## B.Ed. - First Year Curriculum Framework
### I - Theory Components

#### Group - A: Perspectives in Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Internal Mark</th>
<th>External Mark</th>
<th>Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPEPL</td>
<td>Psychology of Learners and Learning</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FPEEC</td>
<td>Education in Contemporary India</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FPEES</td>
<td>Education and Socialisation</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FPEET</td>
<td>Essentials of Teaching and Learning</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

**Sub - Total** 120 280 400

#### Group - B: Curriculum and Pedagogic Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Internal Mark</th>
<th>External Mark</th>
<th>Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCPTA</td>
<td>Pedagogy of Tamil: Part - I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPEN</td>
<td>Pedagogy of English: Part - I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPUR</td>
<td>Pedagogy of Urdu: Part - I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPMA</td>
<td>Pedagogy of Mathematics: Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPSC</td>
<td>Pedagogy of Computer Science : Part- I</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FCPPS</td>
<td>Pedagogy of Physical Science : Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPBS</td>
<td>Pedagogy of Biological Science : Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPHI</td>
<td>Pedagogy of History : Part - I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPGE</td>
<td>Pedagogy of Geography : Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPEC</td>
<td>Pedagogy of Economics: Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCPAC</td>
<td>Pedagogy of Commerce and Accountancy : Part- I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FCPHS | Pedagogy of Home Science : Part- I
---|---
FCPSS | Pedagogy of Social Science : Part- I*
FCPAL | Assessment of Learning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Internal Mark</th>
<th>External Mark</th>
<th>Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEPCY</td>
<td>Yoga, Health and Physical Education</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FEPCE</td>
<td>Environmental Education</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>FEPCI</td>
<td>Information and Communication Technology in Education</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Sub - Total | 60 | 140 | 200

Group - C: Optional Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Name of the Course</th>
<th>Internal Mark</th>
<th>External Mark</th>
<th>Total Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub - Total</td>
<td></td>
<td>90</td>
<td>210</td>
<td>300</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>270</td>
<td>630</td>
<td>900</td>
</tr>
</tbody>
</table>

NOTE:* The Pedagogy of Social Science is mandatory for the Student teachers who have studied the following main subjects.

1. Philosophy
2. Psychology
3. Sociology
4. Logic &
5. Political Science
## B.Ed First Year: Details of Practical Components
(2015-2016 Batch only)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>ACTIVITIES AND RECORDS</th>
<th>Level - I Marks</th>
<th>Level - II Marks</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Observation Records</strong>&lt;br&gt;10 Observation of Mentor Classes pertaining to the school subject of the student - teachers.</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td><strong>Demonstration Records</strong>&lt;br&gt;Demonstration by Teacher Educators, Subject Experts / Senior School Teachers and Peer Teachers: 5 observation of demonstration classes pertaining to the school subject of the student-teachers.</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td><strong>Micro teaching Records</strong>&lt;br&gt;a) Level - I&lt;br&gt;i) Practicing any 5 skills pertaining to the school subject of the student - teachers&lt;br&gt;ii) Observing and rating of any 5 Peer's micro teaching lessons pertaining to the school subject of the student – teachers&lt;br&gt;b) Level -II&lt;br&gt;i) Practicing any 5 skills related to the school subject of student - teachers.&lt;br&gt;ii) Observing and rating of any 5 Peer's micro teaching lessons pertaining to the school subject of the student – teachers.</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td><strong>Projects on Identifying and Analysing the Diverse Needs of Learners (Below average, Average, Above average, Gifted and Differently abled)</strong>&lt;br&gt;a) Level - I&lt;br&gt;b) Level – II</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td><strong>Preparation of Teaching and Learning Materials (TLM)</strong>&lt;br&gt;(a) Level - I (10 TLM pertaining to the school subject of the student- teachers)&lt;br&gt;(b) Level - II (10 TLM pertaining to the school subject of the student-teachers)</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td><strong>Reflective Record on Continuous and Comprehensive Evaluation (CCE) Practiced in the Co-operative Schools</strong>&lt;br&gt;Level - I or Level - II (This activity shall be pertaining to the school subject of the student -teachers).</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td><strong>Test and Measurement Records</strong>&lt;br&gt;(Based on the Marks available in the School Mark Registers)&lt;br&gt;Level –I&lt;br&gt;Level - II</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td><strong>Case Study Record – Individual</strong>&lt;br&gt;Level – II</td>
<td>-</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Psychology Experiment Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>(3-Paper-Pencil Tests and 3 Experiments out of the list given under the psychology experiments)</td>
<td>-</td>
<td>-</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td><strong>Reading and Reflecting on School Textbooks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level – I or Level – II (Reading and Reflecting the Textbooks of the student-teachers school subject)</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td><strong>Citizenship Training Camp Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Camp should be organised for a period of 5 days with prior approval from the Tamil Nadu Teachers Education University)</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td><strong>Environmental Education Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Student - teachers need to assess and write a detailed report on the environmental context of the Co – Operative Schools)</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td><strong>Educational Technology Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Record based on hands on experience with ICT tools.)</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td><strong>Yoga, Health and Physical Education Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Observing and recording Yoga, Health and Physical Education activities conducted in the Colleges of Education and also teaching and practicing one activity related to Yoga, Health awareness and Physical Education in schools at Level-I or Level - II)</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td><strong>Coursewise Tasks and Assignments Record</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Tasks and Assignments for each Theory Course carrying the weightage of 5 marks.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>List of Tasks and Assignments to be carried out by the student-teachers based on the Suggested Activities given at the end of the Syllabus of each Theory Course. Coursewise Tasks and Assignments are to be submitted in the form of separate Records at the time of Practical Examinations</td>
<td>-</td>
<td>-</td>
<td>9 Theory Courses x 5 Marks = 45</td>
</tr>
</tbody>
</table>

**Grand Total**  |   |   | 200 |

**NOTE :**

(a) **Level - I** refers to Standard VI to VIII (Upper Primary) compulsory for all student - teachers. For activities pertaining to Level - I, student-teachers shall select either Standard VI or VII or VIII as per the requirement of the Co-operative schools.

(b) **Level - II** refers to Standard IX & X (Secondary) for UG qualified student - teachers / Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified student - teachers.
OBJECTIVES:
At the end of the course, the student-teachers will be able to

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

UNIT – I: INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Psychology: Meaning - Branches of Psychology - Methods of Study in Psychology - Schools of Psychology: Structuralism, Psychoanalysis, Behaviourism, Humanism, Gestalt Psychology and its implications - Educational Psychology: Meaning, Scope and Significance.

UNIT – II: GROWTH AND DEVELOPMENT OF THE LEARNER

UNIT – III: LEARNING

UNIT – IV: ATTENTION AND MEMORY

UNIT – V: MOTIVATION AND GROUP DYNAMICS

UNIT – VI: INTELLIGENCE AND CREATIVITY
Intelligence: Meaning, Definition and Types - Theories of Intelligence: Spearman Two factor, Thurston Group Factor, Thorndike Multi-factor, Guilford Structure of Intellect, Gardner Multiple Intelligence - Emotional Intelligence: Theories of Emotional Intelligence - Intelligence Quotient - Nature and Types of Intelligence Test - Uses of Intelligence
Tests - Creativity: Concept, Factors and Process - Strategies for fostering creativity.

UNIT – VII: PERSONALITY

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

UNIT – VIII: INDIVIDUAL DIFFERENCES

Concept of Individual Differences - Role of Heredity and Environment in individual differences - Nature of Gifted and Disabled children - Slow Learners: Dyslexia, Dyscalculia and Dysgraphia - Educational programmes for Differently Abled students.

UNIT – IX: ADJUSTMENT AND MENTAL HEALTH


UNIT – X: GUIDANCE AND COUNSELLING


SUGGESTED ACTIVITIES:

- Observe and inquire the process of learning by children from different backgrounds and record your observations.
- Prepare an album of any 10 psychologists and their contributions to learning process.
- Visit any two Special Education Institutions and write a report on the methods of teaching.
- Visit anyone of the Mental Health Institutes/Deaddiction Centers and prepare a detailed report about its services.
- Visit anyone of the Vocational Education Centres and prepare a report on the Job-oriented courses offered to the differently abled students.

