionary – Fix M.R – Malayalam Capcha – Fortune Malayalam – Mozhi, varnam, paral peru, sharika – Auto correct for Malayalam – Malayalam Wikipedia – Digital technology in classroom.

Unit 5: Phonetics of Malayalam

The different speech organs and their role - The individual sounds – vowels and consonants – their place and manner of articulation- Errors in pronunciation and the remedial measures to be employed- The text sentence connection – Devices for cohesion and coherence. The sentence – Types of sentences – Subordinate and co-ordinate clauses – Question forms – Analysis and classification of grammatical errors.

Unit 6: Critical thinking and writing

Critical thinking and creative writing - Critical appreciation of a poem - Novel, drama or a short story - Writing criticism of a contemporary novel, short story and a poem - Analysis of important critical works in Malayalam.

Unit 7: Research in Malayalam

Action research - steps in an action research - action research for language teachers.

Unit 8: Professional traits of a Malayalam Teacher

Professional development of Malayalam teacher - Teaching as a profession - Professional ethics - Personal and professional qualities of a teacher - Special qualities of Malayalam teacher - Ways and means of improving professionalism among Malayalam teachers - Traits of professionalism competencies listed by NCTE.

Unit 9: Activities in learning Malayalam

Co-curricular activities based on school related activities like literary club, drama club etc. - Malayalam language and Cinema.

Unit 10: Teaching of Prose, Poetry and Composition

Aims of teaching prose – different types of prose lessons and different approaches – Non-detailed prose – Training for independent and extensive reading – Methods of teaching the non-detailed text in lower and higher classes – Poetry – Appreciation, rhythm, dictions, ideas, emotions, imaginary expressions, suggestions etc. – Different types of poetry – composition – General principles.

Mode of Transaction

Dialogue, seminars, discussions, and group-work

Practicum: Task and assignment

1. Prepare a newsletter on the topic Malayalam language in Kerala.
2. Prepare and presentation of a minimum 5 discourses in language class.

3. Prepare a collection of poems and stories of your choice.
4. Planning and Preparing of language games to teach grammar and vocabulary items.
5. Preparing instructional materials in teaching Malayalam.
6. Prepare a review of any literary work of Indian writer in Malayalam published in last ten years.
7. Keeping in view the needs of children with special needs prepare 2 activities for Malayalam Teachers.
8. Prepare a report on challenges faced by teachers and learners in teaching and learning of Malayalam in Kerala.
9. Develop a Power Point presentation to teach any topic from Malayalam reader
10. Preparation of author's album, stick figure albums, flash cards for classroom teaching.

Mode of assessment:
Written test and Task and assignment

References:
1. Sabdasodhini
2. Keralapanineeyam
3. Bhashabhooshanam
4. Malayalasaili
5. Vrithasilpam
6. Keralabhasahavijnaneeyam
7. Vrithavicharam
8. Kairaliyute Katha
9. The teaching of Mother tongue by W.M. Rhyburn
10. Malayalasahithaycharithram
11. Enthanu Blog? Blogging engane thudangam
12. Vijayam nedan social media.
13. Brooks,N(1964). *Language and language learning*: Theory and practice, NewYork:Harkcourt, Brace &world, Inc.
14. Sivarajan,k & Sreemannuni,P.S.(2003) *Malayalabhashadhyapanam.Central cooperative stores,Calicut university.*
15. Variyar, Prabhakaran,K.M & A. Santha(1998*). Modern linguistics*, Trivandrum: kerala bhasha institute.
16. NCERT(2005)National Cruuiculum Framework. New Delhi:NCERT
17. SCERT(2007),Kerala Curriculum Frame work.Trivandrum:SCERT
18. Kumar,S.P.K & Bindhu C.M.(2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: NewDelhi.
19. Prof. Erumeli Parameswaran Pillai (2005) Malayala Sahithyam – Kalakhatangaliloode, Prathiba books, Mavelikkara.
20. Dr. C.K. Chandrasekharan Nair (2002) Malayalabodhanam, The State Institute of languages, Thiruvananthapuram.
21. Dr. Sivarajan. K, Sreemanunni. P (2006) Malayalam Bhashadhyapanam, Calicut University Press.

Course - 19(v) Pedagogy of Telugu II – Part 2

Credit: 4

Essence of the course:
Objectives:

CONTENT OUTLINE

Mode of Transaction

Practicum: Task and Assignment

Mode of Assessment

References:

Syllabus yet to be prepared for Course- 19(v) Pedagogy of Telugu II – Part 2.

Course - 19(vi) Pedagogy of Mathematics – Part 2

The same syllabus as given for course – 18(vii)

Course - 19(vii) Pedagogy of Physical Science – Part 2

The same syllabus as given for course – 18(viii)

Course - 19(viii) Pedagogy of Biological Science – Part 2

The same syllabus as given for course – 18(ix)

Course - 19(ix) Pedagogy of Commerce II– Part 2

Credit: 4

Essence of the course:

The competencies of the teachers at the school level teaching is essential as they are to be a role model for the learners to enable them to proceed to further learning in the field of Commerce and Accountancy. Considering the importance of teaching and learning, the commerce teachers should have the strong basic knowledge and skills in commerce. They should be familiar with the developments in Commerce and Accountancy. Considering this, the course is designed to provide sound knowledge on the basic subject to the student teachers. They can be familiar with the techniques and approaches in the teaching of the basic subject by using learning resources and assessment techniques.

Objectives:
At the end of the course, the student teacher will be able to

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy;
- understand lesson planning and evaluation aspects in teaching Commerce and Accountancy;
- apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques;
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

CONTENT OUTLINE

Unit 1: Analysis of commerce content at school level

Analysis of commerce content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 2: Analysis of Accountancy content at school level

Analysis of Accountancy content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 3: Construction of Achievement test

Achievement test –characteristics-objectivity, reliability, validity and practicability - forms of test items – multiple choice type - short answer type and essay type – construction of achievement test - steps – blue print, weight age tables, question wise analysis and scoring key

Unit 4: Interpretation of learners Achievement

Data collection - Tabulation - Measures of central tendency – measures of variability – correlation. Parametric and non-parametric Statistics, difference.

