தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097

Regulations and Syllabus

for the Two-Year B.Ed. Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

REGULATIONS

TWO-YEAR B.Ed. DEGREE PROGRAMME
(SEMESTER PATTERN UNDER CBCS)

FULL-TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION

(With effect from the Academic Year 2021 – 2022)

1. Eligibility for Admission to B.Ed. Programme

A candidate shall be eligible for admission to B.Ed. programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of Bachelor of Education (B.Ed.) provided fulfilling the prescribed education qualification and other requirements as specified in the B.Ed. Admission Guidelines of the Government of Tamil Nadu in force from time to time.

2. Duration of the Programme

The B.Ed. programme shall be for duration of two academic years consisting of four semesters. Each semester is spread over for a period of 100 working days (36 hours in a week spreading over for 5 or 6 working days in a week, excluding the period of examination and admission.

3. Curriculum of Programme

The curriculum of the B.Ed. programme consists of fourteen Compulsory Theory Courses, one Elective Course out of six elective courses and Engagement with the Field (School Internship, Courses on Enhancing Professional Capacities (EPC), and an Online Course).

B.Ed. (Two-Year) Semester Pattern under CBCS-Programme Structure and Semester-wise Distribution of Courses

Semester – I

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD1EP	Educational Psychology	5	70	30	100
2	BD1CE	Contemporary India and Education	5	70	30	100
3	BD1TL	Teaching and Learning	5	70	30	100
4	BD1LC	Language across the Curriculum	5	70	30	100
Pedagogical Subjects: Part – I						
5	BD1TA	Pedagogy of Tamil: Part –I	5	70	30	100
	BD1EN	Pedagogy of English: Part –I	5	70	30	100
	BD1UR	Pedagogy of Urdu : Part –I	5	70	30	100
	BD1MA	Pedagogy of Mathematics: Part –I	5	70	30	100
	BD1PS	Pedagogy of Physical Science: Part –I	5	70	30	100
	BD1BS	Pedagogy of Biological Science: Part –I	5	70	30	100
	BD1CS	Pedagogy of Computer Science: Part –I	5	70	30	100
	BD1HI	Pedagogy of History: Part –I	5	70	30	100
	BD1GE	Pedagogy of Geography: Part –I	5	70	30	100
	BD1EC	Pedagogy of Economics: Part –I	5	70	30	100
	BD1CA	Pedagogy of Commerce and Accountancy: Part –I	5	70	30	100
	BD1HS	Pedagogy of Home Science: Part –I	5	70	30	100
	BD1SS	Pedagogy of Social Science: Part –I	5	70	30	100
	Total		**25**	**350**	**150**	**500**

Note: Pedagogy of Social Science: Part – I is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Semester - II

S.No	Sub Code	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
1	BD2UD	Understanding Disciplines and Subjects	5	70	30	100
2	BD2AL	Assessment for Learning	5	70	30	100
3	BD2EE	Environmental Education	5	70	30	100
4	BD2SM	School Management and Administration	5	70	30	100
Pedagogical Subjects: Part – II						
5	BD2TA	Pedagogy of Tamil: Part –II	5	70	30	100
	BD2EN	Pedagogy of English: Part –II	5	70	30	100
	BD2UR	Pedagogy of Urdu : Part –II	5	70	30	100
	BD2MA	Pedagogy of Mathematics: Part –II	5	70	30	100
	BD2PS	Pedagogy of Physical Science: Part –II	5	70	30	100
	BD2BS	Pedagogy of Biological Science: Part –II	5	70	30	100
	BD2CS	Pedagogy of Computer Science: Part –II	5	70	30	100
	BD2HI	Pedagogy of History: Part –II	5	70	30	100
	BD2GE	Pedagogy of Geography: Part –II	5	70	30	100
	BD2EC	Pedagogy of Economics: Part –II	5	70	30	100
	BD2CA	Pedagogy of Commerce and Accountancy: Part –II	5	70	30	100
	BD2HS	Pedagogy of Home Science: Part –II	5	70	30	100
	BD2SS	Pedagogy of Social Science: Part –II	5	70	30	100
	Total		**25**	**350**	**150**	**500**

Note: Pedagogy of Social Science: Part - II is to be offered for those candidates whose major discipline/subject is Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Semester - III
(Field Engagement)

(School Internship ,EPC & Online Course)
Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub Code	Practicum Components	Credits	Marks
	PART –A : Assessment of Teaching Competency and Records			
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	TOTAL –A		**20**	**400**
		PART –B: (Enhancing Professional Capacities)EPC-Records		
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL –B		**4**	**80**
		PART –C : Online Course		
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
	TOTAL –C		**1**	**20**
	BD3PC	**Total (A+B+C)**	**25**	**500**

Note 1: The major objective of the Pedagogic course is to make the student-teachers to get an overview of the content of the chosen subject and also to get practiced in classroom teaching at Level –I & Level – II.

Level – I is pertaining to standard VI to VIII and is compulsory for all the student-teachers to get many-fold experiences in classroom teaching of their pedagogic subject during the School Internship. The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study and teach the subject **Social Sciences**, students of Computer Science should study and teach the subject **Mathematics**; and students of Home Science should study and teach the subject **Science** prescribed in the school curriculum at Level -I.

Level –II is pertaining to standard IX and X for undergraduate qualified student-teachers and standard XI and XII for post graduate qualified student-teachers. The student-teachers need to get an overview of their pedagogy subject prescribed in the school curriculum and also to teach their concerned pedagogic subject at Level –II during the School Internship.

Note 2: The Enhancing Professional Capacities (EPC) records are to be prepared and submitted at the time of practical examination. The EPC records are to be prepared based on the theoretical inputs and practical experiences gained from reading and reflecting on text, performance in drama and art related to teaching and learning process, critical understanding and usage of ICT for effective teaching and learning process, and understanding of the strengths and weaknesses of one's own self.

Semester-IV

S.No	SUB CODE	Theory Courses	Credits	Marks		Total Marks
				External	Internal	
2	BD4GS	Gender, School and Society	5	70	30	100
2	BD4KC	Knowledge and Curriculum	5	70	30	100
3	BD4CI	Creating an Inclusive School	5	70	30	100
4	BD4YH	Yoga, Health and Physical Education	5	70	30	100
5	**Electives (Any One)**		5	70	30	100
	BD4E1	1. Values and Peace Education				
	BD4E2	2. Human Rights Education				
	BD4E3	3. Community Engagement through Work Education				
	BD4E4	4. Disaster Management				
	BD4E5	5. Special Education				
	BD4E6	6. Life Skills Education				
		Total	**25**	**350**	**150**	**500**

Overall Credits	Theory	75	**100**
	Practicum	25	
Total Marks	Theory	1500	**2000**
	Practicum	500	

4. Medium of Instruction

The candidates admitted into the B.Ed. degree programme in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or Tamil (as per the availability of medium of instruction in the Colleges of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list to Tamil Nadu Teachers Education University along with the medium of instruction chosen by each candidate. In case, if the admitted candidates prefer to change their medium of instruction at later stage of the programme, it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed. degree programme will be indicated in the B.Ed. degree programme Transfer Certificate alone. Classroom instruction shall be carried out separately for different medium of instruction in Colleges of Education.

5. Attendance

1. Each candidate, whose admission is approved by Tamil Nadu Teachers Education University, should gain 85% of attendance in each semester, failing which he/she will not be permitted to appear for examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 20.08.2020 candidates who are able to gain attendance only up to 75% on medical ground, shall be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.
2. Student who is continuously absent for ten days or more at any point of time, a

showcase notice shall be served stating that he/she has to forfeit his/her admission, if, he/she fails to report to the college immediately.

3. The student, whose attendance is below 70% and more than 40% may be given readmission within a period of two consecutive years with full fee and in such a case the student has to fulfill all the rules and regulations which are followed by a fresh student.
4. The student, who does not have adequate attendance, shall not be considered for award of any scholarship or any kind of financial aid by the University/Government/ Quasi Government Agencies/NGOs.

6. Examinations

Each candidate, whose admission is approved by Tamil Nadu Teachers Education University only permitted for written and practical examinations. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University in each semester will not be permitted to appear for the written examination and or practical examinations.

The term-end external examination for all semesters shall be conducted by the Tamil Nadu Teachers Education University at the end of each semester. The written examination for each theory course shall be conducted for 70 marks.

Internal Assessment:

The award of continuous comprehensive evaluation (i.e. internal assessment) marks in each semester for theory courses shall be distributed as follows:

S. No.	Components	Marks
1.	Class Tests (minimum of two)	10
2.	Assignment (minimum of two)	10
3.	Seminar (minimum of one)	05
4.	Attendance**	05
Total		**30**

** The marks for attendance shall be awarded as given below:

S. No.	Percentage of Attendance Gained by the Students (In each Theory Course)	Marks to be awarded
1.	97-100	5
2.	93-96	4
3.	89-92	3
4.	85-88	2
5.	81-84	1
6.	80 and below	0

In case a candidate secures less than 50% of marks prescribed for the internal assessment, then one more opportunity shall be given to him/her to improve the internal marks in the specific course during the next semester.

Appearance for the Examinations

Each candidate whose admission is approved by Tamil Nadu Teachers Education University shall apply for the written/practical examinations. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University, will not be permitted to appear for the written/practical examinations. However, the basis of permitting a student to appear for the examination shall be in accordance with the Regulations of Tamil Nadu Teachers Education University in force from time to time.

Passing Minimum for Written Examination

Each candidate who appears for the written examination shall be declared to have passed the written examination only if he/she secures not less than 50% of marks in aggregate in each theory course with a minimum of 45% of marks in the term-end/external examination in each theory course. All other candidates shall be treated as unsuccessful candidate in the written examination. A candidate who fails in one or more theory courses in the written examination shall be permitted to appear again only for those courses in which he/she failed.

Provisions for Improvement in Theory Courses

(i) A candidate who passed in all the courses of a semester shall be permitted to improve the results by reappearing for the whole examination (All Theory Courses) in the next semester only.

(ii) A candidate shall be permitted to apply for improvement of examinations 30 days in advance of the pertinent semester examination whenever held.

(iii) If a candidate passes all the courses in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance for improvement, the marks secured by the candidate in the first appearance will prevail.

(iv) A candidate who appeared for improvement is eligible for reclassification of class only and will not be considered for ranking purpose.

(v) Improvement is applicable only for theory examinations and not applicable for practicum components.

Reappearance for Theory Courses

Students who have secured 'F' (Fail)/Ab (Absent in the examination) grade in a particular course (other than the practicum components) can reappear during the subsequent end-semester examination. All applicable fees shall be charged for the purpose of re-appearance in (Theory Courses) examinations. Each unsuccessful candidate after the completion of the two academic years/four semesters shall be permitted to reappear for the written examinations within the next three consecutive academic years.

Revaluation / Retotaling / Xerox Copy of Answer Scripts

Candidates can apply for revaluation / retotaling / xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 20 days after the publication of semester results by paying necessary fee prescribed by the University.

Practical Examination

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 80 working days of School Internship during the third semester. Practical examination shall be normally conducted at the end of third semester. A panel consisting of two external members appointed by the Tamil Nadu Teachers Education University will assess the practical works, records, instructional materials, teaching competency, EPC records, and also evidence for successful completion of online course of each candidate as mentioned in **Part-A, B, & C.**

S.No	Sub Code	Practicum Components & Online Course	Credits	Marks
	PART –A: Assessment of Teaching Competency and Records			
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	TOTAL –A		**20**	**400**
		PART –B: EPC-Records		
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL –B		**4**	**80**
		PART –C : Online Course		
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
	TOTAL –C		**1**	**20**
	BD3PC	**Total (A+B+C)**	**25**	**500**

Passing Minimum for Practical Examination

Candidates who have secured not less than 50% in each of the practical component for which the weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly constituted Practical Examination Board at the time of practical examination and the marks awarded by the Practical Examination Board is final.

Reappearance for Practical Examination

Each unsuccessful candidate shall be permitted to reappear for the practical examination within the next three consecutive academic years, whenever the Tamil Nadu Teachers Education University conducts the practical examination.

7. Eligibility for the Award of Degree

A student shall be declared to be eligible for the award of Degree of Bachelor of Education (B.Ed.) provided that the student has successfully completed the requirements of the B.Ed. programme of study and has passed all the prescribed examinations in all the four semesters within a maximum period of **FIVE YEARS** reckoned from the commencement of first semester to which the candidate was admitted.

Classification of Successful Candidates

The results of successful candidates at the end of all four semesters shall be classified on the basis of aggregate percentage of marks obtained in all the semesters and the aggregate or Cumulative Grade Point Average (CGPA) for the award of Degree of Bachelor of Education.

Class/Distinction shall be awarded to the candidates after they successfully complete the B.Ed. Programme as per the norms specified below:

Category	Marks Secured in Theory and Practicum	Class / Distinction
Students who successfully complete the B.Ed. programme of study within the duration of 4 semesters in the first attempt (i.e. without arrears in each semester)	75% and above	First Class with Distinction
	60% to 74.99%	First Class
	50% to 59.99%	Second Class
Students who successfully complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters including the arrears)	60% and above	First Class
	50% to 59.99%	Second Class
Students who could not complete the B.Ed. programme of study within the duration of the course (i.e. within the 4 semesters) and clears the arrears within the next three academic years.	50% and above (irrespective of the percentage of marks)	Second Class

Grading System

Assigning Grades for Successful Candidates

Each semester result shall also be declared in terms of grades. A six-point grading system which is based on the actual absolute marks scored and alpha-sign grade as described below shall be adopted for successful/unsuccessful candidates.

The semester Grade Point Average (GPA) shall be computed by dividing the sum of the Grade Point Weights (GPW) of all the courses of the study by the maximum credits for the semester. The GPW are in turn calculated as the product of the grade points earned in the respective courses and the credits assigned to that course. The maximum total marks for each theory course of study is 100, while the credit assigned is 5 (five).

The Cumulative Grade Point Average (CGPA) at the end of all the semester examinations shall be calculated as the weighted average of the semester grade point average. The CGPA is obtained by dividing the total of semester credit weightages by the maximum credits assigned for the programme.

Conversion of Percentage of Marks into Grade Points and Award of Grades based on Absolute Marks

Range of Marks	Alpha-Sign Grade @	Grade Point
90-100	A+	9 < 10
80-89	A	8 < 8.9
70-79	B	7 < 7.9
60-69	C	6 < 6.9
50-59	D	5 < 5.9
0-49	F	< 4.9
Absent	Ab	0

@ Alpha-Sign Grades **A+, A, B, C** and **D** denotes successful completion of the programme. The Grade '**F**' denotes failed in the programme and requires for reappearance in the examination. The Grade '**Ab**' denotes the student's absent for the examination.

Ranking Procedure

Candidates, who passes all the semester examinations in the first attempt are only eligible for ranking provided they secure at least CGPA of 6.0 or Alpha-Sign Grade 'C'.

A candidate who passes the semester examinations in parts is eligible only for classification of Class/ CGPA and Alpha-Sign Grade, but not for ranking.

8. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular academic year, examination for three more years shall be conducted immediately following thereafter according to the old regulations/syllabus. Candidates who failed to appear for the examinations or unsuccessful in the examinations shall redo the programme and take the examination in accordance with the Regulations and Syllabus of Tamil Nadu Teachers Education University, in force from time to time.

9. Question Paper Pattern

Each question paper shall have three sections comprising Section-A, Section-B, and Section-C.

Section	Type of Question	Number of Questions	Marks for each question	Total Marks
A	Objective Type Questions	5	1	5
B	Short Answer Type (Maximum of 250 words or two and half-a-page for each question)	3 out of 5	5	15
C	Essay Type Questions with internal choice (Maximum of 500 words or 5 pages for each question)	5 (with internal choice)	10	50
Total				**70**

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SYLLABUS – SEMESTER -I

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

SEMESTER – I

Course Code: BD1EP	Credits: 5

EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES

CO1**:**Enable students to acquire knowledge about various methods of psychology

CO2: Gain knowledge about the concept of learning and its related theories

CO3: Understand motivation and its influence on human behavior

CO4: Comprehend in-depth concepts of intelligence and creativity

CO5: Explain the concepts and theories of personality

Unit-I: EDUCATIONAL PSYCHOLOGY AND HUMAN GROWTH AND DEVELOPMENT

Psychology: Meaning and definitions-Educational psychology: Meaning, scope and significance - Dimensions of human growth and development: Physical, cognitive, emotional, social, moral and language – Phases of developmental and development tasks - Infancy, childhood and adolescence.

Unit - II: ATTENTION, PERCEPTION AND MEMORY

Attention: Meaning, nature and determinants of attention – Sensation and perception – Laws of perception - Errors in perception: Illusion and hallucination - Memory: Meaning, types of memory and Strategies for improving memory.

Unit - III: MOTIVATION AND LEARNING

Motivation: Meaning and definitions-Maslow's theory of motivation and its educational implications – Level of aspiration – Learning: Theories of learning and its educational implications –Cognitive Theory:Jean Piajet, - Behaviourist Theory- Pavlov's Classical, Conditioning, Skinner's Operant Conditioning and Thorndike Connectionism – Constructivist Theory: John Dewey – Humanistic Theory – Carl Rogers.

Unit - IV: INTELLIGENCE AND CREATIVITY

Intelligence: Meaning, definitions and types - Theories of Intelligence: Two factor, Thurston's Group factor, Thorndike's Multi-factor, Guilford's Structure of Intellect, and Gardner's Multiple Intelligence - Intelligence Quotient (IQ) - Assessment of Intelligence – Creativity: Concept, factors and process - Strategies for fostering creativity.

Unit - V: PERSONALITY

Personality: Meaning, definitions, and determinants of personality - Theories of Personality: Type, trait, and psychoanalytic - Assessment of personality: Projective and non-projective techniques

PSYCHOLOGY PRACTICAL

The student teachers should perform **any five Psychological Experiments** and **any five Psychological Tests** from the list of psychology given in Semester –III. The activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

SUGGESTED ACTIVITIES

1. Observe and inquire the process of learning by children from different backgrounds and record your observations.
2. Prepare an album of any 10 psychologists and their contributions to learning.
3. Visit any two Special Educational Institutions and write a report on the methods of teaching.
4. Visit anyone of the Mental Health Institutes to prepare a detailed report about its services.
5. Visit anyone of the Vocational Educational Centers and prepare a report on the Job-oriented courses offered to the delinquents.

TEXT BOOKS

1. Bert Laura, E. (2014). Child development. New Delhi: PHI Learning.
2. Chauhan, S.S. (2002). Advanced educational psychology. New Delhi: Vikas Publishing House.

