

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMILNADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)

Draft
Regulations and Syllabus
for the

Degree of
Bachelor of Education (B.Ed)

From the academic year 2009-2010

Lady Willingdon College Campus, Kamarajar Salai,
Chennai 600 005.

Note:-

- **This is only draft regulation and Syllabus**
- **Approved Syllabus will be sent to all affiliated colleges during June 2009 for adoption for the year 2009 - 10.**

REGULATIONS

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்

**TAMILNADU TEACHERS EDUCATION UNIVERSITY
DEGREE OF BACHELOR OF EDUCATION (B.Ed)
(FOR THE PROGRAMME IN COLLEGES OF EDUCATION-FULL – TIME
AND REGULAR PRE-SERVICE TEACHER EDUCATION)
REGULATIONS**

(With effect from the academic year 2009-2010)

1. ELIGIBILITY FOR ADMISSION TO THE COURSE:

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

The candidate should have undergone 10+2+3 (15) or 11+1+3 (15) pattern of study and passed the X and XII examinations conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree examination of the UGC approved Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary/Higher Secondary Education level.

Candidates who have passed the UG or PG degree in Open University System without qualifying in 11 years SSLC examination and 1 year of Pre-University Course (PUC) examination or 10+2 pattern of school education examination shall not be considered for admission.

However, candidates not qualified in XII examination or PUC but possessing Two Years Bachelor Preparatory Programme Certificate/Two Years Foundation Course Certificate/Two Years Diploma Course conducted by State Government/recognized Universities and qualified with three years UG Degree course are also considered eligible.

Candidates who have taken more than one main subject in Part III (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that Optional only. In such cases, marks obtained by the candidates in Two/Three major subjects shall be taken into account to arrive percentage of marks stipulated in (vi).

Candidates who have passed under Double Degree/Additional Degree Programme with less than three years duration are not eligible for admission.

Candidates who have qualified in PG Degree (5 year integrated course) under 10+2+5 or 11+1+5 pattern of study shall be considered for admission. In such cases, the marks

obtained by the candidates in the first three years (in major and ancillary subjects alone) of the course alone shall be taken into account for admission to the B.Ed Degree course.

Candidates with the following marks in the Bachelor's Degree are eligible for admission to the course other than subjects like Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture for which PG qualification is mandatory.

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

Note: To arrive at above percentage of marks, the marks obtained by the candidates in Major and Allied subjects alone shall be taken into account. Rounding off of marks to the next higher integer shall not be permitted. Marks obtained by the candidates in the UG Degree Course (other than subjects Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) alone shall be taken into account to arrive at the percentage of marks mentioned above. PG Degree marks (other than Economics, Commerce, Home Science Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture) shall not be considered for admission.

However, weightage for the highest qualification of the candidates will be given as follows and it will be added to their mark in major and ancillary subjects for ranking.

Candidates with PG	- 4 Marks
Candidates with M.Phil	- 5 Marks
Candidates with Ph.D	- 6 Marks

Even Computer Science graduates with M.Sc (Computer Science), MCA and M.Sc (IT) are eligible to get the above weightage.

Post graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture with 50%(irrespective of their UG mark) of marks in PG Degree or in the interdisciplinary subjects which are being declared equivalent by the respective university can apply. However, for higher qualification of these candidates weightage will be given as follows and it will be added to their mark obtained in the major and ancillary subjects for ranking.

Candidates with M.Phil	- 1 Mark
Candidates with Ph.D	- 2 Marks

Candidates who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic and Indian Culture without undergoing 10+2+3 pattern of education shall not be considered for admission.

In the case of Physically or Visually Challenged candidates, a minimum pass in the degree is enough

The basis of selection shall be in accordance with the Regulations of the University/Guidelines of the Government of Tamil Nadu in force from time to time.

2. DURATION OF THE B.Ed COURSE:

The course of study shall be for a duration of one academic year consisting of 180 working days/Curriculum transaction days or 1080 hours (5days per week @ 6 hours per day) excluding admission and examination days. The 180 working days will include teaching practice, revision examination and study holidays.

3. PROGRAMME CONTENT

The programme will consist of a theory component and a practicum component.

Theory Component

Theory Component consists of three Core/Compulsory Courses, one Elective Course and two Optional Courses with the following descriptions.

L-Lecture; T-Tutorial; P-Practical / Project work

Sl. No.	Courses	Credit	L	T	P	Total Hours
I	Core Courses					
1.	Education in Emerging Indian Society	3	45	15	15	75
2.	Psychology of Learning and Human Development	4	60	20	20	100
3.	Educational Innovations and Management	3	45	15	15	75
II	Elective Course	3	45	15	15	75
III	Optional Courses					
1.	Optional I	4	60	20	20	100
2.	Optional II	4	60	20	20	100
IV	General					
1	Life Skills Course	0.5	4	-	9	13
2	First Aid	0.5	4		8	12
3	Moral and Value Education	-	5		-	5
	Total for Theory Component	22	325	110	115	555

DETAILS OF COURSES INCLUDED IN THEORY COMPONENT

CORE /COMPULSORY COURSES

1. Education in Emerging Indian Society
2. Psychology of Learning and Human Development
3. Educational Innovations and Management

(II) ELECTIVE COURSE

A student shall choose any ONE of the following courses.

1. Human Rights Education
2. Peace and Value Education
3. Environmental Education
4. Guidance and Counselling
5. Perspectives in Special Education
6. Computers in Education
7. Curriculum Development
8. Pre-primary Education
9. Physical and Health Education
10. Library and Information Resource Management
11. Safety and Disaster Management Education in Schools

(III) OPTIONAL COURSES

Each student has to study first optional course based on their parent discipline at the UG level and the second optional course of study should be based on their parent discipline/ancillary subjects/ First language papers/Second language papers at the UG level.

1. Teaching of English Paper – I
2. Teaching of Tamil Paper – I
3. Teaching of Urdu Paper - I
4. Teaching of Mathematics Paper – I
5. Teaching of Physical Science Paper – I
6. Teaching of Biological Science Paper – I
7. Teaching of History Paper – I
8. Teaching of Geography Paper – I
9. Teaching of Home Science Paper – I
10. Teaching of Commerce and Accountancy Paper – I
11. Teaching of Economics Paper – I
12. Teaching of Computer Science Paper – I
13. Teaching of Social Science Paper –I (Political Science, Sociology, Psychology, Logic, Philosophy, Indian Culture.....)
14. Teaching of English Paper – II
15. Teaching of Tamil Paper – II
16. Teaching of Urdu Paper - II
17. Teaching of Mathematics Paper –II
18. Teaching of Physical Science Paper –II
19. Teaching of Biological Science Paper – II
20. Teaching of History Paper – II
21. Teaching of Geography Paper –II
22. Teaching of Home Science Paper – II
23. Teaching of Commerce and Accountancy Paper - II

24. Teaching of Economics Paper – II
 25. Teaching of Computer Science Paper – II
 26. Teaching of Social Science Paper – II (Political Science, Sociology, Psychology, Logic, Philosophy, Indian Culture.....)

Weightage given for a Theory Component

Mark wise weightage given to three Core Courses, two Optional Courses and one Elective Course is given below

Sl. No.	Category	Title of the papers	Maximum Marks
I	Core papers		
1.		Education in Emerging Indian Society	100
2.		Psychology of Learning and Human Development	100
3.		Educational Innovations and Management	100
II	Elective Course	Any one of the Electives given in the list	100
III	Optional Courses		
1.		Optional I	100
2.		Optional II	100
V	General	(i) Life Skills Course (ii) First Aid (iii) Moral and Value Education	Mark wise weightage is not given. It is only for internalizing all the life related skills, First Aid, Moral and Value system
Total weightage for Theory Component			600

PRACTICUM COMPONENT

The Practicum Component consists of the following activities.

S.No	Name of the Activity	Name of the File /Record to be submitted	No of Hrs.	Credits
	Observation for optional I	Observation Record optional I	175	7
	Demonstration for optional I	Demonstration Record optional I		
	Micro Teaching for Optional I	Micro Teaching File optional I		
	Practice Teaching for Optional I	Teaching practice optional I File		
	Instructional Aids/ Materials for Optional I	Instructional Material File optional I		
	Construction of an achievement test and interpretation of test scores for Optional I	Test and Measurement File optional I	25	1
	Observation for optional II	Observation Record optional II	175	7
	Demonstration for optional II	Demonstration Record optional II		
	Micro Teaching for Optional II	Micro Teaching File optional II		
	Practice Teaching for Optional II	Teaching practice optional II File		
	Instructional Aids/ Materials for Optional II	Instructional Material File optional II		
	Construction of an achievement test and interpretation of test scores for Optional II	Test and Measurement File optional II	25	1
	Application of Educational Technology	Educational Technology File	13	0.5
S.No	Name of the Activity	Name of the File /Record to be submitted	No of Hrs.	Credits
	Case Study (Individual student case study)	Case study Record	13	0.5

	Action Research	Action Research Record	12	0.5
	Conducting Psychology Experiments	Psychology Experiments Record	25	1
	Citizenship Training Camp (CT Camp)	CT Camp File	25	1
	Physical Education	Physical Education File	13	0.5
	SUPW	SUPW Record and products	12	0.5
	School Text Book Review pertaining to optional I	Text Book Review File for optional I	12	0.5
Total weightage for Practicum Component			525	21

(a) Description with reference to respective Practicum Component activities:

- | Activity No | Description |
|--------------------|--|
| 1. | <u>Observation</u> of relevant subject's Senior Teachers classroom teaching (Minimum of 5 curriculum transaction periods/sessions for each optional course) before the commencement of internship/teaching practice. |
| 2. | <u>Demonstration</u> by Subject Expert/Teacher Educator (Minimum of one class) |
| 3. | Teaching Skills development - Micro Teaching practice for 5 teaching skills |
| 4. | <u>School based internship /teaching practice</u> <ol style="list-style-type: none"> a. The practice teaching will have to be undergone in any one of the recognized schools approved by State/CBSE/ Matriculation/ ICSE /or Anglo-Indian Boards or any other recognized Board for a continuous period of 40 working days inclusive of teaching of both the optionals. Medium of internship /teaching practice may be decided by the Principals of Colleges of Education in consultation with the respective teacher educators based on the communication abilities of student – teachers in either English or Tamil . b. All graduates who obtained admission based on their UG mark should undergo Internship/Teaching Practice at upper elementary level classes |

i.e from Std. VI to VIII for all subjects and at secondary level classes i.e Std. IX and X for the relevant subject at the UG level. All Post Graduates in any one of the higher secondary level school subjects should undergo the internship / Teaching Practice at upper elementary, secondary and higher secondary levels.

- c. However, post graduates in Economics, Commerce and Accountancy, Home Science, Political Science, Sociology, Psychology, Logic, Philosophy and Indian culture should undergo the internship training only at the higher secondary level for their master subject, at upper elementary level for all subjects and at the secondary level only if they had opted for English or Tamil or Urdu or Computer Science as their ancillary or language subject.

Teaching of Optional Course I

- i) Preparation of lesson plans (20 lesson plans)
- ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
- iii) Preparation of Self –learning packages (Based on the principles of Linear programming-minimum of 25 frames)
- iv) Uploading and downloading Web resources related to the optional course and analyzing the same.

Teaching of Optional Course II

- i) Preparation of lesson plans (20 lesson plans)
 - ii) Preparation and use of Educational Software materials based on their teaching lessons (minimum 2 teaching aids for each lesson plan)
 - iii) Preparation of Self –learning packages (Based on the principles of Branching programming-minimum of 15 frames)
 - iv) Uploading and downloading Web resources related to the optional course and analyzing the same.
5. Preparation of Instructional Material File, Preparation and use of AV aids based on Edgar Dale’s Cone of Experience.
 6. Construction and Administration of Teacher made Achievement test, analysis and interpretation of test scores.
 7. to 12 All these activities have to be carried out as above for optional II
 13. Integrating Emerging Educational Technologies.
 14. Case Study (Individual)
 15. Action Research

16. Conducting Psychological Experiments (Any six out of the following)
Each student teacher has to perform any 4 psychology experiments from Group A and 2 psychology experiments from group B

Group A**Group B**

- | | |
|----------------------------|---------------------------------------|
| 1. Intelligence | 1. Distraction of attention |
| 2. Learning | 2. Division of attention |
| 3. Transfer of Training | 3. Creativity |
| 4. Aptitude | 4. Piaget's task |
| 5. Adjustment | 5. Non-Verbal group intelligence test |
| 6. Concept Formation | 6. Sociometry |
| 7. Level of Aspiration | 7. Measure of anger |
| 8. Interest | 8. Emotional stability |
| 9. Personality Types | 9. Moral Values |
| 10. Attention | 10. Motivation |
| 11. Creativity | 11. Span of attention |
| 12. Achievement Motivation | 12. Motor skills |

17. **Camp** : A 5 day Citizenship Training Camp either inside or outside the campus including night stays which are different from Scout camp/Guides camp/NSS Camp should be organized. All activities designed in the five day Citizenship Training Camp should help the student teachers to develop civic sense and social skills.
18. **Physical Education** related activities
19. **SUPW**: Each Student Teacher should acquire experience in the preparation of any five socially useful products which are tangible
20. **Text book review**: Each Student Teacher should review a school text book relevant to the subject of Optional I and prepare a report.

Life Skills Course:

Life Skills Course should consist of experiences related to

- a. Stress Coping management
- b. Transactional analysis
- c. Communication skills development
- d. Self awareness and self motivation
- e. Positive – thinking
- f. Emotional intelligence
- g. Time management
- h. Empowerment

This course should be organized as a bridge course soon after the commencement of the curricular transaction hours.

4. ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 80% (i.e 144 days) of attendance, failing which they will not be permitted to appear for the B.Ed degree examination. (both written and practical examinations.)

5. WRITTEN EXAMINATION

Tamil Nadu Teachers Education University will conduct both written and practical examination after complying 180 curriculum transaction days. The written examination will be held for three Core Courses, two Optional Courses and one Elective Course. The pattern of question paper is given below.

Each theory course question paper will be designed for 3 Hours duration which consists of section A, section B and section C with the number of questions and allotments of marks as described below :

Section	Type of Questions	Marks	Total Marks	Maximum word limit for each answer
A	Very Short Answer Type Questions with open choice (Any Ten Questions out of Twelve Questions)	10 x 3	30	100 words for each question
B	Short Answer Type Questions with open choice (Any Five Questions out of Eight Questions)	5 x 8	40	200 words for each question
C	Essay Type Question with Internal Choice (Two Essay Questions)	2 x 15	30	600 words for each question
	Total Marks		100	

Passing Minimum for Written Examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if he or she secures not less than 50% in each of the six courses. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

Reappearance for Written Examination

Each unsuccessful candidate shall be permitted to reappear for the written examinations within the next three consecutive academic years.

PRACTICAL EXAMINATION

A Panel consisting of Three Members (One Convener and Two Members) duly appointed by the Tamil Nadu Teachers Education University will examine the teaching competency of each candidate and his/ her practical works / Records.

Students should develop and maintain Work Books/ Record Note Books and Other Reports of the activities related to all practicum components bearing the following weightage .

Activity No.	Name of the file to be submitted	Marks allotted
1.	Observation Record for Optional I	10
2.	Demonstration Record for Optional I	10
3.	Micro Teaching File for Optional I	20
4.	Teaching practice optional I File	150
5.	Instructional Material File for Optional I	25
6.	Test and Measurement File for Optional I	25
7.	Observation Record for Optional II	10
8.	Demonstration Record for Optional II	10
9.	Micro Teaching File for Optional II	20
Activity No.	Name of the file to be submitted	Marks allotted

10.	Teaching practice optional II File	150
11.	Instructional Material File for Optional II	25
12.	Test and Measurement File for Optional II	25
13.	Educational Technology File	10
14.	Case study Record	10
15.	Action Research Record	15
16.	Psychology Experiments Record	30
17.	CT Camp File	15
18.	Physical Education Record	20
19.	SUPW Record	10
20.	Text Book Review Record	10
Total Marks		600

The practical examination will be conducted either before the commencement of the written examination or after the completion of written examination.

Passing Minimum for Practicum components

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured 50% in each of the practical activities for which weightage is given, shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Components should be made available to the Practical Examination Board at the time of Practical examination and whose decision on the marks to be awarded shall be final.

Reappearance for Practicum component

Each unsuccessful candidate shall be permitted to reappear for the practical components examinations within the next three consecutive academic years.

Classification of successful candidates

A candidate shall be awarded the B.Ed degree if he/she has passed both the theory component and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account their total marks secured both in Theory and Practical Examinations.

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

CORE COURSES

CORE COURSE I

EDUCATION IN THE EMERGING INDIAN SOCIETY

OBJECTIVES:

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

- comprehend the relation between Philosophy and Education and different Indian and western philosophies of Education.
- acquaint with the principles of Education advocated by great thinkers.
- acquire knowledge about Education and statutory bodies in Education.
- develop an understanding of Sociology of Education, Culture and Agencies of Education.
- get exposed to Social and Educational problems and their solutions.
- appreciate the Social Values and Personal Values of teachers.
- acquire the knowledge about Health, Nutrition, Blood and Eye donation and sanitation.
- know the problems of Indian women and justice rendered to them

UNIT – I Philosophy And Education In India

Education: Nature, meaning and its objectives in Indian context.

The meaning of philosophy and its relation to Education

Indian schools and Education: Vedanta, Buddhism, Jainism

UNIT-II Western Philosophies and Education

Western schools of Philosophy and Education: Idealism- Naturalism-Pragmatism - Realism and Eclecticism

UNIT –III Eastern and Western Thinkers On Education

Educational thinkers and their contribution in developing principles of education :

Swami Vivekananda – Mahatma Gandhi- Tagore – Sri Aurobindo- J.J. Rousseau- Froebel -John Dewey and Montessori

UNIT –IV Education in The Indian Constitution

Directive principles – Article 45, Universal compulsory Education – constitutional commitment – Education in concurrent list – Responsibilities of State Government and Central Government – Amendments related to Education – Kothari Education commission 1964- NPE 1986. Levels and aims of Education: Pre primary- Primary – Secondary- University.

UNIT –V Statutory Bodies in the Field Of Education

Important functions and contributions of the following:

MHRD, UGC, NIEPA, NCERT, NCTE, NAAC, CIEFL, TANSICHE. Directorates of Education: Collegiate, secondary, Elementary, DTERT, DIET AND SSA.

UNIT- VI Sociology and Education

The meaning of sociology - its relation to education- Education for changing Indian society- concept of culture – salient features of Indian culture – Education for preservation, transmission and development of culture . Education for social change, modernization and economic development- globalisation

UNIT-VII Agencies of Education

Structure and Educational functions of Home, Peer group, Community, Religion, School and Mass Media- Continuing Education and concept of Open University system- Distance education- floating university

UNIT-VIII Problems of Indian Society and Education

Population explosion, Illiteracy, Gender bias, Child labour, Cultural lag, Unemployment and Under Employment, Braindrain, and Terrorism.

- a. Educational problems: Equalization of Educational opportunity, wastage and stagnation, Self Financing patterns in Education, Population Education, Sex Education, Special Education for the Challenged and Gifted, Co-Education, Supervision and Inspection.

- b. Justice for Women: Violence against women – Human trafficking – Legal protection - Indian Constitution Provisions relating to women personal laws – Labour Laws — Family Courts – Enforcement machinery – Police and Judiciary Human Rights as Women’s Rights

UNIT- IX Social Values and the Teacher

The concept of values – Democracy, Socialism, Secularism, Non-violence, Integration: National and International value Education in schools, Teachers personal values and code of conduct for teachers. Personal development of the teachers.

UNIT- X Health Education

The concept of Health – Nutrition and Health – Sanitation – Communicable diseases – Safety and First Aid – Health services and Health supervision in schools – Blood and Eye donations – Personal Hygiene.

SUGGESTED REFERENCE BOOKS:

Gandotra, V., & Patel, S. (2009). *Women working condition and efficiency*. New Delhi: New century Publication.

Bhatia, R. L., & Ahuja, B. N. (2008). *History of Modern Indian Education*. Delhi: Surjeet Publications.

Bhatia, R. L., & Ahuja, B. N. (2008). *Modern Indian Education and its Problem*. Delhi: Surjeet Publications.

Lal, R. B., & Sinha, G. N. (2008). *Development of Indian education and its problem*. Meerut: R.Lall Books Depot.

Mishra, N. (2008). *Woman laws against violence and abuse*. New Delhi: Pearl Books.

பிரதிபா. (2008). *இன்றைய கல்வி எதிர்க்கொள்ளும் சவால்கள்*. சென்னை: சாரதா பதிப்பகம்.

Sharma, R. N. (2008). *Education in the Emerging Indian Society*. Delhi: Surjeet Publications.

வேணுகோபால், இ. பா. (2008) *எழும் இந்திய சமூகத்தில் கல்வியின் அறைகூவல்கள்*. சென்னை: சாரதா பதிப்பகம்.

சந்தானம், எஸ்., & கணபதி, வி. (2008). *கல்விசார் அறைகூவல்கள்*. சென்னை: சாந்தா பதிப்பகம்.

செல்லையா, ஏ. (2008). *இந்திய கல்வியில் சிறப்பு பிரச்சனைகள்*. சென்னை: சாந்தா பதிப்பகம்.

Sharma, R. A. (2008). *Development of Educational system in india*. Meerut: R.Lall Books Depot.

Joshi, S. C. (2005). *Non formal education*. New Delhi: Akansha publication.

Sarojini, R. (2002). *Justice for women*. Hyderabad: Sai Srinivasa Printers.

Dash, B. N. (2000). *Teacher and education emerging indian in the society*. Hyderabad: Neelkamal publications.

Santhanam, S. (2000). *Philosophical and sociological foundation of education*. Chennai: Vasantha publication.

Lakshmi, S (1990). *Challenges in education*. New Delhi: Sterling publication.

Avinashilingam, T. S. (1985). *Education speeches of swami Vivekananda*. Chennai: Sri Ramakrishna Math.

Ranganadananda, S. (1969). *Eternal values for a changing Society*. Bombay : Bharatiya Vidya Bhavan

UNESCO. (1959). *Education for international understanding: Examples and Suggestion for Class Room Use*. Paris: UNESCO Publication.

Patel, M. S. (1953). *The educational philosophy of mahatma gandhi*. Ahmedabad: Navjeevan pub House.

Inkles, A., & Smith, D. H. (1940). *Becoming modern*. London: Heineman Company.

Dewey, J. (1916). *Democracy and education*. New york: Macmillan Company.

CORE COURSE II

PSYCHOLOGY OF LEARNING AND HUMAN DEVELOPMENT

OBJECTIVES:-

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

- acquire the knowledge of the nature and scope of Educational Psychology.
- understand the process of mental development and mental abilities.
- apply psychology in the class room context.
- acquire the knowledge of the process of cognitive, social, moral and emotional developments.
- understand the process of learning and the factors influencing learning.
- acquire the knowledge of intelligence and creativity and their educational implications.
- understand the significance of motivation.
- acquire the knowledge of the determinants of personality.
- understand the importance of mental health and hygiene.
- acquire the knowledge of guidance and counselling and their educational implications.

