

B.Ed (2016-2017) onwards

First Year Syllabus

COURSE 1: CHILDHOOD AND GROWING UP

Course objectives:

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

1. understand the growth, stages and dimensions of child development
2. compare various theories and its contributions to child development
3. analyse the gender stereotyping and issues, concerns of marginalized children
4. understand the adolescent behaviours
5. identify the various socializing agencies and their role on child development
6. comprehend the role of play and media on child development
7. examine the impact of urbanization and economic change on child development.

Unit I Growth and development of childhood

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

(Suggested instructional approaches and methods :

- i) Talk by teachers/experts on the principles of growth and development.
- ii) A debate on the influence of nature and nurture on individual development.)

Unit II Stages and dimensions of development

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

- i) Talk by the teacher/psychologist on the various stages of child development.
- ii) Invited talk by experts on dimensions of child

development.)

Unit III Theories of child development

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development (Vygotsky), Ecological systems theory (Bronfenbrenner).

(Suggested instructional approaches and methods:

- i) Teacher talk on child development theories.
- ii) Student seminar on various theories of child development.)

Unit IV Socializing agencies of child development

Agencies of socialization: Family, school, peer, and community

(Suggested instructional approaches and methods:

- i) Presentation of report based on field study/ case study on child rearing practices.
- ii) Seminar on family, school and peer influence on socializing process.)

Unit V Gender stereotypes and gender roles

Gender stereotypes in early child, middle childhood and adolescence - Influences of gender stereotyping: biological, cultural and environmental - Gender identity in middle childhood and in adolescence - Gender schema theory
- strategies for development non-gender – stereotyped children.

(Suggested instructional approaches and methods:

- i) invited lecture by a Feminist on gender stereotypes.
- ii) seminar on strategies for development of non-gender-stereotyped children.)

Unit VI Marginalized children: issues and concerns

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

(Suggested instructional approaches and methods:

i) Presentation of report of the problems of marginalized children based on field study.

ii) Seminar on the problems of marginalized children and the measures to be taken .)

Unit VII Understanding adolescence

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

(Suggested instructional approaches and methods:

i) Teacher talk/ Group discussion on the influences of play on child and adolescent development.

ii) Presentation of report of the adolescent behavior using observation and other techniques.)

Unit VIII Play and child development

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children's play – contribution of play to children's physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

i) Teacher talk / Group discussion on kinds of play and child

development.

- ii) Invited lecture by an expert or psychologist on various aspects of children's development.)

Unit IX Media and child development

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children's and adolescent's behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

(Suggested instructional approaches and methods:

- i) Make a short film on the impact of mass media on children/ adolescents.
- ii) Group discussion on media violence on children).

Unit X Urbanisation and economic change on child development

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

(Suggested instructional approaches and methods:

- i) Invited talk/teacher talk on urbanization and child development.
- ii) Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

Tasks and Assignments:

1. Submission of a case study report on an adolescent student in the practice teaching school.
2. Contact various socializing agencies and submit a detailed report on their role on child development.

References:

1. Anitha Woolfolk. (2004). *Educational psychology*. Singapore: Persion Education.
2. Baron.A. Robert (2000). *Pshychology*. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). *Child development*. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). *Development Psychology*. New Delhi: McGraw Hill Education.
5. Hurlock, Elizabeth. B. (1980). *Adolescent Development*. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). *Psychology of learning and human development*. Madurai: MaaNilal Publisher.
8. www.simplypsychology.org
9. psychclassics.yorkn.ca
10. psychology.wikia.com

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Course objectives:

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit I Understanding the social diversity

Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

(Suggested instructional approaches/methods:

- i) Invited talk on the social diversity of Indian society.
- ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)

Unit II Educational demands of individuals and diverse communities Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii) Report presentation based on the group discussion/student seminar suggesting the curriculum for collective and peaceful living of people.)

Unit III Indian Constitutional values on education

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii) Invited talk /legal expert(s) talk on the salient features of Right to Education Act.)

Unit IV Inequality, discrimination and marginalisation in education

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.
- ii) Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.)

Unit V Policy frameworks on education: Pre-independent India

Salient features of Vedic, Buddhist and Jain system of education – Development of education during the pre-independent period - Characteristics of Basic education and its

relevance to the present day context.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii) Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.)

Unit VI Policy frameworks on education: Post-independent India

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adishesiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

(Suggested instructional approaches/methods:

- i) Student seminar/Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii) Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005.)

Unit VII Educational planning and financing

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the Indian educational funding systems and its implications.
- ii) Report presentation based on student seminar/ brainstorming session suggesting alternative funding systems in education.)

Unit VIII 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: Views of great thinkers-Tagore, Gandhi, Vivekananda.

(Suggested instructional approaches/methods:

- i) Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii) Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

Unit IX Midday meal scheme as a socialisation process

Objectives of midday meal scheme – Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study on the impact of midday meal scheme in rural area.
- ii) Report presentation based on the debate: “Midday meal scheme is an effective tool for socialisation of children”.)

Unit X Emerging trends in education

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii) Invited talk/teacher talk on the importance of life- long learning.)

Tasks and Assignments:

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 marginalisation in education.
2. Write a detailed report on the five year plans implications of universalisation of education.

References:

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.
6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.

7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
10. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%20.pdf

COURSE 3: LEARNING AND TEACHING

Course objectives:

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

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship
6. discuss the importance of teaching as a profession.

Unit I Nature of learning

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

(Suggested Instructional approaches/ methods:

- i) Student seminar on principles of active learning.
- ii) Invited talk by experts based on the nature of learning.)

Unit II Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

- i) Group discussion on characteristic of a good teacher.
- ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning – meaning of learning as defined by behaviourists – classical conditioning (Pavlov) – Law of effect (Thorndike) – operant conditioning and

shaping (Skinner) – social learning (Bandura) - Basic assumptions of behavioural theory – strengths and limitations.

(Suggested Instructional approaches/ methods:

- i) Invited talk by the experts on the behavioural theories of learning.
- ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning – meaning of learning as defined by cognitive psychologists – Insight learning (Kohlberg) - Modes of cognitive development (Bruner) – Stages of intellectual development (Piaget) – Learning styles (Kolb) – Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:

- i) Student seminar on the cognitive theories of learning.
- ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism – meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

(Suggested Instructional approaches/ methods:

- i) Presentation of a report based on the group discussion on constructivism.
- ii) Group discussion on Gagne's eight levels of learning.)

Unit VI Learner- centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching – Learner - centered techniques of teaching and their advantages.

(Suggested Instructional approaches/ methods:

- i) Student seminar on learner - centered teaching.
- ii) A debate on learner-centered teaching vs teacher-centered learning.)

Unit VII Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse classroom-Diversity in the classroom.

(Suggested Instructional approaches/ methods:

- i) Talk by the expert on preparation of teachers for diverse classroom.
- ii) Student seminar on effective teaching in a diverse classroom.)

Unit VIII Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on importance of observation learning.
- ii) Discussion on approaches to learning outside the school.)

Unit IX Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship - inter-personal approach in classroom management - strategies for improving

student engagement in learning - Healthy classroom management and academic achievement.

(Suggested Instructional approaches/ methods:

- i) Invited talk by experts on the effective teacher student relationship.
- ii) Seminar on healthy classroom management and academic achievement.