**PSYCHOLOGY EXPERIMENT** *

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>GROUP – A (Any Three) (Paper-pencil Tests) (Tests to be administered with appropriate standardized tools on the following aspects)</th>
<th>Sl. No.</th>
<th>GROUP – B (Any Three) (Apparatus Tests)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Stress Management</td>
<td>1.</td>
<td>Finger Dexterity Test</td>
</tr>
<tr>
<td>2.</td>
<td>Adjustment</td>
<td>2.</td>
<td>Span of Attention</td>
</tr>
<tr>
<td>3.</td>
<td>Creativity</td>
<td>3.</td>
<td>Insight Motor Learning - Maze Learning</td>
</tr>
<tr>
<td>4.</td>
<td>Intelligence</td>
<td>4.</td>
<td>Habit Interference</td>
</tr>
<tr>
<td>5.</td>
<td>Interest</td>
<td>5.</td>
<td>Division of Attention</td>
</tr>
<tr>
<td>7.</td>
<td>Personality</td>
<td>7.</td>
<td>Level of Aspiration</td>
</tr>
<tr>
<td>8.</td>
<td>Self - Concept</td>
<td>8.</td>
<td>Problem-Solving</td>
</tr>
</tbody>
</table>

*The Psychology Experiment Record is to be submitted during the Practical Examinations.

**SUGGESTED READINGS:**


OBJECTIVES:
At the end of the course, the student-teachers will be able to
- acquire knowledge of education;
- understand the eastern and western schools of philosophy;
- understand the concept of knowledge;
- understand the thrust areas of education;
- identify the role and functions of central and state organizations in education;
- understand the constitutional provisions for education;
- describe the concept and importance of teacher’s autonomy and accountability;
- analyse the various psycho-social issues related to students;
- explain the integrated and holistic approach of education for value inculcation; and
- elucidate the objectives of the various teacher education programmes.

UNIT – I: NATURE AND PROCESS OF EDUCATION
Education: Meaning, Definition, Purpose and Nature – Concept of Education - Functions of Education - Types of Education: Formal, Informal and Non-formal - Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

UNIT – II: EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY
Eastern Schools of Philosophy: Vedanta, Bhagavat Gita, Jainism, Buddhism and their Educational Implications - Eastern Philosophical Thought: Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo, J.Krishnamurthy and Thiruvalluvar - Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism and Constructivism and its Educational Implications. Western
Philosophical Thought: Rousseau, Froebel, John Dewey, Montessori and Russell.

**UNIT – III: THEORY OF KNOWLEDGE**


**UNIT – IV: THRUST AREAS OF EDUCATION**


**UNIT – V: CENTRAL AND STATE ORGANISATIONS OF EDUCATION**

UNIT – VI: EDUCATION IN THE INDIAN CONSTITUTION


UNIT – VII: MODERN TRENDS IN EDUCATION


UNIT - VIII: PSYCHO – SOCIAL ISSUES RELATED TO STUDENTS


UNIT – IX: VALUE EDUCATION

Values: Concept and Meaning of Values – Types of Values - Committees and Commissions observations on Value Education - Theories of Values - Value Education in Schools- Personal Values and Code of Conduct for Teachers – Culture: Meaning and Definitions – Transmission and Transformation of Culture – Cultural Lag.
UNIT - X: TEACHER EDUCATION

Teacher Education: Meaning, definitions and functions – Historical background of teacher education in India – Objectives of Elementary and Secondary Teacher Education Programmes – NCTE norms and standards for Elementary and Secondary Level – Teacher Education problems and its Solutions – Pre-service and In-service Teacher Education – Open and Distance Learning (ODL).

SUGGESTED ACTIVITIES:

- Visit any one of the educational institutions based on practicing various philosophies and write a detailed report about it.
- Write and display Education related quotes in and around your institution.
- Prepare a picture album about best practices of the schools
- Organize an Essay Competition for protecting and safeguarding our Eco- System and submit a write up about it.
- Prepare a detailed report on Code of Conduct observed by the School Teachers.

SUGGESTED READINGS:


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

- gain knowledge on the concept and meaning of education;
- understand the historical aspects of Indian education system;
- identify the various agencies of education and their role in society;
- appreciate education as a sub-system of Indian Society
- identify the different types of socialization and social change in the modern Indian society;
- understand the relationship between Culture and Education;
- comprehend the role of education in the societal context as well as cultural context;
- realise the Rights and Duties of every citizen and
- understand the concept of self and social identity.
- understand the impact of LPG on Education.

UNIT- I: EDUCATION AND SOCIETY

UNIT- II: HISTORICAL REVIEW OF INDIAN EDUCATION SYSTEM
UNIT- III: AGENCIES OF EDUCATION

UNIT- IV: THE INDIVIDUAL AND THE SOCIETY

UNIT- V: BASIC CONCEPTS IN THE SOCIOLOGY OF EDUCATION

UNIT – VI: EDUCATION IN THE SOCIETAL CONTEXT
UNIT- VII: EDUCATION IN THE CULTURAL CONTEXT

Indian Culture and Tradition: Two-tier system of Indian Culture Values – Composite Culture of India – Material and Non Material culture – Culture - based Education: Culture as a system of Values – Blending Indians’ Heritage in Education, Role of Educational Institutions and Teachers in Preservation, Transmission and Advancement of culture – Work Culture: Interpersonal Competencies - Categories of Interpersonal competencies: Essential skills, Management skills, Leadership skills and Contextual skills – Life-Skill Education: Types of Life skills and Strategies for Life - skills Education.

UNIT –VIII: SOCIO – POLITICAL THEORIES


UNIT –IX: SOCIAL IDENTITY


UNIT - X: INTERNATIONALISATION OF EDUCATION


SUGGESTED ACTIVITIES

1. Study the Social Customs prevailing in the local community and submit a report on it.
2. Prepare a report on social diversities existing in the community and describe its root causes for such diversities.
3. Prepare a report on Educational programmes conducted by Television Channels.
4. Conduct a debate on the merits and demerits of LPG on Indian Education and submit a report on it.
5. Study the Social Stratification in a Village/ward and prepare a report on it.
6. Prepare a list of Life skills required for students to be included in school curriculum and submit a report on it.

SUGGESTED READINGS:


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

- acquire the knowledge on the concepts, terms and procedures in teaching and learning;
- understand the principles and maxims of teaching;
- understand the tasks of teaching;
- acquire the knowledge on various theories of teaching;
- use various models of teaching;
- comprehend the instructional system;
- apply the knowledge of innovative methods and devices of teaching;
- develop skill of using different techniques of teaching;
- adopt innovative teaching strategies; and
- develop skills of effective teaching.

UNIT-I: CONCEPTS OF TEACHING AND LEARNING

UNIT-II: PRINCIPLES AND MAXIMS OF TEACHING
General Principles of Teaching: Purposeful - Based, Paedo -Centered, Experience- Based, Activity-Centered and Evaluation - Based Teaching - Psychological Principles of Teaching - Maxims of Teaching.

UNIT-III: TASKS OF TEACHING
Meaning - Definition -Variables - Phases: Pre - active, Inter-active and Post-active Phases- Levels of Teaching: Memory, Understanding and Reflective Levels.
UNIT-IV: THEORIES OF TEACHING

UNIT-V: MODELS OF TEACHING

UNIT-VI: INSTRUCTIONAL SYSTEM

UNIT-VII: METHODS AND DEVICES OF TEACHING

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

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

UNIT- X: EFFECTIVE TEACHING

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

SUGGESTED ACTIVITIES

- Conduct group discussions on innovative teaching strategies and prepare a report.
- Prepare a detailed report on different roles of a Teacher in Instructional System.
- Conduct a Brain storming session on issues and trends in classroom teaching and submit a report on it.
- Prepare Programmed Learning Material (Linear Method) for any one of the topics related to this course.
- Prepare a list of study habits prevailing among students of particular class through interaction of students.