UNIT – I Nature of Educational Psychology

Definition of Psychology – Methods of Psychology - Branches of Psychology - Educational Psychology – Definition, Nature and Scope of Educational Psychology: The Learner, Learning Process, Learning Experience, Learning environment, Teacher and teaching. Significance of Educational Psychology to the teacher.

UNIT – II Human Growth and Development

Interaction of Nurture and Nature. Concept, Distinction between Growth, Development and Maturation. General Principles of Growth and Development – Characteristics, Dimensions of Development – Physical, Cognitive, Emotional, Social and Moral. Phases of Development and Developmental tasks – Infancy, Childhood and Adolescence.

UNIT - III Cognitive Development

Cognitive Process, Attention – Factors relating to attention, Kinds of attention – Inattention, distraction and division of attention – Span of Attention. Sensation and Perception – Factors relating to Perception, Perceptual errors. Concept formation - Nature and Types of Concepts- Piaget’s stages of cognitive development – Bruner’s theory - Concept maps –Imagery – Language and Thinking- Reasoning and Problem Solving –Implications to the teacher.

UNIT - IV Social, Emotional and Moral Development

Social development – Factors of Social development – Social Maturity – Erikson’s stages of Social development

Emotional development – meaning – Positive and Negative emotions – Emotional control and maturity – Place of emotions in life; Significance of Emotional Intelligence.

Moral development – Piaget’s and Kohlberg’s stages of Moral development.

UNIT – V Learning

Nature and importance of learning – Individual differences in learning. Learning Curves. Factors influencing the learning, theories of learning - Conditioning: Classical and Operant (Pavlov, Skinner); Trial and Error (Thorndike), Learning by Insight (Kohler); Transfer of Learning, Learning by Imitation; Levels of Learning-Gagne. Remembering and Forgetting – Curve of forgetting.

UNIT – VI Intelligence and Creativity

Individual differences - Nature of Intelligence - Distribution of Intelligence – Theories of Intelligence: Single, Two factor and Multifactor theories, Guilford’s structure of the Intellect, Gardner’s Multiple Intelligence Theory. Constancy of IQ – Assessment of Intelligence. Uses of Intelligence tests.

The Process of Creativity - Creativity and Intelligence – Identification and promotion of Creativity. Thinking- Convergent and Divergent thinking.

UNIT – VII Motivation and Group Dynamics

Motivation and Learning – Kinds of Motives – Theories of Motivation - Maslow’s hierarchy of needs. Role of Rewards and Punishments; Level of Aspiration. Achievement Motivation – Techniques of Developing Achievement motivation– Motivation in the classroom context

Competition and Co-operation – Leadership Traits – Leadership Styles and Classroom Climate.

UNIT – VIII Personality and Assessment

Meaning and Definitions of Personality – Major Determinants of Personality – Theories of Personality - Type, Trait, Type and Trait, Psychoanalytic. Assessment of Personality: Projective and Non projective Techniques – Aptitude – concept, types and measurement. Attitude and interest – concept and measurement - Integrated Personality.

UNIT – IX Mental Health and Hygiene

Concept of Mental health and Hygiene – Conflict and Frustration – Unrest – Adjustment and Mal adjustment – Causes of Maladjustment - Defence Mechanisms – Mental Illness. Juvenile Delinquency. Promotion of Mental health of students and teachers.

UNIT – X Guidance and Counselling

Nature Types and Need of Guidance and Counselling – Educational, Vocational and Personal. Identification of Children with Counselling Needs – Counselling Techniques: Individual and Group Techniques – Guidance for the children with Learning Difficulties, Under Achievers and Gifted.

PRACTICALS :

Experiments and Tests related to the following topics to be conducted on children/ adolescents.

1. Intelligence
2. Learning
3. Level of Aspiration
4. Achievement Motivation
5. Concept formation
6. Span of Attention
7. Perception
8. Interest
9. Aptitude
10. Adjustment.

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CORE COURSE III

Educational Innovations and Management

OBJECTIVES :

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

- acquire knowledge of the terms used in educational innovations and management;
- understand innovations in schools ,teaching- learning process and principles of management;
- apply the educational innovations and management in school practices
- develop skills in employing and developing new educational innovations and management;
- develop interest in the educational innovations and management techniques ;and
- develop desirable and positive attitude towards educational innovations and management .

(A) Educational Innovations

UNIT I - Innovation

Meaning -Principles –Barriers to promotion of innovation-Suggestions for the promotion of innovation-Generation of innovations –Origin, Specification, Trial-Adaptation and consolidation-Characteristics of creative people- Conditions for the emergence of innovation

A) Individual conditions-Tolerance to ambiguity, autonomy,-Initiating change –search-creativity

B) Institutional conditions-Open climate -Freedom –Democratic leadership style-Institutional heads as change agents

C) Societal conditions – Perception of an acute need-Political and public support-Charismatic leadership.

UNIT II - Innovations and Experiments in Schools

De-schooling –Community School –Alternative School –Non-Graded School —Navodaya School –Sainic School – S S A (Sarva Shiksha Abyan)-Virtual School –Mobile School – Open School and Distance Learning–Floating University – International School.

UNIT III - Innovations in Teaching and Learning Process

Basic concepts of : Play –way Learning –Sensory Training –Joyful Learning – A B L- A L M – M L L (Minimum Levels of Learning) –CLASS(Computer Literacy and Studies in Schools) (O B I)-Mastery Learning –Individualized Instruction –Personalized System of Instruction (P S I –Keller Plan)-Programmed Learning-Teaching Machine –Modules –Cybernetics. Models of Teaching –Technology enabled Teaching in the classroom.

UNIT IV - I C T in Education

I C T in Education –Web based or Virtual Education – e-learning - e –tutoring –Computer Assisted Instruction (C A I)-Computer Managed Learning (C M L)-Tele/ Video Conferencing –Interactive Video - Multi media –Multi purpose Kits –S I T E (Satellite Instruction Television Programme) –E T V (Educational Television) –Edusat –Reach the Unreach –U N E S C O’s Learning Without Frontiers (L W F)- Virtual Classrooms Technology -e book –Digital Library —Electronic Community

UNIT V - Innovations in Evaluation

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.

National Testing Service

(B) Educational Management

UNIT VI - Management

Meaning-Definition –Objectives of Management –Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB –Planning ,Organization, Direction Staffing ,Co ordination ,Reporting, Budgeting - Modern Functions: Planning ,Organizing ,Leading ,Controlling- Management skills: Conceptual skills, Human skills, Technical skills

UNIT VII - Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative)Management.-Scope ,Human ,Material ,Time – Basic concepts of Management at different levels (Primary and Secondary) :Institutional Management , Financial Management Instructional management , Personnel Management , Material Management , and Management of Examination.

UNIT VIII - Educational Planning, and Organization

(a) Planning,-Six elements- Objectives ,Policies ,Procedures ,Programmes ,Budgets and Strategies – Educational planning –Perspective ,Long term and Short term - Institutional planning –Academic : curricular and co curricular activities – Time table –assignment of work to teachers.

(b)Organization – Principles or criteria –Organisational structures – Administrative structure at Central and State levels .

UNIT IX - Management of Resources

Management of Resources –Human, and material -Head master and Teacher : duties and responsibilities- Leadership-Meaning – styles -Management Grid – Morale – Organizational commitments –Academic freedom –Professional development.

Classroom management –Management of school building –equipments –library –records and registers – hostel.

UNIT X – Quality in Education

Quality in Education- Input –Process –Output Analysis – Concept of Total Quality Management (T Q M) Supervision and Inspection –functions - Accreditation and certification .

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ELECTIVE COURSES

ELECTIVE COURSE I

HUMAN RIGHTS EDUCATION

OBJECTIVES:

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

- understand the concept, meaning and theories of human rights.
- understand the need for human rights education.
- select and use the appropriate methods of teaching with respect to human rights education.
- understand the evolution of human rights movement at the international and national level.
- understand the role and functions of international and national level institutions to enforce human rights.
- understand and analyse the issues related to human rights violations and with regard to the marginalized sections
- understand the role of various agencies in promoting human rights education.

UNIT – I Concept and Theories of Human Rights

Human Rights: Concept and Meaning – Theories: Natural, Legal, Social Welfare, Idealist and Historical Theories.

UNIT – II Human Rights: International Context

UN Charter(1945) – Universal Declaration of Human Rights(1948) – International Covenants on Economics, Social and Cultural Rights(1966), and Civil and Political Rights(1966).

UNIT – III Human Rights: Indian Context

Constitutional Provisions of Human Rights – Fundamental Rights and Directive Principles of State Policy.

UNIT – IV Human Rights: International Mechanism

International Councils and Commissions on Human Rights – International Court of Justice – International Criminal Tribunals and Criminal Courts – Amnesty International – International Red Cross.

UNIT – V Human Rights: Indian Institutions

National Human Rights Commission – State Human Rights Commissions – Human Rights Courts – National Commission and State Commissions for Women, SCs/STs, Backward Classes and Minorities – NGOs.

UNIT – VI Human Rights and Marginalised Sections

Human Rights issues related to Racial Minorities, Religious Minorities(Dalits), Refugees, Political and Other dissidents , Aged, Women, Children, Differently abled and Minorities of Sexual Orientation(transgender).

UNIT – VII Human Rights and Other Issues

Ragging - Eve Teasing - Human Trafficking – War and Terrorism – Child Labour – Patriarchism – Domestic Violence – Sexual Harassment – Exploitation of Labour – Female Infanticide.

UNIT – VIII Human Rights Related to Education

Human Rights Education: Meaning, Objectives and Principles – Human Rights Education: Problems and Prospects – Research in Human Rights Education- Human Rights related to Education at different levels: Primary, Secondary and Higher Education.

UNIT – IX Methods of Teaching Human Rights

Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials and Appeals – Co-operative Learning – Social Activities.

UNIT – X Agencies of Human Rights Education

Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.

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ELECTIVE COURSE II

PEACE AND VALUE EDUCATION

OBJECTIVES

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

- understand the concept of peace and value education.
- understand the dynamics of transformation of violence into peace.
- realise the Significance of Values in Self-development.
- familiarise the nature of conflicts and their resolutions.
- imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of peace and values.
- adopt peace and value education in the curriculum.

UNIT I Peace Education

Peace Education –Meaning, Nature and concepts of peace Education – Aims and objectives of peace Education-Status of peace education in the curriculum.

UNIT II Integrating Peace Education in the Present Curriculum

Six major Media of Integration: Subject context, subject perspectives, Teaching Methods, Co-curricular activities, Staff development, class-room management, School Management.

Practical steps to build peace culture in schools.

UNIT III Non – Violence for Peace and Conflict Resolution

Relationship between peace and violence- Role of violence in our lives and lives of others- Exposure to violence through media-consequences-crisis and their management-How peace education can help to deal with violence and bring about Non-violence-factor that influence Non Violence.

Bases of conflicts-positive and negative aspects of conflicts- Types of conflict-learning, conflict management and conflict resolution-Role of peace Education in resolving conflict-Reducing conflicts among students.

UNIT IV Global Issues and Peace Movements

Human rights, Preservation of Ecology, population control, Economic Exploration, Deprivation, Equitable Economic world order- Gandhiji's contribution to peace Studies, Non-Aligned Movement, Campaign for Nuclear Disarmament, Role of World Organization in promoting peace.

UNIT V Educating for a Culture of Peace

Ecological thinking and respects for life (age 8-12) -Tolerance and respect for human rights (age between 11-16) -Critical thinking and active non-violence (age 12+) -Social Justice and Civic responsibility (age 14+) -Leadership and global citizenship (age 16+) knowledge, attitude and skills to be learnt in each of them-class room activities.

UNIT VI Values

Values: Meaning, Definitions, Nature and concepts of values- Classification of values,- Sources of Values- Socio- Cultural tradition, Religion and Constitution.

UNIT VII Value Education

Value Education – Aims and objectives- status of value education in the curriculum, Need for value Education in 21st century.

UNIT VII Fostering Values

Role of parents – Teachers Society – Peer groups Religion – Government – Mass Media – voluntary organisation.

UNIT IX Value Conflict

Value conflict – Resolution of value conflict - Value conflict and Terrorism ; Social – Economic status and value. Attitude towards life and relationship between value and life.

UNIT X Approaches and Strategies

Approaches - Value inculcation; analysis and clarification

Strategies	-	Direct- Curricular, Indirect Co-Curricular, personal examples
Activities	-	Storytelling, Dramatisation, Episode writing Identification of values in learning prose and poetry.

PRACTICALS

Find out the value in you

Identify the peace concept in Thourkkural (any ten)

Practical values perceived from Teachers

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B.Ed ELECTIVE COURSE III

ENVIRONMENTAL EDUCATION

Objectives:

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

- understand the concept of environment and ecology.
- To understand environmental education and its importance.
- To understand the causes for environmental hazards and pollution.
- To understand the causes for environmental degradation.
- To understand the need for remedial ways to protect the environment in daily life and its application.
- To acquire knowledge of environmental issues and policies in India.
- To acquire knowledge about the international efforts for environmental protection.
- To understand the status of environmental education in school curriculum.
- To understand the curriculum and methods in environmental education.
- To acquire knowledge about the different methods of teaching in environmental education.
- To acquire knowledge of the tools and techniques for the evaluation of environmental education.

UNIT I Objectives, Scope and Nature of Environmental Education

- a) Meaning, definition and characteristics of environmental education – content.
- b) Difference between environmental education and educational environment.
- c) Importance, objectives, scope and guiding principles of environmental education.
- d) Factors of degradation of environment – adverse socio – economic impacts of degradation of environment.

UNIT II Environmental Education and Pollution

Meaning and definition of Environmental hazards and pollution – Types of environmental hazards and disaster – Types of pollution: Land, Air, Water, Noise, and Radiation. Green house effect, Ozone layer depletion.

UNIT III Environmental Management and Protection

Need for environmental management – function and characteristics of environmental management – dimensions of environmental management.

Factors responsible for flora and fauna extinction – Measures to conserve flora and fauna.

UNIT IV India and Environmental Issues and Policies

Major environmental problems in India – Panoramic view of environmental degradation in India – environmental protection and policies in India – Need and objectives of conservation – environmental conservation measures taken in India – constitutional amendments made. Environmental laws

UNIT V Environmental Movements and Developments

Environmental movements in India: Silent Valley movement, Chipko movement, Narmada Bachao, Andolon, National Test Range at Baliupal, Orissa – conditions for achieving the goals of sustainable development – suggested strategies for sustainable development in India.

UNIT VI International Efforts for Environmental Protection

The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – the Rio Declaration or the earth charter – Major achievements of the Rio Summit – Main features of the Rio Declaration – Kyoto conference and part on Global Warming 1997.

UNIT VII Curriculum in Environmental Education

Dimensions of curriculum in environmental education – classification of natural resources: Forest, Wild life, Fisheries, Biodiversity – Human ecology – Population and its effects.

UNIT VIII Environmental Education and Educational Technology

Impact of Science and technology on environment – degradation of resources – Role of individual in conservation of natural resources.

UNIT IX Methods of Teaching In Environmental Education

- a) Characteristics of good teaching method.
- b) Seminar, Workshop, Problem – solving, Field trips and Surveys, Projects, Exhibition and other methods.
- c) Relative efficiency of teaching methods.

UNIT X Role Of Teaching In Environmental Education

- a) Teacher's role – national resource center for environmental education.
- b) Role of information technology in environmental and human health.

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B.Ed. ELECTIVE COURSE IV
GUIDANCE AND COUNSELLING

OBJECTIVES:

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

- To recall the principles underlying guidance.
- To recognize the need of guidance and counselling in schools.
- To describe the different services in the school guidance programme
- To acquire the skills necessary to administer and interpret standardized tools
- To know the qualities required for a good counsellor.

UNIT-I Guidance

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs. Types- Educational, Vocational, Personal, Social- Relationship between guidance and Counselling - Benefits- Limitations

UNIT-II Counselling

Counselling- Meaning, Definitions, Elements-Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning,

Characteristics, Steps, Advantages – Limitations – Difference between Counselling and Guidance.

UNIT-III Guidance Movement in India

History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT-IV Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Difference between Counsellor and Teacher.

UNIT-V Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

UNIT – VI Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory

UNIT –VII Non –Testing Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study, Autobiography, Rating Scale, Sociometry etc.

UNIT-VIII Testing Devices in Guidance

Testing devices in guidance-Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration-conflict.

UNIT- IX Guidance Services in Schools

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and

Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference.

UNIT X Guidance for Exceptional Children

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopaedically handicapped, visually impaired, deaf and dumb, juvenile delinquents.

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B.Ed ELECTIVE COURSE V
Perspectives in Special Education

Objectives:

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

- have an overview of the concept of disabilities.
- acquire knowledge on the characteristics of children with disabilities
- acquire knowledge on services and programmes available for families with special needs.
- acquaint with the policies and programmes for the disabled.

Unit 1 : Perspectives in Disability

Definition and classification of disabilities. History of special education. Concessions and rights of the disabled. Recent trends in the field of special education. Awareness and attitudinal changes towards the disabled.

Unit 2 : Blindness and Low Vision

Definition and identification. Incidence and prevalence. Characteristics. Causes and prevention. Intervention and educational programmes – Plus curriculum

Unit 3 : Hearing Impairment

Definitions and identification. Incidence and prevalence. Causes and prevention. Types of hearing loss and characteristics. Communication approaches – sign language and educational programmes

Unit 4 : Mental Retardation and Mental Illness :

Definition and identification of mental retardation. Incidence and prevalence. Causes and prevention. Characteristics – mild, moderate, severe, profound. Types and Classification of mental retardation and mental illness. Intervention and educational programmes.

Unit 5 : Locomotor Disabilities

Definition and identification. Incidence and prevalence. Causes and prevention. Types, classification and characteristics. Intervention and educational programmes, cerebral palsy and barrier free environment

Unit 6 : Learning Disabilities, Autism and Other associated disorders

Definition and identification of learning disabilities. Autism and other associated disorders - epilepsy, behaviour disorders and emotional disorders and multiple disabilities. Incidence and Prevalence. Causes and prevention. Types and characteristics. Intervention and educational programmes.

Unit- 7 : Family and Disability Management:

Role of mothers, crisis management, counseling, intervention by multi-disciplinary team, referral services

Unit 8 : Vocational training and Community Based Rehabilitation

Concept of shelter workshops. Transitory employment. Self employment and extended employment and CBR

Unit 9 : Students Awareness on Disability

Planning, organizing and conducting programmes in the community, media selection for role play, drama, puppetry, dance, exhibition, postal display and folk arts, psychology of awareness – reporting

Unit 10: Policies and Legislation

Policies and legislative measures pertaining to the disabled – PWD Act, RCI Act, National Trust Act. Services and programmes for the disabled

PRACTICALS:

1. Identification of disabled children in the community.
2. Observations of problems faced by the children with disabilities
3. Assessing the functional abilities of children with disabilities
4. Analyzing Case study of an individual child with disabilities.
5. Visit to Institutions and Rehabilitation centres.
6. Conducting awareness programme in the community

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B.Ed ELECTIVE COURSE VI

COMPUTERS IN EDUCATION

OBJECTIVES

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

- acquire knowledge of computers, its accessories and software.
- understand the basics (fundamentals) of preparing a computer.
- acquire the skills of operating a computer in multifarious activities pertaining to teaching
- understand features of MS Office and their operations
- develop skill in using MS-Word, Power points and Spread sheets.
- apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
- appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- acquire skill in accessing world wide web and Internet and global accessing of information.

- integrate technology in to classroom teaching learning strategies.

UNIT I Basics of Computer

Computer : Defintion , main units - characteristics – generation of computers – classification of computers – hardware and software (definition)

UNIT II Computer Hardware

Hardware : Definition – Input devices : Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera- Output devices : monitor, printers : line, serial, dot matrix, inkjet, thermal.

Primary storage devices : RAM , ROM ant its types.

Secondary storage devices : FDD,HDD, CD, DVD, Pen Drive (USB).

UNIT III Computers in Education

Computer application in educational institutions – academic, administrative and research activities

UNIT IV ICTs Pedagogy in Teacher Education

Integrating ICTs in Teacher Training – New needs of Teachers – Motivation of teachers integration in Teacher Education – ICTs for improving quality of teacher training – Enhancing quality of Teacher Training – ICTs for improving Educational management.

UNIT V MS-WINDOWS

Introduction – Start, save, operate MS windows – Windows Elements – Control Menu- Program manager – Menus – To run program from Program Manager – File manager – Working with Files – Disk Menu – View Menu – options menu – window menu – Control Panel – Print Manager – Clip Board Viewer – Paint Brush – Write – Terminal – note pad Calendar – Calculator – clock -computer virus – infection, causes and remedies.

Hands on Training

- a) Administrative use – Letter correspondence and E-Mail

UNIT VI MS-WORD

Introduction - Concept of word processing– Entering Text – Selecting and Inserting text – Making paragraph, Getting help – moving and copying – searching and replacing – formatting character and paragraph -using a Document – Data entry, editing, saving and retrieval of data – formatting a text – handling multiple documents, Manipulation of tables – columns and rows- tables and foot notes – table of contents and index – sorting, formatting sections and documents.

Hands on Training

- b) Construction of a Question paper
c) Creating learning materials – handouts

UNIT VII SPREADSHEET

- a) Basics of Spreadsheet, Manipulation of cells, Columns and Rows.

Hands on training (i) Data processing, storing and retrieving simple financial transactions of the school such as school budget and accounting.

- b) Tabulation of Bio data of staff and students of the school in which the student teacher is attached for practice teaching.

- c) Students progress record – Tabulation of results of an academic test.

UNIT VIII POWER POINT

Basics of power point – creating a presentation, the slide manager preparation of different types of slides, slide design, colour and background, Manipulation and presentation of slides.

Hands on Training

- a) Multimedia presentation on a topic relevant to the Optional Subject
- b) Using of available CAI/CML package on topics relevant to optional subject.

UNIT IX INTERNET

Meaning – importance – types of networking – LAN, WAN, MAN – Internet – WWW, Website and web pages, Internet connectively – Browsing the Internet – Browsing Software – URL addresses, Search engines, Exploring websites and downloading materials from websites, E- mail – Sending, receiving and storing mail, Chatting.

UNIT X WEB DESIGNING

HTML – Editing tools – Hyperlink and Images, Creating a web pages – HTML tags, tables, frames, and forms. Learning from cyber resources. Hands on training a) Cataloguing websites related school curriculum.

Comparative evaluation of web pages on a unit in the subject relevant to school curriculum.

SUGGESTED REFERENCE BOOKS:

Intel education., &Ncte. (2007). *Hand book for teacher educators*. Bangalore: NCTE.

Copestake, S. (2004). *Excel 2002*. New Delhi: Drem Tech Press.

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B.Ed ELECTIVE COURSE VII
CURRICULUM DEVELOPMENT

OBJECTIVES:

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

- understand the concept and definitions of curriculum.
- understand the advantages and constraints of each type of curriculum.
- understand and apply the process of Curriculum Development.
- select and apply appropriate strategies for Curriculum Transaction
- evaluate Curricula.

