

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

1. OBJECTIVE:

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

2. ELIGIBILITY FOR ADMISSION:

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

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

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

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

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

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

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

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

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

3. Duration of the course:

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

4. Medium of Instruction: English

5. Course of Study:

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

6. Scheme of Examination:

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

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

Internal test	20
Assignment	5
Seminar	5

8. End Semester Examination (ESE)

Pattern of External Question Paper

Time Duration-3hrs

Marks - 70

Section-A

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

Section-B

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

Section-C

Two Questions with internal choice. Each question carries 10 Marks:

$2 \times 10 = 20$

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

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

Total marks for Theory Papers-19 Papers x100 marks= 1900

Conduct of Practical Examination:: 600

Teaching Competence of School Subject -I220 marks

Teaching Competence of School Subject -II220 marks

Other Records.....160 marks

Split up marks for Practical Examination:

Teaching Competence of School Subject -I220 marks

- ✓ Teaching Competency-I100
- ✓ Lesson Plan-I.....30
- ✓ Demonstration-I.....10
- ✓ Teaching Aids-I.....20
- ✓ Teaching Skills (Mini Teaching)-I.....20
- ✓ Observation-I.....10
- ✓ Test and Measurement-I.....30

Teaching Competence of School Subject -II220 marks

- ✓ Teaching Competency-II100
- ✓ Lesson Plan-II.....30
- ✓ Demonstration-II.....10
- ✓ Teaching Aids-II.....20
- ✓ Teaching Skills (Mini Teaching)-II.....20
- ✓ Observation-II.....10
- ✓ Test and Measurement-II.....30

Other Records.....160 marks

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

Curriculum Framework of Two Years B.ED Programme

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

GROUP-A- Perspectives in Education

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

GROUP-B- Curriculum and Pedagogy of school subjects

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

GROUP-C Experiences for Enhancing Professional Capacities

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

B.ED SYLLABUS (from 2018-2019 onwards)

I Year –Semester-I

Core I-Foundations of Education

Core-II- Childhood and growing up

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

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

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

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

Elective-I (Compulsory)-Instructional Skills and strategies

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

I Year –Semester II

Core-III-Educational Assessment and Evaluation

Core-IV- Action Research in Education

Optional-I- Methods of Teaching School Subjects-I

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

Optional-II- Methods of Teaching School Subjects-II

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

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

II Year- Semester –III

School Practice: Internship in Teaching

Core-V- ICT in Education

Core –VI- Psychology & Learning

Elective-IV (Compulsory) Guidance & Counselling

II Year- Semester-IV

Core-VII-Principles and Prospects of Curriculum Development

Core-VIII -Educational Administration and Management

Core-IX - Inclusive Education

Elective-V-(Compulsory) Health and Yoga Education

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

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

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

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

20

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

Internship Teaching Practice-20 WEEKS

Preparation to Function as Teachers-4 weeks

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

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

Internship Teaching School Practice-16 weeks

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

FIRST YEAR- I-SEMESTER-I

CORE I: FOUNDATIONS OF EDUCATION

5 Hours

4 Credits

OBJECTIVES:

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

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

UNIT I: NATURE AND PROCESS OF EDUCATION

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

UNIT II: SCHOOLS OF PHILOSOPHY

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

UNIT III: SOCIOLOGY IN EDUCATION

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

UNIT IV: ROLE OF CENTRAL AND STATE GOVERNMENTS ON EDUCATION

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

UNIT V: EDUCATION IN THE INDIAN CONSTITUTION:

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

CORE II - CHILDHOOD AND GROWING UP

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: GROWTH AND DEVELOPMENT

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

UNIT II THEORETICAL APPROACHES TO DEVELOPMENTS

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

UNIT III: REMEMBERING AND FORGETTING

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

UNIT IV: CREATIVITY AND INTELLIGENCE

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

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

UNIT V: DEVELOPMENT OF PERSONALITY

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

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

Kjy;gUtk;- nghJj; jkpo; fw;gpj;jy;-1

Nehf;fq;fs; :

gapw;rpMrphpah;fs;:

- ✓ jha;nkhopfw;wypd; Nehf;fq;fismwpjy;
- ✓ jha;nkhopapd; jdpr;rpwg;gpdmwpjy;
- ✓ jkpo;nkhopapd; gy;NtWgapw;WKiwfismwpjy;
- ✓ fy;tpVw;ghl;by; jha;nkhopngWk; kjpg;igmwpjy;
- ✓ Ez;zpiyf;fw;gpj;jy; jpwd;fspy; gapw;rpngWjy;
- ✓ ghlj;jpl;lk; mik;jjypy; mike;Js;sNfhl;ghLfismwpjy;
- ✓ ghlf;Fwpg;gpd; gad;fismwpjy;
- ✓ nkhopf;fw;gpj;jypy; Jizf;fUtpfspd; gad;ghl;bidmwpjy;
- ✓ tpdhj;jhs; mik;jjypy; cs;sgy;NtWjpwd;fistsh;j;jy;
- ✓ Njh;TFwpj;jrpe;jidngWjy;
- ✓ kjpg;gplf; fw;Wf;nfhs;Sjy;

myF -1 jha;nkhopf; fy;tpapd; rpwg;G

jha;nkhopf; fy;tpapd; ,d;wpaikahik—jha;nkhopf;gpj;jypd; Nehf;fq;fs;; :
nkhopmwpitg; ngWjy;>Nfl;Lg; nghUSzUk; Mw;wy; ngWjy;>gbj;Jg; nghUs; czUk;
Mw;wy;ngWjy;>.yf;fpag;ghlypd;RitAzh;e;JNghw;Wjy;>kdj;jpNyces;stw;iwntspapLjy;>fw;gid
Mw;wiyAk;moFzh;thw;wiyAk;tsh;j;jy;>rpwe;jkdg;gapw;rpahfmikjy;>nkhopg;gw;W>ehl;Lg;
gw;iwCl;Ljy;>gilg;ghw;wiytsh;j;jy;>gpioapd;wpvOJjy;>gz;Geyd;fisNghw;wptsh;j;jy;>tho;f;if
Efh;;TfisvLj;jpak;Gjy;>nrhy;yhl;rpj; jpwd; ngWjy; - gad;fs; - jha;nkhopapd;jdpr;rpwg;G -
vz;zj;ijntspapLk; fUtp—jpUj;jkhfNgr>Nfl;f>gbf;f>vOjg; gapw;rpspj;jy;.

myF -2 jkpiog; gapw;Wk; Kiwfs;

gz;ilNahh; fz;lgapw;WKiw : FUFyKiw— 1. nrhw;nghopT>2. ciuahly; 3. jiltpil> 4.
tpdhtpil> 5. gapw;rp—gd;Kiwg; gapw;rp> 6. tpjptpsf;fKiw> 7. fhuzfhpaKiw> 8.
Nghyf;fw;wy; Kiw> 9. nel;LUmy;yJkdg;ghlKiw> 10. ca;j;Jzh;jy; Kiw—ed;ikfs;>jPikfs;.

GjpaKiwfs; : tpisahL;LKiw-ebg;GKiw-nray;jpl;lKiw-jdpg;gapw;rpKiw-Nkw;ghh;itgbg;GKiw-jpl;lKpl;Lf;fw;wy; - tiffs; - epiwfs; kw;Wk; Fiwfs;.

myF -3 ghLj;jpwd;fspy; gapw;rp>ghLj;jpl;lK;

GSkpd; fw;gpj;jy; Nfhl;ghLfs; - Ez;zpiyf;fw;gpj;jy; jpwd;fspy; gapw;rp-njhlq;Fjy; jpwd;>tpsf;Fjy; jpwd;>gy;tifj; Jhz;ly;fisg; gad;gLj;Jk; jpwd;>tYt+l;bfisg; gad;gLj;Jk; jpwd;>fUk;gyifiag; gad;gLj;Jk; jpwd; kw;Wk; ,izg;Gg; gapw;rp.

ghLj;jpl;lK;tpsf;fk;gad;fs; -ghLj;jpl;lK; jahhpf;Fk;NghJftdpf;fg;glNtz;bait-ghLj;jpl;lK; jahhpg;gpd; ,d;wpaikahik-khjphpgHl;jpl;lK;. - ghlf;Fwpg;G>ghLj;jpl;lK; NtWghL

myF -4 nkhopf;fw;gpj;jypd; El;gf;\$Wfs;

nkhopf;fw;gpj;jypd; El;gf;\$Wfs; - Jizf; fUtpfisgad;gLj;Jjy; - Jizf;fUtpfspd; gg;F - tiffs; - fhl;rp; fUtpfs;>Nfs;tpf;fUtpfs;; - fhl;rp; Nfs;tpf;fUtpfs; - gad;fs; - nkhopg; gapw;wha;Tf; \$lk;.

myF -5 kjpg;gply;

kjpg;gply;>mstply;> - Njh;T tiffs; - Mrphpah;fshy; cUthf;fg;gLk; Njh;Tfs;>jug;gLj;jg;gl;INjh;Tfs; - Njh;Tr; rPh;jpUj;jq;fs; - ey;ykjpg;gPl;Lf; fUtpapd; gz;Geyd;fs; - FiwawpNrhjid>FiwjPh; gapw;rp-Gwtaj; Njh;Tmik;jy; Kiwik-njhlh; kw;Wk; KOikahdkjpg;gPL (CCE) - Nehf;fk; - gad;fs;.

