

SYLLABUS

DEGREE OF BACHELOR OF EDUCATION - B.Ed.

REGULATIONS FOR B.Ed FIRST YEAR PROGRAMME

PREAMBLE:

Teacher preparation course for secondary education generally known as B.Ed is a Professional course that prepares teachers for upper primary/middle level (classes VI-VIII), Secondary (classes IX-X) and Senior Secondary (classes XI-XII) levels.

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

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

- (i) The candidates who have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the X and XII Examinations conducted by the respective State Board or CBSE or any other recognized Board of Education / Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary or Higher Secondary Education level.
- (ii) Candidates who have passed UG or PG Degree in Open University system without qualifying in 11 years SSLC Examination and one year of Pre-University Course (PUC) Examination or 10+2 pattern of School Education Examination shall not be considered for admission.
- (iii) However, candidates not qualified in XII Examination or PUC but possessing two years Bachelor of preparatory programme certificate/two years foundation course certificate/two years Diploma course conducted by state government/recognized Universities and qualified with three years UG Degree course are also considered to be eligible for admission.
- (iv) Candidates who have studied more than one main subject in part III (under double/triple major system) of UG degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two/three major subjects shall be taken into account to arrive percentage of marks stipulated in item
- (v) Candidates who have passed under double degree / additional degree Programme with less than three years duration are not eligible for admission.
- (vi) Candidates who have qualified in PG degree (5 Years integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary / allied subjects alone) of the course alone shall be taken in to account for admission.

(vii) a. Candidates who have done their UG degree in Mathematics, Applied mathematics can apply for Mathematics.

b. Candidates who have done their UG degree in Physics, Applied Physics, Geo -physics, Bio - physics and Electronics can apply for Physical science.

c. Candidates who have done their UG degree in Chemistry, Bio-chemistry and Applied chemistry can apply for Physical science.

d. Candidates who have done their UG, B.Sc, B.E or B.TECH degree in Botany, Zoology, Micro- Biology, Bio-Technology, Plant-Biology and Plant Bio-Technology can apply for Biological science.

f. Candidates who have done their UG, B.Sc, B.C.A, B.E or B.TECH degree in Computer science, Information technology, Computer application can apply for Computer science.

g. Candidates who have done their U.G. B.A / B.Sc Degree in History, Geography, Philosophy, Political Science, Sociology, Logic and Psychology can apply for Social Science.

(viii) Candidates with following marks in the Bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce for which PG qualification is mandatory.

(ix) Candidates who have passed PG degree in Economics, Commerce without undergoing 10+2+3 or 11+1+3 pattern education shall not be considered for admission.

(x) Candidates with a following marks in the Bachelor's degree are eligible for admission to the course other than subjects like Economics, Commerce for which PG qualification is mandatory.

Community/category	Minimum Marks %
OC	50%
BC	45%
MBC / DNC	43%
SC /ST	40%

(xi) a. In the case of physically and visually challenged candidates, a minimum pass in the degree is eligible to join B.Ed.

- b. Candidates with P.G Qualification alone will be considered for Economics, Commerce.
- c. To consider the PG eligibility the candidate should have passed the UG and PG in the same major subject.

Note:

(a) Marks obtained by the candidates in UG degree course part three major and allied including practical (other than Economics, Commerce) alone shall be taken into account to arrive at the percentage of marks mentioned above.

(b) Rounding off marks to the next higher integer will not be permitted.

(xii) Post graduate candidates in Economics and Commerce with 50% (irrespective of their UG mark) of marks in PG degree or in the interdisciplinary subjects which are being declared by the respective University can apply. However, the basis of selection shall be in accordance with the Regulations of NCTE/ University Guidelines for admission to B.Ed course in force from time to time.

2. DURATION OF THE COURSE

The course for the B.Ed. Degree in Regular shall be of Two academic year. The required minimum working days for teaching–learning will be as per the norms of NCTE and given by University. The terms and vacations of the course shall be as prescribed by the University from time to time.

3. ELIGIBILITY FOR ADMISSION TO EXAMINATION

- a. A candidate will be admitted to write the B.Ed final examination, if he / she secured a minimum attendance of student teachers shall have to be 80% for all course work and Practicum, and 90% for school internship.
- b. A Student –Teacher should complete all Practical and Work assigned in each of the syllabus.
- c. A Student –Teacher have to obtain completion certificate of Theory and Practical work from the Principal / Head of the institution.
- d. Unless and until he / she obtains such a certificate, he / she will not be allowed to appear for the University examination.

MEDIUM OF INSTRUCTION AND EXAMINATION

- a. Medium of Instruction: - Tamil or English.
b. Medium of Examination - Tamil or English.

ATTENDANCE %

S.No	ATTENDANCE% INTERNAL	MARKS
1.	95% - 100%	5
2.	90% - 94%	4
3.	85% - 89%	3
4.	80% - 84%	2

ANNUAL DISTRIBUTION OF COURSES AND DISTRIBUTION OF MARKS THEORY COURSES FOR FIRST YEAR

S.No	Title of the Paper	MARKS ALLOTTED		
		External	Internal	Total
Theory				
1	Psychology of Learners and Learning	75	25	100
2	Education in Contemporary India	75	25	100
3	Essentials of Teaching and Learning	75	25	100
4	Gender, School and Society	75	25	100
5	Language across the curriculum and understanding discipline and subject.	75	25	100
6	Pedagogy of English - Part I Pedagogy of Tamil - Part I Pedagogy of Mathematics - Part I Pedagogy of Physical Science - Part I Pedagogy of Biological Science - Part I Pedagogy of Computer Science - Part I Pedagogy of Social Science - Part I Pedagogy of Commerce and Accountancy - Part I Pedagogy of Economics - Part I	75	25	100
Total		450	150	600
Practical				
7	Internship and Observation Practice Based Records		200	200
Grand Total		450	350	800

NOTE:

Students to select any one Pedagogy Subject

II. PRACTICUM COMPONENT

INTERNSHIP and TEACHING OBSERVATION - The Observation practice will have to be undergone in a recognized high / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be 30 working days.

PRACTIUM INTERNSHIP AND TEACHING OBSERVATION BASED RECORDS

S.NO	Records	Level-I	Level-II	Total
1.	Micro Teaching Records	25	25	50
2.	Reading and Reflecting on School Textbook	-	-	25
3.	School Visit Record	-	-	25
4.	Case Study Record	-	-	25
5.	Observation Record	25	25	50
6.	Educational Technology	-	-	25
TOTAL				200

CURRICULUM

PROGRAMME CONTENT FIRST YEAR B.ED

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

Theory Component

Theory component consists of five subjects, One Pedagogy Studies for the following descriptions

L- Lecture; T-Tutorial; P-Practical / Project work.

S.NO	COURSE CODE	TITLE OF THE PAPER	PERIODS PER WEEK	MARKS ALLOTTED		NO.OF RECORDS ASSIGNMENT	L	T	P	C
				EXTERNAL	INTERNAL					
THEORY										
1	BED17001	Psychology of Learners and Learning	5	75	25	2	5	0	0	5
2	BED17002	Education in contemporary India	5	75	25	2	5	0	0	5
3	BED17003	Essentials of Teaching and Learning	5	75	25	2	5	0	0	5
4	BED17004	Gender, School and Society	5	75	25	2	5	0	0	5
5	BED17005	Language Across the Curriculum and Understanding discipline and subject.	5	75	25	2	5	0	0	5
	BED17006	Pedagogy of English - Part I								
	BED17007	Pedagogy of Tamil - Part I								
	BED17008	Pedagogy of Mathematics - Part I								
	BED17009	Pedagogy of Physical science - Part I								
6	BED17010	Pedagogy of Biological science - Part I	5	75	25	2	5	0	0	5
	BED17011	Pedagogy of Computer science - Part I								
	BED17012	Pedagogy of Social science - Part-I								
	BED17013	Pedagogy of Commerce & Accountancy - Part I								
	BED17014	Pedagogy of Economics - Part I								
		TOTAL	30	450	150	12	30	-	-	30
7	BED17L01	Internship and Observation Practice Based Records	30 Working Days							
		TOTAL		450	350	20	30	0	10	40
		GRAND TOTAL		450	+ 350	=	800			40

EVALUATION

Internal Evaluation of practical work will be based on practical assignments, performance of school and evaluation of observation practice including submission of Reports / Records pertaining to these activities

Theory - 600

Practicum - 200

Grand Total - 800

QUESTION PAPER DESIGN

Each theory subject question paper will be designed for 3 hours in two sections Part-I and Part-II with the number of question and allotment of marks as described below.

Section	Type of Question	Marks	Total
Part-I	Paragraph Question (5 questions out of 8)	5x6	30
Part-II	Three essay questions (3 question out of 5)	3x15	45
Total Marks			75

SCHEME OF THEORY VALUATION

1.	External valuation		75 Marks
2.	Internal valuation		25 Marks
	a.CAT& Model Examination	10	
	b. Assignments	05	
	c. Seminar	05	
	d. Attendance	05	
Total			100

PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS

The board will examine the Internship and observation practice and practical work of every student and shall report to the University with the marks awarded to each student in the practical examination viz., evaluation of practical records/work books and evaluation of school and community based field activities. Students should maintain workbooks/record note books and reports of the activities related to all practicum components under Practical Records of the lessons taught and assessment of observing competence and skills shall be made available by the college faculty members and the principal for scrutiny. The final reports/records/work books shall be made available the Board of supervising Examiners appointed by the University whose decision on the marks to be awarded shall be final.

PASSING MINIMUM:

Every candidate should appear for all papers in the written and the practical examination in the first attempt. A candidate should be awarded the B.Ed degree only if he/she has passed in both, the practical and the written examination. A candidate who fails one or more papers in the written examination shall be permitted to appear again only for those papers in which he/she fails. A candidate who fails in the practical examinations and passed in the written examination shall be deemed to have failed in the practical examination only and shall be permitted to appear again for the same.

Candidate shall be declared to have passed the written examination if he/she secures not less than 50 % in each papers, with a minimum of 45% in the external examination in each paper.

A candidate shall be declared to have passed the practical examinations, if he/she secures not less than 50% in the practical examination.

CLASSIFICATION OF SUCCESSFUL CANDIDATE

Successful candidates shall be classified separately for

- (a) The written examination and
- (b) The practical examination.

In each case, candidates who passed the examinations in the first attempt and secure not less than 60% of total marks shall be placed in the first class; and those who obtain between 50% and 59% shall be placed in the second class. Candidates who do not pass all the papers and in the practicum in the first attempt shall be declared to have passed in the second class irrespective of the marks they secured.

AWARD OF LETTER GRADES

All assessments of a course will be done on relative grading basis and letter grades each carrying certain points will be awarded as details below:

S.No	Letter Grade	Grade Points
1.	H	10
2.	S	09
3.	A	08
4.	B	07
5.	C	06
6.	F	00 (failure)
7.	I	00 (Incomplete)
8.	W	00 (Withheld)

“F” denotes failure due to poor performance

“I” denotes incomplete

“W” denotes withheld

B.Ed., DEGREE PROGRAMME - FIRST YEAR SYLLABUS

BED17001 PSYCHOLOGY OF LEARNERS AND LEARNING

Objectives:

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

- acquire knowledge about the approaches to Educational Psychology;
- comprehend the concepts of various theories of growth and development;
- gain knowledge about the concept of learning and its related theories;
- identify the nature of attention and various types of memory;
- appreciate the influence of motivation on human behaviour;
- understand in-depth concepts of intelligence and creativity;
- understand the concepts and theories of personality;
- comprehend the concept of individual differences;
- identify the various adjustment mechanisms; and
- Understand the types of guidance and counselling programmes.

