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B.Ed Programme

FIRST YEAR SYLLABUS

PERSPECTIVES IN EDUCATION

Course - 1 Childhood and Growing Up

Credit: 4

Essence of the course:

This course makes student- teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student- teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood & community background in particular and political, social, & cultural dimension in general. It gives them knowledge about various theories of child development.

This course makes student-teachers to understand the developmental nature of the adolescences and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

Objectives:

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

- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic & cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence.

CONTENT OUTLINE

Unit 1: Childhood, Adolescence and their development

Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development -characteristics of growth and development –principles of development – developmental feature (physical, mental, emotional, social, and moral)

Unit 2: Psycho- Social Perspective of Childhood & Adolescence

Childhood in different stages (Multiple Childhood) – Mental health of childhood & adolescence - period of high protection & struggle of childhood and adolescence (social, cultural and economic background) –present scenario of childhood and adolescence in India.

Unit 3: Status of Childhood & Adolescence

Nature of childhood and adolescence in different cultures – peak in development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behavior) – gender bias – sex role

stereotypes, status of girl child (especially in under privilege) – exploitation of child in urban slum.

Unit 4: Theories of development

Social developmental – Urie Bronfenbrenner's Ecological system theory, Vygotsky's Social Development and Erikson Psycho social development theories - Mental development– Piaget's cognitive development, Bruner's concept formation, Gardner's multiple intelligence theory - Emotional development - John Bowlby's attachment theory

Unit 5: Heterogeneous nature of adolescence

Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio-economic & cultural factors.

Unit6: Socio-cultural impact on learner

Social Stratification – dimension of stratification–factors of family, school and media influence –social norms–social acceptance – socio-metric status, socio empathic ability–nature of prejudice – socio cultural impact on learning difficulties and Learning disabilities- cultural space of the learner –leadership influence in behaviour.

Unit 7: Representing the realities

Notion of stereotype –gender, class, poverty–Childhood &adolescence in media & Social media – realities of present age children– different Socio-economic status of society–child labour in household , unorganized factories, bondage labour in remote villages–Child Abuse and child trafficking-child law–interpretation of significant events.

Unit 8: Marginalization of social difference

Underprivileged sector of society–(Girl child, children in dalit household and differently abled) –present status of underprivileged in India- delinquency child –measures to eradicate marginalization –community involvement, implementation of laws, internalizing values

Unit 9: Personality and Social Cognition

Meaning of personality – self-concept, self-acceptance, self-actualization, self-confidence, self-interest, self-disclosure, self-development, self-help– symbols of self –culture and the self –self discrepancies – threats to self-esteem –social Cognition.

Unit 10: Transfer of Learning & Developing Socio - Assessment ability.

Transfer of Learning – its types- Meaning of socio-assessment – Social assessment in different context – social assessment tools: biographies, stories, observation, journal(portfolio)– measures in group relation:– Genograms and Eco–maps.

Modes of Transaction:

Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Practicum: Task and Assignment

1. To prepare study report on the development of (Physical, Social, Emotional, Mental) of urban and rural adolescence in a specific standard (from VIII to XII)
2. Give your view about the present scenario of childhood and Adolescence
3. Prepare an interview schedule based on the Social development indicators of adolescence and study the social development of the class students
4. Prepare a Socio-metric matrix in a classroom
5. Conduct a study on teacher's knowledge about the cultural space of the learner in a classroom
6. Write a critical study report on portrayal about adolescence in media - particularly Language based
7. Make a survey and write a report based on child Labour status in your Locality
8. Select 30 Girl Child in your village/city and study their social status
9. Interview at least 10 teachers, parents and students about marginalization of social difference and report their suggestions
10. A study on the relational status about self and his/her socio-economic background
11. Write auto-biography about once your childhood and adolescence period discuss with his/her peer.
12. Conduct a study among the class students' family members relationship with the help of Genogram & Eco map

Modes of Assessment:

Written test, seminar, presentation, Field Visit

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4. <https://explorable.com/social-development-theory>
5. <http://www.instructionaldesign.org/theories/social-development.html>
6. <http://www.simplypsychology.org/vygotsky.html>
7. <http://www.simplypsychology.org/bowlby.html>
8. https://en.wikipedia.org/wiki/Child_trafficking_in_India
9. <http://www.agwo.org/the-situation-of-underprivileged-children-in-india>
10. <https://en.wikipedia.org/wiki/Genogram>
11. <https://en.wikipedia.org/wiki/Eco-map>
12. <http://www.smartdraw.com/ecomap/>

Course – 2 Contemporary India and Education

Credit: 4

Essence of the course:

This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

Objectives:

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

- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebianisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

Unit 1: Concept and aims of education

Meaning of Education – Formal, non-formal and informal education – Various Agencies of Education – Aims of Education in Contemporary Indian society – Determinants of Aims of Education

Unit 2: Education and Philosophy

Relationship between Education and Philosophy - Educational Thinkers and their Contributions: Tagore, Gandhi, Swami Vivekananda, Aurobindo, J. Krishnamoorthi, Pndit Madan Mohan Malaviya, John Dewey, Rousseau, Montessori and Froebel – New vision of education - Emerging India for a new renaissance.

Unit 3: Education and Sociology

Meaning and Scope of educational sociology – Social Realities of Indian Society and their educational implications: Diversity in Indian Society; Inequality and Marginalization – Schisms in terms of Caste, Religion, Language, Region and their demands on Education.

Unit 4: Education, Social Change, Social Stratification and Social Transformation

The concepts of social change – Factors of social change – Role of education in the process of social change – Limitations of Education in the process of Social Change – Socialization process – agencies – role of school and family; school as a miniature society;– Social Stratification – Conceptualizing Social Stratification – Forms and Bases of Social Stratification – Impact of social stratification on education and vice versa

Unit 5: Education and Indian constitution

Fundamental rights and duties of citizens and the directive principles of state policies – critical understating of constitutional values related to aims of education – Indian constitution and education – freedom, justice, equality and fraternity– democracy – secularism– socialism.

Unit 6: Education for Marginalised

Marginalized population (economically, socially, culturally) – reservation policies – education and social equalisation – social process, social interactions and social movements – education for diversities – schools under different management – public school a broad perspective – education as public property – education for global equality.

Unit 7: Language policies in education.

Language policies – during post-independence period – three language formula – mother tongue as medium of instruction – English versus regional language as medium of instruction.

Unit 8: Issues in education

Equalization of Educational Opportunities – SC/ ST, OBC, Women, Handicapped and religious minorities – Universalization of education with respect to access, enrollment, retention and achievement – Ensuring right to education – under employment, unemployment and non-employability – digital divide – Privatization in Education – commercialization – Child labor and ensuring child rights – Malnutrition – Value Education – Environmental education.

Unit 9: Programmes and policies

Centrally sponsored Schemes and Programme: Operation Black board scheme – Mid day meals – DPEP – SSA – RMSA – Mahila Samakya; Significant recommendations of commission and committees – National policy on education 1986, 1992. RTE Act 2009.

Unit 10: Initiatives for educational development in India

Publication of dispatches– implementation of policies – education in five year plans– role of education in community mobilisation– integration of school and community work– role and responsibilities of teacher – Education policy under debates over time – problems in implementation, financial allocation, field condition and pressure groups – comparison of issues between pre and post-independence period.

Mode of transaction of the course:

Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, elearning (edmoda.com)

Practicum activities: Task and Assignment

1. Study the impact of Right to Education Act on schools
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities (any one)
 - a. Eco-Club,
 - b. instructional material to inculcate values,
 - c. field visit to vocational institutes to make reports,
 - d. awareness development about population explosion in rural / slum areas,
 - e. creating awareness among SC/ST students about various schemes and scholarships available to them,
 - f. survey of schools to see the implementation of various incentives of government to equalize educational opportunities
 - g. Preparing a presentation on rich cultural heritage of India

Mode of Assessment

Written test and Task and assignment

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Course – 3 Learning and Teaching

Credit: 4

Essence of the course:

Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

Objectives:

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

- Understand the concept of learning and its importance for human excellence
- Apply the learning theories in their teaching
- Understand the processes that facilitate construction of knowledge
- Create facilitative learning environments in schools
- Understand the concept and different levels of teaching
- Adopt different teaching strategies
- Understand the models of teaching
- Adopt ICT tools for facilitating teaching and learning
- Adopt innovative practices of teaching and learning
- Understand teaching as a profession.

CONTENT OUTLINE

Unit 1: Development of learner and learning

Learning –Domains of learning for holistic development – Phases of learning – influence of peer group, group cohesion and group dynamics on learning – Development of learner as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological) – Nature and nurture, continuity and discontinuity issues, growth and maturation – Implications for teachers to develop holistic understanding of the learner in context.

Unit 2: Theoretical perspectives on learning

Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky). – Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations:

Unit 3: learning in 'constructivist' perspective

Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' – Social-constructivist perspective and applications of Vygotsky's ideas in teaching – processes of construction of knowledge: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition – Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.

Unit 4: Methods of learning

Types - individual and group methods – innovative methods, new trends in learning use of computer and networking – Influence of methods on active engagement and inquiry in Learning – activity based learning – social learning – constructivism in learning – problem solving, discovery learning, mastery learning, individual and peer group learning – factors affecting learning

Unit 5: Individual differences among learners

Differential learning needs of the learners with regard to abilities: intelligences, interest, aptitude, creativity, personality, values – learning styles – language (home language and language of instruction) – sociocultural differences (cultural capital), learning difficulties, and their implications for classroom practices and teaching

Unit 6: Innovative practices in learning

Techniques for higher learning-conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new technologies, online tools of learning , pedagogy of online learning and virtual learning.

Unit 7: Concept of Teaching

Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching - teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

Unit 8: Approaches to Teaching

Various Approaches to Teaching, such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic

Unit 9: Models of Teaching

Models of Teaching-Meaning and elements and families of models of teaching-Information processing models(Concept Attainment and Advance organizer models), Social interaction models(Jurisprudential model) – Personal development model(Non-directive teaching) – Behavior modification model(Contingency Management)

Unit 10: Teaching as a profession and values of teachers

Profession – meaning, characteristics – professional ethics and values - code of ethics – critical analysis of teaching as profession, job and occupation, profession and professionalism, Skills and competencies required for a teacher, Teacher as a purveyor and facilitator of knowledge and Essential qualities of a teacher.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment

1. Writing criticism on any one of the innovative practices in learning (Symposium, Seminar,

Workshop or Panel Discussion)

2. Identify the learning styles of the learners and report.
3. Analyze and record the suitability of different tools of ICT for learning.
4. Report based on the visit to any two types of schools regarding the records of teaching and learning
5. A case study on the success story of any one school in teaching and learning
6. Teacher trainee participation in observation and reporting of the learning aspects of marginalised students in school learning.
7. Write a narrative on teaching learning process in a classroom based on observing a teacher

Mode of Assessment:

Written test and Task and assignment

References:

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Course – 4 Gender, School and Society (½)**Credit: 2****Essence of the course:**

Most of the philosophers of the world advocate women's equality and empowerment, constitution have long ago framed laws to preserve and protect equality of gender. Still the seat of power and authorities in the Indian social context is more often than not firmly rooted in patriarchy. The meaning and experience of being a boy or a girl is not. The same across different social groups, religion and time periods. Enormous growth in women's development and the increasing inequality seem and felt in contrast as initiated this course. The course is humble effort made to sensitize gender equality in society and school. The course will enable the student to identify the gender crisis, create awareness on gender equality, refine women's students being prey to untold atrocities of home and society and equip students with available laws.

Objectives:

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

- acquire knowledge on Terms and concepts Gender, school and society.
- understand the challenges faced by the Gendered roles in society through a variety of institutions.
- apply the knowledge to critically analyse the gendered roles, relationships and ideas in textbooks and curricular to nurture or challenging gender disparity of gender inequalities prevailing in the society.
- develop the life skills courses in schools and to deal with some issues of gender identity roles.
- develop interest in studying gendered roles, relationships and ideas in textbooks and curricular.
- develop a positive attitude towards roles and institutions in society.

CONTENT OUTLINE**Unit 1: Gender identity construction**

Gender: meaning, definition – in various perspectives: biological, functionalist, integrationist, conflict – current status – inequality in India – gender studies–education of the girl child – agencies for women education and development – Research project and studies – evaluation of text books and media from the gender perspectives – global perspective on gender

Unit 2: Gender in society and groups

Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) –social system – social structure – social groups –social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

Unit 3: Gender, sexuality, sexual harassment and abuse

Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models) –sites of conflict: social and emotional understanding – importance of addressing sexual harassment in family, neighbourhood, other formal and informal

institutions –agencies perpetuating violence: family, school, work place and media (print and electronic) – Institutions redressing sexual harassment and abuse.

Unit 4: Gender and Law

Gender perspectives in policy and planning – incentive for girls – improving the quality of government schools – gender inputs in school curricular and text books – women teachers in school– introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women-human rights and women rights.

Unit 5: Gender and quality education

Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl's education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post independence period –gender and the hidden curriculum – Teacher as an agent of change– women empowerments through social reform movements

Mode of Transaction:

Lecture, Discussion, Team Teaching, Case Study, Film Show

Practicum: Task and Assignment

1. Conduct a gender ratio survey in a village and write a report.
2. Analyse and report the differential treatment between the gender in family and neighbourhood.
3. Write a critical report on challenges faced by different women groups in present society based on valid published reports.
4. Organizing drama and debate to develop awareness for sexual abuse.
5. Women day celebration and projects related to women personalities.

Mode of Assessment:

Written test and Task and assignment

References:

1. Larsen Randy .J. and Buss David. M. (2011). Personality Psychology .New Delhi: Tata Mcgraw hill Companies.
2. Sullivan Thomas. J. (2001): Sociology (E5), Allyn and Bacon.
3. Kammeyer.C.W. George Ritzer and Yetman.R. (1987): Sociology (E5), Allyn and Bacon, London.
4. Curran Daniel. J. and, Renzetti Claire .M. (1993) : Contemporary Societies ; Problems and Prospects, Prentice Hall, New jersey., N-1, 2009)
5. Aggrawal.N (2002) Women and Law in India.New Delhi: New Century Publications.
6. Agnes.F. Chandra.S& Basu, M. (2004), Women and Law in India, New Delhi: Oxford University Press.

CURRICULUM AND PEDAGOGIC STUDIES

Course – 5 Language across the Curriculum (½)

Credit: 2

Essence of the course:

This course is for the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed by keeping in mind that the language is an integral part of subject learning and competence which will have an impact on classroom interaction. It emphasizes on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Objectives:

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

- acquire knowledge about language and literacy and principles of language teaching.
- understand the importance of language and literacy background of the learners with reference to spelling and vocabulary development
- apply the acquired knowledge in methods and approaches of teaching language.
- develop skills in reading and writing which pave the way to attain optimal learning of the subject areas.
- develop interest towards language learning from language diversity and multilingualism point of view.
- develop a positive attitude towards language to realise that learning and teaching cannot take place in a language free environment.

CONTENT OUTLINE

Unit 1: Nature and Functions of Language

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

Unit 2: Language Diversity in Classrooms

First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

Unit 3: Methods of learning language in school subject areas

Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.

Unit 4: Fluency in the Language

Communication – meaning and concept – process of communication – types of communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

Mode of transaction:

Dialogue, seminars, discussions, group-work, language games, exercises and assignments

Practicum: Task and Assignment

1. Get a two page writing from the school students in English and Mother tongue learning and analyse them from language point of view
2. Observe any five classes of subject teaching and analyse from the point of language teaching
3. Write a critical report on the opinion of subject teacher on the weightage for language aspects in valuation of subject test papers.
4. School visit to find out communication problem / Apprehension in students
5. Designing games and exercises for developing Listening, Speaking, Reading and Writing Skills
6. Assignments on Developing speaking skills – oral presentations, debate, elocution, discussion, brain-storming
7. Assignments on developing listening skills – listening to speech, directions

Mode of assessment:

Written test and Task and assignment

References:

1. Begum, Jahitha, A. (2011), *English Language Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Ediger, Marlow and Bhaskara Rao D. (2003), *Language Arts Curriculum*. Discovery Publishing House.
3. Lado, Robert. (1964), *Language Teaching*. New York: Mc Graw Hill Publisher:
4. Rajeswari N. (2008), *Teaching of English*. Chennai: G Publishers.
5. Shankar, Prem. (2004), *Teaching of English*. New Delhi: A. P. H. Publishing Corporation
6. Wellington, J & Osborne, J. (2001): *Language and Literacy in Science Education*. Buckingham: Open University Press
7. Darian, S. (2003), *Understanding the Language of Science*. Austin: University of Texas Press.
8. Vollmer, Helmut Johannes & Beacco, Jean-Claude (2006): “Towards a Common Instrument for Language(s) of (School) Education”, Preliminary Study: Council of Europe, Language Policy Division, and Strabourg. [www.coe.int/lang]
9. Corson, David (1990): “Language across the Curriculum (LAC)”. In Corson, David (Ed), *Language Policy across the Curriculum*. Clevedon: Multilingual Matters, 72-140.