tpdhf;fs; - tpdhf;fs; Nfl;lypd; ,d;wpaikahik-tpdTjy; Nehf;fq;fs; - gad;fs; - tpdhf;fspd; tiffs; - rpwe;jtpdhf;fspd; rpwg;gpay;Gfs; - tpdhj;jhs; tbtikf;Fk; Kiw-jkpo; tpdhj;jhs; - khjphptpdhj;jhs; tbtikg;G - - Gs;spapay; gFg;gha;T.

nray;Kiw

- ✓ fUj;juq;fk; elj;Jjy;
- ✓ fw;gpj;jy; nghUs; jahhpj;jy;
- ✓ thndhyp (m) njhiyf;fhl;rpNgr;irf; Nfl;LFwpg;gpLjy;
- ✓ tpdhtq;fpjahhpj;jy;
- ✓ FiwawpNrhjidAk;>FiwjPh; gapw;rpAk;

- ✓ nkhopg;gapw;wha;Tf; \$lk;
- ✓ jpl;lkpl;Lf;fw;wy; rl;lfk; jahhpj;jy;
- ✓ ehlfq;fs; vOJjy; kw;Wk; ebj;jy;
- ✓ fy;tpr; Rw;Wyhnry;Yjy;

ghh;itEhy;fs;

- ✓ Kidth; Qh.godpNtY> (2011)>nre;jkpo; fw;gpj;jy;-
nghJj;jkpo;>ejpgg;spNf\;];>jQ;rht+h;.
- ✓ nt.fiy;rny;tp (2013)>nghJj;jkpo; fw;wy; - fw;gpj;jy;>rQ;[Pt; ntspaPL><NuhL.
- ✓ Gyth; nre;Jhh; ghz;bad; (1979) “Ez;zpiyg;gapw;rp“kPdhl;rpjgpg;gfk; GJf;Nfhl;il
- ✓ Nfhtpe;juh[d; K. (1980) “nkhopj;jpwd;fSk; rpyrpf;fy;fSk;”Njd;nkhopg;jjgpg;gfk;
nrd;id
- ✓ fZgjp tp. (2005) “ew;wkpo; fw;gpf;Fk; Kiwfs;”rhe;jhgjgpg;gfk; nrd;id -14
- ✓ lhf;lh;.e.Rg;Gnul;bahh; (1964)>jkpo;gapw;WKiw>nka;ag;gd; gjpg;gfk>; rpjk;guk;.
- ✓ ,yf;Ftd; (2008) : jkpo;g;ghlEhYk; MrphpaUk; , nrd;id : rhujhgjgpg;gfk;
- ✓ NtZNFhghy; ,.gh (2008) ige;jkpo; fw;gpf;;Fk; Kiwfs;. nrd;id: rhujhgjgpg;gfk;.
- ✓ ,uj;jpdrghgjjgpg.(1997) nrk;nkhopf;fy;tp . nrd;id : rhe;jhgg;sp\h;];.
- ✓ tp[anyl;Rkp t. (2007) Ez;zpiyf; fw;gpj;jy;. nrd;id : rhujhgjgpg;gfk;;
- ✓ Nfhtpe;juhrd; K.gapw;Wg; gapw;rpAk; nkhopahrphpah;fSk; jQ;irkhtl;lk;
jpUkiyf;Fkud; gjpg;gfk;.
- ✓ Nguhrphpah; R.jz;lghzp>Nguhrphpah; tp. Njtrfhak; (2009) jkpo; fw;gpj;jy;
kPdHgjjgpg;gfk; kJiu 2009.
- ✓ Nguhrphpah; tp.fZgjp g+ n[auhkd; (2010) ew;;wkpo; fw;gpf;Fk; Kiwfs;
rhe;jhgg;sp\h;];>nrd;id

OPTIONAL I-GENERAL ENGLISH-I

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: THE ROLE OF ENGLISH IN INDIA

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

UNIT II: IMPORTANCE OF ENGLISH LANGUAGE

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

UNIT III: MICRO TEACHING

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

UNIT IV: LESSON PLAN

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

UNIT V: EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

Nehf;fq;fs;:

gapw;rpkhzth;fs;:

- ✓ nkhopapd; Njhw;wKk; tsh;r;rpAk; gw;wpmwpjy;
- ✓ jkpo; nkhopapd; jdpj;jd;ikfs;gw;wpmwpjy;
- ✓ jkpo;nkhopapd; xypmikg;GKiwiamwpjy;
- ✓ jkpo; nkhopapd; fpismikg;Ggw;wpmwpjy;
- ✓ nkhopngah;g;;G nkhoptsh;r;rpF;Fj; JizahjiyAzh;jy;
- ✓ nkhopngah;g;gpd; ed;ikfismwpjy;
- ✓ nkhopngah;g;gpd; tiffismwpjy;
- ✓ r%fg; gpd;dzpapy; nkhopiatsh;j;jy;
- ✓ r%fg; gpd;dzpapy; gz;ghl;iltsh;j;jy;
- ✓ jkpo; nkhopapd; tsh;r;rpepiyapidmwpjy;.

myF -1 jkpo; nkhoptyuhW

nkhopapd; gz;Gfs; - nkhopapd; Njhw;wf;nfhs;if-nkhopapd; tsh;r;rp-jkpo; nkhoptyuhW;jkpo; nkhopapd; fpisnkhopf; nfhs;iffs; - Ngr;RnkhopAk; vOj;JnkhopAk; - jkpo;nkhopapd; jdpj;jd;ikfs;

myF -2 nkhopapay;

xypnkhopahjy; - jkpo; xypfspd; gpwg;G-Ngr;RWg;GfSk; mtw;wpd; nray;ghLfSk; jkpo;nkhopapd;fpismikg;Gmilg;nghyp,cunrhyp,%f;nfhyp,Mnlhyp,kUq;nfhyp,xypadpay; - xypad;fisfz;lwpAk; nfhs;iffs; - cUgd; - cUgd;fisf; fz;lwpAk; tpjpf;.

myF -3 nkhopngah;g;G

nkhopngah;g;G -nkhoptsh;r;rpapy; nkhopngah;g;gpd; gq;F-nkhopngah;g;gpd; jd;ikfs; -nkhopngah;g;Gr;nray; eilngWjy; - jha;nkhopapdpd;Wgpwnkhopfspy;nkhopngah;g;G - gpwnkhopfspdpd;Wjha;nkhopapy; nkhopngah;g;G - nkhopngah;g;gpd; tiffs; - nkhopngah;g;gpy; Vw;gLk; rpf;fy;fSk; jPh;TfSk;- nkhopngah;g;gpd; ed;ikfs; - nkhopngah;g;ghshpd; gz;Gfs;.

myF -4 nkhopapd; r%fg;gzpfs;

nkhopAk; r%fKk; - #o;epiyapd; Fiwfismwpjy; -r%ftpay; gpd;dzpapy; nkhopkw;Wk; gz;ghl;ilf;fw;wy; - nkhoptsh;r;rpapy; #o;epiyapd; gq;F-gz;ghl;by; gpd;jq;fpatiu<Lnra;Ak; fy;tpKiw-kjpg;Gf;fy;tpAk; nkhopAk; - nkhopAk; nghUshjhuKk;.

myF -5 jkpo; nkhoptsh;r;rpepiy

mwptpay; jkpo; - fzpg;nghwpAk; jkpOk; - gy;YhlfKk; jkpo; fw;gpj;jYk; -jkpo; ,izak; - jkpo; Ml;rpnkhopajtjpy; Vw;gLk; rpf;fy;fs; - ePf;Fk; topKiwfs; - nrk;nkhopj;jkpo;.

nray;Kiwgapw;rp

- ✓ Kd;dwptpg;gpy;yhnrhw;nghopTfs;
- ✓ nrhw;Nghh;-gl;bkd;wk;elj;Jjy;
- ✓ fUj;juq;fk; elj;Jjy;
- ✓ fw;gpj;jy; nghUs; njhlh;ghdJizf;fUtpfisj; jahhpj;jy;
- ✓ tpdhtq;fp> ,jo; jahhpj;jy;.
- ✓ Ngr;RWg;Gfisg; gad;gLj;jpxypapd; Njhw;wj;ijczur;nra;jy;.

ghh;itEhy;fs;:

- ✓ Kidth; Qh. godpNtY, (2009) “nre;jkpo; fw;gpj;jy; - rpwg;Gj;jkpo;” eyq;fps;spgjpg;gfk;>jQ;rhT+h;.
- ✓ Kidth; vj; =Fkhh; (2002) “nkhopAk; r%fKk;”nrz;gfhgjpg;gfk; jp.efh; nrd;id -17.
- ✓ Kidth; NrJkzpad; (1990) “nkhopngah;g;Gf; Nfhl;ghLfSk; cj;jpfSk;”nrz;gfk; ntspaPLkJiu
- ✓ fzgjp .tp.>G+.n[auhkd;.> (2010) “ew;wkpo; fw;gpf;Fk; Kiwfs;”gFjp-2 rhe;jhgg;sp\h;];.>nrd;id.
- ✓ Kidth; Kj;Jrz;Kfk; (1988)“,f;fhynkhopapay;”fofntspaPL
- ✓ Kidth; Kt. (1988) “nkhoptyhW”fofntspaPL.
- ✓ nt.fiy;r;nry;tp.> (2013) “rpwg;Gj;jkpo;”rQ;rPt; ntspaPL><NuhL.
- ✓ Kidth;.,ghNtZNfhghy;>rhe;jFkhup.K(2009)“rpwg;Gj;jkpo;fw;gpj;jy;”rhujhgjpg;gfk; nrd;id.
- ✓ Kidth;R.rf;jpNty; (1996) “jkpo; nkhoptyhW”khzpf;fthrfh; gjpg;gfk; nrd;id
- ✓ Kidth;K. Nfhtpe;juh[d; “nkhopj;jpwd;fSk; rpyrpf;fy;fSk;”; Njd;nkhopgjpg;gfk; nrd;id

✓ it.R.R.fz;zd;.> (2011) “jkpo; (,uz;lhk; ghfk;)”. jhZgjpg;gfk;>fhiuf;Fb.