Unit X Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on qualities of a good teacher.
- ii) Student seminar on “teaching as the noblest profession”.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.
2. Prepare records that capture a variety of images of learning and teaching.

References:

1. Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
2. Bruner, J.S. (1971). The process of education revisited. *Phi Delta Kappan*, 53, 18–21.
3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), *Instructional theories in action* (pp. 45–112).

4. Jayaraman, Chindhai.(2005). *School days: In Children's Perspective*. Chennai: Vinodh publications.
5. Thangasamy,Kokila. (2016). *Teach Gently*. Chennai : Pavai Pathippagam.
6. Thorndike, E. L. (1905). *The elements of psychology*. New York: A. G. Seiler.
7. Vygotsky's (2004) philosophy: Constructivism and its criticisms examined Liu & Matthews,*International Education Journal*, 2005, 6(3), 386-399.
8. <http://www.businessdictionary.com/definition/conservatism.html>
9. <https://www.oecd.org/edu/cei/50300814.pdf>
10. <http://www.psychologydiscussion.net/learning/learning-meaning-nature-types-and-theories-of-learning/652>

COURSE 4: LANGUAGE ACROSS THE CURRICULUM

Course objectives:

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

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners.

Unit I Language and Society

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

(Suggested instructional approaches/methods:

- i) Organise the students to participate in Discussion on Home Language Vs. School Language.
- ii) Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

Unit II Language diversity in classrooms

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

(Suggested instructional approaches/methods:

- i) Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher

language and student language during interaction-Make a comparative analysis.

- ii) Conduct a seminar on: “Language is the vehicle that carries the content”.)

Unit III Position of English Language in the Indian Context

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

(Suggested instructional approaches/methods:

- i) Arrange an extempore speech competition regarding importance and development of language.
- ii) Discussion on common errors in pronunciation and its remedial exercises for students.)

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

(Suggested instructional approaches/methods:

- i) Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.
- ii) Discussion on “Language development in the school is the responsibility of all the teachers”.)

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the

content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(Suggested instructional approaches/methods:

- i) Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.
- ii) Interact with 5 student-teachers and present a paper on:
 - the structure of their language
 - pronunciation
 - vocabulary.)

Task and Assignments:

1. Based on Eller Deficit Theory: Children’s from lower socio- economic classes “cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts.”

Step-1: Student teachers have to find the students who are undergoing this type of problem.

Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.

Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2. Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.

- How are the different registers of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?

References:

1. Agnihotri, R.K. (1995), *Multilingualism as a classroom resource*. Heinemann Educational Books.
2. Earl Stevick.W.(1982), *Teaching and Learning Languages*. Cambridge: Cambridge University Press.
3. Krashen, S.D.(1981), *The study of second language acquisition and second language learning*. Oxford: Oxford University Press.
4. Richards,J.C.(2006), *Communicative language teaching today*. Cambridge: Cambridge University Press.
5. Thangasamy, Kokila (2016) *Communicative English for College Students*. Chennai: Pavai Publications.
6. Widdowson, H. (1978), *Aspects of language teaching*. Oxford: Oxford University Press.
7. Wallace, M.J. (1998). *Study skills in English*. Cambridge: Cambridge University Press.
8. Forum for across the curriculum teaching – <http://www.factworld.info/>
9. Language for understanding across the curriculum – www.det.act.gov.au>LUACHandbook
10. Curriculum guide – Language arts language across the curriculum – www.moe.gov.jm>sites>default>files.

COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course objectives:

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

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

Unit I Disciplines and Subjects

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

(Suggested Instructional Approaches/ Methods:

1. Teacher talk on meaning and concepts of three different school subjects.
2. Small group discussion on differences of any three school subjects.)

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 - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

(Suggested Instructional Approaches/ Methods:

- i) Discussion about the historical and cultural influences in any one of your school subjects.

- ii) Group discussion on the redefinition of school subject from socio-cultural perspectives.)

Unit III Selection of Content

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

(Suggested Instructional Approaches/ Methods:

- i) Student seminar on selection of content.
- ii) Seminar on recent developments in school subjects.)

Unit IV Learner Oriented Curriculum

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

(Suggested Instructional Approaches/ Methods:

- i) Teacher talk on learner oriented curriculum.
- ii) Discussion on the 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 Instructional Approaches/ Methods:

- i) Discussion on life-oriented curriculum.
- ii) Student seminar on disciplinary approach to school subjects.)

Tasks and Assignments:

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.
2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

References:

1. Carl, Arend E. (2009). *Teacher empowerment through curriculum development*. South Africa: Juta and Company.
2. Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). *The learner- centered curriculum*. San Francisco: Jossey-Boss.
3. Ellis, Arthur K. (2013). *Exemplars of Curriculum*. New York: Routledge.
4. Hodson. (1987). Science curriculum change in Victorian England: A case study of the Science common things In I Goodson (Ed). *Inter National perspectives in curriculum history*. Croom Helm.
5. Ivor F. Goodson and Colin J. Marsh (1996). *Studying school subjects: A guide*. New York: Routledge.
6. Kelly.A.V. (2009) *The curriculum: Theory and practice*. New Delhi: Sage Publications.
7. Kridel, Craig. (2010). *The encyclopedia of curriculum studies*. New Delhi: Sage Publications.
8. Leask, Betty. (2015). *Internationalizing the Curriculum*. New York: Routledge.
9. www.students notes.in/b.ed/.../understand/20school/20/subject.pdf.
10. www.pcer.ac.in/wp_content/uploads/2015/12/understanding_disciplines- and-school- subjects.pdf.

COURSE 6: GENDER, SCHOOL AND SOCIETY

Course objectives:

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

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. 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.

(Suggested instructional approaches/ methods:

- i) Seminar on reasons for gender inequalities.
- ii) Discussion the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.)

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 inequalities or reinforcing gender parity - Actual 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.

(Suggested instructional approaches/ methods:

- i) Presentation of a paper on gender roles based on the visit of students in a school.
- ii) Seminar on the processes of disciplining techniques for boys and girls after visiting schools/ home.)

Unit III Gender and School Curriculum

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging 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.

(Suggested instructional approaches/ methods:

- i) Student seminar on representation of gender roles in textbooks and curriculum.
- ii) Workshop on developing school curriculum for equality and gender- just society.)

Unit IV Violence on Safety of Girls and Women

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

(Suggested instructional approaches/ methods:

- i) Brainstorming session on safety of girls at school, home and workplace.
- ii) Teacher talk on role of teachers and parents in combating female body objectification.)

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 instructional approaches/ methods:

- i) Student seminar on gender stereotypes in mass media.
- ii) Poster show presentation on gender in media.)

Tasks and Assignments:

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl's rights by collecting data from various media resources.

References:

1. NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
2. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
3. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through textbooks*. Paris: UNESCO Publications Division.
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5. Fredrick Luic Aldama. (2005). *Brown on brown: Chicapola representations of gender, sexuality, and ethnicity*. University of Texas Press.
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**COURSE 7(a): PEDAGOGY OF A SCHOOL SUBJECT (PART I -
METHODOLOGY)**

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level –I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level- I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

COURSE 7(a): PEDAGOGY OF ENGLISH

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

Unit I Aims and objectives of Teaching English

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

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited talk on the place of English as second language in school curriculum.
- ii) Student seminar on the need, significance and values of teaching English as second language)

Unit II Planning for Instruction

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

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining -

Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with

multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

Teaching prose : Meaning of prose - Steps in teaching a prose lesson - **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary - **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry - **Teaching grammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Communicative competence model - Strategies for learning grammar: Mechanical and communicative skills - Developing grammar activities - Teaching textbook grammar effectively - Inductive and Deductive methods of teaching grammar - Testing grammar - Teaching composition: Meaning of composition - Types of composition: controlled, guided and free composition.