UNIT I Concepts and Definitions

Concepts of curriculum – Classification of Curriculum Concepts, Definitions – Curriculum & Syllabus – Relationships and differences; Need for Curriculum

Development; Curriculum Determinants: National aspirations & needs, Culture, Social Change, Value System, Philosophical, Sociological and Psychological foundations.

UNIT II Types of Curriculum

Curriculum Organisation-Educational Objectives & Curriculum Organisation, Subject matter & Curriculum Organisation, ABC'S curriculum organization; Learning & Curriculum Organisation; Types of Curricula – Subject Centered, Co-related, Fused, Core, Student-Centered-Their relative values and weaknesses.

UNIT III Curriculum Designing

Assessing Needs; Formulating Objectives; Selection of Content; Organisation of content; Selection of Learning experiences; Organisation of learning experiences- Models of Curriculum Development: Ralph Taylor, D.K.Wheeler and Hilda Taba.

UNIT IV Curriculum Transaction

Strategies for Curriculum Transaction – Organisation of Instruction. Models of Teaching: Team Teaching – Individualising the Curriculum-Distance learning Modes – Resources for Curriculum Transaction-Computer and the Internet.

UNIT V Evaluation of Curriculum

The Curriculum cycle-Evaluation as comparing objectives and outcomes –Focus of Curricular Evaluation: Subject content, organization and mode of transaction-outcome of Curriculum Evaluation: Change / refinement of content, Organisation and modes of transaction.

UNIT VI Models of Curriculum Evaluation

Taylor's Model, Stane's Model, CIPP model – Goal Free evaluation.

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Venkataiah, N. (2008). *Curriculum innovations for 2000A.D.* New Delhi: APH Publishing Corporation.

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Foshay, A.W. (1980). *Considered action for curriculum improvement: Association for Supervision and curriculum development yearbook*. Alexandria: ASCO.

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- Tyler, R. W. (1969). *Basic principles of curriculum and instruction*. Chicago: University of Press.
- Kerr, J. K. (1968). *Changing the curriculum*. London: University of London Press.
- Bloom, B. S. (1965). *Taxonomy of educational objectives*. New Delhi: Longmans Green & Co.
- Taba, H. (1962). *Curriculum development: Theory and practice*. New York: Harcourt.
- Bruner, J. S. (1960). *The process of education*. Harvard: Cambridge University press.
- Spears, Harold. (1955). *The teacher and curriculum planning (3rd edn.)*. New York: Prentice Hall Inc.

B.Ed ELECTIVE COURSE VIII

PRE-PRIMARY EDUCATION

OBJECTIVES:

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

- focus the attention on the vital importance of the pre-primary state of education in the total educational programme.
- understand the basic principles of Child Development.
- know the procedures for evaluation of growth and development of children of the pre-primary stage.
- comprehend the concepts relating to Pre-Primary education.
- understand the procedures for evolving suitable educational programmes for this stage suited to local and national needs within the resources available.

UNIT I History of Early Child hood Education

History of Early Childhood Education with special reference to the contributions of: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Tagore and Gandhiji.

UNIT II Pre-primary education

Pre-primary education – Meaning, importance and objectives and programmes of pre-primary education in India.

Types of pre-school education – Nursery/Kindergarten schools, Balwadis, Anganwadis, Montessori schools and pre-basic schools.

UNIT III Child Development

Aspects of Child Development – Physical and motor development, Intellectual development including concept formation, Language development, Emotional development and Social development of the pre-school child.

UNIT IV Developmental tasks and Needs of Pre-school children

Developmental task – Definition, characteristics, Growth norms and their significance.

Needs of Pre-school children – Biological, Nutritional, Psychological and Socio-cultural needs.

UNIT V Pre-school programme

Planning the pre-school programme – Principles of pre-school programme in terms of the aims and objectives of this stage, Daily schedule of activities.

Organisation and implementation of the pre-school programme – Play - Formation of Healthy Habits - Activities for Social development - Individual and Group activities - Rural pre-school programmes.

UNIT VI Methods of teaching pre-primary children

Values and techniques of Story Telling, Music, Creative activities, Celebration of Festivals, Field Trips, Dramatization and Games.

UNIT VII Pre-primary schools

Organisation and Administration of Pre-primary schools

Building, Furniture, Play materials and Play equipments, Registers and Reports to be maintained.

UNIT VIII Teacher training and Parental Education Programmes

Staff qualification and teacher training: special requisites, training teachers in supervision and guidance.

Parental Education Programmes – need, methods of parental involvement in school activities.

UNIT IX Common ailments at the pre-school age

Common ailments at the pre-school age – types, symptoms, remedies and preventive measures.

Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing, withdrawal – treatment methods.

UNIT X Special Children

Need and Care of children with special needs gifted, socially withdrawn, physically handicapped and mentally retarded.

PRACTICALS:

1. Plan Theme - based weekly and daily schedule of activities.
2. Preparation of toys and low cost equipments for preschool children.
3. Preparation of creative activity album and story telling aids.

SUGGESTED REFERENCE BOOKS:

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Brian, S. (2008). *Thirty three ways to help with numeracy : supporting children who struggle with basic skills.* London: Routledge.

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Effective networked learning in higher education: notes and guidelines. (2001). Centre for Studies in Advanced Learning Technologies. Lancaster University: Networked Learning in Higher Education Project.

[Rao, R. K.](#) (2000). *Primary education*. New Delhi: Gyan Books.

Swaminathan, M. (1990). *The First three Years: A source book on early childhood care and education*. Paris: UNESCO.

Hurlock, E. (1978). *Child Development*. London: International Students Edition.

B.Ed ELECTIVE COURSE IX

PHYSICAL AND HEALTH EDUCATION

OBJECTIVES:

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

- create awareness on different aspects of health and fitness.
- develop skills in organizing the physical education programme in schools.
- understand the nature of injuries and to take care during emergencies and provide first aid.

- learn good health habits.
- acquire knowledge of common communicable diseases.
- understand the diet modification in the treatment of under-weight and obesity.
- acquire the knowledge of yoga and exercise.

UNIT I Introduction to Physical Education

Meaning, Definition, Aims and Objectives of Physical Education, Scope of Physical education, Foundation of Physical Education, Physical Fitness – Meaning, Definition, Components and Benefits.

UNIT II Olympic Games, Laying of 400 meters track, Basic Skills and Rules of few Games

Olympics – Ancient and Modern Olympics, Olympic torch, Olympic Flag, Marathon Race, Laying of 400 meters track with stagger, Basic Skills and Rules –Volley Ball, Throw Ball and Kho-Kho.

UNIT III Methods, Organization and Administration

Methods of Teaching Physical activities, Lesson Plan – Parts and Preparation of General Lesson plan, Organisation of Intramural and Extramural Competitions, Tournament – Preparation of Fixtures – Single Knock out – Single League.

UNIT IV Concepts of Health Education

Meaning, Definition, Aims & Objectives of Health Education, Methods of imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision, Safety Education – Play Field, Road, Home, School.

UNIT V Common Communicable Diseases and Athletic Injuries

Common Communicable Diseases - Malaria, Typhoid, Cholera, Diarrhea, Small pox, Whooping cough, AIDS-symptoms, causes and prevention, Common Athletic injuries – Strain, Sprain, Contusion, Laceration, Fracture, Dislocation, First aid – need and importance of first aid.

UNIT VI Posture, Food and Nutrition

Meaning of Posture, Postural defects and Prevention, Food and Nutrition - Balanced diet, Malnutrition, Vitamins and Deficiency diseases – Diet for Obesity and Under weight.

UNIT VII Yoga and Exercise

Yoga Meaning, Definition, Eight limbs of yoga, Need and importance - Practice of Yoga and Physical Exercises, Exercise types: 1) Aerobic , 2) Anaerobic, Difference between Physical Exercises and Yoga.

SUGGESTED REFERENCE BOOKS:

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B.Ed ELECTIVE COURSE X

LIBRARY AND INFORMATION RESOURCE MANAGEMENT

OBJECTIVES

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

- get familiarized with the importance of library in the field of education.
- enable them to understand contemporary technologies like digital library, electronic library, virtual library, library network

- become independent users of information by means of providing variety of information sources which includes print, non print media(internet, CD Rom, Multi media etc)
- use the library and information resources in teaching and learning process effectively.
- get familiarized with the organization of library.
- acquaint with the resources available in the library.
- understand the user education and user needs.

UNIT I Library and Information Society

Library: Meaning, definition, art of book publishing and copy right act- Types of libraries: their functions and objectives – Laws of library science and implications in teacher education libraries- User education in academic libraries - Role of teacher as a library teacher – Library committee: Role of students, teachers and parents for effective use of library.

UNIT II Information Sources

Information: definition –Sources of information: Primary, secondary and tertiary-Types of reference sources --Electronic/web learning sources: e book, e journal, e-learning, subject gateways – Reference services- Learning resource centre.

UNIT III Organization of Information

Collection development policy of information resources for teacher education institution libraries: document selection, accessing of the document, technical processing, physical verification of collection, serials and electronic materials management, preservation. Format of writing Bibliography: APA standard and MLA standard. Annotated Bibliography. Writing a review article, review paper. book review, preparing abstract and indexes for teacher education journals.

UNIT IV Library Network

Library automation: digital library, electronic library, virtual library - ERNET, DELNET, INFLIBNET-Documentation centre-NASSDOC, INSDOC- Internet, WWW, Internet for teacher educators. On line search of teacher education databases. Search engines and Search techniques

UNIT V Information Literacy

Information literacy for teacher education: User and their information needs - Access, evaluation, uses of information - Marketing of information product and services to teacher community.

SUGGESTED REFERENCE BOOKS:

Satija, M. P. (2007). *The theory and practice of the dewey decimal classification system*. UK: Cahnda Publication.

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B.Ed ELECTIVE COURSE XI

SAFETY AND DISASTER MANAGEMENT EDUCATION IN SCHOOLS

OBJECTIVES:

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

- acquire adequate knowledge about disasters
- understand the management techniques and strategies of disasters.
- gain practical knowledge of various techniques used in disasters.
- get awareness of the various impacts of disasters.
- develop the skill of using safety measures during disasters.
- analyse the different modelling approaches in natural disasters.
- apply the mitigation strategies in the future.
- acquire the skills necessary during emergency.

UNIT I DISASTER TYPES

Introduction – Scope – Need - Natural – Earthquakes, drought, floods, cyclones, landslides & tsunami. Man made – Technological – Industrial – components – Impact on Environment – General – Economic – Social – political.

UNIT II TSUNAMI

Tsunami –Detection – warning systems – preparedness – Precautions – Survival skills – communication systems – sharing responsibilities – Government Agencies – Voluntary Organizations.

UNIT III STRATEGIES AND MANAGEMENT

Meaning – strategies – Four phases of activity – risk assessment – risk prevention – preparedness – Emergency response – some disasters and their management – Role of Government – Disaster management in India.

UNIT IV RISK MANAGEMENT PROCESS

Hazards – vulnerability factors – coping capacities – outputs from risk assessment –Global Insecurities and their linkages to disaster risk management process.

UNIT V POLICY FRAMEWORK STRATEGIES

Global Disaster risk situation – Evolution of disaster risk management - key cross themes – Development, Gender, Environment, Globalization, Food security – Stakeholder participation & Complex emergencies.

UNIT VI PREPAREDNESS PLANNING

Key preparedness – Emergency co-ordination centers – Early warning systems – Damage assessment & Need with media – Evacuation & camp management.

UNIT VII PREVENTION / MITIGATION

Framework for prevention and mitigation – structural mitigation – community based disaster management – Institutional and Legal mechanisms – Role of public awareness – Preparation of mitigation strategies.

UNIT VIII MITIGATION MODELS

Disaster Mitigation models – Flat source model –structured source model – Hub - Less model – Disaster Co-ordination centre - Coastal Hazards – current conditions – science & technology – Different application Level – Local, regional & national.

UNIT IX IMPLEMENTATION

Change management – Accountability in disaster risk management – Monitoring & evaluation – Development of personal action plan.

UNIT X USE OF TECHNOLOGIES

Geographical Information system (GIS) – Remote sensing (RS) Global positioning system (GPS) Data Mining (DM) Global Tele communication system (GTS) Disaster Analyzer and Tracking Environment (DATE) Information Communication system (ICS)

PRACTICAL:

- (i) Prepare a project report on the causes and consequences of Tsunami
- (ii) Preparing a report on the responsibilities of any one of the voluntary organization.
- (iii) Write a report on any one of the technologies used in the mitigation of disasters.

(iv) Prepare a report on organization of a disaster operation club in the school.

(v) Critically evaluating the Government policies.

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OPTIONAL COURSES

OPTIONAL COURSE

ENGLISH PAPER – I

(GENERAL ENGLISH)

OBJECTIVES

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

- see the role of English in India in the right perspective and the rationale for learning English as a second language.
- 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.
- acquire knowledge of the current trends in the teaching of English
- get familiarized with techniques of oral preparation and practice of language items.

UNIT I Preliminary Statement

1. The status of English in India today – The rationale for learning English
2. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
3. Objectives of teaching English as a second language – Cultural, Literary , Utilitarian, Linguistic and Integrative aims.
4. Contribution of Linguistics and Psychology to the teaching of English.
5. Teaching the communication skills – Listening – Speaking – Reading – Writing
6. Teaching English as a skill rather than a knowledge subject.
7. Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.
8. The scope of the B.Ed English course.

UNIT II Teaching Skills

1. Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives.
2. Micro teaching – Principles – Skills – Introducing the lesson – Explanation – Using the blackboard – Reinforcement – Stimulus Variation – Questioning – Link lesson.
3. Observation – Demonstration lesson – Teacher educator – guide teacher – Peer group – Feedback
4. Macro teaching – Lesson plan format – Teaching Prose – Poetry – Grammar – Composition – Teaching aids.
5. Aims and procedure for teaching Intensive reader
6. Aims and procedure for teaching Extensive reader
7. Criteria for Selection of Reader.

8. Difference between teaching Prose and Poetry

UNIT III Resource in Teaching English

1. Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television
3. Programmed learning – Language laboratory.
4. Computer assisted language learning – Power point presentation– identifying websites

UNIT IV Approaches and Methods of Teaching English

1. Method – Approach – Technique – Design
2. Method – Grammar Translation Method – Bilingual method – Direct Method – Dr. West's new method – Merits and Demerits
3. Approaches – Structural Approach – Types of Structures – Selection and Grading of Structures – Principles of Situational – Oral – Structural Approach
4. Communicative approach
5. Eclectic approach
6. Recent trends in the teaching of English

UNIT V Tools of Evaluation

1. Difference between measurement and evaluation
2. Characteristics of good English test – Objectivity – Reliability – Validity – Feasibility.
3. Concept of Evaluation – Types of evaluation – formative and summative
4. Different types of tests – Achievement tests – Aptitude tests – Proficiency tests – Diagnostic tests.
5. Types of achievement tests – oral test – written test – teacher made test – standardized test.
6. Objective tests – One word answer – Fill in the blanks – Matching – Multiple choice – Error recognition.
7. Written test- Short answer type – Paragraph type – Essay type
8. Construction of a good test – Preparation of blue print – Scoring key – Marking scheme.
9. Item analysis – Item difficulty – Discriminative index.

UNIT VI – Statistics

1. Frequency Distribution
2. Measures of central tendency – mean, median, mode.
3. Measures of Variability – Range – Average deviation – Quartile deviation – Standard deviation
4. Correlation – Rank difference method.
5. Graphical representation – Histogram – Frequency polygon – Cumulative frequency curve – OGIVE

UNIT VII Listening Comprehension

1. Sub skills of listening – listening for perception – listening for comprehension.
2. The three phases of listening.
3. Listening material – listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude and using a tape recorder.
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

UNIT VIII Speaking Skill

1. Techniques in teaching speaking – The conversation class, the topic based discussion class – task centered fluency practice.
2. Tasks for developing speaking skill – Individual, pair and group work.
3. Improving oral fluency – Parallel Sentences – Conversation – Dialogue – Role play.
4. Dramatization – Play Reading – Group Discussion.
5. Story telling – Narration – Description
6. Communication Game – Debate – Interview – Extempore Speech.
7. Barriers for Effective Communication.
8. Testing Speaking.

UNIT IX Reading Skill

1. Aims of teaching reading.
2. Process involved in reading – Symbol, sound, sense.
3. Types of reading – reading aloud – silent reading – skimming – scanning – intensive reading – extensive reading.

4. Methods of teaching reading to beginners – Alphabet method – Phonic method – Phonetic method – Word method – Phrase method – Sentence method.
5. Reading for perception – Reading for comprehension
6. Strategies to develop reading.
7. Testing Reading

UNIT X Writing Skill

1. Mechanics of Writing.
2. Sub skills in writing – visual perception – syntax – organization – grammar –content purpose – relevance.
3. Writing skills – Mechanical skills – Grammatical skills – Judgment skills – Discourse skills.
4. Characteristics of good Handwriting– distinctiveness – legibility – simplicity – uniformity – spacing – capitalization – punctuation – speed.
5. Developing good handwriting.

PRACTICALS :

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.
- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes.
- Practice in quick black board sketches for the purpose of introducing new items.
- Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise.
- Preparation of different types of vocabulary exercise.
- Examination of different dictionaries suitable for teacher's reference and for use by school pupils.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.

- Practice in reading poems aloud.
- Preparation of aids.
 - i. An album of black board sketches.
 - ii. An album of collected pictures
 - iii. Picture set and
 - iv. Composite scene
- Practice in the use of linguaphone records and tape records
- Conducting a radio lesson
- Development of VAI/CAI programme for a teaching item.
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints
- Construction of test paper containing the different types of test items including objective type items.
- Preparation of remedial material for one unit

Learning from Cyber Resources:

1. Identification and cataloguing of six websites relating to the prescribed school curriculum
2. A comparative evaluation of any two websites bearing on the same unit in the school curriculum

SUGGESTED REFERENCE BOOKS:

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Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.

Aggarwal, J. C. (2008). *Principles, Methods & Techniques of Teaching*. UP: Vikas Publishing House Pvt Ltd.

Aggarwal, J. C. (2008). *Essentials of Educational Technology*. UP: Vikas Publishing House Pvt Ltd.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.

Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt Ltd.

Venkateswaran, S. (2008). *Principles of Teaching English*. UP: Vikas Publishing House Pvt Ltd.

Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.

Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.

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- Schibsbya, K. (1969). *A modern English grammar*. London: Oxford University Press.
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- Albert Valdman, A. (1966). *Trends in language teaching*. London: McGraw Hill.

OPTIONAL COURSE

ENGLISH PAPER – II

(SPECIAL ENGLISH)

OBJECTIVES

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

- acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.

- understand the connections of English speech and to acquire good pronunciation and fluency of speech
- get familiarized with the syllabi related to High School and Higher Secondary classes.
- acquire a working knowledge of the grammatical terminology and grammatical system in English
- develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

UNIT I Phonetics of English

1. Elements of English language – Phonology, morphology, lexis, grammar,
2. The different speech organs and their role.
3. The individual sounds- Vowels, Consonants, Semi vowels.
4. Pure vowels – The Cardinal Vowel Scale
5. Classification of Consonants according to Manner of articulation – Place of articulation.
6. Diphthongs – Closing Diphthongs – Centring Diphthongs
7. The concept of the Phoneme and the Allophone
8. Phonetic Transcription.
9. Stress – Primary stress –Word Stress- Sentence stress.
10. Rhythm –Tone unit.
11. Strong and weak forms

UNIT II Fluency

1. Use of conventional formulae – greeting – apology – invitation – refusal – accepting – thanking.
2. Describing and interpreting picture, tables, graphs, maps, etc.
3. Various concepts and ways in which they are expressed – construction – suggestion – prohibition – permission – probability – likelihood – possibility – obligation – necessity – concession.
4. Oral drills – Repetition drills – Mechanical drills – Substitution drills

UNIT III Advanced Grammar

1. The Noun phrase – Modifier – Head word, Qualifier
2. The Verb phrase – Tense forms – Primary Auxiliaries – Modal Auxiliaries.
3. Types of Sentence – Simple, Complex, Compound.
4. Subordinate and Co-ordinate clauses.
5. Sentence pattern – Active and Passive voice.
6. Direct and Indirect speech – Question forms – Tag questions.
7. Analysis and classification of grammatical errors.

UNIT IV Lexis

1. Word formation – Affixation – Conversion – Compounding – Clipping – Port Manteau – Onomatopoeia – Loan words- other minor devices.
2. Patterns of spelling.
3. Phrasal verbs and prepositional phrases.
4. Sentence connectors – Devices for cohesion and coherence

UNIT V Teaching Grammar

1. Prescriptive – Formal grammar
2. Descriptive – Functional grammar
3. Methods of teaching grammar- Deductive – inductive
4. Testing grammar and usage

UNIT VI Teaching Vocabulary

1. Nature of words.
2. Types of vocabulary – Active vocabulary – Passive vocabulary.
3. Expansion of vocabulary
4. Selection and grading of vocabulary
5. Strategies to develop vocabulary

UNIT VII Types of courses

1. English for Global Purpose.
2. English for Specific Purpose- EAP-EST-EOP
3. Remedial English course
4. The English Reader – Intensive, Extensive and Supplementary

UNIT VIII Reference and Study Skills

1. SQR3 method of reading
2. Study skills – note – taking, note – making, summarizing and paraphrasing.
3. Reference skills – library – dictionaries – thesaurus – encyclopedia – bibliography- Annotated Bibliography.

UNIT IX Composition

1. Types of composition – Controlled – Guided – Free
2. Kinds of composition – Letter writing – Formal – Informal – Business letters
3. Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline.
4. Summarizing – Abstracting – Translation – Comprehension
5. Oral composition – Pair work – Mixed ability grouping.
6. Correction of Composition exercise – correction symbols.

Practical work:

1. Preparation of labeled diagrams of speech organs.
2. Preparation of vowel and consonant charts.
3. Preparation of diagrams to show the position of various speech organs in the production of consonant sounds
4. Comparison of phonemic system in Tamil and English.
5. Examination of phonemic scripts used in various text books and dictionaries.
6. Oral practice in word and sentences stress.
7. Practice in transcribing passages and dialogues in English into phonetic script.
8. Exercises and tests assessing the teacher trainees' knowledge and mastery of the various areas in Grammar.
9. Construction of syllabus charts for various areas in Grammar with reference to the school syllabus.

10. Preparation of aids to make the High school and Higher Secondary pupils understand certain grammatical concepts
11. Identifying and classifying grammatical errors from students' work, using grammatical terminology.
12. Exercise in word formation
13. Practice in the use of dictionary
14. Note- making and summary writing exercise.
15. Preparation of annotated bibliography on different aspects of English language
16. Comprehension exercises.
17. Reviews to be written for three books.
18. Practice in writing different types of composition exercises

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- Kohli, A. L. (2006). *Techniques of teaching English*. New Delhi: Dhanpat Rai pub.co
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OPTIONAL COURSE

தாள் ஒன்று

பொதுத் தமிழ்

நோக்கங்கள்

- தாய்மொழியின் இன்றியமையாமையையும் தாய்மொழி கற்றலின் நோக்கங்களையும் அறிதல்..
- தாய்மொழியின் பல்வேறு பணிகளை அறிதல்
- தாய்மொழியின் பல்வேறு பயிற்று முறைகளை அறிதல்.