3. Hurlock, Elizabeth, B. (2015). Child development. New Delhi: McGraw Hill Education
4. Mangal, S.K. (2002). Advanced educational psychology. New Delhi: Prentice Hall of India.
5. Matthews. G.,Deary, L. J.,& Whiteman, M.C. (2009). (2nd ed.). Personality: Theory and research. New York: Guilford Publications.

SUPPLEMENTARY READINGS:

1. AnithaWoolfolk. (2004). Educational psychology. Singapore: Pearson Education.
2. Cloninger, S.C. (2008) (5thed.). Theories of personality: Understanding persons. Englewood Cliffs, New Jersey: Prentice Hall.
3. Schunk, D.H. (2007) (5thed.). Learning theories: An educational perspective. New York: Prentice Hall of India.
4. Skinner, C.E. (2003) (4thed.). Educational psychology. New Delhi: Prentice Hall of India.
5. Sprint Hall Norman, A, & Sprint Hall, Richard, C. (1990) (5thed.). Educational psychology: A developmental approaches. New Delhi: McGraw Hill.

E-RESOURCES

1. http//:www.psychology.org
2. http//:www.ibe.unesco.org
3. http//:www.gsi.berkeley.edu
4. http//:www.simplypsychology.org
5. http//:www.freepsychotherapybooks.org

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: acquire knowledge about various methods of psychology

CO2: gain knowledge about the concept of learning and its related theories

CO3: get to know about motivation and its influence on human behaviour

CO4: acquire knowledge about concepts of intelligence and creativity

CO5: familiarize with the concepts and theories of personality

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									*															
CO2																								
CO3				*					*															
CO4				*			*								*									
CO5																								*

SEMESTER – I

Course Code: BD1CE	Credits: 5

CONTEMPORARY INDIA AND EDUCATION

COURSE OBJECTIVES

CO1: Understanding of the nature of social diversity and the educational demands of the diverse communities.

CO2: Develop understanding of the issue in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.

CO3: Develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

CO4: Examine the issues of language policy in education.

CO5: To develop an understanding of the educational policies and programs during the pre-independent and post-independent periods.

Unit- I: EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT

Education – meaning, definitions, nature, functions and aims; nature of education as a discipline - types of education; formal, informal and non-formal; levels of education - Pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education; Aims and purposes of education drawn from constitutional provision; Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications.

Unit- II: UNDERSTANDING THE SOCIAL DIVERSITY

Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Role of education in creating positive attitude towards diversity - inter disciplinary nature of education philosophy, psychology, sociology, anthropology, politics, history;

Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report.

Unit- IV: LANGUAGE POLICY IN EDUCATION

Language policy during the pre-independent and post-independent India – Language policy as specified in Indian Constitution – Views of great thinkers on medium of Instruction: Tagore, Gandhi, Vivekananda.

Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling, Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class, regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

SUGGESTED ACTIVITIES

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalization in education.
2. Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.
3. Report presentation based on the group discussion/ student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalization of education.

TEXT BOOKS

1. Aggarwal, J.C. (2013) Landmarks in the History of Modern Indian Education, Vikas Publishing House, New Delhi.
2. Arya, P. P. (2006) Higher Education and Global Challenges: System and Opportunities. New Delhi: Deep and Deep Publications.
3. Chaube, S.P. (2014) History of Indian Education. Agra: ShriVinodPustakMandir.

4. Chauhan, C.P.S. (2013) Modern Indian Education: Policies, Progress and Problems.New Delhi: Kanishka Publishers and Distributors.
5. Dash, M. (2004) Education in India: Problems and Perspectives. Atlantic Publishers,New Delhi
6. Ghosh, S.C. (2007). History of education in India. The University of Michigan: Rawat Publications.

SUPPLEMENTARY READINGS

1. Kumar, K. (2014). Politics of education in colonial India. New Delhi: Routledge.
2. Naik, J.P., Andrew, Vereker.,&Nurullah, S. (2000). A student's history of education in India (1800-1973).UK: Macmillan.
3. Sedwal, M. &Kamat, S. (2008). Education and social equity: With a special focus on scheduled castes and tribes in elementary education. New Delhi: NUEPA.

E-RESOURCES

1. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
2. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%202.pdf

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: identify aims of education and types of education.

CO2: explain the nature of social diversity in India and the role of education in creating positive attitude towards diversity

CO3: interpret the issues in contemporary India like industrialization, Universalization of education and integrated education and inclusive education.

CO4: iInfer about the Language policies during Pre-independent and Post-independent India.

CO5: summarize about equality in constitutional provisions and elimination of social in equalities through education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																						*		
CO2	*							*							*									
CO3													*	*						*				
CO4																								
CO5			*																					

SEMESTER – I

Course Code: BD1TL	Credits: 5

TEACHING AND LEARNING

COURSE OBJECTIVES

CO1: Enable students understandto the nature of learning and teaching

CO2: Comprehend thebehavioral,cognitiveandhumanistictheories of learning and teaching

CO3: Criticallyevaluate the theory of constructivism.

CO4: Enxplore the possibility of teaching in diverse class room

CO5: Exaamine the importance of teaching profession.

Unit - I: NATUREOFLEARNING AND TEACHING

Learning: meaning and definitions - Basic principlesof learning-Rote learning vs.meaning full earning-Techniques of active learning and their implications–Self-learning-Teaching: meaning and definitions- Characteristics of good teaching.

Unit- II: TEACHING IN DIVERSE CLASSROOMS AND LEARNING IN AND OUT OF SCHOOL

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-Preparations of teachers of diverse classroom-Diversity in the classroom. Purpose of learning in and out of school- Importance of observation learning - advantages of learning outside the classroom-modern strategies of learning.

Unit- III: THEORY OF CONSTRUCTIVISM AND LEARNER CENTERED TEACHING

Constructivism: Meaninganddefinitions- The natureofconstructivistlearners,and the nature of learning process.Pedagogical approaches to constructivism-Characteristics of learner - centered teaching and learning-Advantages of learner-centered teaching vs teacher – centered learning.

Unit - IV: MODELS OF TEACHING

Model of teaching: Meaning, definitions, and function-Models: Philosophical teaching models: Insight model (Plato) Impression model (Jhon Locke) andRule model (kanl)-

Psychological models: Basic teaching model (Robert Glasser), Interaction model (Flander) and Computer based model (Daniel Davis) – Modern teaching models;: Information processing models -, Personal models, social interaction models and Behavior modification models.

Unit - V: TEACHING AS A PROFESSION

Teaching: Concept, nature and characteristies: Concent knowledge, Pedagogical Knowledge, Technnlogical knowledge, professiona attitude, reflective practice- Continuing professional development of teachers: Concept, process and strategies-Teacher's professional ethics and accountability: Meaning, importance and dimensions-Recommendations of NPE 1968, NPE 1986,92, RTE Act 2009 and NPE 2020.

SUGGESTED ACTIVITIES

1. Students' seminar on techniquesofactivelearning
2. Debate on the behavioral theories of learning.
3. Present a report on the group discussion of constructivism.
4. Discussion on approaches to learning in andout of school.
5. Students' seminar on "Teaching as the noblest profession".

TEXT BOOKS

1. Bandura,A.,&Walters,it.H.(1963). Social learning and personality development. New York: Holt, Rinehart, & Winston.
2. Bruner,J.S.(1971). The process ofeducationrevisited.Phi DeltaKappan,53,18-21.
3. Gropper,G.L.(1987).Alessonbasedonabehavioralapproachtoinstructional design. In C.M. Reigeluth (Ed.), Instructional theories in action(pp.45-112).

SUPPLEMENTARY READING

1. Thangasamy,kokila, (2016). Teach Gently, Chennai : PavaiPathippagam,
2. Thorndike, E. L. (1905). The elements of psychology. New York: A. G. Seiler.
3. Vygotsky's.(2004). Philosophy: Constructivism and its criticisms examined Liu & Matthews,lnternationalEducaton Journal, 2005, 6(3), 386-399.

E- RESOURCES

1. http://www.businessdictionary.com/definition/conservatism.html
2. https://www.oecd.org/edu/ceri/50300814.pdf
3. http://www.psychologydiscussion.net/learning/learning-meaning- nature-types-and-theories-of-learning/652.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: generalize the Principles of Language across the Curriculum

CO2: practice Language proficiency skills.

CO3: distinguish the models of curriculum integration.

CO4: summarize the theories of language learning.

CO5: interpret the language related issues.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*										*						*						
CO2																								
CO3																	*				*			
CO4	*														*	*								
CO5																				*				

SEMESTER – I

Course Code: BD1LC	Credits: 5

LANGUAGE ACROSS THE CURRICULUM

COURSE OBJECTIVES

CO1: Understand the concept and principles of language across the curriculum

CO2: Develop the skill of enhancing language proficiency

CO3: Acquire knowledge of integrated curriculum and language education

CO4: Understand the theories of language learning

CO5: Analysethe language related issues

UNIT – I: CONCEPTUALIZATION AND PRINCIPLES OF LANGUAGE ACROSS THE CURRICULUM

Language Across the Curriculum, meaning, concept goals, aims, needs and importance of Plurilinguelism. - Modes of human activities involving language -Language Objectives: relationship between language and thinking – development of conceptual literacy – Basic tenets of language across the curriculum. - principles of language across the curriculum – integration across the curriculum: personal and pedagogical integration.

UNIT - II: ACADEMIC AND SOCIAL LANGUAGE

Language: meaning, concept, definitions, aims, objectives functions and importance – proficiency of home language and school language - Strategies for Enhancing Language proficiency: drama, essay, story telling, group discussion, peer tutoring - nature of expository texts Vs. narrative texts - transactional Vs. reflexive texts. reading comprehension skills, language skills and literacy skills - linguistic education: academic language and social language, CALP skills, BICS skills, conceptual literacy.

UNIT-III: INTEGRATED CURRICULUM AND LANGUAGE EDUCATION

Integrated Curriculum types,meaning, key features, objectives types of integration – levels of curriculum integration – Models of curriculum integration: Multidisciplinary inter-

disciplinary trans disciplinary and spiral curricula – Coyle's 4C's ofcurriculum. – Content and language integrated learning approach in the classroom - National Curriculum Framework (NCF-2005) - Recognition of mother tongue.

UNIT - IV: THEORIES OF LANGUAGE LEARNING

Plato's problem theory of language – Cartesian theory of language production – Locke's theory of tabula raja – Skinner's imitation theory of language acquisition – Chomsky's universal grammar theory – Schumann's cultural theory – Kraghen's monitor theory – Piaget's views on language learning – Vygotsky's cultural tools for language learning.

UNIT - V: LANGUAGE RELATED ISSUES

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom.Linguistic interdependence and the educational development of bilingual and multi-lingual children - Nature of reading comprehension in the content areas - Developing writing skills in specific content areas. - Strategies for developing oral language for promoting learning across the subject areas - Reading in the content areas – social sciences, science and mathematics.

SUGGESTED ACTIVITIES

1. Write an assignment on the basic tenets of language across the curriculum
2. Make the students to participate in the discussion on home language Vs. schoollanguage.
3. Have a group discussion on NCF'2005.
4. Present a seminar on different theories language learning
5. Enact a drama on the significance of language

TEXT BOOKS

1. Earl Stevick.W.(1982). Teaching and Learning Languages. Cambridge: Cambridege UniversityPress.
2. Krashen,S.D. (1981).Thestudyofsecondlanguageacquisitionandsecond language learning. Oxford: Oxford UniversityPress.
3. Richards,J.C.(2006). Communicative language teaching today. Cambridge: Cambridge UniversityPress.

4. Widdowson, H. (1978). Aspects of language teaching. Oxford: Oxford UniversityPress.
5. Wallace, M.J. (1998). Study skills in English. Cambridge: Cambridge UniversityPress.

SUPPLEMENTARY READINGS

1. Agnihotri, R.K. (1995), Multilingualism as a classroom resource. Heinemann Educational Books.

E- RESOURCES

1. Forumforacrossthecurriculumteachinghttp://www.factworld.info/
2. Language for understanding across the curriculum www.det.act.gov.au
3. Language for understanding across the curriculum www.det.act.gov.au>LUAChandbook
4. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm>sites>default>files.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Generalize theprinciples of language across the curriculum

CO2: Practicelanguage proficiency skills.

CO3: apprehend themodels of curriculum integration.

CO4: Summarize the theories of language learning.

CO5: Interpret the language related issues.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									*															
CO2										*														
CO3						*							*											
CO4																		*						
CO5						*	*	*					*											

பருவம் - 1

பாடக்குறியீடு: BD1TA	**அலகீடு:5**

தமிழ் கற்பிக்கும் முறைகள் - பகுதி-1

பாடத்தின் நோக்கங்கள்

CO1: தமிழ்மொழிகற்பித்தலின் நோக்கங்கள் மற்றும் முக்கியத்துவத்தைஅறிதல்.

CO2: கற்பித்தல் திறன்களைப்புரிந்துகொண்டுதிறன்பெறுதல்

CO3: கற்பித்தல் அணுகுமுறைகளைப் பயன்படுத்தல்.

CO4: கற்பித்தல் முறைகளைத் தொகுத்தறிதல்

CO5: கற்பித்தல் ஊடகங்களைக் கையாளும் திறன்பெறுதல்.

அலகு– 1: தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ் கற்பித்தலின் அடிப்படை,விழுமம் (ஒழுக்கநெறி,சமுதாயமேன்மை, இறையுணர்வு) குறிக்கோள்களும் நோக்கங்களும்: கற்பித்தலுக்கானநோக்கங்கள் மற்றும் நடத்தைக்கானநோக்கங்கள் - தமிழ் கற்பித்தலின் தேவை,முக்கியத்துவம் - கற்பித்தலுக்கானபுளுமின் வகைமைநெறி: அறிவுக்களம்,உணர்தல் களம் - உளஇயக்கசார் களம் - திருத்தப்பட்டபுளுமின் வகைமைநெறி 2001(ஆண்டர்சன் &கிரத்வால்)-களங்களுக்கு இடையேயானதொடர்பு,பாடங்களுக்கு இடையேயானதொடர்பு.

அலகு-2: கற்பித்தல் திறன்கள்

நுண்ணிலைக் கற்பித்தல்: பொருள்,வரையறை - படிநிலைகள் - சுழற்சி - தொடங்குதல் திறன்,விளக்குதல் திறன்,வினாக்கேட்டல் திறன்,பல்வகைத்தூண்டல் திறன் ,வலுவூட்டிகளைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன்,முடிக்கும் திறன்,உற்றுநோக்கல், இணைப்புப்பாடம்,நுண்ணிலைக் கற்பித்தலுக்கும் வகுப்பறைக் கற்பித்தலுக்கும் இடையேயானவேறுபாடு–பாடநிகழ்வு.

அலகு-3: கற்பித்தல் அணுகுமுறைகள்

பாடம் கற்பிப்புத் திட்டத்தின் அணுகுமுறைகள், இன்றியமையாமை- பாடம் கற்பித்தலின் படிநிலைகள் - கற்பித்தலைஒழுங்கமைத்தல்: நினைவகநிலை (ஹெர்பார்டியன் மாதிரி),புரிதல் நிலை (மோரிசன் கற்பித்தல் மாதிரி),பிரதிபலிப்புநிலை (பிக்கி&ஹண்ட் கற்பித்தல் மாதிரி) பாடம் கற்பித்தலுக்கானநோக்கங்களைவரையறுத்தல் - பாடம் கற்பிப்புத் திட்டம் தயாரித்தல் - அலகுத்திட்டம் - அலகுத்திட்டம் தயாரித்தல்.

அலகு- 4: கற்பித்தல் முறைகள்

ஆசிரியர் மையக் கற்பித்தல்:விரிவுரைமுறை– பகுத்தறிமுறை,தொகுத்தறிமுறை,விதிவருமுறைமற்றும் விதிவிலக்கமுறை– செயல்விளக்கமுறை - **மாணவர் மையக் கற்பித்தல்:**கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம் - குழு கற்பித்தல் முறை - இடைவினையாற்றகற்றல்,கெல்லர் திட்டம் - செயல்வழிக்கற்றல் - படைப்பாற்றல் கல்வி– மனவரைபடம் - கூடுதல் படைப்பாற்றல் கல்வி.

அலகு-5: கற்பித்தல் ஊடகம்

கற்பித்தல் ஊடகவகைப்பாடு–வகுப்பறைக் கற்பித்தலில் ஊடகத்தின் பயன்பாடு- அண்மைக் காலகற்பித்தல் போக்குகள்:மின்-கற்றல் - விண்ணரங்கம் - தகவல் தொடர்புசெயற்கைக்கோள் - மொழிபயிற்றாய்வுக்கூடம் ,செயற்கைநுண்ணறிவு(Artificial Intelligence),மெய்நிகர் தோற்றம் (Augmented reality) - இணைத்துக் கற்றல் (Blended Learning) - இணைய நூலகம் - இணைப்புநிஜமாக்கம் (Virtual reality).

பரிந்துரைக்கப்பட்டசெயல்பாடுகள்

1. தமிழ்மொழிகற்பத்திலின் நோக்கங்கள் மற்றும் குறிக்கோள்கள் குறித்துகலந்துரையாடல்.
2. ஒவ்வொருகற்பித்தல் திறனிலும் மேம்பட்டபயிற்சியினைபெற்றிடபயிலரங்கங்கள் ஏற்பாடுசெய்தல்.
3. பல்வேறுகற்பித்தல் அணுகுமுறைகளுக்கேற்பபாடம் கற்பிப்புத்திட்டம் தயாரித்துஅறிக்கைசமர்ப்பித்தல்.
4. பல்வேறுகற்பித்தல் முறைகள் குறித்துஆசிரியர்/வல்லுநர் கருத்துரைநிகழ்த்துதல்.
5. பல்வேறுகற்பித்தல் ஊடகங்களைதிறம்படபயன்படுத்தமொழிஆய்வகங்களில் பயிற்சிபெறல்.

பாடநூல்கள்

1. இரத்தினசபாபதி .பி&விஜயா.கு (2016). தமிழ் கற்பித்தல் முறைகள்,சென்னை: சாந்தாவெளியீடு.
2. கலைச்செல்வி.வெ.(2012),தமிழ் பயிற்றல் நுட்பங்கள்,குமாரபாளையம்: சஞ்சீவ் வெளியீடு
3. பழனிவேலு.ஞா (2011). செந்தமிழ் கற்பித்தல் பொதுத் தமிழ். தஞ்சாவூர்: நதிபப்ளிக்கேஷன்ஸ்.