OPTIONAL II-SPECIAL ENGLISH-I

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: LANGUAGE LEARNING

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

UNITII: PHONETICS

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

UNIT III: APPROCHES AND METHODS OF TEACHING ENGLISH

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

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

UNIT IV: TEACHING OF ENGLISH

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

UNIT V: EQUIPMENT AND RESOURCES FOR TEACHING ENGLISH

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

OPTIONAL II -PEDAGOGY OF TEACHING MATHEMATICS

5 hours

4 credits

OBJECTIVES:

After completing this course the students are able to

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

UNIT I: NATURE, SCOPE AND HISTORY OF MATHEMATICS

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

UNIT II: CONTRIBUTION OF GREAT MATHEMATICIANS

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

UNIT III: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

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

UNIT: IV-MICRO TEACHING AND MACRO TEACHING

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

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

UNIT V: EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Aggarwal, J.C.(2008). Teaching of Mathematics. UP: Vikas publishing House Pvt Ltd.
- ✓ Bagyanathan,D.(2007). Teaching of Mathematics. Chennai: Tamil Nadu Text Book Society.
- ✓ Bhatia,K.K.(2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.
- ✓ Bolt,B.(2003). Mathematical Pandora's Box. New Delhi: Cambridge University press.
- ✓ Bishop, G.D.(1965). Teaching Mathematics in Secondary school. London: Collins publication.
- ✓ Butter, C.H (1965). The teaching of Secondary Mathematics. London: McGraw Hill Book Company.
- ✓ Ediger, M., & Rao.D.B (200). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.

OPTIONAL II-PEDAGOGY OF TEACHING PHYSICAL SCIENCE

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: NATURE AND SCOPE OF PHYSICAL SCIENCE

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

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

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

UNIT III: MICRO TEACHING

Meaning and definition –objective-need and characteristics-steps in micro teaching – micro teaching cycle-teaching of relevant Skill: Set Induction-Skill of Explaining-skill of Questioning-Skill of Reinforcement-Skill of Stimulus Variation-Probing Questioning-Black Board –Mini teaching with skills, content and methods.

UNIT IV: LESSON PLAN

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

UNIT V: EVALUATION IN PHYSICAL SCIENCE

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

PRACTICUM:

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

SUGGESTED REFERENCES

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

OPTIONAL II-PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

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

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

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

UNIT III: MICRO TEACHING

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

UNIT – IV: LESSON PLAN

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

UNIT – V: EVALUATION IN BIOLOGICAL SCIENCE

Concept of evaluation, types-process-tools of evaluation-achievement tests in Biological Science and its types-a scholastic achievement test in Biological Science-Preparation of blue

print-Analysis and Interpretation of test scores-Mean, Median, mode, Standard deviation, Quartile deviation, correlation-Rank correlation co-efficient.

PRACTICUM:

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

SUGGESTED REFERENCES:

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

OPTIONAL II-PEDAGOGY OF TEACHING COMPUTER SCIENCE

5 hours

4 credits

OBJECTIVES:

After completing this course, the student will be able to

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

UNIT I: INTRODUCTION TO TEACHING OF COMPUTER SCIENCE

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

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

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

UNIT III MICRO TEACHING

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

UNIT IV: LESSON PLAN

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

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

UNIT V: EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES

- ✓ Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun.
- ✓ R.Y.K. Singh. Micro teaching. APH Publishing, 2004
- ✓ Hasnain Qureshi, Modern Teaching of Computer Science, Anmol Publications. New Delhi, 2004
- ✓ Qureshi hasnain, (2005) Modern Teaching of Computer science. Anmol Publications. New Delhi
- ✓ Singh, P.P. (2005) Computer Education: New Trends and Innovation, Anmol Publications. New Delhi
- ✓ Sareen, N. (2005) Information and communication Technology: Anmol Publications. New Delhi
- ✓ Y.K. Singh (2005) Instructional Technology in Education: Anmol Publications. New Delhi
- ✓ Sunitha Joshi, Micro Teaching, Authors Press, Global Network. New Delhi. 2006.

- ✓ Venkataiah, S. (2007) Computer Education in Millennium, Anmol Publications. New Delhi
- ✓ Dr.Vanaja.M,Dr.S.Rajasekar, Educational Technology & Computer Education, Neelkamal Publications.Pvt Ltd,2007.
- ✓ Prof.Lalini Varanasi,Prof.V.Sudhakar, Dr.T. Mrunalini, Computer Education, Neelkamal Publications.Pvt Ltd,2010.
- ✓ Muthumanickam, R. (2004): Educational objectives for effective planning and teaching, Chidambaram: Cyber Lan publishers.

OPTIONAL - II- PEDAGOGY OF TEACHING SOCIAL STUDIES

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: NATURE AND SCOPE OF SOCIAL STUDIES:

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

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

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

UNIT III: MICRO TEACHING

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

UNIT IV: LESSON PLAN AND UNIT PLAN

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

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

UNIT V: EVALUATION IN SOCIAL STUDIES:

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Kochhar.S.K, (1983) The teaching of social studies, Sterling Publishers (Pvt.) Ltd.
New Delhi
- ✓ S.P.Nanda,(2004) Land marks in Indian History, Dominant Publishers and Distributors
- ✓ Seema Sharma (2004) Modern teaching of History, Anmol publications Pvt.Ltd.
New Delhi.
- ✓ S.M.Zaidi,(2004) Modern teaching of Geography, Anmol publications Pvt.Ltd.
New Delhi.
- ✓ S.R.Vashist(2005), Practice of Social Studies, Anmol publications Pvt.Ltd. New Delhi.
- ✓ V.K.Nanda,(2005) Socialization and Education, Anmol Publication Pvt Ltd
- ✓ Jamandlamudi Prasanthkumar& Digumarti Bhaskara Rao, (2005) Methods of Teaching Civics, Discovery Publishing House.
- ✓ Md. Shujaat,(2006) Teaching of Social Studies, Anmol publications PVT.Ltd. New Delhi.

- ✓ Dr.M. Manoharan,(2011) Statistical Methods. Paramount Publications, Palani Tamil Nadu
- ✓ B.N. Dash& Dr.I.V. Radhakrishnamoorthy, Methods of teaching Social studies, Neelkaml Publications. New Delhi
- ✓ J. C. (2006). Teaching of social studies. New Delhi: Vikas Publishing House Pvt. Ltd.
- ✓ Aggarwal, J.C. (2006): Teaching of social studies, New Delhi: vikas Publishing house
- ✓ Bining, A. C., & Bining, D. A. (1962). Teaching of social studies in secondary schools. NewYork: Mc Graw Hill.
- ✓ Muthumanickam, R. (2004). Educational objectives for effective planning and teaching.Chidambaram: Cyber land Publisher.
- ✓ Passi, B. K. (1976). Becoming a better teacher: Micro teaching approach.Ahemedabad: Sahitya Mudranalaya.

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

5 hours

4 credits

OBJECTIVES:

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

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

UNIT 1: HISTORY AND IMPORTANCE OF COMMERCE EDUCATION

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

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

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

UNIT III: INSTRUCTIONAL OBJECTIVES IN TEACHING LEARNING PROCESS:

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

UNIT IV: MICRO TEACHING:

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

UNIT V: LESSON PLANNING AND UNIT PLANNING:

Year Plan – unit Plan – Lesson Planning – necessity of preparing a lesson plan – qualities of a good lesson plan – unit planning – Criteria of a good unit – difference between lesson plan

and unit plan – format of a lesson plan – model lesson plan and unit plan for Commerce and Accountancy.