SUGGESTED READINGS


COURSE CODE: FCPTA
PEDAGOGY OF TAMIL
PART-1
தமிழ் கற்பிள்ளை நூற்றாண்டு (பகுதி-1)

சிற்றுருக்கள்:

பலப்பிரிவான குறிப்பிட்டு பலகைத் தமிழ் நூற்றாண்டு நூற்றாண்டு

• தமிழ் நூற்றாண்டு நூற்றாண்டு நூற்றாண்டு நூற்றாண்டு நூற்றாண்டு
• பலகைப் பலகைப் பலகைப் பலகைப் பலகைப்
• பலகைப் பலகைப் பலகைப் பலகைப் பலகைப்
• பலகைப் பலகைப் பலகைப் பலகைப் பலகைப்

அசத் - I: பலப்பிரிவான பலகைப்

சிற்றொக்: 1 6 தேதிகள் 8 நேரங்கள் பலகைப் பலகைப் பலகைப் பலகைப்

சிற்றொக்: 2 9-10 நேரங்கள் பலகைப் பலகைப் பலகைப் பலகைப்

(பலப்பிரிவு பலப்பிரிவு பலப்பிரிவு பலப்பிரிவு பலப்பிரிவு)

அசத் - II: பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான

பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான பலப்பிரிவான
அதாவது - III: சூன்றிகால கருப்பிதழ், பாரம் கருப்பிதழ்


அதாவது - IV: கலை அணிவிளக்க - போட்டியிலக்கியாக நிறுவனாகத்துக்கு


அதாவது - V: கலை அணிவிளக்க - வேளவாயிலங்களின் விளம்பு


அதாவது - VI: முன்புகும் கருப்பிதழ் படுகைகளின்


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அறு - VII: முழுமை - கருவிக்கையில் நுட்பம் திறனுடைய

வளர்ச்சி தரமான கருவிக்கையில் கூட்டம் பொருட்கள்: சமூகவுக்கு சுத்தம் -
கவனாக்கை, நூற்றுக்கு சுத்தம் - நூற்றுக்கு - நூற்றுக்கு மேலாக்கத்துக்கு - தொகைகளின் கருவிக்கைகள் - கருவிக்கை இயக்கத்துக்கு தொடர்புகளும் தொடர்புகள், தொன்மை செய்யலை - பொருட்களில் நூற்றுக்கு - மேலாக்கத்துக்கு நூற்றுக்கு.

அறு - VIII: வணிகத் துறைகளின் செயலாகணத்துக்கு

துறைப்படுத்தும் கருவிக்கையில் வணிகத் துறைகளின் அுத்துண்டு - வணிகத் துறைகளின் வித்தியாசங்கள், மருத்துவம், விஜயநில கருவிக்கை வணிகத் துறைகளின், நூற்றுக்கு கருவிக்கை துறைகளின் துறைகளின் செயலாகணத்துக்கு - தொகைகளின் கருவிக்கை துறைகளின், தொகைகளின் கருவிக்கை துறைகளின் துறைகளின் செயலாகணத்துக்கு - நூற்றுக்கு சுத்தம், நூற்றுக்கு சுத்தம், நூற்றுக்கு சுத்தம் - நூற்றுக்கு சுத்தம்.

அறு - IX: ஆய்வக நிலையானத்து

நிலையான நிலையானத்து கருவிக்கையில் கருவிக்கை நிலையானத்து -
நிலையானத்து - எண்ணம் கருவிக்கை - எண்ணலகும் எண்ணம் கருவிக்கை -
துறைகளின் கருவிக்கை எண்ணலகும் எண்ணம் கருவிக்கை -
வணிகத் துறைகளின் வேறுபாடுகள் - வணிகத் துறைகளின் வேறுபாடுகள் -
வணிகத் துறைகளின் வேறுபாடுகள் - அபூர்வமான வேறுபாடுகள். நிலையான நிலையானத்து -
அம்மன் கருவிக்கை - வணிகத் துறைகளின் வேறுபாடுகள் - வணிகத் துறைகளின் வேறுபாடுகள் -
வணிகத் துறைகளின் வேறுபாடுகள் - அபூர்வமான வேறுபாடுகள்.

அறு - X: கருவிக்கை எளியானத்து முழுமை

நிலையான: வணிகம் - வணிகத் துறைகளின் - கருவிக்கை நிலையானத்து -
வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின் -
வணிகம் - வணிகத் துறைகளின் (CCE): வணிகம் - வணிகத் துறைகளின் -
வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின் -
வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின் -
வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின் -
வணிகம் - வணிகத் துறைகளின் - வணிகம் - வணிகத் துறைகளின்.


1. 6-10 ஆண்டுகள் 11-12 ஆண்டுகள் என வத்திய நிலையில் பெறுகவிளையாக நிகழ்த்துவது.
2. பாப்புடன் முறையிடும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு இயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
3. கல்வியுருவத்திற்கு முறையிடும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
4. பாப்புடன் முறையிடும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
5. முறையிடையும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
6. குறிப்பிட்டு உரையாட்டுக்குறிக்கணவுகள் முறையிடையும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
7. பாப்புடன் முறையிடையும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
8. முறையிடையும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
9. அதிகாரிகள் தலைமுறை நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.
10. முறையிடையும் நூறு நாட்கள் செயலுறுத்துக்குறிக்கணவு குருநய நூறு வரைந்தது.


http://mycbscguide.com/blog/continuous-and-comprehensive-evaluation-cce/


www.cict.in (தமிழுக்கு நூட்டுடன் மாணவர் தீர்மானம்)

www.tamilvu.org
OBJECTIVES:
At the end of the course, the student-teachers will be able to:

- sensitise the contents and structures of English textbook of Tamil Nadu Govt. from the standards of upper primary (VI to VIII), secondary (IX & X) and higher secondary (XI & XII) levels;
- realize the aims and objectives of teaching English;
- acquaint with the skills of teaching at micro and macro levels;
- understand the importance of organising and integrating various essential components in constructing a standardized curriculum;
- engage themselves in the preparation of teaching resources and materials with the assistance of ICT;
- get familiarized with the various strategies of teaching English;
- identify and resolve the issues and problems in teaching-learning of English;
- trace out the needs of diversify students in particular, slow learners, gifted and differently abled children;
- comprehend the significance and the aspects of classroom management; and
- obtain knowledge about the evaluation process, type of tests and the basics of Educational statistics.

UNIT – I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of the standards (VI to VIII) English Text Book prescribed by Tamil Nadu Government.

Analysis of the Content course of the standards IX & X (for UG) English Text Book IX – XII (for PG) English Text Book prescribed by Tamil Nadu Government.

UNIT – II: AIMS AND OBJECTIVES OF TEACHING ENGLISH

Andresen’s Taxonomy (Revised) of Educational Objectives: Cognitive, Affective and Psychomotor domains - General and Specific instructional objectives - Place of English at different levels of school education (Upper Primary, Secondary and Higher Secondary levels) - Quality of English teaching: pre-class, in-class and after-class - Place of English in three
language formula and its objectives - Teaching the communication skills: Listening, speaking, reading and writing - Teaching English as a skill subject rather than a knowledge subject - Learning the Mother Tongue and Second Language (MT & SL).

UNIT – III: TEACHING SKILLS AND ORGANISATION OF PRACTISING TEACHING PROGRAMME

Micro teaching: Meaning, definition and principles - Micro teaching cycle - Micro teaching skills: Introducing the lesson, Explanation, Using the blackboard, Reinforcement, Stimulus variation and Questioning - Link lesson, Year plan Unit plan and Lesson plan: prose, poetry, grammar and composition - Lesson plan format: GIOs and SIOs, motivation, presentation, application, recapitulation and assignment - Observation and its types - Demonstration lesson: Teacher educator, guide teacher, peer group feedback – Organization of practice: Role of supervisor, principal and academic staff in conduct of practicing teaching programme – General teaching competency scale, Self-Appraisal scale, Guidelines for Peer observation and framework of Evaluation.

UNIT – IV: INTEGRATION AND ORGANISATION OF CURRICULUM

Curriculum: meaning, essential components and principles of curriculum construction - Vertical and Horizontal organisation of curriculum - Process of curriculum organization: analysis of needs, objectives, criteria for selection of contents and selection of learning experiences, organization and integration of content and learning experiences and evaluation techniques.

UNIT–V: DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

UNIT – VI: STRATEGIES OF TEACHING ENGLISH

UNIT – VII: ISSUES AND PROBLEMS IN TEACHING AND LEARNING

UNIT – VIII: DIVERSE NEEDS OF LEARNERS
Interest and attitude of learners towards learning English - Difficulties in learning of English: slow learners, gifted learners and differently abled children - Remedial measures for slow learners, enrichment programmes for gifted learners and differently abled children - Non-cognitive Abilities: meaning and nature - Interest, Attitude, Values: meanings, classifications and
sources - Source of values through personal and by teacher, organization and management of various co-curricular activities.

UNIT – XI: CLASSROOM MANAGEMENT

Classroom Management: concept and components - Classroom Organization - Classroom learning atmosphere - Positive classroom climate - Factors assisting effective learning atmosphere - Advantages of positive learning climate - Creating ideal classroom atmosphere - Technical teaching skills - Prevention and control of students - Classroom activities - classroom records and rules.