4. பரமசிவம் சொ. (2010). நற்றமிழ் இலக்கணம்,சென்னை: பட்டுபதிப்பகம்.
5. தமிழ்நாட்டுப் பாடநூல் நிறுவனம்(2001),தமிழ் மொழிக் கல்விக் கற்பித்தல்,சென்னை
6. ஆசிரியர் குழு,நல்லாமூர். பெரியண்ணன். கோ(2016),தமிழ் மொழிகற்பித்தலில் புதியஅணுகுமுறைகள்,சென்னை: வனிதாபதிப்பகம்.
7. சுப்புரெட்டியார் ந. (2010). தமிழ் பயிற்றும் முறை,சேலம்: அறிவுச்சுடர் பதிப்பகம்.
8. வஜ்ரவேலு.சு(2019). தமிழ் கற்பிக்கும் முறைகள்,ராம் பப்ளிகேஷன்ஸ்,ஓரத்தி,காஞ்சிபுரம் மாவட்டம்.

துணை நூல்கள்

1. பிரபாகரன் .உ (2012). தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்). கும்பகோணம்,அரவிந்த் பதிப்பகம் .
2. துரை.மணிகண்டன்,வானதி.த (2016),தமிழ்க் கணினி இணையப் பயன்பாடுகள்,தஞ்சாவூர் மாவட்டம்,கமலினிபதிப்பகம்.
3. கோமளவல்லி.சி.(2016). கல்வியியல் தமிழ் கற்பிக்கும் முறைகள், Polymath Press, Chennai.
4. வேணுகோபால் இ. பா. (2009). பைந்தமிழ் கற்பிக்கும் முறைகள்,சென்னை: சாரதாபதிப்பகம்
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970)
6. விஜயா.கு(2018),தமிழ் கற்பித்தல்,சென்னை: வனிதாபதிப்பகம்.

மின் வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.pdf
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
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பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அடைவுகள்

1. தமிழ் மொழிகற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் கண்டறிதல்
2. கற்பித்தல் திறன்களில் மேம்பட்டபயிற்சியினைப் பெறுதல்
3. கற்பித்தல் அணுகுமுறைகளைக் கொண்டுபாடகற்பிப்புத் திட்டம் தயாரிக்கும் திறன் பெறுதல்.
4. பல்வேறுகற்பித்தல் முறைகளைப் பற்றிதெளிந்தஅறிவினைப் பெறுதல்.
5. கற்பித்தல் ஊடகங்களைத் திறம்படகையாளும் திறன் பெறுதல்.

அடைவுவரைபடம் (OUTCOME MAPPING)

COURSE OUTCOMES பாடவிளைவு	PROGRAMME SPECIFIC OUTCOMES நிகழ்வின் சிறப்புவிளைவுகள்																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1EN	Credits: 5

PEDAGOGY OF ENGLISH- I

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of teaching of English.

CO2: Comprehend the Micro-teaching and its skills.

CO3: Understand the different approaches of lesson planning and about lesson plan writing.

CO4: Define various methods in teaching of English.

CO5: Comprehend various instructional media in classroom teaching of English.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING ENGLISH

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner-centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in English – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
2. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
3. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
4. Teacher talk on Herbartian Model and Morrison Teaching Model.
5. Students' Seminar on Lesson Plan Writing.

TEXT BOOKS

1. Allen, Edward and Rebecca M. Valette (1977). Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovaniche Inc.
2. Bright J A and McGregor G P (1970). Teaching English as a Second Language. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). Developing Second Language Skills: Theory to Practice. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). The Cambridge University Encyclopaedia of Language. Cambridge: Cambridge University Press.

5. Davis, Fiona and Rimmer, Wayne (2011). Active Grammar (Level 1, 2 & 3). Cambridge University Press.
6. Doff, Adrian (1990). Teach English: A Training course for Teachers. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). Principles and Practice in Second Language Acquisition. NewYork: Pergamon Press.

SUPPLEMENTARY READINGS

1. MarziehRezaie (2015), Reviewing Different Aspects of Classroom Discourse, *International Journal of English and Education,* 4(4), 449-459, 2278-4012.
2. ParupalliSrinivasa (2020), Mobile Pedagogy for English Language Teaching and Learning: A Case Study on the English as Second Language Learners, *Academia an International Multidisciplinary Research Journal,* 10 (1), 5-22, 2249-7137
3. SubhanZein (2017), The Pedagogy of Teaching English to young Learners-Implication for teacher education, *Indonesian Journal of English Language Teaching,* 12(1), 61-77, 0216-1281.

E – RESOURCES

1. https://www.uou.ac.in/sites/default/files/bed17/CPS-5.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING_OF_ENGLISH.PDF
3. https://ncert.nic.in/pdf/focus-group/english.pdf
4. http://www.wbnsou.ac.in/online_services/SLM/BED/A5-Part-5.pdf

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to:

CO1. analyze the aims and objectives of teaching of English.

CO2. practice micro teaching skills in the class.

CO3. write model lesson plans for teaching a prose and a poetry.

CO4.handle various methods of teaching English.

CO5.analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1UR	Credits: 5

PEDAGOGY OF URDU-I

COURSE CODE : CREDITS :

کورس کے مقاصد

CO1: اردو کی تعلیم کے اغراض و مقاصد کو سمجھیں

CO2: مائیکرو ٹیچنگ اور اس کی مہارتوں کو سمجھیں

CO3: سبق کی منصوبہ بندی کے مختلف طریقوں اور سبق کی منصوبہ بندی کے بارے میں سمجھیں

CO4: اردو کی تعلیم کے مختلف طریقوں کی وضاحت کریں

CO5: اردو کی کلاس روم میں مختلف تدریسی میڈیا کو سمجھیں

UNIT-I: تعلیم کے مقاصد

مطلب، فطرت، دائرہ کار، ضرورت اور اہمیت ، اقدار، مقاصد، تدریسی مقاصد اور رویے کی مقاصد ، تدریسی مقاصد کی ضرورت اور اہمیت ، تدریسی مقاصد کی درجہ بندی

UNIT -II: تدریسی ہنر

مائیکرو ٹیچنگ : تصور، تعریف، مراحل، وضاحت کرنے کی مہارت، سوال کرنے کی مہارت، محرک تغیر کی مہارت، کمک کی مہارت، غیر زبانی مہارت، سبق سے متعلق مہارت، نمونہ اور پریکٹس

UNIT - III: اردو پڑھانے کے نقطۂ نظر

سبق کی منصوبہ بندی کے طریقے، تدریس کا اہتمام، میموری لیول، یونٹ پلان، سبق منصوبہ لکھنا

UNIT-IV : تدریس کے طریقے

اساتذہ کو دی جانے والی ہدایت :لیکچر کا طریقہ، مظاہرہ اور ٹیم کی تدریس، سیکھنے والے پر مبنی ہدایات، خود سیکھنا، پروگرام شدہ ہدایات، کمپیوٹر کے ذریعے سکھانا، پروجیکٹ کا طریقہ ، سرگرمی پر مبنی تعلیم ، فعال سیکھنے کا طریقہ، نقشے، جدید طریقہ تعلیم

UNIT- V : تدریسی میڈیا

اردو میں تدریسی میڈیا کی درجہ بندی، کمرہ جمات میں انسٹرکشن میں ماس میڈیا کا استعمال، نیا ابھرتا ہوا میڈیا، ٹیلی کانفرس، مواصلات کی ترسیل، کمپیوٹر نیٹ ورکنگ، لفظی عمل مخلوط تعلیم، پلٹا ہوا کلاس روم، مصنوعی ذہانت اور بڑھا ہوا حقیقت

تجویز کردہ سرگرمیاں :

(ا) ماہر تعلیم کے تعلیمی مقاصد کی درجہ بندی پر اساتذہ کی گفتگو، (مدعو گفتگو)

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(۲)مخلوط تعلیم، پلٹا ہوا کمرہ جماعت اور مصنوعی ذہانت پر طلباء کا سمینار

(۳)مائیکرو تدریسی مراحل، اصولوں اور مختلف مہارتوں جیسے محرک تغیر کی مہارت، تقویت کی مہارت اور سوال کرنے کی مہارت پر اساتذہ کی گفتگو (مدعو گفتگو)

(۴)ہربرٹین ماڈل اور موریسن ٹیچنگ ماڈل پر اساتذہ کی گفتگو

(۵)سبق منصوبہ بندی لکھنے پر طلباء کا سمینار

متن کی کتابیں (TEXT BOOKS)

اردو ریڈر (URDU READER) نثر اور نظم کی کتابیں

سرسری مطالعہ (برائے نویں اور دسویں جماعت)

COURSE OUTCOMES:

کورس کی تکمیل کے بعد طلباء اور اساتذہ کا کام

CO1: اردو کی تعلیم کے مقاصد کا تجزیہ کریں

CO2: کمرہ جماعت میں مائیکرو تدریسی مہارتوں کی مشق کریں

CO3: نثر اور نظم کی تعلیم کے لئے ماڈل سبق کے منصوبے لکھیں

CO4: اردو پڑھانے کے مختلف طریقوں کو اجاگر کریں

CO5: کلاس روم میں ماس میڈیا کے مختلف استعمال کا تجزیہ کریں

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SEMESTER – I

Course Code: BD1MA	Credits: 5

PEDAGOGY OF MATHEMATICS -1

COURSE OBJECTIVES

CO1: Explain the Aims and Objectives of teaching Mathematics.

CO2: Analyse the Micro teaching skills in teaching Mathematics.

CO3: Construct a model Lesson Plan for teaching Mathematics.

CO4: Recognise the various methods of teaching Mathematics.

CO5: Develop ICT knowledge in Mathematics.

Unit-I: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives: Instructional objectives and Behavioral Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

Unit-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle, Micro-teaching Vs Macro-Teaching - Micro Teaching Skills: Skill of Set Induction, Skill of Explaining, Skill of Blackboard Usage, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

Unit – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

Unit-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

Unit-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on the need, significance, and values of teaching Mathematics.
2. Prepare any two Micro teaching skills and practise them in front of the peer in the class.
3. Prepare a model lesson plan for Mathematics.
4. Teacher talk/Expert talk on different methods of teaching Mathematics.
5. Write an essay on the role of ICT in teaching Mathematics.

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TEXT BOOKS

1. Agarwal, S.M. (2001). A course in teaching of modern mathematics. New Delhi: DhanapatRai Publishing.
2. Beckmann, C. E., Thompson, D. R. and Rubenstein, R. N. (2010).Teaching and Learning High school Mathematics. New Jersey: John Wiley and Sons Inc.
3. James, Anice. (2010). Teaching of mathematics. Hyderabad: Neelkamal Publications.
4. Mangal, S.K. (2002).Essentials of teaching learning and information technology. Tandon Publisher.
5. Sidhu, Kulbir Singh. (2010). Teaching of mathematics. New Delhi: Sterling Publishers.

SUPPLEMENTARY READINGS

1 DPEP-SSA. (2009). Teaching of Mathematics at upper primary level (Vol I and II). New Delhi: Distance Education Programme-SarvaShikshaAbhiyan

2 NCERT (2005). National Curriculum Framework-2005. New Delhi: NCERT

3 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.

4 Sharma, R. A. (2001). Technological foundations of education, R. Lal Book Depot.

5 Sharma, Sita Ram & A.L. Vohra. (1993). Encyclopedia of educational technology. Anmol.

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://edtechreview.in/trends-insights/insights/771-great-ways-to-teachskills-like-critical-thinking-and-problem-solving
3. http://shodhganga.inflinnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
4. http://study.com/academy/lesson/critical-thinking-math-problemsexamples-and activities.html
5. http://tc2.ca/uploads/PDFs/TIpsForTeachers/CT_elementary_math.pdf
6. http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teaching skills.html
7. http://www.mathematics.com

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: understand the aims, objectives, need and significance of teaching Mathematics.

CO2: develop appropriate Micro Teaching Skills in Macro teaching.

CO3: prepare a Lesson Plan to teach Mathematics.

CO4: analyze various Teacher Centered Methods and Learner Centered Methods of teaching Mathematics.

CO5: utilize ICT skills for teaching Mathematics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1PS	Credits: 5

PEDAGOGY OF PHYSICAL SCIENCE – I

COURSE OBJECTIVES

CO1. Understand the aims and objectives of teaching Physical Science.

CO2. Comprehend the various teaching skills.

CO3. Learn instructional objectives for a Lesson

CO4. Identify different methods in teaching Physical Science

CO5. List the various resources in teaching Physical Science

UNIT-I: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Physical Science: Meaning, Nature, Scope, Need and Significance of teaching Physical Science - Values,Aims and Objectives of teaching Physical Sciencein Schools - Instructional objectives and Behavioural Objectives of Physical Science - Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl).

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Investigatory approach, Collaborative learning, experimental learning, Computer Assisted

Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM) - Advanced Active Learning Method (AALM)-Concept Map.

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Physical Science – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Bawa,M.S.&Nagpal,B.M.(2010).*Developingteachingcompetencies*.NewDelhi: Viva Book House.
2. Bhatia,K.K.(2001)Foundationsofteachinglearningprocess.Ludhiana:TandonPublications
3. Bloom,S.Benjamin, (1984). *Taxonomyofeducationalobjectives:*Book1Cognitivedomain. NewYork: Longmans,Green.
4. Gupta,S.K.(1985). *Teachingofphysicalscienceinsecondaryschools*.New Delhi: SterlingPublications.
5. Joyce & Weil ,(2004). *Modelsofteaching*.NewDelhi: PrenticeHallofIndia.

SUPPLEMENTRY READINGS

1. VenkatRao N &Ramuluch A (2016). Pedagogy of Physical Science, Hyderabad: Neelkamal Publisher
2. Panneerselvam A &Rajendiran K (2009). Teaching of physical science, Chennai: Shantha Publishers

3. Pramod Kumar N K. Ramaiah N K &Sreedharachayulu K (2016). Pedagogy of Physical Sciences, Hydrabad: Neelkamal Publishers.
4. Arul Jothi D. L. Balaji& Vijay Kumar (2019). Teaching of physical Science –I New Delhi: Centrum Press Publishers
5. Kulshrestha S P GayaSingh (2019). Pedagogy of School Subject Physical Science, Meerut: R.LALL Book Publishers
6. AmalKantiSarkar (2020). Pedagogy of Science Teaching Physical Science, Kolkata: Rita Publications
7. Josh S R (1985). Teaching of Science, New Delhi: APH Publishing Corporation
8. Pedagogy of Science PART-I, National Council of Educational Research and Training
9. Amit Kumar (2002). Teaching of Physical Sciences, Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). Teaching of Physical Science, Hydrabsd: Neelkamal Publisher

E - RESOURCES

1. http://teaching.uncc.edu/learning-resources/articles- books/best-practice/instructional-methods/150-teaching-methods
2. http://en.wikipedia.org/science_education
3. http://iat.com/learning-physical-science

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the need and significance of teaching Physical Science.

CO2. formulate the instructional objectives of a lesson.

CO3. practise the microteaching skills in Physical Science.

CO4. interprets various methods of teaching Physical Science.

CO5. analyse and use the resources for teaching Physical Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1BS	Credits: 5

PEDAGOGY OF BIOLOGICAL SCIENCE -I

COURSE OBJECTIVES

CO1: Acquire knowledge on the Aims and Objectives of teaching Biological Science.

CO2: Understand the steps in planning a lesson.

CO3: Comprehend the teaching skills in Biological Science.

CO4: Identify the various methods of teaching Biological Science.

CO5: Develop interest on the resources for teaching biological science.

UNIT- I: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCE

Biological Science: Meaning -Aims and objectives of teaching Biological Science in schools – Need and significance of teaching Biological Science- Nature – Scope -Values of Teaching Biological Science. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Biological Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher-centred methods:Lecture method – Demonstration method – Team Teaching. Learner –centred methods: Laboratory method - Peer tutoring/ teaching by students – Project method – Individual activities – Experiential method – Teacher guided learning – Problem-solving method –Small group/whole class interactive learning – Students' Seminar – Group discussion. Recent Trends: Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning.

UNIT-V: INSTRUCTIONAL MEDIA

Print Resources: Newspapers – Journals and magazines – Science Encyclopaedias. Audio Resources: Radio talk – Audio Tapes – DVDs/CDs. Visual resources: Pictures – Flash cards – charts – Posters – Photographs – Models. ICT Resources: Radio – Television- Internet, Multimedia, Interactive whiteboard, Online Teaching Resources. Community resources: Zoological gardens, Botanical gardens, Eco-park- Aquarium – Science Exhibition / Fair – Fieldtrip –New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Qualities of a good Biology Textbook – Qualities of a Biology teacher.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Nunn, Gordon (1951), Handbook for Science Teachers in Secondary Modern Schools, London: John Murray.
2. Thurber, Walter (1964), Teaching of Science in Toda's Secondary Schools, New Delhi: Prentice Hall.

3. Vaidya, N. (1971), The impact of Science Teaching, New Delhi: Oxford and IBH Publication Co.
4. Voss, Burton F.A. and Bren, S.B., Biology as Inquiry: A Book of Teaching Methods.
5. Waston, N.S. (1967), Teaching Science Creativity in Secondary School, London U.B. Saunders Company.

SUGGESTED READINGS

1. Bremmer, Jean (1967), Teaching Biology, London: MacMillan.
2. Heller, R. (1967), New Trends in Biology Teaching, Paris : UNESCO
3. Miller, David, F. (1963), Methods and Materials for Teaching the Biological Sciences, New York, McGraw Hill.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Novak, J.D. (1970), The Improvement of Biology Teaching Modern Science Teaching, Delhi: DhanpatRai& Sons.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: examine the Aims and Objectives of pedagogy of economics.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching economics.

CO5: use the resources for teaching economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1CS	Credits: 5

PEDAGOGY OF COMPUTER SCIENCE -1

COURSE OBJECTIVES

CO1: Understand the aims and objectives of Teaching Computer Science
CO2: Gain mastery of teaching skills in their teaching.
CO3: Learn various models and levels of teaching Computer Science.
CO4: Comprehend the various methods of teaching Computer Science
CO5: Gain knowledge on usage of instructional media in teaching Computer Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING COMPUTER SCIENCE

Meaning, Nature, Scope, Need and Significance, Values,Aims and Objectives: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching : Concept, Definition, Steps, Cycle , Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining , Skill of Questioning , Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode

UNIT – III: APPROACHES OF TEACHING

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Teacher Centered Instruction: Lecture method, Demonstration and Team Teaching – Learner Centered Instruction: Self-Learning – Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction , Keller Plan, Project Method, Activity Based

Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Classification of Instructional Media – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence, Augmented Reality.