Unit 5: Management

Objectives of Management – Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB (Planning, Organization, Direction, Motivation, Coordination ,Control) – Modern Functions, Planning, Organizing, Leading, Controlling – Management skills, Conceptual skills, Human skills, Technical skills

Unit 6: Managing classroom

Classroom management – classroom management, meaning - in allocated time and in transition time need, basic and necessary components -rules and procedure - consequences- relationships - reasons for disruptive behavior in the classroom -proactive classroom management strategies productive environment– de-escalation strategies – with-it-ness – proximity and body language-laughter is the best medicine -develop effective behavior cues.

Unit 7: Commerce Department

Commerce Department - commerce laboratory – essential and desirable records, registers, and equipment - teacher's diary- Commerce club or association activities- school bank – school cooperative society

Unit 8: Instructional Materials

Textbook- reference books –periodicals- business journals, technical documents, survey reports- business documents –newspapers-research journals and reports –e-resources- importance of collateral readings.

Unit 9: Community Resources

Community resources – meaning- types - their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community- field trip- work experience – guest speakers- activities to developing commercial interest and attitude.

Unit 10: Approaches in teaching Accountancy

Journal, ledger, balance sheet, equation, spiral development, complete cycle: approaches- Teaching skill subject –software's in Book keeping and Accountancy

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method –- Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods

Practicum: Task and Assignment

1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.

5. Commerce is a practical subject which cannot be taught under four walls- Justify and submit a report in the class as how best commerce can be taught?

6. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Written test, task and assignment

References:
1. Singh, Y.K. (2005) Teaching of Commerce, New Delhi: A.P.H. Publishing Corporation.
2. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
3. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects,
4. New York: Mc. Graw – Hill Book Company Inc.
5. Musselman Vernon A et al (1979) Method of Teaching accountancy, New York: Mc Graw Hill.
6. Dalf Richard.L. : Management (E5) ,The Dryden Press, London.
7. Kochhar.S.K.: Methods and Techniques of Teaching, Sterling Publishers Private Limited. New Delhi. (1981)
8. Bining Arthur .C., and, Bining David. H. : Teaching the Social Studies in Secondary Schools, Tata McGraw –Hill Publishing Company LTD, Bambay, New Delhi.
9. Banerjee.M. : Business Administration - Principals and Techniques, Asia Publishing House, London
10. Bruce Joyce , Marsha Weil ,and Beverly Showers: Models of Teaching (E4), Prentice Hall of India PVT LTD . New Delhi.(1992)
11. De Cecco John.P., and William Crawford: The Psychology of Learning and Instruction (E2), Prentice Hall of India PVT LTD . New Delhi.(1988)
12. Learning To Do : Towards a Learning and Working Society, Ministry of Education , Social Welfare, Govt.of. India. New Delhi.(1978)
13. Petrovsky.A.V., and Yaroshevsky.M.G. : A Concise Psychological Dictionary, Progress Publishers .Moscow.
14. Sampath.K., Pannerselvam.A., and Santhanam.S. : Introduction to Educational Technology, Sterling Publishers Private Limited.New Delhi.
15. Sharma.R.C.: Modern Science Teaching, Dhanpat Raj & Sons, Delhi.

WEB Resources
1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.slideshare.net
7. www. Sitesforteachers.com
8. www.ala.org
9. www.edudemic.com

10. www.sciencedirect.org
11. www.consumer.vic.gov.au
12. www.ctforg.in
13. A resource book for teaching and learning in commerce.
14. http://www.tutorialspoint.com/e_commerce/
15. https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility
16. http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html
17. http://www.dynamicwebs.com.au/tutorials/e-commerce.htm
18. http://www.tallytraining.in/
19. http://www.tallyschool.com/free-tally-course-online/
20. http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/
17. http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally

20 OPTIONAL PAPER (1/2)
Course - 20(i) Special Education

Credit: 2

Essence of the course:

This course is meant to enable the teacher to have Knowledge on the History of Special Education and cater to the needs of challenged children. Even though there are medical advancements, there exist births with physical, mental and other differential challenges. In order to cater those challenged children, the present course has been designed.

Objectives:
At the end of the course, the student teacher will be able to
- acquire knowledge about different perspectives of children with disabilities;
- understand the social needs of children with sensory and intellectual impairments;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use specific strategies involving skills in teaching special children.
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to children with special needs;

COURSE CONTENT

Unit 1: Paradigms in education of children with special needs

Historical perspectives - Pre-Independence, Post-Independence and contemporary trends; Models of teaching: The charity model, the bio centric model, the functional model and the human rights model; Concept of special education, integrated education and Inclusive Education. Education in National Policy on Disability (2006); Rehabilitation Council of India (RCI); District Rehabilitation Centers (DRC) Scheme; District Disability Rehabilitation Centers (DDRC) Scheme.

Unit 2: Identification of children with special needs

Exceptional Children; Need for Early Identification; Understanding various disabilities – concepts, characteristics, classification and identification of children with diversities: Visual Impairment; Auditory Impairment; Speech Impairment; Orthopedic; Specific Learning Disabilities; Attention Deficit Disorder; Autism; Juvenile Delinquency.

Unit 3: Curriculum adjustment and adaptation

Curriculum to special needs arising out of various disabilities: Visual Impairment, Auditory Impairment, Speech Disorder, Learning Disability, Attention Deficit Disorder, Autism, Juvenile Delinquency.

Unit 4: Classroom approaches and management

Pedagogical strategies to respond to individual needs of students: Adapting Teaching strategies, Emphatic Approach; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching and multisensory teaching.

Unit 5: Special aids, equipment's and evaluation procedures

      Supportive services required for meeting special needs in the classroom: special teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Technological advancement and its application – ICT, adaptive and assistive devices, equipment and other technologies for different disabilities. Involving community resources as source of support to teachers. Formative and Summative Evaluation.

Modes of Transaction:

Assignment, Project, Seminar**,** Lecture, Lecture-cum-demonstration, Camps to Special Schools.

Learning Activities:

      Observation of Special Schools, Identification of children with special needs, Use of teaching methods to learning disabilities, handling of children with learning and perceptual problems,

Practicum: Task and Assignment

1. Conduct a Seminar on Historical Perspectives on Special Education.
2. Identification of Children with Special Needs.
3. Visit to a special school and prepare a report.

Mode of Assessment

      Paper-pencil tests, Formal and Informal Testing, Continuous Comprehensive Evaluation.