UNIT – X: EVALUATION OF TEACHING – LEARNING PROCESS

Evaluation: concept and characteristics - Techniques of evaluation: oral and written, self-evaluation, peer evaluation, group evaluation - Characteristics and qualities of constructing a good English test - Item analysis and difficulty level index of items - Preparation of Blue print based on components with equal weightage - Types of tests: prognostic and diagnostic tests, teacher-made test, achievement test, standardized test and competitive examinations - Central tendency: mean, median, mode and range - Quartile and Standard deviations - Rank Order Correlation Coefficient and Karl Pearson’s product moment method - Graphical representation of data: bar diagram, histogram, pie chart, frequency polygon, frequency curve and Ogive curve - Progress and assessment of development of language skills - Comprehensive and Continuous Evaluation (CCE): formative and summative evaluations - Typology of questions: activities and tasks reflecting, problem solving, creative and critical thinking and enhancing imagination - Preparation of tests for testing different skills of language: listening, speaking, reading, writing, study skills and reference skills - Preparation of Scholastic Achievement Test (SAT) giving weightages to objectives and learning experiences.

SUGGESTED ACTIVITIES:

- Write an essay on various contemporary social and educational emerging issues and problems in detail.
- Enumerate ten activities (Five for listening and Five for speaking) from the text books of classes VI to VIII.
- Suggest your own activities using supplementary materials.
- Analyze the tasks given at the end of anyone unit in the textbook and check their relevance to cognitive, affective and psycho motor domains.
- Select a topic of your choice and select 10 vocabulary items to teach in the relevant context and give reasons for your selection.
- Prepare a question paper for classes VI to VIII to assess all the aspects of language learning.
- Preparation of lesson plans and episodes for micro teaching skills as well as demonstration and observation process.
- Analyse the text books of English of Tamil Nadu Govt. in terms of organisation and integration of essential components, skills, needs and requirements with special reference to learners.
- Preparation of remedial materials for slow learners, gifted and differently abled children for anyone of the units.
- Prepare digital lesson plans and Power point presentations for classroom teaching-learning process.

SUGGESTED READINGS:


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

- get sensitised the school content in Mathematics;
- comprehend the aims and objectives of teaching Mathematics;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integration and organisation of Mathematics curriculum;
- identify the various learning resources;
- explore the methods of teaching Mathematics;
- understand the issues in teaching and learning Mathematics;
- understand the diversify needs of the students;
- acquire classroom management skills; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM
Analysis of the Content course of Standards VI to VIII Mathematics Text Books prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS
Need and significance of teaching Mathematics-Aims: Practical, Social, Disciplinary and Cultural aims - Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives (S.I.Os) relating to the Cognitive, Affective and Psychomotor Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Bloom’s Taxonomy.
UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE – TEACHING PROGRAMME

UNIT – IV: INTEGRATION AND ORGANIZATION OF MATHEMATICS CURRICULUM

UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

UNIT-VI: STRATEGIES OF TEACHING MATHEMATICS
Methods of Teaching: Analytic, Synthetic, Inductive, Deductive, Heuristic, Problem solving, Project and Laboratory - Activity Based Learning (ABL) -
Active Learning Method (ALM) - TIGER Method -Techniques of Teaching Mathematics: Self Study, Drill work ,Supervised Study, Assignment, Oral Work , Group discussion and Buzz Session. Interactive Teaching: Meaning and Types- Interaction Patterns Generated by Teacher Centred Approaches to Teaching.

UNIT –VII: ISSUES IN TEACHING AND LEARNING

UNIT VIII: DIVERSE NEEDS OF STUDENTS
Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System. Slow learners and gifted learners in mathematics - Remedial and Enrichment programmes - Non - Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning Mathematics - Values: Meaning and Importance - Source of Values through Personal examples set by Teachers and Organisation and Management of a variety of Co-curricular activities.

UNIT IX: CLASSROOM MANAGEMENT
Concept of Class Room Management - Class Room Organisation - Components of Class Room Management - Class Room Learning atmosphere - Positive Classroom climate - Factors supporting a Effective Learning atmosphere - Advantages of Positive Learning climate - Creative Ideal classroom atmospheres - Classroom Activities -Classroom Records and Rules.

UNIT - X: EVALUATION OF TEACHING – LEARNING
Different types of tests in Mathematics: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test - Continuous and Comprehensive Evaluation - Formative and Summative
Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Standard Deviation, Quartile deviation, Rank Order Correlation Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency curve, Frequency polygon and Ogive curve.

**SUGGESTED ACTIVITIES**

1. Collect and present the History and Contributions of any one Mathematician.
2. Discussion on various learning resources in Mathematics.
3. Preparation of Teaching Learning Material for any one topic in Mathematics.
4. Preparation of Power Point Presentation for any one topic in Mathematics.
5. Identify and practice suitable methods of teaching to teach a Mathematical Concept.
6. Conduct a Mathematical Quiz.
7. Organise a Mathematics Club.

**SUGGESTED READINGS**


Mathematics Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.
OBJECTIVES:
At the end of the course, the student-teachers will be able to
- get sensitized the school content in Computer Science;
- comprehend the aims and objectives of teaching Computer Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integration and organization of Computer Science curriculum;
- identify the various learning resources;
- explore the methods of teaching Computer Science;
- understand the issues in teaching and learning Computer Science;
- understand the diversify needs of the students;
- acquire classroom management and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

UNIT - II: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE
Need and significance of teaching Computer science-Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives (S.I.Os) relating to the Cognitive, Affective and Psychomotor Domain based on Bloom’s Taxonomy of Educational Objectives – Revised Anderson’s Taxonomy.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME
the Supervisor; Role of the Principal and the Academic Staff in the Conduct of Practice-teaching Programme. General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

UNIT – IV: INTEGRATION AND ORGANIZATION OF COMPUTER SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS


UNIT-VI: STRATEGIES OF TEACHING COMPUTER SCIENCE


UNIT –VII: ISSUES IN TEACHING AND LEARNING


UNIT VIII: DIVERSE NEEDS OF STUDENTS

Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System – Slow learners and gifted learners in Computer Science – Remedial and Enrichment programmes-Blended Learning-Smart Classroom - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning,
Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning Computer Science - Value: Meaning and Importance; Source of Values through Personal examples set by teachers and Organisation and management of a variety of Co-Curricular activities.

UNIT IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – classroom Activities – Classroom Records and Rules.

UNIT X: EVALUATION OF TEACHING - LEARNING

Different types of tests in Computer Science: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test –Online test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:
1) Prepare a power point presentation for any two units in Computer Science and submit it.
2) Develop a Blog of your own and add it in online.
3) Visit to any IT Company to know about latest software’s.
4) Analyse any one topic in different website and present your report by comparing it.
5) Explore the Usage of Office 365 and write the merits and demerits in CD.

Suggested Readings
Ammul Publications Pvt. Ltd.,
Delhi: BPB Publishing.


The M. S. University of Baroda Press.


COURSE CODE: FCPPS
PEDAGOGY OF PHYSICAL SCIENCE
PART I

OBJECTIVES:
At the end of the course, the student-teachers will be able to
- get sensitised the school content in Physical Science;
- comprehend the aims and objectives of teaching Physical Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- develop a theoretical understanding integration and organisation of Physical Science curriculum;
- identify various learning resources;
- explore the methods of teaching Physical Science;
- understand the issues in teaching and learning Physical Science;
- understand the diverse needs of the students;
- acquire classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM
Analysis of the Content course of Standards VI to VIII Science Text Book prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE
Need and significance of teaching Physical Science -Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and Psychomotor Domains based on Bloom’s Taxonomy of Educational Objectives – Revised Anderson’s Taxonomy
UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE –

TEACHING PROGRAMME


UNIT – IV: INTEGRATION AND ORGANIZATION OF PHYSICAL SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS


UNIT-VI: STRATEGIES OF TEACHING PHYSICAL SCIENCE

Methods of Teaching: Lecture, Demonstration, Project, Scientific, Analytic and Synthetic Methods - Activity Based Learning (ABL) – Active Learning

UNIT – VII: ISSUES IN TEACHING AND LEARNING
Individual Differences, Language Problem in Learning, problems in proving laboratory equipments to students expectations, Nature of Subjects, Examination and Grading System – Difficulties in establishing a culture of evidence, Teaching and Learning Styles – Classroom behaviour of Teacher and Learner – Importance of Effective Instruction

UNIT - VIII: DIVERSE NEEDS OF STUDENTS
Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Value: Meaning and Importance; Source of Values through Personal examples set by teachers , Organization and management of co-curricular activities.

UNIT - IX: CLASSROOM MANAGEMENT
Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factor supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – Prevention and Control of Students – classroom Activities – Classroom Records and Rules.