UNIT – I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Psychology: Meaning - Branches of Psychology - Methods of Study in Psychology: (i) Introspective Method (ii) Observation (iii) Experimental Method (iv) Case Study Method (v) Interview Method. Educational Psychology: Meaning, Scope and Significance of Educational Psychology for a Teacher.

UNIT – II: GROWTH AND DEVELOPMENT OF THE LEARNER

Growth and Development: Meaning, factors influencing Growth and Development - Stages of development and its characteristics - Adolescence: problems and solutions - Dimensions of development: Physical, Cognitive, Social, Emotional and Moral – Theories of development - Freud's Psycho-sexual Development - Erikson's Psycho - Social Development.

UNIT – III: LEARNING

Learning: Concept, principles and factors affecting learning - Theories of learning: Thorndike's Connectionism, Pavlov's Classical and Skinner's Operant Conditioning, Transfer of training – Metacognition: Meaning, Elements and its Instructional strategies - Learning Styles: Audio, Visual and Kinesthetic - Teacher's role in changing, strengthening and sustaining learning styles.

UNIT – IV: ATTENTION AND MEMORY

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention - Determinants of Attention - Sensation and Perception - Concept Formation: types - Memory: meaning, types of memory, strategies for improving memory - Forgetting: meaning, causes, Forgetting Curve.

UNIT – V: MOTIVATION AND GROUP DYNAMICS

Motivation: Definition, types of motivation, - Theories of motivation: Maslow's Hierarchy of

Needs, Its educational implications - Level of Aspiration - Promoting Achievement motivation among learners - Group dynamics: Meaning, definition, types and characteristics.

UNIT – VI: INTELLIGENCE

Intelligence: meaning, definition and types - Theories of Intelligence: Spearman Two factor, Thurston Group factor, Thorndike Multi factor, Guilford Structure of Intellect, Gardner Multiple Intelligence, Emotional Intelligence - Intelligence Quotient - Nature and Types of Intelligence test - Use of Intelligence test.

UNIT – VII: CREATIVITY

Creativity: Concept, factors and process - Strategies for fostering creativity.
Thinking: Convergent Thinking, Divergent Thinking.

UNIT – VIII: PERSONALITY

Personality: Meaning - Determinants of personality: Type theory, Trait theory and Development theory - Integrated Personality - Assessment of Personality: Projective, Non-Projective techniques.

UNIT – IX: INDIVIDUAL DIFFERENCES

Concept of Individual differences - Role of Heredity and Environment in individual differences - Nature of Gifted, slow and disabled children - Understanding learners with varying cognitive abilities especially with 'learning difficulties' - Slow learners: Dyslexia, Dyscalculia and Dysgraphia - Educational programmes for differently abled students.

UNIT – X: ADJUSTMENT AND MENTAL HEALTH

Adjustment: Meaning - Adjustment mechanisms - Adjustment problems of children adolescents - Causes of maladjustment: Conflict and Frustration - Differences between adjusted and maladjusted adolescents - Criteria for good mental health - Concept of mental hygiene - Techniques of stress management - Meditation and violence prevention programmes. Children Slow learners, children with mental retardation and gifted - Juvenile delinquency.

SUGGESTED ACTIVITIES:

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Prepare an album of any 10 psychologists and their contributions to the learning process.
- Visit any two Special Education Institutions and write a report on the methods of teaching.
- Visit any one of the Mental Health Institutes / Dead diction Centers nearer to you and

prepare a detailed report about it and submit same.

- Visit any one of the Vocational Education Centres and prepare a report on the Job-oriented courses offered to the differently abled students.

SUGGESTED READINGS:

Agarwal (2004). Psychology of Learning and Development. New Delhi: Shipra Publications.

Allen, B P. (2006). (5th ed.). Personality Theories: Development, Growth and Diversity. Needham Heights, MA: Allyn and Bacon.

Alexander, N. (2003). Global Trends in Mediation. Walters Kluwer Law and Business.

Berk. L. E, (2010). (8th ed.). Child Development. New Delhi: PHI Publications.

Bhatia, K.K. (2003). Bases of Educational Burger, J.M. (2010). (8th ed.). Personality. KCA: Wordsworth Publishing.

Boulle, L. Jones, J. Goldblatt, V. (1998). Mediation: Principles, Process, Practice. (New Zealand Edition). Wellington: Butterworth.

Cloninger, S.C. (2008). (5th ed.). Theories of Personality: Understanding Persons. Englewood Cliffs, New Jersey: Prentice Hall

Crowne, D. P. (2010). (2nd ed.). Personality Theory. New York: Oxford University Press.

Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing House.

Dandapani (2002). (2nd ed.). Advanced Educational Psychology. New Delhi: Anmol Publication.

Dash (2003). Guidance Services in Schools. New Delhi: Fominant Publishers and Distributors.

Muralidhar (2009). Educational Psychology. (Reprinted). Deep & Deep Publications.

BED17002 EDUCATION IN CONTEMPORARY INDIA

Objectives:

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

- Acquire Knowledge of Education ;
- understand the Eastern and Western Schools of Philosophy;
- understand the process, functions of Education and knowledge of knowing;
- Identify the area of education.
- gain knowledge on role of various Statutory bodies of Education;
- understand the Constitutional Provisions for Education;
- outline the modern trends in education
- explain the integrated and holistic approach to education for values; and
- Elucidate the objectives of the various teacher education programmes.

UNIT – I: NATURE AND PROCESS OF EDUCATION

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

UNIT – II: EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY

- a) Eastern Schools of Philosophy: Vedanta, Jainism, Buddhism and its Educational Implications.
- b) Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, and its Educational Implications.

UNIT – III: EASTERN AND WESTERN PHILOSOPHICAL THOUGHTS

- a) Eastern Philosophical Thought: Swami Vivekananda – Mahatma Gandhi – Rabindranath Tagore and Sri Eurobond.
- b) Western Philosophical Thoughts: Rousseau – Froebel – John Dewey & Montessori.

UNIT – IV: AREAS OF EDUCATION

Human Rights Education - Environmental Education –Population Education - Education for National and International understanding - Social Aspects of Education: Women Education - Education for the Minority.

UNIT – V: CENTRAL AND STATE ORGANISATIONS OF EDUCATION

Central Government Organizations : MHRD-UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - State Government Organisations: DSE – SCERT - SIEMAT – University Departments of Education - DIET-BRC- CRCs. Innovative Programmes for Strengthening Quality and Quantity of Education: OBBS, DPEP, SSA, RMSA, and RUSA.

UNIT – VI: EDUCATION IN THE INDIAN CONSTITUTION

Education in the Concurrent List – Directive Principles: Article 21A – Universalisation of Elementary Education - Wastage and Stagnation – Brain Drain and Brain Gain - Right to Education – 42nd and 86th Constitutional Amendments – University Education Commission (1948) - Secondary Education Commission (1952 -53) – Kothari Commission (1964 – 66) – NPE (1986) – Acharya Ramamurthy Committee (1990) – POA (1992) – Prof. Yashpal Committee Report (1993 & 2009)- Justice J.S. Verma Committee (2012).

UNIT – VII: MODERN TRENDS IN EDUCATION

Characteristics of Modern Indian Society – Globalization, Privatization, Modernization. Teacher Autonomy: Meaning and types of Teachers’ autonomy. Accountability: meaning, types and functions of accountability – comparison of autonomy and accountability..

UNIT - VIII: PSYCHO – SOCIAL ISSUES RELATED TO STUDENTS

Absenteeism – Truancy – Delinquency – Violence – Drug Abuse – Smoking and Chewing – AIDS/HIV – Child Abuse–Orphans – Street Children – Child Labour.

UNIT – IX: VALUE EDUCATION

Values: Concept, Meaning and Types – views of Committees and Commissions on Value Education - Value Education in Schools- Personal Values and Code of Conduct for Teachers – Culture: meaning and definitions – transmission and transformation of culture – Cultural Lag.

UNIT - X: TEACHER EDUCATION

Teacher Education: Meaning, definitions and functions –Objectives of elementary and secondary teacher education programmes – NCTE(2014) norms and standard for elementary and secondary level – Problems of Teacher Education Programmes and its solutions – Pre-service and in-service teacher education – Open and Distance Learning (ODL)

SUGGESTED ACTIVITIES:

- Visit any one of the educational institutions based on practicing various philosophies like Ramakrishnamath, Sri Aurobindo Schools, Krishnamurthy Foundations etc., and prepare a report on the same.
- Write and display of Education related quotes in your institution.
- Prepare an album about the best practices of various schools.
- Organize an Essay Writing Competition for protecting and safeguarding our Eco-System and submit a write up on it.
- Prepare a detailed report on the code of conduct observed by the teachers in schools

SUGGESTED READINGS:

Adishesiah, M.S. (1978). Report of the National Review Committee on Higher Secondary Education with Special Reference to Vocationalisation. New Delhi: Govt. of India

Aggarwal, J.C. (2009). *Recent Developments and Trends in Education*,. New Delhi: Shipra Publications

Atkin, J. (1996). *Values and Beliefs about Learning to Principles and Practice*. Seminar Series no. 54. Melbourne: Incorporated Association of Registered Teachers of Victoria.

Bhardwaj, I. (2005). Value-oriented Education. *Journal of Value Education*, 5, 9-24.

Choudhuri, Indranath. (2005). Promoting Value Education through Children's Literature. *Journal of Value Education*. 5, 29-36.

Dewey, John. (2010). *Essays in Experimental Logic*, Delhi: Aakar Books

Durant, Will. (1966). *The Pleasures of Philosophy*. New York: Simon and Schuster Publishers

BED17003 ESSENTIALS OF TEACHING AND LEARNING

OBJECTIVES:

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

- acquire the knowledge the concept, te
-
- rms and procedures in teaching and learning;
- understand the principles and maxims of teaching;
- understand the tasks of teaching;
- acquire knowledge on the various theories of teaching;
- apply various models of teaching to teaching situation;
- comprehend the instructional system;
- gain knowledge of innovative methods and devices of teaching;
- develop skills of using different techniques of teaching;
- apply innovative teaching strategies; and
- acquire skills on effective teaching.

UNIT-I: CONCEPTS OF TEACHING-LEARNING

Concept, Definition, Nature, Levels and Phases of Teaching and Learning- Teaching as an Art, Teaching as a Science and Teaching as a Profession- Variables in Teaching - Relationship between Teaching and Learning- Modes of Learning: Enactive, Iconic and Symbolic modes of Learning - Types of Learning: Factual, Association, Conceptual, Procedural, Generalization, Principles and Rules, Attitudes, Values and Skill Learning – Domains of Learning: Cognitive, Affective and Co native Learning.

UNIT-II: PRINCIPLES AND MAXIMS OF TEACHING

General principles of teaching: Purposeful-Based, Paedo -Centered, Experience- Based, Activity-Centered and Evaluation-Based Teaching - Psychological principles of teaching - Maxims of Teaching.