SUGGESTED ACTIVITIES

1. Write general and specific instructional objectives for one of the lessons in Computer Science.
2. Prepare an episode and link lesson for anyone of the topics in Computer Science using anyone of the skills in micro teaching.
3. Write a lesson plan for anyone of the lessons in Computer Science.
4. Develop a programmed learning instruction material for one of the topics in Computer Science.
5. Write an essay an Classification of Instructional Media

TEXT BOOKS

1. Arulsamy, S. (2010). Computers in Education. Hyderabad: Neelkamal Publications.
2. Chauhan, S.S. (1985). Innovation in Teaching and Learning of Process. New Delhi: Vikas Publishing House.
3. Dennis, P. Curtin., et al. (1999). Information Technology – The Breaking Wave. New Delhi: Tata McGraw Hill Publishing.
4. GoelHemant Kumar. (2010). Teaching of Computer Science. Meerut: R.LALL Book Depot.
5. HasnainQureshi. (2004). Modern Teaching of Computer Science. New Delhi: Anmol Publications.
6. Hemant Kumar Goyal. (2004). Teaching of Computer Science. Meerut: R.Lall Book Depot.
7. Passi, B.K. (1976). Becoming Better Teacher, Micro Teaching Approach. Ahemedabad: SahityaMudranalaya.

SUPPLEMENTARY READINGS

1. Rajaraman, V. Fundamentals of Computers. New Delhi: Prentice Hall of India.
2. Rajasekar, S. (2004). Computer Education and Educational Computing. New Delhi: Neelkamal Publications.
3. Rajasekar, S. Computer Education and Educational Computing. Hyderabad: Neelkamal Publications.
4. Ram Babu, A. (2015). Essentials of Micro Teaching. Hyderabad: Neelkamal Publications.
5. Singh, Y.K. (2005). Teaching of Computer Science. New Delhi: APH Publishing Corporation.

E-RESOURCES

1. https://www.theedadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/
2. https://mypedagogyofenglish1975.blogspot.com/2020/07/chapter-08-pedagogical-analysis.html?m=1
3. https://link.springer.com/chapter/10.1007/978-3-642-60968-8_12
4. https://www.simplypsychology.org/case-study.html
5. https://learn-u.com/lesson/resource-based-learning/

COURSE OUTCOMES

Aftercompletion of this course, the student-teachers will be able to:

CO1: explain the aims and objectives of teaching Computer Science.

CO2: select and use appropriate teaching skills in their teaching.

CO3: write lesson plans and unit plans on their own.

CO4: develop programmed instruction for the lessons in Computer Science.

CO5: explain the various instructional media to be used in teaching Computer Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1HI	Credits: 5

PEDAGOGY OF HISTORY – I

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of Teaching History.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching History.

CO4. Apply various methods in Teaching History.

CO5. Use various instructional media in Teaching History.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HISTORY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching History: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOK

1. Arora K.L. (2005) Teaching of History, Ludhiana: Prakash Brothers.
2. Burton, W.H. (1972). Principles of history teaching, London: Methuen.
3. Chaudhary, K. P. (1975). The effective teaching of history in India. New Delhi: NCERT.
4. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
5. Gunning, Dennis. (1978). The teaching of history. London: Goom Helm.

SUPPLEMENTARY READINGS

1. Kochhar.S.K.(2005) Teaching of History, New Delhi: Sterling Publishers Pvt.
2. Lewis, E.M. (1960). Teaching history in secondary schools. Delhi: Sterling Publishers.
3. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
4. Mangal. S.K UmaMangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E-RESOURCES

1. http://www.anselm.edu/internet/ces/index.html
2. http://www.decwise.com/
3. http://www.mindtools.com
4. http://nrcld.org/edu.

COURSE OUTCOME

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

CO1: describe the need and importance of Teaching History.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching History.

CO5. utilize various instructional media in Teaching History.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1GE	Credits: 5

PEDAGOGY OF GEOGRAPHY -1

COURSE OBJECTIVES

CO1. Understand the aims and objectives of teaching Geography.

CO2. Formulate instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Apply various methods in teaching Geography.

CO5. Use various resources in teaching Geography.

UNIT-I AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT- II PLANNING FOR INSTRUCTION

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT- III PRACTICING THE TEACHING SKILLS IN GEOGRAPHY

Approaches of Teaching Geography: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITY

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A &C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery
4. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
5. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association. Publishing House.

SUPPLEMENTARY READINGS

1. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
2. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOME

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

CO1: describe the need and importance of Teaching Geography.

CO2: demonstrate the various Teaching skills.

CO3. prepare a Lesson Plan.

CO4. handle various Methods of Teaching Geography.

CO5. utilize various instructional media in Teaching Geography

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1EC	Credits: 5

PEDAGOGY OF ECONOMICS -I

COURSE OBJECTIVES

CO1: Understand the aims and objectives of teaching Economics.

CO2: Formulate instructional objectives for a lesson.

CO3: Gain mastery of the teaching skills.

CO4: Apply various methods in teaching Economics.

CO5:Use various resources in teaching Economics.

UNIT- I AIMS AND OBJECTIVES OF TEACHING ECONOMICS

Economics: Meaning -Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Nature – Scope -Values of Teaching Economics. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Economics: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning:Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Charts, Maps, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New EmergingMedia: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOKS

1. Agarwal, J,C. (2005). *Teaching of economics*. Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive*
3. Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association. *doman.* Boston: Addison Wesley Publication.Publications.Publishing House.
4. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet
5. SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: Ashish

SUPPLEMENTARY READINGS

1. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
2. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

E- RESOURCES

1. http://www.ncert.nic.inepartments/nie/dess/publication/print_material/teaching_ economics_in_india.pdf
2. https://en.wikipedia.org/wiki/Economics
3. https://en.wikipedia.org/wiki/Education

COURSE OUTCOMES

After Completion of this course, student-teachers will be able to:

CO1: examine the Aims and Objectives of pedagogy of economics.

CO2: discuss the ways of planning for instruction.

CO3: analyse the importance of teaching skills.

CO4: construct a lesson plan for teaching economics.

CO5: use the resources for teaching economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1CA	Credits: 5

PEDAGOGY OF COMMERCE AND ACCOUNTANCY - 1

COURSE OBJECTIVES

CO1. Understand the Aims and Objectives of teaching Commerce and Accountancy.

CO2. Comprehend instructional objectives for a lesson.

CO3. Gain mastery of the teaching skills.

CO4. Identify various methods in teaching Commerce and Accountancy.

CO5. List various resources in teaching Commerce and Accountancy.

UNIT- I AIMS AND OBJECTIVES OF TEACHING COMMERCE AND ACCOUNTANCY

Commerce: Meaning, Nature and Scope – Aims and objectives of teaching Commerce in schools: Instructional objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects– Values of Teaching Commerce.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps, Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING COMMERCE AND ACCOUNTANCY

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT - IV: METHODS OF TEACHING

Teacher-centred Instruction: Lecture method, Demonstration and Team teaching – Learner-centred Instruction: Self-learning, Forms of Self-Learning: Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map and Advanced Active Learning Method (AALM).

UNIT- V: INSTRUCTIONAL MEDIA

Classification of Instructional Media in Commerce and Accountancy – Use of Mass media in classroom Instruction. New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality - Community Resources: Fieldtrips - Commerce Exhibition/Fair - Commerce Resource Centre - Commerce Club - Qualities of a good commerce textbooks - Qualities of a good Commerce teacher.

SUGGESTED ACTIVITIES

1. Preparation and presentation of a report on different resources for teaching
2. Prepare a Model Lesson plan in Social Science for Level-I, and in Commerce and Accountancy for Level-II.
3. Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
4. Teacher talk / Invited lecture on different methods of teaching Commerce and
5. Teacher talk / Invited lecture on the place of Commerce in school curriculum.

TEXT BOOKS

1. Anderson, W. L &Krathwohl. (2008). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn& Bacon.
2. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1:Cognitive domain. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

E- RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMMERCE.pdf
3. https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html
4. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. analyze the aims and objectives of teaching of Commerce.

CO2. practice micro teaching skills in the class.

CO3. write model lesson plans for teaching Commerce and Social Science.

CO4.handle various methods of teaching Commerce and Social Science

CO5.analyse the different use of Mass Media in classroom instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1HS	Credits: 5

PEDAGOGY OF HOME SCIENCE-I

COURSE OBJECTIVES

CO1: Acquire knowledge about the nature, aims, objectives and scope of Home Science.

CO2: Understand the various mini teaching skills in the teaching of Home Science.

CO3: Learn appropriate teaching techniques.

CO4: Comprehend skills in using proper and suitable methods of teaching Home Science

CO5: Be aware of the various techniques of evaluation in Home Science.

UNIT-I: AIMS AND OBJECTIVES OF TEACHING HOME SCIENCE

Home Science: meaning, nature, definition, philosophy, goal and scope - Need and significance of teaching Home Science – Values of teaching Home Science – Status of Home Science in India today – The rationale for learning Home Science - Aims and objectives of teaching Home Science in schools with reference to Blooms Taxonomy – Cognitive, affective and psychomotor domains. Blooms revised taxonomy – Lorin Anderson and David Krathwohl (2000) – (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT II – TEACHING SKILLS IN HOME SCIENCE

Micro-Teaching: Concept, Definition, Steps and Cycle - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING HOME SCIENCE

Approaches of Lesson Planning - Steps - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model) – Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING HOME SCIENCE

Teacher centered methods: Lecture Method, demonstration method, Team teaching method - Learner centered methods: Project Method, Experiential Learning, Problem Solving Method, Seminar and Group Discussion- Modern Methods: Constructivist Learning, Collaborative learning, - Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)- Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Student's presentation on Blooms taxonomy by using power point.
2. Prepare two Micro- lessons and practice two skills in front of peers in the class.
3. Prepare a model lesson plan in Home Science.
4. Write an essay on different Teacher centered methods.
5. Students' Seminar on New Emerging Media.

TEXT BOOKS

1. Aderson, L.W., &Krathwohl, D.R., et al. (eds.) (2001), Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, Boston:Allyn& Bacon.
2. Aggarwal, J.C. (1996), Principles, methods and techniques of teaching, New Delhi: Vikas Publishing House Pvt. Ltd.,
3. Arvinda Chandra., Anupama Shah., &Umajoshi, (1995). Fundamentals of Teaching Home Science. New Delhi: Sterling Publishers Pvt Ltd.
4. Bloom, Benjamin.S.(1984). Taxonomy of Educational objectives. Book I: Cognitive domain.Boston: Addison Wesley Publication

5. PremalathaMullick, (2004). A textbook of Home Science. Ludhiana: Kalyani Publishers.

SUPPLEMENTARY READINGS

1. Jha, J. K. (2001). Encyclopaedia of Teaching of Home Science. (Vol.I&II), New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). Technology of Teaching of Home Science. New Delhi: Sonali Publishers.
3. Nivedita, D. (2004). Teaching of Home Science. New Deli: Dominant Publishers and Distributors.
4. Shalool, Sharma. (2002). Modern methods of teaching of Home Science. New Delhi: Sarup& Sons.
5. Subhashini.T., (2016). Pedagogy of Home Science. Chennai: Polymath Press.

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to:

CO1. explain the aims and objectives of teaching Home Science.

CO2. demonstrate different types of micro teaching skills in Home Science.

CO3. write a Lesson Plan on Home Science.

CO4. describe the various learner centered methods of instruction.

CO5. utilize different e-resources for Teaching Home Resource.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

SEMESTER – I

Course Code: BD1SS	Credits: 5

PEDAGOGY OF SOCIAL SCIENCE -1

COURSE OBJECTIVES

CO1: Understand the Aims and Objectives of Teaching Social Science.

CO2: Gain mastery of the Teaching skills.

CO3: Know various approaches in Teaching Social Science.

CO4. Apply various methods in Teaching Social Science.

CO5. Use various instructional media in Teaching Social Science.

Unit-I: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCE

Meaning, Nature, Scope, Need and Significance, Values, Aims and Objectives - Instructional Objectives and Behavioural Objectives – Need and Importance of Instructional Objectives. Bloom's Taxonomy of Instructional Objectives: Cognitive, Affective and Psychomotor Domains, Revised Bloom's Taxonomy 2001 (Anderson &Krathwohl) Interrelation among the domains – Correlation between subjects.

UNIT-II: TEACHING SKILLS

Micro-Teaching: Concept, Definition, Steps and Cycle - The History of Micro-Teaching – Dwight William Allan and Kevin Ryan – B.K. Passi - Micro-teaching Vs Macro-Teaching - Skill of Set Induction - Skill of Explaining, Skill of Questioning, Probing skills, Skill of Stimulus Variation, Skill of Reinforcement, Skill of non-verbal clues, Skill of Closure, Map-reading Skill, Skill of Black Board Usage - Link lesson – Model episode.

UNIT – III: APPROACHES OF TEACHING

Approaches of Teaching Social Science: The Concentric Approach, Topical Approach, Chronological Approach, Unit Approach, Correlated Approach and Integrated Approach - Lesson Planning: Need for Lesson Planning, Steps in Lesson Planning, - Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt Teaching Model)– Unit Plan – Lesson Plan Writing.

UNIT-IV: METHODS OF TEACHING

Lecture Method, Problem Solving Method, Biographical Method, Story-telling Method, Discussion Method, Socialised Recitation Method, Source Method, Unit Method, Team Teaching, Supervised Study, Programmed Instruction, Computer Assisted Instruction, Keller Plan, Project Method, Activity Based Learning (ABL), Active Learning Method (ALM)-Mind Map, Advanced Active Learning Method (AALM).

UNIT-V: INSTRUCTIONAL MEDIA

Meaning- Need and Importance of Instructional Aids – Psychological Bases of Hardware and Software Technologies: Edgar Dale's Cone of Experiences, Multi-sensory Instruction – Hardware Instructional Aids: Motion Pictures, Computers, Projectors and Tab – Software Instructional Aids: Geotag, Charts, Maps, Globes, Cartoons, Posters, Newspapers - Use of Mass Media in classroom Instruction - New Emerging Media: Tele-Conferencing, Communication Satellites, Computer Networking, Word Processors, Blended Learning, Flipped Classroom, Artificial Intelligence and Augmented Reality.

SUGGESTED ACTIVITIES

1. Students' seminar on Blended learning, Flipped classroom and Artificial Intelligence.
2. Students' Seminar on Lesson Plan Writing.
3. Teacher talk / Invited talk on Bloom's Taxonomy of Instructional Objectives.
4. Teacher talk / Invited talk on Micro teaching Steps, Cycle, principles and on different skills like, skill of stimulus variation, skill of reinforcement and skill of questioning.
5. Teacher talk on Herbartian Model and Morrison Teaching Model.

TEXT BOOK

1. Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges, Sage Publications, New Delhi.
2. Bining, A.C &Bining D.H (1952). Teaching of Social Studies in Secondary Schools, Tata McGraw Hill Publishing, Bombay.
3. Edwin, Fenton (1967) The New Social Studies in secondary Schools- An Inductive Approach, Holt Binchart and Winston, New York.
4. Mechlinger,M.D. (1981) UNESCO Handbook of Teaching Social Studies, Croom Helm , London

5. S.K. Kochhar.(1988) Teaching of Social Studies, Sterling Publishers New Delhi.

SUPPLEMENTARY READINGS

1. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
2. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E - RESOURCES

1. www.pbs.org/teachers
2. www.theteachers.net/
3. www.4teachers.org
4. www.funlessonplans.com/

COURSE OUTCOME

After completion of this course, the student- teachers will be able to:

CO1: explain the aims and objectives of teaching social science.

CO2: demonstrate the micro teaching skills.

CO3: realize the macro teaching skills

CO4: identify the different methods in teaching social Science.

CO5: generalize the various ICT resources in teaching social science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1										*						*								
CO2						*				*			*		*		*							
CO3												*									*		*	
CO4		*					*											*			*		*	
CO5					*												*							*

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097

SYLLABUS – SEMESTER -II

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

SEMESTER – II

Course Code: BD2UD	Credits: 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

COURSE OBJECTIVES

CO1: Reflect the role of disciplines and subjects in school curriculum.

CO2: Acquaint with the development of curriculum with social, political and intellectual contexts.

CO3: Understand the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explore the aspects of life-oriented curriculum.

UNIT- I DISCIPLINES AND SUBJECTS

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

UNIT- II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and socialjustice

UNIT- III: DISCIPLINARY KNOWLEDGE AND SCHOOL EDUCATION

Disciplinary knowledge and pedagogical approaches in school subjects - Pedagogical Concerns of Disciplinary Knowledge at Different Stages of School Education: - Core Subjects in School Curriculum: Languages, Social Science, Humanities, Science, Maths, Art and Craft, Work Education, Peace Education, Life Skills Education, Health and Physical Education and Value Education; Need of Reframing School Subjects; Recent development in school subjects.

UNIT- IV: LEARNED-CENTRED CURRICULUM

Basics of learner-centred approach; The Importance of Learner-centred Evaluation and Assessment; Grades; Feedback mechanism; Evaluation; Learning outcomes; Curriculum and its importance in

learner-centred approach; Advantages of learner-centred approach; Disadvantages of learner-centred approach; Social oriented curriculum for social reconstruction.

UNIT –V: LIFE-ORIENTED CURRICULUM

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

SUGGESTED ACTIVITIES

1. Critically evaluate the relevance of school subject for social justice and social reconstruction.
2. Discussion about the historical and cultural influences in any one of your schoolsubjects.
3. Discussion on the social oriented curriculum for socialreconstruction.
4. Group discussion on the redefinition of school subject from socio-culturalperspectives.
5. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences init.

TEXTBOOKS

1. Bookman Pande,R.(2015). Understanding Disciplines and subjects. Lall bookdepo.
2. Deng, Z (2013). School subjects and academic disciplines. In A Luke, A woods & K weir(Eds.), Curriculum, Syllabus design and equity: A primer and model.Routledge.
3. Guy, J. & Small, I. (2010). “The Nature of Disciplinary Knowledge”, Cambridge University Press, pp-1-3.
4. Maisnam, P, Lanka, S, K. & Gandhi, A.(2016). Understanding Disciplines and subjects.Meerut.
5. NCERT (2006). Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.
6. NCERT (2006). National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
7. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.
8. VinayRakhejaMakol, R &Makol**,**L. (2015). Understanding Disciplines and subjects.

SUPPLEMENTARY READINGS

1. Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.

2. Grossman, P. L., Wilson, S. M. and Shulman, L. S. (1989). Teachers of substance: subject matter knowledge for teaching. In M. C. Reynolds (ed.), Knowledge Base for the Beginning Teacher (New York: Pergamon), 23–36.

3. Morris, P. and Chan, K. K. (1997). Cross-curricular themes and curriculum reform in Hong Kong: policy as discourse. British Journal of Educational Studies, 45(3), 248–262.

WEB RESOURCES

1. https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf retrived on 21.07.2021.
2. http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf retrived on 21.07.2021.
3. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf retrived on 21.07.2021.
4. https://www.hzu.edu.in/bed/Understanding-Disciplines-and-School-Subjects.pdfretrived on 21.07.2021. https://snscourseware.org/drsnsce/files/1566453535.pdf retrieved on 21.07.2021.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: describe the role of disciplines and subjects in school curriculum.
CO2: explain the development of curriculum with social, political and intellectual contexts.
CO3: discuss the paradigm shift in selection of content.
CO4: analyze the advantages of learner centered curriculum.
CO5: explain the aspects of life-oriented curriculum.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																*			*	*				
CO2	*						*	*	*															
CO3					*					*							*							
CO4		*																						
CO5																		*						

SEMESTER – II

Course Code: BD2AL	Credits: 5

ASSESSMENT FOR LEARNING

COURSE OBJECTIVES

CO1: Describe the meaning and role of assessment in learning.