UNIT - X: EVALUATION OF TEACHING - LEARNING
Different types of tests in Physical Science: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test, Blue print - Continuous and Comprehensive Evaluation -
Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1. Prepare different steps involved for demonstration of an experiment each one for Physics and Chemistry
2. Identify concrete and abstract concepts in physics and chemistry of any class and suggest the appropriate teaching methods and approaches to teach them and report
3. Prepare an album about scientist and their contributions to Physics and Chemistry
4. Visit a science centre or science museum (District / State / National ) and prepare a report
5. Organise science exhibition and submit a write up about it

SUGGESTED READINGS:


OBJECTIVES:
At the end of the course the student-teachers will be able to
- acquire the knowledge about the school content in Biological Science;
- understand the aims and objectives of teaching Biological Science;
- acquire various teaching skills and develop competence in structuring lesson plans;
- understand the integration and organisation of Biological Science curriculum;
- identify the various learning resources;
- explore the methods of teaching Biological Science;
- understand the issues in teaching and learning Biological Science;
- understand the diverse needs of the students;
- develop skills on classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM
Analysis of the Content course of upper primary Standards VI to VIII Science Text Book prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE
Need and significance of teaching Biological Science -Aims: Practical, Social, Disciplinary and Cultural- Aims: General Instructional Objectives and Specific Instructional Objectives relating to the Cognitive, Affective and Psychomotor Domains based on Bloom’s Taxonomy–Anderson’s Revised Taxonomy.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE – TEACHING PROGRAMME
Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process- Advantage of Micro teaching and its Uses-Skills : Explaining, Questioning ,

UNIT – IV: INTEGRATION AND ORGANIZATION OF BIOLOGICAL SCIENCE CURRICULUM


UNIT V: DEVELOPMENT OF TEACHING LEARNING MATERIALS


UNIT-VI: STRATEGIES OF TEACHING BIOLOGICAL SCIENCE

UNIT – VII: ISSUES IN TEACHING AND LEARNING

UNIT VIII: DIVERSE NEEDS OF STUDENTS
Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System - Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Values: Meaning, Importance and Source of Values. Organisation and management of a variety of co-curricular activities.

UNIT IX: CLASSROOM MANAGEMENT

UNIT-X: EVALUATION OF TEACHING – LEARNING
SUGGESTED ACTIVITIES

1. Visit to a Zoological Park / Botanical garden/ Food industry/ Agro based industry.
2. Write the life history and contributions of Carl Linnaeus and Gregor John Mendel.
3. Preparation of improvised Biological Science kit.
4. Conducting and Organising Biological Science Quiz /Biological Science Club / Science fair.
5. Organise an event on Earth day/ Environment day/ Water day/ World health day.
6. Collection, preservation and display of any five museum specimen.
7. Preparation of Herbarium ( 5 Families).
8. Maintenance of aquarium, terrarium, vivarium, use of incubator and so on..

SUGGESTED READINGS:


Science and Biology Textbooks for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.


COURSE CODE : FCPHI
PEDAGOGY OF HISTORY
PART I

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

- acquire knowledge about the school history textbooks from VI to XII;
- understand the aims and objectives of teaching History at different level;
- develop teaching skills;
- know the principles underlying history curriculum;
- realise the implications of teaching learning materials;
- adopt the different teaching strategies;
- analyse and develop appropriate methods to deal with controversial issues in teaching history;
- identifying the diverse needs of students and develop suitable programmes;
- plan the classroom management; and
- use various tools for evaluation.

UNIT- I: SENSIITIZING THE SCHOOL CURRICULUM
Analysis of upper primary Standards VI to VIII Social Science Text Book prescribed by Government of Tamil Nadu.
Analysis of Course Content of Standards IX to X Social Science Text Book for UG and XI to XII History Text Books (for P.G) prescribed by the Government of Tamil Nadu.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING HISTORY
General and Specific Aims of Teaching History - Taxonomy of Instructional Objectives: Cognitive, Affective, Psychomotor Domains and Anderson’s revised Taxonomy: Values of Teaching History: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.

UNIT – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE – TEACHING PROGRAMME
Micro Teaching: Meaning, Concept, Definition, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme. Macro Teaching: Year Plan,
Syllabus for B.Ed. Programme

Unit plan, and Daily Plan, Need and Importance of Lesson Plan, Objective based teaching, Steps of a lesson plan - Organization of Practice – Teaching Programme for B.Ed., Student-teachers - Role of the Supervisors; Role of the Principal Mentor Teachers, Head Masters and the Academic Staff in the Conduct of Practice -Teaching Programme – Assessment of Teaching Competency; General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

UNIT – IV: INTEGRATION AND ORGANIZATION OF HISTORY CURRICULUM

Content, Principles of Selection – Individual, Social, National and Global needs – Methods of organization; Logical and Psychological (stages of development), Chronological, Periodical, Concentric and Spiral, Regressive and Progressive Methods – Principles of correlation of subjects; Identical, Incidental, Systematic – Fusion of Subject; Geography, Political science, Anthropology, Literature, Economics and Sociology.

UNIT – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HISTORY


UNIT – VI: STRATEGIES OF TEACHING HISTORY


UNIT – VII: ISSUES IN TEACHING AND LEARNING HISTORY

UNIT – VIII: DIVERSE NEEDS OF THE LEARNERS
Interest and attitude of students toward learning history – Difficulties in learning history – Slow learners and gifted learners – Remedial and enrichment programmes.

UNIT – IX: CLASSROOM MANAGEMENT

UNIT – X: EVALUATION IN HISTORY

SUGGESTED ACTIVITIES:
1. Preparing Reflected on Journal the Textbooks from VI to XII standards
2. Prepare episodes for Demonstration of teaching skills (Micro teaching).
3. Construct Debate the Strength and weakness of traditional and modern methods of teaching.
4. Writing of module for history class.
5. List out the classroom management skills.
6. Visiting the historical places and monuments and submit a report on it.
8. Preparation and use of Power Point related to any one lesson in history for STD IX to XII.
9. Identifying Cataloguing web-sites related to the State Board History Curriculum and Comparing any two for STD IX to XII.

10. Preparation and use of teaching and learning materials related to history for st VI to XII

11. Construction of Achievement Test in history for std IX to XII.

**SUGGESTED READINGS:**


COURSE CODE: FCPGE

PEDAGOGY OF GEOGRAPHY – PART I

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

- get sensitised to the school content in Geography;
- comprehend the aims and objectives of teaching Geography;
- acquire various teaching skills and develop competence in structuring lesson plans;
- integrate and organise Geography curriculum;
- identify the various learning resources;
- explore the methods and techniques of teaching Geography;
- understand the issues in teaching and learning of Geography;
- understand the diverse needs of the students;
- acquire classroom management; skills and
- construct appropriate assessment tools for evaluation of Geography learning.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM

Analysis of the Content course of Standards VI to VIII Social Science Text Book prescribed by Government of Tamil Nadu.

Analysis of the Content course of Standards IX - X Social Science Text Book (for UG) , XI – XII (for PG) Geography Text Book Prescribed by Government of Tamil Nadu.

UNIT - II: AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Need and significance of teaching -Aims: Practical, Social, Disciplinary and Cultural- Instructional Objectives: General Instructional Objectives (G.I.Os) and Specific Instructional Objectives(S.I.Os) relating to the Cognitive, Affective and Psychomotor Domains based on Bloom’s Taxonomy of Educational Objectives – Revised Andreson’s Taxonomy.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE – TEACHING PROGRAMME


UNIT-IV: INTEGRATION AND ORGANIZATION OF GEOGRAPHY CURRICULUM


UNIT-V: DEVELOPMENT OF TEACHING LEARNING MATERIALS


UNIT-VI: STRATEGIES OF TEACHING

Laboratory - Activity Based Learning (ABL) – Active Learning Method (ALM) – Strategies for Teaching Geography:

UNIT-VII: ISSUES IN TEACHING AND LEARNING

Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner - Need for Learner Centred Approach; Historical Perspective; Attributes of learner Centred Classroom; Application of Learner Centred Approach; Integration of Learner Centred Approach with the Main Stream Education System.

UNIT-VIII: DIVERSE NEEDS OF STUDENTS

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Interest and Attitude of students towards learning- Value: Meaning and Importance- Source of Values through personal examples set by Teachers and Organisation and management of a variety of Co-curricular activities – Difficulties in Learning – Slow learners and Gifted learners in Geography: Remedial measures and Enrichment programmes.

UNIT-IX: CLASSROOM MANAGEMENT

Concept of class Room Management – Class Room Organisation – Components of Class Room Management – Class Room Learning atmosphere – Positive Classroom climate – Factors supporting an Effective Learning atmosphere – Advantages of Positive Learning climate – Creative Ideal classroom atmospheres – Technical teaching skills – classroom Activities – Classroom Records and Rules.