Course – 6 Knowledge & Curriculum (1/2)

Credit: 2

Essence of the course:

In the 21st century knowledge society, knowledge explosion is compelling the educational administrators to enrich the curriculum to develop the human resources according to the requirements of the world community. Therefore this course is focusing on the knowledge and curriculum aspects. The purpose of knowledge and curriculum is to be understood from the epistemological and sociological perspectives of education. The course can enable the student teachers to gain confidence in curriculum design and evaluation by focusing the future directions.

Objectives:

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

- acquire knowledge of terms and concepts of curriculum and epistemology used in the field of education.
- understand the types and process of curriculum, importance of social and epistemological basis of education
- apply the appropriate strategies for curriculum transaction and curriculum development
- develop the skills to use the concepts, practices and roles play in curriculum evaluation with the aims of education
- develop the skills on critically analysis of various samples of textbooks, children's literature, and teachers' handbooks
- develop interest on go through discovery of various philosophers
- develop the attitude towards concepts of nationalism, universalism and secularism and their interrelationship with education

CONTENT OUTLINE

Unit 1: Knowledge and Curriculum

Knowledge, wisdom –meaning – distinction between knowledge and wisdom– knowledge with skill, Information - Meaning of and need for curriculum – Domains of curriculum – Epistemological basis of Curriculum – forms of knowledge–logical grammar of disciplines – Curriculum organization - subject matter and curriculum organization – types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

Unit 2: Principles of Curriculum

Aims, goals and objectives of curriculum –curriculum design and its components –curriculum development: technical-scientific approach and Nontechnical- Nonscientific approach – curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education

Unit 3: Curriculum Transaction

Strategies for curriculum transaction –Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes –Activity Based Learning (ABL)- Activity Learning Methodology (ALM)- resources for curriculum transaction – computer and internet – role and importance.

Unit 4: Curriculum evaluation

Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation – approaches of evaluation –validity and significance of course content- evaluation models Taylor's, Stane's and CIPP model - practices and roles play in evaluation –peer evaluation - goal free evaluation –critical analysis of textbooks, children's literature and teachers' handbooks

Unit 5: Issues in Curriculum Development

Critical issues: teacher centred to learner centred, subject centred to practical knowledge – Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity- centralized Vs decentralized curriculum –diversity among teachers in their competence-problem of curriculum load as many concerns are to be included in curriculum – participants in curriculum Development – role of state in the curriculum development –makers of curriculum –role of curriculum in national development.– Curriculum makes an intellectual society – curriculum for 21st century – UNESCO's concept of four pillars of education

Mode of transaction:

Group discussion, lecture, discussion, symposium, Peer group, Debates, Workshop, Seminar, Project work

Practicum: Task and Assignment

1. Select a primary school, observe and report about the implementation of ABL method.
2. Search in the internet about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method.
3. Write a comparative report based on the curriculum development in India and any other countries by referring internet.
4. Design a syllabi for a course at B.Ed., level /school level.
5. Write a report based on the curriculum of CBSE and Samacheer.

Mode of assessment:

Written test, Task and assignment

References:

1. Aggarwal, Deepak (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi. Book Enclave.
2. Allen C. Ornsteing and Franchie P. Hunkins Curriculum Foundation, Principles and lesson, London – Prentice Hall International (U.K) limited 1966.
3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey –Bass Inc. Publication.

4. Joseph, P.B. et al (2000). Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
5. Olive, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
6. Reddy, B (2007): Principles of Curriculum Planning and Development.
7. Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba world Education Series-3 Delhi: Dababa House, Book Seller and Publisher.
8. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
9. Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action research. Routledge. U.K.
10. NCERT (2005) .National Curriculum Framework 2005, NECRT, Sri Aurobindo Marg. New Delhi
11. NCERT (2000). National Curriculum Framework for school Education, NCERT. New Delhi.
12. Shivaprakasham. M.N. (2007). Curriculum Development in Elementary Education. New Delhi: Rajat Publication.
13. Ediger Marlow and Bhaskara Rao Digumarti. (2007). Curriculum of School Subject. New Delhi: Discovery Publishing House.
14. Mirudulla pandey. (2007). Principles of Curriculum Development. New Delhi: Rajat Publication.
15. Sharma. R.A. (2007) Managing Curriculum: Curriculum Transaction and Evaluation. Meerut: R. Lall Depot.
16. Marlow Ediger and Digumarti Bhaskara rao. (2007). Curriculum Organization. New Delhi: Discovery Publishing House.
17. Mirudulla pandey. (2007). Changing the Curriculum. New Delhi: Rajat Publication.
18. Mirudulla pandey. (2007). Principles of Curriculum Reforms. New Delhi: Rajat Publication.
19. Marlow Ediger and Digumarti Bhaskara rao. (2007). Reading Curriculum and Instruction. New Delhi: Discovery Publishing House.
20. Mirudulla pandey. (2007). Theory of Core Curriculum. New Delhi: Rajat Publication.
21. Reddy. R.S. (2004) Curriculum Development for Learning to Live Together. New Delhi: Rajat Publication.
22. UNESCO (1996)– ‘Learning the Treasure within’, Report to UNESCO of the Delors International Commission on Education for the 21st Century, UNESCO Publications

COURSE – 7 PEDAGOGY OF A SCHOOL SUBJECT 1 (PART 1)

Course - 7(i) Pedagogy of Tamil I – Part 1

Course-7(i): தமிழ் கற்பிக்கும் முறைகள் I -பகுதி 1

Credit: 4

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர். அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர். கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர். காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர். இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர். தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்.

நோக்கங்கள்

- மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.
- செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல்.
- நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.
- அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.
- பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.
- இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல்.
- இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.
- மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.
- கற்பித்தல் -கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.
- தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: தமிழ்மொழி வரலாறு

மொழியின் தோற்றம்- தமிழின் தொன்மை- உயர்தனிச் செம்மொழி-வரையறை, அறிஞர்களின் கூற்று, வளர்ச்சி, இன்றைய நிலை, காலம் தோறும் பண்பாட்டுச் சிறப்புகள்- தமிழில் சமூக, வட்டார வேறுபாடுகள்

அலகு 2: அறிவியல் தமிழ்

அறிவியல் தமிழின் தேவைகள்- அறிவியல் தமிழ் அமைப்பு - கலைச்சொல்லாக்கம்- கடன்வாங்கல்- வேறுபாடுகளை நீக்குதல்- மொழித்தூய்மையைக் கையாளுதல் -நிறைகள், குறைகள்

அலகு 3: கற்பித்தல் வளங்கள்

நூலகத்தின் நோக்கங்கள்- வகைகள்- பயன்கள்- அகன்ற படிப்பு, நிறைகள், குறைகள்- அகராதி, கலைக்களஞ்சியம், நிகண்டுகள், சொல்லடைவு, பொருளடைவு, நூலடைவு, இணையம்.

அலகு 4: கற்பிக்கும் முறைகள்

விரிவுரை- கலந்துரையாடல்- சொற்பொழிவு- கருத்தரங்கம்- குழுவிவாதம்- மாநாடுகள்- ஆய்வரங்கங்கள்

அலகு 5: இக்கால இலக்கியங்களின் அறிமுகம்

உரைநடை -நாவல்- சிறுகதை- புதிதக்கவிதை- வரையறை, வகைகள், இலக்கிய பங்களிப்பு

அலகு 6: மொழி கற்பித்தலில் பிழைகள்

தவறும் பிழையும் வரையறை- பிழைக்கான காரணங்கள்- பிழை வகைகள்- பிழைநீக்கல் பயிற்சி- பிழை தவிர்த்தல்

அலகு 7: மொழி அமைப்பு

ஒலியன் வரையறை- கொள்கைகள்- விதிகள்- மாற்றொலிகள்- உருபன்- மாற்றுருபு- உருபன் வகைகள்- தொடரியல் குறித்த செய்திகள்.

அலகு 8: ஒப்பிலக்கிய அறிமுகம்

ஒப்பியல் வரையறை- தமிழில் ஒப்பிலக்கியச் சிந்தனைகள்- பிறமொழிகளோடு கொண்டுள்ள தொடர்பு- பண்புகள்- பயன்கள்.

அலகு 9: கற்பித்தல் உத்திகள்

பிளாண்டரின் வகுப்பறைச் சூழல் பகுத்தறிமுறை- திட்டமிட்டுத் தானே கற்றல்

அலகு 10: இலக்கியங்கள் காட்டும் கல்வியியல் சிந்தனைகள்

தொல்காப்பியர் குறிப்பிடும் முப்பத்திரண்டு உத்திகள்- ஆசிரியரின் அருங்குணங்கள்- ஆசிரியராகார் இயல்புகள்- நல்லமாணாக்கரது இலக்கணம்- மாணாக்கர் வகை- மாணாக்கராகார்- நன்னூல் கூறும் செய்திகள்.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம், நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல், புத்த வாசிப்பு முகாம் நடத்துதல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
4. ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்

5. பிழை நீக்கல் பயிற்சி தயாரித்தல்
6. ஒரு படைப்பைத் திறனாய்வு செய்தல், அறிமுகம் செய்தல்.
7. கட்டுரை எழுதும் பயிற்சி
8. மாணவர்கள் ஒருங்கிணைக்கும் கருத்தரங்கம்
9. குறிப்பிட்டத் தலைப்பில் உரையாடலை ஒருங்கிணைத்தல்
10. குறிப்பிட்டத் தலைப்பில் விவாதித்தல்
11. ஒரு சிறு பத்தியில் உள்ள சொற்களைப் பிரித்து உருபங்களைக் கண்டறிதல்.

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Course - 7(ii) Pedagogy of English I – Part 1**Credit: 4****Essence of the course:**

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching– learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:**At the end of the course the student teachers will be able to**

- understand the aims & objectives of teaching English
- enable the student teachers to acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- acquire an understanding of the nature and structure of English language and components skills
- enable the student teachers to understand the connections of English speech and to acquire good pronunciation and fluency of speech.
- develop skills for effective teaching—micro teaching.
- understand the importance of using-English in global context
- get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation
- familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- acquaint with the planning of instruction.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks
- Get familiarized with the IT sources / packages that are helpful in teaching English

CONTENT OUTLINE

Unit 1: Nature and Scope of English Language Teaching

English for Global purpose- First Language- Second Language - Foreign Language. Utilitarian aim. Objectives of teaching English in India- Problems related to teaching and learning of English in schools-Remedial suggestions to overcome these difficulties.

Unit 2: Spoken English

The different speech organs and their role – the individuals sounds – vowels and consonants – their place and manner of articulation – The concepts of the phoneme and allophone – phonetic transcription – stress – word stress and sentence stress –intonation in English – four basic patterns of intonations in English- Rhythm.

Unit 3: Lexis

Word formation – affixation – conversion – compounding – other minor devices – pattern of spelling – phrasal verbs and prepositional phrases- spelling rules.

Unit 4: Advanced Grammar: I

The noun phrase – MHQ (Modifier, Headword, Qualifier); the verb phrase; Adverbial. Tense forms – auxiliary verbs –The Sentence – Types of sentences – subordinate and co-ordinate clauses- Question forms.

Unit 5: Acquisition of teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in English language in terms of teaching skills – relevant teaching skills in teaching of English – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 6: Lesson Planning

Bloom's Taxonomy of Educational Objectives – General and Specific Instructional Objectives Lesson planning Characteristics, Need and advantages, Lesson Plan format – Teaching Prose – Poetry -Teaching of different language form Prose, Poetry- Aims, Objectives, and Steps of teaching prose, poetry and supplementary reading.– different model/approaches in writing lesson plans.

Unit 7: Compositions

Aims and objectives of teaching composition – oral and written composition – controlled and guided composition – free composition – correcting composition exercises – developing creative competency – developing strategic competency. Letters – formal, informal, semi – formal and informal – reports – situational composition – précis writing.

Unit 8: Teaching Learning materials (TLM)

Language games – Language lab -Newspaper for teaching English -Blackboard sketches-Use of TV, E-tool: Computers and Internet for teaching English - Use of information communication technology (ICT) for teaching English- use of www, E-learning, Teleconferencing.

Unit 9: Pedagogic Analysis

Pedagogic analysis - concept overview- importance and component -Content analysis understanding relation between curriculum, syllabus and textbook.

Unit 10: Evaluation and interpretation of data

Need for assessment -Type of tests – oral, written, objective, subjective – diagnostic, achievement tests- Formative, summative evaluation- Construction and administration of achievement test- Analysis and interpretation of test data.

Mode of transaction:

Introductory lecture, Use of multimedia resources, Library resources, Accessing Online input on the topic, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language games, Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on significance of English language in India
3. Project on formation of new words
4. Assignments on learning phrasal verbs
5. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom
6. Construction of New lexical items and structural items
7. Textual exercises
8. Dramatization and miming.
9. Activities & competitions for Creative writing.
10. Practicing Formal and Informal Letter
11. Preparation of blue prints, question papers, marking scheme and question wise analysis.
12. Construction of test items for diagnosis and achievement test and Interpretation of test data.

Mode of assessment:

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Self-assessment and peer assessment, Evaluation based on documentation, Performance evaluation, Feedback

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Books Accompanied by Audio Cassettes

1. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde. (Advanced Learners).
2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Getting on In English by John Haycroft (The BBC Intermediate Course).
5. Keep Up Your English by W. Stannard Allen (The BBC Course).
6. Srivastava & Nidhi Srivastava (Franklin International).

Web Sites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

Course - 7(iii) Pedagogy of Hindi I – Part 1

Credit: 4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षका की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे – बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

1. **समाज में भाषा** – भाषा और लिंग; भाषा और सत्ता; भाषा और अस्मिता, भाषा और वर्ग
2. **विद्यालय में भाषा** – घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चे की भाषा); समूचे पाठ्यक्रम में भाषा; ज्ञान सृजन और भाषा; माध्यम भाषा; एक आलोचनात्मक दृष्टि; विषय वेफ रूप में भाषा और सामयिक भाषा में अंतर; विविध भाषिक प्रयुक्तियाँ; बहुभाषिक कक्षा; शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा
3. **संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343-351, 350I); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति – 1986; पी.ओ.ए-1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अध्ययन)**

इकाई 2: हिंदी भाषा की स्थिति और भूमिका

हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

इकाई 3: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

1. **भाषा सीखने सिखाने की विभिन्न दृष्टि** – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।
2. **भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण** – व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्गुणात्मक) संप्रेषणात्मक प्रणाली आदि।

इकाई 4: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

1. **भाषायी व्यवहार के विविध पक्ष** – नियमबद्ध व्यवस्था के रूप में भाषा; भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में); हिंदी की बोलियाँ! वाक् तथा लेखन।
2. **भाषायी व्यवस्थाएँ** – सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति तथा संरचना; वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वनिम विज्ञान और रूप विज्ञान; (उपयुक्त उदाहरण देकर पढ़ाए जाएँ)

इकाई 5: भाषायी दक्षताएँ!