References:

1. Derek, B.& Keith B.1990. Making the Special Schools Ordinary. New York: The Falmer Press,
2. Hassen, U. (Ed.): Normal and Handicapped Children: A Comparative Approach. New Delhi: Ashish Publishing House, 1995.
3. Holland, A. (Ed.): Language Disorder in Children. Great Britain: Nfer – Nelson, 1984.
4. Howell, H.: Inside Special Education. Columbus: Merrill Publication Co., 1983.
5. Jangira, N.K. et al.: Education of Children with Seeing Problems. New Delhi: Central Resource Centre, 1992.
6. John, M. Hughes: The Slow Learner in your Class. London: Thomas Nelson & Sons Ltd.,1983.
7. Krishna, B., Prasad, V. 7 Rao, D.B. reading Disabilities. New Delhi: Sonali Publication, 2004.
8. Krik S.A. (1962) Educating Exceptional Children. Houghton Miftilin Ge.Boston.
9. Martis, W.L.: Strategies for Educational Change: Recognizing the Gifted Talents of Children. New York: Macmillian Publishing Co., 1981.
10. Mani, M.N.G.: Techniques of Teaching Blind Children.New Delhi: Sterling Publication Pvt. Ltd., 1992.
11. Morgenstern, F.: Teaching Plans for Handicapped Children. London: Methum & Co., 1981.
12. Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
13. Rao Sujatha, A.Dear Teacher: The Gifted Child needs you. Secundarabad: A.K.Sujatha, 1987.
14. Thomas C.Levit (1989) Introduction to Learning Disabilities, Allyn and Bacon.
15. Uday, Shankar: Exceptional Children. New Delhi: Enkay Publishers Pvt. Ltd., 1991.
16. Venkataiah, N.: Special Education. New Delhi: Anmol Publications Pvt. Ltd., 2001.
17. Venkataiah, N.: Reading in Special Education.Ambala Cantt: Associated Publishers, 1993.
18. Wolfendale, S.: Primary Schools & Special Needs. London: Cassell Educational Ltd, 1992.

Course - 20(ii) Population Education

Credit: 2

Essence of the course:

Pupil teacher after learning this course will understand the causes and effect of population explosion which hampers the development of nation. The main focus of this course is to help them to understand the various ways of introducing population education that reduce population in near future. This would maintain population equilibrium and improve the standard of living and quality of life. The pupil teacher will work in the society to create awareness on the consequences of population explosion.

Objectives:

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

- understand the meaning, scope, and importance of population education.
- understand the factors and the impact of standard of life.
- understand the need for curriculum development in population education.
- acquaint needs and means of population control
- understand the role of different agencies in the population education
- appreciate the teaching of population education.
- study the policy and programmes on population education

CONTENT OUTLINE

Unit 1: Nature of Population Education

Meaning and definition-objectives- scope, need and importance of population education-Purpose of population education as integral part of education.–Demographic situation of world, India, states and UT**:** Population scenario of the world- population scenario of India, state / UTs – causes, effects of population growth – Malthus theory– basic components of population dynamics, (population distribution), Population structure, fertility, mortality, migration, nuptiality, sex ratio at birth, expectancy of life.

Unit 2: Standard of living and the quality of life

Food and nutrition- health and hygiene- sanitation, housing, clothing- leisure, employment, social, cultural and spiritual enlightenment- ethics and aesthetics -physical quality of life index-impact of development of family life on society, culture and personality.

Unit 3: Planning for Population control

India's population policy- population control: role of society, public opinion – family planning, family welfare programs in India-responsibility of family and individual: a small family unit for healthier, happier and better homes. – Population Equilibrium: Measures of control - Clinical and educational approach.

Unit 4: Curriculum development of population education:

Historical background- Introduction of population education at various levels: school, colleges, teacher education institution- need of curriculum development in population education-problems in curriculum development-Need of research in population education– Role of

different agencies and organizations: home, school, community, government- role of mass media-different strategies of teaching population education.

Unit 5: Teacher of population education

Essentials qualities- activities: educational, social and cultural-techniques: extension lectures, debates, survey, games, exhibitions, dramas, meeting with parents- preparation of teaching aids.

Mode of transaction:

Lecture method, Project method, e-learning, Team teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment

1. Search in the internet regarding the current population scenario in the world with special reference to a country. Present the report to your class reflection.
2. Search in the internet how the problem of population growth can be converted as human resources for nation development prepare a report with photos and news.
3. Conduct a survey regarding the number of children preference by the people in below 30 years.
4. Conduct an opinion study on the population control among 50 people in a village or locality.
5. Design an awareness programme on populatin education to school student revise it after reflective discussion in your class.

Mode of assessment;

Written test, Oral test, Task and assignment

References:

1. Agarwal S.N(1962), "population", National Book Trust, New Delhi Jain S.P.,
2. Jain.S.P (1971), "India—Population situation", NCERT, New Delhi
3. Agarwal S.N(1972), "India's population Problem", Tata Mcgraw-Hill New Delhi
4. Kuppusamy B.(1975), "Population Education Research in India", K.R. Kantha, New Delhi
5. Kuppusamy B.(1975), "Population and Society in India", Popular Prakashan, Bombay
6. Shashidhar.B (1988) "Population education", chickballapur, shwethanandi publishers.
7. Yadev saroj (1988), "Population education", Shree Publishing House, Dew Delhi
8. Singh Uttam Kumar.K.N (1996) Population Education, New Delhi,Discovery Publishing House.
9. Bhopal Singh (1999), "Jan sankhya Shikcha Parichey", Arya Book depot, New Delhi
10. Chandel N.P.S "Population education", Vinod Pustak Mandir, Agra-2
11. 11. Binod Kumar sahu (2000) Population Education, sterling paper   packs
12. Rao,V.k (2010) Population Education, APH publishing corporation, New Delhi
13. Aggarwal.J.C (2013) Population Education, Shipra Publicatons, New Delhi.

Course - 20(iii) Guidance and Counselling

Credit: 2

Essence of the course:

Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. This course intended to develop skill among student teacher to understand the learner and provide educational, vocational and personal guidance to lead their life in a profitable way. The techniques and methods of imparting such guidance indirectly help the student teacher to handle and offer suitable guidelines to the needy.

Objectives:
At the end of the course, the student teacher will be able to
- recall the principles underlying guidance
- recognize the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- acquire the skills necessary to administer and interpret   standardized tools
- know the qualities required for a good counsellor
- acquire the qualities of a counsellor

COURSE CONTENT

Unit 1: Nature and scope of guidance

Concept, Definition and principles of Guidance and Counselling – Need for Guidance and Counselling in this fast changing complex world – Different services involved in providing Guidance – The Phases of the Counselling Process (Assessment, Intervention, and Termination) – **Counselling** – Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance – The Counsellor's Needs -Characteristics of an Effective Counsellor - Personal challenges – as a Counsellor- Need for special training for a counsellor.