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Passi, B.K. (1976). Becoming a better teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahemedabad.
- ✓ Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun.
- ✓ Khan, M. S. (1982). Commerce Education. New Delhi: Sterling Publishers Private Limited.
- ✓ Geoffrey, W. H. (1988). Commerce. London: Heinemann Professional Publishing
- ✓ Chessman A Hervick: The meaning and practice of Commercial Education, The Macmillan cc. New york.1904.
- ✓ Rao, S. (2004), Teaching of commerce, Anmol Publications Pvt., Ltd, New Delhi.
- ✓ Mahesh Kumar .(2005) Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi
- ✓ Chopra, H.K. and Sharma, H. (2007): Teaching of commerce, Kalyani publisher, Ludhiana.
- ✓ Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya Kendra.
- ✓ Rao, Seema. (2007). Teaching of Commerce. NewDelhi: Anmol Publication.
- ✓ Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- ✓ Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed). UP: Vikas PublishingHouse Pvt Ltd.
- ✓ Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing

- ✓ House Pvt Ltd.
- ✓ Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
- ✓ Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
- ✓ Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

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

5 hours

4 credits

OBJECTIVES:

After completing this course, the student will be able to

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

UNIT 1: NATURE OF COMMERCE AND ACCOUNTANCY

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

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

UNIT II: METHODS OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT III: TECHNIQUES OF TEACHING COMMERCE AND ACCOUNTANCY

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

UNIT IV: APPROACHES IN TEACHING OF COMMERCE AND ACCOUNTANCY

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

UNIT V: EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Chessman A Hervick: The meaning and practice of Commercial Education, The Macmillan cc. New york.1904.
- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.
- ✓ Verman, M. M. (1979). Method of teaching accountancy. New York: McGraw Hill.
- ✓ Head, G.W. (1988), Commerce, London: Heinemann Professional Publishing.
- ✓ Boynlon, L. O. (1995). Methods of teaching book keeping. Cincinnatti: South Western Publication Company.
- ✓ Douglas, Palnford and Anderson (2000): Teaching Business Subjects, Prentice Hall, New York.
- ✓ Joyce & Well, (2004), Models of teaching: U.K.: Prentice Hall of India.
- ✓ Seema Rao (2005): Teaching of commerce, Anmol Publishers, New Delhi.
- ✓ Mahesh kumar Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.(2005)
- ✓ Chopra, H.K. and Sharma, H. (2007): Teaching of commerce, Kalyani publisher, Ludhiana.

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

5 hours

4 credits

OBJECTIVES:

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

- understand the Bloom’s taxonomy of objectives.
- familiarize with the aims, objectives, goals and values of teaching Economics.

- prepare instructional materials in teaching of Economics.
- acquire different types of teaching skills for an effective teaching.
- prepare Lesson plans

UNIT I: NEED AND IMPORTANCE OF ECONOMICS

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

UNIT II: AIMS, OBJECTIVES AND VALUES OF TEACHING ECONOMICS

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

UNIT III: INSTRUCTIONAL OBJECTIVES OF TEACHING LEARNING PROCESS

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

UNIT IV: MICRO TEACHING

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

UNIT V: LESSON PLANNING AND UNIT PLANNING:

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

PRACTICUM:

- Observing Demonstration class by teacher educator.

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

.SUGGESTED REFERENCES:

- ✓ Bloom, Benjamin,(1974), Taxonomy of educational objectives, cognitive domain, Longman green.
- ✓ Paul R. (1984) History of economic thought, kalyant publishers, Ludhiana.
- ✓ Sundaram, K.P.M. Sundaram(1985), Indian economy, S. Chand and company Pvt. Ltd, New Delhi.
- ✓ Rai B.C. (1987) Methods of teaching economics, Prakashan Kendra, Lucknow.
- ✓ Gupta .S.P (1987) statistical methods, sultan chand and sons, publishers, New Delhi.
- Seema Sharma (2004) Modern teaching of economics, Anmal Publication. (P) Ltd, New Delhi.
- ✓ Sadashiva Reddy (2005) Learn and Teach Economics. Authors Press.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty(2006), Teaching of Economics. Surya Publication.
- ✓ Sharma, R.A. (2008).Technological Foundation of Education. Meerut: R. Lall Book Depot.
- ✓ Kochhar, S.K. (2006): The Teaching social studies, New Delhi: Sterling publishers P.Ltd.
- ✓ Nagarajan, K. L., Vinayagam, N., & Radhasamy, M. (1977). Principles of commerce and commercial knowledge. New Delhi: S.Chand & Company Ltd.

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

5 hours

4 credits

OBJECTIVES:

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

- acquire knowledge on various concepts of Economics.
- understand the meaning and nature of Economics.
- develop knowledge on various methods of teaching Economics.

- explain different techniques of teaching economics.
- Analyse the problems of Teaching Economics

UNIT I: ECONOMICS AND COMMERCE

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

UNIT II: METHODS OF TEACHING ECONOMICS

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

UNIT III: TECHNIQUES OF TEACHING ECONOMICS

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

UNIT IV: PROBLEMS OF TEACHING ECONOMICS

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

UNIT V: EVALUATION

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

PRACTICUM:

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

- Calculation of mean, median and mode.

SUGGESTED REFERENCES:

- ✓ Paul R,(1984), History of economic thought, kalyant publishers, Ludhiana .
- ✓ Sundaram, K.P.M. Sundaram(1985), Indian Economy, S.Chand and company Pvt. Ltd, New Delhi.
- ✓ Rai B.C.(1987), Methods of teaching Economics, Prakashan Kendra, Lucknow .
- ✓ Gupta .S.P(1987),Statistical methods, sultan chand and sons, publishers, New Delhi.
- ✓ Kochhar S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
- ✓ Seema Sharma,(2004) Modern teaching of economics, Anmol publication. (P) Ltd, New Delhi.
- ✓ Mahesh Kumar (2005), Modern Teaching of Commerce. Anmol publication. (P) Ltd, New Delhi.
- ✓ Sadashiva Reddy (2005), Learn and Teach Economics. Authors Press.
- ✓ M.Mustafa, (2005) Teaching of Economics. Deep & Deep Publications.
- ✓ Mahesh Kumar. Modern Teaching of Commerce. Anmol Publication. (P) Ltd, New Delhi.2005.
- ✓ N.R.Saxena & B.K. Mishra & R.K. Mohanty,(2006), Teaching of Economics, Surya Publication.
- ✓ Dr.M.Manoharan,(2011) Statistical Methods. Paramount Publications Palani, Tamil Nadu.

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

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: THE PHILOSOPHY OF HOME SCIENCE EDUCATION

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

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

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

UNIT III: MICROTEACHING

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

UNIT IV: LESSON PLAN AND UNIT PLAN

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

UNIT V: EVALUATION OF HOME SCIENCE TEACHING

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

- ✓ Jha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol. I & II), New Delhi: Anmol Publications Pvt.Ltd
- ✓ Kochhar S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
- ✓ DR.T. Subhashini (2016) pedagogy of home science.

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

5 hours

4 credits

OBJECTIVES:

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

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

UNIT-I: HOME SCIENCE IN THE PRESENT CONTEXT

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

UNIT II: CREATIVITY IN HOME SCIENCE TEACHING

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

UNIT III: INSTRUCTIONAL AIDS OF HOME SCIENCE TEACHING

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

UNIT IV: HOME MANAGEMENT

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

UNIT V: METHODS OF TEACHING HOME SCIENCE

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Bhatia, K.K. (1990). Measurement and evaluation in education. Ludhiana: PRakash Brothers.
- ✓ Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers Pvt Ltd, 1995. .

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

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

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: SIGNIFICANCE OF SKILLS

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

UNIT II: TEACHING SKILLS:

The Core Training Programme Package (CTPP) of NCERT-Skills of Class management-Skills of Communication (Teacher's Act)-Skill of Interaction (Teachers Act)-Skills of the use of Teaching Aids-Skill of Attitude and Behaviour-Human Relationship skills- teaching skills-Mini Teaching with skills, content& methods.

UNIT III: COMMUNICATION SKILLS

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

UNIT IV: TEACHING STRATEGIES

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

UNIT V: SELF LEARNING SKILLS

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Joyce, B., and Weil, M. (2000). Models of Teaching (6th Ed). Boston: Allyn and Bacon.
- ✓ Verma, Romesh and Suersh Sharma (2003), 'Modern Trends in Teaching Technology,' Anmol Publication PVT. Ltd. New Delhi.
- ✓ R.Y.K. Singh & Ms.Archnesh Sharma (2004), Micro Teaching., APH Publishing Corporation, New Delhi
- ✓ Dr.R.A.Sharma, Managing Teaching Activities (2006) R.Lall Book Depot, Meerut , UP
- ✓ Sunitha Joshi & Abha Sharma (2006), Micro Teaching, Authors Press Global Network, New Delhi
- ✓ Nimbalkar, M.R.,(2010), Educational Skills & Strategies of Teaching, Neel Kamal Publications Pvt. Ltd. New Delhi, Hyderabad.
- ✓ S.Arulsamy & Z.Zayapragassarazan.(2011) Teaching Skills and Strategies.Neelkamal Publications Pvt.Ltd, Hyderabad

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

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT – I: ENVIRONMENTAL EDUCATION

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

UNIT – II: ENVIRONMENTAL ISSUES

Population Explosion – Global Warming – Green House Effect – Pollution: land ,water, air and noise-Acid rain Ozone depletion – Urbanization – Deforestation – solid waste and its disposal – Marine Pollution – Food adulteration – specific Environmental issues pertaining to the local area. Disaster management: Floods, earthquake, Cyclone, Tsunami, Causes and control measures.