1. **संदर्भ में भाषा** – संदर्भ में व्याकरण और संदर्भ में शब्द
2. **भाषायी दक्षताएँ** – सुनना, बोलना, पढ़ना और लिखना
 - **सुनना और बोलना** – सुनने का कौशल, बोलने का लहजा- भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
 - **पढ़ना** – पढ़ने के कौशल; पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉर्स, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व
 - **लिखना** – लिखने के चरण; लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

इकाई 6: भाषा शिक्षण द्वारा अपेक्षित योग्यताआ. का विकास

उच्चारण, वर्तनी, श्रवण वाचन, पठन लेखन, चिन्तन एवं अभिव्यक्ति की योग्यताआ. का विवरण । अपेक्षित विकास हेतु विधियाँ

इकाई 7: ध्वनि

हिन्दी की ध्वनियाँ, मुख विवर म. उनका स्थान तथा प्रयत्न के आधार पर उनका वर्गीकरण, हिन्दी भाषा म. उच्चारण की समस्याएँ, अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण, कक्षा शिक्षण म. उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ

इकाई 8: भाषायी दक्षता

परम्परागत सूत्रों का प्रयोग - अभिवादन, क्षमायाचना, निमन्त्रण, अस्वीकारोक्ति, स्वीकृति, धन्यवाद ज्ञापन, उच्च स्वर म. गद्यांशों एवं कविताओं का वाचन, सारणी, रेखाचित्र, मानचित्र आदि का वर्णन एवं विश्लेषण, कहानी सुनाना तथा घटनाओं का वर्णन

इकाई 9: भाषा का जनसंचार परिप्रेक्ष्य

मुद्रित जनसंचार - समाचार पत्र भाषा, रेडियो एवं दूरदर्शन भाषा, प्रचार-प्रसार भाषा, सोशल नेटवर्किंग भाषा, सोशल नेटवर्किंग साइट्स का शैक्षिक विस्तार (फेसबुक, ट्वीटर, यू ट्यूब, व्हाट्स ऐप) ब्लॉगिंग एवं ई-अधिगम

इकाई 10: पाठ योजना और उसकी उपयोगिता

कविता, कहानी, निबंध, नाटक आदि विधाओं का शिक्षण एवं उनकी पाठ योजना

सिखाने का माध्यम

- व्याख्यान
- सामूहिक चर्चा
- निदर्शन एवं सामग्री विश्लेषण
- विचारगोष्ठी
- विभिन्न साहित्यकारों, लेखकों एवं कवियों के विषय म. चर्चाएँ
- पुस्तकालय संसाधनों का उपयोग
- भाषा प्रयोगशाला
- वीडियो क्लिप्स का प्रयोग
- दृश्य-श्रव्य पाठों के माध्यम से सूक्ष्म शिक्षण
- व्याकरण प्रकरणों के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण
- पाठ योजना प्रस्तुतीकरण
- अन्तर्सक्रिय सत्र
- प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण
- शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

- Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
- विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी
- मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ
- मुहावरे, लोकोक्तियाँ का प्रयोग करते हुए कहानी, लेख आदि लिखवाना
- विषयवस्तु आधारित अभ्यास

- सूक्ष्म एवं व्यापक पाठ योजनाएं, बनाना
- पावर प्वाइंट प्रस्तुतीकरण
- दृश्य-श्रव्य सामग्री का निर्माण
- ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण
- विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना
- परीक्षण आंकड़ा. का प्रस्तुतीकरण
- पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

- सामूहिक चर्चा का विश्लेषण
- स्व मूल्यांकन तथा निकट समूह मूल्यांकन
- उपलब्धि मूल्यांकन
- अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन
- प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ- स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, मात्रभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

Course - 7(iv) Pedagogy of Malayalam I – Part 1

Credit: 4

Essence of the course:

Malayalam is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course deals Evolution of Malayalam Language, Historical development of Malayalam Literature, Language skill, curriculum development in Malayalam, Discourses in Malayalam, Methods of teaching Malayalam, Theories of learning with special reference to Malayalam teaching, Evaluation of learning Malayalam. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:

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

- enable the student teachers to acquire knowledge of the sound systems of Malayalam and to familiarize them with the appropriate terminology to describe the sounds in Malayalam.
- enable the student teachers to understand correct Malayalam usage and to acquire good pronunciation and fluency of speech.
- familiarize student teachers with the school syllabuses related to high school classes.
- help student teachers acquire a working knowledge of the grammatical terminology and the grammatical system in Malayalam.
- develop in the student teachers the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- realize the significance of teaching Communicative Malayalam.
- develop their skill in curriculum transaction.
- develop a thorough understanding of the conceptual background of Malayalam.
- improve the understanding of the principles of curriculum construction and organization in Malayalam language.

CONTENT OUTLINE

Unit 1: Evolution of Malayalam Language

Over the ages - Status of Malayalam language at different periods - Relationship between language and social development - Functions of language in the society - Influence of mother tongue in the formation of culture - Relevance of mother tongue in a democratic society - Mother tongue as a medium of instruction - Malayalam as an official language

Unit 2: Historical development of Malayalam Literature

Development of Malayalam literature - The influence of Tamil and neighboring languages on Malayalam - Influence of Sanskrit - Contributions of early poets - Contributions of Ezhuthachan - Earlier poets - Earlier prose writers - Development of champu - Development of the present day Malayalam Literature - Development of other forms of literature such as drama, short stories etc. - Development of Malayalam literature till date - Short description of the development of Malayalam Literature.

Unit 3: Language skill

Listening – Speaking – Reading – Writing - Importance of basic skills in language learning- strategies and activities appropriate for different levels-process learning.

Unit 4: curriculum development in Malayalam

Curriculum development-General principles-psychological, sociological, philosophical, needs and interests of learner, nature of subject matter and philosophy of nation - Different approaches to curriculum organization – Spiral, topical and concentric approach - New school Malayalam curriculum and its critical appraisal -- Micro teaching – definition and principles of micro teaching cycle – limitations. – Teaching Skills – meaning, analytical approach to understand teaching learning process in Malayalam in terms of teaching skills – relevant teaching skills in teaching of Malayalam- Core skills

Unit 5: Discourses in Malayalam

Importance of discourses in the daily life - Functions of seminars, symposiums, debates, discussions, speeches, brain storming, screen play, essays, memorandums, letter writing, notice, press notes, editorial, postures, advertisement, travelogue, biography, auto biography, description, dramatization etc. for effective communication.

Unit 6: Methods of teaching Malayalam

Lecture cum Demonstration method -Inductive and Deductive method - Dalton Plan - Project method - Play way method - Role play and simulation - Co-operative and collaborative strategies -Problem solving method.

Unit 7: Theories of learning with special reference to Malayalam teaching

Theory and practice of: Cognitive constructivism (Piaget and Bruner) and Social constructivism -Chomsky's concept of language development - Multiple intelligence - Critical Pedagogy - Recent changes practiced in the state schools

Unit 8: Content Analysis

Pedagogic Analysis - Meaning and steps of analysis - Pedagogic analysis of the lessons in the text book of 8th, 9th & 10th standards.

Unit 9: Evaluation of learning Malayalam

Importance of evaluation - Different types of evaluation – merits and limitations - Continuous and comprehensive evaluation – Area of CCE - Evaluation criterion for different learning activities - Construction and administration of achievement tests -Evaluation of mental processes - Relevance and administration of grading system.

Unit 10: Models of Teaching

Meaningful verbal learning model – Gagne's hierarchical model – Information processing model – Concept attainment model – New trends and approaches in language learning – Behaviourism, structuralism, cognitive interactionist approach, constructivism, multiple intelligence theory

Mode of Transaction:

Introductory lecture, Use of multimedia resources, Library resources, Dictionary and online referencing, Usage of Language games, Mind mapping, Demonstration, group discussions

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare a short essay on inter relationship between language and social development. (group activity)
3. Open discussion on Mother tongue as a tool for transforming culture
4. Seminar (group) on Need of mother tongue as the medium of instruction
5. Seminar (group presentation)
6. Prepare short essay on 5 sub topics
7. Trace out the activities included in the Text book/Hand book for developing basic language skills among the learners
8. Find out the activities mentioned in the text book and hand book for developing the creativity among the learners.
9. Prepare essay on general principles of curriculum development.
10. Prepare an editorial for your class magazine
11. Prepare postures on any social issues
12. Write a screen play based on any one of the poems in the 8th or 9th std text book
13. Select a poem from any text book and present the same through simulation (group task)
14. Conduct a debate on the relevance of critical pedagogy in the context of the teaching-learning atmosphere prevailing in the schools in Kerala
15. Conduct a seminar on Chomsky's concept of language development.
16. Analyse and trace out the learning activities included in any one topic on the basis of prescribed curricular objectives (Group task)
17. Analyse any one text book and Trace out new vocabulary, phrases, idioms, proverbs, and grammar contents (group task)
18. Conducts a panel discussion on the relevance of grading system in the B.Ed programme.
19. Prepare a sample question paper considering all the elements of a scientific question paper (group task)

Mode of Assessment

Written test and Task and assignment

References:

1. A.R. Raja RajaVarma – Vrithamanjari, Kerala Panineeyam, Bhashabhushanam.
2. Damodaran Nair. P – Apasabdanighantu
3. Sankarakurup. G – SahithyaParichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangaliloode – National Book Stall, Kottayam.
8. Allen,D& Ryan, K (1969). *Micro teaching*. London: Adison Wesley

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10. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: cognitive domain*, New York: David McKay Co.
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14. Ebel, L. & Frisbie, A. (1991). *Essentials of educational measurement*. New York: McGraw Hill.
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17. Gren, G.H. (1987). *Planning the lesson*. London: Logman
18. Gronlund, N.E (1970) *Stating Behavioural objectives for class room instruction*. London: MacMillan
19. Joyce, B & Weil, M (2003). *Models of Teaching* (5th Ed.) New Delhi. Prentice hall
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22. Lado, R (1979). *Language teaching- a scientific approach*. New York: McGraw Hill INC
23. Lee, W.R (1972). *Language teaching games and contexts*. London: Oxford University press.
24. Mayer, R.E (2003). *Language and instruction*, Upper Saddle River. Pearson education
25. Nair, Chandrashekharan, C.K (2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.
26. NCERT (2005) *National Curriculum Framework*. New Delhi: NCERT
27. SCERT (2007), *Kerala Curriculum Frame work*. Trivandrum: SCERT
28. Passi, B. K (Ed) (1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad
29. Pillai, P.E (1991) *Malayalabhashabhodhanam*. Kerala: chris printers kottayam.
30. Sivarajan, k & Sreemannuni, P. S. (2003) *Malayalabhashadhyapanam. Central cooperativestores, Calicut university*.
31. Variyar, Prabhakaran, K.M & A. Santha (1998). *Modern linguistics*, Trivandrum: keralabhasha institute.

Course - 7(v) Pedagogy of Telugu I – Part 1

Credit: 4

Essence of the course:

Objectives:

CONTENT OUTLINE

Mode of Transaction

Practicum: Task and Assignment

Mode of Assessment

References:

Syllabus yet to be prepared for Course -7(v) Pedagogy of Telugu I – Part 1.

Course - 7(vi) Pedagogy of French – Part 1

Credit: 4

Essence of the course:

This course is to enable students to specialize in teaching French as a foreign language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. The course includes analysis of teaching content and text books.

Objectives:

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

- understand the basic theories of learning and communication
- understand different approaches of teaching FLE/FLES
- acquire knowledge of various techniques in teaching oral and written skills
- prepare unit plan and activity oriented Lesson plans
- apply the theoretical concepts in classroom teaching
- develop the positive attitude among the students
- stimulate curiosity and creativity

CONTENT OUTLINE

Unit 1: Theories of Learning

Behaviourisme – Rationalisme – Constructivisme - Socio –cognitivism – Interaction de tutelle de Bruner – Intelligences multiples de Gardner
(*Manuel de formation pratique : P.29-32,*)

Unit 2: Communication in teaching

Quatre théories importantes de la communication pour la didactique - Le non-verbal en classe de langue - Registre de langue – Enonciation – Actes de parole – Interaction -Compétence de communication
(*Manuel de formation pratique : P. 49-52,52-56, 57-59, 60-61, 62-63, 64-66, 70-71*)
Teaching Skills – meaning, analytical approach to understand teaching learning process in French in terms of teaching skills – relevant teaching skills in teaching of French

Unit 3: Didactic strategies for oral skills

Compréhension orale: Différents types d'écoute – Supports de la compréhension orale - Démarche pédagogique de l'écoute en classe. – Production orale: Interagir – Simulation – Simulation Globale – Jeu de rôles
(*Manuel de formation pratique: P. 96-99, 104-107*)

Unit 4: Didactic strategies for written skills

Compréhension écrite: Types de texte – Processus de lecture – Types de lecture – Démarche pédagogique de la compréhension de l'écrit. –Production écrite: Ecrire pour communiquer – Ecriture créative
(*Manuel de formation pratique: P.119-120, 122-123, 128, 129-130,133-137, 138-141*)

Unit 5: Revision of teaching content (Grammar and Vocabulary) & Teaching of Grammar

Modes et temps – Pronoms– Prépositions - Adjectifs - Adverbes - Articles – Conjonctions de coordination et subordination

Prescribed book: Grammaire Française, Jacqueline Ollivier

Définition de « grammaire » - types de grammaire - grammaire implicite/ explicite – inductive/déductive – Notions: activité, exercice, tâche

(Manuel de formation pratique: P. 183 -195)

Unit 6: Revision of Teaching content (Pronunciation) & Teaching of Pronunciation

Revision of teaching content :

Voyelles et consonnes – Division des syllabes - Liaisons et enchainements

Prescribed book: Phonétique progressive du français – Niveau débutant et intermédiaire

Teaching of pronunciation

Différence entre phonétique et phonologie – Méthodes de correction phonétique - Transcription phonétique

Prescribed book: La phonétique audition, prononciation, correction

Unit 7: Lesson plan preparation

Définition et rôle du plan de cours – Conseils méthodologiques pour préparer les leçons

Unit 8: Detailed analysis of following text books

Mauger bleu / C'est génial / Echo / Saison

Unit 9: Creation of teaching aids

Images de Manuel – Images sur internet – tableaux muraux – diagrammes – cartes de mémoire – dessins – schémas préparés sur papier – maquettes – objets réels

Unit 10: Methodology of class observation

Méthodologie de l'observation de classe – Elaborer une fiche d'observation - Critères d'observation – Grille d'observation

Mode of Transaction

Lecturing on theoretical concepts, Project method, Tasks and Assignments.

Practicum: Task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of French language teaching
3. Oral Communication tasks
4. Language Lab activities
5. Preparation of micro lesson plan
6. Preparation of micro lesson plan using computer assisted instruction
7. Sessions in small or medium groups
8. Language games on grammatical structure
9. Dramatization and miming.
10. Project on formation of new words

11. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
12. Assignments & Library work
13. Preparation of audio visual aids(PPT, Charts, Models)
14. Listening to radio news and responding to questions.

Mode of Assessment

Paper-pencil tests, Performance tests, Formal and Informal Testing

References:

1. ABRY D., VELDEMAN-ABRY J. *La phonétique : audition, prononciation, correction*, CLE, 2007, 1CD
2. BERTOCCHINI P., COSTANZO E., *Manuel de formation pratique pour le professeur de FLE*, Paris, CLE International, 2008.
3. CHARLIAC, Lucile et MOTRON, Anne-Claire. *Phonétique progressive du français*. CLE International, 1999.
4. CUQ J.-P., GRUCA I., *Cours de didactique du français langue étrangère et seconde*, Grenoble, PUG, 2002.
5. MOIRAND S., *Enseigner à communiquer en langue étrangère*, Paris, Hachette, coll. F, 1982.
6. OLLIVIER JACQUELINE et BEAUDOIN MARTIN, *Grammaire française*, 5e édition, Montréal, Groupe Modulo,
7. POISSON-QUINTON, Sylvie et MIMRAN, Reine. *Vocabulaire expliqué du français*. Niveau intermédiaire. CLE International, 2004
8. TAGLIANTE., CHRISTINE., *La classe de langue*, coll, Techniques de classe, CLE international, 2006

Course - 7(vii) Pedagogy of Mathematics – Part 1

Credit: 4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

Objectives:

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

- appreciate the nature, structure, scope of Mathematics and its relation with other disciplines.
- acquire knowledge of the nature and development of Mathematics
- understand the aims and objectives of teaching Mathematics
- prepare unit plan and activities oriented Lesson plans for effective classroom communications.
- prepare the prospective Mathematics teachers as facilitators for effective teaching and learning of Mathematics.
- apply different methods and techniques of teaching of Mathematics and to employ them proficiently in the classroom
- develop the positive attitude among the student in teaching Mathematics
- appreciate the role of Mathematics in day-to-day life
- stimulate curiosity, creativity and inventiveness in Mathematics

COURSE CONTENT

Unit 1: Nature and Significance of Mathematics

Meaning and Characteristics of Mathematics – Nature of Mathematics: Precision, Logical Structure, Abstractness, Symbolism– Need and Significance of Learning Mathematics. Scope of Mathematics- Mathematics in day today activities in our life, various fields, disciplines and subjects.

Unit 2: Great mathematicians and contributions

History of Mathematics –Vedic Mathematics- Contribution of eminent mathematicians for the development of Mathematics –Aryabhatta, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Rene Descartes, Gauss.