- செய்யுள், உரைநடைப் பாடங்களைக் கற்பித்தலின் வேறுபாடுகளை அறிதல்
- இலக்கணம் பயிற்றலில் உள்ள திறன்களை வளர்த்தல்
- இலக்கண விதிகள், வரையறைகளைக் கற்பிக்க விளையாட்டு முறைகளைப்பயன்படுத்துதல்.
- பல்வேறு வகையான கட்டுரைப்பாடங்களையும் கடித வகைகளையும், அறிதல்.
- மொழிபெயர்ப்பு, மொழியாக்கம் ஆகியவற்றின் அடிப்படை விதிகளை அறிதல்.
- கேட்டுணர்தல் திறனையும் பொருளுணர்தல் திறனையும் அறிதல்
- சிறந்த படிக்கும் பழக்கங்களை வளர்த்தல்
- சிறந்த எழுத்தாற்றலை வளர்த்தல், பல்வேறு வகையான நடைவேறுபாடுகளை அறிதல்.
- பாடக்குறிப்பின் பயன்களை அறிதல்.
- வினாக்கேட்டலில் அமைந்துள்ள பல்வேறு திறன்களை வளர்த்தல்.
- சிறந்த மொழிப்பாட ஆசிரியருக்கான பண்புகளை வளர்த்தல்.
- பாடத்திட்டம் அமைத்தலின் நவீன பொறி நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்.
- வினாத்தாள் அமைத்தலில் உள்ள பல்வேறு திறன்களை வளர்த்தல்.
- பாடத்திட்டம் அமைத்தலின் அமைந்துள்ள கோட்பாடுகளை அறிதல்,

அலகு 1.

தாய் மொழிக் கற்பித்தலின் நோக்கங்கள் - பயன்கள்- எண்ணத்தை வெளியிடுங்கருவி - திருத்தமாகப் பேச, கேட்க, வாசிக்க, எழுத - கற்பனையாற்றலை வளர்த்தல் - அழகுணராற்றலை வளர்த்தல் - சமூகப்பண்பாட்டு மரபினையறியும் கருவி-கல்வியின் இன்றியமையாமையை கழ்நிலையின் குறைகளையும் அறிதல்- சமூகக்கடமைகளை மேற்கொள்ளுதல்- வாழ்க்கை நடத்த தேவையான திறன்களைப் பெறுதல்.

அலகு 2.

தமிழ்மொழியினைப் பயிற்றும் முறை - பண்டையோர் கண்ட பயிற்றுமுறை - சங்க காலம் முதல் தற்காலம் வரையில் - விளையாட்டு முறை நடப்பு முறை - செயல்திட்ட முறை - தனிப்பயிற்சி முறை - மேற்பார்வை படிப்பு முறை - திட்டமிட்டுக் கற்றல் - இம்முறைகளைப் பல்வேறு நிலைகளில் பயன்படுத்தும் திறன்.

அலகு 3..

பாடத்திட்டம் தயாரித்தலின் இன்றியமையாமை - நன்மைகள், தீமைகள் - ஆசிரியர் மனத்திற்கொள்ளத்தக்கன- புள்ளியின் கற்பித்தல் கோட்பாடுகள்.

ண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன் , கிளர் வினாத்திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், கரும்பலகையைப் பயன்படுத்தும் திறன், உதாரணங்களைப் பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி.

மாழியாசிரியர்- கல்வித் தகுதி - பயிற்சி - பிற ஆசிரியர்களுடன் கலந்துரையாடல்- மொழியாசிரியரின் பண்பு நலன்கள்- மொழிப்பற்று-இலக்கண இலக்கியப் புலமை- எடுத்துக் கூறும் ஆற்றல்- குரலில் ஏற்றத்தாழ்வு அமைத்து பேசும் திறன்- திறமையாக எழுதும்- திறன் உள்ளங்களை ஒன்றாக்கி இணைத்தல்- உளநூல் வல்லுநர் -கலையார்வமிக்கவர் - பருவமறிந்து பயிற்றும் பண்பு - பயிற்றலின் அடிப்படை விதிகளை அறிந்தவராதலால் - மாணக்கருக்கு நல்ல முன்மாதிரியாக இருத்தல்- மாணவரைச்சிறந்த குடிமகனாக உருவாக்கும் பொறுப்பேற்றல் போன்றன.

அலகு 4.

செய்யுள் உரைநடைப் பாடங்கள் பயிற்றலின் நோக்கங்களும் முறைகளும் - அவற்றின்நோக்கங்களிடையே அமைந்துள்ள வேறுபாடுகள்-பல்வேறு வகையான உரைநடைகளையும் செய்யுட்களையும் கற்பிக்க மேற்கொள்ளும் வழி முறைகள் - செய்யுள் நலம் பாராட்டிச் சுவையுணராற்றலை வளர்த்தல்.

அலகு 5.

இலக்கணம் கற்பித்தலின் நோக்கங்களும் பயிற்று முறைகளும் - விதிவருமுறை விதிவிளக்கமுறை - விளையாட்டு முறையில் இலக்கணம் கற்பித்தல்- வரையேடுகளும் துணைக்கருவிகளும் பயன்படுத்துதல்.

அலகு 6.

கட்டுரைப் பாடம் கற்பித்தலின் நோக்கங்களும் முறைகளும் - கட்டுரை எழுதுவதின் வளர்ச்சி நிலைகள், வகைகள் - சொற்றொடராக்கப் பயிற்சிகள், வாழ்க்கை வரலாற்றுக் கட்டுரை, வருணனைக் கட்டுரை, சிந்தனைக் கட்டுரை, கற்பனைக்கட்டுரை, படக்கட்டுரை, கதைக்கட்டுரை, விவாதக்கட்டுரை, வரலாற்றுக்கட்டுரை ஆய்வுக்கட்டுரை மற்றும் உரையாடல்கட்டுரை (கீழ்நிலை மேல்நிலை வகுப்புகளுக்கு உரியன.)

அலகு 7. திறன்களைக் கற்பித்தல்

1. கேட்டல்

வரையறை - கேட்டலின் வழி கற்றல் - கேட்டல் பழக்கத்திறனை வளர்த்தல் - பாடப்பகுதிகளைப் படித்துச் சிறு வினாக்களின் வாயிலாக வளர்த்தல் - வானொலி கேட்டல்.

2. பேசுதல்

அழுத்தந்திருத்தமாகப் பேசுதல் - இலக்கண வழுவின்றிப் பேசுதல் - மரபு மொழிகள், சொற்போர், கலந்துரையாடல், வினாடி வினா இவற்றை தொடக்க நிலை, நடுநிலை, உயர்நிலை, வகுப்புகளுக்குப் பொருத்தமாக அமைத்துக் கொள்ளுதல்.

3. படித்தல்

படிக்க கற்பித்தலின் நோக்கங்கள் - படிக்கக்கற்பிக்கும் முறைகள் எழுத்துமுறைப்படிப்பு - சொல்முறைப்படிப்பு - சொற்றொடர் முறைப்படிப்பு, இவற்றின் நிறைகுறைகள் - சொற்களஞ்சியப் பெருக்கம் - படிப்பில் ஆர்வத்தைத் தூண்டல் - வாய்விட்டுப் படித்தல் முறைகள், நன்மை தீமைகள் - நூல்களைப் பயன்படுத்துதல் - நூலகப்படிப்பு - தின, வார, மாத இதழ்களைப் படிக்கும் பயிற்சி போன்றன - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - நோக்கங்கள் - நிறை குறைகள்.

4. எழுதுதல்

கையெழுத்தும் எழுத்துப் பிழையின்மையும் - எழுதுவதற்குப் பயிற்சி அளித்தல் - சில முதற் பயிற்சிகள் எழுது கருவிகளைப் படிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் தெளிவு, அளவு, அழகு, இடைவெளி எழுதுதல் மற்றும் சொல்வதை எழுதுதல்.

பிழையின்றி எழுதப் பயிற்சியளித்தல், எழுத்துக்கூட்டல் பிழைகளைக் களையும் வழிமுறைகள்.

5. வாய்மொழிப்பயிற்சி

ன்றியமையாமை, நோக்கங்கள், பயன்கள் - உச்சரிப்பில் ஏற்படும் சிக்கல்கள் - மனப்பாடம் செய்தலின் இன்றியமையாமை - திருந்திய பேச்சில் பொருந்திய நல்லியல்புகள் - திருத்திய பேச்சினை வளர்க்கத் துணையாகும் இலக்கியங்கள், நாடகங்கள் - வாய்மொழிப் பயிற்சியினைப் பல்வேறு நிலைகளில் அளிப்பதற்கான முறைகள் - ஆர்வத்தைத் தூண்டும் தலைப்புகளைப் பற்றி உரையாடல் - சிறுவர் பாடல்கள் - ஆட்டப்பாடல்கள் - கதை சொல்லுதல் - கலந்துரையாடல் - சொற்போர் - சொற்பொழிவுகள்.

அலகு 8

கல்வி ஏற்பாடு - சிறந்த பாடநூல்களைத் தயாரிக்கும் பொழுது மனத்திற்கொள்ளத்தக்க செய்திகள் - நல்ல பாடநூலில் அமைந்திருக்க வேண்டிய நன்மைகள் - ஏழைகளுக்கு உதவுவது, நலிந்தோர்க்கு நல்வாழ்வு தருவது போன்ற பிற நன்னெறிகளைப் படிக்கச் செய்தல். ஆழ்ந்த படிப்பு, அகன்ற படிப்பிற்கு உரிய நூல்களைத் தேர்ந்தெடுத்தல்,

அலகு 9

மொழிக்கற்பித்தலின் நுட்பக் கூறுகள் - துணைக்கருவிகளைப் பயன்படுத்துதல் கண்ணோட்டத்தினை அளவிடும் கருவி (டசிஸ்டாஸ்கோப்), வானொலி, ஒளிப்பதிவு நாடா, ஒலிப்பதிவுநாடா, தொலைக்காட்சிப் பெட்டி - மொழிப்பயிற்றாய்வுக் கூடம் - கற்பிக்கும் பொறிகள் இவற்றை மொழிப்பாடம் கற்பத்தலுக்குப்பயன்படுத்துதல்.

அலகு 10

தமிழ்க் கற்பித்தலின் விளைவுகளை மதிப்பிடல் - பல்வேறு நிலைகளில் கற்பித்தலுக்கான நோக்கங்களைப் பகுத்தாய்தல் - ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள், தரப்படுத்தப்பட்ட தேர்வுகள், தேர்வுச் சீர்திருத்தங்கள் - நல்ல மதிப்பீட்டுக் கருவியின் பண்புநலன்கள் - குறையறி சோதனைகள், புறவயத் தேர்வுகள்.

மையபோக்கு அளவைகள் - கூட்டுச்சராசரி - இடைநிலை - முகடு - சிதறல் அளவைகள் - வீச்சு - திட்டவிலக்கம் - கால்மான விலக்கம் - ஒட்டுறவு - பொருளும் பயன்களும் - தர ஒட்டுறவுக் கெழு விளக்கம்.

செயல் முறை வேலை

1. கருத்தரங்கம் நடத்துதல்
2. நாடகங்கள் எழுதுதல் மற்றும் நடத்தல்
3. மலர் தயாரித்தல்
4. கற்பித்தல் பொருள் தயாரித்தல் தொடர்பான துணைக் கருவிகள் தயாரித்தல்
5. வானொலி பேச்சைக் கேட்டுக் குறிப்பெடுத்தல்
6. வாக்கிய வடிவ மாற்றப் பயிற்சிகள்.
7. கட்டுரையின் வகைகள் தலைப்புகள் தொடர்பான செய்திகளைத் திரட்டுதல்
8. வினாவங்கி தயாரித்தல்
9. குறையறி சோதனையும் குறைதீர் பயிற்சியும்

10. மொழிப்பயிற்றாய்வுக் கூடம் கல்விப் பயணம்.
11. திட்டமிட்டுக் கற்றல் சட்டம் தயாரித்தல்.

பார்வை நூல்கள் (சிறப்புத் தமிழ்)

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தமிழ் தாள் இரண்டு சிறப்புத் தமிழ்

நோக்கங்கள்

- மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்
- கலைத்திட்டத்தில் மொழியின் இடத்தினை அறிதல்
- கவிதை பற்றிய கொள்கைகளை அறிதல்.
- தமிழ் மொழியின் ஒலி அமைப்பு முறையை அறிதல்.

- சமூக பின்னணியில் மொழி மற்றும் பண்பாட்டை வளர்த்தல்
- சமூகவியல் பின்னணியில் பண்பாட்டை வளர்த்தல்
- தேசியக்கல்விக் குறிக்கோள்களை அறிதல்.
- முத்தமிழின் பண்புகளையும் வளர்ச்சி நிலைகளையும் அறிதல்.
- ஆய்வியல் கொள்கைகளை அறிதல்.
- தேசியக் கல்விக் குறிக்கோள்களை அறிதல்
- தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் செயல்பாடுகளை அறிதல்.
- செய்யுள் நலம் பாராட்டுவதற்குத் தேவையான மொழிநடை அணி நயம் சொற்சுவை மற்றும் இசை வடிவங்கள் பற்றிய செய்முறைப் பயிற்சி பெறுதல்.
- தமிழ் மொழியின் தனித்தன்மைகளை அறிதலும் அவற்றைப் போற்றி வளர்க்க வேண்டியதன் அவசியத்தையும் உணரச் செய்தல்

பகுதி 1 மொழி

மொழியின் பண்புகள் - மொழியின் தோற்றக் கொள்கை - மொழியின் வளர்ச்சி - தமிழ் மொழி வரலாறு - தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் - சிறப்பு மொழி - பண்பு மொழிக் கொள்கை - தமிழ் மொழியின் தனித் தன்மைகள் - தமிழ் இலக்கிய வரலாறு அறிதல்.௭

பகுதி 2 கலைத்திட்டமும் - தாய்மொழியும்

தேசிய இலக்குகளுக்கும் கல்வியின் நோக்கங்களுக்குமுள்ள தொடர்பினைக் காணல் - கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - தேசியக் கல்விக் கொள்கையில் கலைக்கல்வி - கலைத்திட்டத்தின் கோட்பாடுகள் - ஆரம்ப, இடை உயர் நிலைகளின் தேசியக் கல்வியின் குறிக்கோளும் பள்ளிக் கலைத் திட்டத்திற்குமுள்ள தொடர்பினைக் காணல்.

பகுதி 3 மொழியியல்

ஒலி மொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு - பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - தமிழ் மொழியின் அமைப்பு - அடைப்பொலி உரசொலி, மூக்கொலி, ஆடொலி, மருங்கொலி - ஒலியனியல் - ஒலியன்களைக் கண்டறியும் கொள்கைகள் - நடை கூறும் விதிகள் - உருபு - மாற்றுருபு - உருபனியல்.

பகுதி 4 சமூகவியலும் - மொழியும்

மொழிக்கல்வியின் இன்றியமையாமை - சூழ்நிலையின் குறைகளை அறிதல் - சமூகவியல் பின்னணியில் மொழி மற்றும் பண்பாட்டைக் கற்றல் - மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழியும் சமூகச் சூழ்நிலையும் - பண்பாட்டில் பின் தங்கியவரை ஈடுசெய்யும் கல்வி முறை - மதிப்புக்கல்வியும் மொழியும் - மொழியும் பொருளாதாரமும் .

பகுதி 5 மொழி கல்வியில் மாணவர் செய்யும் பிழைகள்

பேச்சுப் பிழை - தவறாக ஒலித்தல் திருத்தமான சொல் - அறியாமை -பொருள் வேறுபாடு அறியாமை - சந்திப்பிழை - மயங்கொலிப்பிழை - எழுத்துப்பிழை - ஒருமைபன்மை மயக்கம் - திணை, பால் முடிவுகளில் பிழை - நிறுத்தற் குறிகள் வல்லினம் மிகுமிடம், மிகா இடம்.

பகுதி 6 இயல் தமிழ்

இலக்கிய வகைகள் - கவிதை - மேனாட்டாரின் விளக்கம் - தமிழறிஞர் விளக்கம் - கற்பனை - உணர்ச்சி, வடிவம், பாடுபொருள் ஆகியவை கவிதையில் பெறுமிடம் - உள்ளுறை உவமம் - அணி இறைச்சி போன்றவற்றின் சிறப்புகள் - புதுக் கவிதை.

பகுதி 7 இசைத் தமிழ்

இசையும் தமிழும் - மொழிக் கல்வியில் இசைபெறுமிடம் - தொல்காப்பியத்தில் காணலாகும் இசைத் தமிழ்க்கூறுகள் - பக்திப் பாடல்களில் இசை - நாட்டுப்புறப் பாடல்களில் இசை - தற்கால கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு

பகுதி 8 நாடகத் தமிழ்

நாடகம் தோற்றமும் வளர்ச்சியும் - சங்க காலம் முதல் இக்காலம் வரை - சங்க இலக்கியம் ஒரு கூத்து நாடகம் - சிலப்பதிகாரத்தில் காணப்படும் நாடகச் செய்திகள் - நாடகத்தின் அமைப்பு - நாடக வகைப்பாடு - இக்கால நாடகங்கள் - எழுத்து நாடகங்கள் - வானொலி நாடகங்கள் - வட்டார மொழி நாடகங்கள் செய்யுளை நாடகமாக்கிக் கற்பித்தல் - நாடக உத்திகள்

பகுதி 9 இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை - திறனாய்வின் வகைகள் - படைப்பு வழித் திறனாய்வு - மரபு வழித் திறனாய்வு - முருகியல் முறைத் திறனாய்வு - விளக்கமுறை திறனாய்வு - மதிப்பீட்டுமுறை திறனாய்வு - வரலாற்றுமுறை திறனாய்வு - ஒப்பீட்டுமுறை திறனாய்வு - பாராட்டுமுறை திறனாய்வு - பாத்திரப் படைப்பு - நலம் பாராட்டல் - புதினம் - சிறுகதை பண்பு நலன் ஆராய்தல் - நாட்டுப்புற இலக்கியம் - பயண இலக்கியம்

பகுதி 10 தமிழ் மொழி வளர்ச்சி நிலை

கணிப்பொறியும் தமிழும் - அறிவியல் தமிழ் - பல்லாடகமும் தமிழ் கற்பித்தலும் - மொழி பெயர்ப்பு - மொழி வளர்ச்சியில் மொழி பெயர்ப்பின் பங்கு - தமிழ் இணையம் - தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் - செம்மொழித் தமிழ்.

செயல் முறை வேலை.

- முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- சொற்போர் - பட்டிமன்றம்
- கருத்தரங்கம் நடத்துதல்
- வானொலி நாடகம் தயாரித்தல்
- திறனாய்வுக் கட்டுரைகள் தயாரித்தல்
- செய்யுள் நலம் பாராட்டல்
- கையெழுத்து இதழ் தயாரித்தல்
- fw;gpj;jy; bghUs; bjhlh;ghd Jizf;fUtpfjsj; jahhpj;jy;
- வினா வங்கி தயாரித்தல்
- குறையறிச் சோதனையும் குறைதீர் பயிற்சியும்
- வட்டார மொழிச் சொற்களைத் தொகுத்தல், பழகு தமிழில் பொது மொழி அமைத்தல் பற்றி பயிற்சி அளித்தல்
- செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

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اردو۔ پہلا پرچہ اختیاری 3/1

(Urdu - Optional Paper 3/1)

مقاصد: (Objectives)

- ۱۔ مادری زبان کی اہمیت اور زبان سیکھنے کے اغراض و مقاصد۔
- ۲۔ مادری زبان کی مختلف کارکردگی کو معلوم کرنا۔
- ۳۔ مادری زبان کے مختلف تدریسی طریقے سے آگاہی۔
- ۴۔ نظم اور نثر کے مختلف تدریسی طریقوں کو جاننا۔
- ۵۔ قواعد کی تدریس کا مقصد اور اس کی اہمیت۔
- ۶۔ مختلف مضامین کے اسباق کی جانچ۔
- ۷۔ تراجم۔ مآخذ وغیرہ کے بنیادی قوانین کی تفہیم و تشریح۔
- ۸۔ توجہ کے ساتھ سننا اور سمجھنے کی صلاحیت اپنے اندر پیدا کرنا۔
- ۹۔ مطالعہ کی عادت کو فروغ دینا۔

لکھنے کی استعداد کو فروغ دیتے ہوئے مختلف اقسام کی تحریروں اور انکے مابین فرق سے واقف

ہونا۔

درسی اشارات کے فائدے بتانا۔

استفہامیہ جملوں کے مختلف انداز کی صلاحیت کو فروغ دینا اور زبان کی تدریس کے اساتذہ کو مختلف اوصاف

سے آراستہ کرنا۔

نصاب کی تیاری میں جدید اور تکنیکی انداز اپنانے کے فوائد معلوم کرنا۔

سوالات کے پرچہ کی تیاری میں مختلف صلاحیتوں کو اجاگر کرنا۔

URDU – Optional 3/1

Objectives:

- 1) To enable the teacher trainees to acquire knowledge of mother tongue and to familiarize with the appropriate terminology.
- 2) To help teacher trainees acquire a working knowledge of the grammatical system in urdu.
- 3) To develop in the teacher trainees the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.
- 4) Teaching of Prose and Poetry.
- 5) Importance of learning grammar.
- 6) Evaluating various compositions.
- 7) Teaching of translations and the principles of translation.
- 8) Observation – Demonstration ^{of} the basic principle of teaching skill.
- 9) Method of teaching reading to beginners and motivating reading habit.

Developing the writing skills to explain various methods of writing and to expose their difference.

Importance of references and study skills.

The sentences – Types of Sentences – Subordinate and Co-ordinate clauses and their teaching methods.

To prepare the lesson plans in innovative methods and understanding their usage.

To prepare question paper to motivate students.

نصاب کی تیاری میں وضع کردہ اصولوں سے واقفیت۔
 ذریعہ تعلیم کی حیثیت سے زبان کی اہمیت۔
 مرکزی خیال کو معلوم کرنا اور اسکی تحقیق کی عادت کو فروغ دینا۔

تعلیمی نظام میں مادری زبان کا حصہ:

(Contribution of Mother Tongue in Educational System)

اغراض و مقاصد۔ خیالات کے اظہار کا ذریعہ، شستہ انداز میں بولنا، صحیح طریقہ پر پڑھنا اور لکھنا۔
 زندگی کے واقعات، قیاس کی صلاحیت کا فروغ۔ خیالات بہتر انداز میں سمجھنے کی کوشش۔ سماجی تہذیب
 کی دراشت کی جانکاری کا آلہ زبان ہے۔ تعلیم کی ضرورت اور اس کی اہمیت۔ ماحول کی خامیوں سے
 آگاہی۔ زندگی گزارنے کے صحیح اصول کی جانکاری۔

تدریسی مقاصد اور نصاب کی تیاری:

(Teaching Objectives & forming of Syllabus)

بلوم (Bloom's) کے وضع کردہ اصول کے مطابق تدریسی مقاصد کی تین قسمیں۔ ادراکی،
 تاثراتی اور نفسیاتی علاقے (fields)۔ عام اور خصوصی ہدایات۔
 درس و تدریس کے نفساتی اصول۔ کرنے۔ بُروزر۔ پیاجی نصاب کی اہمیت۔ نصاب کی تیاری۔
 ابوابی نصاب۔ سالانہ نصاب۔ ہیرباٹ کے درجے۔ نصاب کی ہیئت۔ اسباق کے اصولوں کی
 تقسیم۔ معاون درسی آلات۔ جانچ (Evaluation)۔ اعادہ۔ ازبر کرانا۔

تدریسی طریقہ: (Teaching method)

تدریسی طریقوں کی جانکاری۔ کلاس روم کا رقبہ۔ طلباء کی تعداد، طلباء کی تعلیمی استعداد۔ وقت اور

To knowledge of lesson plans, to know how to prepare various lesson plans.