CO2: Understand the assessment practices in various approaches of teaching.

CO3: Identify tools and techniques for classroom assessment

CO4: Develop necessary skills for preparation of achievement test and diagnostic tests

CO5: Master various statistical techniques for reporting quantitative data

Unit I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment -Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of students' performance, summarization and interpretation of results, reporting of assessment findings.

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education- drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of Assessment dialogue, Feedback through marking, peer and self –assessment.

Unit III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools &techniques for classroom assessment:Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning andimportance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items-Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners -

Assessment and feedback - Process of feedback.

Unit V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – Studentsportfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation

TEXT BOOKS

1. Baker, E.L &Quellmalz, E.S Ed. (1980) Educational testing and evaluation. London: SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and summative evaluation of student learning.New York: McGraw – Hill Book Co.
3. Dave, R.H. & Patel, P.M. (1972) Educational evaluation and assessment, New Delhi:NCERT.
4. Ebel, R. L. (1966). Measuring educational achievement. New Delhi: Prentice Hall ofIndia Pvt. Ltd.
5. Griffin, P., McGraw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.

SUPPLEMENTARY READINGS

1. Gronlund, E.N. (1965) Measurement and evaluation in teaching. London: Collier – McmillanLtd.
2. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A handbookfor reachers, students and examiners. New Delhi: Prentice Hall.
3. Linn, R. L.&Gronlund, N.E.(2003).Measurement and assessment in teaching. NewDelhi Pearson Education Pvt. Ltd. Camberwell: ACER

COURSE OUTCOME

After completion of this course, the student-teachers will be able to :

CO1: Gain knowledge of judging and scoring of student performance.

CO2: Know the principles of assessment practices.

CO3: Differentiate between the types of assessment.

CO4: Point out the key issues in classroom assessment.

CO5: Understand how assessment can be possible in inclusive settings.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*															*							
CO2	*															*						*		
CO3				*																				
CO4					*	*																	*	
CO5											*									*				

SEMESTER – II

Course Code: BD2EE	Credits: 5

ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

CO1. Realise the need for environmental education.

CO2. List the natural resources and its associated problems.

CO3. Identify the different types of pollution and its management.

CO4. Appreciate the policies and programmes initiated to protect the environment.

CO5. Analyse the environmental education curriculum.

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and Meaning of Environment – Components of Environment – Types of Environment – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education – Scope of Environmental Education.

UNIT II: - NATURAL RESOURCES, PROBLEMS, AND SOLUTIONS

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

UNIT –III: ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

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

UNIT –IV: ENVIRONMENTAL PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace–International Union for Conservation of Nature

UNIT 5 - 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

SUGGESTED ACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Teacher talk on the need and importance of protecting water resources
4. Preparation of a scrap book on issues related to environment
5. Power point presentation on different types of environmental pollutions and its causes

TEXT BOOKS

1. Archana, T. (2011). Environmental education. Kalpaz Publications.
2. Havilah, S. N. (2013). Environmental education. A.P.H. Publishing Corporation.
3. Maria, C. M. (2020). Effect of ecological intelligence on developing ecological sensitivity among prospective teachers.Shashwat Publication.
4. Paachuri, S.C.,& Kumar, P. (2013). Environmental education. A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). Environmental education in the 21st Century: Theory, practice, progress, and promise. Routledge.

SUPPLEMENTARY READINGS

1. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1), 71-107.
2. Malone, K. (1999). Environmental education researchers as environmental activists. *Environmental Education Research*, 5(2), 163-177.
3. Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. *Environment, Development & Sustainability*, 5, 231- 254.
4. Singh, S.R. (2012). *Environmental education and sustainable development*. A.P.H. Publishing Corporation.
5. Stapp, W.B., et al. (1969). The concept of environmental education. *The Journal of Environmental Education,* 1(1), 30-31.

WEB RESOURCES

1. http://www.epa.gov/sustainability/basicinfo.htm
2. http://www.conserve-energy-future.com/current-environmental-issues
3. http://en.wikipedia.org/wiki/Environmental_education
4. http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over-exploitation-causes-and-effects/28196/
5. http://www.yourarticlelibrary.com/environment/the-importance-of-natural-resources-of-planet-earth/9914/
6. http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution
7. http://www.brighthub.com/environment/science-environmental /articles/92943.aspx

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1. understand the need for environmental education.

CO2. name the natural resources and its associated problems.

CO3. identify the different types of pollution, its impact and management of pollution.

CO4. appreciate the policies and programmes initiated to protect the environment.

CO5. analyse the environmental education curriculum.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1									*															
CO2														*										
CO3													*											
CO4							*			*			*							*				
CO5						*					*	*				*		*						

SEMESTER – II

Course Code: BD2SM	Credits: 5

SCHOOL MANAGEMENT AND ADMINISTRATION

COURSE OBJECTIVES

CO1 : Comprehend the differentforms of school management.

CO2 : Identify the merits and limitations of different management approaches in school management and administration.

CO3 : Understand the various theories of educational administration.

CO4 : Describe the role of headmaster and headmistress in school management.

CO5 : Identify the role of agencies that provide financial support to education.

UNIT – 1: SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope –Participatory and non- participatory management – Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

UNIT – II: MANAGEMENT APPROACHES

Types of Management approaches: Man power approach – Cost-benefit approach – Social demand approach – Social justice approach – Rate of return approach – Intra-educational extrapolation approach – Demographic projection model.

UNIT – III: EDUCATIONAL ADMINISTRATION

Educational administration: Definition, aims, objectives, scope, types and functions – Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership- Measurement of leadership.

UNIT – IV: SCHOOL ADMINISTRATION

School administration : Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration.

UNIT – V: FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government,UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education chess, industry and external aids.

SUGGESTED ACTIVITIES

1. Visit a nearby school and prepare a detailed report on its administrative system.
2. Debate on the advantages and disadvantages of various management approaches.
3. Presentation on the salient features of various theories of school Administration.
4. Group discussion on the role of Headmaster and Head mistress in school administration.
5. Present a report on the role of UNESCO, UNICEF&UNDP

TEXT BOOKS

1. Fred C.Lunenberg (2021). Educational administration: Concepts and practices(7th edn). Sage Publication.
2. Ladd, Helen F.,& Edward B. Fiske, (Eds)(2008). *Handbook of research in education finance and policy*. New York: Routledge.
3. Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
4. Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
5. McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration &Leadership, 34(3), 411-428.

SUPPLEMENTARY READINGS

1. Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26.
2. Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205-224.
3. Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London: Falmer Press.

4. Bates, R. J. (2010). History of educational leadership and management. In P. Peterson, E. Baker & B. McGraw (Eds.), International encyclopedia of education (3rd edn.,) pp. 724-730). Oxford: Elsevier.
5. Bell, L. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing? Journal of Educational Administration, 40(5), 407-424.

E – RESOURCES

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2. https://www.opentextbooks.org.hk/system/files/export/7/7301/pdf/21st_Century_Theorie_of_Education_Administration_7301.pdf
3. https://dlib.bc.edu/islandora/object/bc-ir:100864/datastream/PDF/view
4. https://files.eric.ed.gov/fulltext/EJ1071015.pdf
5. http://202.164.34.138/moodle/pluginfile.php/4303/mod_resource/content/1/School%20Headermaster%20Functions.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1 :explain the characteristics of various forms of school management.

CO2 : describe the different management approaches in school management and administration.

CO3 : demonstrate the salient aspects of various theories of educational administration.

CO4 : spell out the role of a Headmaster and Headmistress in school management.

CO5 : appreciate the role of different agencies that provide financial support for education.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1						*					*													
CO2											*													
CO3											*								*					
CO4					*						*												*	
CO5											*													

பருவம் - 2

பாடக்குறியீடு: BD2TA	**அலகீடு:5**

தமிழ் கற்பிக்கும் முறைகள் - பகுதி-2

பாடத்தின் நோக்கங்கள்

CO1: தாய்மொழிக் கல்வியின் சிறப்பினைஅறிதல்.

CO2: மொழித்திறன்களையும் வளங்களையும் புரிந்துகொள்ளல்.

CO3: கலைத்திட்டத்தைப் பகுப்பாய்வுசெய்துபாடநூல் தயாரித்தல்.

CO4: கற்றலுக்கானஅடிப்படைவளங்களைக் கையாளும் திறன் பெறல்.

CO5: சோதனைகளைக் கட்டமைத்துபுள்ளியியல் அளவைகளைக் கொண்டுமதிப்பீடுசெய்தல்.

அலகு– 1 தாய்மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை: சிந்தனை,எண்ணம்,படைப்பாற்றல் ,கற்பனையாற்றலைவளர்த்தல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - இலக்கியநயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டுமரபினைஅறிதல் - ஒழுக்கப் பண்புகளைவலியுறுத்தல் - மொழிப்பற்று,நாட்டுப்பற்றைவளர்த்தல் - வாழ்வியல் திறன்களைப் பெறுதல் - பண்பாட்டிற்கும் மொழிக்குமுள்ளதொடர்பு - மொழிக் கற்பித்தலின் பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள்.

அலகு– 2 மொழித் திறன்களும் வளங்களும்

திறன்கள்: அடிப்படைத் திறன்கள்: கேட்டல்,பேசுதல்,படித்தல்,எழுதுதல் - அவற்றின் வகைப்பாடுகள் - பயிற்சிமுறைகள். உயர்நிலைத் திறன்கள்: வகைப்பாடு,எழுத்துநிலை,பேச்சுநிலை - நோக்கங்கள் - கற்பித்தல்,தேர்ந்தறிமுறைகள்

வளங்கள்: செய்யுள்,உரைநடை- இலக்கணம்,ஒவ்வொன்றின் வகைப்பாடுகள் - கற்பித்தல் நோக்கங்கள்- பயன்கள்- கற்பித்தல் முறைகள்,பழகுசெயல்கள்.

அலகு- 3 கலைத்திட்டமும் பாடநூலும்

கலைத்திட்டம் - வரையறை–கலைத்திட்டம் உருவாக்குதலில் உள்ளசிலஅடிப்படைக் கோட்பாடுகள் - தேசியகல்விக் கொள்கையில் தாய்மொழிபெறும் இடம் - தனிநபர் வேறுபாடு–மாறிவரும் சமுதாயம் - பாடநூலின் பண்புகள்,சிறந்தபாட நூல்களைதயாரிக்கும் பொழுதுமனதிற் கொள்ளத்தக்கசெய்திகள் - தற்போதுநடைமுறையில் உள்ளபாடநூல் பற்றியபார்வை– நூலகப்படிப்பு.

அலகு - 4: கற்றலுக்கானஅடிப்படைவளங்கள்

பாடநூல் தொடர்பானபார்வை நூல்கள்- அகராதி- அபிதானசிந்தாமணி- பல்கலைக் கழகப் பேரகராதி (Lexicon)- இலக்கியவரலாறு: காலஅடிப்படையிலானபார்வை - இலக்கிய வகைகள்- இலக்கியக்

கலைக் கூறுகள்- இலக்கியத் திறனாய்வு: வரலாற்றுஅடிப்படை,விழுமியப் பதிவு,கலைக்கூறுகள் - மனித வளம்: பொதுஊடகங்கள்- தமிழாசிரியரின் சிறப்புப் பண்புகள்.

அலகு -5 சோதனையும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - குறையறிதல் - தொகுநிலை– அடைவு–சோதனைஉருக்கள்: (Test items)-அகவயம் - புறவயம் - பயன்பாடு- தயாரிப்புமுறைகள் – வினாத்தான் திட்டவரைவு(Blue Print)உருக்களின் அட்டவணைதயாரிப்பு- மதிப்பெண் வழங்கும் முறையும் மதிப்படுதலுக்கானவிடைக் குறிப்புகளும் - தேர்வுருப் பகுப்பாய்வு- புள்ளியியல் அளவைப் பயன்பாடு.

பரிந்துரைக்கப்பட்டசெயல்பாடுகள்

1. தாய்மொழிக் கல்வியின் சிறப்புகுறித்துஆசிரியர்/மொழிவல்லுநர் கருத்துரைநிகழ்த்துதல்.
2. மொழிதிறன்கள் மற்றும் வளங்களைஉணர்த்தும் வகையிலானபயிற்சிபட்டறைநடத்துதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவம் குறித்துகலந்துரையாடல்.
4. கற்றலுக்கானஅடிப்படைவளங்கள் குறித்துபயிலரங்கம் நிகழ்த்துதல்.
5. தேர்விற்கானவினாத்தாள் திட்டவரைவுஒன்றினைதயாரிக்கவும்.

பாடநூல்கள்

1. இரத்தினசபாபதி,பி&விஜயா,கு. (2016). தமிழ் கற்பித்தல் முறைகள்,சென்னை: சாந்தாவெளியீடு.
2. கலைச்செல்வி,வெ.(2012),தமிழ் பயிற்றல் நுட்பங்கள்,குமாரபாளையம்: சஞ்சீவ் வெளியீடு
3. பழனிவேலு,ஞா. (2011). செந்தமிழ் கற்பித்தல் பொதுத் தமிழ். தஞ்சாவூர்: நதிபப்ளிக்கேஷன்ஸ்.
4. பரமசிவம்,சொ. (2010). நற்றமிழ் இலக்கணம்,சென்னை: பட்டுபதிப்பகம்.
5. தமிழ்நாட்டுப் பாடநூல் நிறுவனம்(2001),தமிழ் மொழிக் கல்விக் கற்பித்தல்,சென்னை
6. பெரியண்ணன்.கோ. (2016),தமிழ் மொழிகற்பித்தலில் புதியஅணுகுமுறைகள்,சென்னை: வனிதாபதிப்பகம்.
7. சுப்புரெட்டியார் ந. (2010). தமிழ் பயிற்றும் முறை,சேலம்: அறிவுச்சுடர் பதிப்பகம்.
8. வஜ்ரவேலு,சு(2019). தமிழ் கற்பிக்கும் முறைகள்,ராம் பப்ளிகேஷன்ஸ்,ஒரத்தி,காஞ்சிபுரம் மாவட்டம்.

துணை நூல்கள்

1. பிரபாகரன் .உ (2012). தமிழ் கற்பித்தல் முறைகள் (பொதுத் தமிழ்). கும்பகோணம்,அரவிந்த் பதிப்பகம் .
2. துரை.மணிகண்டன்,&வானதி.த (2016),தமிழ்க் கணினி இணையப் பயன்பாடுகள்,தஞ்சாவூர் மாவட்டம்,கமலினிபதிப்பகம்.
3. கோமளவல்லி.சி.(2016). கல்வியியல் தமிழ் கற்பிக்கும் முறைகள், Polymath Press, Chennai.
4. வேணுகோபால், இ. பா. (2009). பைந்தமிழ் கற்பிக்கும் முறைகள்,சென்னை: சாரதாபதிப்பகம்
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970)

மின் வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. https://noolaham.net/project/01/57/57.pdf
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/__UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
6. https://textbookcorp.tn.gov.in/Books/DTEd/DTED2-Tamil.pdf

பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அடைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தைஉணர்தல்.
4. கற்றலுக்கானஅடிப்படைவளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டுசோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடுசெய்வதில் மேம்பட்டபயிற்சியினைப் பெறுதல்.

அடைவுவரைபடம் (OUTCOME MAPPING)

COURSE OUTCOMES பாடவிளைவு	PROGRAMME SPECIFIC OUTCOMES நிகழ்வின் சிறப்புவிளைவுகள்																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2EN	Credits: 5

PEDAGOGY OF ENGLISH - II

COURSE OBJECTIVES

CO1. Understand the concept of pedagogy, andragogy and heutagogy.

CO2. ComprehendtheBruner's concept attainment model and Ausbel's advance organiser model.

CO3. Gain mastery of role play, simulation, gaming and prioritisation exercises.

CO4. Use different types of resources, users and their role in a resource centre.

CO5. Comprehend the construction of achievement test and blue print making.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synapticmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: RESOURCE-BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on andragogy, heutagogy-concept and stages.
2. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.
3. Students' seminar on Carl Roger's non-directive and William Gordon's Synectics models.
4. Students' seminar on Blue Print and Question Pattern.
5. Teacher talk on defining educational Resources and Resource Centre (Area) and Resource Bank.

TEXT BOOKS

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2. Littlewood, William (1981). Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.
3. Richards, Jack, C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
4. Rivers, Wilga M (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press.

SUPPLEMENTARY READINGS

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2. Ur, Penny (1991). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.
3. Wright, Andrew (1976). Visual Materials for the Language Teacher. London: Longman.

E- RESOURCES

1. https://www.uou.ac.in/sites/default/files/bed17/CPS-5.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING_OF_ENGLISH.PDF
3. https://ncert.nic.in/pdf/focus-group/english.pdf

4. http://www.wbnsou.ac.in/online_services/SLM/BED/A5-Part-5.pdf

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: analyse the concept of pedagogy, andragogy and heutagogy.

CO2: practise Carl Roger's Non- directive model in a new learning situation

CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: analyse different types of Educational Resources in Classroom learning.