Unit 3: Aims, Goals and Objectives of Learning Mathematics

Aims: Practical, Disciplinary, Cultural, Vocational, Social and Aesthetic - Taxonomy of Educational of objectives: cognitive, affective and psychomotor domains for teaching Mathematics - Revised Bloom's Taxonomy of Educational of objectives with specifications - General Instructional objectives: Knowledge, Understanding, Application, Skill, Interests, Attitude, Appreciation and Personality traits - Writing General Instructional objectives, specific learning outcomes and teaching points of various content areas in Mathematics.

Unit 4: Lesson plan preparation

Lesson planning – Meaning, Purpose, Components and Characteristics - types - needs -aspects of a good lesson plan –different models/approaches for writing lesson plan – Unit Plan, Year Plan.

Unit5: Methods and Techniques of Teaching for Facilitating Learning Mathematics

Methods of Teaching: Inductive, Deductive, Analytic, Synthetic, Lecture-cum-Demonstration, Heuristic, Laboratory, Problem solving, Project. Techniques: Oral work, Drill, Review and Assignment.

Unit 6: Models of Teaching Mathematics

Five E-Model- Engage, Explore, Enforce, Expand and Evaluate. – Suchman’s Enquiry Model and Bruner’s Concept Attainment Model – Individualized Instruction – Programmed Instruction – Meaning and concept – Types – Linear, Branching, Mathematics.

Unit 7: Learning Resources and diverse classroom

Mathematics textbook – workbook – Mathematics library – Mathematics laboratory – Mathematics club– Mathematics exhibition and fair – using community resources for Mathematics learning – pooling of learning resource in school complex / block / district level.

Unit 8: Professional development of Mathematics teacher

Pre-requisite qualifications – professional training: selective academic training, in-service training, professional activities, school activities, mathematical organization – administrative duties – community activities–qualities of Mathematics teacher–ethics of teacher – social and environmental responsibilities of the Mathematics teacher – problems faced by the Mathematics teachers.-Appropriate use of ICT for Teacher Professional Development (TPD) – Linkage – contribution to corporate life and to society, Journals and other resource materials in Mathematics Education – Participation in conferences/Seminars/Workshops -Qualities of a Mathematics Teacher.

Unit 9: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in mathematics in terms of teaching skills – relevant teaching skill in teaching of mathematics – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Writing instructional objectives – Introducing a lesson, Fluency in Questioning , Probing Questioning, Explaining, Illustrating with Examples, Stimulus Variation, Reinforcement, Using Blackboard and Closure – micro teaching as a technique for acquiring teaching skills - Integration of Teaching Skills – Meaning, Need and Strategies – Vicarious integration and summation.

Unit 10: Research in Mathematics teaching

Research in the field of mathematics and mathematics teaching – status of achievement in mathematics at elementary and secondary schools – areas of difficulties – phobia for and attitude toward mathematics learning – factors related to mathematics learning – Action research –implication of research findings

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments, seminars.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Study any one of eminent mathematician and his contribution to development of Mathematics– submit report
3. Writing specific objectives and teaching point of content areas in Mathematics of Algebra.
4. Collection of articles relevant to recent developments in Mathematics.
5. Prepare a year plan for any standard at the Secondary level.
6. Prepare a lesson plan for any topic in Mathematics based on Inquiry Training Model or Concept Attainment Model.
7. Preparation of ten frames of Linear or Branching Programmes on any topic in Mathematics.

Learning Activities:

Learning the Content and practicing them appropriately, Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

References:

1. Aggarwal, J. C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.
2. Anice and Jeyanthi Alwan (2011). Skills and Strategies of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Anita J. Harrow (1977). A Taxonomy of the Psychomotor Domain. New York: David Mckay Company, Inc.
4. Arul Jothi, Balaji D.L. and Nishit Mathur (2009). Teaching of Mathematics I. New Delhi: Centrum Press.
5. Benjamin. Bloom Ede (1974). Taxonomy of Educational Objectives Handbook-I: Cognitive Domain New York: David Mckay Company Inc.
6. Bruce, Joyce and Marsha weil (1985) Models of Teaching. New Delhi: Prentice-hall of India.
7. Burner, J. S. (1962). The process of education. Cambridge: Harvard University Press.
8. Costello, J. (1991). Teaching and learning of Mathematics. London: Routledge.
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10. Gagne, R. M. (1967). Learning and individual differncism. Ohio: Charles E. Merrill Books Inc.
11. Gagne, R. M. (1990). The learning principles: Analysis of concept learning. New York: Merrill Publishing Company.
12. Goel, Amit. (2006). Learn and teach Mathematics. Delhi: Authors Press.
13. ICFAI. (2004). Methodology of teaching Mathematics. Hyderabad: ICFAI University Press.
14. Krathwohl. David R. Ed (1984). Taxonomy of Educational Objective. Handbook – II: Affective Domain New York: David Mckay.
15. Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
16. Mangal, S. k., & Mangal, S. (2005). Essentials of educational technology and management.
17. Manpal Singh (2007). Modern Teaching of Mathematics. New Delhi: Anmol Publications

18. Marlow Ediger and Digumarti Bhaskara Rao (2011). Essays on Teaching Mathematics. New Delhi: Discovery Publishing House Pvt. Ltd. Meerut: loyal book depot.
19. Michael A Lorber and Walker D. Pierce (1990). Objectives, Methods and Evaluation for Secondary Teaching. New Jersey: Prentice Hall.
20. Nalekar, J. V., & Narlikar, M. (2001). Fun and fundamentals of Mathematics. Hyderabad: Universities Press.
21. Norman E. Gronland (1981). Measurement and Evaluation in Teaching. New York: Macmillan Publishing Co. Inc.
22. Oosterhof. A. C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
23. Passi, B. K. (1976). Becoming a better teacher: Micro teaching approach. Ahmedabad: Sahitya Mudranalaya.
24. Pratap, N. (2008). Teaching of Mathematics. Meerut: R. Lall Books Depot.
25. Schwartz, S. L. (2007). Teaching young children Mathematics. London: Atlantic Publishers
26. Siddizui, M. H. (2005). Teaching of Mathematics. New Delhi: APH Publishing Corporation.
27. Sidhu, K. S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers private Ltd.
28. Singh M.P (2007). Teacher's Handbook of Mathematics. New Delhi: Anmol Publications
29. Singh, L.C. and Sharma R.D. (1987) Micro-teaching and Practice. Agra: National Psychological Corporation.
30. Singh, M. (2006). Modern teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
31. Sudhir Kumar and Ratnalikar (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
32. Wadhwa, S. (2008). Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrm.edu.au
16. www.bbc.co.uk/learning/subjects/math.shtml
17. www.primaryresources.co.uk/math/math.shtm
18. www.mathtutordvd.com

Course - 7(viii) Pedagogy of Physical Science – Part 1

Credit: 4

Essence of the course:

Physical Science is a general science, after having learning this Course, student teachers understand the epistemological and pedagogical bases of physical science subject. They Pedagogy is integration of knowledge about *the learner, the subject* and *the societal context*. This course comprises of - the nature of the physical science subject, the aims and pedagogical approaches for the teaching of physical science at different stages of school; and deeper theoretical understanding of children in diverse social contexts.

The student-teachers will revisit basic concepts of physics and chemistry which was given in upper primary and secondary school books. The student-teachers will work with such theoretical studies as well as on the field with school children from different backgrounds, They will capable to critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Objectives:

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

- acquire knowledge of nature, values and modern approaches in physical science teaching.
- understand learning objectives and curriculum approaches in physical science teaching.
- apply acquired knowledge of various methods and technique in teaching physical science.
- develop skill in adopting various approaches of learning in physical science teaching.
- develop interest in participating the practice teaching.
- develop desirable positive attitude towards contribution of eminent scientist for development of physics and chemistry.
- acquire hands-on experience in designing and developing suitable learning aids for classroom instruction.

COURSE CONTENT

Unit 1: Nature of physical science

Meaning, scope – nature of physical science: Science as a dynamic and expanding body of knowledge – Science as a process of enquiry and a process of constructing knowledge –science as interdisciplinary area of learning – values in teaching physical science: individual, social.

Unit 2: Aims of learning physical science

Aims of Learning Science – Knowledge and understanding through science – Nurturing process skills of science – basic and integrated science process skills and their fostering – Development of scientific attitude and scientific temper – Nurturing the natural curiosity, creativity and aesthetic sense. Contribution of eminent scientists: Albert Einstein, Isaac Newton, Neils Bohr, C. V. Raman, J.C. Bose, Marie Curie.

Unit 3: Learning objectives of physical science:

Meaning of learning objectives – Revision of Bloom's taxonomy by Anderson and Krathwohl –learning objectives for upperprimary, secondary and higher secondary stages – Learning objectives in the constructivist perspective.

Unit 4: Lesson planning

Lesson planning – meaning, need – Factors that need to be considered for organisation of concepts –Elements of a physical science lesson – different models/approaches for writing lesson plan – aspects of a good lesson plan – Unit planning – salient features

Unit 5: Methods and techniques of teaching physical science

Lecture-cum-Demonstration method –Heuristic approach – Historical and Biographical approaches – Scientific method, Inductive and Deductive methods– Project method – laboratory method –Team-teaching –Supervised study –Role play – Play way – Programmed instruction, Linear and branching programme– Computer assisted instruction.

Unit 6: Approaches in learning physical science

5E learning model – Collaborative learning approach –Problem solving approach – Concept mapping – Experiential learning –Cognitive conflict – Inquiry approach – Analogy strategy

Unit 7: Teaching resources

Science Textbook: characteristics and evaluation of a good science textbook – use of text book.

Machine operated aids: epidiascope, filmstrip-cum-slide projector, Over Head projector, digital projector, inter-active white board.

Non– Machine operated aids:

Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut-outs.

Display Board: chalkboard, bulletin, flannel, magnetic, peg board and effective uses.

3D aids: objects, specimens, models.

Unit 8: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in physical science in terms of teaching skills – relevant teaching skills in teaching of physical science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills –set induction, skill of explaining, skill of black board writing, skill of stimulus variation, skill of reinforcement, skill of probing questioning and skill of demonstration. – Micro teaching as a technique for acquiring teaching skills

Link practice – needs and importance.

Unit 9: Basic physics

Matter and Measurement: Measurement, Measuring Instruments

Forces and Movement: Motion, Force and Pressure, Motion and liquids, Laws of Motion and Gravitation

Exploring Energy: Types of Energy, Electricity, Heat, Work, and Power.

Exploring Phenomena: Magnetism, Light, Sound, Magnetic Effect of Electric Current.

Unit 10: Basics Chemistry

Matter: Separation of Substances, Matter in our Surroundings, Elements, Compounds

Exploring Chemical Changes and Formulation: Changes around us, Matter and Its Nature, Chemical equation, Chemical Reactions

Exploring Chemical Families: Periodic Classification of Elements

Exploring the World: Chemistry in Everyday Life, Combustion and Flame, Coal and Petroleum, Chemical Bonds, Carbon and its Compounds.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. “Science as a dynamic and expanding body of knowledge” prove this statement with any one of the concept in physical science from school science books.(discussion)
3. Study the scientific attitude among the school teacher in your internship programme (survey).
4. Critically analyze different branches of physics and chemistry are available in the school book from class 6 to 10th (Assignment).
5. Collect information from the internet about any 2 great scientist’s contributions to society (present it in slideshow form).
6. Study the gender gap in learning science (scholastic record).
7. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
8. Prepare 2 concept maps physics and chemistry each from the content.(concept map)
9. Prepare liner or branching frames for a single concept from physical science.(PI)
10. Compare the learning objective of physical science subject for upper primary, secondary with respect to other country through internet (Data collection).

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

1. National Council of Educational Research and Training (2013), *Pedagogy of Physical Science I & II*, New Delhi. ISBN 978-93-5007-224-0(Part I) ISBN 978-93-5007-225-7 (Part II)
2. Radha Moahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. Sonika Rajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
4. Vanaja, M. (2006), *Methods of teaching physical science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81-8316-018-0
5. Panneerselvam, A and Rajendiran, E.K. (2009), *Teaching of Physical Science*. Chennai: Shantha publishers; ISBN 978-81-86689-53-0
6. NCERT. (2006), *Elementary level syllabus vol-I*. New Delhi. ISBN 81-7450-593-8
7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>
6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
14. <http://interactivesites.weebly.com/science.html>

Course - 7(ix) Pedagogy of Biological Science – Part 1

Credit: 4

Essence of the course:

This course is intended to enhance the ability and skill of the student teacher in understanding the importance of science and its relevance to the existence of life in this earth and to teach the same with different Techniques and approaches to the students of science learner. The student teacher will be acquainted with such steps involved in planning the science teaching and implementing the different methods and techniques in teaching of the same and further direct himself to do research. Further it helps him to develop desirable positive attitude towards science teaching and its development.

Objectives:

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

- Understand the nature of science and aims and objectives of teaching Biological Science.
- understand the microteaching skills
- Acquiring skills related in planning the lessons and presenting them effectively.
- Develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science.
- Understand the criteria in selecting a good textbook and to evaluate Science textbook.
- Understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- Estimate the facilities required for the organization and maintenance of Science laboratory.
- Understand the special qualities of a Science teacher and to acquire those qualities.
- Understand the basic concepts in science for science teaching.
- Acquire a favourable scientific temper towards science teaching and values.
- Develops favourable positive attitude towards research on science teaching.

CONTENT OUTLINE

Unit 1: Nature of Science

Historical background of science – origin its Meaning, Scope, Nature -Science as a dynamic and expanding body of knowledge-Science as an interdisciplinary approach-correlation of science subjects – Science as a process of enquiry and a process of constructing knowledge – Science to the society-Value development- Intellectual, Utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

Unit 2: Aims and objectives of teaching Biological Science

Aims of learning Biological Science Objectives of teaching at Secondary school level- Difference between Instructional Objectives and Learning Objectives – Learning objectives- General objectives-Specific objectives based on Bloom's taxonomy – Mastering on Collaborative vs Constructivist Perspectives in planning the lesson plan

Unit 3: Curriculum in Biological Science

Meaning –Curriculum Framework – Curriculum and Syllabus – Principles of curriculum construction – Approaches to curriculum – Development. – Recommendations of National curriculum frame work on science curriculum-Analysis of Biological science syllabi and textbooks of NCERT.

Unit 4: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in biological science in terms of teaching skills – relevant teaching skills in teaching of biological science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Skill of Introduction – Skill of Explaining – Skill of probing questioning – Skill of demonstration - Skill of reinforcement - Skill of Stimulus Variation. Skill of black board – micro teaching as a technique for acquiring teaching skills – Link lesson practice

Unit 5: Learning resources

Science Textbook: Characteristics and evaluation of a good science textbook – use of text book

Science library: values, book selection and organizing library work in science.

Science museum: importance, essential and desirable item - preparation of museum materials, organization and management.

Unit 6: Organizing science related activities

Science club – Field trips/Excursions – Science Fairs/Exhibitions – Science hobbies – educational values

Unit 7: Methods of teaching biological science

Lecture method, Lecture-cum-Demonstration method.- laboratory method, - Project method, Heuristic approach, – Historical and Biographical approaches-Scientific method-Team-teaching. – Remedial teaching.

Unit 8: Facilitating Individual learning strategies

Individualization of instruction – Programmed Instruction-linear and branching type-Computer Assisted Instruction. – Role of Multimedia in teaching biological science.

Unit 9: Lesson plan

Lesson Planning – Essential features of Lesson Planning – Steps in Lesson Planning –Preparing Lesson Plan –different models/approaches for writing lesson plan - Unit Plan - Steps in Unit Planning

Unit 10: Content and pedagogical analysis

Analyze the content in science books for standard VI to IX from lesson plan point of view and Concretization of concepts – pedagogical analysis of selected concepts for learning.

Modes of transaction:

Lecture method, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Critically compare Biological science syllabi of NCERT and State board at upper primary and secondary stage through respective website.
3. Preparation of Three lesson plans on any topic of Biological Science included in the Science text book of secondary / Hr. secondary school science subject.
4. Preparation of blue print for construction of achievement test.

5. Preparation of unit test for a unit in Biology.
6. Analysis of a Science text book report preparation.
7. During your internship programme, observe the normal class and report that Methods and techniques of teaching Biological I science used by the school teacher.
8. Museum collection (preserved plants and animals)
9. Collection of rare specimens(ie. seeds,insects, algae, shells and feathers)
10. Select one or two topic from upper primary or secondary biology syllabus – identify the learning difficulties – suggest suitable remedial measures.

Mode of Assessment:

Observation, Report preparation & Records, Assignment submissions, Seminar presentation, Development of Psychological test.