UNIT – III: NEED FOR PROTECTING THE ENVIRONMENT

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

UNIT IV: ENVIRONMENTAL MANAGEMENT AND PROTECTION

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

UNIT V: TECHNOLOGY AND ENVIRONMENTAL EDUCATION.

Technology for Environmental education: Educational Radio-Producing Radio programs in Environmental education-Educational Television-Satellite based communication-steps in

producing TV programs in Environmental education-Utilization of E-resources in Environmental Education-CD 'S, DVD'S, e-book and e-learning.

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Sharma, R. A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
- ✓ Sharma, B. L., & Maheswari, B. K. (2008). Education for Environmental and Human value. Meerut: R.Lall Books Depot.
- ✓ Kumar, A. (2009). A text book of environmental science. New Delhi: APH Publishing Corporation.
- ✓ Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- ✓ Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.
- ✓ Reddy, P. K., & Reddy, N. D. (2001). Environmental Education. Hyerabad: Neelkamal publications.

ELECTIVE IV: (B) VALUE AND PEACE EDUCATION

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: NATURE AND CONCEPT OF VALUES

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

UNIT II: VALUE EDUCATION

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

UNIT III: ROLE OF VARIOUS AGENCIES IN FOSTERING VALUES

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

UNIT IV: APPROACHES AND STRATEGIES

Approaches: The Value Inculcation Approach, value analysis, and The Value – Clarification Approach- Teaching Strategies: Curricular and Co-curricular Programmes- Value-

based Curricular Activities, Value –based co-curricular Activities- Value Inculcation through personal example of Great and Noble Persons - Value Inculcation through different characters.

UNIT V: PEACE EDUCATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

FIRST YEAR-SEMESTER-II

CORE-III: EDUCATIONAL ASSESSMENT AND EVALUATION

5 hours

4 credits

OBJECTIVES:

After completing this course, the student will be able to

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

UNIT I: EVALUATION

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

UNIT II: APPROACHES AND TECHINQUES OF EVALUATION

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

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

UNIT III: TEST AND MEASUREMENT

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

UNIT IV: STATISTICAL ANALYSIS AND INTERPRETATION

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

UNIT V: TEACHER AND EVALUATION

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

PRACTICUM:

- Construction of Achievement test.
- Construction of Diagnostic test.
- Calculating mean and median for given data.
- Draw the different types of graph for given data.

SUGGESTED REFERENCES:

- ✓ Gupta .S.P (1987), Statistical methods, sultan chand and sons, publishers, New Delhi.
- ✓ M. Manoharan,(2011) Statistical Methods. Paramount Publications, Palani Tamil Nadu
- ✓ J.P.Lal(2007)Educational Measurements and Evaluation. Anmol Publications,New Delhi.
- ✓ Four Authors(1992)Measurement and Evaluation. Vinod Publications,Ludhiana(Pb.)
- ✓ Dr.Sitaram Sharma(2005)Test and Measurement in Education.Shri Sai Publishers,New Delhi.
- ✓ Bharat Singh(2004)Modern Educational Measurement and Evaluation System.Anmol Publications,New Delhi.

CORE: IV- ACTION RESEARCH IN EDUCATION

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: RESEARCH- AN INTRODUCTION

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

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

UNIT II: EDUCATIONAL RESEARCH

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

UNIT III: ACTION RESEARCH

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

UNIT-IV: CLASSROOM PROBLEMS AND PROBLEM IDENTIFICATION

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

Problem identification by the teacher: observation, attitude scale, interest inventory, peer teacher opinion-pre-test-defining the problem-causes for the problem.

UNIT-V REFLECTIVE TEACHING PRACTICES

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

PRACTICUM:

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

Reference:

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

,uz;lhk; gUtk; - nghJj;jkpo; fw;gpj;jy;-2

Nehf;fq;fs; :

gapw;rp Mrphpah;fs;:

- ✓ jha; nkhopapd; gy;NtW gzpfis mwpjy;
- ✓ Nfl;Lzh;jy; jpwidAk; nghUSzh;jy; jpwidAk; mwpjy;
- ✓ gpioaw NgRk; jpwid tsh;j;jy;
- ✓ rpwe;j gbf;Fk; gof;fq;fis tsh;j;jy;
- ✓ rpwe;j vOj;jhw;wiw tsh;j;jy;
- ✓ rpwe;j nkhopg;ghl Mrphpah;fSf;fhd gz;Gfis tsh;j;jy;
- ✓ tha;nkhop gapw;rp jpwid mwpjy;
- ✓ nkhopg;ghl E}ypd; gz;Gfis mwpjy;
- ✓ E}yfj;jpd; gad;fis mwpjy;
- ✓ etPd njhopy; El;gr; rhjdq;fspd; gad;ghLfis mwpjy;
- ✓ nra;As;>ciueil ghLq;fisf; fw;gpj;jypd; NtWghLfis mwpjy;
- ✓ ,yf;fzk; gapw;wypy; cs;s jpwd;fis tsh;j;jy;
- ✓ fl;Liu vOJtjd; Nehf;fq;fis mwpjy;
- ✓ jfty; El;gtpay; topahf jkpo; fw;gpj;jiy mwpjy;

myF -1 nkhopj;jpwd;fis fw;gpj;jy;

Nfl;ly; : tiuaiw – Nfl;ly; tiffs; : cw;Wf; Nfl;ly;> nrtpkLj;jy; - Nfl;ly; jpwid tsh;g;gjw;fhd Nehf;fq;fs; - Nfl;ly; gof;fj;jpwid tsh;j;jy; - Nfl;ly; gapw;rp;.

NgRjy; : tiuaiw - jpUj;jkhd Ngr;rp; gad;fs; - Ngr;Rj; jpwid tsh;g;gjw;fhd Nehf;fq;fs; - NgRjy; jpwdpd; gz;Gfs; - njhlf;fepiyapy; Ngr;Rj; jpwd; gapw;rpf; – Ngr;rp; Fiwfisg; Nghf;Fk; Kiwfs; - jpUe;jpa Ngr;rp; ey;ypay;Gfs; - Ngr;Rj; jpwid tsh;f;f Mrphpah; nra;a Ntz;Ltd.

gbj;jy; : tiuaiw -gbf;ff; fw;gpj;jypd; Nehf;fq;fs; - gbf;ff; fw;gpf;Fk; Kiwfs;- vOj;JKiwg; gbg;G – nrhy;Kiwg; gbg;G – nrhw;nwhlh; Kiwg; gbg;G> ,tw;wpd; epiw> Fiwfs; -

nrhw;fsQ;rpag; ngUf;fk; - tha;tpl;Lg; gbj;jy;> tha;f;Fl; gbj;jy; Kiwfs; - ed;ik> jPikfs;; - E}yfg;
gbg;G - gbg;G tiffs; – Mo;e;j gbg;G > mfd;w gbg;G – Nehf;fq;fs; - epiw> Fiwfs;

vOJjy; : tiuaiw – vOJjypd; Nehf;fq;fs; - vOJtjw;Fg; gapw;rp mspj;jy; - ey;y ifnaOj;jpd;
ey;ypay;Gfs; - vOj;Jg;gapw;rp Kiwfs; - gpiofisf; fisAk; topKiwfs; - epWj;jy; FwpaPLfisg;
gad;gLj;Jjy;.

tha;nkhopg;gapw;rp - ,d;wpaikahik> Nehf;fq;fs; -tha;nkhopg; gapw;rp;idg; gy;NtW
epiyfspy; mspg;gjw;fhd Kiwfs;.

myF -2 fw;gpj;jy; nghJ Kiw

nra;As; gapw;W Kiw – ciueil gapw;W Kiw – ,yf;fzk;; gapw;W Kiw – Jizg;ghlk; gapw;W
Kiw – (khjphp tFg;Gfs; top gapw;rp Mrphpah;fSf;F tpsf;fk; mspj;jy;) –fl;Liu - fl;Liu vOJtjd;
Nehf;fq;fs; - fl;Liuapd; tiffs;.

myF -3 ghIEhy;

ghIEhy; - mikg;G Kiw –ghIE}ypd; jd;ikfs; - nkhopg;ghl E}ypd; gz;Gfs; - rpwe;j
ghIE}y;fisj; jahupf;Fk; nghOJ kdjpw;nfhs;s;j;jf;f nra;jpfs; - njhlf;fepiy> eLepiy> cah;epiy>
Nky;epiy tFg;Gfspd; nkhopg;ghlj; jpl;l Nehf;fq;fs; - gapw;Wr; rpf;fy;fs; - jPh;Tfs; (mDgtk;
kpf;f Mrphpah;fspd; fUj;Jf;fis fUj;juq;F> fUj;Jf;Nfhit kw;Wk; nrayuq;F top mwpjy;)

myF- 4 nkhopahrphpah;fs;> Ehyfk;

nkhopahrphpah; -fy;tpj;jFjp – nkhopahrphpahpd; gz;G eyd;fs; - Ehyfk; - Ehyfj;jpd;
tiffs; : nghJ Ehyfk; - gs;sp Ehyfk; - tFg;G Ehyfk; - Nkw;Nfhs; Ehyfk; - EhyfKk;
nkhopahrphpahpd; flikAk; - Ehiyj; Njh;e;njLg;gjpy; ftdj;jpy; nfhs;sNtz;bait –mfuhjpia
gad;gLj;Jk; Kiw.