Sources of teaching and importance of language.

Speaking, reading and writing.

Contribution of Mother tongue in Educational System:

The role of mother tongue – The rationale for learning urdu - Aims and purpose, right ways to express thoughts, soft and elegant way of communicating - proper method of teaching – correct methods of teaching reading and writing narrating life experiences and examining the concept of philosophy. The best method of imparting education, to exploring and understanding the correct language to comprehend the social behavior, Needs and Importance of educational identifying and classifying grammatical errors from students works using grammatical terminology. To analyse the language revealing the effective atmosphere of learning, analyzing and evaluating life and language, correcting and shaping zeal of students.

Teaching Objectives & Forming of Syllabus:

- ❖ Bloom's taxonomy of educational objectives – Cognitive, Affective and Psychomotor domains – General and Specific Instructional objectives.
- ❖ Micro-Teaching – Principles – Skills – Introducing the lesson – Explanation using the Blackboard – Reinforcement – Stimulus variation – Questioning – Link Lesson – Teaching Aids – Evaluation.

Teaching Methods:

Observation – Demonstration Lesson – Teacher Educator – Guide teacher – Peer group – Experimental method of teaching - Principles of child psychology and teaching psychology – Classroom situation – Strength of students and the observing capacity – Time Bound Teaching –

سبق کے مطابق۔

ابواب کی تقسیم کرتے ہوئے اسباق کا مطالعہ۔ ڈالڈن طریقہ تعلیم۔ انفرادی اور منصوبہ بندی طریقہ تعلیم۔ درسی آلات۔ درس و تدریس بذریعہ کمپیوٹر۔ اجتماعی طرز تعلیم، اجتماعی مباحث۔ سمینار۔ تقریری طریقہ تعلیم۔ عملی کارکردگی طریقہ (Experimental method)۔ تحقیقاتی طریقہ۔ تعلیمی سیروسیاحت۔ تعلیم بذریعہ کھیل۔ طلباء کی جانچ اور ان کی خامیوں کو دور کرنے کے مناسب اقدامات۔ موجودہ طرز تعلیم۔ کھیل کا طریقہ۔ منصوبہ بندی طریقہ۔ ماہر تعلیم کی زیر نگرانی۔ تقریری انداز طریقہ۔ محصل علم کا طریقہ۔ اس طرز کے ذریعہ تختانی، ثانوی اور فوقانی جماعتوں میں ظاہر ہونے والے نتائج۔

۱۔ منظومات اور نثری اسباق: (Poetry & Prose lessons)

تدریس کے مقاصد اور طریقے۔ ان کے باہمی اختلافات۔ نظم و نثر کی تدریس کے طریقے۔ ان فن پاروں کے محاسن اور خوبیوں کا بیان۔

۲۔ قواعد: (Grammar)

تدریسی مقاصد اور طریقے۔ ماہرین لسانیات کے وضع کردہ قواعد کی تفہیم و تشریح۔ قواعد کے اعتبار سے قدیم اور جدید اردو کا موازنہ۔ کھیل کے ذریعہ زبان کے قواعد کو سمجھانے کی کوشش۔ عنوانات کا انتخاب۔ قواعد کی تدریس میں معاون آلات کا استعمال۔ قواعد کے ضروری امور کی تعلیم۔

۳۔ مضمون نویسی کی۔ مقاصد اور طریقے:

(Essay writing-objectives & Methods)

مضمون نویسی کا آغاز اور ارتقاء، اس کے اقسام۔ جملے بنانے کی مشق۔ سوانحی مضامین۔ سنجیدہ مضامین۔ تصویری مضامین۔ قصہ یا کہانی کی شکل میں مضامین۔ تاریخی مضامین۔ تحقیقی مضامین۔ ڈرامائی مضامین (تختاتی اور فوقانی جماعتوں کے لئے)

Dividing portions according to the lesson plan – Dalton’s method of education – Teacher made aids – Flash Cards, Pictures, Charts, Models, Blackboard sketches. Computer assisted language learning – Group discussion – Group study - Power point Presentation – Identifying Websites.

1) Poetry & Prose Lessons:

Teaching of Prose and Poetry as an aspect of literary studies – Prose – Knowledge oriented – Treatment of new words structure and special references – Reading – Content to be taught – Material Demonstration – Actions or gestures – Pictures – Verbal context. Comprehension questions – Vocabulary and language work.

2) Grammar:

To enable pupils to construct correct and idiomatic sentences – Grammar provides information about the language – Functional grammar – Forms of grammar – Deductive grammar. Teaching the parts of sentences – Importance of grammar and their usage – Pictures and games in the teaching of grammar – Oral drill Structures and grammatical plan – remedial work – Need for employing grammatical terminology.

3) Essay writing – objectives & Methods:

Writing, drills and exercise to develop writing habits – Progressive writing Programmes at various schools level – Mechanics of writing, its stages – General consideration while teaching writing – Characteristics of good handwriting, cause of bad handwriting, remedial measure.

اعلیٰ جماعتوں میں دی جانے والی مشق:

(Exercise giving in Higher Secondary level)

اخبار جمع کرنا۔ خبروں کی تقسیم اور ان کی تفصیلات۔ مناسب اور موزوں انداز میں مضامین کی ادائیگی، سلاست اور روانی کے ساتھ تقریری صلاحیت۔ مقررہ وقت کے اندر اچھے انداز میں تحریری مشق۔ خطوط (Letter) خطوط کے اقسام۔ خطوط نویسی کا طریقہ۔ اور اس کے مقاصد۔ مختصر اور مفصل انداز تحریر۔ انفرادی طرز نگارش اور صاف و شیشہ زبان کا استعمال۔ زبان کے رموز و اوقاف کا استعمال۔

انگلاط کی تصحیح۔ چند نشانات کو استعمال کر کے زبان کی غلطیوں کو درست کرنے کے طریقے۔

تدریس ترجمہ: (Teaching of Translation)

نصاب میں اس کی اہمیت۔ نصاب اور ترجمہ۔ ترجمہ کے اقسام۔ دشواریاں۔

تدریسی صلاحیتیں: (Teaching Skills)

اساتذہ کے اندر تدریسی صلاحیت اور تدریسی اصولوں سے واقفیت، طلباء کیحوصلہ افزائی۔ مختلف طریقوں کو اگسانے کی صلاحیت، استفہامیہ صلاحیت، تقویت پہنچانے کی صلاحیت، اختتامی صلاحیت، تکنیکی تدریسی کی گردان، معاون سبق کی ضرورت کی تدریس۔ تدریس کے دوران تختہ سیاہ کا استعمال۔ مختلف پروگرام۔ مباحثے۔ تذکرے اور تنقیدی جائزے کو ٹیپ کر کے ان کا بر محل اور بر موقع استعمال۔ سمعی و بصری آلات، تفویضات، مشاورتی اجلاس، ورکشاپ پر مبنی عملی کام۔

۱۔ سننا (Hearing):

قافیہ، ردیف، سننے کے ذریعہ سیکھنا، سننے کی عادت کو فروغ دینا۔

Exercise giving in Higher Secondary Level:

Collecting News – Distribution of Information in detailed ways – describing objects, places, festivals and events – writing simple sequences – Topic connected with the pupil's environmental and experience – paragraph writing – parallel Paragraphs – Simple letter – kinds of letter – Picture composition, teaching of letter writing – need for systematic correction.

Teaching Skills:

Teaching of translation, its role, merits and limitations, utility of Translation, its process and usage.

Teaching Skills:

Aims of teaching Urdu, Knowledge, Application, Comprehension, Skills, Interest and Attitudes, Literary Appreciation, literary expression, Instructional objectives and their specifications in terms of learning outcomes - evaluation and assessment, Teaching aids – Flash cards – Macro – Micro teaching – Lesson plan – programmed learning – Language laboratory – Mechanical aids – Overhead Projector – Tape Recorder – Radio – Television – Text book – Black board.

Hearing:

Understanding the various forms of literature – Learning through listening – developing listening habit – Loud Reading

اسباق کے حصوں کو پڑھ کر چھوٹے سوالات کے ذریعہ فروغ دینا۔
ریڈیو سننا، ادائے مطلب میں کسی تبدیلی کے بغیر اختصار نویسی کی مشق۔ تفصیلی خیالات کو مختصر عبارت میں بیان کرنا۔

خیروں کو معلوم کرنا، اسلوب وغیرہ کے لئے، اشتہار سننے اور تدریس کے مابین فرق معلوم کرنا۔

گفتگو کرنا: (Dialogue)

اچھے انداز اور قواعد کی غلطیوں کے بغیر گفتگو کرنا، کہادت اور محاورات کا ابتدائی درو میں گفتگو کی صلاحیت کے لئے استعمال، بحث و مباحثہ، مذاکرات، کوڑ وغیرہ کو تختانی، ثانوی اور فوقانی جماعتوں کے مطابق ترتیب دینا۔

پڑھنا: (Reading)

زندگی میں مطالعہ کی اہمیت۔ مطالعہ کی تکنیک سے مکمل واقفیت۔ مطالعہ کے طریقے۔ بلند اور خاموش خوانی کے مقاصد۔ مطالعہ کے ذریعہ ادب سے لطف اندوزی۔ مختلف فنون کی کتابوں کا مطالعہ، روزنامہ، ہفتہ وار ماہور، رسائل و جرائد کے پڑھنے کی مشق۔

لکھنا: (Writing)

زبان و ادب کی تعلیم میں تحریر کی اہمیت۔ اچھی تحریر کے لئے مناسب طریقوں کا استعمال۔ تحریر درست کرنے کے طریقے۔ اسلوب کی دلکشی اور جاذبیت۔ علامتوں کا برملا استعمال۔ طلباء کی عمر، درجہ اور ذہن کے مطابق تحریر۔

لکھنے کے مشق کے طریقہ: لائن سیدھی اور مناسب ہو، دیکھ کر لکھنا، سن کر لکھنا۔

غلطیوں کے بغیر لکھنے کی مشق: حروف کو جمع کرنے کا کھیل، غلطیوں کے اخراج کے راستے

and forming brief questions – Listening to Radio programme – Purpose of observation and exercise – Paraphrasing and summarizing – specifying the theme – understanding the different kinds of advertisements and their meaning.

Dialogue:

The appropriate method of communication – Communication skill – Communicating without grammatical errors – using proverbs and phrases to teach initial level of conversation, debate according to grammar.

Reading:

Importance of reading in life – procedures of reading and gathering information – Types of reading – silent and loud reading – encouraging literary interest through reading – Motivating to read various literary books, daily, weekly and monthly magazines – reading exercises

Writing:

Importance of writing – Value of writing in speech and drafting – The correct ways of using correct language – Correcting the written exercise of pupils – The level of students and homework, level of pupils and their comprehending ability in writing exercise. Keep the line straight, Follow - look – Say – Write method copy writing, transcription, dictation and composition provide opportunity for correct spelling. Vocabulary bound games – Knowing grammatical errors.

زبانی مشق: (Oral Exercise)

اہمیت، مقاصد اور فوائد۔ تلفظ میں درپیش مشکلات، زبانی یاد کرنے کی اہمیت، مناسب اور صحیح جملوں کا استعمال درست بات چیت کے فروغ میں مدد کریں گے، ادبی تخلیقات، ڈرامے، زبانی مشق کے مختلف طریقے معاذن ہوں گے۔

تدریسی خاکہ: (Lesson Planning)

تدریسی خاکہ کی اہمیت۔ طلباء کی علمی صلاحیت و قابلیت۔ عمر، درجہ اور سابقہ معلومات کی روشنی میں اس کی تیاری۔ اشاراتی سبق کے مقاصد۔ اول علمی اور معلوماتی، دوم لطف اندوزی اور سخن فہمی۔ سبق کو موثر اور بہتر بنانے کے لئے امدادی ذرائع کا استعمال۔ چارٹ، تصویریں، اٹلس، بلیک بورڈ، ڈسٹر اور چاک وغیرہ۔

سوالات: (Questions)

سوالات کی اہمیت، سوال کرنے کی ضرورت، سوالات پوچھنے کے طریقے اور اس کے اقسام، تعلیمی ترقی کے سوالات، درسی سوالات، گھریلو امور سے متعلق سوالات، امتحانی سوالات جیسے مناسب سوالات

زبان اردو کا معلم: (Urdu-Language Teacher)

مندرجہ ذیل اوصاف سے متصف ہونا چاہئے۔ اعلیٰ سیرت و کردار، احساس ذمہ داری، فرض شناسی، اصول و ضوابط کی پابندی، وضع قطع میں سادگی، طلباء سے عدل و انصاف و مساوات کا سلوک، علمی لیاقت، تعلیمی تجربہ، زبان دانی، مطالعہ و مشاہدہ کا شوق، تدریسی صلاحیت، پیشہ سے مناسبت، جدید تعلیمی و نفسیاتی علوم سے واقفیت، نئے نئے طریقہ تعلیم اپنانے کی صلاحیت وغیرہ۔ ایک اچھے اور کامیاب استاد میں ان اوصاف کا ہونا ضروری۔

Oral Exercise:

Loud reading – correcting the faulty pronunciations – Importance of memorization – Proper utterances of sentences Literary research, Drama and Oral Exercise.

Lesson Planning:

Lesson plans for various level Prose, Poetry, Non-detailed and Grammar. The Teacher should know the level, class and standard of his pupils. It helps in giving quality based education. It makes the class interesting. Proper lesson plan, chart, pictures, blackboard duster and chalk are important teaching aids.

Question:

Importance of question, Need of questioning – Procedures to frame questions – Kinds of questions – Question related to domestic life, educational background and examination point of view.

Urdu language Teacher:

Every Urdu Language teacher must possess these qualities in him/her:- excellent character and good conducts, pleasing personality, a very good common sense and presence of mind, service minded and Loyal to his/her duties, simple by nature and good academician. He/She qualified and trained teacher craving and yearning for knowledge.

تعلیمی نظام کی ترقی کے اصول و ضوابط:

(Rules and Regulations in development of educational system)

۱۔ اچھی درسی کتابوں کی تیاری میں ان باتوں کو ملحوظ رکھے، درسی کتاب کی ترتیب کے فوائد، غریبوں کی امداد، بچھڑے ہوؤں کو اچھی زندگی کی فراہمی جیسے نیک خیالات، طلباء کے اندر اردو کی ادبی کتابوں سے پیدا کرے

۲۔ نصاب کی تیاری اور درسی کتابیں:

(Preparation of Syllabus & Teaching Books)

موجودہ نظام تعلیم میں نصاب کا اہم کردار، نصاب کی تیاری طلباء کی عمر اور نفسیات کے لحاظ سے۔ تحقیقاتی مطالعاتی خصوصیات کے ساتھ درسی کتابیں اور سرسری مطالعہ وغیرہ کو جماعت میں استعمال کرنے کا طریقہ۔ اسکول لائبریری، جماعتی لائبریری درسی آلات کی لائبریری۔

زبان کی تدریس میں معاون درسی آلات کا استعمال:

(Use of Educational Aid in Language Teaching)

زبان کی تدریس میں امدادی ذرائع کا استعمال ناگزیر۔ ریڈیو پروجیکٹور، گراموفون، زبان کی تدریس کے لئے استعمال ہونے والے آلات وغیرہ زبان کے اسباق کی تدریس میں معاون و مددگار ہوتے ہیں۔

زبان کی تکنیکی تدریس میں ٹیلی ویژن کی بڑی اہمیت ہے

Rules and Regulations in development of educational system:

Reading and prescribing good and standard books – Relevance of good books – extending help to needy and destitute – uniting people and giving the common platform – Helping to get decent and proper livelihood – motivating and popularizing urdu language and urdu books. Respecting human values.

Preparation of syllabus & Teaching books:

Role of Lesson plan for present condition – Syllabus and students status – Students psychology and emotional behavior – Importance and relevance of scientific outlook in syllabus – Making use of school library – Seeking help from virtual libraries.

Use of Educational Aid in Language Teaching:

Audio and Visual aids, chalkboard, Flannel Boards, Bulletin Boards, Plastigraph, Magnetic boards, meaning and their utilities, Pictures, Picture Cutouts, Poster, Charts, Comic, Cartoons, models Diorama and their uses. Activity Aids, their meaning types – Demonstration, meaning and significance – Dramatization, dramatized experience – Utility of projectors in classroom – motion picture and Television video cassettes, Application to teaching language.

امتحانات اور جانچ: (Examinations & Evaluation)

امتحانات کی ضرورت اور اس کی اہمیت۔ امتحانات کے اقسام، ذہین اور نجی طلباء کے سمجھنے میں امتحانات کی معاونت، امتحان کا نظام، اصول اور ضوابط۔ سوالات کا بینک۔ موزوں سوالات کا انتخاب اور اس کے لئے مشق و مہارت کی ضرورت۔ امتحانات کی درجہ بندی۔ تعلیمی اعتبار سے طلباء کی تبدیلی کا انداز جانچ سے کیا جاسکتا ہے۔ حافظہ کی صلاحیت، پیش کرنے کا طریقہ، انداز گفتگو، زبان دانی، عمدہ اسلوب بیان، عمیق خیالات وغیرہ کی جانچ کے کام ہیں۔

معاون سرگرمیاں اور ان کی افادیت:

(Co-curricular activities & its importance)

بحث و مباحثہ، کھیل کود، بزم ادب، کلچرل کمیٹی، سیر و تفریح، مشاعرہ، ادبی نمائش، ڈرامہ اور اداکاری جیسی اجتماعی سرگرمیوں میں طلباء کی شمولیت اور اساتذہ کی ذمہ داریاں۔ ان سرگرمیوں میں ان کا عملی حصہ۔

عملی کام: (Practical Work)

- ۱۔ سیمینار کا انعقاد
- ۲۔ ڈرامہ نگاری، اداکاری
- ۳۔ مجلہ کی تیاری
- ۴۔ تدریسی اشیاء اور سے متعلق معاون آلات کی تیاری۔
- ۵۔ ریڈیو کے ذریعہ اشارات کی تحریر۔
- ۶۔ جملہ کی ساخت اور اس کی تبدیلی کی مشق۔
- ۷۔ مضامین کے اقسام اور ان کے عنوانات سے متعلق معلومات کی فراہمی۔

Examinations & Evaluation:

Meaning of corrective evaluation and its application to urdu teaching. Purpose of evaluation, its techniques and tools. Essentials of an effective evaluation Programmes – Aims of Evaluation. Identification of Objectives, their behavioral specification; learning experiences, assessment tools available, objective based test material; their pre-requisites; Forms of questions, detailed explanation. Blueprint how it helps in test-construction, objective – based tests and linguistic skills, unit test, its importance, planning and execution unit test and Formative Evaluation.

Co-curricular activities & its importance:

Conducting debate, literary and quiz competitions, participating in sports and encouraging sportsmanship among pupils – Taking students to educational tours, Cultural meeting, Seminars and literary plays.

Practical Work:

- Conducting seminars.
- Dramatization.
- Formation of sentences.
- Lesson plan based teaching.
- Using radio to develop listening habit.
- Understanding various types of compositions – choosing appropriate title to composition.
- preparing a booklet and its uses.

- ۸۔ ادبی کردار اسباق اور کتا بچہ کی تیاری
- ۹۔ سوالات بینک (Question Bank) کی تیاری
- ۱۰۔ خامیوں کی جانچ اور اس کو دور کرنے کی مشق
- ۱۱۔ مخصوص کردار کی اداکاری
- ۱۲۔ زبان کا تحقیقاتی مرکز اور تعلیمی سیر
- ۱۳۔ علاقائی اعتبار سے کہاو تیں، محاورات اور ضرب الامثال، اشاروں کنایوں کے الفاظ وغیرہ کی فراہمی۔

کتابیات: (Reference Books)

- | | |
|-------------------------------------|---------------------|
| ۱۔ تدریس اردو | سلیم فارانی |
| ۲۔ طریقہ تعلیم اردو | فخر الحسن |
| ۳۔ ٹیچنگ آف لینگویج (اردو زبان میں) | مولوی عبدالحی |
| ۴۔ ہم کیسے پڑھائیں؟ | ڈاکٹر سلامت اللہ |
| ۵۔ اردو کیسے پڑھائیں؟ | مولوی سلیم عبد اللہ |
| ۶۔ اردو کیسے لکھیں؟ | رشید حسن خاں |
| ۷۔ غزل اور درس غزل | اختر انصاری |
| ۸۔ اردو املا | رشید حسن خاں |

- Eliminating common defects in pronunciation and style.
- Preparing Question Bank.
- Imparting the proper role.
- Motivating language and taking educational tours.
- Proverb according to region phrases and useful references from various sources.

Reference Books:

1. Teaching of Urdu	Saleem Farani
2. Method of Teaching Urdu	Fakarul Hasan.
3. Teaching of Language	Moulvi Abdul Hai
4. How to Teach ?	Dr. Salamathullah
5. How to teach Urdu ?	Moulvi Saleem Abdullah
6. How to write Urdu ?	Rasheed Hasan Khan
7. Poetry and Teaching of Poetry	Akthar Ansari
8. Urdu Sources	Rasheed Hassan Khan

اردو۔ دوسرا پرچہ اختیاری 3/2

(Urdu - Optional Paper 3/2)

مقاصد: (Objectives)

- ۱۔ قومی تعلیمی پالیسی اور فنون لطیفہ کے مقاصد سے واقف ہونا۔
- ۲۔ اردو زبان کی ترتیب کی واقفیت کے ساتھ زندگی میں اس کے حصہ کو معلوم کرنا۔
- ۳۔ سماجی پس منظر میں تہذیب و ثقافت کی ترقی۔
- ۴۔ زبان کی بناوٹ، خصوصیات اور طریقوں کو معلوم کرنا۔
- ۵۔ جسمانی اور نفسیاتی بنیاد پر زبان کو سیکھنا۔
- ۶۔ زبان کے مختلف پہلوؤں سے واقفیت۔
- ۷۔ اردو ڈرامہ کے مقاصد اور اس کی ابتداء۔
- ۸۔ زبان کے مختلف کارکردگیوں کو جاننا۔
- ۹۔ ادب کے مختلف پہلوؤں پر تحقیقی صلاحیت کو بڑھانا۔
- ۱۰۔ فن پاروں کی ترقی کے لئے مختلف طریقوں کو معلوم کرنا۔
- ۱۱۔ قومی تعلیمی پالیسی میں زبان کے اساتذہ کا رول۔
- ۱۲۔ انسانی تہذیب پر اردو زبان کی ترقی و ترویج کا اثر۔
- ۱۳۔ اردو زبان کی انفرادیت کو معلوم کرتے ہوئے اس کی بقاء اور ترقی کی ضرورت کا احساس پیدا کرنا۔
- ۱۔ پرائمری، مڈل، ہائی اسکول سطح پر۔ قومی تعلیمی مقاصد اور فن و آرٹ کے نصاب کے تعلق کو معلوم کرنا۔ ملکی ہدف (Target) اور تعلیم کے مقاصد کے مابین تعلقات سے واقفیت۔
- ۱۱۔ اردو زبان کی ساخت و بناوٹ، صوتی طریقے وغیرہ کے فوائد۔ انسانی زندگی میں ذرا کج ابلاغ کا حصہ۔ اور اس کے اقسام۔

URDU – Optional 3/2

Objectives:

1. Knowing the importance of national educational policies.
 2. Importance of teaching urdu and application of urdu in common ways.
 3. Role of urdu in social affinity and religious unity.
 4. Formation of language. Importance and their usage.
 5. Physical and psychological based teaching
 6. To know different figure of speech
 7. To know the origin and importance of urdu drama.
 8. To comprehend the grammar and phonetics of urdu.
 9. To know the various literary forms in urdu.
 10. The role of language teachers in national policies.
 11. The influence of society on urdu and their effects in development
 12. To understand the importance of urdu and contributing for its immortality.
-
- I) National Educational policy – Primary – Middle – High – Schools standard – quality education to achieve national literacy rate – Achieving educational target and objectives.
 - II) Urdu language part and speech structure – Grammar and their usage role of urdu in common life.