UNIT-III: TASKS OF TEACHING

Meaning - Definition, Variables, Phases of Teaching Task - Operation of Teaching Tasks: Pre : active phase, Inter-active phase and Post-active phase- Levels of Teaching: Memory, Understanding and Reflective Levels.

UNIT-IV: THEORIES OF TEACHING

Definition, Meaning, Nature, Need and Significance and Scope- Types of Teaching Theories: (1) Formal Theory of Teaching- Communication Theory, Moulding Theory and Mutual Inquiry (2) Descriptive Theory of Teaching: Gagne's Hierarchical Theory, Atkinson's Optimal Learning Theory and Bruner's Cognitive Theory.

UNIT-V: MODELS OF TEACHING

Concept and Definition- Fundamental Elements of Teaching Models -Types of Teaching Models: Important Models under each type (1) Information Processing Models-Bruner's Concept Model (2) Social Interaction Models- Glaser's Classroom Meeting Model (3) Personal Development Models- Roger's Non-directive Model

UNIT-VI: INSTRUCTIONAL SYSTEM

System Approach: Concept, Meaning, Types and Steps in System Approach- Input-Process-Output-Model of a system- Feedback based Model of system - Steps involved in the development of the Instructional System- Role of Teacher in the Instructional System.

UNIT-VII: METHODS AND DEVICES OF TEACHING

Concept of teaching methods-Categorization of Teaching Methods: Lecture Methods, Discussion Method, Team Teaching, Symposium, Panel Discussion, Seminar, Conference, Supervised Study and Tutorial Method-. The Concept of Teaching Devices-Categorization of Teaching devices: Narration, Exposition, Description, Explanation, Questioning, Review and Assignment.

UNIT-VIII: THE TECHNIQUES OF TEACHING

Concept of Teaching Techniques-Categorization of Teaching Techniques-Teacher Dominant Techniques: Telling, Indoctrination, Guidance and Counselling, Drill and Demonstration- Student Dominant Techniques: Debate, Creative Writing, Library Work, Project work, Field Trip, Problem Solving Technique, Brain Storming, Colloquium, Self-Learning, Meaningful Learning, Programmed Instruction, Keller Plan and Computer Assisted Instruction (CAI) -Group activities involving Team Work: Group Interactive sessions, Co-operative Learning, Constructivist Learning, Group Investigation and Group Project.

UNIT-IX: TEACHING STRATEGIES

Concept of Instructional Strategy- Evolving Instructional Strategy: Selection of Content to be taught, Description of Ability, Dimensions of Educational Goals, Preparation of a Table of Specification, Prioritization of Goals, Specification of Instructional Objectives in Behavioural terms, Deciding the time duration, Selection of the appropriate method and Determining the most appropriate strategy-Innovative Teaching strategies: Block Teaching, e-tutoring, Interactive Video, Print Media, Electronic Media, Tele-Conference, Video Conference, Interactive Video, Cybernetics and Virtual Classroom.

UNIT- X: EFFECTIVE TEACHING

Effective Teaching: Concept and Meaning- Teaching competence and skills: Meaning and Nature – Classification of Teaching Skills: Core Teaching Skills, Specific Teaching Skills and Target Group Specific Skills -Dimensions of the Effective Teaching: Competency Areas, Commitment Areas and Performance Areas - Factors contributing Effective Teaching.

SUGGESTED ACTIVITIES:

- Conduct a group discussion on innovative teaching strategies.
- Prepare a detailed report on the different roles of a Teacher in an Instructional System.
- Conduct a Brain storming session on issues and trends in contemporary Indian Education.
- Prepare a Programmed Learning Material for any one of the topic.
- Prepare a list of study habits prevailing among students of a particular class through the interaction of students.

SUGGESTED READINGS

- Allen,D.,& Kevin,R.(1969).Micro Teaching. London: Wesley Publishing Corporation.
- Bloom,B.S.(1956).Taxonomy of Educational Objectives Handbook. New york: Longmans Group Ltd.
- Bose,C.R.,& Ramachandran. Education Technology.NCERT. New Delhi.
- Chauhan,S.S.(1979). Innovation in Teaching Learning processes. New Delhi: Vikas Publishing House.
- De Cecco,J.P. (1964). Educational Technology Technique in Programmed Instruction. New York: Halt Rinhart &Winston Inc.
- Derek, Rowntree.(1986).Teaching through Self- instruction. London: Kogan page.
- Flanders, H.D. Analysing Classroom Interaction. London: Addison Wesley.
- Jaya Pillai,K.(1985).Effective Teaching. Madurai: Publishing division, Madurai Kamarajar University.

COURSE CODE: BED 17004
GENDER, SCHOOL AND SOCIETY

Objectives:

The student-teachers will be able to:

- Understand the concept of gender roles in society
- Explain the gender identity and socialization process
- Identify gender roles in textbooks and curriculum
- Discuss safety of girls and women at school, home and workplace
- Understand the representation of gender in various mass media.

Unit I Gender roles in society

Gender: Meaning and definition – Characteristics of the Gender - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) –

Unit II Gender Inequalities

Reasons for gender inequalities –Reasons for the Gender inequality in India – Remedies for Gender inequality – Gender Equality in present India - Gender-just education outside school settings.

Unit III Gender identity and socialization process

Gender identity and socialization process – Biological influences on Gender Identify – Socialization Process – Types of Socializaion – Importance of Socialisation – Gender Identify and socialization practice in family, school and organization - Roll of School – Role of Peers – Role of Teachers – Curriculum and Text books – Gender inequality in School Curriculum – Techniques to remove Gender inequalities in Text books and Curriculum .

Unit IV Gender roles and responsibilities

Actual gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - Discrimination of gender in classroom interactions, rituals and school/ routines – In Class Rooms – Discrimination of Gender in Rituals - Processes of disciplining techniques for boys and girls – Discipline techniques – Tips for Marinating Discipline – Role of Teacher - Analysis of sex roles stereotype – Stereotyping Commercials.

Unit V Gender and School Curriculum

Representation of gender roles in school textbooks and curricula –Text Books worldwide rely on Gender Stereotypes – Text Books must foster Gender Equality. Role of schools in nurturing or challenging young people as masculine and feminine selves - Integration of gender roles in school and curriculum – Benefits of Gender Fair Curriculum - Gender issues in diverse cultural constraints – Emergences of Gender Roles in Different cultures.

Unit VI Gender bias in education

Teacher's role - Developing positive attitude towards in schools - Gender bias in education – Parental attitude towards their Child – Recommendation to Schools to Counter Gender bias – Tip on avoiding Gender Bias in the Classroom - Gender Equality and the Curriculum – Partnership for non – formal Curriculum development

Unit VII Transgender

Importance – Tran's gender equality - Problem faced by Transgender community – Mainstreaming the Community in the Education System – Equal access to Education opportunities at all level without Stigma and Discrimination. Developing of Community Friendly customised Pedagogy for skill based learning – Improving Employment Opportunities for the Transgender Community – Enhancing Employment Opportunities - Developing school curriculum for gender equality.

Unit VIII Violence on Safety of Girls and Women

Safety of girls and women at school, home and workplace – Safety of girls at school – working women and problem in the work place – Measures for Safety of Women
Sexual abuse and violence: Role of education in preventing them – Role of Education in preventing sexual abuse and violence – Teaching children to protect themselves and disclose abuse - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents.

Unit IX Mass Media and Gender

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self – Raising a girl with positive body image – Self.

Unit X Mass Media and Gender equality and language use.

Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender in Media Magazines – Gender in T.V. Shows - Gender in Cartoons – Gender in Movies – Gender in Advertisement - Gender equality and language use – Importance of Gender equality – Language and Gender.

SUGGESTED READING

1. NCERT, 2006. Gender Issues in Education”, New Delhi; Publications Division.
2. Kosut, Mary (2012) Encyclopedia of Gender in Media, New Dlehi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer (2009). Promoting Gender Equality Through Textbooks, Paris: UNESCO Publications Division.
4. Byerly, C. M., 2011, ‘Global Report on the Status of Women in the News media’, Washington DC : International Women’s Media Foundation,
5. Fredrick Luic Aldama (2005): Brown on Brown: Chicapola Representations of gender, sexuality, and Ethnicity, University of Texas Press.
6. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith.(2013). Discipline, Moral regulations and schooling: A social history, New yar: Routledge.
7. Sharma.K.K & Punam Miglani (2016). Gender, School and Society, Patiala: Twenty first century publications.
8. www.academia.edu.

COURSE CODE: BED 17005

LANGUAGE ACROSS THE CURRICULUM AND UNDERSTANDING DISCIPLINE AND SUBJECT

Objectives:

- At the end of the course, the student-teachers will be able to:
- understand the language background of the learner,
- know language diversity in the classroom,
- understand the nature of communication process in the classroom,
- understand the nature of reading comprehension in different content areas,
- develop multilingual awareness among the learners.

Unit I Language and Society

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

Unit II Language diversity in classrooms

First Language and Second Language Acquisition - Using of First and Second Language in the classroom - Difference between language as a school subject and means of Communication. - Relationship between language mastery and subject mastery. Understanding of multilingualism in classroom.

Unit III Position of English Language in the Indian Context

Position of English as a second language in India - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory.

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and

Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory.

Unit VI Disciplines and Subjects

Disciplines and subjects- meaning, definition and concepts - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey's ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline.

Unit VII Disciplines and Subjects in Socio-Cultural Perspectives

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice.

Unit VIII Selection of Content

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

Unit IX Learner Oriented Curriculum

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks.

Unit X Life-oriented Curriculum

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter-disciplinary curriculum- Broad field curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

SUGGESTED READINGS:

1. Carl, Arend E. (2009). Teacher empowerment through curriculum development. South Africa: Juta and Company.
2. Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). The learner-centered curriculum. San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). Exemplars of Curriculum. New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). Inter National perspectives in curriculum history. Croom Helm.
5. Ivor F. Goodson and Colin J. Marsh (1996). Studying school subjects: A guide. New York: Routledge.
6. Widdowson, H. (1978), Aspects of language teaching. Oxford: Oxford University Press.
7. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge University Press.
8. Forum for across the curriculum teaching
<http://www.factworld.info/>
9. Language for understanding across the curriculum –
www.det.act.gov.au>LUACHandbook
10. Curriculum guide – Language arts language across the curriculum –
www.moe.gov.jm>sites>default>files.

COURSE CODE : BED 17006

PEDAGOGY OF ENGLISH - Part I

Course objectives:

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

- understand the aims and objectives of teaching English.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching English.
- use various resources in teaching English.

Unit I Aims and objectives of Teaching English

Importance of English Language in India – Rationale for learning English – Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with multiple-teaching skills Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson Observation and feedback on mini-teaching. **Teaching prose :** Meaning of prose - Steps in teaching a prose lesson – **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary - **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry-**Teaching grammar:** Meaning of grammar -Traditional model of teaching grammar - Grammar-free teaching model – Communicative competence model - Strategies for learning grammar:Mechanicalandcommunicativesskills-DevelopinggrammaractivitiesTeachin textbookgrammar effectively -Inductive and Deductive methods of teaching grammar - Testing

grammar – Teaching composition: Meaning of composition - Types of composition: controlled, guided and free composition.