CO5: set achievement test and evaluate English based instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1	*							*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2UR	**Credits: 5**

PADAGOGY OF URDU -II

Course Code : Credits :

کورس کے مقاصد:

CO1۔تدریسی، اینڈرگوجی اور ہیوٹاگوجی کے تصور کو سمجھیں۔

CO2۔برونر کے تصور کے حصول کے ماڈل اور اوسبیل کے ایڈوانس آرگنائزر ماڈل کو سمجھیں۔

CO3۔رول پلے، نقلی، گیمنگ اور ترجیحی مشقوں میں مہارت حاصل کریں۔

CO4۔وسائل کے مرکز میں مختلف قسم کے وسائل، صارفین اور ان کے کردار کا استعمال کریں۔

CO5۔کامیابی ٹیسٹ اور بلیو پرنٹ بنانے کی تعمیر کو سمجھیں۔

UNIT-I (یونٹ I–):تعلیمی تجزیہ۔

درس وتدریس سے اینڈراگوجی کی طرف ہیونگوگی کی مثال تقریبات، تعامل اور تعبیر میٹرکس کی تشریح۔

UNIT -II (یونٹ II) : تعلیم دینے کے ماڈل بلوم کی مہارت سیکھنا، سکنر کی آپریٹنگ ٹریننگ، برونر کا تصور حاصل کرنا، اوسوبیل کا ایڈوانس آرگنائزر، گلیزر کی بنیادی تعلیم (کلاس روم میٹنگ)، بائرن ماسینلز اور بینجمن کاکس کی سماجی انکوائری، کارل راجر کی غیر ہدایت اور ولیم گورڈن کے Synaptic ماڈل۔

UNIT -III (یونٹ III:)سرگرمی پر مبنی اور گروپ کنٹرول ہدایات سرگرمی پر مبنی ہدایات :تصور، درجہ بندی- رول پلے، نقلی، واقعہ کا طریقہ، کیس اسٹڈی کا طریقہ، گیمنگ اور ترجیحی مشقیں۔گروپ کنٹرولڈ انسٹرکشن: گروپ کنٹرولڈ انسٹرکشن کا تصور، تعریف اور اہمیت -گروپ کنٹرولڈ انسٹرکشن کی اقسام: گروپ انٹرایکٹو سیشنز، کوآپریٹو لرننگ کے طریقے، گروپ انویسٹی گیشن، گروپ پروجیکٹس۔ IV '

UNIT:IV (یونٹ IV-)وسائل پر مبنی تعلیم تعلیمی ذریعہ اینڈ ریسورس سینٹر (ایریا)، ریسورس بینک، ریسورس آئلینڈ، ریسورس جزیرہ نما کی وضاحت کرنا- ریسورس سینٹر میں وسائل کی اقسام، صارفین اور ان کا کردار: اساتذہ، سیکھنے والے اور تکنیکی عملہ۔

UNIT -V (یونٹ-V):انگریزی کی تعلیم میں تشخیص۔اساتذہ کی تشخیص کا معیار-ٹیسٹ، پیمائش اور تشخیص کا تصور-تشخیص اور تشخیص کے درمیان فرق-ٹیسٹ کا معیار، اصول اور حصول ٹیسٹ کی تعمیر میں شامل اقدامات- بلیو پرنٹ اور سوال کا نمونہ-تاثرات کے آلات :معنی، اقسام، معیار، رہنمائی بطور فیڈ بیک ڈیوائسز :محکموں کا جائزہ

تجویز کردہ سرگرمیاں

1. ٹیچر ٹاک/ مدعوشدہ ٹاک اینڈ راگوجی، ہیوٹاگوجی تصور اور مراحل پر۔

2. بلوم کی مہارت سکھنے، سکنر کی آپریٹنگ ٹریننگ اور برونر کے تصور کے حصول کے ماڈل پر ٹیچر ٹاک/ مدعو ٹاک۔3

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3- کارل راجر کے غیر ہدایتی اور ولیم گورڈن کے Synectics ماڈلز پر طلباء کا سیمینار۔

4- بلیو پرنٹ اور سوال کے پیٹرن پر طلباء کا سیمینار۔.5

5- تعلیمی وسائل اور ریسورس سینٹر (ایریا) اور ریسورس بینک کی تعریف پر استاد کی گفتگو۔

متن کی کتابیں

اردو ریڈر (URDU READER)

نثر اور نظم کی کتابیں

سرسری مطالعہ (نویں اور دسویں جماعت)

:COURSE OUTCOMS

اس کورس کی تکمیل کے بعد طالبِ علم اور اساتذہ کا کام

CO1: تدریس، اندرا گوجی اور ہیوٹگو جی کے تصور کا تجزیہ کریں

CO2: سیکھنے کی نئی صورتِ حال میں کارل راجر کے غیر ہدایتی ماڈل پر عمل کریں

CO3 :سرگرمی پر مبنی ہدایات کے تصور کی مشق کریں جیسے رول پلے، سمولیشن ، گیمنگ اور ترجیح دینا

CO4 : کمرہ جماعت میں مختلف قسم کے تعلیمی وسائل کا تجزیہ کریں

CO5: امتحان مقرر کریں اور اردو کی مبنی ہدایات کا اندازہ کریں

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SEMESTER – II

Course Code: BD2MA	Credits: 5

PEDAGOGY OF MATHEMATICS – II

COURSE OBJECTIVES

CO1: Understand the concept of critical Pedagogy.

CO2: Learn the various teaching Models.

CO3: Comprehend the Activity Based Instruction and Group Controlled Instruction.

CO4: Recognise the various Educational Resources for teaching and learning Mathematics.

CO5: Understand the differences between Assessment and Evaluation

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV RESOURCE BASED LEARNING

Defining Educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF MATHEMATICS

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/ Invited lecture on Paradigm shift from pedagogy to Andragogy to Heutagogy.
2. Students' seminar on types of Group- Controlled Instruction.
3. Preparation and presentation of a report on various Teaching Models.
4. Explain the role of Educational Resource centre in teaching Mathematics.
5. Construct an achievement test with blue print and question pattern.

TEXTBOOKS

1. Edwards, Brian (2009) Libraries and Learning Resource Centres. Oxford, UK: Architectural Press.
2. Shirley R.Steinberrg&Barry down.(2020). Handbook of Critical Pedagogies.Sage Publication Ltd.
3. Marshal Weil et al. (1972). Models of teaching. APH Publishing Corporation. New Delhi.
4. Cecil R.Reynolds.(2009). Measurement and Assesment in Education.Pearson Publication.
5. ArloKempf.(2016).The Pedagogy of StandardisedTests.PalgraveMacmilan.New york.
6. Barbara Bassot.(2013). The Reflective Journal.Palgravemacmilan.Newyork.
7. Bloom, B. S., et al. (1956). Taxonomy of educational objectives. Handbook I: cognitive domain. New York: McKay.

SUPPLEMENTARY READINGS

1 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.

2 Alomran, Hamad Ibrahim; (2007) Learning Resource Centres in Saudi Arabia: A study to the Reality with A plan for an Ideal center. Riyadh: Riyadh Girls University

3 Joyce, B. R. (1975). The models of teaching community: What have we learned? Texas Tech Journal of Education, 22, 95—106.

4 Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership, 41, 4—17.

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Flanders%20Interaction%20Analysis%20Technique.pdf
3. https://www.researchgate.net/publication/331132424_Activity_Based_Instruction_ABI_for_Motivating_the_Children_in_Mathematics_Learning
4. https://www.researchgate.net/publication/333106881_verbal_interaction_in_english_classroom_using_flanders_interaction_analysis_categories_system_fiacs
5. http://egyankosh.ac.in/bitstream/123456789/46863/1/Unit-9.pdf
6. https://niepid.nic.in/models%20of%20teaching.pdf

COURSE OUTCOMES:

After completion of this course, the student-teachers will be able to:

CO1: explain the concept of critical Pedagogy.

CO2: adopt various teaching Models in teaching Mathematics.

CO3: demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: develop the various Educational Resources for teaching and learning Mathematics.

CO5: analyse the difference between Assessment and Evaluation.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2PS	Credits: 5

PEDAGOGY OF PHYSICAL SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis
2. Explain the different teaching models
3. Discuss the activity - based and group-controlled instruction
4. Use various Resources in Resource - Based Learning
5. Analyse the Assessment in Pedagogy of Physical Science

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Physical Science - Identifying and analyzing the learning resources in teaching-learning process of Physical Science - Physical Science Laboratory as a learning resource - Use of Science and Physical Science experiment kits in teaching - learning of Physical Science - Field visits and excursion as learning resource in Physical Science - ICT based

virtual experiments and simulations as learning resource in Physical Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Physical Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF PHYSICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Conduct a seminar in the class on teaching Models
2. Planning and conducting experiments for Science/ Physical Science
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class
5. Critical review of a Textbook of Science/ Physical Science

TEXT BOOKS

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

SUPPLIMENTRY READINGS

1. VenkatRao N &Ramuluch A (2016). *Pedagogy of Physical Science,*Hyderabad: Neelkamal Publisher
2. Panneerselvam A&Rajendiran K (2009). *Teaching of physical science*, Chennai: Shantha Publishers
3. Pramod Kumar N K. Ramaiah N K&Sreedharachayulu K (2016). *Pedagogy of Physical Sciences,* Hydrabad: Neelkamal Publishers
4. Arul Jothi D. L. Balaji& Vijay Kumar (2019).*Teaching of physical Science –I*New Delhi: Centrum Press Publishers
5. Kulshrestha S PGayaSingh (2019). *Pedagogy of School Subject Physical Science,*Meerut: R.LALL Book Publishers

6. AmalKantiSarkar (2020). *Pedagogy of Science Teaching Physical Science,*Kolkata: Rita Publications
7. Josh S R (1985). *Teaching of Science,*New Delhi: APH Publishing Corporation
8. *Pedagogy of Science PART-I,* National Council of Educational Research and Training
9. Amit Kumar (2002). *Teaching of Physical Sciences,*Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). *Teaching of Physical Science,* Hydrabsd: Neelkamal Publisher

E- RESOURCES

1. http://teaching.uncc.edu/learning-resources/articles- books/best- practice/instructional-methods/150-teaching-methods
2. http://en.wikipedia.org/science_education
3. http://iat.com/learning-physical-science

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: examine the importance of Critical Pedagogy.

CO2: appreciate the various models of teaching.

CO3: practise Activity Based Instruction in teaching Physical Science.

CO4: analyse and use the resources for teaching Physical Science.

CO5: handle various types of evaluation in teaching Physical Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1						*																		
CO2						*												*		*				
CO3		*										*			*									
CO4					*												*							
CO5				*														*						

SEMESTER – II

Course Code: BD2BS	Credits: 5

PEDAGOGY OF BIOLOGICAL SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Biological Science.

CO5. Analyze the Assessment in Pedagogy of Biological Science.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV:LEARNING RESOURCES

Need and significance of learning resources in Biology - Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource - Use of Science and Biology experiment kits in teaching-learning of Biology - Field visits and excursion as learning resources in Biology - ICT based virtual experiments and simulations as learning

resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT – V: ASSESSMENT IN PEDAGOGY OF BIOLOGICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Actual experience of Science/Biology laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Biology.
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class.
5. Critical review of a Textbook of Science/Biology.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Miller, David.F.(1938) *Methods and materials for teaching biological sciences.* NewYork: McGraw Hill Book Company.
4. NCERT (1969), Improving Instructions in Biology, New Delhi.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
2. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
3. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the importance of Critical Pedagogy.

CO2. appreciate the various models of teaching.

CO3. practise Activity Based Instruction in teaching of biological science.

CO4. analyse and use the resources for teaching biological science.

CO5. handle varioustypes of evaluation in teaching biological science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1						*																		
CO2						*												*		*				
CO3		*										*			*									
CO4					*												*							
CO5				*														*						

SEMESTER – II

Course Code: BD2CS	Credits: 5

PEDAGOGY OF COMPUTER SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogy, Andragogy and Heutagogy

CO2. Comprehend Skinner's operant training model, Bruner's Concept attainment model and Instructional models in Computer – based learning.

CO3. Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.

CO4. Use educational resources and types of resources in learning Computer Science.

CO5. Gain knowledge and understand the construction of achievement test in preparing blue print.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages – Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).Steps in pedagogical analysis – Five pedagogical approaches – software pedagogy – pedagogical beliefs and attitudes of Computer Science – measuring Computer Science pedagogical content knowledge.

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synectic's models – types of teaching models – instructional models in Computer-based learning.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group

Projects - Computer Science activities – active learning computer science –Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT-IV RESOURCE – BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMPUTER SCIENCE

Criteria for Teacher Evaluation – Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. Assessment in pedagogy – purpose of assessment –Teaching of Computer Science in school – computer assisted learning – evaluation of Computer-based instruction – automatic assessment of programming assignment –integration of ICT in teaching and learning.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Foster independent thinking through critical pedagogy.
2. Students' seminar on Bloom's Taxonomy of educational objectives
3. Write an essay on Group controlled Instruction.
4. Teacher talk / Expert talk on Assessment and Evaluation
5. Teacher talk on different types of resource-based learning and role of resource centre.

TEXT BOOKS

1. Edmund J., Amidon; John B Hough; Ned A Flanders (1967)*Interaction analysis: theory, research, and application Reading, Mass.*, Addison-Wesley Pub. Co.
2. Goel,H.K (2005) *Teaching of Computer Science* , New Delhi, R.LallBook.Depot.
3. J.C. Aggarwal (2010) *Principles, Methods and Techniques of Teaching*,Vikas Publication House Pvt Ltd.
4. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) *Critical Digital Pedagogy: A Collection.,* Hybrid Pedagogy Books.

5. Knowles, M.(1975). *Self-directed learning: A guide for learners and teachers*. USA: Cambridge Adult Education.
6. Mangal S.K (2009) *Essentials of Educational Technology*.PHI Publication.
7. S. K. Kochhar (2018) *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd

SUPPLEMENTARY READINGS

1. ChrystallaMouza , AmanYadav , Anne Ottenbreit-Leftwich (2021) *Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies*, Information Age Publishing.
2. Mohanty,L (2006).*ICT Strategies for Schools*. New Delhi.sage Publication.
3. N R SwaroopSaxena , Dr. Navneet Kumar Singh (2016) *Principles and Methods of Teaching,*R.LallBook.Depot.
4. Norton,P(1998*). Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
5. Orit Hazzan, Tami Lapidot, NoaRagonis (2014) *Guide to Teaching Computer Science: An Activity-Based Approach* 2nd Edition, Springer.
6. VinayBharti (Latest Edition) *Pedagogy of Computer Science*, Laxmi Book Depot.

E-RESOURCES

1. https://www.theedadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/
2. https://mypedagogyofenglish1975.blogspot.com/2020/07/chapter-08-pedagogical-analysis.html?m=1
3. https://link.springer.com/chapter/10.1007/978-3-642-60968-8_12
4. https://www.simplypsychology.org/case-study.html
5. https://learn-u.com/lesson/resource-based-learning/

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. analyse the concept of Pedagogy, Andragogy and Heutagogy.

CO2. demonstrate Carl Roger's Non- directive model in a new learning situation.

CO3. practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.

CO4. analyse different types of Educational Resources in Classroom learning.

CO5.construct an achievement test and evaluate computer-based instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2HI	Credits: 5

PEDAGOGY OF HISTORY– II

COURSE OBJECTIVES

CO1: Understand the Paradigm shift.

CO2: Know various teaching models.

CO3: Define activity based and group-controlled instruction.

CO4:. Utilize various resources in teaching History.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting), Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synectics models, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Arora K.L. (2005) Teaching of History, Ludhiana: Prakash Brothers.
2. Burton, W.H. (1972). Principles of history teaching, London: Methuen.
3. Chaudhary, K. P. (1975). The effective teaching of history in India. New Delhi: NCERT.
4. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
5. Gunning, Dennis. (1978). The teaching of history. London: Goom Helm.

SUPPLEMENTARY READINGS

1. Kochhar.S.K.(2005) Teaching of History, New Delhi: Sterling Publishers Pvt.
2. Lewis, E.M. (1960). Teaching history in secondary schools. Delhi: Sterling Publishers.
3. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
4. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E-RESOURCES

1. http://www.anselm.edu/internet/ces/index.html
2. http://www.decwise.com/
3. http://www.mindtools.com

4. http://nrcld.org/edu.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3. identify activity based and group-controlled instruction.

CO4. establish various resource centres in teaching History.

CO5. generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2GE	Credits: 5

PEDAGOGY OF GEOGRAPHY - II

COURSE OBJECTIVES

CO1:Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2:Know various teaching models.

CO3:Define activity based and group-controlled instruction.

CO4:Utilize various resources in teaching Geography.

CO5:Comprehend multiple assessment tools in teaching and learning.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group- Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching Geography – Geography Learning Resources: Geography Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines- Co-curricular Activities Based Learning Geography - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF GEOGRAPHY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Geography.
2. Write an essay on Geography resource center.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Geography.
5. Preparation and presentation of a report on different resources of teaching Geography.

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A & C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association.

SUPPLEMENTARY READINGS

1. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery Publishing House.
2. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
3. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instruction.

CO4: analyzevarious resource centers in teaching Geography.

CO5: demonstrate multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																								
CO2		*										*						*	*					
CO3																*								
CO4																								
CO5				*		*	*							*			*							

SEMESTER – II

Course Code: BD2EC	Credits: 5

PEDAGOGY OF ECONOMICS – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.

CO2. Know the different teaching models.

CO3. Discuss the activity - based and group Controlled Instructions.

CO4. Comprehend various Resources in Resource - Based Learning.

CO5. Learn the Assessment in Pedagogy of Economics.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Economics - Identifying and analyzing the learning resources in teaching-learning process of Economics - Exhibitions/fairs - Economics club - Economics Resource Centre - Field visits and excursion as learning resource in Economics.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ECONOMICS

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test , Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics.
2. Write an essay on Economics resource centre.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Economics.
5. Preparation and presentation of a report on different resources of teaching Economics.

TEXT BOOKS

1. Agarwal, J,C. (2005). *Teaching of economics*. Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: AshishPublishing House.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
3. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://en.wikipedia.org/wiki/Economics
3. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the importance of Critical Pedagogy.

CO2.appreciate the various models of teaching.

CO3.practise Activity Based Instruction in teaching of Economics

CO4.analyse and use the resources for teaching Economics.

CO5.demonstrate various types of evaluation in teaching Economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2CA	Credits: 5

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from pedagogyto Andragogy to Heutagogy.

CO2. Know the different teaching models.

CO3. Discuss the activity - based and group Controlled Instruction.

CO4. Comprehend various Resources in Resource - Based Learning.

CO5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre - Field visits/Industrial visits and excursion as learning resource in Commerce and Accountancy.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

TEXT BOOKS

1. Agarwal, J, C. (1996). *Teaching of Commerce: A Practical Approach*. Vikash Publishing
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman.* Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. VinothMonga, Neeraj Kumar, (2014). Teaching of Commerce, BOOKMAN Publishers.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMMERCE.pdf
3. https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html
4. http://en.wikipedia.org/wiki/Education.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1:examine the importance of Critical Pedagogy.

CO2:appreciate the various models of teaching.

CO3:practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4:analyse and use the resources for teaching Commerce and Accountancy.

CO5:demonstrate various types of evaluation in teaching Commerce and Accountancy.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

SEMESTER – II

Course Code: BD2HS	Credits: 5

PEDAGOGY OF HOME SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Home Science.

CO5. Analyze the Assessment in Pedagogy of Home Science.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogyto Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Home Science - Identifying and analyzing the learning resources in teaching-learning process of Home Science - Field visits and excursion as learning resources in Home Science - Use of ICT as learning resource in Home Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Home Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HOME SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, DiagnosticTest– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Home Science.
2. Have a group discussion on Role Play, Simulation and incident method.
3. Prepare and submit a report on different types of learning resources.
4. Teacher talk on pedagogical analysis.
5. Write an essay on teaching models.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitivedomain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi:
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: TandonPublications
3. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications. Viva Book House.