References:

1. Aggarwal .D.D. (2008), Modern Method of Teaching Biology, Karanpaper backs, NewDelhi.
2. Amin, J.A. (2011), Training science teachers through activities; towards constructivism. USA: Lap-lambert publishing house.
3. Anderson, R. D. (1992). Issues of curriculum reform in science, mathematics and higher order thinking across the disciplines: The curriculum reform project. U.S.A: University of Colorado.
4. Bloom, Benjamin, S., Ed. (1958): Taxonomy of Educational Objectives, Handbook I- Cognitive Domain, Harcourt Brace & WorldInc., New York.
5. Carin. & Robert, S. (1989). Teaching modern science (5th edition). U.S.A: Merrill Publishing
6. Chauhan.S.S. (1985) Innovations in teaching learning process, Vikas publishing House, Delhi.
7. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
8. Hassard J. (2000): Science as Inquiry. Good Year Books. New Jersey
9. Heiss, Obourn. & Hoffman. (1985) Modern science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
10. Jenkins, E. W. (1997). Innovations in science and technology education. (Vol.VI), Paris: UNESCO.]
11. Ramakrishna A (2012): Methodology of Teaching Life Sciences. Pearson. Delhi.
12. Sharma, R.C. & Shukla C. S. (2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, NewDelhi.
13. Sharma. R.C (2010): Modern Science teaching. Dhanpat Rai Publishing Company. NewDelhi.
14. Pandey, (2003). Major issues in science teaching. New Delhi: Sumit Publications.
15. Sharma, P.C. (2006). Modern science teaching. New Delhi: DhanpatRai Publications.
16. Siddifit, S. (1985). Teaching of science today and tomorrow. New Delhi: Doba's House.
17. Sonika Rajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education.
18. Monika davar. (2012), Teaching of science, New Delhi: PHI Learning Pvt. Ltd.,
19. Nayak, (2003). Teaching of physics. New Delhi: APH Publications.
20. NCERT. (2006), Elementary level syllabus vol-I. New Delhi. ISBN 81-7450-593-8
21. Yadav, M. S. (2003). Teaching of science. New Delhi: Anmol Publications.
22. UNESCO: Modern Trends in Teaching Biological Sciences Vols III.

Web resources:

1. <http://www.edutopia.org/blog/websites-for-science-teachers-eric-brunsell>
2. <http://naturalsciences.sdsu.edu/links.html>
3. <https://conbio.org/professional-development/education-programs>
4. <http://www.explorebiology.com/teachers/>

Course - 7(x) Pedagogy of Social Science – Part 1

Credit: 4

Essence of the course:

This course sensitizes the learners to the relevance of social science in the current context. It makes them familiar about the techniques and approaches of teaching social science. This course acquaints the preparation and administration of learning resources in a meaningful way. It develops the competency in making use of appropriate assessment system to appraise the learning outcomes. It also sensitizes the learners about the various social issues and moulds them to face the same in a plausible way.

Objectives

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

- acquire basic knowledge and skills to analyze and transact the Social Science curriculum effectively following wide-ranging teaching
- acquire a conceptual understanding on the process of teaching and learning Social Science
- sensitize and equip student teachers to handle social issues and concerns in a responsible manner.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations
- Acquaint with different methods, approaches and techniques of teaching social science
- Develop ability to design different evaluation tools
- Develop practical skills for analyzing socio-economic, political and physical phenomena

CONTENT OUTLINE

Unit 1: Nature and Scope of Social Science

Meaning, Scope, Content and Concept of Social Science – Features of Social Science – Classification of Social Science - Difference between Social Science and Social Studies – Social Science relationship between History, Geography, Civics and Economics – Need and importance of Social Science in Modern age.

Unit 2: Aims and Objectives of Teaching Social Science

General and Specific aim of Teaching Social Science at secondary level – Relationship between the objectives of teaching Social Science with special reference to the objectives of Secondary education commission - anticipated outcomes of the Teaching of Social Science – The values inherent in Social Science: aesthetic, moral, utilitarian, intellectual and vocational – Values of National Integration and International Understanding.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in social science in terms of teaching skills – relevant teaching skills in teaching of social science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skills of explaining, questioning, stimulus variation, using black board, and closure– micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Design of Lesson Plan

Need and importance of lesson plan – steps in lesson plan – Stating of instructional objectives-offering appropriate learning experiences to achieve the formulated objectives, – different models/approaches for writing lesson plan – preparation of unit plan

Unit 5: Methods and approaches for Teaching Social Science

Approaches: learner centered approach and activity centered approach, group learning, and problem solving – Methods: observation method, project method, field trip, dramatization, discussion, assignment, lecture method, and Team teaching.

Unit 6: Self-Instructional Modules in Social Science Teaching

Programmed learning –Linear and Branching programme – Computer Assisted Instruction – Group Directed Instructional Modules.

Unit 7: Technological Media in Social Science Teaching

Hardware and Software approach-Multimedia in social science teaching.

Unit 8: Evaluation of Teaching and Learning in Social Science

Importance of evaluation – tools and techniques of evaluation in social science – characteristics and criteria for the preparation of different objective test items, short answer and essay questions in Social Science - Preparation of an achievement test , Preparation of blue print, Diagnostic test and remedial teaching.

Unit 9: Supporting Devices of Social Science Teaching

Educational Excursion, Field Trips – Social Science laboratory – Social Science Class room – Museum – Social Science Library – utilization of community resources- Bringing community to the school-taking school to the community, Teaching of current affairs and social issues.

Unit 10: Pedagogical analysis of content in Social Science at Secondary level

Stage – I - 6th to 8th Standard Social science text book. Stage – II - 9th and 10th Standard Social science text book.

Mode of Transaction

Lecture cum discussion, Dramatization, Field visit, Debate, Panel Discussion.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of a practical records on the basis of the observation of school practice undergone during the first week of internship
3. A detailed report may be prepared after visiting the various institutions which are practicing innovative approach in transaction modalities
4. Organizing field trip to any one of the place of historical importance.
5. Newspaper analysis.

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi, Third Edition: 1999,
2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition – Wesley Publishing Co., Reading, Massachusetts.
3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York
4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. Kochar S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
6. Mangal S K & Uma Mangal (2014 rp) Teaching of Social Science, PHI Learning private Ltd, New Delhi.
7. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edition: 2004.
8. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004
9. UNESCO: New Source Book for Teaching of Geography, UNESCO
10. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.
11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

Course - 7(xi) Pedagogy of Computer Science – Part 1

Credit: 4

Essence of the course:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

Objectives:

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

- enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels.
- help the students teachers in acquiring skills relating to planning lessons and presenting them effectively.
- familiarise the student teachers with the various methods of Teaching Computer Science.
- understand the Computer Science curriculum and various approaches.
- make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- enable the student teachers acquire knowledge on Computer Evaluation.

CONTENT OUTLINE

Unit 1: Introduction to Computers

Hardware components of a micro computer – Input and Output devices – types of computers – Software - History of Computers - Network Communication – Computer viruses – Protective measures – Software: definition – System software – Application Software – High level and Programming languages – use of computers in schools.

Unit 2: Aims of Teaching Computer Science

Introduction – Aim and Objectives of Teaching Computer Science – based on Bloom's Taxonomy of Educational objectives – Computer Science Teaching at different levels: Primary, Secondary and Higher Secondary levels.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in computer science in terms of teaching skills – relevant teaching skills in teaching of computer science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Set induction - Skill of explaining, stimulus variation, reinforcement, Questioning, Blackboard writing, Skill of Demonstration - Skill of Closure – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Lesson, Unit and Year Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes. – Different models/approaches for writing lesson plan – Unit Planning: Preparation and use of unit plan, Year planning

Unit 5: Methods of Teaching in Computer Science

Lecture- Lecture – cum – demonstration - Demonstration – Problem Solving – Project Method – Scientific Method – Analytic and Synthetic Methods, Inductive-deductive approaches of teaching computer science; Individualized instruction-Concept - Self learning - programmed learning - computer- assisted learning (CAI) - Computer Managed Learning

Unit 6: Instructional Aids

Meaning of the term instructional aids - use and importance of instructional aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids: The first approach, The second approach, the technological approach, The Edgar Dale Cone classification approach – Instructional material or teaching aids: Epidiascope – Overhead Projector – Black board – Visual Media – Charts- Maps –Graphs – Diagrams – Interactive Whiteboard – PowerPoint Presentation (Multimedia Presentation- preparation and use of the instructional media)

Unit 7: Curriculum in Computer Science

Introduction – Meaning – Definition – Principles of Curriculum development, Selection of content and organization of subject matter - Approaches to the organization of computer science curriculum: correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach - Present status of Computer Science in Secondary and Senior secondary education

Unit 8: Computer Organization

Introduction – Components of Digital Computer – Functional units of Computer System – Memory Unit: Read Only Memory (ROM), Random Access Memory (RAM), PROM, EPROM and EEPROM – Central Processing Unit (CPU) – Arithmetic Logic Unit (ALU) – Input and Output devices – Storage devices: Hard disk, Magnetic Tape, Floppy disk, Optical disk – Software: Software Classification, Operating System: Introduction, Basic functions of OS, Classification of OS.

Unit 9: Text Books, Assignment and Review

Computer Science Textbook: Meaning – Qualities of good computer science text book – value of the computer science library. Assignment- types –need-characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

Unit 10: Evaluation in Teaching of Computer Science

Introduction - Meaning – Definition – objective based evaluation – tools and techniques in evaluation – evaluation for achievement, diagnosis, prediction and remedial measures – Criterion and Norm referenced tests- Construction of different types of test: Principles of test

construction and administration of an achievement test- Blue print – Characteristics of a good test – Item analysis – Continuous and comprehensive evaluation – Formative and summative assessment – Grading pattern – Computer Aided Evaluation – Online Examination.

Mode of Transaction

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare digital lesson plan
3. Conduct Online Quizzes or E- Quizzes
4. Prepare E-Content (any two topics)
5. Develop a CAI Package (Using Visual Basic Programming)
6. Prepare any two E-assignments
7. Prepare Program Learning Material

Mode of Assessment

Written tests, task and assignments.

References:

1. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.
2. Aruna .A (2014). Micro-Teaching. Chennai: UMi Media Integrators.
3. Carl Hamachar, Zvonko Vranesic and Safwa Zaky (2002). Computer Organization. New York: McGraw Hill Higher Education.
4. Chauhan, S.S (1985). Innovations in Teaching Learning Process. New Delhi: Vikas Publishing House.
5. Deivam M (2014). Teaching of Computer Science. Madurai: Jayalakshimi Publication.
6. Jessie S.Modi (2010). Micro-Teaching: Techniques and Practice. New Delhi: Shipra Publication.
7. Murthy et.al (1999). Fundamental of Information Teachnology. Mumbai: Himalaya Publishing House.
8. Mangal S.K. Mangal Uma. (2012). Essential of educational technology. New Delhi: PHI publication.
9. Mohanty Jagannath (2010). Educational Technology, New Delhi: Deep & Deep publication.
10. Neil A. Sheldon (2001). Fundamental of Computing. London: Hutchinson & Co (publisher)
11. Patrick Hall (1989). Introduction to PC Computing. England: Sigma press.
12. Passi B.K (1976). Becoming a Better Teaching and Microteaching Approaches. Ahamadabad: Sahitya Mudranalaya.
13. Packiam.S.,(1986), Curriculum Innovations and Educational Technology, Delhi: Doaba House.
14. Rajasekar S (2010). Methodology of Teaching Computer Science. Hyderabad: Neelkal Publication.
15. Shelly, Cashman, Vermaat (2002). Discovering computers. USA: Thomson Course Technology.

Course - 7(xii) Pedagogy of Home Science – Part 1**Credit: 4****Essence of the course:**

The pedagogy of Home Science focuses on developing the ability of the future teachers to transact Home Science in inclusive class rooms at high secondary level. Various skills involved in the transaction of curriculum have been given more importance. Approaches in teaching Home Science, curriculum, teacher's plan of action have been given more importance.

Objectives:

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

- enable the student teacher
- develop a broad understanding of the principles and procedures used in Home Science
- develop Home Science teaching competency.
- understand and appreciate the importance of Home Science in school education.
- have a critical study of learning Food & Nutrition, Human Health and Hygiene under Home Science Curriculum.
- develop the skills necessary for preparing modern science education
- Prepare acceptance lesson models which lay down these procedures to the adopted for preparing designs of lessons.
- Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives

CONTENT OUTLINE**Unit 1: Nature and Scope of Teaching Home Science**

Concept of Home Science, meaning of Home Science, scope of Home Science, importance and value of Home Science, interdisciplinary linkages, home science and society.

Unit 2: Aims and Objective of Teaching Home Science

Objectives of teaching home science, goals and objectives of teaching home science, advantages of using instructional objectives in behavioural terms – knowledge, comprehension, application, skill, scientific attitudes, interests.

Specific objectives of different content areas in home science, solving problems of everyday life, facts and principles of teaching home science.

Unit 3: Methods of Teaching Home Science

Scientific methods – observation, enquiry, hypothesis, experimentation, data collection, generalization. Inductive and deductive procedures, lecture cum discussion method, lecture cum demonstration method, laboratory method, question-answer method.

Unit 4: Approaches in Teaching Home Science

Heuristic method, project method, biographical approaches in teaching home science, communication in teaching home science, collaborative learning and experimental learning in home science, facilitating learners for self-study.

Unit 5: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in home science in terms of teaching skills – relevant teaching skills in teaching of home science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – set induction(introduction), explanation, questioning, demonstration, blackboard writing, closure, reinforcement, stimulus variation, illustration, micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice.

Unit 6: Curriculum in Teaching Home Science

Principles of curriculum development, selection of content and organisation of subject matter, status of home science curriculum in senior secondary education.

Unit 7: Teacher's Plan of Action

Lesson plan for teaching of home science – importance of lesson plan, good lesson planning, merits and demerits, writing instructional objectives – planning for specific behavioural change, catering different abilities of pupils in a class. Preparation for practical lesson plan. – Different models/approaches for writing lesson plan

Unit 8: Home Science Laboratory

Planning, organisation and maintenance, developing lab routine, safety in lab, accident and first aid, Practical work in home science, challenges while conducting practical, maintenance of records – stock registers and account books, evaluation of practical work.

Unit 9: Instructional Material and Teaching Aids

Audio-visual aids in teaching home science, hardware and software approaches in teaching home science, instructional use of software – graphics, models, PowerPoint presentations, transparencies, films, audio CDs, video CDs. Instructional use of hardware – projector, overhead projector, radio, CCTV and television.

Unit 10: Evaluation in Teaching Home Science

Evaluation of student's achievements in home science, techniques and tools of evaluation, written examination- merits and demerits, construction of unit tests - marking scheme, interpretation of result. Comparison between teacher-made test and standard test.

Mode of transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Home Science Lab activities

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of radio and TV lessons.
3. Preparing teaching aids – models, graphs, short answer tests, score cards.
4. Development of evaluation device – essay type and unit tests.
5. Development and administration of test papers and submission of reports.
6. Plan of equipment's for home science lab in schools.
7. Critical study of home science syllabus in senior secondary schools.
8. Demonstration of practicals in senior secondary.

Mode of Assessment:

Evaluation based on documentation (written), Address the level of pupil involvement in Group Discussion, Performance evaluation (seminar, project and assignment), Monitor the ability to distinguish between similar concepts, Use of Checklist to monitor, rate performance in each skill

References:

1. Teaching of Home Science- B.L.Sharma Published by Vinay Rakheja-Meerut.
2. Principles of Home Science-S.R.Sharma and Kaushik, Anmol Publications Pvt .Ltd. New Delhi.
3. Teaching of Home Science-Seema Yadav, Anmol Publications New Delhi.
4. Teaching of Home Science- Mujibul Hasan Siddiqui, APH publishing corporation New Delhi.
5. Nutrition Education- R.S.Reddy, Commonwealth Publisher, New Delhi.
6. Graha Vighyan shikshan- Anita Varma, Vijay Prakashan Mandir, Varanasi.
7. Fundamentals of Teaching of Home Science-Arvindra Chandra, Anupama Saha, Sterling publisher private limited, New Delhi.
8. Food Science and Nutrition-Archana Satarkar, ABD publisher, Jaipur.
9. Nutrition Education- V.Sreedevi, Discovery publishing house, New Delhi.

Course - 7(xiii) Pedagogy of Commerce I – Part 1**Credit: 4****Essence of the course:**

In the 21st century, the world is becoming more and more dependent and the concept of global village has made the people to look for commodities from global market. The knowledge society with ICT and scientific development is expecting a different types of knowledge and skills from the teachers and learners in the field of Commerce and Accountancy. This course is designed to enable the student teacher to develop a positive attitude towards the teaching and learning of Commerce and Accountancy with the knowledge on the curriculum.