Unit 2: Educational guidance and counselling

The aims and purpose of Educational Guidance – Factors Contributing to Educational Problems: Self, Home, School, Neighbourhood, Community – Educational guidance programme: Guidance need at Primary, Secondary, College Level, problems of present day scenario and its remedies – Complementary Roles of the Teacher as a Counsellor and Professional Counsellor – Promoting Parental Collaboration in Educational Guidance.

Unit 3: Managing the guidance service

Setting up of a GUIDANCE Cell / Unit, STRUCTURE and its functions – Monitoring and Evaluation aspects of a Comprehensive Guidance Programme in Educational Settings. – Networking with Community Agencies- activity spectrum of guidance centre.

Unit 4: Vocational guidance and counselling

The Nature of Vocational Guidance – The Need for Vocational Guidance – Methods of importing Vocational guidance

Unit 5: Testing devices in guidance

Non –Testing Devices in Guidance: Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc. Testing Devices in Guidance: Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration- conflict.

Mode of Transaction:

Lecture method, Discussion Assignment Method, Report writing, Field visit, Presentation by students, Case study

Practicum: Task and Assignment

1. Apply any psychological test and interpret the score and write report
2. Identify the children with counselling needs and write the report
3. Conduct any case study and prepare a report
4. With help surfing internet, write a report on importance of educational guidance and counselling

Mode of Assessment:

Observation, Report preparation & Records, Assignment submissions, Seminar presentation, Development and conduction of Psychological test.

References:

1. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
2. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
3. Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
4. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
5. Dr. John David Selvin (2012). Guidance and Counselling. Pondicherry: Tamil puduvai ISBN 81-87301-28-7.
6. Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lall Books Depot.
7. Meenakshisundaram, A. (2006). Experimental psychology. Dindigul: Kavyamala Publishers.
8. Meenakshisundaram, A. (2005). Guidance and counseling. Dindigul: Kavyamala Publishers.
9. Qureshi, H. (2004). Educational guidance. New Delhi: Anmol Publications Pvt.Ltd.
10. Bhatnagar, R. P., & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R.Lal Book Depot.
11. Vashist S. R.(Ed.). (2002). Principles of guidance. New Delhi: Anmol Publications Pvt.Ltd.
12. Sharma, R. N. (1999). Guidance and counseling. Delhi: Surjeet Publishers.

13. Sodhi, T. S., & Suri, S. P. (1997). Guidance and counseling. Patiala: Bawa Publication.
14. Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
15. Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.
16. Kochhar, S. K. (1984). Guidance and Counseling in colleges and universities. New Delhi: Sterling Publishing Pvt.Ltd.
17. Indu, D. (1983). The basic essentials of Counseling. New Delhi: Sterling Publishers Private Ltd.
18. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
19. Anne, A. (1982). Psychological testing. New York: McMillan Company.
20. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
21. Rao, N. S. (1981). Counseling Psychology. New Delhi: Tata Mc Graw Hill Publishing Co.
22. Kochhar, S. K. (1979). Guidance in Indian Education. New Delhi: Sterling Publishers Private Ltd.
23. Gaur, J. S., & Saraswat, R. K. (1978). Occupational literature: An annotated bibliography. New Delhi: NCERT.
24. James, C. H. (1978). Counselling process and procedures. New York: McMillan
25. Pasricha, P. (1976). Guidance and counselling in Indian education. New Delhi: NCERT.
26. Cirtes. (1974). Handbook on vocational guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
27. Tolbert, E. L. (1974). Counselling for career development. Boston: Houghton Mifflin.
28. Patterson, C. H. (1973). Theories of counselling and psycho-therapy. New York: Harper and Row.
29. Sinha, S. N. (1973). Dynamics of vocational behaviour. Jaipur: Asia Publishing House.
30. Nanda, S. K., & Sagar, S. (1972). Fundamentals of guidance. Chandigarh: N.B.S. Educational Publishers.
31. Barclay, J. R. (1971). Foundations of counselling strategies. London: John Wiley and Sons Inc.
32. Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.

Course - 20(iv) Environmental Education

Credit: 2

Essence of the course:

Understanding and coping with the nature is the essential need for human beings. Keeping this in mind, this paper tries to develop interest among the student teachers about the environment which would help them to find the solution for environmental problems. It also intends to develop a growing concern about the environment and its related issues.

Objectives:
At the end of the course, the student teacher will be able to
- understand the concept of environment, ecology and the problems concerning environment.
- visualize the importance of environmental education
- develop the skill of planning and organizing ecological activities in the school.
- apply different techniques and materials for the effective dissemination of environmental information.
- sensitize towards conservation of natural resources.
- enable the students to practice environmental friendly life style.
- develop positive attitude towards protecting the environment.
- organise field trips, survey, environmental games and hobbies locally.

COURSE CONTENT
Unit 1: Nature and scope of environment and environmental education

Environment: Meaning, components – Environmental Education –Meaning, Scope, importance, objectives of environmental education. –Environmental education at Primary, Secondary and higher Secondary level.

Unit 2: Ecosystem and biodiversity

Ecosystem: Structure and function of ecosystem, types, Energy and its flow in ecosystem, biogeochemical cycle – Biodiversity, conservation of biodiversity: In-situ and Ex –situ conservation – hot spots.

Unit 3: Natural resources and conservation movement

Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Social forestry scheme – Environmental ethics

Unit 4: Environmental Problems

Pollution: Soil, water, air, noise, nuclear causes, effects and control – Global warming – ozone depletion – population explosion – Urbanization – deforestation – sanitation.