Unit IV: Teaching and Testing Language Skills – Listening skill, speaking skill

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening. **Teaching speaking skill:** Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Unit V Teaching and Testing Language Skills - Reading Skill, Writing skill:

Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading – Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading. **Teaching Writing Skill:** Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting –Grammatical mistakes – disorder of written expression.

Unit VI Method of Teaching English

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West’s New Method - **Other methods:** Silent way -Total physical response - Dogme language teaching - Pinsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping. **Approaches:** The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Unit VII Resources in teaching English:

Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

Unit VIII Evaluation in English

Characteristics of Good Test – Types of Tests – Blue Print – Scoring key marking scheme, Frequency Distribution - Measures of Central Tendency – Mean, Median, Mode – Measures of variability – Rank correlation – Graphical Representation – Histogram, Frequency polygon cumulative frequency curve, ogive curve, Pie diagram.

SUGGESTED READINGS:

1. Allen, Edward and Rebecca M. Valettee (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanich Inc.
2. Bright J A and McGregor G P (1970). Teaching English as a Second Language. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). The Cambridge University Encyclopedia of Language. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
6. Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.

COURSE CODE : BED 17007

பாடம் தமிழ் கற்பித்தல்

தமிழ் கற்பிக்கும் முறைகள் - பகுதி 1

நோக்கங்கள்:

இப்படிப்பு முடிவுறும் தருவாயில், மாணவ ஆசிரியர்கள்

- தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் புரிந்து கொள்வர்.
- தமிழ்ப் பாடத்திற்கான கற்பித்தல் குறிக்கோள்களைத் தயாரித்து எழுதுவர்.
- கற்பித்தல் திறன்களில் முழுத் திறனறிவு பெறுவர்.
- தமிழ் மொழி கற்பித்தலில் பல்வேறு முறைகளைக் கையாள்வர்.
- தமிழ் மொழி கற்பித்தலுக்கு பல்வேறு வளங்களைப் பயன்படுத்துவர்

அலகு 1 தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ் மொழி கற்பித்தலின் நோக்கங்கள்: முக்கியத்துவம் - அடிப்படை மொழித்திறன்களை வளர்த்தல் - சிந்தனையை வளர்த்தல் - எண்ணத்தை வெளியிடல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் - பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு

அலகு 2 கற்பித்தலுக்கான திட்டமிடல்

பாடம் கற்பித்தலின் படிநிலைகள்: பாடம் கற்பித்தலுக்கான நோக்கங்களைத் தயாரித்தல் - அலகுத் திட்டம் தயாரித்தல் - பாடம் கற்பிப்புத் திட்டம் வடிவமைத்தல் - புறம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு: அறிவுப் புலம் - உணர்வுப் புலம் - உள- இயக்கப் புலம் சார்ந்த நோக்கங்களை எழுதுதல் - நான்கு கட்ட கற்பிப்புத்திட்ட அட்டவணையின் அமைப்பு - நான்கு கட்ட அட்டவணையின்படிமாதிரி கற்பிப்புத் திட்டம் தயாரித்தல்.

அலகு 3 கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

கற்பித்தல் விளக்கம் : முக்கிய கற்பித்தல் திறன்களைப் புரிந்துகொள்ளல்: தொடங்குதல் திறன், விளங்குதல் திறன் - பொழிப்புரைத் திறன் - வினாக கேட்டல் திறன் - தூண்டல் மாற்றுத் திறன் - சைகை மொழித் திறன் - வலுவூட்டல் திறன் - முடிக்கும் திறன் - சரளமாகப் பேசும் திறன் - கற்பித்தல் திறன்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் - கற்பித்தலின் முக்கிய படிகளைப் புரிந்துகொள்ளல்: ஊக்கப்படுத்துதல் - பாடக் கருத்தகளை வழங்குதல், இடைவினைப் பேச்சு - மீளச்சிந்தித்தல் - தொகுத்துக்கூறல் - கற்பித்தல் படிகளை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல்- குறுநிலைக் கற்பித்தலை உற்றுநோக்கிப் பின்னூட்டம் வழங்குதல்.

உரைநடை கற்பித்தல்: உரைநடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம் - உரைநடை கற்பித்தலிலுள்ள படிகள் - சொற்களஞ்சியத்தைக் கற்பித்தல் - அருஞ்சொற்களைக் கற்பித்தல் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள்.

இலக்கணம் கற்பித்தல்: இலக்கணத்தின் பொருள் - இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பிக்கும் முறைகள்: விதிவருமுறை, விதிவிளக்குமுறை - இலக்கணப் பாடத்தை இனிமையாக்குதல் - கட்டுரை கற்பித்தல் : பொருள் - கட்டுரையினுடைய வகைகள் - குறிப்புகளையொட்டி கட்டுரை எழுதுதல் - வழிகாட்டுதலையொட்டி கட்டுரை வரைதல் - சொந்தமாகக் கட்டுரை வரைதல் (controlled, guided and free composition).

அலகு 4 மொழித் திறன்களைக் கற்பித்தலும் மதிப்பீடுதலும் - கேட்டல் திறன் பேசுதல் திறன் கற்பித்தல்.

கேட்டல் திறன் கற்பித்தல் : கேட்டல் திறனின் பொருள் - கேட்டல் வழியே கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல்: சொல்வதைக் கேட்டுத் திரும்பச் சொல்லுதல் - தொலை அலைபேசியில் பேசிப்பழகுதல் - சொல்வதைக் கேட்டு எழுதுதல் (Dictation) நேர்படுத்திக்கேட்டல் (jigsaw listening) கேட்டல் திறனை மதிப்பதல் பேசுதல் திறன் கற்பித்தல் : பேசுதல் திறனைக் கற்பித்தலின் நோக்கங்கள் - இன்றியமையாமை - வாய்மொழிப் பயிற்சியின் நோக்கங்கள்: திருத்தமாகப் பேசுதல் - அழுத்தமாகப் பேசுதல் - தெளிவாகப் பேசுதல் - அச்சமும் கூச்சமுமின்றிப் பேசுதல் - அளவறிந்து பேசுதல் - உணர்வுடன் பேசுதல் - பிழையின்றிப் பேசிப் பழகுதல் - சொற்களஞ்சியப் பெருக்கம் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி - நாபிறழ்ப் பயிற்சி - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் பேசுதல் திறனை மதிப்பிடல்

அலகு 5 மொழித்திறன்களைக் கற்பித்தல் - படிக்கும் திறன் கற்பித்தல் - எழுதும் திறன் கற்பித்தல்

படிக்கும் திறன் கற்பித்தல் : படித்தலின் நோக்கங்கள் - படித்தலின் வகைகள்: வாய்விட்டுப் படித்தல் - மனத்துக்குள் படித்தல் - படிக்க பயிற்றும் முறைகள்: எழுத்து முறை - சொல் முறை - சொற்றொடா முறை - நிறை, குறைகள் - படித்தல் திறனை மதிப்பிடல். **எழுதும் திறன் கற்பித்தல் :** எழுதுதலின் நோக்கங்கள் - எழுதுதலின் நிலைகள் - எழுத்துப் பயிற்சி - கையெழுத்தின் நல்லியல்புகள் - எழுத்துப் பயிற்சி முறைகள் - பிழையின்றி எழுதப் பயிற்சியளித்தல் - பிழைக்குரிய காரணங்களைக் கண்டறிதல் - பிழைகளைக் களையும் வழிமுறைகள் - எழுதல் திறனை மதிப்பிடல்.

அலகு 6 கற்பிக்கும் முறைகள்:

ஆசிரியர் மையக் கற்பித்தல். விரிவுரை முறை - ஆசிரியரணிக் கற்பித்தல் - மாணவர் மையக் கற்பித்தல் - சக மாணவர் கற்பித்தல் - மாணவர் கற்பித்தல் சிறு குழு / வகுப்பு மாணவர்கள் விவாதித்துக் கற்றல்: மாணவர் கருத்தரங்கம் பட்டிமன்றம் - குழு விவாதம்.

அலகு 7 அண்மைக்கால கற்பித்தல் போக்குகள்:

கட்டமைப்பு கற்றல் - இ-கற்றல் - காணொலிக் காட்சிவழிக் கற்றல் - அச்செழுத்து வளங்கள்: நாளிதழ்கள், ஆய்விதழ்கள் - கலைக்களஞ்சியங்கள் ஒலிசார் வளங்கள்: வானொலிப் பேச்சிகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள் - காட்சியொளி வளங்கள் படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள், வரைபடங்கள் - விளம்பரத்தட்டிகள் , தகவல்தொடர்பு வளங்கள்: நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம் - தமிழாசிரியரின் பண்புகள்.

அலகு 8 கற்றல் கற்பித்தலின் மதிப்பீடு

நல்ல தேர்வின் பண்புகள் - தேர்வின் வகைகள் வினாத்தாள் திட்ட வரைவு – விடைத்தாள் அளவிடுதல் - மதிப்பெண் அளவிடுதல் - நிகழ்வெண்பரவல் - மையபோக்கு அளவைகள் - கூட்டுசராசரி, இடைநிலை, முகடு சிதறல் அளவைகள் ஒட்டுறவு கெழு தர வரைபடங்கள் - பரவல் செவ்வகம் நிகழ்வெண பலகோணம் - குவிவு நிகழ்வெண் வளைகோடு? ஓகைப் வரைகோடு, வட்ட விளக்கப் பட்டம்

மேற்கோள்நூல்கள்

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2. தேன்மொழி (2012). புடப்பொருளும் தமிழ் கற்பித்தலும். மதுரை: மாநிலா பதிப்பகம்.
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4. தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001). தமிழ்மொழி கல்வி கற்பித்தல். சென்னை.
5. இரத்தினசபாபதி.பி விஜயா.கு(2016) தமிழ் கற்பித்தல் முறைகள் சென்னை: சாந்தா வெளியீடு

COURSE CODE : BED 17008
PEDAGOGY OF MATHEMATICS – PART 1

Objectives:

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

- understand the aims and objectives of teaching Mathematics.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills .
- apply various methods in teaching of Mathematics.
- use various resources in teaching Mathematics.

Unit I Aims and objectives of teaching Mathematics

Mathematics: Meaning, nature and scope. - Aims and objectives of teaching of Mathematics in schools – Need and significance teaching Mathematic – Values of Teaching Mathematic.

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction - reflection and summing up - Practising a mini-lesson Observation and feedback on mini-teaching.

Unit IV Methods of Teaching Mathematics

Teacher-centred methods: Lecture method – Analytical and Synthetic methods - Deductive and Inductive methods - Demonstration method - Team-teaching. **Learner-centred methods:** Project method - Peer tutoring/teaching by students- Individual activities - experiential learning- Teacher-guided learning- Problem-solving method-Small group/whole-class interactive learning: Student seminar - group discussion - Mixed-ability grouping - Maths through games and puzzles.

Unit V Recent trends in Teaching mathematics

Recent trends: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

Unit VI Resources for Teaching Mathematics

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards - models. **ICT resources:** Radio – TV –Internet – multimedia - interactive whiteboard.

Unit VII Resources for Teaching Mathematics Community Resources

Community resources: Fieldtrips - Mathematics exhibition/fair - Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

Unit VIII Evaluation in Mathematics

Characteristics of Good Test – Types of Tests – Blue Print – Scoring key marking scheme, Frequency Distribution - Measures of Central Tendency – Mean, Median, Mode – Measures of variability – Rank correlation – Graphical Representation – Histogram, Frequency polygon, cumulative frequency curve, ogive curve, Pie diagram.