Teaching and Testing Language Skills

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.

Teaching speaking skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting –Grammatical mistakes – disorder of written expression.

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Method of Teaching English

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West’s New Method - **Other methods:** Silent way -Total physical response - Dogme language teaching - Pimsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language

class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching English as a second language.
- ii) Preparation and presentation of a report on different methods of teaching English as a second language.)

Unit V Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests -Types of test in English: objective tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.
- ii) Preparation and presentation of a teacher-made Achievement Test in English.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.
2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

References:

1. Allen, Edward and Rebecca M. Valettee (1977). *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanich Inc.

2. Bright J A and McGregor G P (1970). *Teaching English as a Second Language*. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). *Developing Second Language Skills: Theory to Practice*. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). *The Cambridge University Encyclopedia of Language*. Cambridge: Cambridge University Press.
5. Davis, Fiona and Rimmer, Wayne (2011). *Active Grammar (Level 1, 2 & 3)*. Cambridge University Press.
6. Doff, Adrian (1990). *Teach English: A Training course for Teachers*. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.
8. Larsen-Freeman, Diane (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
9. Littlewood, William (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
10. Richards, Jack,C.(2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
11. Rivers, Wilga M (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press:
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14. Ur, Penny (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
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COURSE 7(a): PEDAGOGY OF MATHEMATICS

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Mathematics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills .
4. apply various methods in teaching of Mathematics.
5. use various resources in teaching Mathematics.

Unit I Aims and objectives of teaching Mathematics

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

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on the place of Mathematics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Mathematics.)

Unit II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics for Level I & II.
- ii) Prepare a model lesson plan for Level I & II in Mathematics.)

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching

skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction - reflection and summing up - Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Mathematics

Teacher-centered methods: Lecture method – Analytical and Synthetic methods

- Deductive and Inductive methods - Demonstration method - Team-teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students- Individual activities - experiential learning- Teacher-guided learning- Problem-solving method- Small group/whole-class interactive learning: Student seminar - group discussion - Mixed-ability grouping - Maths through games and puzzles. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different methods of teaching Mathematics.
- ii) Preparation and presentation of a report on different methods of teaching Mathematics.)

Unit V Resources for Teaching Mathematics

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards - models. **ICT resources:** Radio – TV –Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Mathematics exhibition/fair - Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture talk on different resources for teaching Mathematics.
- ii) Preparation and presentation of a report on different resources for teaching Mathematics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Mathematics.
2. Prepare and submit a report on Mathematics Resource Centre.

References:

1. Agarwal, S.M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanapat Rai Publishing.
2. Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Textbook Society.
3. James, Anice. (2010). *Teaching of mathematics*. Hyderabad: Neelkamal Publications.
4. Sidhu, Kulbir Singh. (2010). *Teaching of mathematics*. New Delhi: Sterling Publishers.
5. Mathematics Books for Standard VI – XII. Tamil Nadu TextBook Corporation, Government of Tamil Nadu.
6. Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan.
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COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE

(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Computer Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Computer Science in school curriculum.
- ii) Student seminar on the need, significance and values in teaching Computer Science.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics (for Level I) and in Computer Science (for Level II.)
- ii) Prepare a model lesson plan in Mathematics (for level I) and in Computer Science for Level II.)

UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes)- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)- Observation and feedback on mini- teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Computer Science

Teacher-centered methods: Lecture method - Demonstration method - Team- teaching.
Learner-centered methods: Laboratory method - project method - Peer tutoring/teaching by students - Individual activities - experiential learning, -Teacher - guided learning - problem-solving method - Small group/whole-class interactive learning. Student seminar - group discussion – mixed-ability grouping. **Recent trends in teaching:** Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends- Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on different methods of teaching Computer Science.
- ii) Preparation and presentation of a report on different methods of teaching Computer Science.)

UNIT V Resources for Teaching Computer Science

Print resources: Newspapers –Journals - Magazines - Computer Science encyclopedias.

Audio resources: Radio talk - audio tapes- DVDs /CDs.**Visual resources:** Pictures – charts – posters - photos - graphs - flash cards - models. **ICT resources:** Radio - TV – Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Computer Science exhibition/fair – Computer Science Laboratory

– Computer Science Resource Centre – Computer Science Club- Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Computer Science.
- ii) Preparation and presentation of a report on different resources for teaching Computer Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Computer Science.
2. Prepare and submit a report on Computer Science Resource Centre.

References:

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

6. Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing House.
7. Singh, Y.K. (2005). *Teaching of computer science*. New Delhi: A.P.H. Publishing Corporation.
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COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE

(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Physical Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Physical Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Physical Science.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Physical Science at Level I & II.
- ii) Prepare a model lesson plan in Physical Science for Level I & II).

UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing- explaining – questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation- interaction- reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (**Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.**)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Physical Science

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

Learner-centered methods: Laboratory method – Project method - Peer tutoring/teaching by students- Project method- Individual activities - experiential method

– Teacher-guided learning- Problem-solving method - Small group/whole-class interactive learning: Student seminar- group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Physical Science.
- ii) Preparation and presentation of a report on different methods of teaching Physical Science.)

UNIT V Resources for Teaching Physical Science

Print Resources: Newspapers - journals and magazines- science encyclopedias. **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. **Community Resources:** Science centres - Science exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Physical Science.
- ii) Preparation and presentation of a report on different resources for teaching Physical Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Physical Science.
- ii) Prepare and submit a report on Physical Science resource centre.

References:

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

7. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. http://en.wikipedia.org/science_education
10. <http://iat.com/learning-physical-science>

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE

(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Biological Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Biological Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Biological Science.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Biological Science at level I & II.
- ii) Prepare a model lesson plan in Biological Science for level I & II.)

UNIT III Practising the Teaching Skills in Biological Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining, questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency

in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson with five teaching steps (for 20 minutes): Observation and feedback on the integrating of teaching steps in mini-teaching. (*Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Biological Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Laboratory method – Project method - Peer tutoring/teaching by students - Project method - Individual activities - Experiential method – Teacher-guided learning - Problem-solving method - Small group/whole -class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Biological Science.
- ii) Preparation and presentation of a report on different methods of teaching Biological Science.)

UNIT V Resources for Teaching Biological Science

Print Resources: Newspapers - journals and magazines - Science Encyclopedias. **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. **Community resources:** Zoological gardens, Botanical

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different resources for teaching Biological Science.
- ii) Preparation and presentation of a report on different resources for teaching Biological Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Biological Science.
- ii) Prepare and submit a report on Biological Science resource centre.

References:

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

COURSE 7(a): PEDAGOGY OF HISTORY

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson .
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

Unit I Aims and objectives of teaching History

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

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of History in school curriculum.
- ii) Student seminar on the need, significance and values of teaching History.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in History for Levels I & II.
- ii) Prepare a model lesson plan in History lessons for Levels I & II).