Objectives:

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

- acquire knowledge of the terms and concepts used in Commerce and Accountancy
- understand principles of Curriculum and commerce education;
- apply the knowledge in teaching higher secondary Commerce and Accountancy;
- develop skills in preparing commerce curriculum,
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT**Unit 1: Commerce**

Business- Industry and Commerce –meaning- definition-classification- trade, transport, warehouse, banking, insurance, and advertisement - comparison of commerce with other subjects - share market –consumerism - e commerce.

Unit 2: Forms of Organization

Sole trade, HUF -partnership, companies, co-operatives and government organizations.

Unit 3: Book keeping

Book keeping –Accountancy – Journal – Subsidiary books –Ledgers-Trail balance –Errors and rectification

Unit 4: Accountancy

Trading, Profit and Loss Accounts - Balance Sheet – Partnership and company Accounts – Auditing-Interpretation of financial statements - Electronic Accounting - Tally-VAT (Value Added Tax) calculation

Unit 5: Electronic commerce and Accountancy

Meaning, importance - developments and their relevance in the digital world. Moving e commerce to e business – developing excellence

Unit 6: Commerce Education

Commerce Education – historical development– present status in secondary and higher education-teaching basic skills-general commerce education –specific job training for

business- teaching of Book keeping and Accountancy – integration of Commerce with other subjects– Consumer Education.

Unit 7: Aims and Objectives

Aims , Objectives and Values of learning Commerce and Accountancy-Objective based instruction (OBI)-Bloom’ s Taxonomy –cognitive, affective, and psycho motor domains-Specification – meaning - principles – Importance in Teaching and Learning and evaluation– effective teaching

Unit 8: Curriculum

Curriculum – principles involved in the curriculum construction - XI and XII standard Commerce and Accountancy syllabi – academic and vocational curriculum – vocational areas identified in the Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for School and College level. Comparison of CBSE and State Board Commerce and Accountancy Syllabi. Impact of social, economic, political & technological changes in education and in commerce education.

Unit 9: Approaches in learning Commerce

5E learning model – Collaborative learning approach –Problem solving approach – Concept mapping – Experiential learning –Cognitive conflict – Inquiry approach – Analogy strategy

Unit 10: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in commerce in terms of teaching skills – relevant teaching skills in teaching of commerce – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,- Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI – e-learning and other self- learning methods

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Visits to banks, insurance houses, warehouses, trade centers, companies or to any other business houses .Prepare a report and submit in your class for peer review.
3. Collection of business documents, newspaper and magazines articles (cuttings), business forms etc. for classroom discussion and maintaining a record.
4. Prepare a reflective report based on your search in the internet regarding e commerce development and sharing with your peer group.
5. Construct a new Commerce curriculum for school level to enrich the present higher secondary education and report it in the class for peer reflection.
6. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Mohammed Sheriff Khan (1982) Commerce Education. New Delhi: Sterling Publishers Private Limited
2. Muthumanickam, R (2004) Educational objectives for Effective planning and Teaching, Chidambaram Cyber land Publisher.
3. Ornstein Allen C. and Francis P. Hunkins (1988) Curriculum: Foundations, Principles and Issues, New Jersey: Prentice Hall.
4. Saylor J. Galen, William M. Alexander and Hollis L. Caswell (1956) Curriculum Planning, New York : Rinehart and Company, Inc
5. The Tamil Nadu Government Gazette Education, May 24 1978 – Academic Subjects – Syllabi for Higher Secondary Courses.
6. The Tamil Nadu Government Gazette, Education May 24, 1978 – Vocational Subjects - Syllabi for Higher Secondary Courses
7. Nagarajan .K.L.,N. Vinayagam , M. Radhasamy and S. V. Vasudevan (1977) Principles of Commerce and Commercial Knowledge ,New Delhi :S .Chand & Company Ltd.
8. National Council of Educational Research and Training. (2006) National Curriculum Framework 2005 –Aims of Education, New Delhi: NCERT Publication.

WEB Resources:

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.sitesforteachers.com
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
10. www.consumer.vic.gov.au
11. www.ctforg.in
12. http://www.tutorialspoint.com/e_commerce/
13. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
14. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
15. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
16. <http://www.tallyschool.com/free-tally-course-online/>
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18. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

Course - 8 PEDAGOGY OF A SCHOOL SUBJECT 2 (PART 1)

Course - 8(i) Pedagogy of Tamil II – Part 1

தமிழ் கற்பிக்கும் முறைகள் II - பகுதி 1

Credit: 4

அடிப்படைக் கோட்பாடு:

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். வகுப்புக் கற்பித்தலுக்கு நுண்ணிலைக் கற்பித்தலின் தேவையை அறிந்திருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலானப் பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்.

நோக்கங்கள்:

- தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.
- கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.
- உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.
- அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.
- கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.
- பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.
- கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்த்தல்.
- நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.
- மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.
- கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயன்படுத்த பயிற்றுவித்தல்.

அலகு 1: மொழியின் இயல்புகள்

மொழிப்பாடத்தின் நோக்கங்கள் - தாய்மொழிக் கல்வியின் முக்கியத்துவம் - எண்ணத்தை வெளியிடுங் கருவி - சிந்தனை ஆற்றலை வளர்க்கும் முறை - சமூகப் பண்பாட்டு மரபினை அறியும் கருவி - சூழ்நிலையைப் புரிந்துகொள்ளும் ஆற்றல் - வாழ்க்கை நுகர்வுகளை எடுத்தாளுதல்

அலகு 2: கலைத்திட்டமும் தமிழும்

தேசியக் கல்விக் கொள்கையின் குறிக்கோள்கள், பரிந்துரைகள் - கலைத்திட்டத்தில் தாய்மொழியின் பங்கு - தமிழ் கற்பித்தலின் குறிக்கோள்கள், நோக்கங்கள்- தொடக்க, இடைநிலை, மேல்நிலைப் பள்ளிகளில் பயிற்றுமொழியாகத் தமிழ் - பிற பாடங்களைக் கற்பிக்கும் ஊடகம் - இரண்டாவது மொழியாகத் தாய்மொழியைக் கற்பித்தல்

அலகு 3: நுண்ணிலை கற்பித்தல்

நுண்ணிலை கற்பித்தல் - வரையறை - திறன்கள் - முக்கியத்துவம் - சுழற்சி அமைப்பு- திறன்பயிற்சிகள் - இணைப்புப் பயிற்சிகள், நிறை, குறைகள்.

அலகு 4: பாடத்திட்டம் தயாரித்தல்

பாடத்திட்டம் தயாரித்தலின் தேவை - முக்கியத்துவம் - புரூமின் கற்பித்தல் கோட்பாடுகள்- பாடத்திட்டத்தின் படிநிலைகள் - அணுகுமுறைகள்- அலகுத்திட்டம் - பாடத்திட்டத்திற்கும் பாடக்குறிப்பிற்கும் உள்ள வேறுபாடுகள்.

அலகு 5: பாடங்களைக் கற்பித்தல் நோக்கங்களும் முறைகளும்

செய்யுள் - உரைநடை - இலக்கணம் - துணைப்பாடம் கற்பித்தல் - பொது நோக்கங்கள் - சிறப்பு நோக்கங்கள் - முறைகள் - வேறுபாடுகள் (ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பு வரையில் உள்ள தமிழ்ப் பாடங்களைப் பாடத்திட்டத்தின் அடிப்படையில் கற்பித்தல் பயிற்சிகள்)

அலகு 6: தாய்மொழி பயிற்றுமுறைகள்

பண்டையகால, இக்கால கற்பித்தல் முறை - விளையாட்டுமுறை - நடிப்புமுறை - செயல்திட்டமுறை - தனிப்பயிற்சிமுறை - மேற்பார்வைமுறை - பள்ளியில் தமிழ் பயிற்றுவிக்கப் பாடத்திட்டம் தயாரிப்பதன் அவசியம் - ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பிற்கான தமிழ்ப் பாடக்கருத்துகளை அறிதல்.

அலகு 7: தமிழ் கற்பித்தலில் தொழில் நுட்பக் கருவிகள்

தேவைகள் - முக்கியத்துவம் - திரையில் அமையும் கருவிகள், திரையில் அமையாக்கருவிகள் - வானொலி - தொலைக்காட்சி - ஒலிப்பதிவு நாடாக்கருவி - படச்சுருள் - ஒலி, ஒளி குறிப்புகள் - திட்டதிரவ வீழ்த்தி - தலைமேல் பட வீழ்த்தி- வரைபடம், மாதிரிகள், அட்டைகள், இணையம்.

அலகு 8: கேட்டல், பேசுதல் திறன்கள்

கேட்டல் திறன் - முக்கியத்துவம் - கேட்டலின் வழிக் கற்றல் - கேட்டல் திறனை வளர்க்கும் வழிகள் - நன்மைகள் - பேசுதல் திறன் - வாய்மொழி பயிற்சி அளிக்கும் முறைகள் - நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருந்தாப் பேச்சின் குறைகள் - களையும் வழிமுறைகள் - நா நெகிழ் பயிற்சி - நா பிறழ் பயிற்சி

அலகு 9: படித்தல் , எழுதல் திறன்கள்

படித்தல் திறன் - முக்கியத்துவம் - படிக்கக் கற்பித்தலின் நோக்கங்கள் - எழுத்துக் கூட்டுதல், வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், நிறை, குறைகள் - எழுத்துமுறை படிப்பு - சொல்முறை படிப்பு - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - எழுதுதல் திறன் - எழுதுவதற்கான தொடக்க நிலை - எழுதுவதற்குமுன் பயிற்சி - நல்ல கையெழுத்தின் இயல்புகள் - எழுதுதலின் வகைகள்

அலகு 10: மொழி ஆசிரியர்

மொழி ஆசிரியரின் இயல்புகள் - கல்வித் தகுதிகள் - தொழில் திறனை மேம்படுத்துதல் - பணியிடைப் பயிற்சி - வகுப்பு மேலாண்மை - மன எழுச்சிசார் சூழல்கள் - தலைமைப் பண்பு - சிறப்புகள் -சமுதாயப் பங்களிப்பு.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணையம் வழிக் கற்பித்தல், பாடல் மூலம், நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிற்றுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

பார்வை நூல்கள்

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7. வேணுகோபால், இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம், வேலூர்.

Course - 8(ii) Pedagogy of English II – Part 1

Credit: 4

Essence of the course:

Equipping the student with English knowledge for communication and Literature for appreciation. Developing the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:

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

- develop English Language teaching competency.
- understand and appreciate the importance of English.
- have a critical study of learning English as a second language in the multilingual Indian Society.
- understand the role of English in India and to improve English Language attainment.
- produce the different methods, techniques and strategies of ELT.
- Prepare and use appropriate teaching aids to make teaching more effective.
- develop the various micro skills to teach English language.
- acquire the skill of preparing lesson plans to teach English.

CONTENT OUTLINE

Unit 1: Foundation and importance of English language teaching

Meaning, Nature of English Language-English as a First Language; English as a Second Language (ESL); English as a Foreign Language (EFL)-English in Post-colonial times- History and Position of Languages in India; Kothari Commission (1964-66); NPE-1986 National Curriculum Framework-2005(language education)-Principles of English Language Teaching.

Unit 2: Aims and objectives of teaching English as a second language

Aims of teaching English at the primary, Secondary and higher secondary level. English as a Link Language – Functions of language, Linguistic Principles of English Language Teaching; a Library Language, Window on the west, English as an asset language- Objectives of teaching English as a second language – a) skill based (LSRW); b) ICT Language- Difference between learning a mother tongue and a foreign language.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in English in terms of teaching skills – relevant teaching skills in teaching of English as second language – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skill of stimulus variation, probing questions, using black board, reinforcement and explaining – using micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Methods of teaching English

Direct method, Bilingual method, Dr. West method, Audio-video method – CAI (Computer assisted Instruction), CALT (Computer assisted language teaching), CLT (Communicative language teaching)- Play-way method.

Unit 5: Acquisition of language elements

Parts of speech, Tense forms, sentence – classification; types of sentences – simple, compound and complex; pattern of sentences, forms of sentences: active and passive and question tags.

Unit 6: Lesson Plan format- Prose

Planning of the lesson –Need, Features and Advantages of lesson plan – different models/approaches for writing lesson plan – Planning a Prose Lesson (Herbartian steps) - aims and objectives of teaching Prose-Identifying and listing language material to be taught (New lexical items and structures).

Unit 7: Lesson plan format-Poem

Concept, aims and objectives of teaching poetry in second language – Poetic devices- Difference between prose and poetry teaching- Steps of preparing a lesson plan on poetry.

Unit 8: Technology resources for English language teaching

Concept and use of A.V. aids in the teaching of English: Black board and white board, flannel board, bulletin board, flash cards, posters and flip charts, video clips, pictures, photos, puppets, postcards and advertisements, newspapers, brochures, Realia. Over Head Projector (OHP), Radio, T.V., role of computers, Power point presentation, Language laboratory and language games.

Unit 9: Skill of listening

Concept of listening in second language-Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 10: Teaching of receptive skills - skill of reading

Concept of reading in second language-Mechanics of reading (Eye span, pause, Fixations, Regression and speed) Types of reading: Skimming, Scanning, Browsing, SQ3R, Silent reading, reading aloud, Intensive reading and Extensive reading.

Mode of Transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities

Practicum: Task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of English language teaching
3. Oral Communication tasks

4. Language Lab activities
5. Preparation of micro lesson plan using computer assisted instruction
6. Sessions in small or medium groups
7. Language games on grammatical structure
8. Dramatization and miming.
9. Project on formation of new words
10. Planning of 10 vocabulary building exercises and techniques to teach the students in the classroom.
11. Assignments & Library work
12. Preparation of audio visual aids(PPT, Charts, Models)
13. Listening to radio news and responding to questions.

Mode of Assessment:

Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts – Use of Checklist to monitor, rate performance in each skill – Monitoring performance of communicative tasks

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Course - 8(iii) Pedagogy of Hindi II – Part 1

Credit: 4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षकों की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे – बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षकों के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: लिपि एवं भाषा

देवनागिरी लिपि की वैज्ञानिकता एवं अन्य भारतीय लिपियों से निकटता — भाषा-विकास में लिपि का महत्व — हिन्दी भाषा का पाठ्यक्रम में स्थान

इकाई 2: नवीनतम शिक्षण पद्धतियां एवं भाषा शिक्षण

किण्डन गार्टन — उद्देश्य, गुण-दोष एवं उपयोगिता — प्रयोजना विधि — दर्शन एवं उपादेयता — डाल्टन पद्धति की उपादेयता — खेल पद्धति की बालकेन्द्रित शिक्षा प्रणाली से निकटता — हिन्दी शिक्षण विधियों में कम्प्यूटर का समावेश

इकाई 3: जनसंचार माध्यम एवं हिन्दी का विकास

समाचार पत्र-पत्रिकाएं एवं शोध-पत्र — इलेक्ट्रॉनिक जनसंचार एवं हिन्दी का विकास — चलचित्र, नाटक एवं कथा शृंखलाएँ — हिन्दी भाषा के हिन्दुस्तानी स्वरूप में जनसंचार माध्यमों की भूमिका — हिन्दी भाषा का सामासिक स्वरूप

इकाई 4: भाषा प्रयोगशाला-भाषा शिक्षण का अभिन्न अंग

भाषा प्रयोगशाला की आवश्यकता एवं वर्तमान स्थिति — भाषायी कौशल वृद्धि एवं भाषा प्रयोगशाला का अभिन्नता — भाषा-प्रयोगशाला की सीमाएं — भाषा-प्रयोगशाला में प्रयुक्त किये जाने वाले आवश्यक उपकरण — भाषा-प्रयोगशाला में कम्प्यूटर का महत्व

इकाई 5: निदानात्मक एवं उपचारात्मक शिक्षण

निदानात्मक शिक्षण का अर्थ एवं आधुनिक स्वरूप — निदानात्मक शिक्षण की प्रमुख विधियां — उपचारात्मक शिक्षण की आवश्यकता एवं महत्व — हिन्दी भाषा ज्ञान में पिछड़े छात्रों के लिए उपचारात्मक शिक्षण — हिन्दी भाषा ज्ञान में पाये जाने वाले पिछड़ेपन के कारण एवं निदान