Unit 5: Solutions to environmental problem

Waste management: Solid, Industrial, e-waste. – Alternative source: Green energy, Green plastics, organic farming and eco-friendly life style –Environmental acts: Air, water, Forest and wild life conservation act

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Prepare a list of Eco friendly, bio-degradable products and write its advanteges.
3. Write a report on any one of the concept of ecosystem, greenhouse effect, global warming, depletion of ozone layer, Acid rain, and acts related to conservation of environment.
4. Write a report on environmental issues and role of any agencies in protecting that issues.
5. Arrange a programme for environmental awareness and write a reflective report.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing
2. Mishra, Shubharata R. &Yada, P.R.(2004). Environmental Ecology. New Delhi: Discovery Publishing House
3. Misra, S.P. &Pandey, S.N. (2011). Environment and Ecology. New Delhi: Ane Books Pvt. Ltd.
4. Nagor, A.P.(1996). Biological Diversity and International Environmental Laws. New Delhi: A.P.H. Publishing Corporation.
5. Nasrin, Dr. (2008). Environmental Education. New Delhi: APH Publishing Corporation
6. Rana, S.V.S. (2007) Essentials of Ecology & Environmental Science. New Delhi: Prentice Hall of India Pvt Ltd.
7. Sharma B.L. &Maheswari. B.K. (2008). Education for Environmental and Human Value. Meerut: R.Lall Books Depot.
8. Sharma, R.A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
9. Singh, Lalan Kumar & Kumar, Aravind (2006), Advanced Ecology. New Delhi: Daya Publishing House
10. Singh, Y.K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing
11. Tripahy, A.K. & Panday, S.N. Water Pollution. New Delhi: Ashish Publication House

Web resources:

1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpeacemaker.org/international-environmental-law.html
3. www.ec.europa.eu/environment/international_issues/agreements_en.htm
4. www.biodiversity.govt.nz/picture/biodiversity/state/destruction.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
8. www.globalwarming.com/2009/03/the-greenhouse-effect/
9. www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions

Course - 20(v) Human Resource Development

Credit: 2

Essence of the course:

India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

Objectives:

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

- understand Human Resource Management Policy and prepare blue print in local context.
- organize the appraisal programme for training and development.
- generate a Human Resource Management climate.
- grasp the significance of psychological strategies of Human Resource Development.
- formulate Human Resource planning.
- enjoy the societal culture and innovate quality of working life.
- conduct researches in Human Resource Development.
- nurture the creativity, interpersonal relationship and other temperamental qualities.
- search for renewed degree of professionalism of Human Resource

CONTENT OUTLINE

Unit 1: Human Resource Management

Introduction - Human Resource Management Policy: A Blue Print – The 16 Elements of HRMP – Goals and Action Plans – The concept of Human Resource System. – Contextual Factors and System Designing – Analysing the role for Development

Unit 2: HRD Organisation

Organizational Development – Man Power planning – Functional Planning – HRD Committee –HRD and Organization Effectiveness – Role of Chief Executives in HRD – Formal system of Individual Development – Career Development in HRD – Integrated HRD Systems – Barriers to HRD – Matching the Role and the Person: Recruitment and Placement– Job Enrichment – Quality of working life – Role Effectiveness.

Unit 3: Planning and process

Human Resource Planning – HRP Process – HRD mechanisms – HR processes – HRD outcomes – Organizational effectiveness – Activity analysis – Task Analysis – Role Analysis – Reward Management– Process of counselling in HRD

Unit 4: Research in HRD

HRD in Research and Development Organizations – Developmental Needs in Research and Developmental (Creativity, Attitudes, Communication, Interpersonal Relationship, Team Building, Leadership, Motivation) – Action Research in HRD

Unit 5: Social context and models of HRD

> Unorganized Sector – HRD for Women: An opinion study – HRD in small scale sector – HRD and functional literary – HRD: for Social change. – Various Models of HRD –Behavioural Model in HRD

Mode of Transaction

> Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

> Written test, Task and Assignment.

References:

1. Human Resource Management; Laxmi Devi; Anmol Publications Pvt. Ltd., Institute for Sustainable Development, First Edition 1998.
2. Designing and Managing Human Resource Systems; UDAI PAREEK and T.Venkateswara Rao; Oxford and IBH Publishing Company, New Delhi. Third Edition 1985.
3. Alternative approaches and HRD, T.V. Rao, K.K. Verma, Anil K. Khandelwal, and E. Abeaham S.J. Rawat Publications, New Delhi, 1997 Edition.
4. Pard W.J. and K.B. Rolertson, Job enrichment and Employer motivation. Grower Press.
5. T.V. Rao, Performance appraisal: Theory and Practice, New Delhi, AIMA Vikas Series, 1984.
6. Lawrence, Paul and J. Lorsch: Organization and Environment, Homewood, ILL: Irwin 1967.

Course - 20(vi) Value Education

Credit: 2

Essence of the course:

The civilized society all over the world follow well accepted value system. Inculcating values is the prime aim of education. The holistic education is possible only through values education. This course can enable a student teacher to be role model for their students on value inculcation.

Objectives:

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

- expose the student teachers to the concept of value and its meaning.
- make them understand the value crises in the society and the need to teach values in the school.
- present to them the essential values of a good teacher and enable them to practice these values in the class room situation and in social life.
- equip them with the adequate knowledge to teach values to the students.

CONTENT OUTLINE

Unit 1: The value education and need

Meaning of value, value education – Kinds of values Subjective and objective, intrinsic and instrumental, vertical and horizontal, personal and neighbourly Social, moral and spiritual values – Need for Value Education in schools.

Unit 2: Teacher and Value

Essential values of a good teacher – Application of class room values in the teaching learning process. Role of the teacher in creating a value – role of education and teacher in preserving and transmitting value.

Unit 3: Value classification

Nature of value, higher and lower values, permanent values and temporary values, intrinsic and instrumental values, Indian Philosophy, realms of value, religious and social values based on philosophical system, ethical values, organic values, recreational values, economic values, political values, personal values, intellectual values, spiritual values.

Unit 4: Value Crisis in the Society and Educational Response

Value crisis in the modern society Progression of technology, liberalization, privatization, globalization and retrogression of values. Curricular and co-curricular activities to inculcate values in the students – Social Justice, Secularism, Social cohesion and national unity

Unit 5: Inculcating values

Theories of value development – Piaget, Kohlberg, knowing and doing in value education, thinking and feeling in value education, – Need to teach values in the schools: school programmes – process of value development. – teaching strategies for value education, provision for moral instruction in school

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet and report the value education in various countries.
2. Based on your reflection, how you can inculcate value among your students – write your best practices.
3. How can you manage value degradation among the students? Write an incident based on your experience.
4. If you are the head of the school, how will you inculcate value among the student?
5. Prepare a picture album to use it for value inculcation.
6. Survey status of value development among high school student by administering a value inventory.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Education in values – A source book – a publication of NCERT.
2. "Human Values and Education" – Edited by Ruhela S.p.
3. Values through communication – evaluation techniques – Pia Nazareth M.
4. Personal Values – Pia Nazareth M with Maria E Waples.
5. Community Values – Pia Nazareth M with Maria E Waples.
6. Neighbourly Values – Pia Nazareth M with Maria E Waples.
7. Values Education – Dr. N. Venkataiah, APH Publishing Corporation, New Delhi.
8. Values Education – A Study of Public Opinion – K.L. Gandhi, Gyan Publishing House.