E-RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1. examine the importance of Pedagogical analysis.

CO2. analyse the various models of teaching.

CO3.practise Activity Based Instruction in teaching of HomeScience.

CO4. analyse and use the resources for teaching HomeScience.

CO5. demonstratevarious types of evaluation in teaching Home Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1						*																		
CO2						*												*		*				
CO3		*										*			*									
CO4					*												*							
CO5				*														*						

SEMESTER – II

Course Code: BD2SS	Credits: 5

PEDAGOGY OF SOCIAL SCIENCE– II

COURSE OBJECTIVES

CO1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2.Know various teaching models.

CO3. Define activity based and group-controlled instruction.

CO4. Comprehend resources in teaching Social Science.

CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser's Basic Teaching Model(Classroom Meeting),Ausubel's Advance Organizer Model, Schuman's Inquiry Training Model, Bloom's Mastery Learning Model, Bruner's Concept attainment Model, Jean Piaget's Cognitive Development Model, Byron Massials and Benjamin Cox's Social Inquiry, Carl Roger's Non-directive and William Gordon's Synecticsmodels, Skinner's Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Social Science Learning Resources: Importance and Utilization of Resources in Teaching Social Science –Social Science Club and its activities, Museum, Library, Newspapers and Magazines- Co-curricular Activities Based Learning Social Science - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF SOCIAL SCIENCE

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test of Social Science– Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Bruce Joyce, Marshawell (2016) Models of Teaching, Prentice-Hall, New Jersey, USA.
2. Calhoun Emily (2008) Models of Teaching, Prentice-Hall, New Jersey, USA.
3. PoonamBatra (2010) Social Science Learning in Schools: Perspective and Challenges, SAGE Publications Pvt Ltd, New Delhi.
4. S.K.Mangal& Uma Mangal (2018) Pedagogy of Social Sciences, PHI Learning Pvt Ltd, New Delhi.
5. Sally Brown & Brenda Smith (1996) Resource Based Learning, SEDA Series 1st Edition, Routledge, London.

SUPPLEMENTARY READINGS

1. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
2. GerardusBlokdyk (2020) Activity Based Learning : A Complete Guide,5Starbooks.
3. Mangal. S.K & Uma Mangal. (2009) Essentials of Educational Technology, New Delhi:PHI Learning Pvt.
4. MujibulHasanSiddiqui (2008) Models of Teaching, APH Publishing Corporation New Delhi-110 002.

E-RESOURCES

1. www.egyankosh.ac.in
2. www.patnauniversity.ac.in
3. www.stemmates.com
4. www.springer.com
5. www.teachersofindia.org
6. www.cbseacademic.nic.in

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain the Paradigm shift.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instructions.

CO4: establish various resource centres in teaching Social Science.

CO5:generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097

SYLLABUS – SEMESTER -III

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

Semester - III

School Internship

Record Verification & Teaching Learning Assessment - External Evaluation

S.No	Sub. Code	Practicum Components & Online Course	Credits	Marks
	PART –A – Assessment of Teaching Competency and Records			
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
	TOTAL –A		**20**	**400**
		PART –B - EPC-Records		
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
	TOTAL –B		**4**	**80**
		PART –C – Online Course		
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
	TOTAL –C		**1**	**20**
	BD3PC	**Total (A+B+C)**	**25**	**500**

Guidelines for Preparation of Practicum Components:

1. Observation Record

Observation of minimum of five lessons by student teachers at Level - I &II of pedagogical subjects delivered by school teachers.

2. Micro Teaching Record

Microteaching – Practice is to develop the skills of introducing lesion, explaining, Probing questioning, stimulus variation, reinforcement, use of black board and achieving closure at level I & II related to pedagogy subject under the supervision of pedagogy teacher.

3. Demonstration Record

Demonstration of minimum 2 Model lessons delivered by the concern pedagogic teacher and 3 model lessons by each student teacher under the supervision of pedagogy teacher.

4. Lesson Plan Record

Regular Classroom Teaching: Preparation and delivery of 25 lessons in each level (I & II) of Pedagogy subject in the cooperative school during the school internship programme.

5. Instructional Materials Record

The student teachers prepare a record about the preparation and use of various instructional materials such as Print, Audio, Visual, Audio-Visual and Electronic Interactive Materials during the school Internship Programme.

6. Test and Measurement Record

This record is to be prepared covering theoretical aspects of Test and Measurement during the evaluation process with regard to students learning outcome. The following components shall be included in the preparation of record.

- Construction and administration of Achievement Tests atLevel –I & II of Pedagogy subjects.
- Measures of Central Tendency: Mean, Median, Mode
- Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation.
- Co-efficient of Correlation: Spearman's Rank Correlation Co-efficient.
- Graphical Representation of data: Histogram, Bar diagram, Frequency Curve, Frequency Polygon and Ogive Curve.

7. Case Study Record

The case study record includes detailed examination of a student as a case, understand the reasons behind his/her unique habits or character and try to provide suggestions or remedial measures to enhance his/her habits or character to become a good citizen.

8. Psychology Practical Record

The student teachers should perform **any five Psychological Experiments** and **any five Psychological Tests** from the following and the activities regarding this shall be carried out during the first semester and thecompleted practical record should be submitted at the time of practical examinations.

S.No.	Psychological Experiments	S.No	Psychological Tests
1	Test of Creativity	1	Adjustment
2	Thematic Apperception Test	2	Teaching Competency
3	Span of Attention –Tachistoscope	3	Leadership
4	Mullerl-yer Illusion	4	Organizational Climate
5	Mirror drawing	5	Intelligence
6	Rorschach Ink- Blot test	6	Self-Concept
7	Maze learning	7	Life Skills
8	Memory drum	8	Values.

9. Environmental Education Record

The student teachers prepare a record about the process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. The Environmental Education Record should include the Components of Environmental Education such as:

1. Environmental Education – Meaning, definition & importance
2. Objectives and guidelines of Environmental Education
3. .Environmental degradation – impact on land, air, water, food and health
4. Recent Environmental threats around the world
5. School environmental survey (done in practice school)
6. Prepare a pictorial album – national / international level on environmental issues
7. Activities done in college related to environmental protection in the academic year (any 5 activities)
8. Environmental awareness song / slogan / skit written by each student on their own

10. Students Portfolios and Reflective Journals

Students Portfolios refers compilation of students achievements, awards, recognitions, merits, memorable activities etc.,

Reflective Journals should be prepared and maintained by student teachers in which he/she records his/her experiences, observations, and reflections on the pedagogy courses and school internship.

COURSE EPC11 (1) : READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

Course objectives: To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.

2. To read diverse texts/books and learn to think together.

3. To use their reading and writing skills for effective preparation for the other courses.

Mode of Transaction of the course

The teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.

2. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.

3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies

4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.

5. Engage the student-teachers to analyses various text structures and develop comprehension of them.

6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.

7. Prepare the student-teachers for selected readings and writings required for other courses.

8. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.

9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.

10. Read any three books related to education and make a critical a presentation.

Tasks and Assignments:

Preparing a Record on "Reading and Reflecting onTexts".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.

2. Read any three books related to education and submit a review of them.

COURSE EPC11 (2): DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his her creativities and aesthetic sensibilities.

Course objectives: To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.

2. To use art, music and drama for enhancing one's self, expression and creativity.

3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink. with fine arts experts,

2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals

3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.

4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as

completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.

6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.

7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.

8. Motivate the student-teachers to use drama as a '**critical pedagogy'** moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.

9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.

10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.

2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

COURSE EPC 11 (3): CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:

1. To teach effectively in a "technology enhanced classroom" (previously referred to as "smart classroom").
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

Mode of Transaction of the Course

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet,Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video -conferencing.

2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.

3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.

4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.

5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).

6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.

7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.

8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.

9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.

10. To create educational blogs(edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.

2. Write a report on the organization of video-conferencing with an educational expert.

COURSE EPC 11 (4): UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious on going reflections.

Course Objectives:

To enable the student-teachers:

1. To develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. To develop social-relational sensitivity and effective communication skill such as listening and observing.
3. To develop a holistic and integrated understanding of the human self and personalities.

Mode of Transaction of the Course

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.

8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097

SYLLABUS – SEMESTER -IV

B.Ed Degree Programme

(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

SEMESTER – IV

Course Code:BD4GS	Credits: 5

GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES

CO1: Understand the concept of gender roles in society.

CO2: Comprehend the gender identity and socialization process.

CO3: Identify gender roles in textbooks and curriculum.

CO4: Discuss safety of girls and women at school, home and workplace.

CO5: Understand the representation of gender in various mass media.

UNIT- I: GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

UNIT- II: GENDER IDENTITY AND SOCIALIZATION PROCESS

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender nequalities or reinforcing gender parity - gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

UNIT- III GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias

in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Unit- IV SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - : Role of education in preventing, sexual abuse and violence - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents .

UNIT - V MASS MEDIA AND GENDER

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

SUGGESTED ACTIVITIES

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Students' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.

TEXT BOOKS

1. Byerly, C. M. (2011). *Global report on the status of women in the news media.* Washington DC: International Women's Media Foundation.
2. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through text books.* Paris: UNESCO Publications Division.
3. Kosut, Mary. (2012). *Encyclopedia of gender in media.* New Delhi: Sage Publications.
4. NCERT. (2006). *Gender issues in education.* New Delhi: Publications Division.

5. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
6. Srinivastav Gauri,(2012). Gender and Peace in textbooks and schooling process, New Delhi, Concept Publishing Company Pvt.Ltd.,

SUPPLEMENTARY READING

1. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
2. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Disciplince, moral regulations and schooling: A social history*. New York: Routledge.

E-RESOURCES

1. https://www.learningclassesonline.com/2019/08/genderschool-and-society-and-inclusive-school-book.html
2. https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%206%20Gender%20School%20&%20Society%20-%20English%20Version.pdf

COURSE OUTCOME

After completion of this course, the student-teachers will be able to :

CO1: discuss the reasons for gender inequalities

CO2: analyze the gender role and responsibilities in schools

CO3: integrate gender roles in School and curriculum.

CO4: debate on preventive measures of Sexual Abuse and Violence

CO5: explain about the Gender equalities and role of mass media

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			*																					
CO2	*											*							*					
CO3														*				*						
CO4						*		*					*						*					
CO5			*																					

SEMESTER – IV

Course Code: BD4KC	Credits: 5

KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES

CO1. Acquire the dimensions of knowledge and validity of knowledge

CO2. Understand the nature and principles of curriculum

CO3. Analyze the Curriculum Design and Organization of knowledge.

CO4. Apply the knowledge on curriculum development and implementation.

CO5. Evaluate the change and innovation of curriculum.

UNIT - I: KNOWLEDGE AND KNOWING

Definition of knowledge and levels of knowledge – Types, kinds, forms and characteristics of Knowledge- Knowledge dimension – Categories of Knowledge dimensions – Dimensions of Cognitive Process - Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth. - Knowledge in relation to information, belief and truth.

UNIT –II: MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner-centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

UNIT –III : CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.

UNIT-IV: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Phases of Curriculum Development process – Models of Curriculum Development: Tyler's curriculum Inquiry Model, Taba's Grassroots Rationale Model and Saylor and Alexander's Planning process Model. Curriculum Implementation Models: ORC Model and LOC Model.

UNIT –V: CURRICULUM EVALUATION AND CHANGE

Curriculum Evaluation – Concept, definition – Source dimensions and functions of curriculum evaluation - Approaches to curriculum Evaluation – Need and importance of Curriculum Evaluation – Evaluation Phases - Tyler's objective-centered evaluation model – Robert Stake's Congruence- Contingency Evaluation Model - Curriculum revision, Curriculum change and innovation: Types of change - Process of curriculum change strategies and models for curriculum change and innovation.

SUGGESTED ACTIVITIES

1. Write a report on theories of validity of knowledge.
2. Group discussion on nature and principles of child-centered education.
3. Teacher talk on the Curriculum design and development.
4. Panel discussion on curriculum development process and implementation.
5. Seminar on approaches to curriculum evaluation, change and innovation.

TEXT BOOKS

1. Daniel Tanner, Laurel N. Tanner (1975). Curriculum development theory into practice. New York: Macmillan Publishing Co., Inc.
2. Dewey, John (1996). The Child and the Curriculum, Chicageo: The University of Chicago Press.
3. Orestein A.C & Hunkins F.P (1988). Curriculum: Foundations, principles and issues. New Jersey: Prentice Hall.
4. Saylor, G.J & Alexander, W (1965) Planning curriculum of school. New York: Holt Richard and Winston.
5. Taba, Hilda. (1962). Curriculum development: Theory and practice, New York: Harcourt Brace, Jovanvich.

SUPPLEMENTARY READINGS

1. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
2. Chikumbu, T.J & Makamure, R. (2000). Curriculum theory, design and assignment (Module 13). Canada: The Commonwealth of Learning.
3. Diamond Robert, M. Designing and improving course in higher education: A Systemic Approach, California: Jossey.
4. Dinn Wahyudin, (2019). Curriculum development and teaching philosophy, LAMBERT
5. Doll Ronal. C. Curriculumi improvement: Decision making process London: Allyon and Bacon.

E- RESOURCES

1. www.ncde.go.ug
2. www.wcedcurriculum.westerncap.gov.
3. www.journals.aps.org
4. www.wordlat.org

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: recognize the types, categories of knowledge.

CO2: generalize the Principles of Curriculum Development.

CO3: compare the various Curriculum design and organization of Curriculum.

CO4: determine the various models of Curriculum.

CO5: summarize the Evaluation Phases.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√H√																					
CO2		*										*						*	*					
CO3																*								
CO4																								
CO5				*		*	*							*			*							

SEMESTER – IV

Course Code: BD4CI	Credits: 5

CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education

CO4: Understand the need and concept of curriculum adaptation

C05: Develop the skills associated with management of inclusive classrooms

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmes - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II : UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

UNIT -III: BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.

UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

SUGGESTED ACTIVITIES

1. As a classroom teacher, what are the adaptations that can do in the curriculum for children with special needs?
2. Conduct a debate on General and Special Teachers' role in inclusive education setup.
3. Develop a UDL based lesson plan for primary or secondary level of inclusive learning environment.
4. Study the impact of RTE's on challenges in implementing education for children with disabilities.
5. Visit to Inclusive School/Institution nearby and discuss the need of curriculum adaptation for Children with disabilities.

TEXT BOOKS

1. United Nations Educational, Scientific and Cultural Organization. The Education For All Movement.
2. Alur, M. (2002). Education and children with special needs: from segregation to inclusion, New Delhi: Sage Publications.

3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning.* Baltimore: Paul H. Brookes.
4. Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. London: Paul Chapman Publishing.
5. De Vroey, A. (2016). Inclusive education, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand
6. Guha, A. (2016). Curriculum adaptations and types of adaptation, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand.
7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire.
8. Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together*. Baltimore: Brookes.

SUPPLEMENTARY READINGS

1. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction.* New Jersery: Prentice-Hall.
2. Ministry of Human Resource Development (MHRD) (2006), Inclusive Education-Draft Action Plan for Inclusive Education of Children and Youth with Disabilities, New Delhi: MHRD.
3. Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of children with special needs*, in Govinda, R. (2002) (Ed) India Education Report. New Delhi: Oxford University Press.
4. Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. New Jersery: Merrill.
5. Rao, Indumathi & Pramod, Sharada. (2010). A Self help Text book on Inclusive Education.
6. Rashtriya Madhyamik Shiksha Abhiyan (Integrated) | Government of mhrd.gov.in ›

School Education.

7. Report on Integration of Culture Education in the School Curriculum (2005). CABE, MHRD, GOI. Retrieved fromhttp://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf
8. Sharma Prem Lata et.al. (2012) 'Inclusive education: What, why and how', RIE (NCERT) Mysore, A.G. Suvratheendra Vani Press.
9. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO, Paris.
10. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria: Association for Supervision and Curriculum Development (ASCD).
11. Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. New Jersery: Lawrence Erlbaum Associates.

E-RESOURCES

1. https://www.slideshare.net/HighBloodPressureH/accessible-environment-for-the-persons-with-disabilities

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Explain Various Education programmes for CWSN.

CO2: Analyse the different Barriers to Inclusive Education.

CO3: Examines the strategies to build inclusive learning environment in School.

CO4: Demonstrates the importance of curriculum adaptation.

CO5: Interprets the common issues and challenges in management of inclusive classroom.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*		√H√											*									
CO2	*												*					*						
CO3										*		*												
CO4			*													*	*							
CO5						*	*				*								*					*

SEMESTER – IV

Course Code: BD4YH	Credits: 5

YOGA, HEALTH AND PHYSICAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

UNIT- I: YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and nenefits.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment's safety aids in games and sports.

UNIT – III: COMMUNICABLE DISEASES, LIFE STYLE DISORDER AND NUTRITION

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management - life

style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student.
5. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.

TEXT BOOKS

1. Gupta D.K. (2005), Health education for children, New Delhi; KheelSahitya Kendra.
2. Jothi. K. (2021), Nutrition and weight management. International Sushisen publication, Trichy.
3. Jothi. K., (2013), Health, diet and fitness, New Delhi- Sports Publication,
4. Nagendra, H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,
5. Pandit Lakshmi Doss. (2002) Yogasana for everybody. Chennai: Balaji Publications.

SUPPLEMENTARY READINGS

1. Gore,M.M., (2007), Anatomy and Physiology of Yogic Practicies. New Delhi Mot*lal Banaras Dass*.
2. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.
3. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
4. Venugopal, B and Ranganayaki. (2010). Yoga and Yoga Practice., Hyderabad; Neelkamal Publications.
5. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.

E-RESOURCES

1. http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php.
2. http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-/first-aid-tips/Kit-contents.
3. http://www.glopalhealth.gov/global-health-topics/communicable - diseases.

COURES OUTCOMES

After completion of this course, the student-teachers will be able to :

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																*			*	*				
CO2	*						*	*	*															
CO3					*					*							*							
CO4		*																						
CO5																		*						

SEMESTER – IV

Course Code: BD4E1	Credits: 5

Elective Paper

VALUES AND PEACE EDUCATION

COURSE OBJECTIVES

CO1: Understand the concept of Value education.

CO2: Explain the methods of fostering values.

CO3: Understand the concept of Peace Education.

CO4: Discuss the ways of promoting culture of peace.

CO5: Identify and apply the practices for value inculcation and clarification.

UNIT- I: VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education – Sources of Values- Values of development: periods of development – Kohlberg's stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

UNIT- II: FOSTERING VALUES

Development of Values: Attitudes and personal qualities – Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath's process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

UNIT- III: PEACE EDUCATION

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.