SUGGESTED READINGS

1. Agarwal, S.M. (2001). A course in teaching of modern mathematics. New Delhi: Dhanapat Rai Publishing.
2. Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Textbook Society.
3. James, Anice. (2010). Teaching of mathematics. Hyderabad: Neelkamal Publications.
4. Sidhu, Kulbir Singh. (2010). Teaching of mathematics. New Delhi: Sterling Publishers.
5. Mathematics Books for Standard VI – XII. Tamil Nadu TextBook Corporation, Government of Tamil Nadu.
8. http://shodhganga.inflinnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
9. <http://www.mathematics.com>

COURSE CODE: BED 17009

PEDAGOGY OF PHYSICAL SCIENCE - Part I

Objectives:

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

- understand the aims and objectives teaching of physical science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching physical science.
- use various resources in teaching physical science.

UNIT I Aims and objectives of teaching Physical Science

Physical Science: Meaning, nature and scope – Aims and objectives of teaching Physical Science in schools - Need and significance of teaching Physical Science - Values of teaching Physical Science.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives: Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing-explaining –questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple-teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation-interaction- reflection and summing up – Practicing a mini-lesson Observation and feedback on mini-teaching.

UNIT IV Methods of Teaching Physical Science

Teacher-centred methods: Lecture method - Demonstration method - Team-teaching.

Learner-centred methods: Laboratory method – Project method - Peer tutoring/teaching by students- Project method- Individual activities - experiential method – Teacher-guided learning- Problem-solving method - Small group/whole-class interactive learning: Student seminar- group discussion - Mixed-ability grouping.

UNIT V Recent Trends In Teaching Physical Science

Recent Trends: Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

UNIT VI Resources for Teaching Physical Science

Print Resources: Newspapers - journals and magazines- science encyclopaedias. **Audio Resources:** Radio talk- audio tapes- DVDs/ CDs. **Visual Resources:** Pictures - flash cards- charts- posters - photographs- models. **ICT Resources:** Radio – television-Internet- multimedia- Interactive whiteboard.

UNIT VII Teaching Physical Science and Community Resources

Community Resources: Science centres - Science exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

UNIT VIII Evaluation in Physical Science

Characteristics of Good Test – Types of Tests – Blue Print – Scoring key marking scheme, Frequency Distribution - Measures of Central Tendency – Mean, Median, Mode – Measures of variability – Rank correlation – Graphical Representation – Histogram, Frequency polygon cumulative frequency curve, ogive curve, Pie diagram.

SUGGESTED READINGS:

1. Bawa, M.S. & Nagpal, B.M. (2010). Developing teaching competencies. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). Taxonomy of educational objectives: Book 1 Cognitive domain. New York: Longmans, Green.
4. Gupta, S.K. (1985). Teaching of physical science in secondary schools. New Delhi: Sterling Publications.
5. Joyce & Weil, (2004). Models of teaching. New Delhi: Prentice Hall of India.
6. Passi, B.K. (1991). Models of teaching. New Delhi: NCERT.

COURSE CODE: BED 17010
PEDAGOGY OF BIOLOGICAL SCIENCE - Part I

Course objectives:

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

- understand the aims and objectives teaching of biological science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching biological science.
- use various resources in teaching biological science.

UNIT I Aims and objectives of teaching Biological Science

Biological Science: Meaning, nature and scope –Aims and objectives of teaching Biological Science in schools - Need and significance of teaching Biological Science - Values of teaching Biological Science.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan.

UNIT III Practising the Teaching Skills in Biological Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining, questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up –Practising a mini-lesson with five teaching steps Observation and feedback on the integrating of teaching steps in mini-teaching.

UNIT IV Methods of Teaching Biological Science

Teacher-centred methods: Lecture method - Demonstration method - Team-teaching.

Learner-centred methods: Laboratory method – Project method - Peer tutoring/teaching by students - Project method - Individual activities - Experiential method – Teacher-guided learning - Problem-solving method - Small group/whole -class interactive learning: Student seminar - Group discussion - Mixed-ability grouping.

UNIT V Recent Trends – Teaching Biological Science

Recent Trends: Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

UNIT VI Resources for Teaching Biological Science

Print Resources: Newspapers - journals and magazines - Science Encyclopaedias. **Audio Resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - flash cards– charts - posters - photographs - models. **ICT Resources:** Radio – television - Internet, multimedia - interactive whiteboard.

UNIT VII Teaching Biological Science – Community resources

Community resources: Zoological gardens, Botanical gardens, eco-park - aquarium - science exhibition/fair - fieldtrip – Qualities of a good biology textbook - Qualities of a Biology teacher.

UNIT VIII Evaluation in Biological Science

Characteristics of Good Test – Types of Tests – Blue Print – Scoring key marking scheme, Frequency Distribution - Measures of Central Tendency – Mean, Median, Mode – Measures of variability – Rank correlation – Graphical Representation – Histogram, Frequency polygon cumulative frequency curve, ogive curve, Pie diagram.

SUGGESTED READINGS:

1. Bawa, M.S.&Nagpal, B.M. (2010). Developing teaching competencies. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). Taxonomy of educational objectives. Book I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). Models of teaching. New Delhi: Prentice Hall of India.
5. Miller, David.F.(1938) Methods and materials for teaching biological sciences. New York: McGraw Hill Book Company.
6. Passi, B.K. (1991). Models of teaching. New Delhi: NCERT.
7. Verma Ramesh, & Sharma, K. Suresh, (1998). Modern trends in teaching technology. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. www.sciencesourcebook.com

COURSE CODE : BED 17011

PEDAGOGY OF COMPUTER SCIENCE - Part I

Course objectives:

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

- understand the aims and objectives of teaching Computer Science.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Computer Science.
- use various resources in teaching Computer Science.

UNIT I Aims and objectives of teaching Computer Science

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Science in schools – Need and significance of teaching Computer Science– Values of teaching Computer Science.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson Observation and feedback on mini- teaching.

UNIT IV Methods of Teaching Computer Science

Teacher-centred methods: Lecture method - Demonstration method - Team-teaching. **Learner-centred methods:** Laboratory method - project method - Peer tutoring/teaching by students - Individual activities - experiential learning, -Teacher - guided learning - problem-solving method - Small group/whole-class interactive learning. Student seminar - group discussion – mixed-ability grouping.

UNIT V Recent Trends in Teaching Computer Science

Recent trends in teaching: Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends- Video conferencing.

UNIT VI Resources for Teaching Computer Science

Print resources: Newspapers –Journals - Magazines - Computer Science encyclopaedias. **Audio resources:** Radio talk - audio tapes- DVDs /CDs. **Visual resources:** Pictures – charts –posters - photos - graphs - flash cards - models. **ICT resources:** Radio - TV – Internet – multimedia - interactive whiteboard.

UNIT VII Resources for Teaching Computer Science – Community resources

Community resources: Fieldtrips - Computer Science exhibition/fair – Computer Science Laboratory – Computer Science Resource Centre – Computer Science Club- Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

UNIT VIII Evaluation in Computer Science

Characteristics of Good Test – Types of Tests – Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency – Mean, Median, Mode, Measures of Variability – Rank Correlation, Graphical Representation: Histogram, frequency polygon, cumulative frequency curve ogive curve, pie diagram.

SUGGESTED READINGS:

1. Bloom, Benjamin, S.(1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston:Addison Wesley Publication.
2. Chauhan, S.S. (1985). Innovation in teaching and learning process. New Delhi: Vikas Publishing House.
3. Sandeep, John Milin (2014). Teaching of computer science. New Delhi: Neelkamal Publication.
4. Khirwadkar, A. (2005). Information and communication technology in education. New Delhi: Sarup& Sons.
5. Rajasekar, S. (2004). Computer education and educational computing. New Delhi:Neelkamal Publications.

COURSE CODE: BED 17012
PEDAGOGY OF SOCIAL SCIENCE - Part I

Course objectives:

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

- understand the aims and objectives of teaching Social Science
- formulate instructional objectives for a lesson
- gain mastery of the teaching skills
- apply various methods in teaching Social Science
- use various resources in teaching Social Science.

Unit I Aims and Objectives of Teaching Social Science

Social Science: Meaning - nature – scope - Aims and objectives of teaching Social Science in schools – need and significance of teaching Social Science - Values of teaching Social Science.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s taxonomy of Educational Objectives – Formulating instructional Objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan– Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

UNIT III Practising the Teaching Skills in Social Science

Meaning of teaching – Understanding major teaching skills: Introducing – explaining– questioning – varying the stimulus – non-verbal cues – reinforcement – closure and fluency in communication – Practising a mini-lesson with multiple teaching skills. Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation– presentation – interaction – reflection and summing up – Practising a mini - lesson Observation and feedback on mini-teaching.

Unit IV Methods of Teaching Social Science

Teacher-centred methods: Lecture method, Demonstration method, Dramatization method - Team Teaching –Source method. **Learner-centred methods:** peer tutoring / teaching by students - project method, individual activities – laboratory method - experimental learning, teacher-guided learning problem- solving method, small group / whole class interactive is learning: student seminar and group discussion and mixed ability grouping.

Unit V Recent trends in teaching Social Science:

Constructivist learning - Problem - based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e- Learning trends - video conferencing.

Unit VI Recourses for effective Social Science Teaching

Print resources: News Papers - Journals – Magazines - Reference books, and Social Science Encyclopaedia, **Audio resources:** Radio talk- audio tapes - DVDs / CDs. **Visual resources:** cartoons - charts – comics - flash cards - graphs – maps - photographs - pictures, posters - diagrams - models - puppets - specimens: **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard.

Unit VII Recourses for effective Social Science Teaching

Community resources: Fieldtrips – museum - Archives - library - excavated archaeological sites and monuments- Social Science exhibition - social science resource centre - social science club - characteristics of a social science text book - Qualities of a Social Science teacher.

Unit VIII Evaluation in Social Science:

Characteristics of Good Test – Types of Tests – Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency – Mean, Median, Mode, Measures of Variability – Rank Correlation, Graphical Representation: Histogram, frequency polygon, cumulative frequency curve, ogive curve, pie diagram.

SUGGESTED READINGS:

1. Batra, P. (Ed 2010). Social science learning in schools: Perspective and challenges. New Delhi: Sage Publications.
2. Bining, A.C. & Bining, D.H. (1952) . Teaching of social studies in secondary schools, Bombay: Tata McGraw Hill Publishing.
3. Edwin, Fenton (1967) . The new social studies in secondary schools – An inductive approach. New York: Holt Binchart and Winston.
4. Kochhar, S.K. (1988). Teaching of social studies. New Delhi: Sterling Publishers.
5. Martorella, Peter. M. (1976). Social studies strategies – Theory into practice, New York: Harper and Row Publishers.

COURSE CODE: BED 17013

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - Part I

Course objectives:

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

- understand the aims and objectives of teaching Commerce and Accountancy.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Commerce and Accountancy.
- use various resources in teaching Commerce and Accountancy.

UNIT I Aims and objectives of teaching Commerce and Accountancy

Commerce: Meaning, nature and scope – Aims and objectives of teaching Commerce in schools – Need and significance of teaching Commerce – Values of teaching Commerce.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising a mini-lesson Observation and feedback on mini- teaching.