Course - 20(vii) Non-Formal Education

Credit: 2

Essence of the course:

Education is the life long process. Education can be ensure through formal, informal and non-formal modes. This is an era where in education is offered through multiple modes, mutually complementing and supplementing throughout life.

Objectives:

- This course on non-formal education intends to develop understanding on non-formal mode of learning.
- To develop understanding about need for non-formal education.
- To develop awareness about nature of curriculum, methods of assessment and evaluation with respect to non-formal education
- To provide a basic understanding on education.
- To appraise the fundamental role of education for the development of nation.
- To enable the student-teachers to be effective members of community.
- To acquaint with contemporary political and social environment.

CONTENT OUTLINE

Unit 1: Non-formal Education

Aims, Concept and scope of non-formal education – Academic, Economic and social objectives of non-formal education. Need for non- formal education in India – Non formal education for different age groups.

Unit 2: Literacy development through Non-formal education

Non-formal education for women, Workers education – Literacy development – Functional literacy– determines of literacy, Role of non-formal education in national development, De-schooling movement. – Continuing education and Distance education.

Unit 3: Curriculum development in non-formal education

Curriculum and syllabus, Aims of curriculum – features of good curriculum, Curriculum content as per age groups, Process to formulate curriculum, Approaches in the preparation of curriculum, Evaluation of curriculum.

Unit 4: Methods of learning in Non-formal education

Methods of Teaching – Demonstration – workshop method –Illustrated talk – Group discussions – Media and materials – Evaluation in non-formal education. –Classroom situation –difficulties / problems.

Unit 5: Non-formal education instructors

Place of teachers and learning in non-formal education, Training instructors for non-formal education, Non-professional teachers as instructors for non-formal education. – Involvement of youths – Role of Voluntary agencies – Research in NFE.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Write a report on different types of non-formal education programme offered in your state.
2. Write a report on the role and function of National open School.
3. Write a report on literacy /continuing education programmes offered in any district/state of your choice.
4. Critical report on differences between curricula offered in formal and non-formal set up.
5. Write a report based on a short literacy programme organized by the student teacher in her/his locality.
6. Conduct a survey in a village, to know the present day knowledge requirement of the people.
7. Interview any 10 senior citizen on their requirement for lifelong learning – write a reflective report.

Mode of Assessment

Written test, Task and Assignment.

References:
1. Premnath : Basis of Education, S. Chand & Co Ltd., New Delhi.
2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
4. Kundu, C.L. : Adult Education – Principles, Practice and P:rospective, Delhi, Indian Publishers.
5. Agarwal, S.N. : India's population problems, Tata McGraw Hill, New Delhi.

Course - 20(viii) Disaster Management

Credit: 2

Essence of the course:

Student teacher after learning this course will know the types of disasters. They can understand the causes and effect of disasters that threatens the human life and hampers the development of nation. The main focus of this course is to help them to take part in disaster management training programmes. The pupil teacher will work in the society to create awareness on common signs and symptoms of natural calamities.

Objectives:
- To know various types of disasters
- To train on disaster preparedness
- To take part in Disaster-Management exercise like search, rescue and relief
- To know Disaster Management Law to ensure coordination between the centre and state
- To understand the details of Disaster Management institutions
- To cope-up with all natural disasters and prevent from loss to human lives and property
- To create awareness about common signs of disasters and symptoms of natural calamity related stress.
- To identify the various functions of Disaster Management operations
- To identify and work in situation involving symptoms of natural calamity related stress.
- To know how does modern permanent national command centre work with communication and data links to all state capitals.

CONTENT OUTLINE

Unit 1: Introduction to disasters

Definition – fundamental aspects of disasters- components-causal factors of disasters-phases of disasters-classification: natural and human caused- dimensions: meteorological / climatic, hydrological, geological- effect of disasters on human life- disaster mitigation – hazards.

Unit 2: Disasters preparedness and planning

Disaster preparedness: public participation, consolidation, co-ordination and training, precautions of community realities, building human relationship network. – **Disaster planning:** anticipation, preparation of moderate sized disasters, preparing more common disasters, predictable disaster task, adapting routine emergency, moderate expansion, cost-sharing and executing the plan.

Unit 3: Major Disasters in India

Earthquake- tsunami –flood- cyclone- landslide- drought- hurricane- storm surge- recent disasters 2004-till now.

Unit 4: Disasters management

Disaster management act(2005)- disaster management cycle (2P3R)- national level disaster management response agencies: NDMA, NIDM, national disaster response force, ministry of

science and technology, Indian armed forces, Anirudha's academy of disaster management(AADM) –**Disaster Management operations:** Pre- peri - post disaster management – warning system – Relief measures – Rehabilitations **Disaster Management Exercise:** Search and Rescues – relief – temporary shelter – employment to affected people in natural calamities – reconstruction and resurgence of infrastructures. **– Coordination in logistic chain:** Coordination between centre and state functionaries in the logistic chain – national emergency response force providing succour and relief to the people **Tackling effects of natural calamities:** Coping up with all natural disaster and preventing loss to human lives and property

Unit 5: Leading and controlling Disasters management

Generating awareness: Creating awareness about common signs – symptoms of natural calamity related stress – mitigating impact of disaster. –**Preparedness towards disaster:** Community disaster preparedness – psychosomatic aspects of preparedness – training on disaster preparedness – counselling and psycho-treatment – mental rehabilitation preparedness. –**Disaster Management Institutions (DMIs):** DMIs in under developing countries like Bangladesh, Sri Lanka, Cuba, and Mongolia – DMIs in developed countries and their Disaster Management Systems. –**Evaluating, assessing and predicting disaster:** Warning signals – managing disaster by scientific and tested disaster management apparatus- Developing psycho-motor skills of teacher- trainees.

Mode of Transaction

Lecture method, Power point presentation, e-learning, spot teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment

1. Prepare a picture album regarding any one of the disasters and project the picture to the class for group reflection to manage such abnormal situation. – submit a report.