UNIT III Practising the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on mini- teaching. (**Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.**)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching History

Teacher-centered methods: Lecture method - Demonstration method - Dramatization method - Team-teaching –Source method. **Learner-centered methods:** Project method - Peer tutoring / teaching by students - Individual activities - experimental learning - Teacher- guided learning - Small group / whole-class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching History at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching History.)

Unit V Recourses for Teaching History

Print resources: Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching History.
- ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching History.
2. Prepare and submit a report on History resource center.

References:

1. Burton, W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
3. Dhanija Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
4. Gunning, Dennis. (1978). *The teaching of history*. London: Goom Helm.
5. Kochar, S. K. (1972). *The teaching of history*. Delhi: Sterling Publishers.
6. Lewis, E.M. (1960). *Teaching history in secondary schools*. Delhi: Sterling Publishers.
7. <http://www.anselm.edu/internet/ces/index.html>
8. <http://www.decwise.com/>
9. <http://www.mindtools.com>
10. [http:// nrcl.org/edu./](http://nrcl.org/edu/)

COURSE 7(a): PEDAGOGY OF GEOGRAPHY

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Geography.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Geography.
5. use various resources in teaching Geography.

UNIT I Aims and objectives of teaching Geography

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

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Geography in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Geography.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Geography for Level I and Level II.
- ii) Prepare a model lesson plan in Geography for Level I and Level II.)

UNIT III Practicing the Teaching Skills in Geography

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for

20 minutes) - Observation and feedback on the practice of integration of skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson (for 20 minutes) - Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Geography

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

Learner-centered methods: Project method - Peer tutoring/teaching by students

- Individual activities - experiential learning - Teacher-guided learning - Problem-solving method
- Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem- based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different methods of teaching Geography.
- ii) Preparation and presentation of a report on different methods of teaching Geography.)

UNIT V Resources for Teaching Geography

Print resources: Newspapers - Journals - Magazines - Geography encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - charts - posters - photographs - flash cards- maps - specimens - models. **ICT resources:** Radio - TV- internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - exhibitions/fair – Geography Resource Centre – Geography Club – Qualities of a good geography textbook - Qualities of a Geography teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching Geography.
- ii) Student preparation and presentation of a report on different resources for teaching Geography.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Geography.
2. Prepare and submit a report on Geography Resource Centre.

References:

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.
5. Basha, Salim S.A. (2004). *Methods of teaching geography*. New Delhi: Discovery Publishing House.
6. Rao, M.S. (2004). *Teaching of geography*. New Delhi: Anmol Publications.
7. Siddiqui, M. H. (2004). *Teaching of geography*. New Delhi: APH Publication.
8. www.geography-site.co.uk
9. www.geographyeducation.org
10. www.tcthankseducation.blogspot.in

COURSE 7(a): PEDAGOGY OF ECONOMICS

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Economics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Economics.
5. use various resources in teaching Economics.

Unit I Aims and objectives of teaching Economics

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

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of Economics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Economics.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social science for Level I and Economic for Level II.
- ii) Prepare a lesson plan in Social Science for Level I & Economics for Level II).

UNIT III Practising the Teaching Skills in Economics

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in the communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes); observation and feedback on mini-teaching. (**Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.**)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Economics

Teacher- centered of methods: Lecture method - Demonstration method - Team- teaching. *Learner-centered methods:* Project method - Peer tutoring/teaching by students - Individual activities – Experiential Learning - Teacher-guided learning - Problem-solving method –Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. *Recent trends:* Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning – Flipped learning – Blended learning – e-Learning trends – Video conferencing

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching Economics.
- ii) Preparation and presentation of a report on different methods of teaching Economics.)

Unit V Resources for Teaching Economics

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

- Fieldtrips- Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Economics.
- ii) Preparation and presentation of a report on different resources for teaching Economics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Economics.
2. Prepare and submit a report on Economics resource centre.

References:

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

7. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.
8. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
9. <https://en.wikipedia.org/wiki/Economics>
10. <https://en.wikipedia.org/wiki/Education>.

COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY

(Part - I Methodology)

Course objectives:

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

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

UNIT I Aims and objectives of teaching Commerce and Accountancy

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

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Commerce in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Commerce.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social Science for Level I and in Commerce for Level II.
- ii) Prepare a model lesson plan in Social Science for Level I and in Commerce for Level II.)

UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini- teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Commerce and Accountancy

Teacher-centered methods: Lecture method - Demonstration method - Team- teaching.
Learner-centered methods: Project method - Peer tutoring/teaching by students

- Individual activities - experiential learning -Teacher-guided learning - Problem-solving - Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning
-Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends – Video- conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different methods of teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different methods of teaching Commerce and Accountancy.)

UNIT V Resources for Teaching Commerce and Accountancy

Print resources: Newspapers - Journals – Magazines - Commerce Encyclopedias. **Audio resources:** Radio talk- audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources:** Radio - TV - Internet - multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Commerce exhibition/fair –Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Commerce.
2. Prepare and submit a report on Commerce Resource Centre.

References:

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

6. Raj, Rani Bansal. (1999). *New trends in teaching of commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
7. Rao, Digumarti Bhaskara. (2006). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.
8. <http://ecommerce.about.com>
9. <http://www.manjeetss.com>
10. <http://www.teachervision.com>

COURSE 7(a): PEDAGOGY OF HOME SCIENCE

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Home Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching of Home Science.
5. use various resources in teaching Home Science.

Unit I Aims and objectives of teaching Home Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on the place of Home Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Home Science.)

Unit II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Science for Level I and in Home Science for Level II.

ii) Prepare a model lesson plan in Science for Level I and in Home Science for Level II.)

Unit III Practising the Teaching Skills in Home Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation -interaction - reflection and summing up - Practising mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Home Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students -Individual activities - experiential learning - Teacher-guided learning - Problem- solving method - Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem- based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- (i) Teacher talk/Invited lecture on different methods of teaching Home Science.
- (ii) Preparation and presentation of a report on different methods of teaching Home Science.)

Unit V Resources for Teaching Home Science

Print resources: Newspapers -Journals -Magazines - Home Science Encyclopedias.

Audio resources: Radio talk - audio tapes - DVDs/CDs. *Visual resources:* Pictures - charts

- posters - photographs - flash cards models. **ICT resources:** Radio - TV - Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips (farm, home and

kitchen garden visits) - Home Science exhibition/fair - Home Science Resource Centre - Home Science Club – Qualities of a good Home science textbook - Qualities of a Home Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different resources for teaching Home Science.
- ii) Preparation and presentation of a report on different resources for teaching Home Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Home Science.
2. Prepare and submit a report on Home Science Resource Centre.

References:

1. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives - Book1: Cognitive domain*. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). *Methods of teaching home science*. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). *Encyclopaedia of teaching of home science*, Vol. I&II. New Delhi: Anmol Publications.
4. Nivedita, D. (2004). *Teaching of home science*. New Delhi: Dominant Publishers and Distributors.
5. Shah, A., Joshi, U., & Chandra, A. (1990). *Fundamentals of teaching home science*. New Delhi. Sterling Publishers.
6. Shalool, Sharma. (2002). *Modern methods of teaching of home science*. New Delhi: Sarup & Sons.
7. Yadav, S. (1997). *Teaching of home science*. New Delhi: Anmol Publishers.
8. <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
10. <http://www.nwlink.com/~donclark/hrd/bloom.html>

COURSE 7(a): PEDAGOGY OF SOCIAL SCIENCE

(Part - I Methodology)

Course objectives:

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

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

Unit I Aims and Objectives of Teaching Social Science

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

(Suggested instructional approaches/ methods:

- i) Teacher talk / Expert talk on the place of Social Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Social Science.)

UNIT II Planning for Instruction

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

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social Science at Levels I & II.
- ii) Prepare a model lesson plan in Social Science lessons for Levels I & II).

UNIT III Practising the Teaching Skills in Social Science

Meaning of teaching – Understanding major teaching skills: Introducing – explaining– questioning – varying the stimulus – non-verbal cues – reinforcement – closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation– presentation – interaction – reflection and summing up – Practising a mini - lesson (for 20 minutes); Observation and feedback on mini-teaching. **(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)**

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Social Science

Teacher-centered methods: Lecture method, Demonstration method, Dramatization method - Team Teaching –Source method. **Learner-centered methods:** peer tutoring / teaching by students - project method, individual activities – laboratory method - experimental learning, teacher-guided learning problem- solving method, small group / whole class interactive learning: student seminar and group discussion and mixed ability grouping. **Recent trends:** constructivist learning - Problem - based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e- Learning trends - video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching Social Science at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching Social Science.)

Unit V Recourses for effective Social Science Teaching

Print resources: News Papers - Journals – Magazines - Reference books, and Social Science Encyclopedia, **Audio resources:** Radio talk- audio tapes - DVDs / CDs. **Visual resources:** cartoons - charts – comics - flash cards - graphs – maps - photographs - pictures, posters - diagrams - models - puppets - specimens: **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips – museum - Archives - library - excavated archeological sites and monuments- Social Science exhibition - social science resource centre - social science club - characteristics of a social science text book - Qualities of a Social Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Social Science.
- ii) Preparation and participation of a report on different resources for teaching Social Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Social Science.
2. Prepare and submit a report on Social Science resource center.

References:

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

6. Mechlinger, M. D. (1981) .*UNESCO handbook of teaching social studies*. London: Croom Helm.
7. <http://www.pbs.org/teachers>
8. <http://www.theteacherscorner.net/>
9. <http://www.4teachers.org>
10. <http://www.funlessonplans.com/>

COURSE EPC 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.

Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, 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

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 on Texts".

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.
17. Allen, James. (2016). *As a man Thinketh*. Noida, UP: Om Books International. (+911 20477 4100).
18. Arden, Paul (2003). *It's not how good you are, its how good you want to be*. New York: Phaidon (www.phaidon.com).
19. Dyer, W.Wayne. (2005). *Co-creating at its best*. Australia: Hay House of India. (email: [contact @hayhouse.co.in](mailto:contact@hayhouse.co.in)).

20. Goldsmith, Marshall(2013). *What got you here, won't get you there*. London: Profile Bookb. (www.profilebooks.com).
21. Jayaraman, Chindhai. (2007). *Turtles in Schools*. Chennai: Vinodh Publishers (044 -2639 0525).
22. Kokila Thangasamy, (2010). *100 Inspirational Quotes for Teachers*. Gandhigram : Anichum Blooms, (90033 58873).
23. Shiv Khera. (2014). *Freedom is not free*. New Delhi: Bloomsbury Publishing India, (www.bloomsbury.com).
24. Swami Sachidananda Bharathi. (2013). *The Second Freedom of Struggle*. Nagpur: Navastrugsti Publications (086005 67232 / 091201 37984).

(Note: This list is not intended to be exhaustive.)

COURSE EPC 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.

How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, 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.
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/streetplays /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 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.

How to prepare a student teacher for a technology enhanced classroom?

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.



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TAMILNADU TEACHERS EDUCATION UNIVERSITY

MINI-TEACHING PRACTICE: INTEGRATION OF TEACHING SKILLS

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (☐) against the appropriate mastery level of the skill.

Score Value: Average = 1 Good = 2 Very Good = 3

Name of the Student-teacher:

Duration: 20 Minutes

Teaching Skills	Average	Good	Very Good	Total
Introducing				
Explaining				
Questioning				
Varying the Stimulus				
Non-verbal cues				
Reinforcement				
Closure				
Fluency in communication				
Total				

Range of Score: 8 - 24

OVERALL ASSESSMENT OF MINI-TEACHING

Average Good Very Good

Interpretation of scores:

Average 8

Good : 9 -16

Very Good : 17 -24

j äæehL MÅça® fšéæaš gšf i y i fHf« *Signature of the Observer*



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY

PRACTISING MINI-LESSON INTEGRATING THE STEPS IN TEACHING

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (☐) against the appropriate mastery level of the teaching steps.

Score Value: Average = 1 Good = 2 Very Good = 3

Name of the Student-teacher:

Duration: 20 Minutes

Teaching Steps	Average	Good	Very Good	Total
Motivation				
Presentation				
Interaction				
Reflection				
Summing up				
Total				

Range of score: 5 -15

OVERALL ASSESSMENT OF TEACHING STEPS

Average Good Very Good

Interpretation of scores:

Average 5

Good : 6 -10

Very Good : 11 -15

Signature of the Observer

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M.Ed

SECOND YEAR SYLLABUS

Course Code: SMPA

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge of the concepts and meaning of philosophy and education
2. describe the philosophy of Indian schools of thought
3. describe the philosophy of Western schools of thought
4. analyse the educational contributions of Indian and Western thinkers
5. explain the basic concepts of sociology of education
6. explain the relationship between social system and education
7. analyse the role of education in cultural change
8. explain various agencies of education
9. identify the role of education in promoting the national integration and international understandings
10. discuss the diverse trends in education.

Unit I: Fundamentals of Philosophy of Education

Philosophy of Education: Meaning, concept and importance - Philosophy and Education - Scope and functions of Educational Philosophy.

Unit II: Indian Schools of Philosophy

Indian Schools of Philosophy: Sankhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islamic traditions.

Unit III: Western Schools of Philosophy

Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism.

Unit IV: Educational Thinkers

Indian Educational Thinkers: Thiruvalluvar, Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamoorthy - Western Educational Thinkers: Pavlov, Dewey, Rousseau, Comenius, Froebel, Confucius.

Unit V: Sociology and Education

Sociology of Education: Meaning, concept and importance - Sociology and Education - Scope and functions of Educational Sociology.

Unit VI: Social System and Education

Social System: Meaning, concept and characteristics - Education as a Sub-system – Education and Social Change: Social mobility, Social stratification, Social deviants, Constraints on social change in India (caste, ethnicity, class, language, religion, regionalism).

Unit VII: Education in Cultural Context

Culture: Meaning, concept and characteristics - Education and Cultural change - Cultural lag: Meaning, concept, major causes and its effect on education - Education for multi-lingual and multi-cultural Indian society.

Unit VIII: Process of Socialisation

Agencies of Socialization: Family, School, Religion, Community - Education as a social system, social process and social progress - Technologies and Socialisation: Industrialisation, Modernisation and Urbanization.

Unit IX: Education and Democracy

Democracy: Meaning and concept - Education and Democracy - Education for national integration and international understanding - Constitutional Ideals and Education – Social equity and equality of educational opportunities – Education for socially and economically disadvantaged sections of the society: SC/ST/OBC/Women/Disabled and Rural population.

Unit X: Diverse Trends in Education

Women's Education - Human Rights Education - Vocational Education - Workers' Education - Environmental Education - Value Education - Peace Education - Effects of Liberalization, Privatization, Globalization on education.

Suggested Activities

1. Discussion on the relationship between Philosophy and Education.
2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.
3. Presentation on the constraints of social change in India.
4. Discussion on social equity and equality of educational opportunities.
5. Power Point presentation on educational sociology and their educational implications.

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3. Davan, M.L. (2005). *Philosophy of education*. Delhi: Loha Books.
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- John Brubacher (2007). *Modern philosophy of education*. New Delhi: Surjeet Publications.
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9. www.wikipedia.org
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Course Code: SMPB

ADVANCED TECHNIQUES OF INSTRUCTION

The prospective teacher-educators will be able to:

1. understand mobile learning
2. use whiteboard for teaching
3. design instructional games
4. apply peer tutoring
5. explain active learning methods
6. describe teaching- learning process model
7. use student-centred teaching methods
8. understand the psychological perspectives in teaching
9. apply the neuro linguistic programming in education
10. use the technological trends in teaching and learning

Unit I: Mobile Learning

Meaning and Definition of mobile technologies – Use of Smart Phones in learning - Smart Phones in Schools, Colleges and Universities – Smart Phones in Open schools, Colleges and Universities – Mobile phones in distance learning.

Unit II: Interactive Whiteboard Based Learning

Computer, Projector and Whiteboard – How to use it – Interactive Whiteboard for Higher Education- As an Instructional tool- features available when using an Interactive Whiteboard- Interactive teaching- Group Interaction.

Unit III: Instructional Games

Meaning and purpose – Instructional game as a strategy – implementing the strategy – Impact of Instructional games on student learning – Intelligent tutoring system- Implication for teaching and learning.

Unit IV: Peer Tutoring

Peer tutoring – online tutoring- peer learning- definition – peer tutoring in the classroom- Benefits of peer tutoring- Importance of peer tutoring- disadvantages of peer tutoring.

Unit V: Active Learning Methods

Active Learning – Just-in-time teaching - Listening Teams - Structured sharing- Students as the teachers

– Team quizzes.

Unit VI: Teaching–Learning Process Models

Basic teaching model – John Carroll’s model – Proctor’s model – Cruickshank’s model – Gage and Berliner’s model - Huitt’s model

Unit VII: Student- Centered Teaching

Student-centred teaching-making smartest use of students' need – Implementing student-centred teaching methods – Types of student-centred methods: active learning, cooperative learning and inductive teaching- Learner-centred teaching in schools.

Unit VIII: Psychological Perspectives in Teaching

Meaning, nature and importance of Cognitive, Behaviourist and Constructivist strategies of teaching.

Unit IX: Neuro Linguistic Programming in Education

Neurolinguistic programming – meaning – nature- advantages- Application in teaching.

Unit X: Technological Trends in Teaching and Learning

Smart phones, Tablet, i pad - Chat applications - Instagram, Skype, Facebook, Twitter, Whatsapp and blogs – RSS (Rich Site Summary) feed and Podcasts and their educational applications.

Suggested Activities

1. Discussion on mobile learning.
2. A group discussion on peer tutoring.
3. Seminar presentation on the student-centred teaching.
4. A debate on various models of teaching-learning process.
5. Invited talk on neuro-linguistic programming in education.

References:

1. Ahlsen, Elisabeth (2006) *Introduction to neurolinguistics*, Amsterdam: John Benjamins Publishing.
2. Cotton, K. 1989. Classroom questioning. *School Improvement Research Series*. Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu5.html>.
3. Eugenia, M.W. et.al (2012) *Evaluating the impact of technology on learning, teaching and designing curriculum: Emerging trends*, New York: Information Science Reference.
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6. Feden, Preston D and Robert Mark Vogel (2003) *Methods of teaching: applying cognitive science to promote student learning*, Ney York : Mc Graw Hill

7. Kapp, Karl M. (2012). *The gamification of learning and instruction: game based methods*, New Jersey: John Wiley & Sons.
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- Silberman, Melvin. L. (1996) *Active learning: 101 strategies to teach any subject*, boston : allyn & bacon (company)
9. <http://www.usciences.edu/teaching/Learner-Centered>
10. <http://ctl.byu.edu/tip/active-learning-techniques>
11. <http://indahtristuti1.blogspot.in/2013/06/neurolinguistic-programming.html>

Course Code: SMTC

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the process of conducting research
2. acquire knowledge about the quantitative research designs
3. understand the different types of qualitative research designs
4. understand the mixed methods of research
5. acquire knowledge about the action research
6. know the process of collecting, analyzing, interpreting quantitative data
7. know the process of collecting, analyzing, interpreting qualitative data
8. recognise the different types of parametric tests
9. comprehend the different types of non-parametric tests
10. comprehend the various components in the research report

Unit I: The Process of Conducting Research

Definition of Research- Steps in the process of Research- Characteristics of Qualitative and Quantitative research- Skills needed to design and conduct Research.

Unit II: Quantitative Research Designs

Survey designs - Correlational designs - Experimental designs.

Unit III: Qualitative Research Designs

Grounded Theory designs - Ethnographic designs - Narrative Research designs.

Unit IV: Mixed Methods Design

Meaning- Purpose- Types of Mixed methods design - Key Characteristics of Mixed Method designs- Steps in conducting a mixed methods study.

Unit V: Action Research Design

Meaning of Action Research – Purpose of Action Research- Types of Action Research Designs- Key Characteristics of Action Research- Steps in conducting Action Research.

Unit VI: Collecting, Analyzing, Interpreting Quantitative Data

Steps in the process of data collection - Information to be collected - Formulating research questions and hypotheses - Operational definition of variables - Choosing types of data - Developing suitable instruments - Administering the data collection - Steps in the process of quantitative data analysis - Preparing data analysis - Analyzing in the data: Descriptive analysis and inferential analysis - Preparing and interpreting the results.

Unit VII: Collecting, Analyzing, Interpreting Qualitative Data Steps in the process of data collection - Different sampling approaches - Types of qualitative data to be collected: Observation, Interview, Documents, Audio-Visual materials - Procedures to be used to record data - Steps in analyzing, interpreting qualitative data: Organizing data, transcribing data, coding the data, using codes and themes - Representing and reporting findings, summarizing findings.

Unit VIII: Parametric Tests

't' test, 'F'-ratio, ANCOVA, Correlation, Regression and Factor analysis.

UNIT IX: Non-parametric Tests

Chi-square test, Mann-Whitney test, Kruskal-Wallis test, Cochran's Q-test and their statistical applications.

Unit X: Research Report

Writing the research report - Format of the Research Report: Title page, introduction, review of literature, methodology, analysis and interpretation of data, discussion and conclusion, references and appendices.

Suggested Activities:

1. Discussion on the quantitative and the qualitative research designs.
2. Conduct SPSS workshop in your institution.
3. Presentation on style of writing the review of related literature.
4. Discussion on parametric and non-parametric tests.
5. Prepare a model research report.

References

1. Bryman, Alan. (2008). *Social research methods. 4th Edition*, New Delhi: Oxford University Press.
2. Cohen, Louis. et.al (2008). *Research methods in education*. London: Routledge.
3. Cresswell, John W. (2012). *Educational research*. New Delhi: Pearsons Education.
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5. Henry E. Garrett. (2008). *Statistics in psychology and education*. 1st Indian Print. Delhi: Surjeet Publications.
6. John W. Best and James V. Kahn. (2012). *Research in education*, 10th Edition. New Delhi: PHI Learning Private Limited.

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8. Ranjithkumar. (2005). *Research methodology*. New Delhi: Pearsons Education
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Course Code: SMTE

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the historical background of secondary teacher education in India
2. understand the objectives and structure of secondary teacher education
3. analyse the commissions and committees recommendations on secondary teacher education
4. compare the Indian secondary teacher education programme other countries
5. analyse the functioning of various agencies of secondary teacher education
6. understand the major issues in secondary teacher education
7. analyse the secondary teacher education curriculum and its transaction mode
8. understand the importance of preparing special education teachers
9. understand the status of teachers working at secondary education level
10. understand the need for research on secondary teacher education.

Unit I: Secondary Teacher Education in India

Historical Background of Secondary Teacher Education: Development of secondary teacher education during Pre-independence and Post-independence period - Role of NCTE in Teacher education.

Unit II: Objectives of Secondary Teacher Education

Secondary Teacher Education: Objectives, scope, pre-service and in-service teacher education – Structure of secondary teacher education – Salient features of secondary teacher education: Relevance, flexibility, integration and interdisciplinary.

Unit III: Commissions and Committees on Secondary Teacher Education

Hunter Commission (1882) - Dr.Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005).

Unit IV: Comparative Teacher Education at Secondary Level

Comparative Teacher Education: Need and importance of comparison – Comparative study of secondary teacher education of UK, USA, China, Japan, Germany, Finland with India.

Unit V: Agencies of Secondary Teacher Education

National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University.

Unit VI: Major Issues in Secondary Teacher Education

Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Organization of School Internship and Co-ordination – Supervision of Internship – Privatization of Teacher Education - Facilities at Teacher Education Institutions – Quantity and Quality of Secondary Teacher Education.

Unit VII: Curriculum Planning at Secondary Level

National Curriculum Framework (2005): Curriculum designing and evaluation - Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling - General principles to curricular approaches: Activity based/play-way, child-centred, theme-based, holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

Unit VIII: Teacher Education for Students with Special Needs

Education for Persons with Disability - Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVH), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

Unit IX: Status and Professional Development of Teachers

Status of Teachers at Secondary Level: Professional, social and economic - Issues: Service conditions, Provision for facilities and equipments, promotions, transfer, in-service training, administrative and professional supervision - Teacher's responsibilities and rights – Opportunities for professional development - Code of Ethics for Teachers.

Unit X: Research and Innovations in Secondary Teacher Education

Research in Secondary Teacher Education: Areas, trends, problems and issues of research in Secondary Teacher Education - Best practices in Secondary Teacher Education: National and International Level.

Suggested Activities:

1. Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities available.
2. Compare and contrast the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
3. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
4. Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.
5. Suggest any five areas of Secondary Teacher Education to undertake Research Projects.

References:

1. Aggarwal, J.C. (1984). *Landmark in the history of modern indian education*. New Delhi: Vikas Publications.
2. Balsare Maitraya. (2005). *Administration and reorganization in teacher education*. New Delhi: Kanishka Publishers.
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10. <http://india.gov.in/national-scheme-incentives-girls-secondary-education>
11. http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report
12. http://www.teindia.nic.in/Files/Reports/CCR/KC/KC_V1.pdf

Course Code: SMSC

CURRICULUM, PEDAGOGY AND ASSESSMENT AT SECONDARY LEVEL

Course Objectives

The prospective teacher-educators will be able to:

1. differentiate the curriculum and syllabus
2. understand the theoretical perspectives of curriculum
3. understand the models of curriculum theory
4. understand the models of curriculum design
5. understand the implication of educational theories for today's classroom teachers
6. understand the influence of views of educational pioneers on today's school
7. analyse the various pedagogical approaches
8. understand the different types of assessment techniques
9. recognize the different methods of curriculum evaluation
10. understand the future directions for curriculum development.

Unit I: Nature of Curriculum

Curriculum: Concept, meaning and definitions - Difference between curriculum and syllabus. Curriculum approaches: Behavioral, Managerial, System, Academic, Re-conceptualist and Humanistic – Structure of secondary school curriculum in Tamil Nadu.

Unit II: Curriculum Theory

Theoretical Perspectives of Curriculum: Realms of knowledge, Indian and Western Theories of Knowledge, Categories of knowledge – Curriculum Theories: Formal Theory, Event Theory, Volitional Theory and Praxiological Theory.

Unit III: Models of Curriculum Theory

Models of Curriculum Theory: Johnson's Model, McDonald's Model and Wilson's Open Access Curriculum Model.

Unit IV: Models of Curriculum Design

Curriculum Design Models: Tyler's Model, Taba's Model, Wheeler's Model, Freire's Model and Bruner's Model.

Unit V: Philosophical Perspectives and Curriculum Orientation

Philosophical Perspectives: Progressivism, Perennialism, Essentialism, Reconstructionism, Reconceptualism and its educational implications – Curriculum Orientation: Academic Rationalism, Social relevance, Personal Relevance, Cognitive Process and Technological Orientations.

Unit VI: Educational Thinkers and Curriculum Transactions

Views of Educational thinkers on Curriculum, methods of instruction, principles of teaching and learning - Role of teachers with special reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and J. Krishnamurthy.

Unit VII: Curriculum and Pedagogy

Universal design for learning (UDL) - Project-based learning - Assessment as learning - Formative Assessment - Mastery learning - Personal learning environments and the classroom of the future.

Unit VIII: Assessment Techniques

Measurement, Assessment and Evaluation: Concept, meaning and definitions – Assessment for learning and Assessment of learning – Techniques of Assessment: Observation, interview, questionnaire and rating scales - Semester System - CCE – Marks, Grading system, types of Grading and their relative advantages and Computer in Evaluation.

Unit IX: Curriculum Evaluation

Curriculum Evaluation: Meaning, nature and scope – Models of Curriculum Evaluation: Metfessel - Michael Evaluation Model, Provus's Discrepancy Evaluation Model, Stufflebeam's Macro Evaluation Model and Stake's Responsive Evaluation Model.

Unit X: Current Trends in the Curriculum

Current Developments in the subject fields - Current Developments Across the Curriculum - Individualizing the curriculum - Curriculum of the future: Digital delivery, interest-driven - Internet connectivity.

Suggested Activities:

1. Talk by teacher educators on various approaches of curriculum.
2. A debate on various models of curriculum design.
3. Seminar on educational implications of educational philosophies.
4. Invited talk on the views of educational pioneers and their influence on today's classroom.
5. Discussion on emerging trends in curriculum evaluation.

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2. Hewitt, W Thomas. (2006). *Understanding and shaping curriculum*, New Delhi: Sage.
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11. http://www.moe.gov.mv/assets/.../Pedagogy_Assessment_Key_Stage_1.pdf
12. <https://www.scribd.com/.../Curriculum-Development-Assessment-and-Evaluation-pdf>

Course Code: SMSA

PLANNING AND ADMINISTRATION OF SECONDARY EDUCATION

Course Objectives:

The prospective teacher-educators will be able to:

1. understand the structure of secondary education in India
2. comprehend the development of secondary education in India
3. compare the Indian secondary education system with other countries
4. understand the role and functions of governing agencies of secondary education in India
5. critically evaluate the planning of secondary education in India
6. suggest the areas for research in secondary education
7. discuss the implications of five year plans on secondary education
8. analyze the need for technology integration in planning and administration of secondary education
9. describe the emerging trends in secondary education and
10. understand the need for quality enhancement of secondary education.

Unit I: Introduction to Secondary Education

Secondary Education: Concept, Meaning, Aims and Objectives, Scope and Structure of Secondary Education.

Unit II: Historical Perspectives of Secondary Education

Secondary Education in India: Pre-independence period - Post-independence period: Secondary Education Commission (1952-53), Dr. Malcom Adishesiah Committee (1977-78), Dr. Eswarbai Patel Committee (1977-78), National Policy on Education (1986), Programme of Action (1992), CABE's Report on Universalisation of Secondary Education (2005) - Right to Education Act (2009).

Unit III: Comparative Perspectives of Secondary Education

Secondary Education in the United Kingdom, United States of America, Russia, China, Finland and Japan.

Unit IV: Governance of Secondary Education

Central Agencies: MHRD, CABE, NCERT, CBSE, ICSE, NCVT, Kendriya Vidhayalaya Sangathan, Navodaya Vidyalaya Samiti, NUEPA. State Agencies: State Education Departments, SCERTs, State Boards of Education, State Welfare Departments (SC & ST). Local Bodies: Corporations, Municipalities, Panchayats.

Unit V: Planning of Secondary Education

Types of Educational Planning: Centralised, De-centralised and Participatory Planning. Techniques of Educational Planning: Micro, Meso and Macro Planning.

Unit VI: Organizational Development and Leadership in Secondary Education

Organizational Development: Meaning, Concept, Definition, Principles and Functions. Qualities of Headmasters/Principals - Research in Secondary Education: Need and Importance, Areas of Research: Organizational Climate, Leadership Styles, Teaching-learning Process, Resources, Curriculum and Examination.

Unit VII: Financing of Secondary Education

Planning Commission and Five Year Plan- Sources of Funding: Central Government, State Governments, Local Bodies and Private Agencies- International Funding Agencies: World Bank, UNESCO and UNICEF.

Unit VIII: Technology Integration in Planning and Administration of Secondary Education

Secondary Education Management Information System in India (SEMIS), District Information System for Education (DISE), Project Management Information System (PMIS), Geographical Information System (GIS) - School Mapping – Institutional linking and networking.

Unit IX: Quality Enhancement of Secondary Education

Curriculum for Ten Year School-A Framework (1979) – National Curriculum Framework for School Education (2000) – Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - Infrastructure and Instructional facilities – Supervision and Inspection – Professional Development and Management of Teachers.

Unit X: Alternative Trends in Secondary Education

Public Schools - International Schools - Alternative Schools (National Institute of Open Schooling) - Home Schooling - Special Schools (Visually Impairment, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Autism Spectrum Disorders, Learning Disabilities) - Inclusive Schools.

Suggested Activities

1. Discussion on the recommendations of Secondary Education Commission (1952-53).
2. Seminar presentation on the structure of secondary education system in India, USA and China.
3. Discussion on the role and functions of CAGE in secondary education.
4. Presentation of a reflective report on the functioning styles of Head Masters/Principals of secondary schools.
5. Critical evaluation report on the National Curriculum Framework for School Education(2000).

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Course Code: SMSB

Course Objective: **TRENDS IN INDIAN HIGHER EDUCATION**

The prospective teacher-educators will be able to:

1. understand the historical background of the Indian Higher Education
2. get familiarised with the various committees and commissions on Higher Education
3. understand the role of various regulatory agencies in Higher Education
4. comprehend the knowledge on Indian Higher Education and Workforce development
5. analyse the need for access and equity in Higher Education
6. understand the quality assurance mechanism in Higher Education
7. analyse the various issues and challenges in Higher Education
8. compare the Indian Education system with other countries
9. know about the importance of research and development in Higher Education
10. envisage the Indian Higher Education: Vision 2030.

Unit I: Higher Education

Historical background of Higher Education in India: Pre-Independence and Post-Independence period - Types and functions of Universities - Development of Open and Distance Education Programme - Recent trends in Higher Education: Mass Higher Education and Privatisation Higher Education - Objectives of 21st Century Higher Education.

Unit II: Commissions and Committees on Higher Education

Hartog Committee (1928) – University Education Commission (1949) – Kothari Commission (1964-66) – National Policy on Education (1986) – Acharya Ramamuthi Review Committee (1992) – Janadhan Reddy Committee (1992) – National Knowledge Commission (2005) – Sachar Committee (2006) – J.S.Verma Committee (2012).

Unit III: Governance in Higher Education

UGC, NCTE, DEC and NAAC – South Asian University (SARRC), AIU, NUEPA, Inter- university Consortium, State Councils for Higher Education, GATS and Higher Education.

Unit IV: Higher Education and Workforce Development

Higher Education and Economic Growth - Higher Education and Labour Market - Changing Nature of Work - Higher Education and Skill Development - Skill shortage - Educational Skill and Work Skill distinction - Addressing Skill shortage: National Skill Development Mission, Community Colleges and Manpower forecasting.

Unit V: Access and Equity in Higher Education

Expanding Access - Promoting Equity - Regional imbalances - Disparities in Enrolment - Implications of Five Year Plans on Higher Education - RUSA.

Unit VI: Quality Assurance in Higher Education

Quality of Higher Education: Meaning and concept – Total Quality Management in Higher Education – Six Sigma in Education – Quality Assurance in Higher Education: IQACs, NAAC and NBA - Suggestions to improve the quality of Higher Education.

Unit VII: Issues and Challenges in Higher Education

Liberalisation, Privatisation, Globalisation of Higher Education – Critical Issues in Indian Higher Education – Challenges of Higher Education System in India Social (Gender disparity and Urban/Rural distinctions), Economical (Employability) and Intellectual (Global ranking).

Unit VIII: Comparative Higher Education

Comparison of Indian Higher Education System with USA, UK, China, Australia, Japan and Finland.

Unit IX: Research in Higher Education

Indian Higher Education Research and Development in the global context: Research Publications and Citations; Global and Domestic Patenting; Research, Innovations and Growth Linkage – India as a Hub for Global Research and Development – Low and Declining Standards in Higher Educational Research – Research Funding Agencies: MHRD, UGC, CSIR, DST, ICSSR, ICHR and ICPR.

Unit X: Higher Education and Vision 2030

The planned expansion of the differentiated University system – Transition to the Learner- centred Paradigm of Education – Intensive use of Technology – Indian Higher Education at Socio- economic context (Demographic and Economic) – NGOs – Kinds of Higher Learning Institutions: Foundational Institutions, Career-focused Institutions, Research-focused Institutions

– Higher Education Architecture: Curriculum and Pedagogy, Faculty, Research, Partnership (Industry-academic Linkage and Tie-up between Higher Education Institutions and Skill-based Training providers), Infrastructure (Physical and Digital) – Higher Educational Foundation: Funding and Governance.

Suggested Activities:

1. Organise a student seminar on the Disparity in Enrolment at Higher Education level.
2. Conduct an interview with an employer pertaining to skills required for placement in the organisations.
3. Organise a group discussion on various ways and means for improving the quality of Higher Education.
4. Visit, observe and submit a reflective report on any one of the agencies involved in promoting Research in Higher Education.
5. Poster presentation on Social, Economic and Intellectual Imperatives of Higher Education.

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