UNIT IV : Methods of Teaching Commerce and Accountancy

Teacher-centred methods: Lecture method - Demonstration method - Team-teaching. **Learner-centred methods:** Project method - Peer tutoring/teaching by students - Individual activities - experiential learning -Teacher-guided learning - Problem-solving - Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping.

UNIT V: Recent Trends in Teaching Commerce and Accountancy

Recent trends: Constructivist learning - Problem-based learning -Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends – Video-conferencing.

UNIT VI Resources for Teaching Commerce and Accountancy

Print resources: Newspapers - Journals – Magazines - Commerce Encyclopaedias. **Audio resources:** Radio talk- audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources:** Radio - TV - Internet - multimedia - interactive whiteboard.

UNIT VII Resources for Teaching Commerce and Accountancy

Community resources: Fieldtrips - Commerce exhibition/fair –Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher.

UNIT VIII Evaluation in Commerce and Accountancy

Characteristics of Good Test – Types of Tests – Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency – Mean, Median, Mode, Measures of Variability – Rank Correlation, Graphical Representation: Histogram, frequency polygon, cumulative frequency curve ogive curve, pie diagram.

SUGGESTED READINGS:

1. Anderson, W. L & Krathwohl. (2008). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn & Bacon.
2. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan.
4. Krathwohl et.al., (1999). Taxonomy of educational objectives, Hand Book II: Affective domain. New York: McKay.
5. Kumar, Mahesh. (2004). Modern teaching of commerce. New Delhi: Anmol Publications.

COURSE CODE : BED 17014
PEDAGOGY OF ECONOMICS - Part I

Course objectives:

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

- understand the aims and objectives of teaching Economics.
- formulate instructional objectives for a lesson.
- gain mastery of the teaching skills.
- apply various methods in teaching Economics.
- use various resources in teaching Economics.

Unit I Aims and objectives of teaching Economics

Economics : Meaning - nature – scope - Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Values of teaching Economics.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test- items for formative evaluation in class.

UNIT III Practising the Teaching Skills in Economics

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in the communication – Practising a mini-lesson with multiple teaching skills observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson observation and feedback on mini-teaching.

Unit IV Methods of Teaching Economics

Teacher- centred of methods: Lecture method - Demonstration method - Team– teaching. **Learner-centred methods:** Project method - Peer tutoring/teaching by students - Individual activities – Experiential Learning - Teacher-guided learning - Problem-solving method –Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping.

Unit V Recent Trends in Teaching Economics

Recent trends: Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning – Flipped learning – Blended learning – e– Learning trends – Video conferencing

Unit VI Resources for Teaching Economics

Print resources: Newspapers - Journals - Magazines - Economics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Flash cards - Pictures -Cartoons - Charts - Posters - photograph - maps - models. **ICT resource:** Radio-TV- Internet- Multimedia- Interactive whiteboard.

Unit VII Teaching Economics Community Resources

Community resources: Exhibitions/fairs - Fieldtrips- Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

Unit VIII Evaluation in Economics

Characteristics of Good Test – Types of Tests – Blue Print – Scoring Key – Marking Scheme – Frequency Distribution – Measures of Central Tendency – Mean, Median, Mode, Measures of Variability – Rank Correlation, Graphical Representation: Histogram, frequency polygon, cumulative frequency curve, ogive curve, pie diagram.

References:

1. Agarwal, J.C. (2005). Teaching of economics. Agra: Vinod Pustak Mandir.
2. Bloom. Benjamin.S. (1984). Taxonomy of educational objectives: Book 1: Cognitive doman. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). Model of Teaching. ETR Association.
4. Siddique Mujibul Hasan. (2004). Teaching of economics. New Delhi: Ashish Publishing House.
5. Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surgeet Publications.
6. Sharma, R.A. (2008). Technological foundation of education. Meerut: Lall Books

THEORY COURSES AND SCHEME OF EVALUATION

S.No	Title of the Paper	MARKS ALLOTTED		
		External	Internal	Total
Theory				
1	Knowledge and Curriculum	75	25	100
2	Creating an Inclusive School	75	25	100
3	Assessment of Learning	75	25	100
4	Environmental Education	75	25	100
5	Pedagogy of English - Part II Pedagogy of Tamil - Part II Pedagogy of Mathematics - Part II Pedagogy of Physical Science - Part II Pedagogy of Biological Science - Part II Pedagogy of Computer Science - Part II Pedagogy of Social Science - Part II Pedagogy of Commerce and Accountancy - Part II Pedagogy of Economics - Part II	35	15	50
Total		335	115	450
Practical				
6	Teaching Competency Level I and II	-	100	
7	Teaching Practice Based Records, Album and Teaching aids	-	250	350
Grand Total		335	465	800

II. PRACTICUM COMPONENT

INTERNSHIP and TEACHING PRACTICE - The Teaching practice will have to be undergone in a recognised high school / higher secondary / matriculation / matriculation higher secondary or senior secondary school. The duration of the internship will be 90 Working Days.

Internship & Teaching Practice Practical - I

PRACTICAL SUBJECT	LEVEL –I	LEVEL – II	TOTAL
Teaching Competency	50	50	100

S.No	Records	Level-I	Level-II	Total
1.	Lesson Plan Record	25	25	50
2.	Test and Measurement	10	10	20
3.	Action Research Record	-	-	10
4.	Instructional Material Record	-	-	10
5.	Environmental Education Record			10
6.	Non- scholastic activities Record	-	-	10
7.	Camp and Community Service Record	-	-	10
8.	Album – Based on Lesson Plan	15	15	30
9.	Website comparison	10	10	20
10	Power point presentation	20	20	40
11	Teaching Learning Material	20	20	40
TOTAL				250

Teaching Practice Based Records Practical -II

EVALUATION

Internal Evaluation of practical work will be based on practical assignments, performance of school and field activities and evaluation of teaching practice including submission of Reports / Records pertaining to these activities

	Marks
Theory	- 450
Practicum	- 350
Grand Total	- 800

Note: (i) Theory Four Core Subject (4x100=400 Marks) and One Pedagogy Studies (50 Marks)
(ii) Practicum Teaching Competency (100Marks) and Records and Teaching aids (250 Marks)

QUESTION PAPER DESIGN

Each core subject question paper will be designed for 3 hours in two sections Part-I and Part-II with the number of question and allotment of marks as described below.

Section	Type of Question	Marks	Total
Part-I	Paragraph Questions (5 questions out of 8)	5x6	30
Part-II	Three essay Question(3 questions out of 5)	3x15	45
Total Marks			75

QUESTION PAPER DESIGN FOR PEDAGOGY STUDIES

Pedagogy of School Studies will be designed for 1.30 hours in One Section with number of Question and Allotment of Marks as described below.

Type of Question	Marks	Total
Paragraph Questions (Not less than 300 Words) 5 Question out of 7 Questions.	5x7	35

SCHEME OF THEORY VALUATION FOR CORE SUBJECT

1.	External valuation		75 Marks
2.	Internal valuation		25 Marks
	a. CAT & Model Examination	10	
	b. Assignments	05	
	c. Seminar	05	
	d. Attendance	05	
Total			100

SCHEME OF THEORY VALUATION FOR PEDAGOGY STUDIES

1.	External valuation	Marks	35
2.	Internal valuation	Marks	15
	a.CAT & Model Examination	05	
	b. Assignments	05	
	c. Attendance	05	
Total			50

COURSE CODE: BED18001

KNOWLEDGE AND CURRICULUM

OBJECTIVES:

The student teachers will be able to:

- Explain the epistemological and sociological bases of education
- Explain the nature and principles of child-centered curriculum
- Describe the relationship of nationalism, universalism and secularism with Education
- Understand the principles of democratic curriculum
- Discuss the educational thoughts of great educational thinkers on child-centere education
- Discuss the nature, principles and resources of curriculum
- Comprehend curriculum process and practice
- Explain the need for hidden curriculum

Unit I: Epistemological Bases of Education

Epistemology: Type of knowledge – Meaning of knowledge, skill, teaching, training, information, reason and belief- Distinction between knowledge and skill –Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief.

Unit II: Social Bases of Education

Influence of society, culture and modernity on education – Influence of industrialization and democracy – Influence of individual autonomy and reason on education – Understanding education in relation to modern values: equity and equality, individual opportunity – Understanding social justice and dignity with special reference to Ambedkar.

Unit III Child-Centred Education

Meaning and characteristics of child-centred education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, J.Krishnamoorthy, John Dewey, Plato, with special reference to the three concepts: activity, discovery and dialogue relating to child-centred education.

Unit IV Principles of Curriculum Development

Meaning, definition and concept of curriculum – Need for curriculum development - Principles and stages of curriculum development – Types of curriculum: Subject-centred curriculum, student-centred curriculum, society-centred curriculum and life-centred curriculum. Models of curriculum development: Tyler’s model and Hilda Tabal’s model.

UNIT V Curriculum change and Innovation

Need-based curriculum – factors related to development and assessment – Meaning of hidden curriculum – Role of hidden curriculum in developing resilience in children – Teaching strategies for developing resilience in children. Curriculum revision and evaluation – Tyler’s objective – centred evaluation model – Stufflebeam’s CIPP evaluation model – Curriculum and research – curriculum change and innovation – Need and importance.

SUGGESTED READINGS

1. Diamond Robert, M. Designing and Improving Course in Higher Education: A Systemic Approach, California: Jossey.
2. Doll Ronal. C. Curriculum Improvement: Decision Making Process London: Allyon and Bacon.
3. Saylor, G.J and Alexander, W (1965) Planning Curriculum of school, New York Holt Richard and Winston.
4. Taba, Hilda (1962) . Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich.
5. Thangasamy, Kokila (2016), jkpo;nkhop> Foe;ijfs;> Mrphpah;fs; Chennai: Pavai Publications.
6. www.ncde.go.ug, www.wcedcurriculum.westerncap.gov., www.ccsdli.org

COURSE CODE: BED18002

CREATING AN INCLUSIVE SCHOOL

Objectives:

The student-teachers will be able to:

- Develop an understanding of the concept of disability
- Develop an understanding of the concept of learning disabilities
- Critically evaluate the models of disability
- Identify the need and importance of inclusive education
- Discuss the contributions of national and international agencies to inclusive education.

Unit - I Understanding the disability

Meaning and definition of disability - Meaning and definition of impairment - Differences between disability and impairment - Characteristics of disabilities -Causes of disabilities - Types of disabilities: Hearing impairment, speech impairment, visual impairment, morbidity/physically challenged, psychological disorders, mentally retarded, cerebral palsy and multiple disability.

Unit - II Understanding the learning disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based approach, society-based approach - Role of teachers in managing students with learning disabilities.

Unit - III Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model and rehabilitation model.

Unit IV Inclusive education

Meaning of inclusive education - UNESCO's definition of inclusive education -Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

Unit V Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

SUGGESTED READINGS:

1. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). Index for inclusion developing learning and participation in schools. UK: Centre for Studies on Inclusive Education.
2. Deshpabu, Suchitra. (2014). Inclusive education in India. New Delhi: Kanishka Publishers.
3. Nambissan, G.B. (2009). Exclusion and discrimination in schools: Experiences of dalit children. New Delhi: Indian Institute of Dalit Studies and UNICEF.
4. National Council for Educational Research and Training. (2006a). Position paper-National focus group on education with special needs (NCF 2005). New Delhi: NCERT.
5. National Council for Educational Research and Training. (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.
6. Rehabilitation Council of India. (2013). Status of disability in India. New Delhi: Rehabilitation Council of India Publications.
7. UNESCO. (2009). Policy guidelines on inclusion in education. France: United Nations Educational Scientific and Cultural Organisation.

COURSE CODE: BED18003

ASSESSMENT OF LEARNING

Objectives:

- At the end of the course, the student teacher will be able to
- understand the basic concepts of Test, Assessment and Evaluation;
- acquire the knowledge of commonly used Tests in schools;
- understand the purpose of Diagnostic Test;
- develop Teaching Competency Assessment Scale;
- develop knowledge on Continuous and Comprehensive Evaluation;
- understand the Tools of Evaluation;
- understand the process of Standardization of Tests;
- identify the various types of Intelligence Tests;
- understand the various types of Personality, Aptitude and Interest Tests;
- understand the various aspects of Curriculum Evaluation;

UNIT - I: BASICS OF MEASUREMENT AND EVALUATION

Test, Measurement and Evaluation - Concept, Meaning, Nature, Characteristics and Need. Measurement scales: Nominal scale, Ordinal scale, Interval scale and Ratio scale - Characteristics of good evaluation – Formative and Summative Evaluation –Uses of evaluation. Meaning and Definition of Evaluation approach - Steps in Evaluation approach - Techniques of Evaluation - Classification of Evaluation Tests - Educational purpose and objectives of Evaluation - Difference between Test and Examination.

UNIT - II: COMMONLY USED TESTS IN SCHOOLS:

Meaning, Purpose and Construction of Achievement Test - Standardized Tests - Teacher -made Tests - Administration of an Achievement Tests - Scoring and Recording of Test Results - Norms and Interpretation of Test Scores - Question Bank - Types of Questions - Oral Tests: Oral Response Test and Oral Performance Test - Written Response Test - Practical Test - Broad Categories of Test: Aptitude Test, Ability Test and Achievement Test. Grading systems – Comparative / Relative Grading and Absolute Grading.

UNIT - III: DIAGNOSIS RELATED TO ACHIEVEMENT

Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests - Diagnostic Evaluation Versus Summative and Formative Evaluation. Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests.

UNIT - IV: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE):

Aim, Objective and characteristics of CCE - Continuous Evaluation and Comprehensive Evaluation – Scholastic area – Co-Scholastic area – Functions of Continuous and Comprehensive Evaluation – Recording and reporting: Measurement of students’ achievements – Feedback as essential component of assessment

UNIT - V: TOOLS OF EVALUATION

Rating scale, Check list, Anecdotal records, Socio-Metric Technique, Interview , Opinionnaire, Questionnaire, Schedule, Attitude Scale, Test and Inventory - Use of test data: placement, promotion, grouping, diagnosis and remediation – Self reporting Techniques - Reflection as assessment technique for learning.

UNIT - VI: TEST CONSTRUCTION AND STANDARDIZATION

Criteria of Good Measuring Instrument - Test Construction: Item Writing, Item - Analysis - Test Standardization: Steps of Test Standardization - Validity – Reliability – Objectivity –Usability – Norms.

SUGGESTED READINGS

1. Adams, G.S., Measurement and Evaluation in Education, Psychology and Guidance, New York, 1964, Holt, Rinehart & Winstone.
2. Anastasi, Anne, (1976), Psychological Testing, 4th end. New York; Macmillan 2.Publishing Co. Inc.
3. Agarwal, Y.P. (1990), Statistical Methods – Concepts, Applications and Computation, New Delhi : Sterling Publishers Pvt. Ltd.
4. Bertrand, Arthur and Cebuls, Joseph P., (1980): Tests, Measurement and Evaluation A Development Approach, U.S.A: Addison-Wesley.
5. Bloom, Benjamin S., et.al (1971): Handbook on Formative and Summative Evaluation in Student Learning. U.S.A: McGraw Hill.
6. Bean, K.L. (1953), Construction of Educational and Personal Tests, New York, McGraw Hill Book Co.,
7. Bradfield, J.M., Measurement of Educational in Education, New York, MacMillan Co.,
8. Brown, F.S., Principals of Educational and Psychological Testing, New York, Holt Renehart and Winston.

COURSE CODE: BED18004

ENVIRONMENTAL EDUCATION

OBJECTIVES:

- At the end of the course, the student-teachers will be able to:
- realise the importance of environmental education;
- list out the natural resources and its associated problems and solutions;
- understand the impact of different types of pollution and its management;
- appreciate the policies and programmes initiated to protect the environment;
- narrate the environmental movements in India;
- appreciate the international initiatives to protect the environment;
- realise the importance of management and protection of the environment;
- understand the status of environmental education in the school curriculum;
- understand the impact of science and technology on the environment; and
- adopt the environmental ethics in day-to-day life.

UNIT - I Environmental Education

Concept and Meaning of Environment – Segments of the Earth – Components of the Environment –Types of Environment – Environmental Education: Goals and Objectives of Environmental Education – Need and Importance of Environmental Education -Scope of Environmental Education.

UNIT II Natural Resources, Problems and Solutions

Natural Resources: Land Resources, Prevention of Soil Erosion – Forest Resources, Prevention of **Deforestation** – Water Resources, Prevention of Water Scarcity – Mineral Resources, Prevention of Exploitation of Minerals – Food Resources, Food Crisis and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT - III Environmental Pollution, Hazards and Disaster Management

Environmental Degradation – Types of Environmental Degradation – Environmental Pollution –Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear Pollution, Light Pollution, Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood - Nuclear and Industrial Accidents – Oil Spill.

UNIT - IV Environmental Problems, Policies and Programmes

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna – Environmental Policies and Programmes in India: Environmental Legislation, Acts, Rules, Notifications and Amendments.

Unit - V Environmental Movements and Sustainable Development in India

Environmental Movements in India: Bishnoi Movement - Chipko Movement - Narmada Bachao Andolan - Ganga Action Plan – Swachh Bharat Mission - Environment for Sustainable Development: Symptoms of Non-Sustainability - Principles of Sustainable Development - Strategies for Sustainable Development - India's Initiation for Sustainable Development.

SUGGESTED READINGS:

Archana Tomar. (2011). Environmental education. Delhi: Kalpaz Publications.

Driver, R. (1989). Student's Conceptions and the learning of science. *International Journal of Science Education*, Vol. 11, pp.481–490. (29).

Garrison, J.W. & Bentley, M.L. (1990). Science education, conceptual change and breaking with every day experience. *Studies in Philosophy and Education*, Vol. 10, pp.19–35. (19).

Goleman, Daniel. (2012). *Eco literate*. United States: Jossey-Bass.

Gruenewald, D.A. (2004). A Foucauldian Analysis of Environmental Education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1): 71-107.

COURSE CODE: BED19005

PEDAGOGY OF ENGLISH - PART II

OBJECTIVES:

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

- Know the principles underlying English curriculum
- adapt and implement pedagogical skills in teaching English
- implement modern techniques for teaching skill development
- have a conceptual knowledge of School English text books from VI to X standards
- develop effective application of various theories and tools of assessment in ESL classrooms
- apply theories related in teaching of grammar and vocabulary with contextualized and communicative methods

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 9th Standard

Prose : Learning the Game — I can't Climb Trees Anymore – Old Man River – Seventeen Oranges – Water - The Elixir of Life – From Zero to Infinity – A Birthday Letter **Poetry :** Stopping by Woods on a Snowy Evening – A Poison Tree – On Killing a Tree – The Spider and the Fly – The River - The Comet – The Stick-together Families. **Supplementary:** The Envious Neighbour – The Fun they Had – Earthquake –The Cat and the Pain -Killer - Little Cyclone: The Story of a Grizzly Cub – Mother's Voice – The Christmas Truce.

UNIT – II 10th Standard

Prose : The First Flight – The Night the Ghost Got in – Empowered Women Navigating The World – The Attic – Tech Bloomers –The Last Lesson – The Dying Detective. **Poetry:** Life – The Grumble Family – I am Every Woman – The Ant and the Cricket – The Secret of the Machines – No Men Are Foreign – The House on Elm Street. **Supplementary Reader :** The Tempest – Zigzag – The Story of Mulan – The Aged Mother – A day in 2889 of an American Journalist – The Little Hero of Holland – A Dilemma

COURSE CODE: BED19006
Pedagogy of Tamil (Part-II)

தமிழ் கற்பிக்கும் முறைகள் (பகுதி-II)

நோக்கங்கள்:

- பாடப்பொருளைக் கற்றபின்பு மாணவ - ஆசிரியரின்
- இடைநிலை, தமிழ்ப் பாடங்களின் கற்றல் நோக்கங்களை வெளிப்படுத்துவர்
- தமிழ் கற்றல் - கற்பித்தலின் நோக்கங்களை எடுத்துரைப்பர்.
- பாடம் கற்பிப்புத் திட்டத்தைத் தயாரிக்க உரிய அணுகுமுறைகளைப் பின்பற்றுவர்
- கலைத்திட்டத்தில் மொழியின் இடம் பற்றி அறிந்து கொள்வர்.
- துணைக்கருவிகளின் பயன்பாட்டினை மாணவர்களுக்கு உணர்த்துவர்
- மொழி, இலக்கியம் கற்பித்தலுக்கான பல்வேறு முறைகளைப் பயன்படுத்தல்.
- மாணவர்களிடையே மொழித்திறன் வளர்க்கும் முறைகளை மேற்கொள்வர்.
- கற்றலில் மாணவர்களின் தேவை அறிந்து உணர்த்துவர்.
- வகுப்பறைத் திறன்கள் மேம்படுத்துதல் பற்றி எடுத்துரைப்பர் மற்றும் இடைநிலை - மேனிலைத் தமிழ்ப் பாடம் கற்பித்தலில் பொருத்தமான வளர்தெறி, தொகுநிலை வினாக்களைத் தயாரிப்பர்.

குறிப்பு: 9-10ஆம் வகுப்பு தமிழ்ப்பாடநூல்கள் தமிழக அரசால் பரிந்துரைக்கப்பட்ட நடைமுறையில் உள்ள பாடத்திட்டம்

அலகு -I 9ஆம் வகுப்பு

கவிதைப்பேழை : தமிழோவியம் - தமிழ்விடு தூது -பட்டமரம் - பெரியபுராணம் - புறநானூறு - மணிமேகலை - ஓ, என் சமகாலத் தோழர்களே! - உயிர்வகை - குடும்ப விளக்கு - சிறுபஞ்சமூலம் - இராவண காவியம் - நாச்சியார் திருமொழி - சீவக சிந்தாமணி - முத்தொள்ளாயிரம் - மதுரைக்காஞ்சி - ஒளியின் அழைப்பு - தாவோ தே ஜிங் - யசோதர காவியம் - அக்கறை - குறந்தொகை. **உரைநடை :** திராவிட மொழிக்குடும்பம் - நீரின்றி அமையாது உலகு - ஏறதழுவுதல் - இயந்திரங்களும் இணையவழிப் பயன்பாடும் - கல்வியிற் சிறந்த பெண்கள் - சிற்பக்கலை - இந்திய தேசிய இராணுவத்தில் தமிழர் பங்கு - பெரியாரின் சிந்தனைகள் - விரிவாகும் ஆளுமை. **விரிவானம் :** வளரும் செல்வம் - தண்ணீர் - அகழாய்வுகள் - விண்ணையும் சாடுவோம் - வீட்டிற்கோர் புத்தகசாலை - செய்தி - சந்தை - மகனுக்கு எழுதிய கடிதம் - தாய்மைக்கு வறட்சி இல்லை. **வாழ்வியல் :** திருக்குறள்கற்கண்டு : தொடர் இலக்கணம் - துணைவினைகள் - வல்லினம் மிகும் இடங்கள் -வல்லினம் மிகா இடங்கள் - இடைச்சொல் - உரிச்சொல் - புணர்ச்சி - ஆகுபெயர் - யாப்பிலக்கணம் - அணியிலக்கணம்

கவிதைப்பேழை : அன்னை மொழியே - இரட்டுற மொழிதல் - காற்றே வா! - முல்லைப்பாட்டு - காசிக்காண்டம் - மலைபடுகடாம் - பெருமாள் திருமொழி - பரிபாடல் - நீதி வெண்பா - திருவிளையாடற் புராணம் - பூத்தொடுத்தல் - முத்துக்குமாரசாமி பிள்ளைத்தமிழ் - கம்பராமாயணம் - ஏர் புதிதா? - மெய்க்கீர்த்தி - சிலப்பதிகாரம் - ஞானம் - காலக்கணிதம் - சித்தாளு - தேம்பாவணி. **உரைநடை:** தமிழ்ச்சொல் வளம் - கேட்கிறதா என்குரல்! - விருந்து போற்றதும்! - செயற்கை நுண்ணறிவு - மொழிபெயர்ப்புக் கல்வி - நிகழ்கலை - சிற்றகல் ஒளி (தன்வரலாறு) - சங்க இலக்கியத்தில் அறம் - ஜெயகாந்தம் (நினைவு இதழ்) **விரிவானம் :** உரைநடையின் அணிநலன்கள் - புயலிலே ஒரு தோணி - கோபல்லபுரத்து மக்கள் - விண்ணைத் தாண்டிய தன்னம்பிக்கை - புதிய நம்பிக்கை - பாய்ச்சல் - மங்கையராய்ப் பிறப்பதற்கே - இராமானுசர் (நாடகம்) - ஒருவன் இருக்கிறான். **கற்கண்டு :** எழுத்து, சொல் - தொகைநிலைத் தொடர்கள் - தொகைநிலைத் தொடர்கள் - இலக்கணம் - பொது - வினா-விடை வகைகள், பொருள்கோள் - அகப்பொருள் இலக்கணம் - புறப்பொருள் இலக்கணம் - பா - வகை, அலகிடுதல் - அணிகள்.

COURSE CODE: BED19007
PEDAGOGY OF MATHEMATICS - PART II

OBJECTIVES:

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

- Acquire knowledge about the school Mathematics text books from VI to X;
- Obtain complete knowledge from the Mathematics text books IX to X
- Understand the aims and objectives of teaching Mathematics;
- Develop effective teaching skills; according to subject matters.
- Analyses and develop appropriate methods to deal with controversial issues in Mathematics ;
- Know the principles underlying Mathematics curriculum;
- Identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 9th Standard

Set Language – Real Numbers – Algebra - Geometry - Coordinate Geometry – Trigonometry – Menstruation - Statistics - Probability.

UNIT – II 10th Standard

Relations and Functions - Numbers and Sequences – Algebra - Geometry - Coordinate Geometry - Trigonometry - Menstruation - Statistics and Probability.

COURSE CODE: BED19008

PEDAGOGY OF PHYSICAL SCIENCE - PART II

OBJECTIVES:

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

- Acquire knowledge about the school Physical Science text books from VI to X
- Obtain complete knowledge from the Physical science text books IX to X
- Understand the aims and objectives of teaching Physical Science;
- Develop effective teaching skills; according to subject matters.
- Analyse and develop appropriate methods to deal with controversial issues in Physical Science;
- Know the principles underlying Physical Science curriculum;
- Identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT –I 9th Standard

Measurement - Motion - Fluids - Electric charge and Electric current - Magnetism and Electromagnetism – Light – Heat – Sound – Universe – Matter Around Us – Atomic Structure – Periodic classification of elements – Chemical bonding – Acids, Bases and Salts – Carbon and its Compounds – Applied Chemistry.

UNIT – II 10th Standard

Laws of Motion – Optics – Thermal Physics – Electricity – Acoustics - Nuclear Physics – Atoms and Molecules – Periodic Classification of Elements – Solutions – Types of Chemical Reactions - Carbon and its Compounds.

COURSE CODE: BED19009

PEDAGOGY OF BIOLOGICAL SCIENCE - PART II

OBJECTIVES:

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

- Acquire knowledge about the school Biological Science text books from VI to X;
- Obtain complete knowledge from the Biological science text books IX to X
- Understand the aims and objectives of teaching Biological Science;
- Develop effective teaching skills; according to subject matters.
- Analyse and develop appropriate methods to deal with controversial issues in Biological Science;
- Know the principles underlying Biological Science curriculum;
- Identify the diversified needs of students and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 9th Standard

Animal Kingdom – Organization of Tissues – Plant Physiology – Organ Systems in Animals – Nutrition and Health – World of Microbes – Economic Biology – Environmental Science.

UNIT –II 10th Standard

Plant Anatomy and Plant Physiology – Structural Organization of Animals – Transportation in Plants and Circulation in Animals – Nervous System – Plant and Animal Hormones – Reproduction in Plants and Animals – Heredity – Origin and Evolution of Life – Breeding and Biotechnology – Health and Diseases – Environmental Management.

COURSE CODE: BED19010

PEDAGOGY OF COMPUTER SCIENCE - PART II

OBJECTIVES

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

- Acquire knowledge about the school Mathematics text books from VI to VIII
- Obtain complete knowledge from the Computer science text books XI to XII
- Understand the aims and objectives of teaching Mathematics and Computer Science
- Develop effective teaching skills; according to subject matters.
- Analyse and develop appropriate methods to deal with controversial issues in Mathematics and Computer Science;
- know the principles underlying Mathematics and Computer Science curriculum;
- Identify the diversified needs of students and develop suitable programmes.

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

Unit -I 11th Standard

Introduction to Computers – Number System – Computer Organization – Theoretical Concepts of Operating System – Working with typical Operating System Part –I Working with Windows, Part –II Working with Linux – Specification and Abstraction – Composition and Decomposition – Iteration and recursion –Introduction to C++ - Flow of Control – Functions – Arrays and Structures – Introduction to Object Oriented Programming Techniques – Classes and objects – Polymorphism –Inheritance – Computer Ethics And Cyber Security – Tamil Computing.

Unit - II 12th Standard

Function – Data Abstraction – Scoping – Algorithmic Strategies – Python – Variables and Operators – Control Structures – Python functions – Strings and String manipulations – Lists, Tuples, Sets and Dictionary – Python Classes and objects – Database Concepts – Structured Query Language (SQL) – Python and CSV files – Importing C++ programmes in Python – Data manipulation through SQL – Data visualization using pylon: line chart, pie chart and bar chart.

COURSE CODE: BED19011

PEDAGOGY OF SOCIAL SCIENCE - PART II

OBJECTIVES

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

- Acquire knowledge about the Tamil Nadu Social Science text books from VI to X;
- Obtain complete knowledge from the social science text books IX to X
- Understand the aims and objectives of teaching Social Science;
- Develop effective teaching skills, according to subject matters.
- Analyze and develop appropriate methods to deal with controversial issues in Social Science;
- Know the principles underlying Social Science curriculum;
- Identify the diversified needs of student and develop suitable programmes

Note: The content for IX and X are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT - I 9th Standard

History : Evolution of Human and Society – Prehistoric Period – Ancient Civilisations – Early Tamil Society and Culture – Intellectual Awakening and Socio-Political Changes – The Classical World – The Middle Ages – State and Society in Medieval India – The Beginning of the Modern Age – The Age of Revolutions – Industrial Revolutions – Colonialism in Asia and Africa. **Civics**: Forms of Government and Democracy – Election, Political Parties and Pressure Groups – Human Rights – Forms of Government – Local Self Government – Road Safety. **Geography** : Lithosphere – I Endogenetic Process - Lithosphere – II Endogenetic Process – Atmosphere – Hydrosphere – Biosphere – Man and Environment – Mapping Skills – Disaster management: Responding to Disasters **Economics**: Understanding Development: Perspective, Measurement and Sustainability – Employment in India and Tamil Nadu – Money and Credit – Agriculture in Tamil Nadu - Migration

UNIT – II 10th -Standard

History: Outbreak of World War I and Its Aftermath – The World between two World Wars - World War II – The World after World War II - Social and Religious Reform movements 19th Century. **Civics:** Indian Constitution – Central Government – State Government. **Geography :** India – Location, Relief and Drainage – Climate and Natural Vegetation of India – Components of Agriculture – Resources and Industries – India – Population, Transport, Communication and Trade. **Economics:** Gross Domestic Product and its Growth : an Introduction – Globalization and Trade.

COURSE CODE: BED19012

PEDAGOGY OF COMMERCE - PART II

OBJECTIVES

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

- Obtain complete knowledge from the Commerce text books XI to XII
- Understand the aims and objectives of teaching Commerce
- Develop effective teaching skills, according to subject matters.
- Analyse and develop appropriate methods to deal with controversial issues in Social Science and Commerce.
- Know the principles underlying Social Science and Commerce curriculum;
- Identify the diversified needs of students and develop suitable programmes.

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT - I 11th STANDARD

Fundamentals of Business – Forms of Business Organisation –Service Business I – Service Business -II – Service Business II – Business Finance – Trade – International Business – The Indian Contract Act – Direct and Indirect Taxes.

UNIT - II 12th STANDARD

Management Process – Financial Markets -I – Financial Markets -II – Human Resources Management – Elements of Marketing – Consumer Protection – Business Environment - The Sale of Goods Act,1930 and the Negotiable Instruments Act,1881- Entrepreneurship Development – Company Law and Secretarial Practice.

COURSE CODE: BED19013

PEDAGOGY OF ECONOMICS - PART II

OBJECTIVES

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

- obtain complete knowledge from the Economics text books XI to XII
- Understand the fundamental knowledge of teaching.
- To acquire effective teaching skills according to subject matters.
- Analyse and develop appropriate methods to deal with controversial issues in Social Science and Economics.
- Know the principles underlying Economics curriculum and current status of the Indian Economy
- Identify the diversified needs of students to develop suitable programmes

Note: The content for XI and XII are as per the syllabus prescribed the govt of Tamil Nadu.

UNIT – I 11th STANDARD

Introduction To Micro Economics – Consumption Analysis – Production Analysis – Cost and Revenue Analysis – Market Structure and Pricing – Distribution Analysis – Indian Economy - Indian Economy Before and After Independence – Development Experiences in India – Rural Economy –Tamil Nadu Economy – Mathematical Methods for Economics.

UNIT – II 12th STANDARD

Introduction to Macro Economics – National Income –Theories of Employment and Income – Consumption and Investment Functions – Monetary Economics – Banking – International Economics – International Economics Organisations – Fiscal Economics– Environmental Economics – Economics of Development and Planning – Introduction to Statistical Methods and Econometrics.