UNIT-X: EVALUATION OF TEACHING – LEARNING

Different types of tests in Geography: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test - Continuous and Comprehensive Evaluation - Formative and Summative Evaluation- Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Standard Deviation, Quartile deviation, Rank Order Correlation Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.
SUGGESTED ACTIVITIES:
1. Collect and present the History and Contributions of any one Geographer.
2. Prepare the Teaching Learning Material for any one topic in Geography.
3. Prepare the Module for any one of the Concept in Geography.
4. Prepare a report on various community resources in learning Geography.
5. Organise a Field trip and prepare a report.

SUGGESTED READINGS
Books for standard VI - XII, Tamil Nadu Text Book Corporation, Government of Tamil Nadu.

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

- acquire the knowledge on the school content in Economics;
- understand the aims and objectives of teaching Economics;
- acquire various teaching skills and develop competence in structuring lesson plans;
- understand the integration and organisation of Economics curriculum;
- identify the various learning resources;
- explore the methods of teaching Economics;
- understand the issues in teaching and learning Economics;
- understand the diverse needs of the students;
- develop skill on classroom management; and
- construct appropriate assessment tools for evaluation.

UNIT- I: SENSITISING THE SCHOOL CURRICULUM
Analysis of the upper primary Standards VI to VIII Social science Text Book prescribed by Government of Tamil Nadu.
Analysis of the Content course of standards XI – XII Economics Text Book Prescribed by Government of Tamil Nadu.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING ECONOMICS
Nature and scope of economics - Aims and values of teaching Economics - Objectives of teaching Economics based on Bloom’s taxonomy- Recent trends in Economics aspects – Globalisation, Liberalization and Privatization to Economics.

UNIT-III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME
Micro teaching: Origin, Need, Phases, Definition, Characteristics, Process, Cycle, A Plan of action, Advantage of Micro teaching and its Uses-Skills: Explaining, Questioning , Blackboard usage, probing question, Reinforcement, Stimulus variation -Link lesson - Unit Plan - Year Plan -

UNIT – IV: INTEGRATION AND ORGANIZATION OF ECONOMICS CURRICULUM

UNIT -V: DEVELOPMENT OF TEACHING LEARNING MATERIALS

UNIT-VI: STRATEGIES OF TEACHING ECONOMICS

UNIT –VII: ISSUES IN TEACHING AND LEARNING
Individual differences, Language problem in learning – Nature of subjects, Examination and grading system – Teaching and Learning styles – Classroom behaviour of Teacher and Learner. Interest and Attitude of students towards

UNIT- VIII: DIVERSE NEEDS OF STUDENTS

Need for Learner Centred Approach - Historical Perspective - Attributes of learner Centred Classroom - Application of Learner Centred Approach - Integration of Learner Centred Approach with the Main Stream Education System.

Non – Cognitive Abilities: Meaning and Nature - Interest: Meaning, Classification and sources - Attitude: Meaning and Importance - Value: Meaning, Importance and Source of Values. Organisation and management of a variety of co-curricular activities.

UNIT- IX: CLASSROOM MANAGEMENT


UNIT-X: EVALUATION OF TEACHING - LEARNING

Concept of Evaluation, Objective Based Evaluation, Continuous and Comprehensive Evaluation, Summative and Formative Evaluation. Different types of tests: Standardised and Teacher made test - Achievement, Diagnostic, Prognostic- Criterion and Norm referenced evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES:

1. Observe a day’s proceedings in house of assembly or parliament budget report.
2. Collect newspaper clippings on any economic issue and write a report on the issue with your commands.

4. Field visit and report writing of any one cottage or small scale industry).

5. Critical analysis of the characteristics of economics textbook of XI / XII standard and prepare a detailed report.

Suggested Readings


OBJECTIVES:

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

• To help the student teachers to acquire the knowledge of nature and historical development

• To understand the aims, objectives and planning for instruction to teach commerce.

• To understand and develop different micro-teaching skills.

• To develop competency in different methods and techniques of teaching.

• To understand different types of techniques in curriculum construction.

• To get familiarize with the various learning resources for professional effectiveness.

• To understand the need for the different types of training programme and qualities of a commerce teacher and commerce text book.

• To enable the student teachers to understand the classroom climate and classroom

• To develop competency in constructing achievement test in commerce and accountancy

• To help the student teachers to sensitize the school content in commerce and accountancy

UNIT - I: SENSITISING THE SCHOOL CURRICULUM

Analysis of upper primary Standards VI to VIII Social Science Text Books prescribed by Government of Tamil Nadu.

Analysis of course content of standards XI and XII Commerce and Accountancy textbooks prescribed by Govt. of Tamil Nadu
UNIT - II: AIMS AND OBJECTIVES OF TEACHING OF COMMERCE AND ACCOUNTANCY

Aims and Objectives – meaning and definition – Bloom’s taxonomy of educational Objectives: cognitive, affective and psychomotor domains – relationship between objectives.

UNIT - III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE TEACHING PROGRAMME

Micro teaching – history and development – definition, objectives and characteristics- steps and procedure – micro teaching cycle – Major micro teaching skills: skill of explaining, stimulus variation, black board writing, reinforcement and illustrating with examples – need for a link lesson - Planning – need and importance – year plan and unit plan – its importance and preparation - Lesson Plan: need, principles, steps and requirements – preparation of lesson plan for both commerce and accountancy - review and assignment – purpose, types of assignment – characteristics of a good assignment - remedial measures.


UNIT – IV: INTEGRATION AND ORGANIZATION OF COMMERCE AND ACCOUNTANCY CURRICULUM


UNIT – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING COMMERCE AND ACCOUNTANCY

Teaching Learning Materials: latest trends in curriculum construction in the Instructional Aids – meaning, need and kinds - importance of audio – visual aids and its merits and limitations – Instructional materials in commerce: need and importance – classification of instructional material – projected and non-
projected material – uses of instructional material in teaching and learning commerce.

UNIT – VI: STRATEGIES OF TEACHING COMMERCE AND ACCOUNTANCY

Methods of teaching - meaning, need and characteristics of good teaching method and its classification – lecture method, descriptive, problem solving, inductive and deductive and case study method. Techniques of teaching – role playing, brainstorming, buzz session, stimulation, seminar, symposium, group discussion, workshop and team teaching.

UNIT – VII: ISSUES IN COMMERCE EDUCATION

Commerce Education – meaning, nature and scope - historical development – need for commerce and accountancy education – fulfilling the present day needs – values of teaching commerce and accountancy: practical, social, cultural, moral, disciplinary and vocational values. Correlation of commerce and accountancy with reference to economics, mathematics, commercial geography, business administration and management.


UNIT - VIII: COMMERCE DEPARTMENT AND RESOURCES


Classroom interaction analysis - classroom climate – meaning and managing tasks – factors influencing for creating better classroom climate – classroom discipline – role of the commerce teacher.
UNIT – IX: CLASSROOM MANAGEMENT
Classroom management – concept, principles and techniques - understanding student needs – factors influencing classroom management- Time Management.

UNIT – X: EVALUATION IN COMMERCE AND ACCOUNTANCY

SUGGESTED ACTIVITIES
1. Preparing Journal Reflective on the Text books from VI to XII standard
2. Demonstration of teaching skills (micro teaching)
3. Analysis of the strength and weakness of traditional and modern methods of teaching
4. Writing of module for Commerce and Accountancy class.
5. List out the classroom management skills.
6. Visiting the Industries and Market write a report.
8. Preparation and use of Power Point
9. Identification and Cataloguing of three web-sites related to the state board Commerce and Accountancy Curriculum
11. Construction of Achievement Test to Commerce and Accountancy.

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

- acquire knowledge about the School Home Science content from standards VI to XII;
- understand the aims and objectives of teaching Home Science;
- acquire effective teaching skills and develop competency in structuring lesson and unit plans.
- know the principles underlying home science curriculum;
- realise the significance of teaching learning materials in Home Science teaching;
- comprehend the strategies of teaching Home Science.
- gain knowledge on the diverse needs of the learner’s;
- plan classroom management in Home Science;
- use various tools for evaluation of Home Science.

UNIT- I: SENSITIZING THE SCHOOL CURRICULUM
Analysis of the upper primary Standards VI to VIII Science Text Book prescribed by Government of Tamil Nadu.
Analysis of the content Standards XI to XII Home science Text Book prescribed by the Government of Tamil Nadu.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING HOME SCIENCE
General and Specific aims of Teaching Home Science - Revised Andrason’s Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain; Values of Teaching Home Science: Social, Economic, Cultural, Moral, Philosophical, Political, Intellectual and Vocational.