2. Search in the internet regarding disaster management practices in various countries and suggest a innovative disaster management practice for any one of the following to Indian condition a) cyclone, b) floods c) Earth quack d) fire e) Tsunami

3. How can you organize a disaster management team in a village or coastal area? Write a detail programme along with and other resources to meet the disaster.

4. Conduct a survey in a village or in coastal area regarding the knowledge of disaster and the management. Submit the report for classroom discussion.

5. How can you create awareness among the students on disaster management? Prepare a detail programme and syllabi. Submit a proposal to get funding from the Government and other agencies.

Mode of Assessment:

Written test, Task and assignment and Observation

References:

1. Barlow, D.H. (1988), Anxiety & its Disorders, New York, Guilford Press.
2. Baron, Robert A (2001), Psychology, Pearson Education (Singapore) Pte. Ltd, Delhi (India)
3. Spacapan, S & Orkamp, S (Eds) (1992) Helping and being Helped, Newbury Park, CA: sage.
4. Department of Education and Training (2005). Blueprint. [viewed 28 Nov 2005;] http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp.
5. Dicky Muslim et al., (2011). Activities on Disaster Awareness Education in the School around Geological Hazard Prone Areas in Indonesia, Earth science study contribution (electronic edition), No.1.
6. http://www.studymode.com/essays/Role-Of-Students-In-Disaster-Management-764157.html
7. Satish Modh. (2012). Introduction to disaster management. Macmillan Publication India Ltd.

Course - 20(ix) Women Education

Credit: 2

Essence of the course:

As per the constitution of India there should be no gender discrimination shown with respect to access to educational provisions as well as in employment opportunities. It is only through empowering women through education we can reduce gender disparity vividly observed at all educational level and employing institutions. It is not only through empowering women through education but also through removing gender bias existing in the society at all levels. This course attempts to develop awareness among student teachers about the need for women education, methods of developing sensitivity and respect for women including girls through curriculum and its transaction. The student teachers in turn can reduce gender bias and promote gender sensitization in their class.

Objectives:
At the end of the course, the student teacher will be able to
- acquire the knowledge of the concept on women's education.
- make the student-teachers understand the need for women's education.
- Developing understanding in role of teacher promoting gender equality

CONTENT OUTLINE

Unit 1: Women's Education

Meaning, aims and objectives of women's education – Need for women's education in India – Women education in post-independence India, Challenges and issues.

Unit 2: Problems of women

Problems of women: Resistance and poverty, Governance and gender inequity, Gender parity, existing prejudices against women, inadequate nutrition, Literacy rate of women. – Discrimination in educational and social opportunities – Child marriage

Unit 3: Women education in society

Aspiration of Indian society for sustainable development of girls, Planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment – Retrospective profile of women in a tradition bound society, Prospective profile of women in the changing Indian Society.

Unit 4: Education and gender gap

Needs for women education – teacher preparation in gender sensitivity, gender equality, eliminating the gender inequalities– compulsory education.

Unit 5: Information as a transformative tool

Needs and requirement of information, Women and technology – Education and sensitization – New ICTE – Technical education, Gender management systems in women studies, Education and empowerment of women –Women in higher education.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment
1. Prepare an album to show the status of women in India on any one of the following aspects
   a. Education,
   b. Politics
   c. Profession
   d. Employment
   e. Entrepreneurship
2. Conduct an opinion survey on the freedom of women in society.
3. Search in the internet and write a reflective report on the gender equality.
4. Analysis the roles of state and central government on empowerment of women
5. Write a report based on aspiration of girl students and issues to challenge to their achievement.
6. Analyze of any prescribed text book at high school level for gender bias.

Mode of Assessment

Written test, Task and Assignment

References:
1. Mukerji, S.N.: Education in India and tomorrow
2. Maithili Vishwanathan: Development Orientation of Women education, Print well, Jaipur.
3. Agarwal, S.N.: India's population problems, Tata McGraw Hill, New Delhi

Course - 20(x) Human Rights Education

Credit: 2

Essence of the course:

India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer

Objectives:
At the end of the course, the student teacher will be able to

- respect for human dignity.
- understand the basic freedom of the individual and classify broadly.
- know the brief history of development of human rights.
- appreciate that the citizen's fundamental rights protect the Human Rights Act, 1993.
- understand NPE with reference to women, SC, ST, minorities and physically challenged.
- set up cell to nurture the culture of Human Rights in Schools and Colleges.
- setting up an integrated and egalitarian society.

CONTENT OUTLINE

Unit 1: Introduction to Human right education

Concern for Human Rights and Fundamental Freedom – the task of protection and promotion of human rights – Basic freedom of the individual interpreted as minimal Broad classification of rights such as civil and Political and economic, social and cultural.

Unit 2: Fundamental rights for education

Fundamental rights of citizens – National Human Rights commission – Special Stern on National system of Education with reference to women, SC, ST, minorities, physically challenged.

Unit 3: Human rights concerns

Human rights arises and violations – handed labour, child labour, infanticide, gender discrimination etc. – Free legal cells and their functions – National integrally and upholding of constitutional on obligations.

Unit 4: Educational Rights in institution

Setting up of Human rights in schools and Colleges – function under the head of institution – Development of Child rights: physical, mental, emotional growth – Rights to life and education – derail of rights and child labours.

Unit 5: secular education

Setting up of an integrated and egalitarian society – Awareness regarding socialism among students and teacher – Democratic socialism and Gandhism model of socialization.

Education in India is secular non-denominational-secular education is for knowledge and spirits of an objective and tolerant manner and not for faith and religion ideas-secular culture based rational outlook is to be developed.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

Written test, Task and Assignment.

Reference:

1. Human Rights – International Challenges – Vol. 1 & 2 – Justice Ranganath Misra.
2. Human Rights in a Developing Society, Sen Sankar, APH Publishing Corporation.
3. Human Rights and the Law Jawwal, P.S., APH Publishing Corporation.
4. Human Rights, Commitment and Betrayal, Chitkara, M.G., APH Publishing Corporation

ENGAGEMENT WITH THE FIELD

a. Task and Assignment related to theory courses

At the end of course outline in the each of the theory paper offered during the second academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

b. Teaching Competency (16 weeks of School Internship)

Each student teachers will be attached to a school or two schools in one or two blocks of internship. The total duration of internship will be 16 weeks. during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). Each student teacher will spend first week of internship for observation. During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen. The details of roles to be perfomed and records to be produced with respect to Course 21 and Course 22 at the end or given below.