UNIT- IV: PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

UNIT- V: APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

SUGGESTED ACTIVITIES

1. Teacher talk on pedagogy of values and whole school approach.
2. Prepare a school curriculum for promoting peace education.
3. Seminar on Value education in school curriculum.
4. Group discussion on fostering values in children.
5. Write an assignment on Education for non-violence, international peace and security.

TEXT BOOKS

1. Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
2. Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
3. Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
4. Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
5. Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays. Delhi Konark.

SUPPLEMENTARY READINGS

1. Sharma, S. R, (1999)., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Publication.

2. Singh, Samporn (1979) Human Values, Jodhpur: Faith Publication.
3. National Human Right Cimmision (2005). Human rights education for beginners. New Delhi.

E- RESOURCES

1. http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf
2. http://www.greenbookee.com/arnold-toynbeechallenge- and-response/
3. https://arthurdobrin.files.wordpress.com/2008/08/ethics-foreveryone. pdf
4. https://yippiie.files.wordpress.com/2011/04/wings-of-fire-byabdul- kalam-printers1.pdf
5. http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf/TeachingEthics_CopenhagenReport.pdf
6. www.cpsglobal.org

COURSE OUTCOMES

After completion of the course, student-teachers will be able to:

CO1: examine the need and importance of value education

CO2: discuss the ways of fostering values in children.

CO3: analyse the importance of peace education.

CO4: construct the culture of developing peace education.

CO5: use the approaches of value inculcation in children.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√	* H√			*																	
CO2						*			*								*							
CO3								*					*											
CO4					*	*																		
CO5					*					*		*						* *						

SEMESTER – IV

Course Code: BD4E2	Credits: 5

Elective Paper

HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

CO1: Acquire the knowledge of concept of human rights.

CO2: Understand the human duties and responsibilities.

CO3: Analyze the status of women in contemporary Indian society.

CO4: Synthesis the societal problems of human rights in India.

CO5: Evaluate the problems of enforcement of human rights in India.

UNIT – I: CONCEPT OF HUMAN RIGHTS

Meaning, Nature and Definition - Classification of Rights – Moral, Social, Cultural, Civil, Religious and Political.

UNIT – II: HUMAN DUTIES AND RESPONSIBILITIES

Concept of Humanism, Duties and Responsibilities - Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down-trodden, Distress, Elders and others - Interrelationships of rights and duties: Harmony and Conflict.

UNIT – III: STATUS OF WOMEN IN CONTEMPORARY INDIAN SOCIETY

Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence , sexual harassment , in private and public domain - Women's movement in the West: A Historical Understanding - Women's movement in India : History and contemporary.

UNIT – IV SOCIETAL PROBLEMS OF HUMAN RIGHTS IN INDIA

Concepts and Approaches: Concept of societal problems and human rights - Theoretical approaches to social problems and social changes- Causes and types of social problems - Social Issues: Problems of social hierarchy, Problems of Minorities, Problems of Scheduled Castes and Scheduled Tribes - Violence against women and children - Right to Education Act -2009 (RTE),

Protection of Children from Sexual Offences Act-2012 (POSCO), Problems of aged and disabled.

UNIT – V: PROBLEMS OF ENFORCEMENT OF HUMAN RIGHTS IN INDIA

Illiteracy, lack of awareness - Abuse and misuse of power - Lack of accountability and transparency in government functioning: Right to Information - Lack of People's Participation in Governance - Social prejudices against caste, women, minorities, etc.- Inequitable access to natural and material resources.

SUGGESTED ACTIVITIES

1. Teacher talk/invited lecture on the concept of Human Rights.
2. Prepare a report on the Human duties and responsibilities.
3. Collect the information through internet/newspapers about gender bias/ domestic violence.
4. Prepare a bulletin by collecting the Act of RTE and POSCO.
5. Conduct a Debate on Pros and Cons of Right to Information Act.

TEXT BOOKS

1. Henry J Steiner & Philip Alston(Eds.), (2000) International human rights in context. Oxford University Press.
2. Jack Donnelly. (2005). Universal human rights in theory and practices. New Delhi: Manas Publication.
3. Jermy, Waldrom. (1984). Theories of Rights. New Delhi: Oxfords University Press.
4. M.M. Rehman, Kanta rehman, Poonam.S Chauhan & Syed Begum, (2000). Human rights, human development, concepts and contexts. Manak Publications.
5. Mohini Chatterjee. (2004). Feminism and women's human rights. Jaipur: Aaviskhkar Publishers and Distributors.

SUPPLEMENTARY READINGS

1. Abdulrahim, P. Vijapur, Kumar Suresh (Eds). (1999). Perspectives on human rights. New Delhi**:** Manas Publication.
2. Alfab Alam (Ed.). (2000). Human rights in India. New Delhi: Raj Publications.

3. Lina Gonsalves. (2001). Women and human rights. New Delhi: A.P.H Publishing Corporation.
4. Vijay Kumar. (2003). Human rights dimensions and Issues. New Delhi: Anmol Publications.

E- RESOURCES

1. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/fc.pdf
2. https://www.ohchr.org/documents/publications/handbookparliamentarians.pdf
3. http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf
4. https://www.ugc.ac.in/oldpdf/modelcurriculum/human.pdf
5. http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

COURSE OUTCOMES

After completion of the course, student-teachers will be able to:

CO1: Identify the concept of human rights and list out the components.

CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.

CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act.

CO5: summarize the problems of enforcement of human rights in India.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√H√					*																
CO2																				*				*
CO3			*						*										*			*		
CO4																						*		
CO5				*			*						*	*				*						

SEMESTER – IV

Course Code: BD4E3	Credits: 5

Elective Course

COMMUNITY ENGAGEMENT THROUGH WORK EDUCATION

COURSE OBJECTIVES

CO1: Appreciate the concept of Work and dignity of labour.

CO2: Sensitize the importance of the Gandhiji's ideas on Nai Talim.

CO3: Analyze the school education programmes and policies, which incorporate local community engagement aspects.

CO4: Utilize the dialogic method of community engagement.

CO5: Demonstrate the best practices of community engagement his/her own.

UNIT – I: WORK AND EDUCATION

Meaning and concept of work – Significance of work and labour – Work and livelihood – Work with happiness and satisfaction – Work Education: Social, economic and pedagogical values of work and craft education.

UNIT – II: NAI TALIM

Gandhiji's ideas on Education – Basic tenets of Nai Talim – Contemporary relevance of Nai Talim – Experiential learning: Meaning and concept – Experiential learning and community vis – a – vis National Curriculum Framework (2005), and NCFTE (2010).

UNIT – III: COMMUNITY ENGAGEMENT

Theories of Community Engagement – School, family and community partnership – Government programmes for education and development of literacy – Rationale and methods of Community Engagement – School management committees – Role of Teachers' and Headmasters for community engagement and parent engagement in school matters - Establishing Rural Education interest groups and communities – Self-Help Groups and Education.

5. Precle, J. (2014). University community engagement and lifelong learning. New York: Springer International Publications.

SUPPLEMENTARY READINGS

1. Anthony, P.D (2001). The ideology of work. London: Routledge.
2. Cameron, J., & Grant-Smith, D. (2005). Building citizens: Participatory planning practice and a transformative politics of diff... *Urban Policy and Research*, 23(1), 21-36.

...oks.
...nd communities:
...nuum Education.
4. Martorie Sykes. (2001). The story of Nai Talim. Kolkata: Earth care boo
5. West-Burnham, J., Farrar, M., & Otero, G. G. (2007). Schools a... Working together to transform children's lives. Stafford: Network Conti

E-RESOURCES

1. http://www.place-based-community-engagement-highereducation...

(ISDR) – Disaster Management Agencies in India: National Disaster Response Force (NDRF); National Disaster Management Authority (NDMA); National Institute of Disaster Management (NIDM); State Disaster Management Authority (SDMA) – NGO's – Social Media

UNIT – V: ROLE OF EDUCATIONAL INSTITUTIONS IN DISASTER MANAGEMENT

Role of Teachers: General awareness in Schools/Colleges - Creating the Disaster prevention and response plan - Constituting of prevention and resource teams - Action plan check list - Role of Students: Plan before, during and after Earthquake, Landslides, Floods, Cyclone-warning, and high-rise fire.

SUGGESTED ACTIVITIES

1. Conduct a seminar on the role of Science & Technology on Disaster Management.
2. Invited lecture by legal expert on various legal measures on Disaster Management.
3. Preparation of Disaster Risk Management Plan of an Area or Sector.
4. Study of Recent Disasters (at local, state and national level).
5. Write a reflective report on disaster management agencies at international and national level.

TEXT BOOKS

1. Coppola, D. P, (2007). Introduction to international disaster management. London: Elsevier Science (B/H).
2. David Alexander. (1999). Natural disasters. London: Kluwer Academic.
3. Modh, S. (2010). Managing natural disasters. New Delhi: Mac Millan Publishers.
4. Murthy, D.B.N. (2012) Disaster management. New Delhi: Deep and Deep Publication.
5. Srivastava, H.N. & Gupta, G.D. (2006). Management of natural disasters in developing countries. Delhi: Daya Publishers.

SUPPLEMENTARY READINGS

1. Angus, M. G. (2008). Encyclopedia of disasters: Environmental catastrophes and human tragedies. (Vol. 1 & 2) Greenwood Press.
2. Anu Kapur (2005). Disasters in India studies of grim reality. Jaipur: Rawat Publishers,
3. Disaster Management Guidelines. GOI-UND Disaster Risk Program (2009-2012).

4. Goyal, S. L. (2006). Encyclopedia of disaster management, disaster management policy and administration, (Vol I, II & III), New Delhi: Deep & Deep Publications.
5. Gupta, A. K; Niar, S.S & Chatterjee, S. (2013). Disaster management and risk reduction, role of environmental knowledge. Delhi: Narosa Publishing House.

E-RESOURCES

1. http//:www.wui.org
2. http//:www.ifvc.org
3. https://www.mba.gov.in
4. http//:www.unoosa.org
5. http//:www.ndvf.gov.in

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to :

CO1: analyze the different types of Disaster Management.

CO2: apply the techniques and approaches to Disaster Management.

CO3: describe national Policy on Disaster Management.

CO4: discuss the role of various international and national agencies of disaster management.

CO5: explain knowledge on role of educational institutions in disaster management.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√HV				*																	
CO2		*			*		*					*												
CO3		*					*			*		*												*
CO4							*			*								*						*
CO5						*	*			*			*			*								*

SEMESTER – IV

Course Code: BD4E5	**Credits: 5**

Elective Course

SPECIAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the definition, principles, need, scope, and types of special education.

CO2: Describe the Historical Perspectives of Special Education.

CO3: Discriminate the types of disabilities.

CO4: Know the causes and characteristics of disabilities.

CO5: Identify the different assessment of persons with disabilities and planning of educational needs of persons with disabilities.

UNIT- I : INTRODUCTION TO SPECIAL EDUCATION

Special Education: Meaning, concept, definition, principles, objectives, need, scope & types; - Historical Perspectives in special education – exclusion, acceptance, prohibition, institutionalisation, special school, integration and inclusion.

UNIT-II : UNDERSTANDING DISABILITIES AND ITS EDUCATIONAL IMPLICATIONS

Understanding disabilities; types, causes and characteristics of disabilities as per RPWD Act 2016 - Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities; Educational implications and needs of Persons with Disabilities

UNIT- III : IDENTIFICATION AND ASSESSMENT

Identification and Assessment of persons with Physical Disability- VI/HI/PH; Intellectual Disability- LD/ASD/ID; Mental Behaviour (MI); Chronic Neurological Conditions; Blood Disorders; Multiple Disabilities; Screening, Diagnostic, Functional and Educational assessment and referral.

UNIT – IV: EDUCATIONAL PROGRAMME AND OTHER SUPPORTIVE THERAPEUTIC INTERVENTION STRATEGIES

Functional and educational programmes based on Medical & Health Care, Therapeutics, and use of Technology for Persons with Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities

UNIT - V ACTS AND POLICIES

United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - RCI Act 1992 - Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, PWD Act 1995, National Trust Act 1999, Rights of Persons with Disabilities (RPwD) Act, 2016; Provisions and Concessions given by State and Central Government.

SUGGESTED ACTIVITIES

1. Conduct a seminar on different Acts and Policies on Rights of persons with Disabilities.
2. Observation of special schools and inclusive schools and prepare a report.
3. Therapeutics and Support services (PT, OT, ST, and BT) for persons with disabilities used for educating children with special needs.
4. Visit any Non - Governmental Organization (NGO) offering services for persons with
5. Write an essay on Definition, Principles, Objectives, Need, Scope & Types of special education.

TEXT BOOKS

1. Aggarwal, K. (2002) Handbook for parents of children with disabilities. Planning Commission. Govt.of India.
2. Gayatri Ahuja, (20180) Curriculum accommodations and adaptations, society for advance study in rehabilitation (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011). Handbook of special education. Routledge
4. King-Sears, H.E. (1994) Curriculum based assessment in special education. San Diego Singular Publishing Group.

5. Umadevi, M.R. (2010). Special education: A practical approach to education of children with special needs. Neelkamal Publications.

SUPPLEMENTARY READINGS

1. Harp, B. (2006). The handbook of literacy assessment and evaluation (3rd Edn.) Norwood, M.A.: Christopher-Gordon Publishers, Inc.
2. Higgins, J. (2003) Practical ideas that really work for students with dyslexia and other reading disorders, PRO-ED, Austin.
3. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education – A practical guide to supporting diversity in the classroom. (2nd Edn.). U.K. Routledge.
4. Miller, F. & Bachrach, S.J. (2012). Cerebral Palsy: A complete guide for caregiving. A Johns Hopkins Press Health Book.
5. Moyes, R.A. (2010). Building sensory friendly classrooms to support children with challenging behaviours: Implementing data driven strategies: Sensory world, Texas.

E-RESOURCES

1. http//:www.disabled-world.com
2. http//:www.disability-wa-gov.in
3. http//:www.nds.org.an
4. http//:www.aruma.um.an
5. http//:www.inclusive-education.org

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain Historical Perspectives in Special Education.

CO2: analyse the Disabilities and its Educational Implications.

CO3: examine Identification and Assessment of persons with Physical Disability.

CO4: Classify the Educational Programme and Other Supportive Therapeutic Intervention Strategies of disabilities.

CO5: analyse the Acts and Policies of Disabilities.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√H√				*		*															
CO2									*						*									
CO3																			*					*
CO4										*		*	*			*		*						
CO5														*										

SEMESTER – IV

Course Code: BD4E6	Credits: 5

Elective Course

LIFE SKILLS EDUCATION

COURSE OBJECTIVES

CO1 : Understand the soft skills, hard skills and social emotional learning.

CO2 : Identify the use of communication skills and different modes of writing skills in real situations.

CO3 : Demonstrate interview skills, critical thinking and creative thinking skills.

CO4 : Comprehend the interpersonal skills and adopt good leadership behavior for empowerment of self and others.

CO5 : Understand the universal human Values.

UNIT -1: SOCIAL - EMOTIONAL LEARNING

Skill Development: Hard skills and Soft skills, Social Emotional Learning (SEL) - Components of SEL - Benefits of Practicing Social Emotional Learning (SEL) - Ways to integrate Social Emotional Learning in the classroom - Emotional Skills: Coping with stress and dealing with emotions - Importance and Benefits of life skills - Humanistic curriculum design and Personal curriculum design

UNIT-II: SOCIAL SKILLS

Communication Skills: Listening, Speaking, Reading and Writing - Different modes of writing - Digital Literacy - Effective use of Social Media and Non - verbal communication - Communication techniques.

Interpersonal Skills: Components, Types, Dimensions of Interpersonal relationships - methods to enhance interpersonal relationship - Selman's Stages of interpersonal reasoning.

Empathy: Types, Dimensions, Teaching Strategies for enhancing empathy - practices for fostering empathy - Service Learning and Social Curriculum Design.

UNIT-III: COGNITIVE AND PROFESSIONAL SKILLS

Cognitive Skills: Self-Awareness, Critical thinking, Creative thinking, Decision-making and problem-solving - Career Skills: Resume Skills, Interview Skills, Group Discussion Skills

and Exploring Career Opportunities -Team Skills: Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brain-storming, Social and Cultural Etiquettes and International Communication.

UNIT -IV: LEADERSHIP AND MANAGEMENT SKILLS

Leadership Skills and Managerial skills - Time Management: Components, Techniques of time management and strategies for better Time management - Entrepreneurial skill, Innovative Leadership and Design thinking - Ethics and Integrity - Social reconstruction curriculum design.

UNIT-V : UNIVERSAL HUMAN VALUES

Love & Compassion, Truth, Non-Violence, Righteousness, Peace, Service and Renunciation-Self- Science curriculum and Para curriculum - The teacher as a facilitator -Agencies of Life Skills Education : UNESCO, UNICEF,WHO,NSDC & TNSDC.

SUGGESTED ACTIVITIES

1. Present a report on social - emotional learning.
2. Suggest some activities develop listening and speaking skill.
3. Have a discussion on Cognitive and Professional skills.
4. Have a seminar on Leadership and Management skill.
5. Present a report on Universal human values.

TEXT BOOKS

1. Bhagyashree, A.D., (2016). Life skills education. Bookman.
2. Jain, Usha & Jain, Rajiv Kumar. (2014). Life skills – A guide to steer life. Vayo Education of India.
3. James, Larry. (2006). The first book lifeskills. Mumbai. Embassy Books.
4. Joshi Rokeach (1973). The nature of human values. New Yourk: The Free Press
5. Ravikanth Rao,K & Dinakar, P. (2018). Life skills educations, New Delhi: Neelkamal Publications.
6. Swift, Keilly. (2021). Life skills. Barnes & Noble.

SUPPLEMENTARY READINGS

1. Ashokan, M. S. (2015). Karmayogi: A Bbiography of E. Sreedharan. Penguin, UK.
2. Brown, T. (2012). Change by Design. Harper Business

3. Livermore D. A. (2010). Leading with cultural intelligence: The New Secret to success: New York: American Management Association
4. Patra, Avinash (2012), The Sprirtual Life and Culture of India, Oxford University Press
5. ShantikumarGhosh,(2004), Universal Values. The Ramakrishna Mission, Kolkata.
6. Sinek S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action. Penguin

E-RESOURCES

1. https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63.
2. https://www.ted.
3. www.ted.com/ talks/anil_gupta_india_s_hidden_hotbeds_of_invention
4. https://nptel.ac.in/courses/122105021/9
5. https://www.sscnasscom.com/
6. https://www.sscnasscom.

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1 : gain Self Competency and Confidence

CO2 : demonstrate cognitive skills.

CO3 : explain the uses of time management skill and leadership skill.

CO4 : analyze the ways to develop listening, speaking, reading and writing skills.

CO5 : demonstrate the Universal Human values to the society.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√	H	√	*					*													
CO2											*													
CO3											*								*					
CO4					*						*												*	
CO5											*													