UNIT – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE – TEACHING PROGRAMME
Micro Teaching: Meaning, Concept, Principles and Phases of Microteaching - Developing the Skills: Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving Closure, Use of
Teaching Aids, and Blackboard Usage - Link lesson: Definition, Need for Link Lesson in Micro Teaching Programme - Macro Teaching: Unit plan, Year Plan and Daily Plan, Need and Importance of Lesson Plan, Objectives Based teaching, Steps in lesson plan - Organization of Practice – Teaching Programme for B.Ed., Student-teachers - Role of the Supervisor; Role of the Principal and the Academic Staff in the conduct of Practice -teaching programme - General Teaching Competence Scale, Self-Appraisal Scale, Guidelines for Peer Observation and Framework of Evaluation.

UNIT – IV: INTEGRATION AND ORGANIZATION OF HOME SCIENCE CURRICULUM

Principles of curriculum development, selection of content and organization of subject matter of Home Science curriculum in senior secondary education.

UNIT – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING HOME SCIENCE


UNIT – VI: STRATEGIES OF TEACHING HOME SCIENCE


UNIT – VII: ISSUES IN TEACHING AND LEARNING

UNIT – VIII: DIVERSE NEEDS OF THE LEARNERS

Interest and attitude of students toward learning home science – Difficulties in learning home science – slow learners and gifted learners – Remedial and enrichment programmes.

UNIT – IX: CLASSROOM MANAGEMENT


UNIT – X: EVALUATION IN HOME SCIENCE


SUGGESTED ACTIVITIES:

1. Prepare a Journal Reflecting on the Text books from VI to XII standards.
2. Plan of equipments for home science lab in schools.
3. Demonstration of teaching skills (Micro teaching).
4. Analysis of the Strength and weakness of traditional and modern methods of teaching.
5. Writing of module for home science class.
6. List out the classroom management skills.
7. Preparation of radio and TV lessons.
10. Identifying and Cataloguing of three web-sites related to the state board home science Curriculum.
11. Preparation and use of teaching and learning materials related to home science.
12. Construction of Achievement Test to home science.
SUGGESTED READINGS:

Archana Satarkar. *Food science and nutrition*. Jaipur. ABD Publisher.
OBJECTIVES

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

- acquire knowledge about the school Social Science text books from VI to XII;
- understand the aims and objectives of teaching Social Science;
- develop effective teaching skills;
- adopt the different teaching-learning strategies;
- analyse and develop appropriate methods to deal with controversial issues in Social Science;
- know the principles underlying Social Science curriculum;
- plan the classroom management;
- realise the implications of teaching learning materials;
- identify the diverse needs of students and develop suitable programmes and;
- use of various tools of evaluation.

UNIT - I: SENSITIZING THE SCHOOL CURRICULUM

Analysis of the Content course of Standards VI to VIII Social Science Text Books prescribed by Government of Tamil Nadu.

Analysis of the Content course of Standards XI to XII Philosophy/Psychology/Sociology/Political Science/Logic Text Books prescribed by the Government of Tamil Nadu.

UNIT – II: AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE

General and Specific aims of Teaching Social Science- Revised Blooms Taxonomy, Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domain; Values of Teaching Social Science: Social, Economic, Cultural, Disciplinary, Moral, Philosophical, Political, Intellectual and Vocational.
UNIT – III: TEACHING SKILLS AND ORGANIZATION OF PRACTICE - TEACHING PROGRAMME

UNIT – IV: INTEGRATION AND ORGANIZATION OF SOCIAL SCIENCE CURRICULUM

UNIT – V: DEVELOPMENT OF TEACHING LEARNING MATERIALS FOR TEACHING SOCIAL SCIENCE
Teaching Learning Materials: Significance and principles of using teaching learning materials in Social Science – Classification of Teaching Learning Materials: Edger Dale’s cone of experience – Audio aids, Audio visual aids, Graphic aids, 3D aids, Display boards and arbitrary aids.
UNIT – VI: STRATEGIES OF TEACHING SOCIAL SCIENCE

UNIT – VII: ISSUES IN TEACHING AND LEARNING SOCIAL SCIENCE

UNIT – VIII: DIVERSE NEEDS OF THE LEARNERS
Interest and attitude of students toward learning Social Science – Difficulties in learning Social Science – slow learners and gifted learners – Remedial and enrichment programmes.

UNIT – IX: CLASSROOM MANAGEMENT

UNIT – X: EVALUATION IN SOCIAL SCIENCE
Different types of tests in Social Sciences: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation - Construction of Achievement Test –Online test- Continuous and Comprehensive Evaluation - Formative and Summative Evaluation - Statistical Measures: Mean, Median, Mode, Range, Mean Deviation, Quartile
deviation, Standard Deviation, Rank Order Correlation Coefficient Method and Karl Pearson’s product moment method - Graphical representation of data: Bar diagram, Histogram, Pie Chart, Frequency Polygon, Frequency curve and Ogive curve.

SUGGESTED ACTIVITIES

1. Preparing Journal Reflective on the Text books from VI to XII standard
2. Demonstration of teaching skills (micro teaching)
3. Analysis of the strength and weakness of traditional and modern methods of teaching
4. Writing of module for Social Science class.
5. List out the classroom management skills.
6. Visiting the historical, geographical places and monument.
8. Preparation and use of Power Point
9. Identification and Cataloguing of three web-sites related to the state board Social Science Curriculum
11. Construction of Achievement Test to Social Science.

SUGGESTED READINGS:


Mofatt, Maurice, P. *Social Studies instruction*. New York: Prentice Hall.


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

COURSE CONTENT

UNIT I: BASICS OF MEASUREMENT AND EVALUATION

UNIT II: COMMONLY USED TESTS IN SCHOOLS
UNIT III: DIAGNOSIS RELATED TO ACHIEVEMENT
Meaning and Importance of Educational Diagnosis - Purpose and use of Diagnostic Tests - Diagnostic Evaluation Versus Summative and Formative Evaluation. Steps involved in the Diagnosis and Remediation of Learning difficulties - Areas and Content of Diagnostic Testing - Achievement tests versus Diagnostic Tests.

UNIT IV: RATING SCALE
Meaning and Definition of Rating Scale - Construction of Rating Scale - Teaching Competency Assessment Scale.

UNIT V: CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

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

UNIT VII: TEST CONSTRUCTION AND STANDARDIZATION

Unit VIII: INTELLIGENCE TESTS
Construction and Standardization of the Psychological Tests, Intelligence - its nature - Theories - Spearman, Thorndike, Thurstone and Guilford. Types of Intelligence Test - their functions and uses.

UNIT IX: ASSESSMENT OF PERSONALITY, APTITUDE AND INTEREST
Psychometric Tests - Projective Techniques: Rorschach Inkblot Test, Thematic Apperception Test, Word Association Test and Sentence
Completion Test - Situation Test and Personality Inventories - Measurement of Aptitude - DAT - Seashcie’s Masical Aptitude Test. Interest Inventories - SVIB - Thurston’s interest Schedule - Kuder’s - preference record and Lea - Thorpe Inventory.

UNIT X: CURRICULUM EVALUATION


SUGGESTED ACTIVITIES

1. Plan and construct an achievement test in one of the Pedagogy Subjects.
2. Prepare a report by undertaking question papers of previous year public examination of any three school subjects.
3. Administer an intelligence test on students of any class and interpret the results.
4. Survey the continuous and comprehensive assessment practices followed in schools and prepare a report.
5. Prepare the Teaching Competency Assessment Scale.

SUGGESTED READINGS


Nail, V.H. (1965) Introduction to Educational Measurement, Boston, Hoaghton Mifflin Co.,
Stodola Quentin & Stordhal Kalmer, (1972), Basic Educational Tests and Measurement; New Delhi; Thomson Press (India Limited).
OBJECTIVES:

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

- define the concept of Yoga;
- classify the sanas and Pranayama;
- understand the meaning and significance of Pranayama, mudra, kriyas and meditation;
- comprehend the aims and objectives of Health Education;
- appreciate the important of food and nutrition;
- list out the communicable diseases and life style disorders;
- explain the Physical Education concepts and its scope;
- practice the various physical exercises;
- write lesson plans; for various games and appreciate the methods of teaching;
- acquire skills to organise and conduct sports in schools.

UNIT- I: INTRODUCTION TO YOGA

Meaning, Concept and Historical Development of Yoga – Misconception about Yoga - Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, Psychological, Therapeutic and Physical.