myF -5 jfty; El;gtpaYk; jkpo; fw;gpj;jYk;

nkhopf; fw;gpj;jypy; kf;fs; njhlg;Gr;rhjdq;fs; (Mass Media in Teaching Language)– fzpdp
JizAld; fw;gpj;jy; (Computer Assisted Instruction) - fzpdp Nkyhz;ikapy; fw;gpj;jy; (Computer
Managed Instruction) - fzpdp Clff; fw;gpj;jy; (Computer Mediated Instruction) fzpdpapy; jkpo;

- ,izajsk; (Internet)–kpd; topf;fw;wy; (E-Learining) – gy;Y}lfk; (Multimedia)– tpz;zuq;fk; (Televideo Conferencing), tiffs; - fhzhyp (Interactive Video) -

nray;Kiw

- ✓ fUj;juq;fk; elj;Jjy;
- ✓ fw;gpj;jy; nghUs; jahhpj;jy; njhlh;ghd Jizf;fUtpfisj; jahhpj;jy;
- ✓ thndhyp my;yJ njhiyf;fhl;rp Ngr;irf; Nfl;L Fwpg;ngLj;jy;
- ✓ tpdhtq;fp jahhpj;jy;
- ✓ fl;Liuapd; tiffs; jiyg;Gfs; njhlh;ghd nra;jpfisj; jpul;Ljy;.
- ✓ fy;tpr; Rw;Wyh nry;Yjy;
- ✓ Nkilapy; Ngrp goFjy;> tpdhb tpdh mik;jy;

ghh;it Ehy;fs;

- ✓ Kidth; Qh.godpNtY (2011)> nre;jkpo; fw;gpj;jy;> nghJj;jkpo;> ejp gg;spNf\;];> jQ;rht+h;.
- ✓ nt.fiy;rny;tp (2013)> nghJj;jkpo; fw;wy; - fw;gpj;jy; rQ;[Pt; ntspaPL><NuhL
- ✓ Nfhtpe;juh[d;.K. (1990)> ew;wkpo; gapw;wypd; Nehf;fKk;>KiwAk;> ru];tjp gjpg;gfk;> nrd;id.
- ✓ lhf;lh;.e.Rg;Gnul;bahh; (1964)> jkpo;gapw;W Kiw> nka;ag;gd; gjpg;gfk>; rpjk;guk;.
- ✓ ,yf;Ftd; (2008) : jkpo;g;ghIEhYk; MrphpaUk; , nrd;id : rhujh gjpg;gfk;
- ✓ NtZNFhghy; ,.gh (2008) ige;jkpo; fw;gpf;;Fk; Kiwfs;. nrd;id: rhujh gjpg;gfk;.
- ✓ ,uj;jpd rghgjp gp.(1997) nrk;nkhopf;fy;tp . nrd;id : rhe;jh gg;sp\h;];.
- ✓ tp[anyl;Rkp t. (2007) Ez;zpiyf; fw;gpj;jy;. nrd;id : rhujh gjpg;gfk;;
- ✓ Nfhtpe;juhrd; K.gapw;Wg; gapw;rpAk; nkhopahrphpah;fSk; jQ;ir khtl;lk; jpUkiyf;Fkud; gjpg;gfk;.
- ✓ Nguhrphpah; R.jz;lghzp> Nguhrphpah; tp. Njt rfhak; (2009) jkpo; fw;gpj;jy. kPdh gjpg;gfk; kJiu 2009
- ✓ Nguhrphpah; tp.fzgjg g+ n[auhkd; (2010) ew;;wkpo; fw;gpf;Fk; Kiwfs;. rhe;jh gg;sp\h;];> nrd;id.
- ✓ Kidth; it.R.R.fz;zd; (2008)> kpd;-jkpo;. jhZ gjpg;gfk;> fhiuf;Fb.

OPTIONAL I-GENERAL ENGLISH-II

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT-I: TEACHING COMMUNICATION SKILL

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

UNIT II: LISTENING SKILL

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

UNIT III: SPEAKING SKILL

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

UNIT IV: READING AND STUDY SKILLS

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

UNIT V: WRITING SKILLS & HAND WRITING

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

PRACTICUM:

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

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- ✓ Dahin. (1967). The language laboratory and language learning. London: Longman.
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,uz;lhk; gUtk;- rpwg;Gj; jkpo; fw;gpj;jy;-2

Nehf;fq;fs; :

gapw;rp khzth;fs;:

- ✓ fiyj;jpl;ljpgd; Nfhl;ghLfis mwpjy;
- ✓ fiyj;jpl;l;jpy; jha;nkhop ngUkplj;jpid mwpjy;
- ✓ Njrpf; fy;tp Fwfp;Nfhs;fismwpjy;
- ✓ nkhopf;fy;tpapy; khzth; nra;Ak; gpiofis mwpjy;
- ✓ epWj;jw;Fwpfs; gw;wp mwpjy;
- ✓ ,yf;fpaf; fofq;fspd; ,d;wpaikahikia mwpjy;
- ✓ gs;spapjo;fspd; Kf;fpaj;Jtj;ij mwpjy;
- ✓ ftpij gw;wpa nfhs;iffis mwpjy;
- ✓ Kj;jkpopd; tsh;r;rpapid KiwNahlwpjy;
- ✓ ehlf tiffs; gw;wp mwpjy;
- ✓ Kj;jkpopd; gz;GfisAk; tsh;r;rp epiyfisAk; mwpjy;
- ✓ ,yf;fpaj; jpwdha;T gw;wp mwpjy;
- ✓ ,yf;fpaj; jpwdha;tpd; tiffis mwpjy;
- ✓ gaz ,yf;fpak; gw;wp mwpjy;

myF -1 fiyj;jpl;l;jpy; jha;nkhop;

fiyj;jpl;l;k; - fiyj;jpl;ljpgd; Nfhl;ghLfs; - fiyj;jpl;l;jpy; jha;nkhop ngUkplk; - Njrpf;fy;tpf; nfhs;if - Njrpf;fy;tpad; Nehf;fq;fs; - Njrpa ,yf;FfSf;Fk; fy;tpad; Nehf;fq;fSf;Fk; cs;s

njhlh;gpidf; fhzy; - gs;spf; fiy;jpl;lk; - Njrpaf;fy;tpf; Fwpf;NfhSf;Fk;> gs;spf; fiy;jpl;l;jpw;Fk; cs;s njhlh;gpidf; fhzy; .

myF -2 nkhopf;fy;tpapy; khzth; nra;Ak; gpiofs;

Ngr;Rg;gpiofs; – thf;fpa mikg;Gg; gpiofs; - nghUz;ikapaw; gpiofspd; ghFghL - vOj;Jg;gpiofs; - vOj;Jf;fisj; jtwfhg; gad;gLj;Jk; gpiofspd; ghFghL – gpiofspd; %yq;fs; - nkhopf;fw;wypy; gpio Ma;T - gpio Ma;T tuk;Gf;Fl;gl;IJ –epWj;jw;Fwpfs; - ty;ypdk; kpFk; ,lq;fs; - ty;ypdk; kpfh ,lq;fs;.

myF 3 ,yf;fpa fofq;fs; gs;spapjo;fs;

,yf;fpa fofq;fs; - ,d;wpaikahik – mikf;Fk; Kiw – gzpfs; - jpwd; tsh;r;rp – nray;Kiw - ,lk; ngwj;jf;fit – elj;Jjypd; gad;.

gs;spapjo;fs; - ifnaOj;Jg;gpupjfs; - mikg;GKiw – gad; - ,johrpahpah;fs; - Mrphpah; FO> nraw;FO – msTk; mikg;Gk; - eilKiw.

myF -4 ,ay; ,ir ehlfj;jkpo;

,yf;fpa tiffs; - ftpij – Nkdhl;lhh; kw;Wk; jkpowpQh; tpsf;fk; - fw;gid – czh;r;rp, tbtck; ,ghLnghUs; - cs;Siw ctkk; - mzp, ,iwr;rp kw;Wk; rpag;gpap;Gfs; - GJf;ftpj

,irAk; jkpOk; - nkhopf;fy;tpapy; ,ir – njhy;fhg;gpaj;jpy; ,irf; \$Wfs; - gf;jpg;ghly;fs; , ehL;Lg;Gwg;ghly;fs; - jw;fhyf;ftpj tsh;r;rpf;F ,irapd; gq;fspg;G –ehlfk; - Njhw;wk; - rq;ffhyk; Kjy; ,f;fhyk; tiu ehlf mikg;G - ehlf tiffs; - vOj;J, thndhyp, tl;lhu nkhop, nra;As; ehlfq;fs; - ehlf cj;jpfs;.

myF 5 ,yf;fpaj; jpwdha;T

jpwdha;tpd; Njhw;wk; - ,d;iwa jpwdha;tpd; epiy – jpwdha;tpd; tiffs; - gilg;G topj;jpwdha;T – kuG topj;jpwdha;T – KUfpay; jpwdha;T - tpsf;fKiwj; jpwdha;T – kjpg;gPI;L Kiwj; jpwdha;T – tuyhw;W Kiwj; jpwdha;T – xg;gPI;L Kiwj; jpwdha;T- ghuhl;L Kiwj; jpwdha;T - ghj;jpug;gilg;G – eyk; ghuhl;ly; - Gjpdck; (lhf;lh; K.t, mfpdyd;)- rpWfij (GJikg;gpj;jd; , F.g. uh[Nfhghyd;)- gz;Geyd; Muha;jy; - ehL;Lg;Gw ,yf;fpak; (lhf;lh;

jkpoz;zy; eh. thdkhkiy) – gaz ,yf;fpak; (ne.J Re;jutbNtY, kzpad;) – Foe;ij ,yf;fpak;
(mo.ts;spag;gh, ehkf;fy;ftpQh; ,uhkypq;fk; gps;is)

nray;Kiw gapw;rp

- ✓ Kd;dwptpg;gpy;yh nrhw;nghopTfs;
- ✓ nrhw;Nghh;- gl;bkd;wk; elj;Jjy;
- ✓ nrhw;nghopTfs; elj;Jjy;
- ✓ fUj;juq;fk; elj;Jjy;
- ✓ thndhyp ehlfk; jahhpj;jy;
- ✓ jpwdha;Tf; fl;Liufs; jahhpj;jy;
- ✓ ifnaOj;J ,jo; jahhpj;jy;
- ✓ nra;As; gFjpia ehlfkhf khw;Wjy;
- ✓ fw;gpj;jy; nghUs; njhLh;ghd Jizf;fUtpfisj; jahhpj;jy;
- ✓ tpdhtq;fp> ,jo; jahhpj;jy;.
- ✓ rpWfijg;gilg;gpy; gpd;gw;w Ntz;bait Fwpj;J fye;Jiuahly;.
- ✓ fy;Y}hp Mz;L kyhpy; ,lk;ngwj;jf;f ftpij> rpWfij> fl;Liu> JZf;Fr;nra;jpfs; vOJjy;.
- ✓ fsg;gzp %yk; ehl;Lg;gwg; ghly;fisj; njhFj;jy;

ghh;it Ehy;fs;

- ✓ Kidth; Qh. godpNtY, (2009) “nre;jkpo; fw;gpj;jy; - rpwg;Gj;jkpo;” eyq;fps;sp gjpg;gfk;> jQ;rhT+h;.
- ✓ Kidth; vj; =Fkhh; (2002) “nkhopAk; r%fKk;” nrz;gfh gjpg;gfk; jp.efh; nrd;id -17.
- ✓ Kidth; NrJkzpad; (1990) “nkhopngah;g;Gf; Nfhl;ghLfSk; cj;jp**Sk;**” nrz;gfk; ntspaPL kJiu
- ✓ fzgjp .tp.> G+.n[auhkd;.> (2010) “ew;wkpo; fw;gpf;Fk; Kiwfs;” gFjp -2 rhe;jh gg;sp\h;];.> nrd;id.
- ✓ Kidth; Kj;Jrz;Kfk; (1988), “,f;fhy nkhopapay;” fof ntspaPL
- ✓ Kidth; Kt. (1988) “nkhoptyuhW” fof ntspaPL.
- ✓ nt.fiy;r;nry;tp.> (2013) “rpwg;Gj;jkpo;” rQ;rPt; ntspaPL><NuhL.
- ✓ Kidth; ,.gh NtZNfhghy;> rhe;jFkhup. K (2009) “rpwg;Gj;jkpo; fw;gpj;jy;” rhujh gjpg;gfk; nrd;id.

- ✓ Kidth; R. rf;jpNty; (1996) “jkpo; nkhoptyhW” khzpf;fthrfh; gjpg;gfk; nrd;id
- ✓ Kidth; K. Nfhptpe;juh[d; “nkhopj;jpwd;fSk; rpy rpf;fy;fSk”; Njd;nkhopgjpg;gfk; nrd;id
- ✓ it.R.R.fz;zd;.> (2011) “jkpo; (,uz;lhk; ghfk;)”. jhZ gjpg;gfk;> fhiuf;Fb.
- ✓ tp[ayl;Rkp>.,.> (2008). “fw;gpj;jypy; rpf;fy;fs; - jPh;Tfs;” rhe;jh gjpg;gfk; nrd;id.

OPTIONAL II-SPECIAL ENGLISH-II

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: LINGUISTICS

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

UNIT II: FUNCTIONAL GRAMMAR

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

UNIT III: TEACHING OF VOCABULARY

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

UNIT IV: THE WRITING PROCESS

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

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

UNIT V: FLUENCY

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

PRACTICUM:

- Preparation of Story writing
- Writing Composition
- Practising Paragraph writing
- Participating in Communication games
- Doing exercises in Work Book
- Preparation of labeled diagrams of speech organs.
- Oral practice in word and sentences stress.

SUGGESTED REFERENCES:

- ✓ Kohli, A. L. (2006). Techniques of teaching English. New Delhi: Dhanpat Rai pub.co
- ✓ Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management.
Meerut: loyal book depot.
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- ✓ Brown, G. (1977). Listening to spoken English applied linguistics and language. London: Longman.
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- ✓ Wright, A. (1977). Visual material for the language teacher. London: Longman.
- ✓ Lee, W. R. (1976). Language teaching, games and contexts. London: Oxford University Press.

OPTIONAL-II-METHODS OF TEACHING MATHEMATICS

5hours

4 credits

OBJECTIVES:

After completing this course, the students are able to

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

UNIT: I-METHODS OF TEACHING MATHEMATICS

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

UNIT: II-TECHNIQUES OF TEACHING MATHEMATICS

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

UNIT: III-LEARNING RESOURCES FOR MATHEMATICS

Mathematics Library- Need and importance, Mathematics Textbook – Need and qualities of good mathematics textbook, Mathematics club – Functions, organization and activities, Field trip –Advantages- Mathematics fair, Mathematics Olympiad- Mathematics laboratory – Need,

Material and equipment for mathematics laboratory, Mathematics journal- Importance of Audio visual aids, role of electronic media in teaching - Radio, TV, Computer and Internet.

UNIT: IV-MATHEMATICS CURRICULUM

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

UNIT: V-INDIVIDUALISED INSTRUCTION

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

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

PRACTICUM:

- Analyzing the content available in Mathematics text books of class X.
- Practise of Workbooks
- Preparing instructional modules
- Evaluation of Mathematics Curriculum from VI Std to X Std

SUGGESTED REFERENCES:

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

OPTIONAL II-METHODS OF TEACHING PHYSICAL SCIENCE

5hours

4 credits

OBJECTIVES:

After completing this course, the students are able to

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

UNIT I: INTEGRATION & ORGANISATION OF PHYSICAL SCIENCE CURRICULUM

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

UNIT II: METHOD & TECHNIQUES OF TEACHING

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

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

UNIT III: FACILITIES, EQUIPMENT AND MATERIALS FOR TEACHING PHYSICAL SCIENCE:

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

UNIT IV: LEARNING RESOURCES:

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

UNIT V: CURRICULUM EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

OPTIONAL II-METHODS OF TEACHING BIOLOGICAL SCIENCE

5hours

4 credits

OBJECTIVES:

After completing this course, the students are able to

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

UNIT I: BIOLOGICAL SCIENCE CURRICULUM

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

UNIT II: METHODS AND TECHNIQUES OF TEACHING:

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

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

UNIT – III: BIOLOGICAL SCIENCE LABORATORY:

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

UNIT IV: LEARNING RESOURCES:

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

UNIT –V: INSTRUCTIONAL AIDS IN TEACHING BIOLOGICAL SCIENCE

Use of ICT experiences in learning Biological Science - Projected Aids - Audio Visual Aids - Audio Video Players - Tapes and CDs - Over Head Projector (OHP) and transparencies – Slide, Liquid Crystal Display (LCD) and Film Projectors, Radio and TV (Broad Cast and Telecast) - Interactive White Board (IWB), Document Reader and Preparation of power point slides – Smart class room - Non Projected aids - Charts - Models - (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic, and Bulletin Boards – Exhibits - Improvised aids.

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Chauhan, S.S., Innovations in Teaching Learning Process, Vikas Publishing House Private Ltd., 1995.

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

OPTIONAL II- METHODS OF TEACHING COMPUTER SCIENCE

5hours

4 credits

OBJECTIVES:

After completing this course, the students are able to

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

UNIT I: CONTENT

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

UNIT II: SCIENCE CURRICULUM IN INDIA

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

UNIT III: METHOD AND TECHNIQUES OF TEACHING:

Methods of Teaching: Lecture Method – Demonstration Method,Project Method – Laboratory Method and Problem-solving Scientific method- inductive Method– Steps in Inductive Method– Deductive Method – Steps of Deductive Method.