इकाई 6: भाषा-समृद्धि के व्याकरणिक अवयवों का शिक्षण

हिन्दी भाषा में रस, छन्द, अलंकार का महत्व — हिन्दी भाषा में सन्धि, समास तथा व्याकरणिक चिन्हों की महत्ता — विभिन्न व्याकरणिक अवयवों के शिक्षण में अपनायी जाने वाली सावधानियां — हिन्दी साहित्य की विभिन्न विधाओं की संक्षिप्त झलक — हिन्दी शिक्षण में मुहावरे और लोकोक्तियों की उपादेयता

इकाई 7: हिन्दी साहित्य में भावाभिव्यक्ति के विभिन्न माध्यम

सम्पादकीय एवं सम्पादक के नाम पत्र — प्रहसन, नाटक, नुक्कड़ नाटक, कवि गोष्ठी एवं साहित्यिक गोष्ठी — रिपोतार्ज एवं कार्टून — अन्त्याक्षरी, वाद-विवाद एवं संवाद, नृत्य — कहानी, लघुनाटिका एवं एकल अभिनय

इकाई 8: समालोचना एवं उसकी शिक्षा

समालोचना का महत्व एवं स्वरूप — भारतीय समालोचना शासन का विकाय — समालोचन- एक कौशल के रूप में — वर्तमान हिन्दी साहित्य के समालोचक — समालोचक के अपेक्षित गुण- रीति एवं शैली के सन्दर्भ में

इकाई 9:

अहिन्दी भाषी क्षेत्रों में अध्ययनरत विद्यार्थियों के लिए सफल हिन्दी शिक्षण की चुनौतियों — संक्षिप्त झलक. — हिन्दी — एक राष्ट्रभाषा. — हिन्दी — एक राजभाषा — राजभाषा की दृष्टि से भारत के विभिन्न प्रान्तों का सूचीकरण — संक्षिप्त झांकी — हिन्दी की संवैधानिक स्थिति और राष्ट्रभाषा के रूप में विकसित होने में आने वाली चुनौतियां

इकाई 10: हिन्दी साहित्यकारों का संक्षिप्त विवरण

मुगलकालीन भारत में हिन्दी साहित्यकार — ब्रिटिशकालीन भारत में हिन्दी साहित्यकार — आधुनिक भारत में हिन्दी साहित्यकार — कुछ उभरते हिन्दी साहित्यकार — साहित्यकारों के सम्मुख उभरती सामाजिक चुनौतियां

(इकाई-10 में सम्मिलित इकाइयों के माध्यम से छात्राध्यापक/ छात्राध्यापिका से अपेक्षा की जाती है कि वह हिन्दी साहित्यकारों का आधारभूत ज्ञान अवश्य रखें)

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Other practicum activities relevant to the syllabus.

संदर्भ-ग्रंथ

- | | | |
|--|---|--|
| 1. डॉ. विजयराघव रेड्डी | - | हिन्दी शिक्षण अन्य भाषा के संदर्भ में |
| 2. कामता प्रसाद गुरू | - | हिन्दी व्याकरण |
| 3. डॉ. रामचन्द्र वर्मा | - | अच्छी हिन्दी |
| 4. डॉ. नामवर सिंह | - | आधुनिक साहित्य की प्रवृत्तियां |
| 5. डॉ.रामसजन पाण्डेय | - | विविध साहित्यिक वाद |
| 6. डॉ.लक्ष्मीनारायण शर्मा | - | देवनागरी लिपि और वर्तनी |
| 7. डॉ.रघुनाथ सफाया | - | हिन्दी शिक्षण |
| 8. डॉ.रामदेव पी. कथूरिया | - | सूक्ष्म शिक्षण |
| 9. केन्द्रीय हिन्दी संस्थान के प्रकाशन | - | <ol style="list-style-type: none"> 1. हिन्दी का वैज्ञानिक व्याकरण 2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था 3. हिन्दी शिक्षण विविध आयाम 4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य 5. द्वितीय भाषा शिक्षण में अभिक्रान्त अधिगम की तैकनालॉजी 6. भाषा शिक्षण तथा भाषा विज्ञान |

Course - 8(iv) Pedagogy of Malayalam II – Part 1

Credit: 4

Essence of the course:

This course equipping the student teacher with Malayalam knowledge for communication and its values for appreciation. It helps to prepare and use the various teaching aids in learning of Malayalam. It also develops the skill of communication in order to help children at various school levels towards effective communication. The course focuses on developing the ability of the future teachers to transact language in inclusive classroom.

Objectives:

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

- develop positive attitude towards mother tongue (Malayalam), the rich and vivid culture of Kerala, Arts of Kerala and Folklore etc.
- develop the five basic skills such as reception, expression, creative ability, aesthetic sense and productivity.
- develop linguistic abilities – vocabulary sentence pattern, proverbs, idioms, grammatical structure etc.
- develop an insight into the historical and contemporary relationship with other Dravidian languages, Indo-Aryan languages.
- acquaint the trainee with advanced development in the theory relating to the teaching of mother tongue.
- acquaint the trainee with some of modern methods, techniques, procedures in teaching mother tongue.
- help the student to improve his professional competency and consciousness as a language teacher.
- acquaint the trainee with the use of different teaching aids, materials and media used in language teaching.
- develop computer skill in curriculum transaction.

Unit 1: Values of Teaching Malayalam

Disciplinary and cultural values: Mother tongue as medium and experiences – Means of developing imagination, aesthetic taste and creative talents - Mother tongue as the key to social and cultural heritage. To inculcate social, moral and spiritual values – perception, expression, appreciation and culture.

Unit 2: Values of Teaching Malayalam – Application consideration

Application consideration: The correlation of the study of Malayalam with other languages. How far the knowledge in the mother tongue can be utilized in the study of other languages Sanskrit, English, Hindi and Tamil - Helps the covering of a major area of human experiences - Gives the essential basis for the study of all other languages and subjects in curriculum.

Unit 3: Instructional Objectives

Concept of objective based instruction – Relationship among the objectives – learning experience and evaluation - Instructional objectives and specification of Malayalam with

special reference to Bloom's Taxonomy - The aims and objectives of teaching mother-tongue at the school level.

Unit 4: Techniques and Strategies of Teaching Malayalam

Mother-tongue as medium of thoughts and communication of ideas, emotions and experiences – means of developing imagination, aesthetics taste, creative talents – key to social and cultural heritage – inculcate social, moral and spiritual values – reception, expression, creative ability, aesthetic sense and productivity – importance of language in life – especially mother tongue – education – culture, thinking special life technology and democracy.

Unit 5: Methods of teaching Malayalam

Old methods – indigenous oral method. Methods – merits and demerits – new trends in the methods of teaching – direct method – play – way – Dalton plan – dramatization – creative activity – inductive, deductive, assignment modern innovation on education – systems approach – programmed instruction, interaction analysis,

Unit 6: Educational technology used for learning Malayalam

Computerized instruction, stimulation in teaching, micro teaching - Listening – various listening activities – hearing – visual impressions – radio, speech, film, television, pictures, charts etc. How to prepare children for listening – importance of listening – basis of language learning - Oral work – importance of oral work as basis of language learning – social and cultural importance – the value of subconscious comprehension before speech.

Unit 7: preparation and use of various learning aids in Malayalam

Use of Audio-visual aids – Radio, TV, OHP, Video, Language Lab, Internet, CD, Clippings, Pictures, Charts, Models etc. - Newspaper language – Style – Structure of News-Heading – Credit line (By line) – Place line – Intro (lead) – Body – Nature of news - Radio language - Advertisement language - New generation medias and its language – History of social networks – Educational possibilities of social media – Youtube – Twitter – WhatsApp Messengers – Blog

Unit 8: organizing and maintaining library, language lab and other resources in Malayalam.

Importance of library in language learning - Types of library - Organisation of classroom library and school library - Techniques of library utilization in language learning - Relevance of language lab.

Unit 9: appreciating poems, short stories and other forms of literature

Importance of reciting poems in chorus in the language classroom - Importance of analyzing symbols, images, rhetoric, tunes etc. used in poems - Importance of analyzing symbols, images, rhetoric, etc. used in stories for the appreciation.

Unit 10: Grammar, Poetic metre and Figures of speech

Parts of speech – Tense – Gender – Number – Case - Sentence structures - Language poetic composition (10) - Use of various poetics (10)

Mode of Transaction

Dialogue, seminars, discussions, and group-work

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Five relations of other language
3. Prepare a note on Malayalam curriculum in High School
4. Write an essay on approaches of Malayalam language in primary classes
5. Critically analyse the objective of teaching mother tongue.
6. Prepare a teaching manual on the basis of Bloom's taxonomy.
7. Critically analyse five different methods & approaches in Malayalam language study.
8. Prepare one radio news & television news.
9. Prepares a collage on any relevant subject.
10. Prepare two journal articles reviews from popular journals of Malayalam.
11. Prepare a list of 10 books with all bibliographic details.
12. Collects folksongs with similar tunes of poems in the text book and recite in groups
13. Analyse the language, images, rhetoric and symbols used in any short story/Poem.
14. Prepare a note on teacher directs grammar & prosody.

Mode of assessment:

Written test and Task and assignment

References:

1. A.R. Raja Raja Varma – Vrithamanjari, Kerala Panineeyam, Bhashabhushanam.
2. Damodaran Nair. P – Apasabda Nighantu
3. Sankarakurup. G – Sahithya Parichayam
4. Parameswaran Nair. P.K – Malayala Sahithya Charithram
5. Raghavan Payyanad – Folklore
6. Balasahithyam Thatwavum Charithravum – State Institute of Children Literature
7. Sahithya Charithram, Prasthanangalilood – National Book Stall, Kottayam.
8. Allen,D & Ryan, K (1969). *Micro teaching*. London: Adison Wesley
9. Bindhu,C.M(2nd Ed.)(2009). Mathrubhashabhodhanam: Pravanathakalum Reethikalum. Calicut: Scorpio
10. Bloom.B.S.(1956). *Taxonomy of Educational Objectives: cognitive domain*, New York: David McKay Co.
11. Brooks,N(1964). *Language and language learning: Theory and practice*, NewYork:Harcourt, Brace &world, Inc.
12. Chomsky,N (1975). *Reflections on Language*. New York:Random ouse.
13. Dale,(1961). *Audio visual methods in teaching*, New York: Holt Rinehart & Winston
14. Ebel,L.& Frisbie,A.(1991). *Essentials of educational measurement*. New York:McGraw Hill.
15. Entwistle,N.J.(1981). *Style of learning and teaching*. London: John Wiley & Sons
16. Fosnot,C.(1996). *Constructivism: theory,perspectives and practice*. Newyork:Teachers College Press.
17. Gren,G.H.(1987). *Planning the lesson*.London: Logman
18. Gronlund,N.E(1970) *Stating Behavioural objectives for class room instruction*. London:

MacMillan

19. Joyce, B & Weil, M (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice hall
20. Kumar, S.P.K & Noushad.P.P (2nd Ed.) (2009). *Social studies in the class room: Trends & methods*, Calicut: scorio
21. Kumar, S.P.K & Bindhu C.M. (2002) *Instructional Learning Strategies and Cognitive Entry Behaviour-An Experimental Analysis*. Kanishka Publishers: New Delhi.
22. Lado, R (1979). *Language teaching- a scientific approach*. New York: McGraw Hill INC
23. Lee, W.R (1972). *Language teaching games and contexts*. London: Oxford University press.
24. Mayer, R.E (2003). *Language and instruction*, Upper Saddle River. Pearson education
25. Nair, Chandrashekharan, C.K (2002) *Mathrubhasha Bhodhanam*. Trivandrum. Kerala bhasha institute.
26. NCERT (2005) *National Curriculum Framework*. New Delhi: NCERT
27. SCERT (2007), *Kerala Curriculum Framework*. Trivandrum: SCERT
28. Passi, B.K (Ed) (1976). *Becoming better teacher: A micro teaching approach*. Ahmadabad
29. Pillai, P.E (1991) *Malayala bhasha bhodhanam*. Kerala: chris printers kottayam.
30. Sivarajan, K & Sreemannuni, P.S. (2003) *Malayalabhashadhyapanam*. Central cooperative stores, Calicut university.
31. Variyar, Prabhakaran, K.M & A. Santha (1998). *Modern linguistics*, Trivandrum: kerala bhasha institute.

Course - 8(v) Pedagogy of Telugu II – Part 1

Credit: 4

Essence of the course:

Objectives:

CONTENT OUTLINE

Mode of Transaction

Practicum: Task and Assignment

Mode of Assessment

References:

Syllabus yet to be prepared for Course - 8(v) Pedagogy of Telugu II – Part 1

Course - 8(vi) Pedagogy of Mathematics – Part 1

The same syllabus as given in course 7(Vii)

Course - 8(vii) Pedagogy of Physical Science – Part 1

The same syllabus as given in course 7(Viii)

Course - 8(viii) Pedagogy of Biological Science – Part 1

The same syllabus as given in course 7(ix)

Course - 8(ix) Pedagogy of Commerce II – Part 1**Credit: 4****Essence of the course:**

Considering the importance of teaching and learning in the knowledge society with technological developments, the commerce teachers should have the improved pedagogical knowledge and skills. They should be familiar with the methods, techniques and approaches in the teaching and learning of Commerce and Accountancy. The competency of the teachers in the holistic assessment of learners to enable them for further learning is another important aspect. Considering the changing socio, political and economic aspects, and this course is designed to provide special skills to the student teachers in planning, teaching and assessment aspects.

Objectives:**At the end of the course, the student teacher will be able to**

- acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy;
- understand the different types of teaching and learning methods, and technology in and of Education to teach Commerce and Accountancy;
- apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in using the suitable techniques in teaching and testing ;
- develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy , and
- develop a desirable positive attitude towards the innovations in Commerce and Accountancy.

COURSE CONTENT**Unit 1: Lesson planning**

Macro teaching - Lesson planning – types - format -needs -aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan –horizontal relationship in the lesson plan – different models/approaches for writing lesson plan

Unit 2: Organization of content and learning experiences

Organization of subject matter -unit –topical -concentric–logical and psychological – maxims in teaching -organization of learning experiences –types-Edgar Dale’s cone of experience – motivation.

Unit 3: Instructional Aids

Teaching aids – classifications – two dimensional and three dimensional – projected and non-projected - aural, visual and activity aids – display boards–teaching aids for preparation, presentation and feedback-importance of teaching aids.

Unit 4: Evaluation

Measurement and Evaluation – formative and summative evaluation -Objective based evaluation (OBE) –Types of tests- oral test ,written test ,performance test -achievement test, diagnostic test and prognostic test Continuous and Comprehensive Evaluation- needs and characteristics of CCE –Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– measurement of students’ achievements, recording and reporting-marking and grading schemes

Unit 5: Review and Assignment

Review – fixing device - need and importance –characteristics of a good review. Assignment –types – identification of slow and gifted learners -assignments to suit individual differences.

Unit 6: Instructional Methods -I

Lecture method- Descriptive method–Objective based method – Demonstration method – Lecture cum demonstration method- Problem method – Project method – Inductive method – Deductive method – Case study – Surveys and market studies. Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion- Tutorial method -Assignment method

Unit 7: Instructional Methods-II

Students motivated technique - analytical method - brainstorming–heuristic method- simulation and role playing -team teaching- individualized instructional methods- Methods suitable for teaching Accountancy and Commerce

Unit 8: Innovations in Teaching and Learning Process

Innovation-Meaning - Barriers to promotion of innovation- Characteristics of creative people–CLASS(Computer Literacy and Studies in Schools)Bloom’ s Objective based Instruction (OBI)-Mastery Learning –Individualized Instruction –Personalized System of Instruction (PSI–Keller Plan) - Programmed Learning-Teaching Machine –Modules –Cybernetics. Models of Teaching –Technology enabled teaching and learning.