Course - 21 Pedagogy of School Subject 1

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject I)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject I (at least one should be ICT based) at level one and 15 lessons (at least one shoud be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:
1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students

Course - 22 Pedagogy of School Subject 2

During the first week of the internship, the student teachers will observe classes taken by regular school teachers (at least 5 lessons in pedagogical subject II)

During the next 15 weeks, each student teacher has to give at least 15 lessons for Pedagogical Subject II (at least one should be ICT based) at level one and 15 lessons (at least one shoud be ICT) at level two

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans at each level
2. Lesson Observation records on observations of classes taught by both regular and peer teachers.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lesson at each level followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students

Course – 23 c. Yoga, Health & Physical Education

Credit: 2

Essence of the course:

The focus of the present course is on understanding the physical, mental fitness for healthy life. This course discourses the yogic exercise, health, and its importance. It also helps to understand the recent diseases and precaution.

Objectives:

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

- create awareness on difference aspects of health and fitness.
- acquire the knowledge of Yoga & exercises
- understand the physical fitness & Yoga.
- learn good health habits.
- develop total personality and suitable leadership
- enable student teacher organize physical activities

CONTENT OUTLINE

Unit 1: Yogic exercises

Yogic exercises: breath – normal – yogic breath: inhale, exhale – Asanas: Padmasana, Vajrasana, Yogamudra, Salabasana, Sarvangasana, Halasana, Pujangasana, Dhanurasana and Suryanamaskaram – role of yoga meditation in life situation – importance of yoga in school education.

Unit 2: Yoga in daily life

Yoga in daily life – mudras – yoga exercises for numbness in fingers – 13 stages and its uses. Bandage – accidents in classrooms, burns – preparing first aid, fainting – kits (use and its maintenance), sprain, massage.

Unit 3: Growth and requirements

Human body: Growth & development a children at different ages, their needs and interests, psychological development – Physical, emotional and mental changes during adolescence.
Sexual abuse: Myths and misconceptions regarding growing up, Management of stress and strain and life skills.
Nutrition: Dietary requirements needs according to age, sex – Need for diet planning: Food and water.

Unit 4: Communicable and Non-communicable diseases

Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases-Autistic, Cerebral Palsied, Blood Borne Diseases-Beta Thal Major, Sickle Cell Anemia, Hemophilia; Diagnosis, Prevention & Prognosis.
Pollution: Types, Causes, effect and control of various pollution

Unit 5: Health and sports

Fundamental skills of games & sports: Sports for recreation and competition, Rules and regulations of sports, Sports ethics, Sports awards and scholarships, Sports – personship – Develop of physical fitness, Postures, Importance of relaxation, Health and physical education and its relationship with other the subject areas like science, social science & languages.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. General guidelines for performance of the practice of yoga for the beginners
   1. Guidelines for the practice of *kriyas*
   2. Guidelines for the practice of *asanas*
   3. Guidelines for the practice of *prāṇāyāma*
   4. Guidelines for the practice of *kriya yoga*
   5. Guidelines for the practice of *meditation*
2. Project on health / Sports and Yoga
3. Organisation of games & sports
4. Visit sports stadium and report
5. Participating various games and disccus all the games in class.
6. Health education and yoga – Analysing various topics by using various charts, photographs and other materials.
7. Surfing to know the different sport and games in India and report
8. Prepare the portfolio for Yoga and its advantages.
9. Make a sports album.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
5. Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers
6. Kancle., B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Burean& NCERT , NewDelhi – 16.
8. Dhananjoy. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra

9. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.

10. Agarwal, Satya P. (1998), The social role of the Gītā: how and why, MotilalBanarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010

11. Goel Devraj&Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, M.S. University of Baroda, Vadodara.

12. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy

13. Mehroo D. Bengalee (1976).*CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026

14. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.

15. Porter, Noah. (2003). *FALUN GONG in the United States*: An Ethnographic Study, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.

16. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.

17. www.FalunDafa.org

18. www.http://greatist.com/health/19-worst-tech-related-health-risks

d. COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)
Course - 24 EPC4: Understanding the Self (½)

Credit: 2

Essence of the course:

Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

Objectives:
At the end of the course, the student teacher will be able to
- Understand the meaning and importance of self-concept and self-esteem.
- Be aware of different factors related to self-concepts and self-esteem.
- Record a brief history of the history of development of yoga through the ages.
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga.
- Explain the different limbs of Aṣṭāñga yoga.
- State the different types of yoga.
- Derive how Haṭha yoga and Aṣṭāñga yoga are complementary to each other.
- Name the ṣatkarma and describe their use in cleansing the body and the mind.
- Demonstrate some important āsanas, and prāṇayāma.

CONTENT OUTLINE

Unit 1: Self-concept

Meaning and Definition of self-concept – Importance of self-concept – Components of self-concept – Factors influencing self-concept – Development of self-concept – Impact of Positive and negative self-concept - Trust building – revisiting one's childhood experiences – empathising with other childhoods and peers.

Unit 2: Professional identity of teacher

Sensibilities, dispositions, resilience and skills personal growth: communication skills ability to listen and observe – holistic and integrated understanding self and personality – Teambuilding, respecting, sharing responsibility – the change agent –designing and leading change /social action

Unit 3: Modes of expression

Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations –culture for listening and accepting through story making, self-disclosure, art, dance and theatre

Unit 4: Self-esteem and Identities of self

Meaning and concept of self-esteem – Importance of self-esteem – Types of self-esteem – Strategies for positive behaviour – Keys to Increasing Self-Esteem

Gender, relational, cultural –beliefs, stereotypes and prejudices – identities awareness in political, historical, and social forces– personal narratives, life stories, group interactions, film reviews, addressing conflicts, Nature walk/field visit, adventure.

Unit 5: Meditation and Yoga enhance abilities of body and mind

Meditation and Yoga, meaning, practice and importance– Live in peace and harmony with one's surroundings –promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts

Mode of transaction

Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum: Task and Assignment

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

Mode of Assessment

Written test, Task and Assignment

References:

1. **Stevens, N. (2008)**. *Learning to Coach.* United Kingdom: Howtobooks.
2. **Rohrer, J. (2002)**. *ABC of Awareness.* Oberurnen: UTD Media.
3. **Adair, J. & Allen, M. (1999).** *Time Management and Personal Development.* London: Hawksmere.
4. **Simanowitz, V. and Pearce, P. (2003)**. *Personality Development.* Beckshire: Open University Press.