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

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

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

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

UNIT V: LEARNING RESOURCES

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

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

- ✓ Dr. S. Rajasekar, (2012) Computers in Education, Neel Kamal Publications, New Delhi.

OPTIONAL II - METHODS OF TEACHING SOCIAL STUDIES

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: SOCIAL STUDIES CURRICULUM

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

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

UNIT II: TEACHING METHODS AND LEARNING STRATEGIES IN SOCIAL STUDIES

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

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

UNIT III: NATIONAL INTEGRATION AND SOCIAL STUDIES

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

UNIT IV: SOCIAL STUDIES TEACHER

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

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

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

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

PRACTICUM:

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

- Identifying monuments and geographical important places.
- Conducting Quiz programmes.

SUGGESTED REFERENCES:

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

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

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: COMMERCE CURRICULUM

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

UNIT II: INSTRUCTIONAL MATERIALS AND TEACHING AIDS

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

UNIT III: ENRICHING PROGRAMME THROUGH CO CURRICULAR ACTIVITIES

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

UNITIV: TEACHING IMPORTANT CONCEPTS IN COMMERCE AND ACCOUNTANCY

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

UNIT V: EVALUATION OF COMMERCE CURRICULUM

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ Bayntion L.D, Methods of Teaching Book- Keeping, Cincinnati, South Western Publishing Company.1955.
- ✓ Tanuja Popham & Freeman, Methods of Teaching Business Subjects, McGraw Hill Book Company Gregg Division, New Delhi,1965

- ✓ Haradway, Testing and Evaluation in Business Education, Cincinnati, South Western Publishing Company.1966.
- ✓ The Current Syllabus in Tamil Nadu for Standards XI and XII and CBSE.
- ✓ Bhatia,K.K.(2001). Foundations of teaching learning process.Ludhiana: Tandon Publication.
- ✓ Joyce.,&well.,(2004).Models of teaching.U.K:Prentice hall of India.
- ✓ Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

OPTIONAL II- PAPER-IV: METHODS OF TEACHING COMMERCE AND ACCOUNTANCY-II

5 hours

4 credits

OBJECTIVES:

After completing course, the students will be able to

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

UNIT I: COMMERCE AND ECONOMICS

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

UNIT II: COMMERCE TEACHER

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

UNIT III: LEARNING RESOURCES

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

UNIT IV: WEB RESOURCES IN COMMERCE TEACHING

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

UNIT V: RESEARCH IN COMMERCE EDUCATION

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

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

PRACTICUM:

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

SUGGESTED REFERENCES:

- ✓ James, M. L. (1965). Principles and methods of secondary education. New York: McGraw – Hill Publisher Company Ltd.

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

OPTIONAL II- PAPER-III: METHODS OF TEACHING ECONOMICS- I

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: ECONOMICS CURRICULUM

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

UNIT II: LEARNING RESOURCE AND EQUIPMENT

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

UNIT III: INSTRUCTIONAL MATERIALS AND TEACHING AIDS

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

UNIT IV: ENRICHING PROGRAMME THROUGH CO – CURRICULUM ACTIVITIES

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

UNIT V: EVALUATION OF ECONOMICS CURRICULUM

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

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

OPTIONAL II- PAPER IV: METHODS OF TEACHING ECONOMICS- II

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: ECONOMICS AND NATIONAL DEVELOPMENT:

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

UNIT II: ECONOMIC TEACHER

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

UNIT III: WEB – BASED LEARNING

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

UNIT IV: PROJECT BASED LEARNING

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

UNIT V: CONTENT

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

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

OPTIOAL II- PAPER III: PEDAGOGY OF TEACHING HOME SCIENCE

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNITI: INTEGRATING &ORGANISATION OF HOME SCIENCE CURRICULUM

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

UNIT II: HOME SCIENCE LABORATORY

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

UNIT III: METHODS&TECHNIQUES OF TEACHING IN HOME SCIENCE

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

UNIT IV: ENRICHING ACTIVITIES

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

UNIT V: HOME SCIENCE AND HEALTH

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

OPTIONAL II-PAPER IV: PEDAGOGY OF TEACHING HOME SCIENCE

5hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: LEARNING EXPERIENCE

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

UNIT II: HOME SCIENCE TEACHER

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

UNIT III: MODELS OF TEACHING

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

UNIT IV: ACTION RESEARCH IN HOME SCIENCE EDUCATION

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

UNIT V: NEW DEVELOPMENT

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

ELECTIVE: III (COMPULSORY)

LEARNING RESOURCES OF TEACHING LEARNING

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: TEACHER AS A RESOURCE:

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

UNIT II: INSTRUCTIONAL AIDS AND RESOURCES:

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

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

UNIT III: LIBRARY RESOURCES:

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

UNIT IV: TECHNOLOGY ORIENTED RESOURCES:

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

UNIT V: COMMUNITY RESOURCES:

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

SECOND YEAR-SEMESTER- III

CORE V: ICT IN EDUCATION

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: EDUCATIONAL TECHNOLOGY

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

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

UNIT II: ICT IN EDUCATION

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

UNIT III: INTERNET AND E-MAIL

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

UNIT IV: MASS MEDIA APPROACH

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

UNIT V: LATEST TRENDS IN INFORMATION TECHNOLOGY

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

PRACTICUM:

- Use of Internet
- Multimedia Presentation
- Preparation CAI

SUGGESTED REFERENCES:

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

CORE VI: PSYCHOLOGY AND LEARNING

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: NATURE OF EDUCATIONAL PSYCHOLOGY

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

UNIT II: THEORIES OF LEARNING

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

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

UNIT III: INDIVIDUAL DIFFERNCE

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

UNIT IV: MOTIVATION

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

UNIT V: MENTAL HEALTH

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

ELECTIVE IV – (COMPULSORY) GUIDANCE AND COUNSELING

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: INTRODUCTION TO GUIDANCE

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

UNIT II: INTRODUCTION TO COUNSELING

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

UNIT III: QUALITIES OF A COUNSELLOR

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

UNIT IV: GROUP GUIDANCE AND GROUP COUNSELING

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

UNIT V: GUIDANCE SERVICES IN SCHOOLS

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

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

SECOND YEAR- SEMESTER-IV

CORE VII-PRINCIPLES AND PROSPECTS OF CURRICULUM DEVELOPMENT

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: INTRODUCTION TO CURRICULUM DEVELOPMENT

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

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

UNIT II: DETERMINANTS OF CURRICULUM

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

UNIT III: MODELS OF CURRICULUM DEVELOPMENT:

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

UNIT IV-CURRICULUM TRANSACTION

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

UNIT-V CURRICULUM AND EVALUATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

CORE VIII – EDUCATIONAL MANAGEMENT AND ADMINISTRATION

5 hours

4 credits

OBJECTIVES:

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

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

UNIT I: EDUCATIONAL ORGANISATION

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

UNIT II: EDUCATIONAL MANAGEMENT:

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

UNIT III: EDUCATIONAL ADMINISTRATION:

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

UNIT IV: INSTITUTIONAL PLANNING AND MANAGEMENT

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

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

UNIT V: MEASURES OF QUALITY CONTROL

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

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

PRACTICUM:

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

SUGGESTED REFERENCE:

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

CORE IX: INCLUSIVE EDUCATION

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I HISTORICAL PERSPECTIVES OF SPECIAL EDUCATION

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

UNIT II: TYPES OF VARIOUS DISABILITIES

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

UNIT III: EDUCATIONAL PROVISIONS FOR SPECIAL CHILDREN

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

UNIT IV: CURRENT NEEDS AND FUTURE PERSPECTIVE

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

UNIT V: INCLUSIVE EDUCATION

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

ELECTIVE V: (COMPULSORY) -HEALTH AND YOGA EDUCATION

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: HEALTH EDUCATION

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

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

UNIT II: PHYSICAL EDUCATION

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

UNIT III: INTRODUCTION TO YOGA

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

UNIT –IV: INJURIES AND FIRST AID

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

UNIT –V: YOGA AND HEALTH

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

PRACTICUM

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

SUGGESTED REFERENCE

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

ELECTIVE VI – (A) WOMEN’S EDUCATION

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT 1: HISTORY OF WOMEN’S EDUCATION

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

UNIT II: NEED AND IMPORTANCE OF WOMEN’S EDUCATION

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

UNIT III: WOMEN'S EDUCATION AND WOMEN EMPOWERMENT

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

UNIT IV: JUSTICE FOR WOMEN

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

UNIT V: ROLE OF WOMEN UNIVERSITIES

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

PRACTICUM:

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

SUGGESTED REFERENCES:

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

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

5 hours

4 credits

OBJECTIVES:

After completing this course, the students will be able to

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

UNIT I: INTRODUCTION TO HUMAN RIGHTS

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

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

UNIT II: HUMAN RIGHTS IN INDIAN CONSTITUTION

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

UNIT III: HUMAN RIGHTS IN THE INTERNATIONAL CONTEXT

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

UNIT IV: HUMAN RIGHTS AND OTHER ISSUES

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

UNIT V: HUMAN RIGHTS COMMISSIONS IN INDIA

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

PRACTICUM

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

SUGGESTED REFERENCES:

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