III۔ ا۔ سماجی پس منظر میں زبان اور تہذیب و تمدن کو سیکھنا۔ زبان کی ترقی میں ماحول کا حصہ۔ زبان اور سماجی ماحول۔ تہذیب و تمدن سے بچھڑے ہوؤں کو برابری کا درجہ دینے کا تعلیمی نظام۔
۲۔ زبان۔ زبان کو سیکھنا۔ زبان کی ساخت و بناوٹ۔ زبان کے بنیادی اصول۔ زبان کی ترقی اور زبان کی قدامت۔ زبان کی خصوصیات اور بناوٹ کے طریقے۔

IV۔ انسان کی تہذیب و تمدن کے ارتقاء میں زبان کا اہم کردار، سماجی تبدیلیوں، نفسیاتی کش مکش اور معاشی رد و بدل کا اثر زبان پر۔ انسانی ارتقاء کے ساتھ ساتھ زبان کی ترقی۔ زبان، انسانی تمدن کی ترسیل کا ایک اہم ذریعہ۔

V۔ ادب: شاعری اور نثری اصناف کے ذریعے طرزِ تحریر میں انفرادیت کی تحقیق۔

VI۔ ۱۹ ویں اور ۲۰ ویں صدی کے مضمون نگار اور ان کی تخلیقات کا تفصیلی جائزہ۔

VII۔ ڈرامہ۔ ڈرامائی ادب کی نشوونما اور اس کا ارتقاء۔

VIII۔ موجودہ تبدیلیوں کے مطابق زبان کے مختلف عملی کارکردگی۔

I۔ سائنسی اور صنعتی اصطلاحات کی تیاری میں مناسب اور موزوں الفاظ کا استعمال۔ اردو میں مستعمل دوسرے زبانوں کے الفاظ۔

۲۔ اردو کی تدریس میں عربی، فارسی، ہندی، سنسکرت اور مغربی زبانوں کے اثرات اور اس کے نتائج۔

۳۔ اردو زبان کی فروغ کے لئے صوتی الفاظ کے تعلق سے آگاہی حاصل کرنا۔

۵۔ عوام سے تعلق پیدا کرنے کے والے مواصلاتی آلات (ریڈیو، فلم، ٹیلی ویژن، اخبارات) میں زبان کا استعمال۔

IX۔ صرف و نحو کی کتابوں کا تفصیلی جائزہ (اسکول کے اسباق کے حدود تک)

X۔ شعر کی تعریف، قافیہ، ردیف، صنائع و بدائع، علم عروض اور علم بیان وغیرہ سے آگاہی۔

XI۔ سفر نامے، مختصر کہانیاں، ناول، بچوں کا ادب، دیہاتی ماحول پر مبنی افسانے وغیرہ کے بارے میں جاننا۔

XII۔ طلباء اور طالبات میں تخلیقی صلاحیت کو اجاگر کرنے میں ادبی انجمنوں اور رسائل و جرائد۔ رسالوں کے فوائد اور اس کی اشاعت۔

XIII۔ پسماندہ طبقات کو موقع دینا۔ جسمانی حرکات، معذورین کے لئے تعلیم۔ فنی تعلیم کی اہمیت۔ عام تعلیم

- III) Learning social and cultural influence on language – role language and linguists – Role of Urdu language in education.
 - IV) Teaching and learning according to the principles of language popularizing urdu.
 - V) Origin and role of language and socio – cultural influence on language – Social changes, Emotional and occupational changes on Language and society – cultural influence on language.
 - VI) Detailed history of 19th and 20th century literature.
 - VII) Dramas – Influence on language.
 - VIII) Teaching urdu – evaluation and unique applicable approach.
1. Use of scientific and technical words in Urdu. Coining words from computer and software borrowed words form other languages.
 2. Influence of Arabic, Sanskrit, Hindi, Persian and Western Languages on Urdu. Its effects.
 3. Familiarizing urdu in soft skills .
 4. Media – Public support – in developing urdu language – Electronic media (Radio, Movies, Television, News and Internet)
 - IX) Reviewing and publishing Grammar books – related to Schools and High Schools.
 - X) Knowing and learning the art of Poetry – language through Poetry.
 - XI) To know about Travelogue, Shortstoies, Novels, Fables, Tales and Patrol folk arts.
 - XII) Publishing and recommendating magazines in schools – encouraging pupils for reading magazines.
 - XIII) Educating downtrodden, destitute and helping physically challenged person.

میں سائنس کی تدریس۔

- XIV۔ قومی تعلیمی پالیسی میں استاد کا حصہ۔ تعلیم نسوان۔ عورتوں کے مساوات کے لئے تعلیم۔ خواتین کے حالات میں بنیادی تبدیلی کے لئے تعلیم۔ خواتین کی ترقی میں تیز رفتاری کے لئے عملی منصوبے۔
- XVI۔ کمپیوٹر کے ذریعہ ہمہ جہتی مواصلات (Multi-media) کا استعمال کر کے سیکھنا۔ سننے، پڑھنے اور لکھنے کی صلاحیتوں کو فروغ دینا۔

عملی کام: (Practical Work)

- ۱۔ بغیر اطلاع کے تقاریر
- ۲۔ بحث و مباحثہ
- ۳۔ سمینار کا انعقاد
- ۴۔ ڈرامے لکھنا اور اداکاری کرنا۔
- ۵۔ ریڈیو سن کر اشارات لکھنا۔
- ۶۔ تحقیقی صلاحیت کے مضامین کی تیاری۔
- ۷۔ اعلیٰ نظموں کی ستائش۔
- ۸۔ مجلہ تیار کرنا۔
- ۹۔ تدریسی اشیاء کی تیاری۔ معاون درسی آلات کی تیاری۔
- ۱۰۔ اسباق کو جمع کرنا۔ کتابچہ (Book let) تیار کرنا۔
- ۱۱۔ سوالات بینک کی تیاری (Question Bank)
- ۱۲۔ خامیوں کی پہچان اور اس کے تدارک کی مشق۔
- ۱۳۔ مذاکرات کا انعقاد
- ۱۴۔ علاقہ میں بولے جانے والی زبان کے الفاظ کو جمع کر کے ترتیب دینا۔ روزمرہ میں استعمال ہونے والی زبان کی تصحیح کی مشق کرنا۔

- XIV) Role of teachers in National educational policy – Women’s education – Adult education – women’s emancipation development of women’s education social and moral effect of women’s education on society.
- XV) Teaching of language through computer and use of multimedia in teaching languages.

Practical Work:

1. Speech without topic.
2. Writing brief drama, encouraging students to participate in it.
3. Narrating (Radio information) to develop listening skill.
4. Reading composition and Comprehension.
5. Prescribing good poems.
6. Preparing teaching aids and lesson plans/
7. Collecting Information from book and preparing booklet.
8. Understanding weakness and ignorance, offering suggestions to eliminate it.
9. Knowledge of regional language and vernacular, coining words which are used in day to day life.
10. Language practice and exercise.
11. Preparing ~~book~~ Questions bank

B.Ed OPTIONAL COURSE

MATHEMATICS - I

OBJECTIVES

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

- understand the nature and development of mathematics
- understand the aims and objectives of teaching mathematics
- know the importance of teaching mathematics in relation to other subjects
- formulate the general instructional objectives and specific learning outcomes
- acquire competence in teaching mathematics and structuring lesson plans
- apply methods of teaching of mathematics
- understand the various psychological aspects involved in teaching mathematics

UNIT I. Nature, Characteristics and Development of Mathematics

Meaning, characteristics and definition of Mathematics - Logical Sequence, structure, precision, abstractness, symbolism - Mathematics as a science of measurement and quantification - Mathematics and its relationship with other disciplines - Contribution of eminent mathematicians to the development of mathematics - Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Gauss.

UNIT II. Aims And Objectives of Teaching Mathematics

The need and significance of teaching Mathematics - Aims - Practical, social, disciplinary and cultural – Instructional Objectives – General Instructional Objectives (G.I.Os) and behavioural or Specific Learning Outcomes (S.L.Os) relating to the cognitive, affective and psychomotor domains.

UNIT III. Teaching Skills of Mathematics

Micro teaching – origin, need, procedure, cycle of operation and uses – skill emphasis - explaining, questioning, using black board, reinforcement, stimulus variation, introduction

Macro teaching – Lesson plan and unit plan – Herbartian steps - Format of a typical lesson plan - teaching aids – motivation, presentation, application, recapitulation and assignment

UNIT IV. Psychological Theories and factors influencing the Learning of Mathematics, Individual differences

Psychology of learning Mathematics - Gagne's types of learning, the ideas of Piaget and Bruner – appropriateness of these types in learning mathematics.

Psychological aspects – interest , attention – Formation of mathematical concepts. - Factors influencing the learning of Mathematics - motivation, maturation, perception, special abilities, attitude and aptitude-Divergent thinking in Mathematics – creative thinking in Mathematics.

Individual differences in mathematics - Causes for slow learning in mathematics and remedial measures for the backward - Identification of the gifted and enrichment programmes for the gifted.

UNIT V. Methods and Teaching Aids

Inductive, deductive, analytic, synthetic, heuristic, project, problem solving and laboratory methods of teaching mathematics – Activity Based Learning (ABL) – Active Learning Method (ALM) – Applications of ABL and ALM.

Importance of teaching aids – projected and non-projected aids – improvised aids : Paper folding and paper cutting etc., - criteria for selection of appropriate teaching aids – use of mass media in teaching mathematics

UNIT VI. Evaluation and Statistics

Different types of tests in Mathematics, achievement, diagnostic, prognostic -criterion and norm referenced evaluation - construction of achievement test - Statistical measures -mean, median, mode, range, average deviation, quartile deviation, standard deviation -rank correlation.

Analysis of content for IX to XII standards - prescribed by Government of Tamilnadu.

PRACTICALS

- Collection of Biographies of different mathematicians and history of symbols.
- Project on mathematics and its relationship with other disciplines
- Preparation of unit plan and lesson plan
- Practice of skills in micro teaching
- Preparation of Improvised teaching aids

- Preparation of over head transparencies
- Test construction – Achievement and Diagnosis
- Critical analysis of content course of standard IX to XII syllabus.

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Kulshreshtha, A. K. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Pratap, N. (2008). *Teaching of Mathematics*. Meerut: R.Lall Books Depot.

Sharma, R. A. (2008). *Technological foundation of education*. Meerut: R.Lall Books Depot.

Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan Papers Backs.

Schwartz, S. L. (2007). *Teaching young children mathematics*. London: Atlantic Publishers & Distributors (P) Ltd.

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இரத்தின சபாபதி, பி. (2008) *கல்வியில் தேர்வு*. சென்னை: சாந்தா பதிப்பகம்.

கணபதி, வி. & இரத்தின சபாபதி, பி (2008). *நுண்ணிலை கற்பித்தல்*. சென்னை: சாந்தா பதிப்பகம்.

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B.Ed OPTIONAL COURSE**MATHEMATICS - II****OBJECTIVES**

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

- understand the curriculum development in mathematics
- understand the models of teaching mathematics
- know the importance of learning theories and strategies in mathematics
- acquire the skills on the usage of learning theories in mathematics
- acquire the skills of organising mathematical laboratory.
- know the importance of aesthetic and recreational mathematics
- know the importance of computers in teaching and learning of mathematics

UNIT I. Principles of Curriculum Development in Mathematics

Curriculum development in mathematics – need and importance – barriers – Types of curriculum development and strategies to be employed – stages of curriculum development in mathematics – Different approaches followed in curriculum development in mathematics.

UNIT II. Models of Teaching Mathematics and Class Room Interaction

Formation and applications of mathematical concepts – Concept attainment model, Advanced organiser model, Jurisprudential Inquiry model.

Classroom interaction analysis (Flanders Interaction Analysis Category System) and its implications in learning mathematics.

UNIT III. Learning Theories and Strategies

Individualised learning techniques – concept mapping, Keller plan and learning packages – Dalton plan – benefits, criticisms – supervised study - Programmed learning and computer assisted instruction.

Group learning techniques – Cooperative learning, Buzz sessions, Group discussions – mathematical games.

UNIT IV. Learning Resources and Equipment

Classroom conditions for learning mathematics – characteristics and role of mathematics teacher – text book preparation – structure and uses – workbook and its uses.

Organising mathematics laboratory, library, club and Expo - its uses.

UNIT V. Aesthetic and Recreational Mathematics

Short cut methods – rapid calculation, simple multiplication – tests of divisibility – methods to develop speed and accuracy

Recreational mathematics – riddles, puzzles, paradoxes, beautiful number patterns, magic squares, unsolved problems.

UNIT VI. Computer in Mathematics Education

The influence of computers in teaching and learning of mathematics – The uses of application software packages – MS Office – Word, Excel, Power Point presentation. The uses of multimedia and internet - their applications to learning mathematics

PRACTICAL WORK

- Collection of mathematical puzzles, riddles etc.,
- Practising the models of teaching
- Preparation of concept mapping for particular learning units
- Participating in buzz sessions in class discussions

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B.Ed. OPTIONAL COURSE**PHYSICAL SCIENCE-I****OBJECTIVES**

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

- understand the nature and scope of Physical Science.
- know the aims and objective of teaching.
- understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching.
- acquire skills relating to planning their lessons and presenting them effectively.
- understand the technology of teaching Physical Science and give them practice in the use of audio visual aids.
- understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils.
- develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices.
- know the facilities required for the organization and maintenance of Science laboratory.
- understand the criteria in selecting a good textbook and to evaluate a Science textbook.
- organize different co-curricular activities in Science.
- know the special qualities of a good Science teachers, acquire those qualities and to evaluate himself or herself.

UNIT-I: Nature and Scope of Science

Nature and Scope of Science-Science as a product and a process—a body of knowledge-a way of investigation-a way of thinking-Inter disciplinary approach-Science in the present context-New developments-Implications.

UNIT-II: Aims and Objectives of Teaching Physical Science

Aims and Objectives of Teaching Physical Science - Bloom's Taxonomy of Educational Objectives - Aims and Objectives of teaching Physical Science at different levels-Primary, Secondary, Higher Secondary. Critical analysis of the existing Tamil Nadu Science Text Book at the secondary level.

UNIT-III: Micro Teaching

Micro Teaching-principles and steps-Relevant skills in Micro teaching: Skill of Introduction, Skill of Explaining, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of using Blackboard, Skill of Demonstration, Skill of Achieving Closure-Need for link lessons in Micro Teaching.

UNIT-IV: Lesson Planning and Unit Planning

Developing year plan, unit plans-their importance-Principles of lesson planning-their importance-Herbartian steps-Preparing Lesson Plans-its merits and limitations.

UNIT-V: Methods of Teaching Physical Science

Criteria for selection of a method of teaching Physical Science: Level of the class, size of the class, time availability and subject matter-Methods of Teaching Physical Science-General Methods: Heuristic Approach, Historical and Biographical Approaches, Lecturer method, Lecture cum Demonstration Method, Individual Practical Method, Analytic and Synthetic Method, Scientific Method, Project Method.

UNIT-VI: Co-Curricular Activities

Co-curricular Activities: Organization of Science Club, Science Exhibitions and fairs, Fieldtrips and Excursions.

UNIT-VII: Educational Technology

Educational Technology -Textbooks-Classification of Audio Visual Aids in Physical Science teaching - their importance and uses-Educational broadcasts: Radio and T.V. lessons-Programmed Learning-Computer Assisted Instructions-use of Computer-Power Point-Internet in teaching Physical Science-e-learning.

UNIT-VIII: Evaluation

Tests and its types-Achievement tests-Qualities of good test- Evaluation-Evaluating outcome of Science teaching-Principles of test construction-Blue Print and Question Paper-Item Analysis-Standardizing a test-Diagnostic testing and Remedial teaching.

Elementary Statistics-measures of central tendency: Mean, Median & Mode-Measures of Variability-Mean, Standard and Quartile Deviation, Correlation co-efficient, Rank Order and Product Movement Correlation-Graphical representation of Data: Bar and Pie Diagrams, Histogram, Frequency Polygon-Cumulative Frequency Curve, Ogive, Percentile Ranks, Normal Probability Curve, Kurtosis, Skewness.

UNIT-IX: Science Laboratory

Physical Science Laboratory-Structure and Design-Organization and Maintenance of Science Laboratory-maintenance of Registers-Storage of Chemicals-Organization of Practical Work-Accidents and First Aids-Improvisation of Apparatus.

UNIT-X: Science Teacher

Science Teacher - Academic and Professional qualification-Special qualities-In-service training-Class room climate: Autocratic, Democratic and Laissez faire pattern, Flander's class room interaction analysis.

PRACTICAL WORK

1. Construction and use of achievement test. Analysis and interpretation of test scores.
2. Making 10 charts and 3 improvised apparatus.
3. Practicing 3 micro lessons with 3 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) Presenting two papers.
7. Presenting one demonstration to the peers.
8. Making 3 slides and one filmstrip.
9. Preparation of a programme of 20 frames on Physics or Chemistry topic.
10. Preparing a Science album with internet materials of scientific issues and website reports.

11. Preparation of work sheets.
12. Practice of a minimum of 5 experiments in school syllabus.
13. Practicing (3 sessions each of ten minutes) classroom interaction analysis and presenting the report.

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PHYSICAL SCIENCE - II

OBJECTIVES

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

- understand the place of Physics and Chemistry in the modern world and to understand the contribution of mankind in the development of Science.
- understand the psychological basis of modern trends in teaching Science and the new techniques of teaching Science.
- acquire the knowledge and understanding of educational technology in Science education.
- develop lesson plans with activity approach.
- understand the principles of curriculum construction and organization of content matter.
- examine critically the syllabi in physical science at the secondary level and make them familiar with the curriculum improvements projects.
- evaluate Physics and Chemistry book of different types.
- understand the problems of Science teaching in urban and rural schools and to develop scientific perspective of the problems confronting the world and the role of Science in solving them.
- have a knowledge of all the basic concepts in Physics and Chemistry.

UNIT-I: Globalization and Discoveries in Science

The meaning of Science-Different branches of Science-Globalization and Science-Discoveries and developments in Science-Knowledge of concepts in Science upto standard XII.

UNIT-II: Science Curriculum

Curriculum-Principles of curriculum construction-Organization of content matter-Critical evaluation of Tamil Nadu secondary school Science Curriculum-Curriculum Improvement Projects in India-NCERT and Abroad-Chem Study, PSSC, CBA, Nuffield.

UNIT-III: Models of Teaching Science

Modern trends in teaching of Science, different taxonomies, Psychological basis of methods in Science teaching - Gagne, Bruner, Piaget - Models of teaching Physical Science with one illustration for each type of model.

UNIT-IV: Modern Methods of Teaching Physical Science

Modern methods of Teaching Physical Science: Group Discussion, Panel Discussion, Workshop, Seminar, Symposium, Team Teaching, Supervised Study, Computer Aided Instruction- Justification for including Physics and Chemistry separately at the higher secondary level.

UNIT-V: Lesson Planning

Developing Lesson Plans using principles of Piaget, Bruner and Gagne-Activity approach in preparing lesson plans-Power point presentation.

UNIT-IV: Individualization of Instruction

Catering individual differences, Identification and care of the Scientifically talented pupils, National Talent Examination, Helping Slow and Gifted learners.

UNIT-VII: Evaluation

Evaluation of Teaching-Criterion referenced tests and Norm referenced tests.

UNIT-VIII: Science Text Book

Qualities of a good Science text book-use of text books inside and outside the class room-Criteria for evaluation of Science textbooks.

UNIT-IX: Science Library

Science Libraries values of school Science Library-School library and Class library-Journals and Magazines in Science, Nationalization of books.

UNIT-X: Problems of Science Teaching

Problems of Science teaching in urban and rural areas - Global problems - Pollution -Diseases - Global warming, over population, malnutrition, superstitious beliefs.

How Science teaching can help in solving them. Developing scientific temper among the people in the society.

PRACTICAL WORK

1. Construction and standardization of diagnostic test in a Physics or Chemistry unit of Standard XI or XII.
2. Preparation of a lesson plan using Power Point presentation.
3. Evaluating reports of 3 websites in Science.
4. Preparation of work sheets

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B.Ed OPTIONAL COURSE
BIOLOGICAL SCIENCE – I

OBJECTIVES

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

- understand the basic principles and practices of Science Education relevant to teaching Biological Science in the Secondary and Higher Secondary Classes .
- learn appropriate teaching techniques.
- acquire adequate skills in using proper and suitable methods of teaching biology
- acquire the knowledge relating to the organization and administration of Biology Laboratory, curricular and co curricular activities the would promote the teaching of Biology and develop in pupils the scientific attitude and a sense of appreciation and interest in Biology.
- acquire skill in constructing tests.
- develop ability to construct a curriculum and to evaluate critically the present curriculum.
- develop skills in preparing and using the appropriate instructional material in Biology.

UNIT I PLACE, GOALS AND OBEJCTS OF BIOLOGY

Biology in the school curriculum – its claims for inclusion – Relation between Biology and other subject, Areas of Knowledge related to Botany & zoology – Interdisciplinary approaches in the school curriculum.

Goals and objectives of teaching Biology with reference to Bloom’s taxonomy. Cognitive, Affective and Psychomotor Domains. Aims of teaching Biology at different levels – Primary, Secondary and Higher Secondary.

UNIT II LESSON AND UNIT PLANNING

Lesson planning – Importance of lesson plans- Writing Instructional Objectives- Planning for specific behaviorual changes. Preparation and use of unit plan – Teaching and Teaching aids Evaluation, Recapitulation and Assignments. Critical study of the objectives of Tamil nadu Text Book Curriculum at different levels

UNIT III MICROTEACHING

Communication skills with reference to Microteaching- Verbal and non – Verbal communication – Microteaching skill of explaining, skill of black-board writing, Skill of stimulus variation, Skill of reinforcement, skill of questioning; Probing Questioning, Skills of Demonstration, Introduction, Achieving Closure- Cycle of operation, Need for a Link lesson – Macro teaching.

UNIT IV METHODS OF TEACHING BIOLOGY

Criteria for selection of a method – Level of the class, size of the class, available time and subject matters. Approaches – Inductive, Deductive, Analytic, synthetic, Heuristic Dalton Plan.

Instructional technology and its application to the teaching of Biology , Programmed instruction, Personalized instruction, computer assisted instruction. Teaching Machines, Special methods – Lecture, demonstration, laboratory, project scientific methods, Seminar , symposium, workshop, panel discussion, biographical and historical method, team teaching and assignment method

UNIT V BIOLOGY LABORATORY

- (I) Practical work in Biology: Importance of practical work – organizing the work of the practice class – laboratory – Accidents and First Aid –safety – school Biology Record- Written notes and drawings.
- (II) Museum – Importance of museum – Preparation of museum materials – Field trip. Maintenance of Aquarium, Vivarium & Terrarium.

UNIT VI TEXT BOOKS

Qualities a good Biology text book – Use of text books in and outside the classroom – Values of a school Biology library – Divisions of Library

UNIT VII CURRICULUM IN BIOLOGY

Principles of curriculum development – Selection of content and organization of subject matter- NCERT Curriculum – BSCS and Nuffield Secondary Science Project

UNIT VIII EDUCATIONAL TECHNOLOGY

Projected Aids – Audio Visual Aids - Audio Video Players – Tapes and CDs, OHP and transparencies – Slide and Film Projectors -Radio and TV (Board cast and Telecast), CCTV, Multimedia Computers, Power Point. Non Projected aids – Charts – Models – (Static and working), Flash cards, Pictures, Chalk, Flannel, Magnetic and Bulletin Boards – Exhibits, CAI, Internet, e-learning etc;

UNIT IX SCIENCE TEACHER

Academic qualification – professional training special qualities required for a science teacher inservice training. Class Room Climate: Flanders interaction analysis

UNIT X EVALUATION AND STATISTICS

- (i) Test and its types – Diagnostic, Prognostic and Achievement tests, Criterion and Norm referenced tests - Principles of test construction, Blue Print and Question bank.
- (ii) Evaluation of students attainment in Biology- Tools of evaluation – The written examination – Evaluation of the practical work in Biology - Marking – Interpretation of results.
- (iii) Various types of test items essays, short answer, completion, matching two choice, multiple choice, Steps in test construction, table of specification – scoring, interpretation and follow up.
- (iv) Measures of central tendency : Arithmetic mean, median , mode, Measure of Variability; range, quartile deviation, average deviation, and standard deviation use and interpretation.
- (v) Correlation – meaning and interpretation, co-efficient of correlation – rank difference method.
- (vi) Graphical Representation of Data – Bar & Pie Diagram, Histogram, Frequency Polygon, Cumulative Frequency curve Ogive, Percentile Ranks, Normal Probability curve & Kurtoises.

PRACTICALS

1. Making charts, improvised apparatus and models.
2. Practice of a minimum of 2 skills under microteaching (Proper records to be maintained)
3. Preparation of laboratory instruction cards.
4. Planning and conducting any four practical classes in Biology and maintaining a record of practical work.
5. Preparation of unit test for a unit in Biology.
6. Designing and carrying out of any one simple investigation of Biology.
7. Collecting and preserving biological specimens
8. Collecting and keeping plants and animals alive for instructional purposes aquarium, terrarium and vivarium.

LEARNING FROM CYBER RESOURCES:

1. Identification and cataloguing of three websites relating to the prescribed school curriculum
2. A comparative evaluation of any two web pages bearing on the same unit in the school curriculum.

SUGGESTED REFERENCE BOOKS

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OPTIONAL COURSE
BIOLOGICAL SCIENCE II

OBJECTIVES:

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

- understand the basic Principles of Biology
- acquaint themselves with Biology curriculum at the higher secondary stage
- acquaint themselves with new developments in Biology
- understand the nature and scope of Biology

UNIT I Introduction

History of Biology- The Great Biologists- The Significant discoveries and inventions.

UNIT II New Developments

Bio Technology, Biochemistry, Biophysics, Developmental Biology, Behaviour and Neurophysiology, Population genetics and Evolution, Genetic Engineering Ecology and Conservation, New Medicine and Radio isotopes.

UNIT III Class Room Interaction Analysis

Nature Objectives – Assumptions- Flanders interaction analysis – Concepts and Principles of teacher influence. Teaching behavior & learning Goals- Implications and Limitations – Reciprocal category system – Equivalent Talk category system.

UNIT IV Reflective practice and the Teacher

The first day of school- complexities of Teaching- The Nature of Reflective practice.

UNIT V Models of Teaching Biological Science

Introduction- Definition – Characteristics –Functions- sources- elements of a model,- Types- With one Illustration for each type of model or Psychological basis of methods of science teaching, Gagne, Bruner and Piaget.

UNIT VI Special Programmes in biological science

Enrichment and remedial science programmes- programme for the gifted- grouping – Science Talent Search programmes.

UNIT VII Instructional Resources in Biological Science

Instructional Resource Centre- Planning- Class room Accessories- Preparation of Teaching Aids – Photographic dark room.

UNIT VIII Co-curricular activities in Biological Science

Strengthening Science Education- Community Resource- Garden- Visual Aids- Excursions- Science Clubs- Nature calendar – Exhibitions, Science Fairs & Field trips

UNIT IX Real Science Projects

Organisms outside the class room – Organisms inside the classroom- The aquaculture project- The seed project- Separating fact from fiction. The Product Test and Rating Project.

UNIT X Extension Education

Meaning – objectives -its success oriented programme- Extension Teaching methods. Extension motivations and Technology programme-extension programme planning extension education programme.

PRACTICALS :

1. Preparing microscopic slides
2. Section cutting and mounting
3. Use of Camera lucida
4. Field Trip- Photo Album, Nature Album.

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B.Ed OPTIONAL COURSE**HISTORY - I****OBJECTIVES**

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

- acquire knowledge of the nature, scope, structure and concepts of history.
- understand the dimensions, classification, geographical foundation of history and its relation with other social science – subject
- realise and appreciate indispensable values of teaching history.
- develop effective teaching skills .
- perceive effective competency in the preparation of lesson and unit plan.
- practice the different teaching - learning strategies.
- understand the principles of curriculum construction.
- get familiarised with the various learning resources for their professional effectiveness.
- understand the various methods of evaluating the classroom teaching.

UNIT I NATURE AND DEVELOPMENT OF HISTORY

1. Meaning and Definitions of history.
2. Nature and Scope of history.
3. Structure and form of history.
4. The different conceptions of history - Biographical Evolutionary, Cyclic, Theistic and Modern Concept.
5. History of history.

UNIT II HISTORY - ITS FEATURES AND DIMENSIONS

1. Dimensions of history - time, place, continuity and development.
2. Classification of history
3. Geographical foundations of history.
4. Relationship between history and other social science subjects.

UNIT III GOALS OF TEACHING HISTORY

1. General Aims and objectives of teaching history.
2. Specific Aims of teaching history at Elementary, High and Higher Secondary stage.
3. Values of teaching history - Practical, Intellectual Social, Moral, Disciplinary and cultural.

UNIT IV TEACHING SKILLS

1. **Teaching Skills** - Microteaching - principles and phases. Introducing a lesson. Explaining, probingquestioning, chalkboardwork, Reinforcement, stimulus variation, closure. Need for a link lesson.
2. **Lesson Plan** - Steps, Writing Instructional Objectives. Bloom's taxonomy - Herbartian Steps - Planning for specific behavioural changes - Selection and organisation of concepts, Teaching Aids Learning Experiences - Evaluation - Recapitulation and Assignment.

UNIT V TEACHING LEARNING STRATEGIES IN HISTORY

1. Different Methods - Lecture, Story Telling, Dramatization. Review and Drill and supervised study.
2. Approaches - Dalton Plan, Inductive, Deductive Unit Method, Discussion, Team Teaching and Multimedia approaches.

UNIT VI EDUCATIONAL TECHNOLOGY

Importance of Audio Visual Aids - Principles of preparation and use of Visual Aids - Charts, Magnetic Boards, Bulletin Boards, Flash Cards, Cutouts, Models (Working and Non Working) Audio Aids, Audio-Players, Tapes, Radio Broadcasts, Audio-Video Players, Video Cassettes CD's Telecast, Computers and multimedia Presentation. Projected Aids, OHP and transparencies, film strip projector, film strip, slide projector and slides.

UNIT VII TEACHING CHRONOLOGY, CONTEMPORARY AFFAIRS

1. Importance, Dimensions of Chronology - Teaching Chronology.
2. Utilising current events and contemporary affairs.
3. History Teaching and National Integration.
4. Developing International Understanding.

UNIT VIII HISTORY CURRICULUM

1. Contents, Principles of Selection : Individual, Social and National Needs.
2. Logical and Psychological (Stages of Development) Chronological and periodical; Concentric and Spiral; Regressive and Progressive; topical and unit approach;
3. Correlation ; Identical, Incidental, Systematic fusion with other Social Sciences.

UNIT IX LEARNING RESOURCES

1. Text Books, Supplementary Reading Material, Work Books, Programmed Instructional Materials, Advanced books on History, Instructional materials for teachers.
2. The History Teacher - Essential qualities and professional growth of History Teacher.
3. The History Class Room, Library and Museum.
4. History Club and its activities.

UNIT X EVALUATION IN HISTORY

1. Concept of evaluation - Objectives - Characteristics of an achievement test - Blue Print - Construction and administration of an achievement test in History.
2. Collection of Data - Interpretation of test scores.
3. Measures of Central Tendency (Mean, Median Mode) Standard Deviation and quartile deviation, Rank Correlation and Co-efficient of correlation.
4. Graphic Representation - Bar and Pie Diagram - Histogram Frequency Polygon - Cumulative frequency polygon and ogive.
5. Individual differences in learning history - Remedial Measures for the backward. Enrichment programme for the gifted

PRACTICALS:

1. Preparing maps, charts, pictures, models etc.
2. Preparing a picture Album / Scrap book.
3. Quiz Programme
4. Dramatization / Writing Historical Stories.
5. Preparing 10 slides in Power Point.
6. Learning from Cyber Resources : Identification, Cataloging and comparing the two web sites relating to the prescribed School Curriculum.
7. Construction of Achievement Test.
8. Practicing 3 micro lessons with 3 different skills.
9. Participating in atleast two seminars (in optional Paper I) presenting two papers.
10. Excursion and field trips.

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B.Ed OPTIONAL COURSE**HISTORY -II****OBJECTIVES**

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

- acquire knowledge of contribution of eminent Historians to the Development of History.
- develop the critical thinking in Curriculum Construction.
- develop effective skill in programmed teaching and model of teaching.
- attain optimum professional growth.
- adopt Action Research Procedure to maintain optimum class room climate.

UNIT I CONTRIBUTION OF EMINENT HISTORIANS TO THE DEVELOPMENT OF HISTORY.

1. Greek Historiography - Herodotus, Thucydides, Xenophone, Polybius, Plutarch;
2. Roman Historiography - Cato, Cicero, Livy, Tacitus.
3. Medieval Historiography - St. Augustine, Ibnkhalidun.

UNIT II

1. Renaissance - Reformation Historiography - Machiavalli, Erasmus, Thomas More, Sir Francis Bacon.
2. Modern Historiography : Elphinstone, Macaulay, Vincent Smith
3. Enlightenment Historiography : Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle
4. Romanticist Historiography : Roussaeu, Kant, Hegal.
5. Utilitarianism Historiography : Bentham, James Mill, John Stuart Mill.
6. Positivistic Historiography : Auguste Comte.
7. Scientific Socialism : Karl Marx.
8. Scientific Historiography : LeopoldVonRanke, Spengler, Collingwood, Toynbee;

UNIT III INDIAN HISTORIOGRAPHY

1. Kalhana, Alberuni, Barani, Abul Fazl.
2. Modern Historiography - Elphinstone, Macaulay, Vincent Smith.
3. R.G. Bhandarkar, K.P. Jayaswal, H.C.Raychaudhri, Lanepoole, J.N.Sarkar, R.C.Majumdar.
4. SouthIndianHistoriography : S.Krishnaswamy Iyyangar, K.M.Pannikar, K.A.Nilakanta Sastri, Sathyanatha Iyer, K.K.Pillai.

UNIT IV CURRICULUM IN HISTORY

1. Recommendations made by Education Committees and Commissions after 1947.
2. Current trends in curriculum changes in History.
3. Critical analysis of content course of History Classes IX, X, XI and XII and Ethics and Indian Culture for XI and XII Classes.

UNIT V THEORIES INFLUENCING SELECTION OF HISTORY MATERIALS.

1. Doctrine of Natural tastes and Interest.
2. Cultural Epoch Theory.
3. Proceeding from near to the remote.
4. Reconciliation of the psychological development of the child with demands of the subject and time allotted.

UNIT VI INSTRUCTION METHODS FOR INDIVIDUAL DIFFERENCES

1. Aptitude Treatment Interaction (A.T.I.)
2. Programmed Learning.

UNIT VII MODELS OF TEACHING AND ITS APPLICATIONS IN TEACHING OF HISTORY

1. Concepts Attainment Model.
2. Advance Organiser Model.
3. Jurisprudence Inquiry Model.

UNIT VIII COMPUTERS IN HISTORY EDUCATION

1. Computer Assisted Instruction
2. Multimedia Presentation
3. Web-Sites, Internet

UNIT IX PROFESSIONAL GROWTH

1. Need and importance of professional growth, programmes for professional growth, professional Ethics of History Teacher.
2. Class Room Climate - Class Room Management.
3. Class room Interaction analysis - Modification of teacher behavior with special reference to history teacher.

UNIT X ACTION RESEARCH IN HISTORY

Identification of the problem - Statement of Objectives - Hypothesis - Data Collection and Analysis - Verification - Findings - Suggestion for corrective action - Followup.

PRACTICALS :

1. Lesson Plan through Power Point.
2. Improvised Teaching Aids.
3. Preparing Programmed learning Materials, Branched Programme Material consisting of 20 frames in History.
4. Preparing Biography.
5. Practicing (2 session each of ten minutes) class room interaction analysis and presenting the Report.
6. Project Report (Field Visit).

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B.Ed OPTIOAL COURSE**GEOGRAPHY - I****OBJECTIVES :**

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

- understand and appreciate the objectives of teaching Geography.
- acquire adequate knowledge of contents in Geography.
- read and interpret maps, graphs and weather charts.
- organise co-curricular activities in Geography.
- develop different skills in using computer.
- acquire knowledge on the current trends in Geography curriculum.
- critically evaluate the text books.
- provide practical experience in making and using software materials.
- practise the different methods and Techniques of Geography

UNIT I : Nature And Scope

Geography - Meaning and definitions, Nature and scope of Geography - Different branches - as a tool to develop national integration and international understanding - correlation of the subject with other school subjects.

UNIT II Aims And Objectives

Aims and objectives of teaching Geography at different levels - primary, secondary and higher secondary - critical study of the objectives existing in the Tamilnadu Text book at different levels.

UNIT III - Curriculum Organization

Principles of Curriculum Construction - Criteria for Selection - Organization of the content - Geography syllabus - critical evaluation.

UNIT - IV - Micro Teaching

Communication skills with special reference to Micro teaching - Introducing a lesson, explaining, stimulus variation, Questioning, Blackboard writing & skill of using maps.

UNIT - V - Planning For Instruction

Principles of Lesson Planning - Importance of Lesson Plan - Writing Instructional objectives and learning outcomes - Salient features of good lesson plan in Geography - format of a typical lesson plan - planning for assignments and homework.

UNIT - VI - Instructional Methods

Story telling - Descriptive - lecture - observation - comparative - Project - Problems solving - Regional - Current event method.

Discussion, Seminar, Symposium, Team teaching, supervised study, Programmed learning - Computer Assisted Instruction.

UNIT VII - Educational Technology

Hardware Materials - Films, Film strips, over head projector, Radio, Tape Recorder, Video player, Television.

Software materials - charts, Display boards, flash cards, ,models, audio tapes, video cassettes & CDS.

UNIT VIII - Basis of Instruction

Geography Room - Need for a separate room - Essential Equipments in Geography room . Textbook - criteria for selection - use of textbooks in and outside the class room - books.

UNIT IX - Geography Teacher

Academic and Professional Qualities - Professional growth - special Qualities – In service training.

UNIT X Evaluation

Principles of test construction - Blue Print - Question bank - Construction and administration of a test - standardizing a test - statistics - Measures of Central Tendency : mean, median, mode- Standard deviation & Co-efficient of correlation.

PRACTICALS :

- (i) Construction and administration of an achievement test in Geography.
- (ii) Practising three micro lessons with three different skills.
- (iii) Preparation of a branched programme material.
- (iv) Evaluating reports of 3 Websites in Geography.
- (v) Collection of specimens in Geography.
- (vi) Preparation of specimens in Geography.
- (vii) Maintaining Weather report - Interpretation of Climatic data.

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B.Ed OPTIOAL COURSE**GEOGRAPHY - II****OBJECTIVES :**

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

- develop the ability to prepare & use appropriate instructional techniques.
- get familiarize with recent trends in education as applied in Geography.
- analyse present day problems in a geographical perspective.
- understand the different techniques in class room teaching.
- get awareness about the trends of research in Geography.
- understand different models of teaching and their implications in Geography.
- plan the instructional strategies catering to individual differences

UNIT I : INSTRUCTIONAL OBJECTIVES

Bloom's Taxonomy of objectives - Instructional objectives and specification of Geography with special reference to cognitive, affective and psychomotor domain.

UNIT II VALUES IN TEACHING

Values of teaching Geography - Practical values - cultural values - social values - disciplinary values.

UNIT III LEARNING RESOURCES

Geography Library - Need and importance of a Geography Library - Books, Magazines, Bulletins, periodicals, Newspapers, Journals & Encyclopaedia. Net based resources - Use of Internet and e learning - Identification of Websites for learning.

UNIT - IV MODELS OF TEACHING

Concept - Characteristics and functions - families of models - concept attainment - model - Advance Organizer Model - Inquiry Training Model.

UNIT - V CLASSROOM CLIMATE

Meaning - Factors influencing - Types - Autocratic, Democratic and Laissez-faire - significance of class room climate - Class room Interaction Analysis

UNIT - VI GEOGRAPHIC PROBLEMS

Geographic problems facing India at present - population, pollution, Global warming, Acid rain, Ozone depletion, Climate change - Disasters - Geography education helps in solving them.

UNIT VII CURRICULUM CHANGES

Current trends and Curriculum changes - a critical analysis of existing teacher education programme in Geography - content course of Geography for classes XI & XII.

UNIT VIII INDIVIDUAL DIFFERENCES

Definition - Identifying Individual difference in attitude and interests - Learning difficulties in Geography - causes - diagnostic and remedial teaching - Enrichment programmes.

UNIT IX PROBLEMS OF TEACHING

Special problems in rural and urban - Less back ground experience - Attitude - Lack of books - Lack of equipments - Non availability of maps - Lack of transport facilities - Lack of training - Less job opportunity.

UNIT IX RESEARCH

Need for research in Geography education - current trends in Geography education - Areas of Research in Geography - problems faced by Geography researchers - An outline of a research proposal.

PRACTICALS :

- (i) Construction and standardization of an achievement test in a Geography unit of achievement test in a Geography unit of Standard XI or XII.
- (ii) Practicing (2 session each of 10 minutes) classroom interaction analysis & presenting the report.
- (iii) Preparation of 2 improvised aids.
- (iv) Construction of an attitude or aptitude test in Geography.
- (v) Critical Analysis of existing Tamilnadu State Board Geography Syllabi for Classes XI & XII.
- (vi) Preparation of a lesson plan for power point presentation.
- (vii) Evaluating reports of 3 websites in Geography.

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B.Ed**OPTIONAL COURSE****HOME SCIENCE -I****OBJECTIVES:**

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

- understand the nature and scope of Home Science.
- acquaint with the objectives of teaching Home Science in secondary and higher secondary schools and help them to plan learning activities according to those activities.
- acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.
- understand the various methods and techniques that can be employed in the teaching of Home Science and to afford them opportunities to employ the various techniques in the classroom teaching.
- develop a practical understanding of the technology of teaching. Home Science and given them practice in the use of various aids relating to the technology of teaching.
- get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Unit-I Nature and Scope of Home Science

Meaning and scope of Home Science- philosophy of Home Science- Home Science and National development.

Unit-II Importance and values of Home Science education

Values- psychological values- economic values- social values- cultural and aesthetic values- spiritual and ethical values.

Unit-III Aims and objectives of Home Science

Goals and objectives of teaching Home Science- classification of objectives in specific behavioral terms- cognitive domain, knowledge, comprehension, application, analysis- affective domain, adjustment, scientific attitudes, values, appreciation and interest.

Unit-IV Microteaching

Principles of microteaching- components- teaching relevant skills- skill of explaining- skill of stimulus variation- skill of reinforcement- skill of questioning- skill of blackboard writing need for link practice in microteaching program.

Unit-V Teacher's plan of action

Lesson planning- importance of lesson plan- writing instructional objectives-planning for specific behavioral change- catering to differing abilities of pupils in a class.

Unit-VI Methods of teaching Home Science

Lecture method- lecture cum demonstration method- laboratory method- problem-solving method- role playing- discussion- seminar- symposium and dramatization.

Unit-VII Modern techniques in teaching Home Science

Assignments- supervised study- team teaching- brain storming- programmed instruction- linear and branching type only.

Unit-VIII Educational technology

Use and principles of hardware: T.V Film, slides, over-head projector, tape-recorder, radio.

Unit-IX Educational technology

Use and principles of software: chalkboard, bulletin board, chart, posters, flannel board, magnetic board, models.

Unit-X Organization of material, organizing

Home Science unit planning- importance of field trip- Exhibition in Home Science- Home Science club- Co-curricular activities.

SUGGESTED REFERENCE BOOKS:

பாஸ்கரன், ப., & பத்மப்ரியா. (2007). *கலைத்திட்ட வளர்ச்சி*. சென்னை: சாரதா பதிப்பகம்

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B.Ed Optional Course**HOME SCIENCE - II****OBJECTIVES:**

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

- understand the principles of curriculum construction and examine critically the Home Science syllabus of the secondary and higher secondary course.
- get familiarized with the problems of laboratory organization, maintenance and administration.
- develop an analytical and creative mind and become effective members of home, school community and profession.
- get familiarized with recent trends in evaluation as applied to Home Science.

UNIT-1: Curriculum in Home Science

Curriculum Development – Meaning – Concept – Curriculum construction –
Curriculum development – Organization of curriculum and syllabus

Unit-II Correlation in Home Science

Correlation – Need – Types of correlation – Correlation with other subjects

Unit-III Environmental Education

Meaning, Need, Aims and Objectives – Advantages of Environmental Education
at Elementary, Secondary, Higher secondary and University level

Unit- IV Home Science Teacher

Competencies associated with success in teaching – Maintaining optimum physical and
mental health – Acquiring breadth and depth in knowledge – Teaching effectively –
Accepting the professional ethics and growth – Personality traits.

Unit- V Relationship between the school and community

Duties and Responsibilities of a Home science teacher – Teacher's contribution to the
school and community.

Unit-VI Home Science Laboratory

Bases of instruction – Home Science Laboratory – organization of the laboratory – Laboratory equipments and their maintenance.

Unit- VII Planning, organization and maintenance

Planning of an all purpose room – Maintenance of records and registers, stock books and accounts books.

Unit-VIII Text book of Home Science

Text books – Criteria of good text books – Critical review of Home science text books used in Higher Secondary schools

Unit IX Examination and Evaluation.

Achievement tests – Essay and objective types – Construction and uses of tests- Diagnostic testing and remedial teaching.

Unit X Research in Home Science Education

Research – meaning, characteristics – Variables – Independent – Dependent – Moderate - Pure - Applied and Action research – Procedure to conduct action research.

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE

COMMERCE AND ACCOUNTANCY EDUCATION – I

OBJECTIVES

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

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy.
- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy.
- Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy.
- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques.
- Develop interests in learning recent developments in Commerce and Accountancy.
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

UNIT: I Commerce

Commerce – meaning – definition – classification – trade, transport, warehouse, banking, insurance and advertisement – comparison of commerce with business and economics, forms of organization – sole trade, HUF –partnership, companies, co operatives and government organization-share market-consumerism – e commerce.

UNIT: II Accountancy

Book keeping – Accountancy – Journal – Subsidiary books – Ledgers- Trail balance – Errors and rectification – Trading, Profit and Loss Accounts – Balance Sheet – Partnership and company accounts – Auditing – Interpretation of financial statements – Electronic accounting, VAT (Value Added Tax) calculation

UNIT III Aims and Objectives

Teaching and Learning – effective teaching – 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.

UNIT: IV Lesson Planning

Lesson planning – types –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 – analyzing the units I and II in terms of lesson plan.

UNIT V Organization of Content And Learning

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

UNIT VI 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 VII 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 – educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

UNIT VIII Achievement Test

Achievement test – characteristics – objectivity, reliability, validity and practicability – forms of test items – multiple choice type – short answer type and essay type – construction of achievement test – steps – blue print, weightage tables, question wise analysis and scoring key.

UNIT IX 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 X Teaching Controversial issues

Teaching controversial issues in Commerce and Accountancy – World Trade Organization (WTO) – GATT – GATS – Liberalization, Privatization and Globalization (LPG) –

Disinvestments – Inflation – Recession – Economic crimes – security scam – rosy picture in the financial statement – Hawala – FERA - FEMA

PRACTICALS :

- Visits to banks, insurance houses, warehouse, trade centers, companies and other business houses.
- Collection of business documents, news paper and magazines articles (cuttings), business forms,
- Organizing and conducting commerce club activities.
- Commerce laboratory practices.
- Updating and contributing through bulletin boards.

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE**COMMERCE AND ACCOUNTANCY EDUCATION – II*****OBJECTIVES:***

At the end of the course, the student teachers 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 curriculum, classroom management techniques 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 preparing curriculum, and using the suitable techniques in test construction.
- Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy.
- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

UNIT: I 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: II Curriculum

Curriculum – principles involved in the curriculum construction – XI and XII standard Commerce and Accountancy syllabus – academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for school and College level, Comparison of CBSE, State Board Commerce and Accountancy Syllabus.

UNIT III 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.

UNIT: IV Instructional Methods - II

Tutorial method-Assignment method-students motivated technique – analytical method – brainstorming-heuristic method-simulation and role playing – team teaching-micro teaching – individualized instructional methods-Methods suitable for teaching Accountancy.

UNIT V Educational Technology

Educational technology in learning Commerce and Accountancy – programmed learning – linear and branching – Personalized System of Instruction (PSI) – Computer Assisted Instruction (CAI) Computer Managed Learning (CML), multi media in learning Commerce – modules – Educational broadcasting and telecasting – interactive video, tele lecture-video conferencing-e-tutoring-Software in Commerce and Accountancy.

UNIT VI Managing classroom

Classroom management – factors influencing classroom management-system approach-input-process-output and feedback-aspects in commerce teaching – class room interaction analysis-class room climate-types of teachers based on leadership styles-teacher dominated pattern, laissez faire pattern and democratically planned pattern-significance.

UNIT VII Instructional Materials

Textbook-reference books-periodicals-business journals, technical documents, survey reports-business documents-news papers-research journals and reports-e-resources-importance of collateral readings..

UNIT VIII Community Resources

Community resources – meaning – types – their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community-field trip-work experience – guest speakers-developing commercial interest and attitude activities.

UNIT IX Commerce Department

Commerce department-commerce laboratory – teacher’s diary – records and registers to be maintained-equipment-essentials and desirable-Commerce club or association activities-school bank –school co operative society.

UNIT X Professional Development

Commerce teacher-professional growth of teacher – pre service and in service programme qualities required for a good teacher – ethics of teacher – social and environmental responsibilities of the commerce teacher-problems faced by the commerce teachers, Research in Commerce education – computer in Commerce and Accountancy teaching and research.

PRACTICALS :

1. Collection of e-learning resources in Education, Accountancy and Commerce
2. Undertaking a project on the success story of a business establishment.
3. Constructing Commerce curriculum to enrich the present higher secondary education.
4. Group work on the preparation of lesson plans in Accountancy.
5. Observing and analysis of Classroom management in schools.

SUGGESTED REFERENCE BOOKS:

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B.Ed Optional Course

Economics I

OBJECTIVES :

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

- understand the value of discipline of Economics.
- acquire knowledge of the nature, scope and development of economics.
- know the aims and objectives.
- acquire awareness about economic problems and their impact on political, social, and cultural trends in Economics.
- understand the need for implementing the methods of catering to individual differences in Economics teaching.
- acquire skills relating to planning lessons and presenting them effectively.
- develop the ability to prepare and use effectively the audio and video
- understand the principles of curriculum construction and organization of subject matter.
- understand the various evaluation techniques of Assessing the Economic s teachers.

Unit I Goals and Objectives

Nature and scope of economics-Aims and values of teaching economics-Objectives of teaching economics based on Bloom's taxonomy-Recent trends in economics aspects-globalization, liberalization and privatization to economics.

Unit II Methods of teaching economics

Method of organizing experience s in teaching lecture method, analytic and synthetic method, heuristic approach, Symposia-discussion-workshop-Brain storming method-panel discussion-simulation workshop-seminar-Importance to individuals catering to individualized instruction-team teaching-computer assisted instruction-Programmed instruction-Instructional model multimedia-self learning packages.

Unit III Lesson and unit planning

Enumeration and derivation of instructional objectives-lesson plan –planning for teaching – developing lesson plans, unit plans-principles of lesson planning-art of lesson plan-procedure and preparation.

Unit IV Instructional aids

The importance of instructional media in relation to teaching economics-Criteria for the selection of instructional media, Use of internet in teaching economics-e-learning. Hardware media –epidiascope-diascope-overhead projector-blackboard, visual media-charts-maps-graphs-diagrams-pictures-power point presentation(multimedia presentation-preparation and use of the instructional media.

Unit V Evaluation and statistics

Tests and its types, diagnostic, prognostic and achievement tests –Criterion and norm referenced tests- Evaluating outcomes of economics teaching-Principles of test construction, Blue Print and question bank, Item Analysis, Reliability, Validity-Standardizing a test.

Construction, administration and uses of Achievement tests-Interpretation of test results.

Diagnostic testing and Remedial teaching.

Statistical tools-measures of central tendency-mean, median and mode-measures of variability-mean standard and quartile deviation, correlation co-efficient, rank order and product moment correlation-graphical representation of data-bar and pie diagram, histogram, frequency polygon-cumulative frequency curve, ogive, percentaile ranks, normal probability curve, kurtoisis, skewenss

Unit VI Curriculum design

Curriculum construction in economics-principles of curriculum construction-.criteria of selection of content matter-organization of content matter.

Curriculum improvement projects in India(NCERT) and abroad (chemstudy, PSSC, CBA, Nuffield)

Unit VII Modern electronic technology in teaching Economics

Instruction-objectives-future trends- emerging technologies in education- teletext-video text-audio conferencing –tele conferencing-computer conferencing-V-SAT(very small aperture terminals)-Internet and intranet-on line teaching.

Unit VIII Resource for teaching Economics

Co curricular activities-organization of economic club-economic exhibitions and fairs-field trips and excursions

Unit IX Economics education in rural areas

Special problems of economics teaching in rural schools, teacher preparation and in-service education-in culcating economic attitudes.

Unit X The Teacher of Economics

Economics teacher-academic, professional qualification and professional growth-special quality - Salient features intrinsic to the teaching of economics-the characteristic qualities to be looked for in a teacher of economics.

PRACTICALS :

- Preparation of observation and demonstration file.
- Preparation of unit plans in economics.
- Preparation of programmed instruction file.
 - a) linear programming(15) frames.
 - b) Branched programming (10) frames.
- Construction and use of achievement test. Analysis and interpretation of test scores.
- Collection of year books, Newspaper, Magazines and articles clippings related to economics.
- Collection of pictures for album related to economic concepts.
- Preparation of workshop file for
 - a) Question Bank
 - b) Instructional media
- Preparation of instructional material file
- Conducting economic survey in a locality with references to Population , Savings
- Preparation of display materials and maintaining bulletin board.
- Multimedia preparation(25 slides)

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B.Ed Optional Course

Economics II

OBJECTIVES

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

- understand the Economical problems facing India.
- understand the nature and scope of Economics.
- understand the Economical and civic realities.
- understand the achievement of planning.
- develop interest in adopting modern method technologies of teaching.
- develop competence in the preparation of programmed learning materials, (Economics textbooks and Workbooks)
- understand the various methods of evaluating the classroom teaching.
- recognize the special problems in teaching Economics in rural schools.
- know the latest developments in subject Economics.

Unit I Introduction:

Aims, Values and scope of Teaching Economics – Changes in Economics teaching – the aims of Economics – The relative value of Economics.

Unit II Methods and Materials of Teaching these Subjects

Use of modern techniques in teaching Economics – Discussion – Seminar – Workshop – Supervised study Scientific Attitudes and its importance to the individual and society – Catering to the individual differences – Instructional model and multimedia – self learning packages – Identification and care of the talented – helping the slow learners in Economics.

Unit III Organisation and Maintenance

Structure and design for schools – Equipping the departmental libraries and museums.

Unit IV Research in Economics

Research in Economics Education – Identifying problems in teaching of Economics – Techniques of conducting and evaluating research in Economics Education

Unit V Problems of Economics teaching and Global

Problems of Economics teaching in urban and rural areas – Global problems – pollution – Diseases – Global warming, over population, malnutrition , superstitions beliefs.

Unit VI Economics Education and political Problems

An understanding of the political problems facing the country – How can political Science Education and Economics Education help in Solving them?

Unit VII Educational technology

Clubs – Guest lectures – Exhibition – Computer assisted instruction – Use of Audio and video tapes in teaching Economics.

Unit VIII Knowledge of Economics

A Knowledge of all the concepts in Economics standard XI and XII

Unit IX Evaluation of Textbooks

Textbooks- Economics – Evaluation of different types of textbooks – CBSE, Matriculation, State Board.

Unit X Evaluation of Economics Teachers

Evaluation by pupils – Self evaluation – Rating by superiors of colleagues – classroom interaction analysis

PRACTICALS :

The following activities are suggested:

1. Maps of India can be drawn showing the following things :
 - a. Birth ratio
 - b. Mortality
 - c. Migration
 - d. Industries
2. Survey to find out the problems of the rural community.
 - a. Poverty
 - b. Malnutrition
 - c. Illiteracy
 - d. Status of women
 - e. Unemployment
 - f. Diseases
 - g. Labour problems
 - h. Investment pattern in relation to Economics of Education

3. Construction and standardization of an achievement test in the subjects.
4. Guest lectures about marketing and other subjects of local and topical interest.

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B.Ed OPTIONAL COURSE**COMPUTER SCIENCE - I****OBJECTIVES**

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

- acquire knowledge on historical evolution of computer and its hardware, software components.
- acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- acquire skills relating to planning lessons and presenting them effectively.
- familiarize with the various methods that can be employed for the teaching of computer science.
- understand the principles of curriculum construction.
- develop skill in constructing tests.

UNIT I Hardware and Software of Computers

Hardware components of a micro computer – Input and Output devices – types of computers – Software : definition – System software – Application software –High level and programming languages – use of computers in schools.

UNIT II Objectives of Teaching Computer Science

Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels : primary, secondary, and higher secondary levels.

UNIT III Micro Teaching

Micro teaching – origin, need, procedure, cycle of operation and uses - Communication skills with reference to Micro teaching: Verbal and non-verbal communication- principles and steps in micro teaching - teaching of relevant skills; Skill of Introduction, explaining, demonstration, stimulus variation, reinforcement, questioning, blackboard writing, - need for link lesson in micro teaching programme.

UNIT IV Lesson and Unit Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioural changes.

Unit planning: Preparation and use of unit plan

UNIT V Instructional Methods

Individualized instruction — programmed instruction – Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitations of CAI, role of teacher in CAI – Computer Managed Instruction.

Lecture – demonstration – Problem Solving – Project method – Scientific method – analytic and synthetic methods. Inductive – deductive approaches of teaching computer science.

UNIT VI Instructional Aids

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

UNIT VII Curriculum in Computer Science

Principles of curriculum development – criteria of selection of content - principles of organizing the selected content – critical evaluation of Tamilnadu higher secondary computer science curriculum.

UNIT VIII Evaluation in Computer Science

The concept of evaluation – objective based evaluation – tools and techniques in evaluation - evaluation for achievement, diagnosis and prediction – Criterion and Norm referenced tests – construction of different types of test :- Principles of test construction and administration of an achievement test – Blue print – Characteristic of a good test –Item analysis – Computer Aided Evaluation - On line examination.

Statistical measures : Measures of central tendency : mean, median, mode – measures of variability : range, standard deviation, average deviation, quartile deviation – rank correlation.

UNIT IX Text Books

Qualities of good computer science text book – use of text book in and outside the classroom – criteria for evaluation of computer science text book – value of the computer science library.

UNIT X Assignment and Review

Assignment – types – need – characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

PRACTICALS :

- Practice of a minimum of three skills on micro teaching
- Preparation of Lesson plan and Unit plan
- Preparation of teaching aids
- Preparation of Programmed Instruction
- Linear Programming (Minimum of 20 frames)
- Multimedia Presentation (Minimum of 20 slides)
- Preparation of transparencies
- Construction of an achievement test
- Critical analysis of content course of standard IX to XII syllabus.
- Identification and cataloguing of three websites relating to the prescribed school curriculum
- Comparative evaluation of any two web pages bearing on the same unit in the school curriculum

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B.Ed OPTIONAL COURSE**COMPUTER SCIENCE II****OBJECTIVES**

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

- develop interest and appreciate various pedagogical principles in teaching of computer science.
- acquire knowledge on preparing and using Computer Assisted Instruction programmes..
- acquire the knowledge relating to the organization and administration of computer laboratory
- understand the need for methods of evaluating the class room teaching behavior.
- acquire knowledge on computer software and growing capability of computer technology.
- acquire knowledge on latest trends in Information Technology and assessment techniques..

UNIT I Techniques in the Teaching of Computer Science

Brainstorming – Buzz session – Simulation -Seminar-symposium-group discussion-panel discussion-workshop techniques – Programmed learning – Team teaching.

UNIT II Computer Science Teacher

Academic and professional qualification – special qualities required for a computer science teacher- Need and importance of in service training of a Computer Science teacher.

UNIT III Evaluation Of Teachers

Rating by supervisor or colleagues-evaluation by pupils- self-evaluation-classroom interaction analysis.

UNIT IV Planning And Maintenance of Computer Laboratory

Need for planning the computer laboratory – special features of computer laboratory- essential infrastructure- laboratory management – organization of practicals for pupils – maintenance of records- discipline in the laboratory.

UNIT V Computer Education

COMPUTER SOFTWARE ; Categories of software different procedures for acquiring software advantages – the ethical and practical issues involved in the software piracy

COMPUTER TECHNOLOGY; The growing capability of computer technology- use of robots- artificial intelligence- office automation.

UNIT VI Writing (CAI) Instructional Programmes

A systematic plan for developing CAI programmes.

Designing a CAI lesson; specification of objectives – front-end analysis- outcome specification of lesson design- Lesson development- lesson validation.

Common CAI frames; Introduction- menu page- teaching frames- criterion test frame – feed back (remedial) frames- reinforcement frames- graphics frames.

UNIT VII Classroom Management

Classroom management : meaning, factors influencing classroom management – significance of classroom climate – teacher dominated, laissez-faire and democratic patterns.

UNIT VIII Educating The Exceptional Children

Slow learners – remedial measures for the slow learners - Gifted children – identification and enrichment programme for the gifted children – role of the teacher in such directed study programme.

UNIT IX Latest Trends In Information Technology

Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ Based learning – Tele conferencing – Video conferencing .

UNIT X New Developments In Evaluation

E-assessment : definition, types of e-assessment – risk involved in using e-assessment – limitations of e-assessment.

PRACTICALS :

- Construction of an diagnostic test
- Preparation of branched programme material consisting of twenty frames in Computer Science
- Preparation for lesson plan for power point presentation
- Evaluating reports of three web sites in Computer Science

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B.Ed OPTIONAL COURSE
TEACHING OF SOCIAL SCIENCES- I

OBJECTIVES

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

- develop skills of understanding the skill of teaching of social science
- use the concepts of psychological principles in teaching and learning situation
- learn appropriate teaching techniques
- develop curriculum and to evaluate critically the present curriculum

UNIT I Place of Psychology in Schools

Psychology in the school curriculum - Teaching learning process – Relation between psychology and other subjects- Fundamental psychological principles – application of psychology in teaching – goals and objectives of teaching psychology with reference Bloom’s taxonomy cognitive . Affective and psychomotor levels.

UNIT II Indian Culture in School Curriculum

Indian culture in the school curriculum – Teaching learning process- Relation between culture and other subjects – Fundamental values – application of Indian culture in teaching – goals and objectives of teaching Indian culture with reference to Bloom’s taxonomy : Cognitive, Affective and Psychomotor levels.

UNIT III Sociology in School Curriculum

Sociology in the school curriculum – The concept of socialization at the school level – Peer group teaching – Relation between sociology and other subjects – Fundamental values rules and regulations of the society – application of sociology in classroom situation – goals and objectives of sociology with reference to Bloom’s taxonomy: Cognitive, Affective and Psychomotor levels.

Political Science in School Curriculum

Political science in the school curriculum – Aims of teaching political science at higher secondary school – level –goals and objectives of teaching political science with reference Bloom’s taxonomy Cognitive , Affective and psychomotor levels.

UNIT IV Philosophy in School Curriculum

Philosophy in the school curriculum – Aims of teaching philosophy at higher secondary school level – goals and objectives of teaching philosophy with reference to Bloom’s taxonomy Cognitive, Affective and Psychomotor levels.

UNIT V Micro Teaching of Social Sciences

Microteaching – Importance – cycle of operation – Microteaching skill of black board writing – skill of stimulus variation – skill of reinforcement – skill of questioning – skill of demonstration – Use of charts, models in teaching of social sciences.

UNIT VI Lesson and Unit Planning

Lesson plan – importance of lesson plans in social science – Essential aspects of a lesson plan – Teaching aids – multimedia presentation – internet and evaluation of units – unit plan – preparation and uses

UNIT VII Instructional Strategies and Approaches in Teaching Social Science

Teaching methods – criteria for selection of a method – Teacher centered and student centered methods – Lecture method – Lecture cum demonstration method – Biographical method – Team Teaching – Group discussion – Panel discussion – Seminar – Symposium – Workshop – Assignment method – Programmed instruction – Computer assisted instruction

UNIT VIII Test-Construction

Test and its types – Diagnostic, Prognostic and Achievement tests, Criterion and Norm Referenced tests – Principles of test construction , blue print and question bank

UNIT IX Types of Test and Evaluation

Various types of test items essays, short answer, completion, matching, two-choice, multiple choice, Steps in test construction, table of specifications – scoring, interpretation and follow-up Evaluation – formative and summative evaluation – blue print- achievement tests – diagnostic and remedial teaching.

UNIT X Media and Related Skills

Nature of instructional media – Classification of instructional media – Use of mass media in classroom instruction – uses of internet in teaching of psychology, sociology, civics and philosophy – integration of media.

SUGGESTED REFERENCE BOOKS:

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B.Ed OPTIONAL COURSE
TEACHING OF SOCIAL SCIENCES- II

OBJECTIVES

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

- understand the basic principles of social science
- acquaint themselves with social science curriculum at the higher secondary level.
- acquaint themselves with new developments in social science.
- understand the nature and scope of social science

UNIT I Introduction to Social Science

History of Indian culture, sociology, political science, psychology- The great scientists in social sciences – Testing program in psychology and its uses – National integration – Indian and western philosophers.

UNIT II Classroom Interaction Analysis

Nature- Objectives – Assumptions – Flander’s Interaction Analysis – Concepts and principles of teacher influence – Teaching behavior – Classroom climate – Implications and limitations – Reciprocal category system – Equivalent talk category system

UNIT III Models of Teaching Social Science

Introduction – Definition – Characteristics – Functions – Sources – Elements of a model – Types with one illustration – Psychological basic models of social science teaching – Gagne, Bruner and Piaget

UNIT IV Instructional Resources

Instructional Resources Centre – Planning – Classroom accessories – Preparation of teaching aids – Photographic dark room – Preparation of slides, models and working models – multimedia presentation – PowerPoint presentation.

UNIT: V New Developments

Psychometrics – metacognition – testing program in psychology and sociology – Modern philosophers and their contribution in philosophy – social justice and civic responsibility of adolescence.

UNIT VI Teaching and Learning Process

Meaning of learning – Importance of learning in human life- Characteristics of learning – Learning theories – Thorndike’ Trial and error – Learning curves – Pavlov’s classical conditioning – Skinner’s Operant conditioning- Gestalt theory of insight learning – Importance of learning theories in social sciences.

UNIT VII Social Science Teacher and Teacher Competencies

Role of social science teacher, ways and means of developing professional competency, competencies relating to subject and content, Methodology, Class management, Assessment , Competencies relating to the school , Teacher exchange programmes.

UNIT VIII Philosophical Conceptions of Education

Philosophy and education – Idealism and Realism – Naturalism- Pragmatism – Humanism and Existentialism – traditional Indian philosophy and Indian culture

UNIT IX Sociological Concepts of Education

The role of society in developing culture – traditional society – modern society – teaching skills and sociology.

UNIT X Psychological Conceptions of Education

Adolescence and characteristics – cognitive affective behavior of adolescence – intelligence and creativity – aptitude, attitude and interest of adolescence – individual differences among adolescence

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Note:-

- **This is only draft regulation and Syllabus**
- **Approved Syllabus will be sent to all affiliated colleges during June 2009 for adoption for the year 2009 - 10.**