Unit 9: Innovations in Evaluation

(a) Evaluation of students: continuous evaluation – self-evaluation – question bank – open book examination – grading. (b) Evaluation of teachers: self-evaluation – peer evaluation – student evaluation

Unit 10: ICT in Commerce Education

ICT in Education –Web based Education (Virtual) – e-learning – e-tutoring – Computer Assisted Instruction (CAI)-Computer Managed Learning (CML) – Tele/Video Conferencing – Interactive Video – Multi media – Multi-purpose Kits – SITE (Satellite Instruction Television Programme) – ETv (Educational Television) – Edusat – Reach the Unreach – UNESCO Learning Without Frontiers (LWF) – Virtual Classrooms Technology – ebook – Digital Library – Lecture Notes – Electronic Community

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion-**Inductive and deductive**- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method — Observation method(field visit/exhibition/internship) CAI- e learning and other self- learning methods.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare a case report on the success story of a business establishment.
3. Collection of e. learning resources in Accountancy and Commerce and maintaining a record and presenting them for peer reflection.
4. Prepare a record for updating and contributing through bulletin boards kept in the class.
5. Prepare a reflective report based on your group work in the preparation of lesson plans in Accountancy.
6. Critically analyze the CCE practices in the schools.
7. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Musselman Vernon A et al (1979) Method of Teaching Accountancy, New York: Mc Graw Hill.
2. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects, New York: Mc. Graw – Hill Book Company Inc.
3. Singh, Y.K. (2005) Teaching of Commerce, New Delhi: A.P.H. Publishing Corporation.
4. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
5. Selvaraj Gnanaguru.A., Nellaiyappan. N.O. Muthumanickam.R. and, Sureshkumar.M.: A manual for Training to Guide Teachers, Department of Education , Annamalai University.(2004)
6. Kumar.K.L. Educational Technology, New Age International Publishers.New Delhi.
7. Aggarwal.J.C., Teaching of Social Studies an approach, Vikas Publishing House Pvt Ltd.(2006)
8. Vanaja.M. Educational Technology, Neelkamal Publication PVT LTD. Hyderabad. (2004)
9. Educational Evaluation, School of Education, Indira Gandhi Open University, New Delhi.
10. Objectives & Functions of Education, The ICFAI University, Hyderabad.(2004)

WEB Resources

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org

6. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
7. www.ala.org
8. www.edudemic.com
9. www.sciencedirect.org
10. www.consumer.vic.gov.au
11. www.ctforg.in
12. A resource book for teaching and learning in commerce.
13. http://www.tutorialspoint.com/e_commerce/
14. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
15. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
16. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
17. <http://www.tallytraining.in/>
18. <http://www.tallyschool.com/free-tally-course-online/>
19. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
20. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

ENGAGEMENT WITH THE FIELD

a. Task and Assignment related to theory courses

At the end of course outline in the each of the theory paper offered during the first academic year, practicum activities are listed. At least two of these activities in each theory course will be carried out throughout the year and will be assessed at the end of the academic year. The assessment will be totally internal. The marks allotted will be 10 for full course and 5 for half course.

Course – 9 b. School Internship (4 Weeks)

During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

This will include one week of school engagement by the student teacher making observation in the school and 3 weeks for visit to innovative centers of pedagogy and learning, educational resource centres and community resources. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers' role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

Course – 10 c. Community Living Camp

Each college of education shall organize a camp of a minimum of 5 days and provide training on community life, First aid/ Scouts & Guides /Social service / health and hygiene/etc. the camp may preferably be held outside the college in a rural setting.

The 5 days programme should include the participation of student teachers in community life, awareness creation on clean India, Environment, disaster management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people.

A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation

Course – 11 d. Yoga, Health & Physical Education – Part 1**Credit: 2****Essence of the course:**

Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many a health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports

Objectives:

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

- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

CONTENT OUTLINE**Unit 1: Yoga and Health**

Meaning of yoga – need and importance of yoga – Kriyas – physical exercises – types of exercises: aerobic, anaerobic on various systems (circulatory, muscular, digestive & respiratory systems) – yoga in present life – role of India in yoga – yoga in global awareness. Branches of Yoga: Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga – Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.

Unit 2: Health education

Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions. – Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yag, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. Health Observation Programs in schools – Body Mass Index ratio.

Unit 3: First Aid- Principles and Uses

Structure and function of human body and the principles of first aid – First aid equipment's – Fractures-causes and symptoms and the first aid related to them – Muscular sprains causes, symptoms and remedies – First aid related to haemorrhage, respiratory discomfort – First aid related to Natural and artificial carriage of sick and wounded person – Treatment of unconsciousness – Treatment of heat stroke – General disease affecting in the local area and measures to prevent them.

Unit 4: Food and safety

Food and nutrition, food habits, timing of food, nutrients and their functions – Fast Food Problems, understanding and practice sanitation – handling of drinking water, disposal of solid and liquid waste – safety and security – disasters in and outside schools, ways of prevention – safety from snake and dog bites, animal attacks, prevention and treatment.

Unit 5: Physical exercise and sports

concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

Mode of Transaction

Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

Practicum: Task and Assignment

1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas*

Mode of Assessment:

Yoga practice, filed visit report, written test and presentation

References:

1. Krishna. G(1993) The purpose of Yoga, NewDelhi UBS publishers LTD.
2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
5. Hedge (1997) How to maintain good health, NewDelhi: UBPSD Publishers

6. Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Burean& NCERT, NewDelhi – 16.
8. Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. NewDelhi: Khal Sathiya Kendra
9. Physical Education Lessons: Dr. J. P. Thomas
10. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.
11. Agarwal, Satya P. (1998), The social role of the Gītā: how and why, MotilalBanarsidass, ISBN 978-81-208-1524-7, retrieved 17 June 2010
12. Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.
13. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
14. Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
15. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
16. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
17. Wu JY, Feng, L, Park , H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.
18. www.FalunDafa.org
19. [www.http://greatist.com/health/19-worst-tech-related-health-risks](http://greatist.com/health/19-worst-tech-related-health-risks)

e. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

Course – 12 EPC1: Reading and Reflecting on Texts (½)

Credit: 2

Essence of the course:

The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

Objectives:

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

- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum

CONTENT OUTLINE

Unit 1: Introduction to Reading

Reading – Meaning and Process – Importance of Reading across Curriculum – Characteristics of Reading.

Unit 2: Reading Skills

Levels of Reading: literal, interpretative, critical and creative – Types of Reading – intensive and extensive reading, Oral & Silent Reading – Reading Techniques – Skimming and Scanning. – Methodology of Reading

Unit 3: Reading the Text

Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes – Importance of Different Texts in Curriculum

Unit 4: Developing Reading Skills

Developing Critical Reading Skills – Developing Reflective Skills – Activities for Developing Reading Skills – Developing Metacognition for Reading

Unit 5: Reading Comprehension

Developing Reading Comprehension – Developing Vocabulary for Reading – Problems of Reading

Mode of Transaction

Lecture, Discussion, Exercises, Games

Practicum: task and assignment

1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text

2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
8. Individual reading and writing reflective report (5 books)
9. Presentation of reflective report for class review and modification of the report
10. Group reading and writing reflective group report (5 documents)
11. Constructive and creative presentation of ideas and pictures like poster on any one of the idea

Mode of Assessment:

Written test, Tasks and assignments

References:

1. Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language*. ELBS: Longman.
2. Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambri: Cambridge Univ. Press.
3. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
4. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL*. Oxford University Press.
5. Joseph, K. S. (2004). *Self Instruction in English Grammar and Figures of Speech*. Vadodara: Gold Rock Publications.
6. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery publishing house.
7. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery publishing house.
8. Mukalel, J. C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing house.
9. Mukalel, J. C., and Ahmed, S. B. (1984). *Teaching English in India*. New Delhi: Arya Book Depot.
10. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: Orient Longman.
11. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language*. Cambridge University Press.
12. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
13. Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
14. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
15. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
16. **Recognizing Different Types of Text**
<http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text>
17. **Models of Reading Process**
<http://people.ucalgary.ca/~mpeglar/models.html>
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>
<http://www.tarleton.edu/Faculty/gentry/reading%20models.html>
18. **Reflective Skills**
<http://www.skillsyouneed.com/ips/reflecting.html>
<http://www.skillsyouneed.com/ps/reflective-practice.html>

Course – 13 EPC2: Drama and Art in Education (½)**Credit: 2****Essence of the course:**

This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

Objectives:**At the end of the course, the student teacher will be able to**

- Understand the use of ‘Drama’ as a Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various ‘Dance forms’ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

CONTENT OUTLINE**Unit 1:Drama and its Fundamentals**

Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson) – Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit 2: Music (Gayan and Vadan)

Sur, Taal and Laya (Sargam) – Vocal - Folk songs, Poems, Prayers – Singing along with “Karaoke” – Composition of Songs, Poems, Prayers –Integration of Gayan and Vadan in Educational practices.

Unit 3:The Art of Dance

Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances – Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit 4: Drawing and Painting

Colours, Strokes and Sketching - understanding of various means and perspectives – **story telling:** comics, cartoon **non-story telling:** illustration, figure, gesture, line art, portrait, scratchboard, silhouette, silverpoint – Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting –Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms.

Unit 5: Creative Art

Creative writing -Story writing, Poetry writing – Model making - Clay modeling, Origami, Puppet making – Decorative Art - Rangoli, Ekebana, Wall painting (Mural) – Designing - Computer graphics, CD Cover, Book cover, Collage work – The use of different art forms in Education

Mode of Transaction:

Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit , Group work and its Presentation

Practicum: Task and Assignment

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a script of Bhavaibased on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dance of Gujarat”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
8. Prepare some useful, productive and decorative models out of the waste materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 2 course content
15. Individual visits and writing perception and reflective report (2 items)
16. Group visits (two) and writing perception and reflective report based on class review
17. Individual Expression (presentation) of any two art, drama and music items
18. Group expression (presentation) of any two items

Mode of Assessment

Written test and Tasks and assignments

References:

1. Theory of Drama by A.Nicoll
2. Natya Kala by DhirubhaiThakar
3. Natyalekhan by DhananjayThakar
4. Natakdeshvidesman by HasmukhBaradi
5. Gujarati theatre no Itihas by BaradiHasmukh
6. Acting is Believing by Charls McGaw
7. Art of Speech by Kethlin Rich

8. NatyaSahityanaswaroopo by Nanda kumarpathak
9. Bhavai by Sudahaben Desai
10. Bhavai by KrishnakantKadkiya
11. NatyaManjarisaurabh by G.K.Bhatt
12. Bharat aurBhartiyaNatya Kala by Surendranath Dixit
13. Ekanki nu swarupane Gujarati Ekanki by Jayant Kothari.
14. The History of Gujrati Theatre- vinodMeghani.
15. Japan niRangbhumi by C.C.Mehta.
16. *Nakrani, H. (1988). GamtaGaaoGeet. Rajkot, PravinPrakashan.*
17. Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.
18. Abhinav Raga Manjari by Pt. Bhatkhande
19. KramikPustak Malika by Pt. Bhatkhande
20. Abhinav Geet Manjari by Ratanjankar
21. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

Course – 14 EPC3: Critical Understanding of ICT (½)

Credit: 2

Essence of the course:

The ultimate aim of teaching ICT in the discipline of Education is to disseminate the ICT skills across the disciplines and aspire for multiple trajectories of best practices as per needs of the special discipline. The constantly developing field of ICT will always need exploration of new technological advancements in the context of teaching-learning. This course aims to give an understanding of ICT and its potentials in changing social contexts. It will give a broad understanding of ICT that include computing and communication technologies. The students will be able to use basic office automation

Software and other utilities for supporting teaching-learning. An important aspect of this course is to give a sense of responsibility that comes with the technological advancements. They have to understand their role and responsibility as a user is not disconnected with their wider social roles. The choices as personal as preferring a software or a website over the other do have social and economic implications. Using technology in a classroom is an important skill for learning teachers towards ICT enabled education. This course focuses on equipping the student teachers with

1. A social perspective on the implications of ICT for larger society.
2. skills of basic computer literacy and ICT-aided learning; and
3. skills of applications of ICT in administrative and academic support systems;

Objectives:

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

- acquire knowledge about information and communication technology with its educational aims and principles
- understand effective uses of ICT in teaching- learning, administrative and academic support systems
- apply ICT knowledge in build the 'digital public' and explore software for ICT Integration and Evaluation Procedures
- develop skill in creating 'learning and teaching resources' based on ICT
- create interest in ICT Integration with Pedagogy practices
- understand the social, economic, security and ethical issues associated with the use of ICT
- acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- elucidate the application of ICT for Teaching Learning
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups

CONTENT OUTLINE

Unit 1: Digital Technology and Socio-economic Context

Concepts of information and communication technology; Universal access VS Digital Divide - issues and initiatives; – Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project; – Components and Objectives of National Mission on Education

through ICT (NMEICT), Spoken Tutorials, Gyan Darshan, Gyanvani, Sakshat Portal, eGyanKosh; Virtual laboratory and Haptic technology.

Unit 2: Creation of digital resources

creation of teaching resources using Microsoft word, spreadsheet and presentation software: creating and opening documents, saving and sharing documents, text basis, formatting text/cell, unicode fonts, inserting tables, charts, picture etc., page layout, printing and presenting (slide show) documents – MS Publishing Interactive learning with whiteboards

Unit 3: ICT Integration with Pedagogy Practices and Educational Resources

Introduction to Internet: E-mail, Search Engines, Info-Savvy Skills; Digital Age Skills, safe surfing mode; – Internet resources for different disciplines like natural sciences, social sciences, Humanities and Mathematics. – General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs); – Social networking

Unit 4: Techno-Pedagogic Skills

Media Message Compatibility – Contiguity of Various Message Forms – Message Credibility & Media Fidelity – Message Currency, Communication Speed & Control – Sender-Message-Medium-Receiver Correspondence – exploration of software for learning and Assessment in CCE. Using social Media as a Learning Tool – homework through emailing

Unit 5: ICT and General Administration in Educational Institutions

Use of ICTs to simplify record keeping, information management in education administration – ICT infrastructure – automated and ICT managed school processes – school management information system (school MIS) – learning management systems – human resource systems – timetabling and resource allocation – student record systems – library systems – finance systems

Mode of Transaction

Project method, CAI, smart board, visual excursion, Discussion, LCD Projection, Demonstration, Lecture, Web Surfing

Practicum: Task and Assignment

Software:

1. Create and present micro or macro lesson for the pedagogical subject using power point presentation and submit in the form of CD and Handouts.
2. Creating and using Blogs and Google Groups, for teaching and learning purpose.
3. Develop digital - learning video resources (using like Camtasia software) and upload to YouTube or any streaming site for educational purpose.
4. Create and present voice narration for any one topic related to your pedagogical subject.
5. List and use any two social media for publishing your article related to education.
6. Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. The report should mention the details of navigating, searching, selecting,

saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, _figures(data), graphics, explanation and logic of the topic.

7. Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs
8. Integrating technology tools for material production and use in teaching learning
9. Ownership of digital resources created and used in education and developing collaborative networks for sharing and learning
10. Use of ICTs for record keeping, information management in education administration, communication and information sharing/ storing

Hardware:

1. Write a report about how to install software like word processors, spreadsheet and Slide Presentation (with pictures of installation process)
2. Make a inventory to Installation of Operating systems, Windows, installation of essential Software and Utilities; (with pictures of installation process)
3. Connect a computer with various devices including printers, scanners, external storage devices, LCD projector etc. and draw the structure and function of peripheral used.
4. Use of pre-made digital resources such as CDs, Videos available, or download from website and integrate it into meaningful lessons.
5. Practice to present the lesson using interactive whiteboard or LCD projector.

Mode of Assessment

Written test, Task and assignment

References:

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2. Brian K. Williams, Stacey Sawyer (2005)Using Information Technology, 6th Edition Tata Macgrow hill _ Curtin, Dennis, Sen, Kunal, Foley, Kim, Morin, Cathy(1997)
3. Information Technology: The Breaking Wave, Tata Macgrow hill
4. http://en.wikibooks.org/wiki/Computers_for_Beginners. An exhaustive source for beginners.
5. Douglas Comer(2007) The Internet Book: Everything You Need to Know about Computer Networking and How the Internet Works, Prentice Hall,
6. E-book: Getting Started with Libre Office 3.4 available at [ttp://wiki.documentfoundation.org](http://wiki.documentfoundation.org)
7. Free Software, Free Society: Selected Essays of Richard M. Stallman, digital book available on www.notabug.com/2002/rms-essays.pdf
8. Free Software Foundation, www.fsf.org/
9. Information and Communication Technologies in School: A Handbook for Teachers or How ICT Can Create New, Open Learning Environments.
10. Information and Communication Technology Policy in School Education 2010. www.mhrd.gov.in/sites/upload_files/mhrd/files/ReviesICT_School.pdf

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http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
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http://ictschoools.gov.in/sites/default/files/pdf/ict_curricula_final2.pdf
20. <http://www.gesci.org/assets/files/ICT,%20Education,%20Development,%20and%20the%20Knowledge%20Society.pdf>
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23. Claire Wyatt-Smith, Joy Cummin. (2009), *Educational Assessment in the 21st Century: Connecting Theory and Practice*. London: springer. ISBN 9781402099632
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31. <http://www.unesco.org/new/en/unesco/themes/icts/lifelong-learning/21st-century-skills/>
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<http://unesdoc.unesco.org/images/0018/001892/189216e.pdf>
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