UNIT – II: ASANAS


UNIT – III: PRANAYAMA, MUDRA, KRIYAS AND MEDITATION

Methods and benefits of Kriyas - Types of Kriyas: Kaphalabhati, Neti, Dhauti, Nauli, Basti, Trataka - benefits of Kriyas - Meditation: Meaning, Objectives - Types of Meditation: Transcendental meditation, Breathing meditation, Object meditation - benefits of Meditation.

UNIT - IV: HEALTH EDUCATION

UNIT - V: FOOD AND NUTRITION

UNIT – VI: COMMUNICABLE DISEASES AND LIFE STYLE DISORDER

UNIT – VII: INTRODUCTION TO PHYSICAL EDUCATION
Concept and Meaning, Definition - Aims and Objectives of Physical Education - Scope, Need and Importance of Physical Education - Physical Fitness: Meaning, Definition, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio – respiratory endurance and Body composition, benefits of Physical fitness.

UNIT – VIII: PHYSICAL EXERCISE
Meaning - Need and Importance of Physical Exercise - Effects of exercise on the various systems – Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

UNIT – IX: RULES OF GAMES AND SPORTS, LESSON PLAN AND METHODS OF TEACHING

UNIT – X: ORGANISING COMPETITIONS


SUGGESTED ACTIVITIES:
1. Sit in a meditative posture and meditate for 30 minutes. Record your experiences in a brief manner.
2. Visit any one school and conduct on interview with the students about their participation in games and sports.
3. Prepare an album on some communicable diseases in your locality and suggest solutions for the same.
4. Plan a state level sports and cultural meet and prepare a programme list.
5. Visit one or more schools, ask the Physical Director about the concept of Physical stamina and fitness; Compare and contrast their concept with that of Yogic concept and its relevance to the present day scenario.

SUGGESTED READINGS:

SUGGESTED WEB READING:
http://www.tutorvista.com/content/biology/biology-i/food-nutrition-health/classification-food.php
http://www.glocalhealth.gov/global-health-topics/communicable-diseases
OBJECTIVES
At the end of the course, the student-teachers will be able to:
1. realise the importance of environmental education;
2. list out the natural resources and its associated problems;
3. understand the impact of different types of pollution and its management;
4. appreciate the policies and programmes initiated to protect the environment;
5. narrate the environmental movements in India;
6. appreciate the international initiatives to protect the environment;
7. realise the importance of management and protection environment;
8. develop curriculum for environmental education;
9. understand the impact of science and technology on environment; and
10. adopt the environmental ethics in day-to-day life.

UNIT 1 - ENVIRONMENTAL EDUCATION

UNIT 2 - NATURAL RESOURCES, PROBLEMS AND SOLUTIONS

UNIT 3 - ENVIRONMENTAL POLLUTION, HAZARDS AND DISASTER MANAGEMENT
Environmental Degradation – Types of Environmental Degradation – Environmental Pollution – Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Noise Pollution, Radiation/Nuclear Pollution, Light Pollution, Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster
UNIT 4 - ENVIRONMENTAL PROBLEMS, POLICIES AND PROGRAMMES


UNIT 5 - ENVIRONMENTAL MOVEMENTS AND SUSTAINABLE DEVELOPMENT IN INDIA


UNIT 6 - INTERNATIONAL EFFORTS FOR ENVIRONMENTAL PROTECTION


UNIT 7 - MANAGEMENT AND PROTECTION OF ENVIRONMENT

UNIT 8 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM
Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education -- Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in Promoting Environmental Education.

UNIT 9 - IMPACT OF SCIENCE AND TECHNOLOGY ON ENVIRONMENT
Science and Technology: Advantages and Disadvantages – Impact of Science and Technology on Environment, Natural Resources, Health, Community – Role of Science and Technology on Environmental Protection and Environmental Sustainability – Role of Media in Protecting the Environment.

UNIT 10 - ENVIRONMENTAL ETHICS

PRACTICUM
1. Identify any 10 plants in and around your institution and write a brief report on them.
2. Suggest the means and methods for a clean and safe environment of your locality.
3. Prepare a time-line chart on the environmental policies and programmes of India.
4. Prepare a scrap book on issues related to environment.
5. Prepare a case study report on the effects of pollution.

SUGGESTED REFERENCE BOOKS


**Web Resources:**

22. [http://www.epa.gov/sustainability/basicinfo.htm](http://www.epa.gov/sustainability/basicinfo.htm)
24. [http://indiatoday.intoday.in/story/10+most+powerful+movements/1/22812.html](http://indiatoday.intoday.in/story/10+most+powerful+movements/1/22812.html)
25. [www.unesco.org/shs/ethics](http://www.unesco.org/shs/ethics)
30. [http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution](http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution)
COURSE CODE : FEPCI

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

OBJECTIVES:
At the end of the course, the student-teacher will be to
- understand the concept of Information and Communication Technology;
- acquire knowledge about new horizons in ICT;
- comprehend the theory of communication;
- appreciate enriched learning expenses using ICT;
- comprehend the role played by ICT in Education;
- attain the knowledge of internet and its applications;
- appreciate the use of multimedia and web content for teaching learning;
- use ICT in educational institutions;
- organize and learn through ICT;
- analyse the role of ICT in Evaluation

UNIT – I: INFORMATION AND COMMUNICATION TECHNOLOGY
ICT: Concept, Objectives, Need and Importance of ICT - Characteristics and Scope of Information and Communication Technology.

UNIT – II: NEW HORIZONS IN ICT
Recent trends in the area of ICT - Interactive Video-Interactive White Board-video-conferencing –M-learning, Social Media- Community Radio: Gyan Darshan, Gyanvani, Sakshat Portal, e-Gyankosh, Blog, MOOC, Whatsapp, Facebook, Twitter etc.-Recent experiments in the third world countries and pointers for India with reference to Education.

UNIT – III: COMMUNICATION AND INTERACTION
Communication - Concept, Elements, Process, Barriers and nature - Types of classroom communication-verbal, non-verbal classroom communication- its barriers and solutions.

UNIT – IV: ICT ENRICHED LEARNING EXPERIENCES
Application of ICT for Enriching Classroom Experiences – Application and use of Multimedia Educational Software for Classroom situations – Use of Internet based media for teaching and learning enrichment – Project based
learning using computers, Internet and Activities – Collaborative learning using group discussion, projects, field visits, blogs, etc.

UNIT - V: ICT IN EDUCATION
E-learning: Meaning, Advantages and Disadvantages – Open Educational Resources: Concept and Significance - Internet and Education, Critical Issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards.

UNIT VI: INTERNET AND ITS APPLICATIONS
Introduction - History of the internet- Understanding WWW- Web browsers - Favourites and bookmarks - Kinds of information available - Parts of internet, searching the net, researching on the net.

UNIT -VII: CONCEPT, CHARACTERISTICS OF MULTI - MEDIA TECHNOLOGY AND INNOVATIONS IN TEACHING AND LEARNING
Concept and Characteristics of Multi-media Technology - Multi-media packages in teacher training - Multi-media laboratory - need for multi-media laboratories in India - functions of multimedia laboratory - setting up of multi-media laboratory in class rooms - Personalized System of Instruction(PSI) - Meaning and concept, origin and growth of PSI- Current status and Research on PSI - problems involved in using PSI in India - Learner Controlled Instruction (LCI), Meaning and Concept of LCI - Advantages and Limitations of LCI.

UNIT – VIII: ICT IN EDUCATIONAL INSTITUTIONS

UNIT- IX: ORGANIZING AND LEARNING THROUGH ICT
Digital Story Telling - Combining media to tell a story – Scripting; Creating Photo essays and video documentation as a source of information and a learning process - Framework for Creation of Learning resources- Concept
mapping - Developing a topic for a class room - Learning outcomes - Activity based learning.

UNIT – X: ICT IN EVALUATION
ICT in Evaluation – Purposes and Techniques of Evaluation - Scope of ICT in evaluation - Data analysis; look at data, read and make meaning – Graphs - Exploring Sources of data - Evaluation of Data – Communicating data and data analysis.

SUGGESTED ACTIVITIES:

- Use various social networks in teaching and learning and report their effectiveness on learning of the students.
- Prepare a communication module on any one topic and analyse its effectiveness for student learning.
- prepare a multimedia package on any one topic to enrich the teaching-learning process.
- Submit a report on critical issues in utilization of internet among learners.
- organize a seminar on the impact of ICT in Educational institutions.
- Prepare various types of graph highlighting the performance of students.

SUGGESTED READING:


