



**Avinashilingam Institute for Home Science and Higher Education for Women**  
**Conceptual Framework of Curriculum**  
**B.Ed. Two year program (with practical)**  
**For Students Admitted from 2023-24 and onwards**

Part	Semester	Course / Components		Hours of Instruction /Week/ Course	Number of Courses	Credit/ Course	Total Credits	
I	Part – I (Theory +Tutorial/ Theory+ Practical)							
	I-IV	Discipline Specific Core Courses	Core Courses	3-4	9	3-4	29-36	
	I-IV		School Subject	5	8	4	32	
	III	Self Study		1	1	4	4	
	III	Computer Based Test (CBT) (Fundamentals/ Principles of domain subject)			1	2	2	
	I&III	Discipline Specific Elective Courses*		3	2	3	6	
	III	Generic Elective Course** Theory + Tutorial / Theory + Practical		2	1	2	2	
Part-II (Practical)								
II	III & IV	Enhancing Professional Capacities(EPC) Courses		4	4	2	8	
	I-IV	Discipline Specific Core Courses (School Subject and General)		4	3	1-8	17	
Part – III								
III	I	Ability Enhancement Compulsory Courses(AECC)		Environmental Studies	4	1	4	4
	II			Fundamentals of Research	2	1	2	2
	I		Skill Based Compulsory Courses	Leadership Training	30 Totally	1	2	2
	I			Communication Skills	2	1	2	2
	II			Soft Skills	2	1	2	2
	I & II	Skill Enhancement Courses (SEC)	Value Based Courses***	Elective I: CSS / Community Engagement and Social Responsibility / Adult Education	2	1	2	2
	III			Elective II: Value Based Course	2	1	2	2
	IV			Elective III: Gandhian Thoughts/ Gender and Education / Ideals of Dr.Ambedkar/Any other	2	1	2	2
		Total Credits						118

**Minimum credits required to earn the B.Ed degree : 118+2**

\* Discipline Specific Elective Courses should be related to their own core courses

\*\* Generic Elective Course should be opted by the students offered by other Departments.

\*\*\* Value Based Courses should be opted by the students offered by other Departments

**Total Credits to earn the degree**

1. Part I Components - 75 Credits

2. Part II Components – 25 Credits

3. Part III Components – 18 Credits

4. Minimum One Course should be from SWAYAM MOOCS/NPTEL-2 to 4 Credits



## **Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)

Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

### **Department of Education**

#### **B.Ed.**

#### **PO – Programme Outcomes**

1. Apply the knowledge of fundamental subjects to solve classroom problems.
2. Develop core competencies such as communication skills, establishing rapport with stakeholders, by attaining desired learning outcomes.
3. Design innovative pedagogy to meet the diversified needs of the students.
4. Develop professional competencies for classroom management.
5. Enhance knowledge required to design teaching strategies.
6. Adapt modern tools and resources to develop knowledge and skills with problem-solving, critical & creative thinking in classroom practices.
7. Develop professional competencies required for assessment of classroom practices and maintaining records in a school.
8. Integrate knowledge, skills, and competency to meet societal needs by collaborating with stakeholders.
9. Equip with basic skills to analyze teaching, learning, and evaluation.
10. Demonstrate core values such as commitment to the profession and ethical integrity to engage in independent and life-long learning for holistic development.
11. Emerge as an inspiring teacher, entrepreneur, administrator, and value-based social leader in the modern global arena.

#### **PSO – Programme Specific Outcomes**

1. Mould an effective teacher in their respective subject with required knowledge and skills.
2. Design innovative teaching learning strategies and resources to meet the diversified needs of the learner.
3. Develop skills on basic research, communication, reflection, art, aesthetics, theatre, self-expression and ICT.



**Avinashilingam Institute for Home Science and Higher Education for Women**

**B.Ed. Two year Programme (with practical)**

**Scheme of Instruction and Examination (For students admitted from 2023-24 & onwards)**

Scheme of Instruction and Examination (For Students admitted from 2019-20 onwards)									
Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No. of Credits
First Semester									
1	Discipline Specific Core Courses - Theory								
	23BEDC01	Teacher in Emerging Indian Society	3	-	3	30	70	100	3
	23BEDC02	Introduction to Educational Psychology	4	1	3	30	70	100	4
	23BEDC03	Educational Administration	3	-	3	30	70	100	3
	Discipline Specific Core Courses (School Subject) - Theory								
	23BEDM11 (or)	1. School Subject I: Introduction to Mathematics Education (or)	4	1	3	30	70	100	4
	23BEDP11 (or)	2. School Subject I: Introduction to Physical Science Education (or)							
23BEDB11 (or)	3. School Subject I: Introduction to Biological Science Education (or)								
23BEDH11 (or)	4. School Subject I: Introduction to Home Science Education (or)								

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No. of Credits
I	23BEDI11 (or) 23BEDE11 (or) 23BEDS11	5. School Subject I: Introduction to History Education (or) 6. School Subject I: Introduction to Economics Education (or) 7. School Subject I: Introduction to English Education							
	23BEDG21	School Subject II: Basic Skills of English Language Teaching and Learning	4	1	3	30	70	100	4
	<b>Discipline Specific Elective Courses - Theory</b>								
	23BEDL1A (or) 23BEDL1B (or) 23BEDL1C (or) 23BEDL1D (or) 23BEDL1E	1. Discipline Specific Elective –I: Elementary Education (or) 2. Discipline Specific Elective –I Value Education (or) 3. Discipline Specific Elective –I: Guidance and Counselling (or) 4. Discipline Specific Elective –I: Introduction to Special Education (or) 5. Discipline Specific Elective –I: Secondary Education	3	-	3	30	70	100	3



Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No. of Credits
II		Discipline Specific Core Courses (School Subject and General) - Practical							
		Practical I - School Subject I	-	4					
		Practical II - School Subject II	-	4					
		Practical III – General Practical	-	1					
III		Ability Enhancement Compulsory Course(AECC) – (Non CGPA Course)							
	23BAEES1	Environmental Studies	4		Remarks				4
		Skill Enhancement Courses(SEC) – (Non CGPA Course)							
	23BXLT01	Skill Based Compulsory Course - Leadership Training	30 Totally			100	-	100*	2
					Remarks				
	23BDCS01	Skill Based Compulsory Course Communication Skills	2			50	50	100*	2
					Remarks				
		Value Based Course - Elective I: CSS / Community Engagement and Social Responsibility / Adult Education	1	1					
	Total 29								
	Second Semester								
I		Discipline Specific Core Courses - Theory							
	23BEDC04	Development of Educational System in India	3	-	3	30	70	100	3
	23BEDC05	Learning for Human Development	4	1	3	30	70	100	4
	23BEDC06	Educational Evaluation and Assessment	3	1	3	30	70	100	3
	23BEDC07	Perspectives in Inclusive Education	3	-	3	30	70	100	3
		Discipline Specific Core Courses (School Subject) - Theory							
	23BEDM12 (or) 23BEDP12 (or) 23BEDB12	1. School Subject I: Methods and Techniques of Teaching Mathematics (or) 2. School Subject I: Methods and Techniques of Teaching Physical Science (or) 3. School Subject I: Methods and Techniques of Teaching Biological Science	4	1	3	30	70	100	4

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No. of Credits
I	(or) 23BEDH12	(or) 4. School Subject I: Methods and Techniques of Teaching Home Science							
	(or) 23BEDI12	(or) 5. School Subject I: Methods and Techniques of Teaching History							
	(or) 23BEDE12	(or) 6. School Subject I: Methods and Techniques of Teaching Economics							
	(or) 23BEDS12	(or) 7. School Subject I: Approaches, Methods and Techniques of Teaching English							
	23BEDG22	School Subject II: Teaching English as a Second Language	4	1	3	30	70	100	4
II	Discipline Specific Core Courses (School Subject and General) - Practical								
		Practical I - School Subject I	-	4					
		Practical II - School Subject II	-	4					
		Practical III – General Practical	-	1					
III	Ability Enhancement Compulsory Course (AECC) – (Non CGPA Course)								
	23BAEFU1	Fundamentals of Research	2			50	50	100*	2
						Remarks			
	Skill Enhancement Courses(SEC) – (Non CGPA Courses)								
	23BDSS01	Skill Based Compulsory Course - Soft Skills	2			50	50	100*	2
						Remarks			
	23MXCSS1 / 23MXCSR1/ 23MXAED1	Value Based Course - Elective I: CSS / Community Engagement and Social Responsibility / Adult Education	1	1		50	50	100*	2
					Remarks				
Total 27									
Third Semester									
I	Discipline Specific Core Courses-Theory								
	23BEDC08	Teacher Behaviour (Self Study)	1	-	3	100	-	100	4

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No .of Credits
I	23BEDCM1 / P1/B1/H1/ I1/E1/S1	Education and School Subject (Computer Based Test)	-	-	1		100	100	2
<b>Discipline Specific Core Courses (School Subject) - Theory</b>									
I	23BEDM13 (or) 23BEDP13 (or) 23BEDB13 (or) 23BEDH13 (or) 23BEDI13 (or) 23BEDE13 (or) 23BEDS13	1. School Subject I: Curriculum and Resources in Mathematics Education (or) 2. School Subject I: Curriculum and Resources in Physical Science Education (or) 3. School Subject I: Curriculum and Resources in Biological Science Education (or) 4. School Subject I: Curriculum and Resources in Home Science Education (or) 5. School Subject I: Curriculum and Resources in History Education (or) 6. School Subject I: Curriculum and Resources in Economics Education (or) 7. School Subject I: Curriculum and Resources in English Education	4	1	3	30	70	100	4
I	23BEDG23	School Subject II: Enriching Language Learning through Information and Communication Technology (ICT)	4	1	3	30	70	100	4

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination										
			T	P	Duration of Exam	CIA	CE	Total	No. of Credits						
I	Discipline Specific Elective Courses - Theory														
	23BEDL2A (or) 23BEDL2B (or) 23BEDL2C (or) 23BEDL2D (or) 23BEDL2E	1.Discipline Specific Elective-II : Pre-Primary Education (or) 2.Discipline Specific Elective-II: Life Skills for Student Teachers (or) 3.Discipline Specific Elective-II: Introduction to Learning Disability (or) 4.Discipline Specific Elective-II: Human Rights Education (or) 5.Discipline Specific Elective-II: Alternative Education	3	-	3	30	70	100	3						
	Generic Elective Course														
	Generic Elective								2		3	100	-	100	2
	Enhancing Professional Capacities (EPC) Courses - Practical														
	II	23BEDEP1	Enhancing Professional Capacities (EPC): Reading and Reflection on Text	-	4	-	50	-	50	2					
		23BEDEP2	Enhancing Professional Capacities (EPC): Drama and Art in Education	-	4	-	50	-	50	2					

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	N o. of Credits
II	Discipline Specific Core Courses (School Subject and General) - Practical								
		Practical I – School Subject I	-	4					
		Practical II – School Subject II	-	4					
		Practical III – General Practicals	-	1					
III	Skill Enhancement Courses (SEC) – (Non CGPA Course)								
	Value Based Course Elective II: Value Based Course	2hrs		100	-	100*	2		
				Remarks					
				Total			25		
Fourth Semester									
I	Discipline Specific Core Courses-Theory								
	23BEDC09	Gender, School and Society	3	-	3	30	70	100	3
	23BEDC10	Education for Health and Nutrition	3	1	3	30	70	100	3
	Discipline Specific Core Courses (School Subject) - Theory								
I	23BEDM14 (or)	1. School Subject I: Professionalising Mathematics Education (or)	4	1	3	30	70	100	4
	23BEDP14 (or)	2. School Subject I: Professionalising Physical Science Education (or)							
	23BEDB14 (or)	3. School Subject I: Professionalising Biological Science Education (or)							
	23BEDH14 (or)	4.School Subject I: Professionalising Home Science Educat (or)							
	23BEDI14 (or)	5. School Subject I: Professionalising History Education (or)							

Part	Course Code	Title of the Paper	Hrs. of Instruction		Scheme of Examination				
			T	P	Duration of Exam	CIA	CE	Total	No .of Cred its
I	23BEDE14  (or) 23BEDS14	6. School Subject I: Professionalising Economics Education  (or) 7. School Subject I: Professionalising English Education							
I	23BEDG24	School Subject II: English Language Teaching in India	4	1	3	30	70	100	4
II		Enhancing ProfessionalCapacities (EPC) Courses - Practical							
	23BEDEP3	Enhancing Professional Capacities (EPC): ICT in Education	-	4	-	50	-	50	2
	23BEDEP4	Enhancing Professional Capacities(EPC): Understanding the Self	-	4	-	50	-	50	2
		Discipline Specific Core Courses (School Subject and General) - Practical							
	23BEDP01	Practical I - School Subject I	-	4	3	250	100	350	8
	23BEDP02	Practical II – School Subject II	-	4	3	250	100	350	8
	23BEDP03	Practical III – General Practicals	-	1	-	100	-	100	1
III	Skill Enhancement Courses (SEC) – (Non CGPA Course)								
	23BVBGT1/ 23WSVB2 /23BVBIAI	Value Based Courses - Elective III: Gandhian Thoughts/ Gender and Education / Ideals of Dr.Ambedkar/Any other	2		100	-	100 *	2	
					Remarks				
						Total		37	
OVER ALL TOTAL								3200 118	

Minimum credits required to earn the B.Ed degree : 118+2

Part I Components - 75 Credits

Part II Components - 25 Credits

Part III Components - 18 Credits

**Total-118 credits**

**Minimum One Course should be from SWAYAM MOOCs / NPTEL**

**23BEDMC1 - MOOC Course (I – IV Semester) – 2 to 4 Credits**

**\*Marks converted to Remarks**

## **Other courses to be undergone by the students:**

### **Part-III**

#### **1. Ability Enhancement Compulsory Courses (AECC)**

Subject Code	Course Title	Semester	No of .Credits
23BAEES1	Environmental Studies	1	4
23BAEFU1	Fundamentals of Research	2	2

**2. Skill Enhancement courses** are Skill Based Courses and / or Value Based Courses which are aimed at providing hands on training, competencies, skills etc. and may be opted by the students from the electives offered by the departments or from SWAYAM MOOCs / NPTEL

#### **A. Skill Based Compulsory Courses**

Subject Code	Course Title	Semester	No of .Credits
23BXLTO1	Leadership Training	1	2
23BDOS01	Communication Skills	1	2
23BDSS01	Soft Skills	2	2

#### **B. Value Based Courses**

Subject Code	Value Based Course	Semester	No of .Credits
23MXCSS1 / 23MXCSR1/ 23MXAED1	<b>Elective I:</b> CSS / Community Engagement and Social Responsibility / Adult Education	1-2	2
	<b>Elective II:</b> Value Based Course	3	2
23BVBGT1/ 23WSVB2 /23BVBIAI	<b>Elective III:</b> Gandhian Thoughts/ Gender and Education / Ideals of Dr.Ambedkar/Any other	4	2

#### **3. MOOC Courses:**

Subject Code	Course Title	Semester	No of .Credits
23BEDMC1	MOOC Course	1- 4 Semester	2 to 4

## **Courses offered by the Department of Education to other Departments**

### **A. Value Based Courses**

S.No	Subject Code	Value Based Course	Semester	Hours of Instruction	Credits/ Course
				Theory + Practical / Theory + Tutorial	
1	23BEDV01	Advanced Art and Craft	3	4	2
2	23BEDV02	Competency Enhancement Skills	3	4	2
3	23BEDV03	Instructional Design and Presentation Skills	3	4	2

### **B. Generic Elective Course**

Generic Elective offered for B.Ed Spl.Edn & B.P.Ed students.

S.No.	Generic Elective Course	Semester	Hours of Instruction	Credits
			Theory +Tutorial	
1.	23BEDO01-Montessori Education	3	2	2

Generic Elective offered for Under Graduate students admitted from 2023-24 & onwards

S.No.	Generic Elective Course	Semester	Hours of Instruction	Credits
			Theory +Tutorial	
1.	23BEDGE1-Indian Education	I/III/IV	5+1	6



**Total Credits to earn the degree**

1. Part I Components - 75 Credits  
(Discipline Specific Core Courses - Theory - 61 Credits; Self Study - 4 Credits;  
Computer Based Test (CBT) - 2 Credits; Discipline Specific Elective Courses - 6 Credits;  
Generic Elective Course - 2 Credits)
2. Part II Components - 25 Credits  
(Enhancing Professional Capacities (EPC) Courses - 8 Credits;  
Discipline Specific Core Courses - Practical - 17 Credits)
3. Part III Components - 18 Credits  
(Ability Enhancement Compulsory Courses (AECC) - 6 Credits;  
Skill Based Compulsory Courses - 6 Credits; Value Based Courses - 6 Credits)
4. Minimum One Course should be from SWAYAM MOOCs / NPTEL - 2 credits

**Minimum 118 + 2 credits to earn the degree**

**Semester II**  
**23BAEFU1**

**No. of credits: 2**

- To introduce the importance of research.
- To impart knowledge on the methods of data collection and analysis
- To give basic foundation of statistics.
- To introduce the skill of report writing

**Definition – Significance of Research – Types of Research – Scope of Research – Defining the research problem – Steps in Research – importance of research problem – Research Objectives – Research Protocol – outcomes of research – Understanding concepts, constructs, variables.**

**Methods of data collection – Primary and Secondary data collection methods, qualitative methods of data collection and survey methods of data collection-Most popular methods: Direct observation, Experiments and Survey-Population and sampling – Types of sampling.**

**Basics of data analysis - Measurement Scales, Sources of error in measurement. Measures of central tendency (Mean, Median, Mode), Measures of dispersion (Range, Mean Deviation, Standard Deviation) - Diagrammatic and Graphical representation of Data.**

**Types of hypothesis- Testing of Hypothesis - Type I and Type II error- Testing the difference between means (Z & t-test), ANOVA and Chi square test (basics only)**

**Report generation –Report writing - Bibliography – Importance of Research Ethics and Integrity- Misconduct in research and consequences of misconduct**

### Identifying a problem and using appropriate statistical tools

**Text Book:**

1. Kothari C. R (2016)., Research Methodology, Sultan Chand publications, New Delhi.

**Reference Books:**

1. Krishnaswami O.R, Ranganatham M (2016), Methodology of Research in Social science, Himalaya Publishing House, Delhi.
2. Paneerselvam. R (2016), Research methodology, PHI learning, New Delhi.
3. Deepak Chawla and Neena Sodhi (2016), Research Methodology, Vikas Publishing House, New Delhi.
4. Gupta, S.P. (2007), Statistical Methods, Sultan Chand & Son Publication, New Delhi.

## Teacher in Emerging Indian Society

Semester I

Hours of instruction Per week: 3

23BEDC01

No. of credits:3

### Objectives

To enable the student teacher

1. realize the importance and role of education in the progress of Indian society
2. understand the relationship between philosophy and education and the implications of Philosophy on Education
3. analyse the contribution of great educators to the field of education
4. recognize the need to study education in a sociological perspective to promote the development of a sense of commitment to the teaching profession and social welfare
5. promote peace and values and create awareness on Environment in the society

### Unit I Philosophy of Education

9

Education- Nature, Meaning and Objectives. Philosophy: Meaning, Nature and Scope – Relationship between Philosophy and Education. Major Philosophical systems- Idealism, Realism, Pragmatism, and Naturalism and their impact on education.

### Unit II School of Thought

9

Educational thoughts and implications of Western thinkers and Indian thinkers with specific reference to Rousseau, Froebel, Dewey, Montessori, Swami Vivekananda, Rabindranath Tagore and Mahatma Gandhi.

### Unit III Indian Constitution and Education

9

Knowledge about the Indian Constitution and its Directive Principles, various Articles mentioned in the Constitution relevant to education. Meaning of Secularism, and Democracy. Equalization of educational opportunities. Eradication of illiteracy- NLM, SSA, DPEP, OB. Constitutional and Governmental provisions for education of socially, culturally and economically deprived. Achieving a learning society in terms of Distance Education and Open University.

### Unit IV Sociology and Education

Sociological bases of education- Education as an agent of social change and a tool of economic development, Education and HRD. Culture and Education. National Integration and International Understanding- meaning, need and role of educational institutions. 9

### Unit V Trends in Education

Environmental Education - Meaning, need, aims and objectives and its promotion at different levels. Value and Peace Education- meaning, need, aims and objectives and its promotion at different levels. 9

**Total Hours: 45**

**Text Books :**

1. Aggarwal, J.C. & Noushad, H. (2016). *Socio –Philosophical Perspectives of Education*, New Delhi: Shipra Publishers
2. Biswal, U. N. (2005). *Philosophy of Education*. New Delhi: Dominant Publisher.
3. Dhawan, M. (2007). *Philosophy of Education*. New Delhi: Isha Books.
4. Ghosh, S. (2009). *Education in Emerging Indian Society*. New Delhi: PHI Learning Pvt. Ltd.
5. Ravi, S.S. (2015). *Philosophical and Sociological Bases of Education*, Delhi: PHI Learning Private Ltd.
6. Seetharamu, A. (2008). *Philosophies of Education*. New Delhi: APH Publishing House.
7. Siddiqui, M. (2008). *Philosophical and Sociological Foundations of Education*. New Delhi: APH Publishing Corporation
8. Swaroop Saxena & Sanjay Kumar (2016). *Philosophical and Sociological Foundations of Education*, Meerut: R. Lall Book Depot.
9. Ravi, S.S. (2015). *Philosophical and Sociological Bases of Education*, Delhi: PHI Learning Private Ltd.

**References:**

1. Dash, B. (2009). *Encyclopaedia of Education in Emerging Society (Vols. I, II, & III)*. New Delhi: Dominant Publishers and Distributors
2. Dash, B. (2007). *Theories of Education and Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors
3. Pathak, R. (2007). *Philosophical and Sociological Perspective of Education*. New Delhi:
4. Sharma, Y. (2007). *4. Education for Values, Environment and Human Rights*. New Delhi: Deep and Deep Publications Atlantic Publishers.

**Web Links:**

1. [https://en.wikipedia.org/wiki/Philosophy\\_of\\_education](https://en.wikipedia.org/wiki/Philosophy_of_education)
2. <http://www.yourarticlelibrary.com/constitution/12-major-constitutional-provisions-on-education-in-india/45230>
3. [Content/Pages/Result.aspx?p=Paper01&s=BED&Name=B.Ed.&PaperName=Education%20in%20the%20Emerging%20Indian%20Society](#)
4. [http://wikieducator.org/SOCIOLOGY\\_OF\\_EDUCATION](http://wikieducator.org/SOCIOLOGY_OF_EDUCATION)

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. become visionaries of education with sound knowledge of philosophical and sociological foundations of education
2. integrate the best features of various philosophies and evolve new educational philosophies and apply them in the field of education
3. analyse and evaluate the diverse needs of learners from the sociological perspective and develop new trends in educational system which are beneficial to the society
4. act as an agent for the promotion of values, peace and environmental conservation
5. emerge as efficient social leaders and imbibe a sense of commitment to the establishment of an egalitarian society

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H		H		M		M			H	M	H	M	
CO 2	H		H				M			M	M	H	H	M
CO 3	M		H							M	M	H	M	
CO 4								M		H	H			
CO 5								M		H	H			

## **Introduction to Educational Psychology**

**Semester I**

**Hours of instruction Per week:5**

**23BEDC02**

**No. of credits:4**

### **Objectives**

To enable the student teacher

1. develop and understand the basic concepts of Educational Psychology
2. acquire knowledge of the physical, mental, emotional and social aspects of human growth, development and maturation
3. gain insight of mental health and hygiene
4. apply their knowledge to deal effectively with teaching and with the day to day schoolwork
5. grasp the aspects of personality

### **Unit I Introduction to Educational Psychology**

**10**

Educational Psychology - Meaning, Nature and Scope. Methods of Educational Psychology – Introspection, Observation, Experimental, Case Study and Interview.

### **Unit II Growth and Development**

**15**

Growth and Development - Meaning, principles, factors and stages. Aspects of growth and development - Physical, Mental, Social, Emotional and Moral. Nature and nurture, Developmental tasks and their Educational implications.

### **Unit III Mental Health and Hygiene**

**10**

Mental Health and Hygiene – Definition, characteristics. Conflicts and frustration - types and causes. Strategies to foster mental health and hygiene.

### **Unit IV Principle and Perspectives of Child and Adolescence**

**15**

Need for the study of child psychology, Theories relevant to child psychology - Freud's Psychoanalytic, Piaget's cognitive. Maturation and Learning in pre – school and elementary school children, reading readiness. Adolescence in Indian context- characteristics and problems of adolescents, their needs and aspirations.

### **Unit V Personality Development**

**10**

Personality – meaning, types, factors influencing personality development, shaping of personality, integrated personality, assessment of personality.

**Practicals:**

1. Identify practical problems among peer groups through psychological methods.
2. Observe the students of childhood & Adolescence stage and list down the characteristics of each group.
3. Administration and Interpretation of any one of the following tests on Peer group.
  - a. Personality test
  - b. Frustration test – Frustration test of Rosenzweig
4. Four experiments in psychology
  - a. Minnesota Rate of Manipulation
  - b. Motor Stability of Hand
  - c. Depth Perception
  - d. Muller Lyre Experiment

**Total Hours: 75****Text books:**

1. Dash, B. (2011). *Text Book of Educational Psychology*. New Delhi : Wisdom Press.
2. Kamaleswar Talwar. (2011). *Conceptual Framework of Educational Psychology*. Adhyayan Publishers & Distributors
3. Kumar, B. &. (2009). *Educational Psychology*. New Delhi: APH Publishing House.
4. Mangal, S.K (2011). *Advanced Educational Psychology 2 nd Edition*. New Delhi : PHI Learning Private Ltd.
5. Purabi Jain. (2012). *Educational Psychology*. New Delhi: Wisdom Press
6. Robinson, S. (2009). *Foundations of Educational psychology 2nd Edition*. New Delhi: Ane Books.
7. Sharma. (2009). *Educational Psychology*. New Delhi: APH Publishing House.
8. Talwar, M. (2009). *Advanced Educational Psychology*. New Delhi: Centrum Press

**References:**

1. Corno, L., & Anderman, E. M. (Eds.). (2015). *Handbook of Educational Psychology*. Routledge.
2. Dash, B. (2011). *Text Book of Educational Psychology*. New Delhi : Wisdom Press.
3. Drasgow, F. (Ed.). (2015). *Technology and Testing: Improving Educational and Psychological Measurement*. Routledge.
4. Duchesne, S. (2015). *Educational Psychology for Learning and Teaching*. Cengage AU.
5. Evans, E. G. S. (2017). *Modern Educational Psychology: An Historical Introduction*. Routledge.
6. Kail, R.V. & Cavanaugh, J.C. (2018). *Human development: A life-span view*. Cengage Learning.
7. Kumar, A. (2011). *Educational Psychology*. New Delhi: Educational Publishers.
8. O'Donnell, A. M., Reeve, J., & Smith, J. K. (2011). *Educational psychology: Reflection for action*. John Wiley & Sons.
9. Tuckman, B., & Monetti, D. (2010). *Educational psychology*. Cengage Learning
10. Wittrock, M. C., & Farley, F. (Eds.). (2017). *The future of Educational Psychology*. Routledge.



**Web Links:**

1. [https://www.edx.org/course/introduction-to-developmental-psychology2.C:\Users\SMART\CLASS\Downloads\http://wikieducator.org/Lesson\\_5:\\_Growth\\_and\\_Development](https://www.edx.org/course/introduction-to-developmental-psychology2.C:\Users\SMART\CLASS\Downloads\http://wikieducator.org/Lesson_5:_Growth_and_Development)
3. <http://www.apa.org/topics/personality/>
4. <https://www.britannica.com/topic/personality5>
5. <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CHILDHOOD%20AND%20GROWING%20UP.pdf>

**Course Outcome:**

On successful completion of this course the learner will :

1. apply the knowledge of educational psychology in fostering the growth and development
2. identify important cognitive stages of development, the typical age range of each stage and the ways the teachers can use that knowledge in curriculum transaction
3. guide the adolescents to her level in setting appropriate aspiration
4. understand the nature of personality and foster integrated personality among students
5. help children to overcome conflicts and frustration and apply the strategies to foster mental health and hygiene

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H		M	H								H		
CO 2	H	H	M			M	H	H						
CO 3	H				H					H	H			H
CO 4	H	M			H							H		
CO 5	H						M	M						

**Objectives**

To enable the student teacher

1. understand the concept and concerns of educational administration
2. develop an understanding of the role of the headmaster and the teacher in school management
3. understand the concept and importance of communication and its possible barriers in educational administration
4. critically analyse the administrative scenario in relation to the school
5. grasp the scientific practices of educational management and apply it in work situation

**Unit I Educational Administration and Management**

Educational administration and management - concept, nature, objectives and scope. Basic functions of administration - planning, organizing, directing and controlling, co-ordination, evaluation.

9

**Unit II Supervision and Inspection**

9

Supervision and Inspection - Meaning, need, aims, types, scope of educational supervision, defects in the present supervision and inspection, qualities of the supervisory staff.

**Unit III Communication in Educational Administration**

9

Communication in Educational Administration- Role of communication in effective management and administration, methods of communication, barriers of communication in educational administration, overcoming barriers to communication.

**Unit IV School Management and Administration**

9

Management of schools - Role of head master in planning of school activities, approaches to management (man power approach, cost benefit approach, social demand approach, and social justice approach). Providing guidance, leadership function, crisis in management. Function of teacher- maintenance of discipline, control, management, co- ordination, optimum use of available resources for growth and development. Involvement of other functionaries and agencies in the preparation of a plan, staff development programmes, role of teachers in school management and administration.

**Unit V Administration in the State**

9

Functional administration in the state - the administration structure of education in the state, management and control of school education in the state. Functions of the state government in relation to secondary and higher secondary schools - Functions of the board of secondary education in controlling secondary schools, problems of teacher, school administration in government schools.

**Total Hours : 45**

**Text Books:**

1. Government Of India (1990). Workshop On Planning and Management of A Campaign for Total Literacy (march 20-24 1990)
2. Mishra R C(2009)Classroom Management. A P H Publication.
3. Her Majesty's Stationery Office(1972) Education for Management
4. Sharma, Yogendra K (2006). Education Technology and Management. Kanishka Publication

**References:**

1. Aggarwal, J.C. (2002). *Educational Administration In India*. New Delhi: Sarup & Sons.
2. Bush, T. & Bell, L. (2002). *The Principles and Practice of Educational Management*. London: SAGE Publications.
3. Chaube, S.P. (2004). *School Organisation*. Pune: Vikas Publishers.
4. Kocchar, S.K. (2005). *Secondary School Administration*. New Delhi: Sterling Publishers.
5. Mohanty, J. (2005). *Educational Management, Supervision, School Organisation*. Hyderabad: Neelkamal.
6. Mohiyudin, M.S.(2000). *School Organisation and Management*. Jammu: Jay Kay Book House.
7. Sharma, S.L. (2009). *Educational Management: A Unified Approach of Education*. New Delhi: Global India Publications
8. Tomlinson, H. (2004). *Educational Management*. Volume 2. U.K: Taylor & Francis.
9. Verma, R. (2005). *Educational Administration*. New Delhi: Anmol Publications
10. Yadav, S. (2005). *School Management and Pedagogies of Education*. New Delhi: Anmol Publications Pvt.Ltd.

**Web Links:**

1. <http://www.teindia.nic.in/mhrd/50yrsedu/g/8V/FB/8VFB0A01.htm>
2. [http://www.academia.edu/29312560/Effective\\_Communication\\_in\\_Educational\\_Administration](http://www.academia.edu/29312560/Effective_Communication_in_Educational_Administration)
3. <http://www.educationalleaders.govt.nz/Managing-your-school/Guides-for-managing-your-school/Effective-communications>

**Course Outcomes:**

On successful completion of this course the learner will be able to :

1. explain the concept of educational administration
2. understand the role of the headmaster and the teacher in school management
3. develop communication skills for educational administration
4. critically analyse role of administrator in the educational institutions
5. apply the scientific practices of educational management in work situation

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H							H			H		M	
CO 2	H									H				
CO 3	H	M		H				H						
CO 4	H													
CO 5	H					H		M					H	M

## Introduction to Mathematics Education

Semester I

Hours of instruction Per week:5

23BEDM11

No. of credits:4

### Objectives

To enable the student teacher

1. appreciate the nature and scope of Mathematics
2. know how Mathematics is correlated with other subjects
3. list the aims and objectives of teaching Mathematics at various levels
4. realize the importance of history of Mathematics education and understand the contributions of mathematicians
5. acquire the qualities of a Mathematics teacher

### Unit I Nature and Scope of mathematics

15

Meaning and definitions of Mathematics. Nature-Abstractness, brevity, logical reasoning, language and symbols. Scope of Mathematics.

**Practicum:** Explain the scope of Mathematics with examples.

### Unit II Correlation

15

Meaning and importance of correlation. Type of correlation - Correlation of different branches of Mathematics and different topics of a particular chapter or branch of Mathematics. Correlation of Mathematics with other subjects-physics, chemistry, biology, engineering, agriculture, philosophy, geography, history and language. Correlation of Mathematics with other aspects of life.

**Practicum:** Prepare an album correlating Mathematics with other subjects.

### Unit III Aims, objectives and values of teaching Mathematics

15

Need and significance of teaching Mathematics. Aims and objectives of teaching Mathematics at the entire school stage-Primary, secondary and Higher secondary stage. Blooms Taxonomy of instructional objectives-cognitive, affective and psychomotor domain. Values of teaching Mathematics-Practical, disciplinary, social, cultural, aesthetic, moral, intellectual and international.

**Practicum:** Frame objectives on any one topic at secondary stage.

#### Unit IV Landmarks in the development of Mathematics

15

Historical reviews of development of Mathematics. Contribution of The Babylonians, The Egyptians, The Greeks, The Romans, The Chinese, The Japanese, The Hindus, The Arabs. Contribution of Indian Mathematicians-Aryabhata, Brahmagupta, Baskara, Ramanujam. Contribution of foreign mathematicians -Euler, Euclid, Pythagoras and Gauss.

**Practicum:** Prepare any two historical contributions. Preparing papers on contributions of Mathematicians-Photographs to be incorporated.

#### Unit V A Good Mathematics teacher

15

Qualities-professional ethics-professional development of Mathematics teacher.

**Practicum:** Prepare a questionnaire for self evaluation and peer evaluation of your teaching.

**Total Hours:**

**75**

#### Text Books:

1. Fatima, Roohi(2008), Teaching Aids in Mathematics, KanishkaPublication.
2. Johnston-Wilder, Sue Ed,( 2014), Learning to Teach Mathematics in the Secondary School : A Companion to School Experience, Routledge.

#### References:

1. Butler & Wren. (1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Company
2. Dirk J. Struik (2012). *A Concise History of Mathematics*:Fourth Revised Edition. New York: Dover Publications,INC.
3. Eves.H. (1963). *The History of Mathematics*. New York: Holt-Rinehart andWinston.
4. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: AuthorsPress.
5. James, A. ( 2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publication.
6. Jayne Bartlett( 2013). *Becoming an Outstanding Mathematics Teacher*.New York :Routledge.
7. Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Publication PvtLtd.
8. Mangal, S.K. (2004). *The Teaching of Mathematics*. Ludhiana: PrakashBrother.
9. Norman, E.G. & Robert, L.L. (1990). *Measurement and Evaluation in Teaching*. New York: McMillan PublishingCompany.
10. Papola, C. (2004). *Teaching of Mathematics*. New Delhi: Anmol Publications PvtLtd.
11. Sidhu, K. (1984). *The Teaching of Mathematics*. New Delhi: Sterling Publishers PvtLtd.
12. Steven G. Krantz( 2015). *How to Teach Mathematics*: Third Edition: American Mathematical Society

## Web Links

1. <https://www.slideshare.net/.../nature-characteristics-and-definition-of-maths>
2. [yayoi.senri.ed.jp/ois/curriculum/maths\\_aims\\_objs.htm](http://yayoi.senri.ed.jp/ois/curriculum/maths_aims_objs.htm)
3. [www.preservearticles.com/.../brief-notes-on-the-aims-and-objectives-of-teaching-math](http://www.preservearticles.com/.../brief-notes-on-the-aims-and-objectives-of-teaching-math).

## Course Outcomes:

On successful completion of this course, student teachers will be able to:

1. gain knowledge on basic concepts of Mathematics
2. identify that Mathematics is related to other subjects
3. formulate objectives for teaching and learning Mathematics and use Bloom's Taxonomy for evaluation
4. familiarize with the development of Mathematics and appreciate the contributions of Mathematicians
5. demonstrate the qualities and competencies required for a Mathematics teacher

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H											M		
CO 2		M											M	
CO 3					M		M		M				H	
CO 4	M			M						M		M		
CO 5		M	M		M		M	M			H			H

## Introduction to Physical Science Education

Semester I

Hours of instruction Per week:5

23BEDP11

No. of credits:4

### Objectives

To enable the student teacher

1. acquire knowledge of nature and scope of Physical Science
2. understand the inter disciplinary approach
3. know about the different science and research organisation in India
4. get inspired by learning about the biographies of scientist
5. acquaint with the objectives of teaching Physical science in secondary and higher secondary schools and plan learning activities according to those objectives

### Unit I Nature, scope and values of Physical Science

15

Meaning, Nature and Scope of Physical Science - A body of knowledge and method of enquiry- products versus process approach - Components of scientific knowledge facts, concepts - generalizations, laws, theories- Scientific temper and scientific attitude, Values of teaching Physical Science.

**Practicum:** Conducting a survey to assess the scientific attitude of student teachers.

### Unit II Correlation

10

Concept of correlation, need – types of correlation – incidental and systematic, Correlation of science within the subject and with other subjects.

**Practicum:** Prepare a poster to depict the interdisciplinary approach of science.

### Unit III Aims and Objectives of Teaching Physical Science

20

General Aims of Teaching Physical Science - Change of emphasis on aims from the primary level to high and higher secondary levels. Objectives of teaching physical science – Bloom's Taxonomy of Educational Objectives- cognitive, affective and psychomotor domains –Revised Bloom's Taxonomy-Formulation of specific objectives in behavioural terms.

**Practicum:** Prepare a chart on the different behavioural objectives in teaching Physical Science.

### Unit IV History of Science Education

10

Development of science in India. Scientific organizations – DST, DAE, DSIR, DoS, DRDL, BARC, ISRO, IGCAR, IUCAA, TIFR - Impact of Science and Technology on Society. Contributions of Western Scientists - Copernicus, Newton and Einstein. Contributions of Indian Scientists-Aryabhatta, C.V. Raman, S. Chandrasekhar, A.P.J. Abdul Kalam.

**Practicum:** Preparation of an album on biography of a western and an Indian scientist



Definition of profession, Teaching as a profession-Academic qualification – professional ethics – clarity of thought and expressions – interest in the subject and pupils - sincerity and open mindedness - Role in eradicating superstitions in Society. Desire to learn and participation in in-service course – role model for a good science learner. Management of class - Personality and dress, attention to individual differences – encouragement to pupils- giving importance to problems raised by students. Self evaluation of teaching - maintenance of records – evaluation of teachers by pupils by informal talk and questionnaire.

**Practicum:** Preparation of rubrics on qualities of a teacher for self evaluation, peer evaluation and student's evaluation.

**Total Hours:**

75

**Text Books:**

1. Bhandula, N., Chanda, P.C. & Sharma, K. S. (1995). *Teaching of Science*. Ludhiana: Prakash Brothers, Educational Publishers
2. Indu, H. (2017). *Introduction to Physical Science Education*. Gujarat: Sara Book Publication.
3. Mohan, R. (2007). *Innovative Science Teaching*. Hyderabad: Neelkamal Publishers.
4. Vanaja, M. (2006). *Methods of Teaching Physics*. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). *Science learning, Science teaching*. New York: Routledge.

**References:**

1. Davies, D., & McGregor, D. (2016). *Teaching science creatively*. Routledge.
2. Matthews, M. R. (2017). *International handbook of research in history, philosophy and science teaching*. Springer.
3. Scott, T. M. (2016). *Teaching behaviour: Managing classrooms through effective instruction*. Corwin Press.

**Web Links:**

1. <https://academicpartnerships.uta.edu/articles/.../great-science-teacher-qualities.aspx>
2. [www.barc.gov.in/](http://www.barc.gov.in/)
3. [www.dst.gov.in](http://www.dst.gov.in)
4. <http://www.tifr.res.in/~outreach/outreach/scientists.pdf>

**Course Outcomes:**

On successful completion of this course the learner will be able to :

1. gain knowledge on basic concepts of Physical Science
2. identify that science is related to other subjects
3. formulate objectives for teaching and learning science and use bloom's taxonomy for evaluation
4. familiarize with the development of science and appreciate the contribution of scientists
5. demonstrate the qualities and competencies required for a Science teacher

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO3
CO 1	H											M		
CO 2	M													
CO 3	M													H
CO 4	L									L				
CO 5				H	M	M	H			H	M		M	

## Introduction to Biological Science Education

Semester I

Hours of instruction Per week: 5

23BEDB11

No. of credits:4

### Objectives

To enable the student teacher

1. acquaint with the nature of science to develop understanding of the place of science in national school curriculum
2. know the relationship of Biology with other subjects
3. understand the aims and objectives of teaching Biological Science
4. comprehend the landmarks in the development of Science education
5. become a professional Science teacher

### Unit I Nature and Scope of Science

Science- meaning, definitions and natural science as a product and process, science as an ongoing process of enquiry. Importance of science as a school subject. Values of teaching science with special reference to biology. Scientific Attitude

15

**Practicum:** List out different methods to evaluate scientific attitude

### Unit II Correlation

Concept of correlation, types of correlation-Systematic, Incidental. Correlation of Biological Science within the subject and with other subjects like Mathematics, Physics, Chemistry, Languages, Geography, History, Earth Science, Drawing, Music and Craft.

15

**Practicum:** Select a concept in Biology and correlate it with Physics, Chemistry and Geography.

### Unit III Aims, Objectives and Values of Teaching Biological Science

15

Aims and Objectives of teaching science. General aims of teaching natural science, broad national goals of science. Taxonomy of educational objectives, revised Bloom's taxonomy. Values of teaching Biological Science.

**Practicum:** Prepare a chart on the different behavioural objectives in teaching biological science

### Unit IV History of Science education

Landmarks in the development of science education in India – All India Seminar on Teaching of Science, National Scientific Policy Resolution of 1958, Indian parliamentary and Scientific Committee, UNESCO Planning Mission and efforts like establishing the NCERT, University Grants Commission, All India Council for Technical Institute of Science, Navodaya Vidyalayas. Contribution of Great Biologists: Charles Darwin, Louis Pasteur, Robert Koth, Luc Montagier, Gallo Dr. Ian Wilmut.

15

**Practicum:** Collect Information on contemporary Biologists

### Unit V A Good Science Teacher

Definition of profession, teaching as a profession, traits of professionalism, professional ethics, teacher competencies listed by NCTE. Professional growth of science teacher – involvement in teaching, research and extension. Role of SCERT and NCERT in the professional growth of a teacher, professional organizations of teacher. Internet resources and websites for professional growth of a science teacher.

15

**Practicum:** Conduct a discussion in the class on the changing role of teachers.

**Total Hours : 75**

### Text Books

1. Aggarwal, D. D. (2008). *Modern Method of Teaching Biology*, New Delhi: KaranpaperBooks.
2. Bhandula, N., Chanda, P.C. & Sharma, K. S. (1995). *Teaching of Science*. Ludhiana:Prakash Brothers, Educational Publishers
3. Indu,H.(2017). *Introduction to Physical Science Education*.Gujarat:Sara Book Publication.
4. Mohan, R. (2007). *Innovative Science Teaching*. Hyderabad: NeelkamalPublishers.
5. Wellington, J & Ireson,G. (2018). *Science learning, Science teaching*. New York: Routledge.

### References

1. Ahmad, J. (2011). *Teaching of biological sciences(Intended for Teaching of Life Sciences, Physics, Chemistry and General Science)*. PHI Learning Pvt.Ltd
2. Ameeta, P. (2012). *Methods of Teaching Biological Science*. Neelkamal Publications Pvt. Limited.
3. Davar, M. (2012). *Teaching of Science*. New Delhi: PHI Learning Pvt.Ltd..
4. Sharma, P. (2009). *Teaching of Life Science*. New Delhi: APH Publishing Corporation
5. Singh, Y. K. (2010). *Teaching of General Science*. New Delhi: APH Publishing Corporation.
6. Stroupe, D. (Ed.). (2017). *Reframing Science Teaching and Learning: Students and Educators Co-developing Science Practices in and Out of School*. Taylor & Francis.

### Web Links:

1. <http://www.preservearticles.com/2012041930717/what-is-the-correlation-of-science-with-other-subjects.html>
2. <http://pratheeshpallath.blogspot.in/2016/01/nature-scope-of-science.html>
3. <http://www.kean.edu/~fosborne/E3230/E3230-06Objectives.htm4>.  
<https://www.scribd.com/doc/46590012/Characteristics-of-a-Good-Science-Teacher>

## Course Outcomes

On successful completion of this course the learner will be able to:

1. gain knowledge on basic concepts of Biological Science
2. identify that Biological science is related to other subjects
3. formulate objectives for teaching and learning Biological Science and use Blooms taxonomy for evaluation
4. familiarize with the development of Biological science and appreciate the contribution of scientists
5. demonstrate the qualities and competencies required for a Biological Science teacher.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PSO 1	PSO2	PSO3
CO 1	H											M		
CO 2	M													
CO 3	M													H
CO 4	L									L				
CO 5				H	M	M	H			H	M		M	

## Introduction to Home Science Education

Semester I  
23BEDH11

Hours of instruction Per week: 5  
No. of credits:4

### Objectives

To enable the student teacher

1. comprehend the nature and scope of Home Science
2. identify concepts in Home Science related to science and arts
3. familiarize with the different areas of Home Science
4. develop an understanding of the History and Development of Home Science in India
5. develop an understanding of broad aims and objectives of teaching Home Science

### Unit I Nature, Scope and Values of Teaching Home Science

Meaning, Nature and Scope of Home Science. Home Science- a science as well as an art 15  
subject. Areas of Home science-Foods and Nutrition, Child Care and Development, Home  
Management, Textiles and Clothing. Importance of Home Science in school curriculum.  
Values-Psychological values-Economic values-Social values-Cultural and aesthetic values-  
Spiritual and Ethical Values.

**Practicum:** Planning and preparation of full day's menu and calculation of nutritive value for  
pregnant women.

### Unit II Correlation

Correlation - Need and importance, types of correlation, correlation with other subjects. 15

**Practicum:** Prepare a Dummy model to depict the correlation of Home Science with other  
subjects.

### Unit III Aims and Objectives of Teaching Home Science

Broad aims and objectives of teaching Home Science to fulfill national goals of education with 15  
special reference to : Population control, Increase in food production, Eradication of diseases,  
Better nutrition, Conservation of natural resources. Bloom's taxonomy of Objectives: cognitive,  
affective & psycho-motor domains. Instructional objectives – meaning, classifications &  
characteristics. Writing of Instructional objectives in terms of specific learning outcome.

**Practicum:** Write any 10 Instructional objectives.

### Unit IV History and Development of Home Science

History of Home Science in India, Home Science at Secondary and Higher Secondary levels, 15  
Home Science at Colleges and Universities, Historical characteristics of Home Science at  
Colleges and Universities. Role of Home Science in National development.

**Practicum:** Contribution of various Home Scientists.

### Unit V Becoming a Professional Home Science teacher

Professional competence of a Home science teacher, changing roles and responsibilities of 15  
Home Science Teacher - Service conditions of school teachers, Professional ethics for teachers.  
Concept and importance of professional development, Programmes for quality improvement by  
various agencies through seminars, conferences, workshop, refresher courses.

**Practicum:** Locate the agencies which promote the professional development of Home Science  
teacher.

**Total Hours: 75**

## Text Books

1. Bhandula, N., Chanda, P.C. & Sharma, K. S. (1995). Teaching of Science. Ludhiana: Prakash Brothers, Educational Publishers
2. Indu, H. (2017). How to write lesson plans-The basic tool for teachers. Gujarat: Sara Book Publishers.
3. Jangira, N K (1982) Core Teaching Skills (micro Teaching Approach) National Council Of Educational Research And Training (NCERT)
4. Maheshwari, V. K. and Maheshwari, Sudha (2010): Teaching of Science, R. Lall Book depot, Meerut.
6. Mangal, S.K. (1990). Teaching of Physical and Life Sciences. New Delhi: Arya Book Depot
7. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
8. Panda, Pratap Kumar (2017). *Educational Evaluation* New Delhi : A P H Publishing
9. Singh, D. K. (2007). Teaching of General Science. New Delhi: A.P.H. Publishing Corporation.

## References:

1. Bhatia, K.K. (1990). *Measurement and Evaluation in Education*. Ludhiana: Prakash Brothers.
2. Devadas, R. P. (1989). *Methods of Teaching Home science*. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). *Encyclopedia of teaching of Home science, Vol I & II*. New Delhi: Anmol Publications Pvt. Ltd.
4. Ray, B. (1988). *Methods of Teaching Home Science*. New Delhi: Sterling Publishers Private Limited.
5. Shah, A., Joshi, U. & Chandra, A. (1990). *Fundamentals of Teaching Home Science*. New Delhi, Sterling Publishers Private Limited.

## Web Links:

1. <https://swayam.gov.in/course/97-home-science>
2. <http://www.mapmytalent.in/career/home-science>

## Course Outcomes:

On successful completion of this course the learner will be able to :

1. gain knowledge on basic concepts of Home Science
2. identify that Home science is related to other subjects
3. formulate objectives for teaching and learning Home science and use Bloom's taxonomy for
4. evaluation
5. familiarize with the development of Home science and appreciate the contribution of scientists
6. demonstrate the qualities and competencies required for a Home Science teacher.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H											M		
CO 2	M													
CO 3	M													H
CO 4	L									L				
CO 5				H	M	M	H			H	M		M	

## Introduction to History Education

Semester I

Hours of instruction Per week: 5

23BEDI11

No. of credits:4

### Objectives

To enable the student teacher

1. acquire knowledge about the nature and scope of History
2. understand the correlation of History with other subjects
3. become aware of the different aims and values of teaching History
4. enjoy the development of history
5. evaluate the essential qualities needed for a History teacher

### Unit I Nature and scope of History

Definition and meaning of History. Nature, History a Science or an Art. Dimensions of History- Time, Space, Continuity and Development. Scope of History.

**Practicum:** Collection of any 5 definitions of History by Indian Historians and Western Historians. Discussion on the scientific and artistic nature of History.

15

### Unit II Correlation

Concept, need and types of correlation. Correlation with other subjects- Civics, Geography, Literature, Economics, Physical science and Mathematics.

**Practicum:** Discussion on the Correlation of History with some other subjects.

15

### Unit III Aims, Objectives and Values of Teaching History

General aims and Specific aims. Objectives – Bloom's Taxonomy of Objectives in specific behavioral terms- Cognitive, Affective and Psycho-motor domains. Values of teaching History-Practical, Cultural, Ethical, Intellectual, Political and Educational.

**Practicum:** Writing the Instructional objectives for a particular lesson for a particular standard at elementary level and Secondary level. Discussion on various other values of teaching History.

15

### Unit IV History of History

The different conceptions of history – Record of the past, Biographical conception and Evolutionary conception. Importance of these conceptions to the History teacher.

**Practicum:** Preparing Biography of four great leaders. Conducting a discussion on the vision of Teaching History.

15

### Unit V A Good History Teacher

Qualities of a History teacher - personal and professional qualities. Professional development of a teacher. Fostering giftedness and creativity among the students, Relationship with pupils, colleagues and community.

**Practicum:** Doing survey in the community and teaching to the drop outs and adult. Conducting a discussion on the changing role of teacher

15

**Total Hours : 75**



**Text books:**

1. Geoff. T. (2008). *Teaching and Learning History*. New Delhi: SAGE Publications.
2. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids*. New Delhi: Prakash Brothers Publications.
3. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
4. Sharma, S. (2004). *Modern Teaching of History*. New Delhi: Anmol Publications.
5. Yadav, N. (2001). *Teaching of History*. New Delhi: Anmol Publications Pvt Limited.

**References:**

1. Agarwal, J.C. (2004). *Teacher and Education in Developing Society*. New Delhi: Vikas Publication.
2. Mangal, S.K. (2001). *Fundamental of Educational Technology*. Ludhiana: Prakash Brothers.
3. Rao, M.S. (2001). *Teaching of Geography*. New Delhi: Anmol Publications Pvt.Limited.
4. Sharma, R. A. (2008). *Technological Foundation of Education*. Meerut: R.Lall Books Depot.
5. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
6. Sivararajan, K. (2004). *Trends and Developments in Modern Educational Practice*. Calicut: Calicut University.

**Web Links:**

1. [http://ddceutkal.ac.in/Syllabus/MA\\_Education/Education\\_Paper\\_5\\_history.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf)
2. <http://vanjikngce.blogspot.in/2012/07/correlation-of-history-with-other.html>
3. <https://en.wikipedia.org/wiki/History>
4. <http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science>

**Course Outcomes:**

On successful completion of this course, the student teacher will be able to:

1. describe the various dimensions of History, its artistic and scientific nature and its scope
2. measure the interrelationship between History and other arts and science subjects
3. influence others with different aims and objectives of History and implement them in the society
4. overview the historical development of History
5. prioritize and possess the different qualities essential for an inspiring History teacher

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1					H							H		
CO 2	H												M	
CO 3								H				H		
CO 4	M							H					M	
CO 5								H						M

## Introduction to Economics Education

**Semester I**

**Hours of instruction Per week:5**

**23BEDE11**

**No. of credits:4**

### **Objectives**

To enable the student teacher

1. acquire knowledge of the nature, scope and values of Economics
2. understand the relationship of Economics with other subjects
3. know the aims and objectives of Economics
4. become aware of the contribution of eminent Economists
5. imbibe the qualities of an Economics teacher

### **Unit I Nature, Scope and Values**

**15**

Meaning- Definitions of economics-Significance of economics. Importance of study of economics in India. Nature and scope of economics. The relative value of Economics - Practical, cultural, social and disciplinary.

**Practicum:** Collection of Year books, Newspaper clippings and Magazine articles related to Economics.

### **Unit II Correlation**

**15**

Need and importance, types, correlation with other subjects-Geography, Political science, Commerce, History, Sociology, Agriculture, Ethics, Psychology and Mathematics.

**Practicum:** Group discussion on correlation of Economics with many other subjects.

### **Unit III Aims and Objectives of teaching Economics**

**15**

Aims of teaching Economics-Objectives of teaching Economics based on Bloom's taxonomy-Recent trends in Economics aspects- globalization, liberalization and privatization to Economics. General and specific aim of teaching Economics at the Higher Secondary level.

**Practicum:** Select a concept and formulate instructional objectives of all domains.

### **Unit IV History of Economics Education**

**15**

Structure of Indian Economy-Utility of teaching of economics at the secondary and higher secondary stage of education -Importance of the economic forces in the society. Introduction and brief history. Wealth centred definition – Adam Smith, Say and Walker. Welfare centred definition –Marshall and Pigou. Scarcity centred definition - Lionel Robins. Wantlessness centred definition - Mehta. Growth centred definition- Paul Samuelsson .

**Practicum:** Collecting information on contemporary Economists .Collection of Year books, Newspaper clippings and Magazine articles related to Economics.

## Unit V Becoming a professional teacher

15

Role of teacher .Requirements and characteristics of a good Economics teacher- academic, professional qualification, professional growth, impressive personality self-reliant, temperament and behaviour, regularity and discipline, impartial, practical knowledge and outlook, knowledge of current affairs. Functions of Economics teacher.

**Practicum:** Prepare a questionnaire for self evaluation and peer evaluation of your teaching

### Text Books:

**Total Hours: 75**

1. Amita Yadav (2009). Teaching of Economics, New Delhi: Anmol Publications Pvt Ltd.
2. Ranga Rao, B & Dr. Digumarti Bhaskara Rao (2007). Techniques of Teaching Economics, New Delhi: Sonali Publications.
3. Dr. Rampal Singh & Dr. Dharmendra Kumar (2013). Teaching of Economics, Meerut (U.P.), R. Lall Book Depot.
4. Seema Rao (1995). Teaching of Commerce, New Delhi: Anmol Publications Pvt Ltd.
5. Nirmal Yadav (1994). Teaching of History, New Delhi: Anmol Publications Pvt Ltd.

### References:

1. Babu Muthuija, U.R. (2009). *Teaching of Economics*. New Delhi: Centrum Press.
2. Chauhan, S. S. (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt. Ltd.
3. Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation.
4. Dhillon, S.C. (2006). *A New Approach to teaching of Economics*. Ludhiana: Kalyani Publishers.
5. Haresh, H.M. (2008). *Modern Method for Teaching economics*. aipur: Paradise Publishing.
6. Pokriyal, P. (2008). *Dictionary of Economics*. New Delhi: Common Wealth.
7. Rao, B. (2007). *Techniques of Teaching Economics*. New Delhi: Sonali Publications.
8. Singh, Y. K. (2009). *Teaching Practice*. New Delhi: APH Publishing Corporation.

### Web Links:

1. C:\Users\SMARTCLASS\Downloads\https://en.wikipedia.org/wiki/Economics\_education
2. https://en.wikipedia.org/wiki/Education\_economics
3. http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. Know the importance of Economics in human welfare
2. Relate economics with other subjects to develop broader perspectives
3. Develop teaching objectives based on Bloom's taxonomy
4. Induce the students to be familiar with the eminent economists
5. Be a professional teacher of Economics

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	M	M						M		H	M	H		
CO 2								M		M		M		
CO 3					H		M		M				M	H
CO 4	H										H	H		
CO 5	M										H			M

## Introduction to English Education

Semester I

Hours of instruction Per week:5

23BEDS11

No. of credits:4

### Objectives:

To enable the student teachers

1. understand the place of English in India
2. objectives of teaching English at Primary, Secondary and Higher Secondary level
3. gain the basic knowledge of English grammar and internalize the same for improvement
4. understand the phonetics and pronunciation of English and become professional teacher of English
5. develop their listening and speaking skills through different activities

### Unit I Nature and Scope of English Language

History of English language. Development of Language Policy in India: NPE, Three - Language Formula and NCF, 2009, Status of English in India as a Second Language and as a Global Language, Nature and Importance of English Language, Aims and Objectives of teaching English in Secondary Level.

15

**Practicum:** Prepare a report on the importance of English in India

### Unit II Basics of English Grammar

15

General And Specific aims of teaching English. Objectives: Bloom's Taxonomy of objectives in specific behavioral terms-Cognitive, Affective and Psycho motor domains. Values of teaching English- Practical (Skill based) Educational Cultural, Ethical and Political.

**Practicum:** Exercises on each of the above topics for learning and teaching English.

### Unit III Contribution of Subject experts

15

Analysis and Transmission of Sentences: Tense and Time, Voice-Active and Passive, Degree of Comparison, Simple, Complex and Compound Sentences, Concord- Agreement of Noun with Verb, Phrasal Verbs and Prepositional Phrases, Idioms and their uses, Figures of Speech and Common errors by Indian English Users. **Western Writers:** William Shakespeare (1564-1616), John Milton (1608-1674), T.S Eliot (1888-1965), **Indian Writers:** Rabindranath Tagore (1861-1941), R.K Narayan (1906-2001), Kamala das (1934-2009).

**Practicum:** Prepare a flip chart on the works of any two writers mentioned above

### Unit IV Developing Language Skills- Listening and Speaking

15

Speech Sounds of English, Organs of Speech, The Syllable Stress - Word Stress and Sentences Stress Intonation, Rhythm and Expression in recitation. Exposure to Language through Listening and Speaking Skills, Listening and Reading skills - Sub- skills of Listening and Reading, Listening Skills at Elementary Level and Secondary Level - Sub-skills of Speaking, Developing Speaking Skills through various activities

**Practicum:** Practice in Phonetic Transcription; Organizing Language Laboratory; Developing Skits and presenting; Conversations / Dialogues in Different situations.

Professional competence of a English teacher, changing roles and responsibilities of Teacher-. Service conditions of school teachers, Professional ethics for teachers. Concept and importance of professional development, programs for quality improvement by various agencies through seminars, conferences, workshop, refresher courses.

**Practicum:** Prepare a questionnaire for self evaluation and peer evaluation of your teaching.

**Total Hours : 75**

#### Text Books:

1. Agnihotri, R K Ed.(1995). *English Language Teaching in India*. SagePublications
2. Addone Supper (2008). *Spoken English: Learn English Easily, Speak English Freely*. Addone PublishingGroup
3. Bhatia, H.r.( 1956). *Teaching of English Spelling*. Oxford UniversityPress
4. Chatterjee, Kalyan K. (1976) *English Education in India (issues and Opinions)*. Macmilla EducationLtd
5. David, A (2008). *Reading Skills in English*. CommonwealthPublishers

#### References:

1. Barton, D. (2017). *Literacy: An Introduction To The Ecology Of Written Language*. John Wiley &sons.
2. Chung, S. F. (2017). *A Communicative Approach To Teaching Grammar: Theory And Practice*. *The English Teacher*,18.
3. Pennycook, A. (2017). *The Cultural Politics Of English As An International Language*. Taylor &Francis.
4. White, R. V. (2017). *Teaching Written English*. Routledge.
5. Pinter, A. (2017). *Teaching young language learners*. Oxford UniversityPress.
6. F.Pawan, F., Fan, W., & Miao, P. (2017). *Teacher Training and Professional Development of Chinese English Language Teachers: Changing from Fish to Dragon*. Taylor &Francis.
7. Hyland,K.,&Wong,L.L.(2017).*FacesOfEnglishLanguageResearchAndTeaching*.
8. *Faces of English Education: Students, Teachers, and Pedagogy*, 1
9. Carter, R., McCarthy, M., Channell, J., & McCarthy, M. (2016). *Vocabulary and language teaching*.Routledge.
10. Vacca, R. T., Vacca, J. A. L., & Mraz, M. E. (2016). *Content area reading: Literacy and learning across the curriculum*.Pearson.

#### Web Links:

1. [http://www.bhojvirtualuniversity.com/slm/B.Ed\\_SLM/bedteblu1.pdf](http://www.bhojvirtualuniversity.com/slm/B.Ed_SLM/bedteblu1.pdf)
2. <http://cdwaymade.blogspot.in/2012/10/aims-and-objectives-of-teaching-english.html>
3. <https://www.britannica.com/art/English-literature/The-Renaissance-period-1550-1660> 4.<http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing>
4. <https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1326652>

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. equip to use correct usage of English language in listening ,reading, speaking and writing
2. design and create literary form (poetry, fiction, creative nonfiction)
3. texts for a variety of purposes and audiences,
4. apply the acquired knowledge and LSRW skills of English in various fields
5. promote peace and values and create awareness about role of professional English teacher in the society

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PS O1	PS O2	PS O3
CO 1	H			H	H	H						H		
CO 2	H	H	H		H	H	H				H	H	H	
CO 3	H		H	M		H	H				H		H	
CO 4	H	H			H	H	M		H		H	H		H
CO 5	H	H		H	H		H				H		H	H



## Basic Skills of English Language Teaching and Learning

Semester I

Hours of instruction Per week: 5

23BEDG21

No. of credits:4

### Objectives

To enable the student teacher

1. develop the four basic skills – Listening, Speaking, Reading and Writing
2. comprehend the testing methods of the four basic skills
3. analyze the skill-based exercises in the textbook
4. practice innovative strategies to improve the four basic skills
5. improve communication skills

### Unit I Skill of Listening

Listening Skills: Meaning, Objectives and importance. Sub skills and Types. Stress and Intonation. Note Taking. Exercises for Listening Skills in School Text books. Strategies to teach Listening Skills at school Level. Tips for Active Listening. Barriers for Listening. Testing listening Skills. 15

**Practicum:** Compare and contrast information from two listening texts.

### Unit II Skill of Speaking

Speaking skills: Meaning, Objectives, and importance. Sub skills and Types. Pronunciation and Vocabulary development. Public speaking Skills, Seminar Presentation Skills, Role Play and Interview. Exercises for Speaking Skills in School Text books. Strategies to teach Speaking Skills at school Level. Tips to improve fluency. Testing speaking Skills. 15

**Practicum:** Role- play any three different situations.

### Unit III Skill of Reading

Reading Skills: Meaning, Objectives, and Importance. Sub skills, Types and Different genres. Essential Components of Reading: Overview, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Spelling. SQ3R. Exercises for Reading Skills in School Text books. Strategies to teach Reading Skills at school Level. Tips to improve Reading Skills. Testing reading Skills. 15

**Practicum:** Practice Loud reading with various genres

### Unit IV Skill of Writing

Writing Skills: Meaning, Objectives and Importance. Sub skills and types. Modes of Writing: Narrative, Expository, Persuasive, Descriptive and Imaginative. Composition: types and methods. Learner errors. Exercises for Writing Skills in School Text books. Strategies to teach Writing Skills at school Level. Testing writing Skills. 15

**Practicum:** Write short essays and letters.

## Unit V Skill of Communication

15

Communication skills: nature and Process. Sub skills and Types of communication.  
Exercises for communication Skills in School Text books. Strategies to teach communication Skills at school Level. Holistic approach for effective communication, Testing communication Skills.

**Practicum:** Telephonic Conversation with peer group.

### Text Books:

**Total Hours : 75**

1. Add one Supper (2008). Spoken English: Learn English Easily, Speak English Freely. Add one Publishing Group
2. Bhatia, H.r.( 1956). Teaching of English Spelling. Oxford University Press
3. David, A (2008). Reading Skills in English. Common wealth Pulishers
4. Gurrey, p. (1966). Teaching of Written English. Longman, Green And Co.
5. Ado ,Robert.(1961) Language Testing Longman, Green And Co.
6. McCarthy, Michael. (2007). English Vocabulary in Use. Cambridge University Publication
7. Sunita, K S. (2006). Communication Skills : English Conversation Practice. Streling Publishers

### References:

1. Carter, B. C. (2009). Listening and speaking skills. Bangladesh: Macmillian.
2. David, A. (2008). Reading skills in English. New Delhi: Ajay Verma.
3. Evans, J. (2005). Spelling Made Easy. India: McMillan.
4. Hall, G. (2017). Exploring English language teaching: Language in action. Routledge.
5. Hartley, & V. (2005). Learn English Handwriting. Nashville: TN: Nelson.
6. Heath, B. (2003). Ways with Words: Language, life and Work in Community and Classrooms. New York: Cambridge University Press
7. Pennycook, A. (2017). The cultural politics of English as an international language. Taylor & Francis.
8. Pinter, A. (2017) Teaching young language learners. Oxford University Press.

### Web Links:

1. <https://www.fluentin3months.com/reading-writing-speaking-and-listening/>
2. <http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing/>
3. <https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners>
4. <http://www.cambridgeenglish.org/learning-english/free-resources/mooc/>

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. Recognize the different components of four basic skills (LSRW) in the English Language
2. Familiarize with the testing methods of four basic skills (LSRW) in the English Language
3. Practice the book back exercises on four basic skills (LSRW) in English Language teaching
4. Develop communication skills for English language teaching
5. Design Innovative activities and tasks for four basic skills (LSRW) in English Language teaching at the school level

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO2	PSO3
CO 1		H			H	H						H		H
CO 2		H			H	H	H							H
CO 3		H	M		H	H	H					H		H
CO 4		H		H	H	H		H		H	H			
CO 5	H	H	H		H	H	H		H	H			H	H

## **Discipline Specific Elective(DSE) -I-Elementary Education**

**Semester I**

**Hours of instruction Per week:3**

**23BEDL1A**

**No. of credits: 3**

### **Objectives**

To enable the student teacher

1. understand the development of elementary education in India since independence
2. understand the importance of elementary education envisaged in different education reports and policies
3. understand the concept, objectives, rationale and extent of success of UEE
4. develop understanding about different constitutional provisions related to education
5. develop an understanding of underlying principles of curriculum and evaluation process at elementary stage

### **Unit I Development of Elementary Education**

9

Meaning, need and significance of elementary education in India. Focus of Elementary education as envisaged in different education commissions and Policies- Kothari Commission, NPE,1986, Yashpal committee, Saikia Committee,1997 – 86 Constitutional Amendment Bill (RTE) - EFA- Education For All with special reference to Early Childhood Education, The Right of Children to Free and Compulsory Education Act, 2009.

### **Unit II Programmes in Elementary Education**

9

UEE - Concept, objectives and justification, role of UEE in Universalising Elementary education in India, Measures towards realization of UEE- Sarva Siksha Abhyan (SSA).Primary Education Curriculum Renewal (PECR), Operation Blackboard (OB), Project Mass Orientation of School Teachers (PMOST), Centrally sponsored scheme of Integrated Education for Disabled Children (EDC),Early Childhood Care and Education (ECCE), District Primary Education Programme (DPEP).

### **Unit III Curriculum transaction**

9

Elementary school curriculum objectives, planning and organisation structure - curriculum transaction -Activity based, experience centred, learner centred, play way, joyful learning. Curriculum adjustment and adaptation to special needs of visually, auditory and orthopedically handicapped - first generation learners and culturally deprived. Evaluation in elementary level- principles, strategies and tools. Term Evaluation (TE) and Continuous Evaluation( CE).

Panchayatraj and community involvement in educational planning and management related issues. Participation of NGOs in achieving goals of UEE, ECCE programme, women empowerment as support services, Providing minimum facilities, improving internal efficiency of the system - teacher empowerment and incentive schemes; managing learning in multi-grade contexts.

#### Unit V In-service elementary teacher training programmes

In-service elementary teacher training programmes-need and significance. Role of CRC, BRC, DIET. Pre-service elementary teacher training programmes - types, objectives. Critical appraisal of the elementary teacher Education programmes in the state.

**Total Hours :45**

#### Text Books:

1. Allen, Graham. (1960). *Social Studies in the Primary School*. Macmillan
2. Anamika (2009) *Primary and Secondary Education*. New Delhi: Deep & Deep, Centrum Press.
3. Jagannatha Rao, D (2010) *Elementary Education in India*. New Delhi VIVA Book Publisher.
4. Mohanty, J. (2002). *Primary and Elementary Education*. New Delhi: Deep & Deep Publication P Ltd
5. Panneer Selvam S.K. Ed. (2010) *Role of Educational System for Primary Education A Vision*. Navyug Books International

#### References:

1. Hayes, Denis. (2008). *Primary Teaching Today: An Introduction*. U.K.: Routledge Publications.
2. Lewis, R. (2008). *Understanding Pupil Behaviour*. U.K.: Routledge Publications.
3. MHRD. (2001). *Convention on the Right of the child*. New Delhi.
4. NCERT. (2005). *National Curriculum Framework (NCF)*. New Delhi.
5. Rao, V.K. (2007). *Universalisation of Elementary Education*. New Delhi: Indian Publishers.
6. Rita, C. (2008). *Engaging pupil voice to ensure that every child matters: A practical guide*. UK: David Fulton Publishers.
7. Sharma, R. (2002). *Indian Education at the cross road*. New Delhi: Shubhi Publications.
8. UNESCO. (2005). *EFA Global Monitoring Report on Quality of Education Finance*.

#### Web Links:

1. <https://www.open2study.com/courses/early-childhood-education>
2. <http://teacher-ed.hbcse.tifr.res.in/documents/in-service-teacher-professional-development-for-elementary-education>
3. <http://mhrd.gov.in/overview-ee>
4. <http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/ch2.pdf>

**Course Outcomes:**

On successful completion of this course the learner will be able to :

1. familiar with the characteristics of elementary education envisaged in different education reports and policies
2. Work on realisation of Universal Elementary Education
3. Know the constitutional provisions related to elementary education
4. Apply underlying principles of curriculum development in curriculum construction
5. Carry out elementary evaluations successfully

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO 10	PO11	PS O 1	PS O2	PS O 3
CO 1	H				M	M						M	M	
CO 2	H		M	H						M				
CO 3	H							H						
CO 4	H						M							H
CO 5					M		M							M

## **Discipline Specific Elective(DSE) -I'Value Education**

**Semester I**

**Hours of instruction Per week:3**

**23BEDL1B**

**No. of credits:3**

### **Objectives**

To enable the student teacher

1. understand the nature and sources of values.
2. analyse the classification of values under different types.
3. develop professional ethics
4. appreciate obsolete and empirical values.
5. promote values in schools

### **Unit I Introduction to Value Education**

**9**

Values- Meaning and Nature. Value Education - inter relationship between values and education. Need for value education.

### **Unit II Types and Approaches**

**9**

Types of values – Personal, Social, Ethical, Professional, Economical, Emotional, Aesthetic and Cultural. Methods and Approaches of Value Education- Direct and Indirect, Formal and Non-formal, Curricular and Co-curricular.

### **Unit III Professional Ethics**

**9**

Professional Ethics- Goal setting, Time Management, Financial Management, Leadership and Communication Ethics. Characters Building - Value Conflicts, Inter-Personal Relationship and Group Relationship.

### **Unit IV Promotion of Values in Schools**

**9**

Promotion of values in schools through curriculum, functions and school activities, societal and communal attachments, media. Modeling - Advantages of Good Characters, Real life Examples- Mahatma Gandhi, Mother Teresa, Dr. A.P.J. Abdul Kalam - Life and Character. Adapting Changes in Character- Realization and Integration of the Values through Education at Different Levels

### **Unit V Challenges of Value Education**

**9**

Social Issues and Values- Substance Abuse, Technology Abuse - Cybercrime & Sexual Abuse. Value Crisis in India- Education as an Instrument to Overcome. Role of Social Agencies in the Process of Acquisition of Values-Family, Neighbourhood, Religion and Mass Media.

**Total Hours:45**

**Text Books:**

1. Mohammad Naqi. (2005) Modern Value Education. Anmol Publications.
2. Sharma, Ram Chandra (2003). Morals and Value Education. Book Enclave
3. Venkataiah, N. (2008). Research in Value Education. APH Publishing.
4. Yogesh Kumar Singh (2008) Value Education. A P H Publishing.

**References:**

1. Avinashilingam, T.S. (1989). *Make me a Man*. Coimbatore: Sri Ramakrishna Mission Vidyalaya.
2. Bhardwaj, T.R. (1999). *Education of Human Values*. New Delhi: Mittal Publications.
3. Bowe, R., Ball, S. J., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy sociology* (Vol. 10). Routledge.
4. Mani, J. (2002). *Resource for Value Education*. New Delhi: Institute of Value.
5. McLaren, P. (2015). *Life in schools: An introduction to critical pedagogy in the foundation education*. Routledge.
6. Murthy, S.K. (2002). *Teacher and Education in Indian Society*. Ludhiana: Prakash Brothers
7. Shiv Khara. (2003). *Living With Honour*. New Delhi: Mac Millan India Limited.
8. Sodhi, T.S., Sandhu, G.S. & Singh, S.B. (1990). *Philosophical Dimensions of Education*. Ambala Cantt: The Indian Publications

**Web Links:**

1. [https://en.wikipedia.org/wiki/Values\\_education](https://en.wikipedia.org/wiki/Values_education)
2. <http://ethics.iit.edu/teaching/professional-ethics>
3. <http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072>
4. <http://www.promoteyourschool.co.uk/blog/promoting-character-and-values-in-your-school>



**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

- 1.describe the nature and sources of values.
- 2.classify the values under different types.
3. develop professional ethics in Educational Institutions
- 4.appreciate the values and inculcate across the curriculum
- 5.practice values in classroom Teaching

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PS O3
CO 1	H		M		M			M		H	H	M	M	
CO 2	M		M	M	H	M		M	M	H	H		M	L
CO 3	M	M	M	H	H	H	H	H	M	H	H	H	H	L
CO 4	H	H	H	H	H	M	H	M	M	M	H	H	H	L
CO 5	H	H	H	M	M	M	H	H	L	H	H	H	M	L

## Discipline Specific Elective(DSE) –I:Guidance and Counselling

Semester I  
23BEDL1C

Hours of instruction Per week:3  
No. of Credits:3

### Objectives

To enable the student teacher

1. understand the basic principles of guidance and counselling
2. make use of the tools and techniques in guidance
3. apply the principles and techniques of guidance in the process of education
4. develop competency to meet the needs of the pupils of high and higher secondary classes with regard to educational, personal and vocational guidance
5. practice on giving guidance to students at the high/higher secondary level

### Unit I Guidance – An Introduction

9

Meaning and nature of guidance – characteristics, aims and objectives, principles and needs. Genesis of guidance, history of guidance movement in India. Areas of guidance-Educational, vocational, personal, health and social guidance. Need, scope and objectives of educational guidance and vocational guidance at various stages. Career guidance-occupational information, collection, filing and dissemination of information, job analysis and job satisfaction.

### Unit II Counselling – An Introduction

9

Counselling -meaning, kinds –directive, non directive and eclectic. Steps in counseling. Qualities of a counselor. Process of counselling - the basic attitudes, fundamental principles, ultimate aim. Counselling for adjustment- self counselling. Main tools and techniques -interview, Research in counseling.

### Unit III Personnel Associated with Guidance and Counselling

9

School Counselor, Psychologist, Social Worker, Rehabilitation worker, Career Master / Guidance Teacher. Teacher as Guidance worker. Organizing Guidance and Counselling Services in Secondary Schools.

### Unit IV Guidance Programme for Schools

Essential requisites, content, activities, an outline of minimum guidance programme for schools, 9  
cumulative record card, and guidance programme for secondary and higher secondary schools.

### Unit V Techniques of Guidance

9

Individual and group techniques -need and significance. Testing Techniques - Intelligence, Aptitude, Achievement Tests, Personality, Adjustment, Interest, Non-Testing Techniques - Case Study, Cumulative Records; Questionnaire, Anecdotal record, Autobiography, Observation, Selection of Tests for Placement in Educational and Professional Institutions

**Total Hours:45**

**Text books:**

1. Chaturvedi, R. (2008). Career Guidance and Counselling. Crescent Publishing
2. Chibber, S K. (2008). Guidance and Education Counselling. Common wealth Publishers
3. Vashist, S R Ed.(2006). Vocational Guidance in Elementary Schools. Anmol Publications.
4. Narayana Rao, S. (2008). Counselling and Guidance. Tata McGraw-Hill Publishing Company Limited.
5. Nayak, A K. (2008). Guidance and Career Counselling. A P H Publishing.
6. Yogeash Kumar Singh. (2009). Guidance and Career Counselling. A P H Publication

**References:**

1. Hughes, P. M. (2014). Guidance and Counselling in schools: A Response to change. Elsevier.
2. McMahon, G. (2014). Handbook of counselling. Routledge.
3. McMahon, M. (Ed.). (2016). Career counselling: Constructivist approaches. Routledge.
4. Feltham, C., Hanley, T., & Winter, L. A. (Eds.). (2017). The SAGE handbook of counselling and psychotherapy. Sage.
5. Bond, T. (2015). Standards and ethics for counselling in action. Sage.
6. Yogesh, R. N. (2009). *Guidance and Career Counselling*. New Delhi: APH Publishing Co.
7. Bhaskarachary. (2009). *Guidance and Counselling*. New Delhi: APH Publishing Co.

**Web Links:**

1. <https://www.britannica.com/topic/guidance-counseling>
2. [www.egyankosh.ac.in/bitstream/123456789/6486/1/Unit-5.pdf](http://www.egyankosh.ac.in/bitstream/123456789/6486/1/Unit-5.pdf)
3. [shodhganga.inflibnet.ac.in/bitstream/10603/2976/8/08\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/2976/8/08_chapter%202.pdf)

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. know the theoretical principle and practical processes in guidance and counselling
2. develop competency to meet the needs of the pupils of high and higher secondary classes with regard to educational, personal and vocational guidance
3. organize the guidance and counselling services in secondary schools
4. conduct the guidance and counseling programs.
5. prepare the students as guidance and counseling professionals.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H	M		H		H				H	H	H		
CO 2				H	H	H							M	
CO 3	H						H	H			H			
CO 4							H		M	H			H	
CO 5								H			H			H

## **Discipline Specific Elective(DSE) -I:Introduction to Special Education**

**Semester I**

**Hours of instruction Per week:3**

**23BEDL1D**

**No. of. Credits: 3**

### **Objectives**

To enable the student teacher

1. have an overview of the concept of disabilities
2. acquire knowledge of the characteristics of children with disabilities
3. identify the causes for different disabilities
4. acquire knowledge on services and programmes available for families with special needs
5. acquaint with the policies and programmes for the disabled

### **Unit I Perspectives in Disability**

9

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. Family and Disability Management - Role of mothers, crisis management, counselling, intervention by multi-disciplinary team, referral services. Policies and legislative measures pertaining to the disabled – PWD Act, RCI Act, National Trust Act, Services and programmes for the disabled

### **Unit II Blindness and Low Vision**

9

Definition and Identification, Incidence and prevalence, Characteristics, Causes and prevention, Intervention and educational programmes – Plus curriculum. 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 III Mental Retardation and Mental Illness**

9

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. 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 IV 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. Assistive Technology and Students Awareness on Disability-meaning, concept and definition of assistive technology, application of assistive technology in education and rehabilitation.

Concept of shelter workshops, transitory employment, self employment and extended employment. Community Based Rehabilitation- planning, organizing and conducting programmes in the community, media selection (role play, drama, puppetry, dance, exhibition, postal display and folk arts), psychology of awareness – reporting.

**Total hours:45**

**Text Books:**

1. Ajaya Kumar Penthoi (2011). Special Education . A P H Publishing
2. Barton, Len Ed (1988). Politics of Special Educational Needs. Falmer Press
3. Dash, B N. (2011). Special Education. Dominant Publishers and Distributors
4. Jothi, Arul. (2009). Perspectives in Special Education Centrum Press Publication.
5. Open University Press (1982). Psychology and Special Education
6. Tony, Booth Ed. (1987). Integrating Special Education. Blackwell Publishers

**References:**

1. Lionel, M. & Venugopalan, M. (2005). *Sign Language Manual* – a Compilation, Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore.
2. Jaya, N. & Geetha, T. (2004). *Remedial Package for Dyscalculic Children*, Saradalaya Press, Sri Avinashilingam Education Trust Institutions, Coimbatore.
3. *American Association on Mental Retardation, (2002), Mental retardation: Definition, classification, and systems of supports* (10th ed.). Washington, DC: Author.
4. Vijayan Premavathy & Vijayan R. (2002). *Handbook: Visual Impairment – Awareness cum training packages in disability*: New Delhi. Indira Gandhi National Open University.
5. Fernandez, G., Koenig, C., Mani M.N.G., and Tesni, S. (1999). *See with the Blind*. Bangalore : Books for Change and CBM International.

**Web Links:**

1. [https://en.wikipedia.org/wiki/Special\\_education](https://en.wikipedia.org/wiki/Special_education)
2. <https://www.education.com/reference/article/differing-perspectives-disabilities/>
3. <https://www.visionaware.org/blog/visionaware-blog/our-readers-want-to-know-what-is-the-difference-between-low-vision-and-legal-blindness-1338/12>
4. [http://lucasdd.info/wp/wp-content/uploads/2015/12/Mental-Retardation-and-Mental-Illness\\_201405161349276399.pdf](http://lucasdd.info/wp/wp-content/uploads/2015/12/Mental-Retardation-and-Mental-Illness_201405161349276399.pdf)
5. <http://www.rehabcouncil.nic.in/writereaddata/LI-3-2000.pdf>

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. understand the concept, causes and classification of disabilities.
2. interpret the policies and access the services and programmes for the children with different disabilities
3. compare and interpret the characteristics for children with disabilities
4. equip the necessary skills for identification and learning of children with disabilities
5. design a check list/teacher made tool to create awareness in the community and media on children with disabilities

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H				M				M			M		
CO 2			M		M		M	M					H	
CO 3		M	M							L				
CO 4											M			
CO 5						M	M		M	M				M

## **Discipline Specific Elective (DSE) –I: Secondary Education**

**Semester I**

**Hours of instruction Per week:3**

**23BEDL1E**

**No. of. Credits: 3**

### **Objectives**

To enable the student teacher

1. Understand the importance of Universalisation of secondary education and the constitutional provisions for realizing it.
2. Examine the issues and concerns related to Universalisation of secondary education.
3. Analyse the strategies used for realization UEE and the outcomes of their implementation.
4. Realize the need and importance of equity and equality in education and the constitutional provisions for it.
5. Realize the importance of Right to Education and the provisions made for realizing it.

### **Unit I Introduction**

9

General Aims and Objectives of Secondary Education and Structure. Education during Post Independence Period- Secondary Education commission (1952-53), Education Commission 1964-66, New Education Policy 1986 with Programme of Action 1992.

### **Unit II Universalisation of Secondary Education**

9

Constitutional provisions .Policies and programmes for realizing the constitutional obligations Right to education and its implications for Universalisation of Secondary Education (USE). Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement, status of USE, USE: issues and concerns.

### **Unit III Equity & Equality in Education**

9

Meaning of Equality of Educational opportunities, provision and outcomes; constitutional provisions for ensuring equity. Nature and forms of inequality including dominant and minor groups, Gender Inequality in schooling: public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged.

### **Unit IV Quality in Education**

9

Meaning of Quality Education. Indicators of quality: related to learning environment, Student Outcomes. Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance. Enhancement of quality in secondary schools

## Unit V Different streams of Secondary Education

9

Role of CBSE, ICSE and State boards with respect to curriculum and Examination System. Secondary School Teacher – Qualifications, Competences, Job Profile, Professional Code of Ethical conduct. Role of Secondary school teacher in Emerging India

**Total hours:45**

### Text Books:

1. Anamika (2009) Primary and Secondary Education. Centrum Press Publication.
2. Anderson, Vernon E. et al. (1951) Principles and Practices of Secondary Education. Ronald Press Company
3. Beckner, Weldon. (1968). Readings in Secondary Education. International Textbook Company
4. Hand, Harold C. (1958) Principles of Public Secondary Education. Harcourt Brace And World
5. McKean, Robert C. (1971) *Principles and Methods in Secondary Education*. Charles E Merrill Publishing
6. Risk, Thomas M. (1965). *Principles and Practices of Teaching in Secondary School* Eurasha Publishing House

### References:

1. Aggarwal. J.C. (2008). Education in the Emerging Indian Society. New Delhi : Shipra Publications.
2. Chanchal Kumar (2015). Vision of Secondary Education in India in the context of 21st Century, Mumbai: Twenty First Century Publications
3. Dhiman, O. P. (2007). Foundations of Education. New Delhi : A.P.H. Publishing Corporation
4. Ghosh, S. (2009). Education in Emerging Indian Society, New Delhi: PHI Learning Pvt Ltd.
5. Jain, C. & Prasad, N. (2017). Quality of Secondary Education in India: concepts, Indicators and Measures, New Delhi : Springer Publications.
6. Mohanty, J. (2005). Modern Trends in Indian Education. New Delhi : Anmol Publications Pvt. Ltd
7. Siddiqui, M.H. (2008). Philosophical and Sociological Foundations of Education. New Delhi: A.P.H. Publishing Corporation.
8. Tilak, J.B.G. (2017). Financing of Secondary Education in India, New Delhi: Shipra Publications.



**Web Links:**

1. [https://en.wikipedia.org/wiki/Secondary\\_education](https://en.wikipedia.org/wiki/Secondary_education)
2. [http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter\\_1.pdf](http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_1.pdf)
3. <http://crookedtimber.org/2009/03/31/educational-equity-and-educational-equality/https://www.unicef.org/education/files/QualityEducation.PDF>
4. [https://en.wikipedia.org/wiki/List\\_of\\_secondary\\_education\\_systems\\_by\\_country](https://en.wikipedia.org/wiki/List_of_secondary_education_systems_by_country)

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. identify the concept and structure of field of Secondary education
2. understand , explain, and apply principles and strategies to achieve Universalisation of Secondary Education
3. recognize and implement the constitutional provisions for ensuring equity that is inclusive of secondary school children who are culturally, socially and ability diverse
4. develop and design the understanding of key performance indicators to enhance the quality of Secondary education
5. evaluate Secondary education curriculum materials in light of the goals expressed by the Central and State Boards of Education.

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO3
CO 1	H				M									H
CO 2		M				H		M		M			M	
CO 3	H			M										L
CO 4	M				H		H					H		
CO 5		M				H							H	

## Development of Educational System in India

**SemesterII**

**Hours of Instruction perweek:3**

**23BEDC04**

**No. of credits:3**

### **Objectives:**

To enable the student teacher

1. understand that development of education is influenced by socio - political forces of the time
2. acquire knowledge of the characteristic features of Ancient, Medieval and Modern system of education in India
3. understand the contributions of various major Committees and Commissions set up from time to time to the promotion of education
4. acquaint with the role of Government bodies in promoting education
5. get prepared to meet the challenges at different levels of education

### **Unit I Education during Ancient and Medieval Period**

Education in India during Vedic, Buddhist, Jain and Muslim periods.

9

### **Unit II Education during the British Period**

Education during the British Period- Education - Charter Act (1813), Macaulay's Minutes and Bentinck's Resolution (1835), Wood's Despatch ( 1854 ), Hunter Commission (1882), Lord Curzon's Educational Policy, Indian University Commission (1902), Sadler Commission (1917), Hartog Committee Report (1929), Wardha Scheme of Education (1937), Abbot -Wood Report (1937), Sargent Report(1944).

9

### **Unit III Education in Independent India**

University Education Commission (1948-49), Secondary Education Commission (1952- 53), Education Commission (1964-66), Ishwar Bhai Patel Committee (1977), National Policy of Education (1986), Revised Programme of Action (1992) with special reference to Secondary Education and National Curriculum Framework 2005.

9

### **Unit IV Role of Government in Education**

Educational responsibilities of State Government and Central Government - Role of different Government bodies - UGC, NCTE, NAAC, NUEFA, NCERT, SCERT and DIET.

9

### **Unit V Challenges at different levels of Education**

Challenges at Pre-primary, Primary, Secondary and Higher Secondary level and in Teacher Education.

9

**Total Hours: 45**

**Text Books:**

1. Ghosh.S.C. (2013).The History of Education in Modern India.New Delhi:Orient Blackswan PrivateLimited.
2. Shukla,B.(2016). Contemporary Education in India ,New Delhi: AgarwalPublishers.
3. Walia, J.S. (2016). Development of Educational System in India. Ahim PaulPublishers

**References:**

1. Goel, A. (2005). *Human Values and Education*. New Delhi: Deep and Deep Publications.
2. Hemchand, T. (2008). *Problems of Teacher Education*. New Delhi: Crescent PublishingCorporation.
3. Jayashree, I. (2008). *Education For All*. New Delhi: APH PublishingHouse.
4. Rao,V. K. & Reddy, R S. (1992). *Contemporary Conceptions of Education*, New Delhi: CommonwealthPublishers.
5. Rao. V K. (1999). *Trends in Education*, New Delhi : RajatPublication.
6. Rawat, S. (1986). *History of Indian Education*, Ram Prasad andSons.
7. Sharma,Y. (2001).*History and Problems of Education*. NewDelhi: Kanishka Publishers.
8. Singh, M. (2007). *Educational Development in India*. New Delhi: Adhyayan Publishers.

**Web Links:**

- 1.<http://cec.nic.in/EContent/Pages/Result.aspx?p=Paper01&s=BED&Name=B.Ed.&PaperName=Education%20in%20the%20Emerging%20Indian%20Society>
- 2.<http://mohitpuri.pbworks.com/w/page/11465787/Education%20in%20India%20during%20Vedic%2C%20Buddhist%20and%20Medieval%20Periods>
- 3.<https://www.jagranjosh.com/general-knowledge/development-of-education-during-british-period-in-india-1445314601-1>
- 4.<http://www.economicdiscussion.net/articles/development-of-education-in-india-after-independence/2293>
- 5.<https://www.edchoice.org/who-we-are/our-founders/the-friedmans-on-school-choice/article/the-role-of-government-in-education/>

## Course Outcomes

On successful completion of this course the learner will be able to :

1. understand the different educational systems in ancient India and medieval period
2. analyse the different Education Commissions in India before independence and find out the origin of the present educational system
3. develop the characteristics of the educational system after independence and develop new innovative thoughts and practices of education for forthcoming generation
4. recognize the Government bodies in administering the responsibilities for the promotion of better education system to the present needs of the society
5. critically analyze the existing challenges in the field of education at different levels of Education

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO3
CO 1	H				M							M		M
CO 2	L		M				M		M				M	
CO 3			L										M	
CO 4	M	H		M			M						M	
CO 5	M			H	M				M			H		L

## Learning for Human Development

Semester II

Hours of instruction/week:5

23BEDC05

No. of credits:4

### Objectives

To enable the student teacher

1. understand the principles of learning process.
2. become aware of the intellectual development of the children
4. know the role of aptitude, attitude and interest
5. gain basic concepts about guidance and counselling

### Unit I Learning: Principles & Theories

Learning – Meaning, nature. Transfer of learning – meaning, types. Learning curve – meaning, types, characteristics, educational implications. Memory – meaning, types. Forgetting – Meaning, types, Ebbinghaus curve. Theories of learning – Pavlov, Skinner and Thorndike.

10

### Unit II Cognitive Process

Nature and characteristics of intelligence and its development. Theories of intelligence—two factor theory, multifactor theory and Gardner's multiple intelligence theory. Assessment of intelligence – verbal, non-verbal and performance tests of intelligence. Thinking - Meaning, tools, types. Reasoning- meaning, kinds. Problem solving- meaning, methods of problem solving. Creativity - Meaning, nature, stages, Torrance theory, Identification and promotion of creativity.

15

### Unit III Motivation

Motivation – nature, types, techniques of enhancing learner's motivation – Humanistic theory (Maslow). Achievement motivation – level of aspiration – role of rewards and punishments.

10

### Unit IV Attention, Interest, Attitude and Aptitude

Attention - meaning, nature, types, factors, span of attention-measurement, Importance of attention in education. Interest – meaning, nature, characteristics and measurements, role of interest in education. Attitude – nature, formation and measurement. Aptitude – meaning, nature and measurement. Difference between intelligence and aptitude, aptitude and interest.

15

### Unit V Guidance and Counseling

Guidance – meaning, need, types. Counselling – definition, types, role of teachers and parents.

10

**Practicals:**

1. Identify the different learning styles of children in a classroom
2. List down different maladjusted behaviours of adolescents which you could identify from the classroom and prepare a case study. 15
3. Administration and Interpretation of any one of the following tests on Peer group.
  - a. Intelligence test
  - b. Interest inventory
  - c. Aptitude test
4. Three experiments in psychology
  - a. Span of Attention
  - b. Bhatia's Battery of Performance Test.
  - c. Transfer of learning

**Total Hours: 75**

**Text Books:**

1. Aggarwal, J. (2008). Psychology of Learning and Development. New Delhi: Shipra Publications.
2. Mangal, S. (2003). Advanced Educational Psychology. New Delhi: Prentice - Hall of India Pvt Ltd.
3. Pal, B. (2011). Psychology of Effective Teaching. New Delhi: Sonali Publication.
4. Rajkumari, A. S. (2006). Methods of Teaching Educational Psychology. New Delhi: Discovery Publishing House

**References:**

1. Corno, L., & Anderman, E. M. (Eds.). (2015). Handbook of educational psychology. Routledge.
2. Evans, E. G. S. (2017). Modern Educational Psychology: an historical introduction. Routledge.
3. Groome, D., & Eysenck, M. (2016). An introduction to applied cognitive psychology. Psychology Press.
4. Jain, M. (2010). Encyclopaedia of Educational Psychology. New Delhi: Anshah Publication House.
5. McCallum, R. S. (Ed.). (2017). Handbook of nonverbal assessment. Springer.
6. Rao, N. (2008). Counselling and Guidance II Edition. New Delhi: Mc Graw – Hill Publishing Company.
7. Reeve, J. (2014). Understanding motivation and emotion. John Wiley & Sons.
8. Singh, Y. (2005). Psychology in Education, New Delhi: APH Publishing House.
9. Verbeke, J., & Signore, V. (2017). Perspectives on Creativity. KU Leuven.

### Web Links:

1. <https://en.wikipedia.org/wiki/Cognition>
2. <http://thepeakperformancecenter.com/educational-learning/learning/theories/>
3. <https://www.simplypsychology.org/maslow.html>
4. <https://study.com/academy/lesson/achievement-motivation-theory-definition-quiz.html>
5. <https://www.britannica.com/topic/guidance-counseling>

### Course Outcomes:

**On successful completion of this course the learner will be able to:**

1. understand the Learning theories and how to use this knowledge in planning instruction to meet curriculum goals
2. identify strategies for enhancing students' abilities to use complex cognitiveskills
3. apply the theories of motivation and provide rationale for those you would use in your classroom
4. analyse the concept of aptitude, interest and attitude and its role in making educational and vocational Choices
5. motivate to make use of the principles and functions of guidance and counselling to ensure a safe learning environment in school

CO /PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H										M			M
CO 2	H			M		M								
CO 3	H	M			H									
CO 4	H													M
CO 5	H	M												

## Educational Evaluation and Assessment

Semester II

Hours of instruction Per week: 4

23BEDC06

No. of credits:3

### Objectives

To enable the student teacher

1. acquaint with the basic scientific concepts and practices in educational measurement
2. tabulate and find out some standard meaning from the raw scores by using statistical procedures
3. develop skills and competencies for the use of the techniques in the field
4. interpret the result of educational measurement
5. understand the use of various tools of evaluation

### Unit I Introduction to Measurement, Assessment and Evaluation

9

Concept of Measurement, Assessment and Evaluation. Scales of measurement- nominal, ordinal, interval and ratio scales. Principles of assessment. Assessment of affective learning – attitude and values. Evaluation – meaning and types – Formal, Informal, Oral, Written, Formative, Summative, Placement, Diagnostic and Performance based evaluation, criterion referenced and norm referenced. The purpose and place of evaluation in Education.

### Unit II Tools of Evaluation

9

Tools of evaluation – Tests, Questionnaire, Observation, Check Lists, Rating Scale, Anecdotal Record, Critical Incidents and Interview.

### Unit III Test Construction

9

Test – Types and tests items. Steps in test construction. Item analysis. Criteria of a Good Test- Validity, Reliability, Objectivity and Usability..

### Unit IV Trends in Evaluation

9

Innovations in Examination – Grading, Choice Based Credit System, ICT in evaluation, Open house, Need for Semesterisation. Question Bank, Central Valuation. Continuous Internal Assessment of non-scholastic and scholastic achievement. Portfolio assessment. Self assessment and development of Rubrics.

### Unit V Educational Statistics

9

Statistics – Meaning and need. Measures of central tendency and dispersion; Normal probability; skewness & kurtosis; Percentile & Percentile ranks; Coefficient of correlation.



**Practicals:**

15

1. Preparation of models on different types of evaluation
2. To design different tools of evaluation
3. Construction of a standardised achievement test for a selected topic in a school subject
4. Construction of a question bank for a selected unit of the school subject.
5. To find measures of central tendency and dispersion for the scores of the peer group

**Total hours 60****Text Books:**

1. George, David(2008), Trends in Measurement and Evaluation Techniques, Commonwealth Publishers.
2. Reddy, VidyaSagar(2016), Measurement and Evaluation in Psychology and Education, AsthaPublishers.
3. Rout, Santosh Kumar(2009), Educational Measurement Evaluation and Statistics, Navyug Publication.
4. Wadhwa, Shalini(2008), A Handbook of Measurement and Testing, Sarup & Sons Publication.

**References:**

1. Ajal Raj. (1998). *Intelligence Tests*. New Delhi: SterlingPublishers.
2. Bhatia. K.K. (1985). *Measurement and Evaluation in Education*. Ludhiana: Prakash Brothers EducationalPublishers.
3. Gavin T.L.Brown, (2014 )*Educational tests and measurements*. Stephen Earl Irving, Peter Julian Keegan Dunmore Publishing,Limited.
4. James W. Pophan. (1988). *Educational Evaluation*, New Jersey:Prentice-Hall.
5. Kelly H. Zou, Aiyi Liu, Andriy I. Bandos (2016).*StatisticalEvaluationof Diagnostic Performance: Topics in ROC Analysis*. CRC Press, Taylor and Francis group.
6. Norman, E., Gronkind & Robert L. Linn. (1990). *Measurement and Evaluation in Teaching. 6th Edition*. New York: Macmillan PublishingCompany.
7. Parsave K. & Chicnell, M. (1993). *Intelligent Database Tools and Application*.New York: John Wiley & Sons Inc.
8. Radha Mohan (2016)*Measurement, Evaluation And Assessment In Education*:Delhi: PHI learning privatelimited.
9. Rao, V.K. & Reddy, R.S. (1992). *Perspectives in Educational Evaluation*. New Delhi: CommonwealthPublishers.
10. Safaya R.N. & B.D. (2000). *Educational Psychology and Guidance*. New Delhi: Dhanpal Ral PublishingCompany.
11. Suddhendu Biswas. (1991).*Topics in Statistical Methodology*. NewDelhi: V.R. Damo dharan for Wiley EasternLimited

**Web Links:**

1. <https://cyfar.org/different-types-evaluation>
2. [evaluationtoolbox.net.au/index.php?option=com\\_content&view=article&id.](https://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id.)

**Course Outcomes**

**On successful completion of this course the learner will be able to :**

1. compare and contrast the concepts of measurement, assessment and evaluation
2. design and use different tools for evaluation
3. construct test items to measure objectives and interpret the test results
4. design rubrics for evaluation in the teaching learning process
5. apply the knowledge of statistics for analysis and interpreting the result

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	M	M	H	H	H			M
CO 2		M	M				H						M	
CO 3	M	M	M		H	M	H	M			M			H
CO 4		M	H		M	H	H			M	H		M	H
CO 5	M	H	H	M	H	H	M	M	M	H	H		H	H

## **Perspectives in Inclusive Education**

**Semester II**

**Hours of instruction Per week: 3**

**23BEDC07**

**No. of credits:3**

### **Objectives**

To enable the student teacher:

1. explain the construct of inclusive education & the progression from segregation towards valuing& appreciating diversity in inclusive education
2. explicate the national &key international policies & frameworks facilitating inclusive education
3. enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms
4. describe the inclusive pedagogical practices & its relation to goodteaching.
5. expound strategies for collaborative working and stakeholders support in implementing inclusiveeducation

### **Unit I Introduction to Inclusive Education**

**9**

Marginalisation vs. Inclusion: Meaning & Definitions. Changing Practices in Education of Children with Disabilities: Segregation, Integration& Inclusion. Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity. Principles of Inclusive Education: Access, Equity, Relevance, Participation and Empowerment. Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

### **Unit II Polices & Frameworks Facilitating Inclusive Education**

**9**

International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990). International Conventions: Convention against Discrimination (1960), Convention on Rights of A Child (1989), United Nations Convention of Rights of Persons With Disabilities (UNCRPD) (2006). International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002). National Commissions & Policies: Kothari Commission (1964) National Education Policy (1968), National Policy on Education (1986), Revised National Policy Of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006). National Acts & Programs: IEDC (1974), RCI Act (1992),PWDAct(1995),NationalTrustAct(1999),SSA(2000),RTE(2006),RMSA (2009 )IEDSS (2013).

### **Unit III Adaptations Accommodations and Modifications**

**9**

Meaning, Difference, Need & Steps. Specifics for Children with Sensory Disabilities. Specifics for Children with Neuro-Developmental Disabilities. Specifics for Children with Loco Motor & Multiple Disabilities. Engaging Gifted Children

#### Unit IV Inclusive Academic Instructions

9

Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment. Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching. Differentiated Instructions: Content, Process & Product. Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies. ICT for Instructions.

#### Unit V Supports and Collaborations for Inclusive Education

9

Stakeholders of Inclusive Education & Their Responsibilities. Advocacy & Leadership for Inclusion in Education. Family Support & Involvement for Inclusion. Community Involvement for Inclusion. Resource Mobilisation for Inclusive Education

#### Practical & Field Engagement:

1. Visit special schools of any two disabilities & an inclusive school & write observation report highlight ing pedagogy.
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities.
3. Design a poster on inclusive education.
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy.

**Total Hours: 45**

#### Text Books:

1. Bharti Sharma(2011). Inclusive Education. Kanishka Publishers,Distributors
2. Jayanta Mete. (2016). Inclusive Education. Kanishka Publishers
3. Kaushal Sharma(2007).Emerging Trends in Inclusive Education. IVY Publication
4. Madan Mohan Jha(2010). From Special to Inclusive Education in India Pearson Education
5. Madhu Singh. (2016) Inclusive Education : Education is Our Right. Ane Books
6. Mustafa, K M. (2016). Inclusive Education : Thourght and Practice. A PH Publishing

#### References:

1. Armstrong, F., Armstrong, D., & Barton, L. (2016). *Inclusive education: policy, contexts and comparative perspectives*. Routledge.
2. Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
3. Choate, J. S. (1997). *Successful Inclusive Teaching*. Boston: Allyn and Bacon
4. Daingniels, H. (1999). *Inclusive Education*. London: Kogan.
5. Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
6. Deppeler, J., Loreman, T., Florian, L., & Smith, R. (2015). *Inclusive Pedagogy Across the Curriculum*. Emerald Group Publishing.

7. Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*. New Delhi: Corwin Press, Sage Publications.
8. Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, New Delhi: Corwin Press. Sage Publishers
9. Karten, T. J. (2007). *More Inclusion Strategies that Work*. New Delhi: Corwin Press, Sage Publications.
10. K-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
11. Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Boston: Allyn and Bacon
12. Richards, G., & Armstrong, F. (Eds.). (2016). *Key issues for teaching assistants: working in diverse and inclusive classrooms*. Routledge.
13. Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom. 4th Edition*. London: Routledge Falmer: Taylor & Francis Group.

#### Web Links:

1. [www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus.../special\\_ed\\_final1.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus.../special_ed_final1.pdf)
2. [unesdoc.unesco.org/images/0018/001866/186611e.pdf](http://unesdoc.unesco.org/images/0018/001866/186611e.pdf)
3. <https://www.onlinejournal.in/IJIRV2I7/194.pdf>
4. [https://www.researchgate.net/.../301675529\\_INCLUSIVE\\_EDUCATION\\_IN\\_INDI\\_](https://www.researchgate.net/.../301675529_INCLUSIVE_EDUCATION_IN_INDI_)
5. [unesdoc.unesco.org/images/0022/002284/228491e.pdf](http://unesdoc.unesco.org/images/0022/002284/228491e.pdf)
6. [unesdoc.unesco.org/images/0022/002221/222124e.pdf](http://unesdoc.unesco.org/images/0022/002221/222124e.pdf)

#### Course Outcomes:

**On successful completion of this course the learner will be able to :**

1. understand the changing practices in education of children with disabilities.
2. interpret the policies and access the educational needs of children with different disabilities
3. compare and interpret the specifics for children with disabilities
4. equip the necessary skills for universal design for learning of children with disabilities
5. design a check list/teacher made tool to mainstream children with disabilities in regular schools

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H	M												
CO 2			H		M		M	H						
CO 3		M								L				
CO 4											M			
CO 5						M	M		M	M				

## Methods and Techniques of Teaching Mathematics

**Semester II**

**Hours of instruction Per week: 5**

**23BEDM12**

**No. of credits:4**

### **Objectives**

To enable the student teacher

1. understand and practice teaching skills and implement it among the students
2. know the importance of various methods of teaching Mathematics
3. understand and employ various techniques of teaching Mathematics
4. acquire skills relating to planning lessons and presenting them effectively
5. prepare self learning materials for their students

### **Unit I Micro teaching**

**15**

Microteaching-origin, need, meaning, definition, characteristics, micro teaching cycle, phases of micro teaching, principles, organisation and implementation, micro lesson. Skill emphasis-induction, questioning, explaining, reinforcement and closure.

**Practicum:** Prepare micro lessons for the above skills.

### **Unit II Methods of teaching**

**15**

Teacher centered method-lecturing, lecture demonstration-advantages and limitations. Student centered method- Heuristic, Problem solving, project- advantages and limitations.

**Practicum:** List the projects related to secondary and higher secondary level.

### **Unit III Techniques of teaching Mathematics**

**15**

Drill, quiz, brain storming, seminar, symposium, workshop, buzz session, review, assignment, supervised study, oral work, group work, homework.

**Practicum:** Give examples for each technique

### **Unit IV Planning of Instruction**

**15**

Lesson plan-principles, components of lesson plan- characteristics of a good lesson yearly plan, unit plan. Herbartian steps, constructivism approach-ABL & ALM.

**Practicum:** Preparation of yearly, term, monthly and weekly plan

### **Unit V Individualised instruction**

**15**

Models of instruction-CAI, PSI, linear, branching and mathetics.

**Practicum:** Prepare linear, branching and mathetics on any topic

**Total Hours:**

**75**

### TextBooks:

1. Lee,Clare.Ed.,( 2014), Practical Guide to Teaching Mathematics in the Secondary School.Routledge
2. Mandalapu Srinivasa Rao(2003) Achievement Motivation and Achievement in Mathematics, Discovery PublishingHouse
3. Mustafa,(2005), Teaching Of Mathematics : New Trends And Innovations, Deep andDeep
4. Rock, David(2013), Teaching Secondary Mathematics,Routledge

### References:

1. Butler & Wren. (1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Company.
2. Eves, H. (1963). *The History of Mathematics*. New York: Holt-Rinehart and Winston.
3. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
4. James, Ae. ( 2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publication.
5. Kinfé Abraha Gebre-Egziabher(2010) *Methods and Techniques of Teaching High School and College Mathematics* VDM Publishing.
6. Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Publication Pvt Ltd.
7. Mangal, S.K. (2004). *The Teaching of Mathematics*. Ludhiana: Prakash Brother.
8. Papola, C. (2004). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt Ltd. Delhi
9. Sharma, M. M. (1982). *Audio Visual Education-Art and Teaching Aids*. New Delhi: Prakash Brother Publishing.
10. Sidhu, K. (1984). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.

### Web Links:

1. [https://scholar.google.co.in/scholar?hl=en&as\\_sdt=0%2C5&q=methods+of+teaching+&oq=m](https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=methods+of+teaching+&oq=m)
2. [https://scholar.google.co.in/scholar?hl=en&as\\_sdt=0%2C5&q=microteaching+in+teacher+education&oq=microteaching](https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=microteaching+in+teacher+education&oq=microteaching)
3. [https://scholar.google.co.in/scholar?hl=en&as\\_sdt=0%2C5&q=techniques++of+teaching+mathematics&btnG=](https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=techniques++of+teaching+mathematics&btnG=)
4. [https://scholar.google.co.in/scholar?hl=en&as\\_sdt=0%2C5&q=individual+instructions+psi&btnG=](https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=individual+instructions+psi&btnG=)
5. [http://cec.nic.in/wpresources/Module/B\\_Ed/Ed-196-COMPUTER%20ASSISTED%20INSTRUCTION%20\(CAI\)/main.swf](http://cec.nic.in/wpresources/Module/B_Ed/Ed-196-COMPUTER%20ASSISTED%20INSTRUCTION%20(CAI)/main.swf)

### Course Outcomes:

On successful completion of this course, student teachers will be able to:

1. apply the micro teaching skills in teaching mathematics
2. investigate the distinctive characteristics of various instructional methods suitable for teaching mathematics
3. apply appropriate techniques and methods for teaching varied context and content in mathematics
4. understand the different approaches in planning for instruction in teaching mathematics
5. Design different individualised instructional material for teaching mathematics

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1		M			M		M	L			M		M	H
CO 2			H				M				L		M	M
CO 3		M	H	M				M			M		M	L
CO 4		M	H					M			M			H
CO 5		M	H	M	M			M		L	M		H	



## Methods and Techniques of Teaching Physical Science

Semester II

Hours of instruction Per week: 5

23BEDP12

No. of credits:4

### Objectives

To enable the student teacher

1. develop different skills of teaching
2. understand the various methods of teaching Physical Science
3. develop a theoretical and practical understanding of the technology of teaching Physical Science and employ the various techniques in class room teaching
4. acquire specific skills relating to Physical Science, planning their lessons and presenting them effectively
5. prepare self learning materials for their students

### Unit I Microteaching

20

Micro teaching: Definition-micro teaching cycle – Phases of microteaching – skill of introduction, skill of explanation, skill of demonstration, skill of stimulus variation, skill of reinforcement, skill of probing questions, Skill of closure.

Organization and implementation of micro teaching – micro lessons – bridge lesson.

**Practicum:** Practice the skills mentioned in the unit by preparing micro lesson plans.

### Unit II Methods of Teaching

15

Teacher centered methods-Text book method-Lecture method - Lecture cum demonstration, Historical and biographical method. Student centered methods- Individual practical work, Project method, Heuristic method, Inductive and deductive method.

**Practicum:** Mnemonics Bank designing for selected units in Physics and Chemistry.

### Unit III Techniques of Teaching Physical Science

15

Seminar, Symposium, Workshop, Supervised study, Team teaching, Brain storming- Buzz session, concept mapping, collaborative learning.

**Practicum:** Preparation of Concept map for science content from selected units.

### Unit IV Planning of Instruction

15

Year Plan and Unit Plan. Lesson planning - Meaning, Principles of lesson planning, Importance of lesson planning. Lesson plan preparation based on Herbartian and Constructivist Approaches, ABL, ALM.

**Practicum:** Prepare digital lesson plans in ABL, ALM and Herbartian style of lesson planning.

### Unit V Individualised Instruction

10

Individualised instruction-meaning and importance - Programmed Learning-linear, branched, mathematics - PSI, CAI - modes of CAI.

**Practicum:** Prepare learning resource material like modules, instructional packages, CDs, linear and branched programmed instruction material in any topic in physical science.

**Total Hours:75**

**Text Books:**

1. Bhandula, N., Chanda, P.C. & Sharma, K. S.(1995). *Teaching of Science*. Ludhiana: Prakash Brothers, Educational Publishers
2. Indu, H.(2017). *How to write lesson plans-The basic tool for teachers*. Gujarat: Sara Book Publishers.
3. Joseph, T.T. (1992). *Teaching of Modern Science*. Kerala.
4. Mangal, S.K.( 1990 ). *Teaching of Physical and Life Sciences*. New Delhi: Arya Book Depot
5. Mohan, R. (2007). *Innovative Science Teaching*. Hyderabad: Neelkamal Publishers

**Reference**

1. Curran, B. (2016). *Better Lesson Plans, Better Lessons: Practical Strategies for Planning from Standards*. Routledge, Taylor & Francis Group.
2. Djoub, Z. (Ed.). (2017). *Fostering Reflective Teaching Practice in Pre-service Education*. IGI Global.
3. Jasme E. Martinez (2017) *The Search for Method in STEM Education: Palgrave Studies In Play, Performance, Learning, and Development* Springer Science & Business Media
4. Martin, D. (1997). *Elementary Science Methods: A Constructivist Approach*. Albany, NY: Delmar.
5. Tang, M., & Karunanithi, A. T. (Eds.). (2017). *Advanced Concept Maps in STEM Education: Emerging Research and Opportunities: Emerging Research and Opportunities*. IGI Global.

**Web Links:**

1. <https://www.exploratorium.edu/education/ifi/constructivist-learning>
2. <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html>
3. <http://info.moe.gov.et/pdf/ALM%20Teaching%20Methods%20Teachers%27%20Guide.pdf>

**Course Outcomes**

**On successful completion of this course the learner will be able to :**

1. apply the micro teaching skills in their teaching sessions
2. investigate the distinctive characteristics of various instructional methods suitable for teaching physical science
3. apply appropriate techniques and methods for teaching varied context and content of physical science
4. understand the different approaches in planning for instruction
5. design different individualised instruction modules

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO 3
CO 1	M			L		M					M	H		
CO 2	M		L	H	M								H	H
CO 3			L	M	H								H	
CO 4					M									H
CO 5			M											

## Methods and Techniques of Teaching Biological Science

Semester II

Hours of instruction Per week: 5

23BEDB12

No. of credits:4

### Objectives:

To enable the student teacher

1. develop skills for effective teaching
2. know the importance of various methods and techniques of teaching Biological Science
3. develop skills in preparing and using appropriate instructional material in Biology teaching
4. plan and write the lesson plans
5. prepare individualised instructional materials

### Unit I Micro teaching

15

Micro teaching –Definition. Microteaching Cycle. Essential Skills for science teaching – Skill of introducing, Skill of Explaining, Skill of Stimulus Variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure. Link lesson- Definition and Need for Link lesson

**Practicum:** Practice the skills mentioned in the Unit by preparing micro lesson plans

### Unit II: Methods of Teaching

Meaning of methods, approaches and techniques. Scientific method – importance, steps involved in the scientific method. Instructional technology and its application to the teaching of biology. Lecture method, Demonstration, Lecture cum demonstration, Laboratory method, Project method, Biographical and Historical method, Assignment method and Problem solving method. Internet – e-learning, advantages, and use of it as a method of teaching

15

**Practicum:** Practice any two methods to deliver a concept in Biological Science

### Unit III Techniques of Teaching Biological Science

Seminar, Symposium, Workshop, Panel Discussion, Team teaching, Brain storming, Inductive approach, Deductive approach- meaning, comparison, examples, merits and demerits. Enquiry and discovery approaches. Guided and unguided enquiry. Procedure, role of teacher, merits and demerits, buzz session and role playing

15

**Practicum:** Conducting a brain storming session.

### Unit IV: Planning of Instruction

Lesson Planning – Importance of Lesson Plans, writing instructional objectives, planning for specific behavioural changes. Preparation and use of unit plan. Herbartian steps.

15

**Practicum:** Preparing digital lesson plans based on Herbartian method

### Unit V: Individualized Instruction

Self Learning – use, merit, demerits. Programmed Instruction- types. Personalized system of instruction, Computer Assisted Instruction.

15

**Practicum:** Preparing programmed instruction material.

**Total Hours :75**

### Text Books

1. Bhandula, N., Chanda, P.C. & Sharma, K. S. (1995). Teaching of Science. Ludhiana: Prakash Brothers, Educational Publishers
2. Indu, H. (2017). How to write lesson plans-The basic tool for teachers. Gujarat: Sara Book Publishers.
3. Maheshwari, V. K. and Maheshwari, Sudha (2010): *Teaching of Science*, R. Lall Book depot, Meerut.
4. Mangal, S.K. (1990). Teaching of Physical and Life Sciences. New Delhi: Arya Book Depot
5. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
6. Singh, D. K. (2007). *Teaching of General Science*. New Delhi: A.P.H. Publishing Corporation.
7. Yadav, K. (2008.). *Teaching of Life Science*. New Delhi: Anmol Publications

### References:

1. Curran, B. (2016). Better Lesson Plans, Better Lessons: Practical Strategies for Planning Standards. Routledge, Taylor & Francis Group.
2. Djoub, Z. (Ed.). (2017). Fostering Reflective Teaching Practice in Pre-service Education. Global.
3. Jasme E. Martinez (2017) The Search for Method in STEM Education: Palgrave Studies I Play, Performance, Learning, and Development Springer Science & Business Media
4. Martin, D. (1997). Elementary Science Methods: A Constructivist Approach. Albany, NY: Delmar.
5. Marzano, R. J., & Brown, J. L. (2009). A handbook for the art and science of teaching. ASCD.
6. Ramakrishna, A. (2012). Methodology of Teaching Life Sciences. New Delhi: Pearson.
7. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.
8. Tang, M., & Karunanithi, A. T. (Eds.). (2017). Advanced Concept Maps in STEM Education: Emerging Research and Opportunities: Emerging Research and Opportunities. I Global.

### Web Links:

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3724377>
2. [www.yourarticlelibrary.com/teaching/micro-teaching-in-indian-education.../45209](http://www.yourarticlelibrary.com/teaching/micro-teaching-in-indian-education.../45209)
3. <https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/>
4. <https://www.education.com › ... › Methods of Teaching in the Classroom>
5. <https://www.slideshare.net/Vijirayar/methods-of-teaching-biological-science>
6. <https://study.com/academy/.../instructional-planning-quality-materials-strategies.html>
7. <https://www.nsf.gov/news/classroom/biology.jsp>
8. [eprogressiveportfolio.blogspot.com/2012/06/individualized-instruction-strategy.html](http://eprogressiveportfolio.blogspot.com/2012/06/individualized-instruction-strategy.html)

**Course Outcomes:****On successful completion of the course, Student teachers will be able to:**

1. identify the components of different micro teaching skills
2. Provide constructive, focused feedback to fellow participants on micro training activities • reflect on and assess micro training as a teacher development tool.
3. apply the micro teaching skills in their teaching sessions
4. practice the different methods and techniques of teaching
5. select and plan the academic activities for an year ; month and week

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO 2	PSO3
CO 1	M			L		M					M	H		
CO 2	M		L	H	M								H	H
CO 3			L	M	H								H	
CO 4					M									H
CO 5			M											

## Methods and Techniques of Teaching Home Science

Semester II

Hours of instruction Per week: 5

23BEDH12

No. of credits:4

### Objectives

To enable the student teacher

1. develop the ability to make use of teaching skills by the practice of Microteaching
2. know and apply various instructional methods and approaches of teaching Home Science
3. know and understand the various techniques in teaching of Home Science
4. understand the importance, maintenance and uses of various resources for Teaching of Home Science
5. critically analyze the Home Science textbook of the Higher Secondary level

### Unit I Micro Teaching

15

Micro Teaching – Definition - Principles of Microteaching – Microteaching cycle. Teaching skills – Explaining, Stimulus Variation, Reinforcement, Questioning-Black board writing. Implementation- Micro lessons-Bridge Lessons.

**Practicum:** Preparation of Micro lesson.

### Unit II Instructional methods

15

Teacher centred methods -lecture method, lecture cum demonstration method. Learner -centred methods -Individual laboratory method, heuristic method, Project method, Problem-solving method, Inductive method and deductive method .

**Practicum:** Conduct a Mini Project in Home Science.

### Unit III Techniques in teaching

15

Techniques in Teaching - Seminar, Symposium, Workshop, Concept mapping, Conference, Assignment, Role playing, Dramatization, Group work, Team teaching, Discussion - Group discussion, Panel discussion, Discussion 66, Buzz session, Brain storming, Colloquium.

**Practicum:** Development of a Concept map for a selected topic in Home science.

### Unit IV Planning of instruction

15

Lesson plan –meaning, need, steps - Herbartian steps and Year plan, Term plan, Monthly plan, Weekly plan. Unit plan - meaning, steps, importance and its format

.Designing a lesson plan for topic of secondary school Home Science.

**Practicum:** Preparation of Lesson plan in Home Science.

### Unit V Individualized Instruction

15

Individualized instruction- Need and importance, Characteristics and Principles. Programmed instruction – Linear and Branching .Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) its advantages and disadvantages.

**Practicum:** Preparation of Programmed Instruction materials – Linear and Branching

**Total Hours : 75**

**Text Books**

1. Ebel, R.L. & Frisbie, D.A. (1991). Essentials of Educational Measurement. New Jersey: Prentice Hall
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Panda, Pratap Kumar (2017). Educational Evaluation New Delhi :A P H Publishing
4. Siddiqui, M. H. (2009). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
5. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
6. Wellington, J. & Ireson, G. (2018). Science learning, Science teaching. New York: Routledge.

**References:**

1. Jha, J.K. (2001). Encyclopaedia of teaching of Home Science. (Vol I & II). New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). Technology of teaching of Home Science . New Delhi: Sonali Publishers.
3. Nivedita, D. (2004). Teaching of Home Science . New Delhi: Dominant Publishers and Distributors.
4. Seshaih, P.R. (2004). Methods of teaching Home Science. Chennai: Manohar Publishers & Distributors.
5. Shaloo, S. (2002). Modern Methods of teaching of Home Science .(I Edition). New Delhi: Sarup & Sons.
6. Yadav, S. (1997). Teaching of Home Science .New Delhi: Anmol Publishers.
7. Yadav, S. (1997). Text book of Nutrition and Health . New Delhi: Anmol Publishers.

**Web Links:**

1. <https://www.exploratorium.edu/education/ifi/constructivist-learning>
2. <https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html>
3. <http://info.moe.gov.et/pdf/ALM%20Teaching%20Methods%20Teachers%27%20Guide.pdf>

**Course Outcomes:**

**On successful completion of this course the learner will be able to :**

1. apply micro teaching skills in their teaching sessions
2. investigate the distinctive characteristics of various instructional methods suitable for teaching Home Science
3. apply appropriate techniques and methods suitable for teaching varied context and content of Home Science
4. understand the different approaches in planning for instruction
5. design different individualised instruction modules.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO2	PSO3
CO 1	M			L		M					M	H		
CO 2	M		L	H	M								H	H
CO 3			L	M	H								H	
CO 4					M									H
CO 5			M											

## Methods and Techniques of Teaching History

Semester II

Hours of instruction Per week: 5

23BEDI12

No. of credits:4

### Objectives

To enable the student teacher

1. develop various skills involved in the teaching of History
2. acquire knowledge about the Pedagogical and Activity Methods involved in the teaching of History
3. understand the various Techniques of teaching History
4. feel the necessity of planning the lesson
5. develop effective skill in programmed teaching

### Unit I Micro Teaching

Definition, Principles of Micro teaching and Micro Cycle, Merits and Demerits. 15  
Relevant Skills- Skill of Stimulus Variation, Skill of reinforcement, Skill of Questioning, Skill of Explaining and Skill of Black board writing. Organization and implementation of micro teaching – micro lessons and bridge lesson  
**Practicum:** Preparing Micro lessons and practicing the skill.

### Unit-II Methods of Teaching History

Lecture method, Biographical method, Text book method, Inductive and Deductive 15  
methods. Activity methods- Project method, Dramatization, Source method, Dates and how to teach them and Making the past real.

**Practicum:** Assigning Individual projects on topics of historical significance, Preparing some lessons in the schools for teaching through dramatization

### Unit III Techniques of Teaching History

Assignment, Seminar, Symposium, Panel Discussion, Team teaching, Supervised Study, 15  
Group study and Workshop

**Practicum:** Organising seminar and symposium for three significant topics from any standard at Elementary and Secondary levels.

### Unit IV Planning for Instruction

Planning for teaching – specific instructional objectives (knowledge, understanding, 15  
application and skills) .Lesson planning- Need, Principles, Herbartian steps. Year plan, Term plan, Monthly plan, Weekly plan and Unit plan.

**Practicum:** preparation and analysis of some Model lesson plans

### Unit V Individualised Instruction

Programmed Instruction, Computer Assisted Instruction, Personalised System of 15  
Instruction, Self study and Home work.

**Practicum:** Preparing Programmed learning Materials- Branched Programming and Linear Programming consisting of 10 frames in History at elementary and secondary level.

**Total Hours : 75**



### **Text books :**

1. Geoff, T. (2008). Teaching and Learning History. New Delhi: SAGE Publications.
2. Indu,H.(2017). How to write lesson plans-The basic tool for teachers. Gujarat: Sara Book Publishers.
3. Sharma, M.M. (1982). Audio-visual Education – Art and Teaching Aids. New Delhi: Prakash BrothersPublications.
4. Sharma, R. A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
5. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
6. Sharma,S. (2004). Modern Teaching of History. New Delhi: AnmolPublications.
7. Sivararjan, K. (2004). Trends and Developments in Modern Educational Practice. CalicutUniversity.
8. Yadav, N. (2001). Teaching of History. New Delhi: Anmol Publications PvtLimited

### **References:**

1. Kokli, A,S.(2002).Teaching of Social Studies. New Delhi: Anmol PublicationsPvtLimited.
2. Mangal, S.K. (2001). Fundamental of Educational Technology. Ludhiana: PrakashBrothers
3. Mishra, R. (2007). Lesson Planning. New Delhi: APHPublishers.
4. Rao, M.S.(2001).Teaching of Geography.New Delhi: Anmol PublicationsPvtLimited.
5. Sharma, R. A. (2008). Technological Foundation of Education. Meerut: R.Lall BooksDepot
6. Sidhu.H.S., Bhatia & Narang. (2002), The Teaching of Social Studies. Ludhiana: Tand Publications.
7. Singh,R.& Kumar.D. (2013). Teaching of Economics, Meerut(U.P),R.Lall BookDepot.
8. Thirugnanasampandam, R. (2005). Varalaru Karpithal Muraikal. Chennai: Shantha Publishers.

### **Web Links**

1. [http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=](http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science)
2. [BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science](http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science)
3. <https://en.wikipedia.org/wiki/Microteaching>
4. <http://www.historydiscussion.net/teaching/various-techniques-used-by-history-teachers-to-teach-history/488>

**Course Outcomes:**

**On successful completion of this course the Student teacher will be able to:**

1. apply the acquired skills involved in the teaching of history in the real classroom teaching learning process
2. practise and adopt suitable methods of teaching to enhance the knowledge and skill of the learners
3. increase time sense by adopting different techniques and create interest in the subject called history to feel the reality of the subject
4. plan and organize various seminars, symposium and many more activities to provide practical experience
5. construct different plans for the preparation of classroom activities for the whole academic year and promote self-learning in the classroom among the learners by the preparation of the self-learning materials

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO2	PSO3
CO 1	H	H	H									H		
CO 2			H		H	H	H		H				H	H
CO 3			H	H	H	H	H	M	M	H		H	H	H
CO 4	H	H	H	M	H	H	M	H	M	M	H	H	H	H
CO 5			M	H	M	M	M		M				H	H

## Methods and Techniques of Teaching Economics

Semester II

Hours of instruction Per week: 5

23BEDE12

No. of credits:4

### Objectives

To enable the student teacher

1. practice different skills of teaching
2. understand the methods of teaching economics
3. adopt modern techniques in teaching of economics.
4. acquire skills relating to planning lessons and presenting them effectively
5. understand the need for implementing the methods of catering to individual differences in Economics teaching

### Unit I Micro teaching

15

Micro teaching – Definition, micro cycle, merits and limitations, relevant skills-skill of blackboard writing, skill of explaining, skill of questioning, skill of reinforcement, skill of stimulus variations illustrations with examples .Organization and implementation of microteaching, model micro lesson, bridge lesson.

**Practicum:** Prepare micro lesson for all skills mentioned in the unit, practice and receive feedback from peers.

### Unit II Methods of teaching

15

Method of organizing experiences in teaching. Lecture method, Inductive deductive method, analytic and synthetic method, heuristic approach, Logical method, Laboratory method, Problem solving method, Project method and Socialised recitation method.

**Practicum:** Prepare a project. Plan on any problem related to economics

### Unit III Techniques of Teaching Economics

Methods and Materials of Teaching. Use of modern techniques in teaching Economics. Symposium, discussion, workshop techniques, brain storming, panel discussion, seminar, team teaching and assignment.

15

**Practicum:** Panel discussion on any social issues

### Unit IV Planning of Instruction

15

Lesson planning -Features, need, importance and Herbartian steps of lesson planning. Enumeration and derivation of instructional objectives. Year plan, term plan, monthly plan, weekly plan, unit plan.

**Practicum :**Prepare a term plan for XI and XII standard.

### Unit V Individualised Instruction

Importance to individuals - Individualized instruction- Computer Assisted Instruction, Programmed instruction, Instructional model, multimedia-self learning packages.

15

**Practicum:** Preparation of programmed instruction file. a) Linear programming(15) frames. b) Branched programming (10) frames.

**Total Hours : 75**

### **Text Books**

1. Amita Yadav (2009). Teaching of Economics, New Delhi: Anmol Publications Pvt Ltd.
2. Ranga Rao, B & Dr. Digumarti Bhaskara Rao (2007). Techniques of Teaching Economics, New Delhi: Sonali Publications.
3. Dr. Rampal Singh & Dr. Dharmendra Kumar (2013). Teaching of Economics, Meerut (U.P.), R. Lall Book Depot.
4. Seema Rao (1995). Teaching of Commerce, New Delhi: Anmol Publications Pvt Ltd.
5. Nirmal Yadav (1994). Teaching of History, New Delhi: Anmol Publications Pvt Ltd.

### **References:**

1. Aggarwal, J. C. (2005). Essentials of education technology: Teaching learning innovations education. New Delhi: Vikas Publishers.
2. Sidhu, H.S., Bhatia. & Narang. (2002). The Teaching of Social Studies. Ludhiana: Tand Publications.
3. Kokli, A.S. (2002). Teaching of Social Studies. New Delhi: Anmol Publications Pvt Limited.
4. Mishra, R. (2007). Lesson Planning. New Delhi: APH Publishers.
5. Rao, S. (2002). Teaching of Commerce, New Delhi: Anmol Publications Pvt. Ltd.
6. Sharma, R. A. C. (2007). Technological foundation of education. Meerut: R. Lall Book Department
7. Sharma, R. A. (2008). Technological foundation of education. Meerut: R. Lall Books Depot.
8. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
9. Sivarajan, K. (2004). Trends and Developments in Modern Educational Practice. Calicut.

### **Web Links:**

1. <http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20%20Teaching%20Social%20Science>
2. <https://en.wikipedia.org/wiki/Microteaching>

### **Course Outcomes:**

**On successful completion of this course the Student teacher will be able to:**

1. Apply various teaching skills in Economics teaching and learning
2. Assess the needs of the learner and choose appropriate pedagogy
3. Be a continuous learner in the field of teaching economics
4. Design instructions based on Herbartian steps
5. Be capable of designing individualised instructional plans

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO11	PSO 1	PSO2	PSO3
CO 1	H	H												H
CO 2			H										H	H
CO 3	M									H	M	M		
CO 4					H								H	
CO 5			H	M	M								H	

## **Approaches, Methods and Techniques of Teaching English**

**Semester II**

**Hours of instruction Per week: 5**

**23BEDS12**

**No. of credits:4**

### **Objectives:**

To enable the student teachers to

1. understand and practice teaching skills and implement it among the students
2. become aware of different approaches, methods & techniques in teaching English
3. know the contribution of Western and Indian writers in English
4. gain knowledge of planning of instruction
5. familiarise with individualized instruction

### **Unit I Micro Teaching**

**15**

Microteaching skills: skills of stimulus variation, skill of black board writing, skill of questioning, skill of explaining, skill of dramatization, skill of reinforcement – an understanding of the components of various skills an effective preparation for macro teaching.

**Practicum:** Practice and prepare a report on teaching skills

### **Unit II Developing Language Skills- Reading and Writing**

Exposure to Language through Reading and Writing Skills, Types of Reading and Writing - Sub-skills of Writing - Elementary and Secondary Level, Integration of Skills - Creative expressions in Speaking and Writing (Presentation) Study Skills - Note Making and Note Taking, using SQ3M and Graphic Organizers Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia **15**

**Practicum:** Tasks for developing Reading skills ;Writing skills-Writing opinions/ideas/everyday Purpose

### **Unit III Approaches and Techniques of Teaching English**

Approaches-ESP – English for Specific Purpose. Structural Approach , Situational Approach , Communicative Approach and Task Approach in Teaching English. Techniques - Seminar, Symposium, Workshop, Concept mapping, Conference, Assignment, Role playing, Dramatization, Group work, Team teaching, Discussion-Group discussion, Panel discussion, , Buzz session, Brain storming, Colloquium. **15**

**Practicum:** Development of a Concept map for a selected topic English. Prepare activities for various Approaches and Techniques of Teaching English

#### **Unit IV Group and Individualized Instruction**

Teacher centered methods -lecture method, lecture cum dramatization method. Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method, Learner centered methods -Individualized instruction, CAI -Computer Assisted instruction, Programmed instruction Project method , Self study and Home work. Role Play -procedure of the role play, activity based teaching methods-kinds of activities-exploratory, constructive, expressive. The Activities you could focus on- 15  
experiencing, memorizing, understanding, organizing activities., role of a teacher in an Activity Based Method, ELT through internet, online learning virtual education

**Practicum:** Learn online certificate course. (MOOC, edx.org, open2study, Alison)

#### **Unit V Planning for Instruction**

Planning for teaching-self instructional objectives (knowledge, understanding, application and skills). Lesson Planning—Need, Principles, Herbartian steps. Year Plan, Monthly Plan, Weekly Plan and Unit Plan

**Practicum:** prepare programmed learning materials-branched and linear programming consisting of 10 frames in English at elementary and secondary level.

15

**Total Hours: 75**

#### **Text Books:**

1. Agnihotri, R K Ed.(1995). English Language Teaching in India. Sage Publications
2. Chatterjee, Kalyan K. (1976) English Education in India (issues and Opinions). Macmillan EducationLtd
3. Kanungo, GosthaBehari(1962) Language Controversy in Indian Education an Historical Study. University Of ChicagoPress

#### **References:**

1. Nagaraj & Geetha. *English Language Teaching - Approaches, Methods, Techniques in Education*. Orient Black Swan
2. Nageswara Rao, S. (2013). *Methods of Teaching English*. Guntur: Master Minds, Sri Nagarjuna Publishers.
3. Springer.Hall, G. (2017). *Exploring English language teaching: Language in action*. Routledge.

4. Gass, S. M. (2017). *Input, interaction, and the second language learner*. Routledge.
5. Brown, G. (2017). *Listening to spoken English*. Routledge.
6. Verplaetse, L. S., & Migliacci, N. (Eds.). (2017). *Inclusive pedagogy for English language learners: A handbook of research-informed practices*. Routledge.
7. Wong, L. L., & Hyland, K. (Eds.). (2017). *Faces of English Education: Students, Teachers, and Pedagogy*. Taylor & Francis
8. Wilhelm, J. D. (2016). *"You gotta be the book": teaching engaged and reflective reading with adolescents*. Teachers College Press.
9. Sibberson, F., & Szymusiak, K. (2016). *Still learning to read: Teaching students in grades 3-6*. Stenhouse Publishers.
10. Thaler, E. (2016). *Teaching English Literature*. UTB.
11. Kumaravadivelu, B. (2016). *The decolonial option in English teaching: Can the subaltern act?* TESOL quarterly, 50(1), 66-85.

#### Web Links:

1. [https://www.slideshare.net/moyusuf/microteaching-an-introduction?next\\_slideshow=1](https://www.slideshare.net/moyusuf/microteaching-an-introduction?next_slideshow=1)
2. <https://www.fluentin3months.com/reading-writing-speaking-and-listening/>
3. <https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php>
4. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/tea.3660090110>
5. [https://us.sagepub.com/sites/default/.../26484\\_Chapter\\_1\\_Decide\\_What\\_to\\_Teach.pdf](https://us.sagepub.com/sites/default/.../26484_Chapter_1_Decide_What_to_Teach.pdf)

#### Course Outcomes:

On successful completion of this course the learner will be able to:

1. develop professional competence in teaching skills and techniques.
2. examine the critical analysis of literature, rhetoric while teaching reading and writing
3. analyse various approaches, techniques and methods of teaching English.
4. generate a creative thinking in all participants, something beyond the obvious answers and solution to a specific problem.
5. prepare a detailed instruction precisely to emerge as an inspiring teacher, administrator and value based social leader

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO2	PSO3
CO 1	H	H		H	H		H					H	H	
CO 2	H	H	M	H	H	M		H			H	H	H	M
CO 3	H		H			H	H	H	H			H	H	
CO 4	H		H		H		H			H		H		H
CO 5	H		H			H		H		H		H	H	H



## Teaching English as a Second Language

Semester II

Hours of instruction Per week: 5

23BEDG22

No. of credits:4

### Objectives

To enable the student teacher

1. understand ESL/EFL
2. assess the characteristics of the learners in ESL/EFL
3. integrate innovative strategies to teach ESL/EFL
4. create the instructional strategies and technologies that support ESL/EFL
5. acquaint with testing & evaluation in ESL/EFL

### Unit I Introduction to Teaching English as a Second Language(TESL) 15

ESL and EFL, English Language Learning courses, Syllabus for English Language Teaching & Learning, Stages of Second Language Acquisition

**Practicum:** Map the stages of second language acquisition.

### Unit II Characteristics of English Language Learners 15

ESL Learners and Literacy Levels, Knowles's Theory of Andragogy, The VAK Model, Cultural Differences.

**Practicum:** Use VAK Questionnaire in a classroom setup.

### Unit III Teaching Learning Strategies in ESL Classroom 15

Approaches: Participatory Approach, the Whole Language Approach, Language Experience Approach, Performance Based Approach, Task Based Approach, Methods: Grammar translation, Bilingual, Audio Lingual, Total Physical Response, Communicative Language Learning Theories: Constructivism, Psycholinguistics, Bilingualism.

**Practicum:** Prepare lesson plan by using any three approaches.

### Unit IV Instructional Strategies That Support Language Development 15

Techniques for Increasing Proficiency: Cooperative Language Learning, Collaborative learning, storytelling, role play, drama, Telephonic Conversation, Letter writing, Creative Writing, Poem Composing, Journaling, Story reading, News reading.

**Practicum:** Prepare lesson modules by using any three strategies.

### Unit V Testing & Technology in ESL Classroom

Technology in ESL Class rooms: voice Recorder, Videos, Tutorials and PPT. ESL Lesson Plan, Digital Lesson Plan, Objective writing. Challenges of technology in ESL Classrooms. 15

Test construction for ESL Classroom, Testing Considerations

**Practicum:** Prepare a digital lesson, lesson plan and Question paper for a lesson.

**Total Hours :75**

### Text Books:

1. Gatenby, E.v. (1961) *English As A Foreign Language: Advice to Non-English Teachers* Longman, Green AndCo.
2. Lado, Robert (1961). *Language Testing* Longman, Green AndCo.
3. Rai, B.c. (1985) *Method Teaching of English*. Prakashan Kendra.
4. Singh, U K. (1996). *Language Education*. Discovery Publishing House.
5. Satya R K (2008). *Modern Methods of Teaching English* A P H Publication
6. Verghese, B V (1997) *Modern Methods of Teaching English : Teaching English in Elementary Schools (vol 3)* Anmol Publications

### References:

1. Berry, V. (2013). *English Impact Report: Investigating English Language Learning Outcomes at the Primary School Level in Rural India*. UK: BBC.
2. Coleman, H. (2011). *Dreams and Realities: Developing Countries and the English Language*. UK: BBC.
3. Heath, B. (2003). *Ways with Words: Language, life and Work in Community and Classrooms*. New York: Cambridge University Press.
4. Hubbard, P. J. (2005). *A Training Course for TEFL, ELBS*. UK: Oxford University Press.
5. Kettering, J. (2005). *Developing Communicative Competence – Interaction Activities in English as a Second Language*. Pittsburgh: Pittsburgh University Press.
6. Ovando, C. J., & Combs, M. C. (2018). *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Rowman & Littlefield.
7. Pennycook, A. (2017). *The cultural politics of English as an international language*. Taylor & Francis.
8. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.
9. Sharma, A. (2007). *Teaching of Modern Languages* New Delhi: Ajay Book Distributors.

### Web Links:

1. <http://esl.fis.edu/teachers/support/method.htm>
2. <https://www.education.com/reference/article/strategies-language-learning/>
3. <http://www.supportrealteachers.org/strategies-for-english-language-learners.html>
4. <http://ltd.edc.org/Strategies-Support-Language-Acquisition>
5. <http://dtl.ncdpi.wikispaces.net/Lesson+Plans+for+the+Digital+Teaching+and+Learning+Environment>
6. <https://alison.com/course/introduction-to-teaching-english-as-a-second-language>

**Course Outcomes:****On successful completion of this course the learner will be able to:**

1. understand the diversified needs of the learners in ESL/EFL
2. design objective oriented methodology to teach ESL/EFL
3. develop instructional strategies that facilitate the learners in ESL/EFL
4. exercise the technologies related to improve the learner's performance in ESL/EFL
5. practice suitable testing and evaluation methods in ESL/EFL

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO 1	PSO2	PSO3
CO 1		H	H		H	H		H	H	H		H		H
CO 2		H	H		H	H		H	H	H	H		H	H
CO 3		H	H		H	H		H	H	H	H		H	H
CO 4		H			H	H		H	H	H	H		H	H
CO 5		H			H	H	H		H	H			H	H

**Objectives**

To enable the student teacher

1. understand the importance of professional etiquette
2. describe and define the components of school-wide positive behavior support
3. assess and create a positive learning environment in schools
4. build strong, positive relationships with children and youth
5. organize an effective classroom management system for all students, particularly those with exceptional learning needs

**Unit I Introduction to teacher behavior**

Meaning, nature and importance. Professional etiquette-meaning, definition, its importance. Teacher Etiquette - Attire, Punctuality, Effectiveness, Behaviour in meetings, Behaviour in Classroom and Communication. 3

**Unit II Teacher behavior and classroom climate**

Classroom climate-meaning, factors contributing towards positive classroom climate. Assessment of classroom climate- various tools and methods-Correct use of social skills assessments. Positive behavior support system for classroom and non-classroom environments, including data collection system for evaluating individual student behavior. Steps involved in Developing a classroom management plan/disclosure document. 3

**Unit III Orchestration of the elements in the 21<sup>st</sup> Century classroom**

The critical role of classroom management, rules and procedures, disciplinary interventions, teacher-student relationships, mental set, getting off to a good start, a new way of thinking about classroom management, functional behavioural analysis and intervention planning, basics of applied behaviour analysis, technology use for classroom and behaviour management. 3

**Unit IV Building an emotionally safe and engaging environment**

Meaning of emotionally safe environment, Ways to deal with feelings that interfere with learning, skills that invite kids to cooperate, the pitfalls of punishment: alternatives that lead to self-discipline, solving problems together: steps that engage children's creativity and commitment, praise that doesn't demean, criticism that doesn't wound, the parent-teacher partnership, reducing or eliminating disruptive and rule-violation behaviour. 3

**Unit V Legal and Ethical practices for the benefit of all learners within the classroom**

Basic responsibilities of the teacher, student and parent, positive expectations, being a good manager, designing lessons to help students reach mastery, becoming a professional, individuals with disabilities – no child left behind and classroom management. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities. 3

**Practical:**

Assess a school climate on the following areas and identify strengths and areas in which to improve the environment.

1. Profile of the school
2. History of the School
3. Physical conditions
4. Human resources / teacher resources
5. Infra structural facilities / School Building
6. School Governance
7. Special Services Provided
8. Co-curricular Activities Provided
9. Records Maintained
10. Details of Dropouts
11. Results
12. Special Achievements
13. Teacher resources
14. School – Community relationships
15. Any other dimension

**Total Hours    15**

**Text books:**

1. Buch, M.b.( 1975). Studies in Teaching and Teacher Behaviour. M.S.UNIV
2. Dosajh, N.I.( 1977). Modification of Teacher Behaviour Through Micro Teaching Sterling Publishers Pvt.ltd.
3. Mishra ,R.C.( 2016). Classroom Management , NewDelhi : APH Publishing Corporation
4. Murthy, S.K. (1985). Educational Technology and Teacher Behaviour. Prakash Brothers Educational Publishers
5. Premalatha, R. (1990) Study of Teacher Behaviour . Schools in Coimbatore, Avinashilingam Institute Coimbatore

**References:**

1. Evertson, C.M. & Emmer, E.T. (2009). *Classroom Management for Elementary Teachers*. (8<sup>th</sup> edition). New Jersey: Pearson.
2. Glasberg, B. (2005). *Functional behaviour assessment for people with autism*. Bethesda, MD: Woodbine House.
3. Cipani, E. (2004). *Classroom Management for All Teachers*. (2<sup>nd</sup> edition). New Jersey: Pearson Prentice Hall.
4. Faber, A. & Mazlish, E. (1995). *How to talk so kids can learn at home and in school*. New York: Simon & Schuster – A Fireside Book.
5. Coogan , J.( 2015). Classroom Management : The First step to Effective Teaching, Bulljive Publishing.
6. Bell,P.(2013). Teacher Behaviour –A Teacher's Guide to understanding the Disruptive Behaviour,UK: AuthorHouse.

**Web Links:**

1. <http://shodhganga.inflibnet.ac.in/bitstream/10603/22964/5/ch-1.pdf>
2. [http://www.projectorcentral.com/21st\\_Century\\_Classroom.htm](http://www.projectorcentral.com/21st_Century_Classroom.htm)
3. <https://www.edutopia.org/blog/creating-emotionally-healthy-classroom-environment-mark-phillips>
4. <http://teaching.monster.com/benefits/articles/3522-creating-an-ethical-classroom>

## Course Outcomes:

On successful completion of this course the learner will be able to:

1. observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction.
2. establish classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment
3. construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies
4. experiment with new and innovative approaches to planning and teaching.
5. analyze a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M						M	M						
CO 2		M			H				M				M	M
CO 3					M		M						M	M
CO 4			M			H			M				H	
CO 5										H	H	M		

## Curriculum and Resources in Mathematics Education

**Semester-III**

**23BEDM13**

**Hours of Instruction per week :5**

**No.of Credits :4**

### **Objectives**

To enable the student teacher

1. create understanding about principles of curriculum and curriculum development
2. device suitable resources for enhancing learning
3. get an insight in organization of co-curricular activities like maths clubs, seminar, etc.
4. get knowledge about the books to be kept in a mathematics library
5. device suitable aids to teaching which results in better learning construct and standardized achievement test in mathematics

### **Unit I Curriculum development**

15

Curriculum-meaning, characteristics of a good curriculum, principles of curriculum construction and syllabus. Organisation of curriculum-logical, psychological, concentric and spiral.

Practicum: Analyse the differences in State Board, CBSE and ICSE curriculum.

### **Unit II Teaching learning Materials in Mathematics**

Edger Dale cone of experience, Low cost improvised teaching aids-paper folding and paper cutting. Use of mass media in teaching, integrating IT in teaching mathematics. Supplementary resources-Text books, manuals, e-books

Practicum: Preparation of mathematical models and improvised aids.

### **Unit III Mathematics Laboratory**

Mathematics laboratory-need and importance, types of material and equipments to be kept in the laboratory.

Practicum: List the equipments in a mathematics laboratory.

### **Unit IV Mathematics Library**

15

Mathematics library-need and importance, types of books – textbooks, reference books, workbooks, e-books, etc. to be kept in the library

Practicum: Observe and list the Math books available in your school during your Internship.

### **Unit V Evaluation**

Evaluation-Concept of evaluation, importance, steps in construction of achievement test, Qualities of a good test, diagnostic and remedial teaching. CCE-meaning and importance.

Practicum: Prepare a blue print for an achievement test that you can conduct for IX standard student.

**Total Hours : 75**

### **Text Books:**

1. Rock, David(2013),Teaching Secondary Mathematics,Routledge
- 2.Sankhala, D P(2009), Teaching of Mathematics in Secondary School, Adhyayan Publishers

### **References:**

1. Arnon, I., Cottrill, J., Dubinsky, E., Oktaç, A., Fuentes, S. R., Trigueros, M., & Weller, K. (2013). *APOS theory: A framework for research and curriculum development in mathematics education*. Springer Science & Business Media.
2. Brahier, D. J. (2016). *Teaching secondary and middle school mathematics*. Routledge.
3. Butler & Wren. (1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Company.

4. Eves.H. (1963). *The History of Mathematics*. New York: Holt-Rinehart and Winston.
5. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
6. James, Ae. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publication.
7. Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Publication Pvt Ltd.
8. Mangal, S.K. (2004). *The Teaching of Mathematics*. Ludhiana: Prakash Brother.
9. Norman, E. G. & Robert, L. L. (1990). *Measurement and Evaluation in Teaching*. New York: McMillan Publishing Company.
10. Papola, C. (2004). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt Ltd.
11. Sharma, M. M. (1982). *Audio Visual Education-Art and Teaching Aids*. New Delhi: Prakash Brother Publishing.
12. Sidhu, K. (1984). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt Ltd.
13. Skovsmose, O. (2013). *Towards a philosophy of critical mathematics education* (Vol. 15. Springer Science & Business Media.

#### Web Links:

1. [http://cec.nic.in/wpresources/Module/B\\_Ed/Ed-269-ROLE%20OF%20MASS%20MEDIA%20IN%20EDUCATION/main.swf](http://cec.nic.in/wpresources/Module/B_Ed/Ed-269-ROLE%20OF%20MASS%20MEDIA%20IN%20EDUCATION/main.swf)
2. [http://cec.nic.in/wpresources/Module/B\\_Ed/Ed-6%20-%20TYPES%20OF%20AUDIO-VISUAL%20AIDS/main.swf](http://cec.nic.in/wpresources/Module/B_Ed/Ed-6%20-%20TYPES%20OF%20AUDIO-VISUAL%20AIDS/main.swf)

#### Course Outcomes:

**On successful completion of this course the learner will be able to**

1. design the curriculum based on the principles of curriculum
2. choose suitable resources for enhancing learning
3. establish a mathematics laboratory with the required equipments
4. collect books for enriching a mathematics library
5. construct tests to measure the achievement test in mathematics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M											M		
CO 2			H		H			M					H	
CO 3		M	H			H	M	M			M		H	
CO 4				M	H				M		H			M
CO 5					M	M	M		H				M	M



**Objectives**

To enable the student teacher

1. understand the principles of curriculum construction and examine critically the syllabi in physical science of the secondary/higher secondary schools
2. understand and prepare teaching learning resources
3. know about different resources related to library
4. familiarize themselves with laboratory organization and administration
5. understand the evaluation techniques and prepare objective based test items to assess the achievement and progress of pupils

**Unit I Curriculum Development**

Definition-meaning and concept. Principles of curriculum development. Approaches to curriculum organisation - psychological, concentric, historical, Nature study. Curricular Models - PSSC and CHEM study. 10

**Practicum:** Analyse Tamil Nadu State board, CBSE and ICSE curriculum.

**Unit II Teaching Learning Material in Physical Sciences**

Importance of audio-visual aids-principles, preparation and uses. Hardware, software in educational technology - charts, graphs, pictures, display boards, models, slides, film-strips. Projectors-Over-Head Projector, Slide projector, Visualiser, Mass media-Radio Television, News paper, Computer, Internet 20

**Practicum:** ChemTube3D or You tube downloading of video clippings for science learning

**Unit III Physical Science Laboratory**

Planning and organization of science laboratory - Procurement, organization and maintenance of laboratory equipment. Storage of chemicals - records to be maintained. First-aid and Safety Management. Improvisation of apparatus. 20

**Practicum:** Prepare a sample stock register for breakables, non-breakables and consumables.

**Unit IV Science Library**

Science library - Different kinds of books - Text books, Reference books, Do it yourself books, Work Book, Teachers handbook, Biography of scientists, Science periodicals. 10

**Practicum:** Facility analysis of Science Library of practicing schools and the teacher education institution with respect to the existing curriculum.

**Unit V Evaluation**

Evaluation- meaning, types. Achievement test in physical science - steps involved in the construction of achievement test. Hall marks of a good test. Diagnostic testing and remedial teaching. Continuous and Comprehensive Evaluation 15

**Practicum:** Develop a MCQ question bank based on Bloom's taxonomy for any one unit in Physical Science Education Syllabus.

## Text Books

1. Ebel, R.L. & Frisbie, D.A. (1991). *Essentials of Educational Measurement*. New Jersey: Prentice Hall
2. Mohan. R. (2007). *Innovative Science Teaching*. Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). *Methods of Teaching Physics*. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). *Science learning, Science teaching*. New York: Routledge.

## References:

1. Hill, R. H., & Finster, D. C. (2016). *Laboratory safety for chemistry students*. John Wiley & Sons.
2. Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Victor Sampson (2016) *Student Lab Manual for Argument-Driven Inquiry in Physical Science: Lab Investigations for Grades 6-8 Argument-Driven Investigations* NSTA Press.
3. Schyrlet Cameron, Carolyn Craig (2017) *STEM Labs for Physical Science*, Mark Twain Media.
4. Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.

## Web Links:

1. [www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1](http://www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1)
2. <https://www.csun.edu/science/ref/curriculum/reforms/pssc>.
3. [Html://www.yourarticlelibrary.com/statistics](http://www.yourarticlelibrary.com/statistics)

## Course Outcomes

**On successful completion of this course the learner will be able to:**

1. design a curriculum based on the different needs of students and society by keeping in mind the principles and approaches of curriculum development
2. prepare different teaching learning materials and use different technological gadgets for classroom instruction and management.
3. design and maintain a science laboratory with all security measures
4. catalogue the periodicals and books in the library
5. construct and validate diagnostic test and achievement test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			M		H			M						
CO 2					H	H								
CO 3				M										
CO 4					L									
CO 5							H							

## Curriculum and Resources in Biological Science Education

Semester III

Hours of instruction Per week: 5

23BEDB13

No. of credits: 4

### Objectives

To enable the student teacher

1. understand the principles of organizing curriculum
2. develop ability to use instructional aids
3. develop the ability to organise science laboratory
4. know about different resources related to library
5. prepare objective based test items as per the existing state syllabus pattern in science

### Unit I: Curriculum Development

15

Curriculum – meaning and definition. Curriculum and Syllabus. Principles of Curriculum construction. Approaches to curriculum organization- integrated, disciplinary and interdisciplinary approach, concentric and spiral approach, nature rambling, nature Study. Curriculum reforms abroad – BSCS Nuffield foundation.

**Practicum:** Make a table of similarities and differences of any two of BSCS versions.

### Unit II Teaching Learning materials in Biological Science

15

Audio visual aids, general value of audio-visual presentation in biology, use of television. Use of real objects such as microscopic slides, skeletal materials, plant and animal specimens. Representational materials such as pictures, photographs, diagrams, models, display boards, museum, herbarium, aquarium, vivarium, terrarium. Apparatus such as projectors, micro-projectors and microscope, using film strip, and motion pictures in the teaching of biology.

**Practicum:** Prepare a Herbarium stating the steps in preparation.

### Unit III: Biological Science Laboratory

Planning and organization of Biological Science laboratory - procurement, organization and maintenance of laboratory equipment. Preservation of specimens, records to be maintained. First Aid and Safety management.

**Practicum:** Prepare a Herbarium.

### Unit IV: Science Library

Science Library and its organization. Selecting good books for a science library. Organizing a science library. Using Internet for accessing information, websites for authoritative information like ERIC, INFLIBNET etc.

**Practicum:** Facility analysis of Science Library of practicing schools and the teacher education institution with respect to the existing curriculum.

### Unit V: Evaluation

Different types of test items, merits and demerits. Construction and administration of achievement tests and diagnostic tests. Continuous and comprehensive Evaluation, Evaluation criteria for assignment, Seminar and project. 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

**Practicum:** Develop a MCQ question bank based on Bloom's taxonomy for any one unit in Biological Science Education Syllabus.

**Total Hours :75**

### Text Books

1. Ebel, R.L. & Frisbie, D.A. (1991). *Essentials of Educational Measurement*. New Jersey: Prentice Hall
2. Mohan, R. (2007). *Innovative Science Teaching*. Hyderabad: Neelkamal Publishers.
3. Siddiqui, M. H. (2009). *Educational Evaluation*. New Delhi: A.P.H. Publishing Cor
4. Sharma, R.C. (1988). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
5. Vanaja, M. (2006). *Methods of Teaching Physics*. New Delhi: Discovery Publishing House.
6. Wellington, J & Ireson, G. (2018). *Science learning, Science teaching*. New York: Routledge.

### References:

1. Griffin, P., & Care, E. (Eds.). (2014). *Assessment and teaching of 21st century skills: Methods and approach*. Springer.
2. Hill, R. H., & Finster, D. C. (2016). *Laboratory safety for chemistry students*. John Wiley & Sons.
3. Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Victor Sampson (2016) *Student Lab Manual for Argument-Driven Inquiry in Physical Science: Lab Investigations for Grades 6-8* Argument-Driven Investigations NSTA Press.
4. Mishra, R. (2007). *Lesson Planning*. Ansari road, Daryaganj, New Delhi: A.P.H. Publishing Corporation.
5. Robert Coe, Michael Waring, Larry V Hedges, James Arthur (2017) *Research Methods and Methodologies in Education* SAGE.
6. Schyrlet Cameron, Carolyn Craig (2017) *STEM Labs for Physical Science*, Mark Twain Media.
7. Suskie, L. (2018). *Assessing student learning: A common sense guide*. John Wiley & Sons.
8. Swe Khine (2013) *Critical Analysis of Science Textbooks: Evaluating instructional effectiveness* Springer Science & Business Media.

### Web Links:

1. <https://ncse.com/media/voices/biological-sciences-curriculum-study-1971>
2. <https://www.ncbi.nlm.nih.gov/books/NBK218805>
3. [https://archive.org/stream/.../methodsandmateri031873mbp\\_djvu.txt](https://archive.org/stream/.../methodsandmateri031873mbp_djvu.txt)
4. <https://www.slideshare.net/kavukavya/types-of-test-items>

### Course Outcomes

**On successful completion of this course the learner will be able to**

1. operate the different educational technology gadgets
2. design and arrange a science laboratory and prepare the registers required for a lab
3. demonstrate the ways of administering first aid
4. catalogue the periodicals and books in the library
5. Construct and validate diagnostic test and achievement test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M										H		
CO 2				M				M						
CO 3			M				H			M				
CO 4					M								M	
CO 5						M					M			

## Curriculum and Resources in Home Science Education

Semester III

Hours of instruction Per week: 5

23BEDH13

No. of credits: 4

### Objectives

To enable the student teacher

1. know the concept and principles of Curriculum construction
2. develop teaching-learning material for teaching Home Science
3. familiarize with laboratory organization and administration
4. know about different resources related to library
5. understand the evaluation techniques and prepare objective based test items to assess the achievement and progress of pupils

### Unit I Curriculum Development

15

Concept of curriculum and syllabus, Bases and principles of curriculum development and study of present school curriculum on the bases of them. Approaches to Home Science curriculum: Integrated v/s disciplinary, Child centered v/s teacher centered, flexible v/s structured, process based v/s content based, conceptual v/s factual, spiral v/s unit based.

**Practicum:** Analysis of Higher Secondary Home science Textbook.

### Unit II Teaching – learning materials

15

Audio – Visual aids- Meaning, Definition, Characteristics and importance . Edgar Dale's Cone of Experience. Classification- Projected aids, Non –projected aids and Activity aids.

**Practicum:** Prepare low-cost and no cost teaching aids and study their effectiveness in a classroom transaction.

### Unit III Home Science Laboratory

Home Science Laboratory – organization of the laboratory – Laboratory equipment and their maintenance – Planning of Multipurpose room – Maintenance of records and registers.

**Practicum:** Organize Multipurpose Home Science Laboratory.

### Unit IV Home Science Library

15

Text books, Workbooks, Handbooks, Reference books - Encyclopaedia, Periodicals, Newsletters, Magazines, Journals and Internet in Home Science teaching

**Practicum:** Collect 10 reference material/article related to Home Science.

### Unit V Achievement Test Construction

15

Achievement test- type of test items – Objective type, short answer type and Essay type, Concept of Achievement Test – purpose, Construction, Statistical analysis and Interpretation, Qualities of good Test,, Preparation of Blue print .Diagnostic test and remedial teaching.

**Practicum:** Construction of Achievement test in Home Science.

**Total Hours :75**

**Text Books:**

1. Yadav, S. (1997). *Text book of Nutrition and Health*. New Delhi: Anmol Publisher
2. Devadas, R .P. (1989). *Methods of Teaching Home science*. New Delhi: NCERT.
3. Nivedita, D. (2004). *Teaching of Home Science*. New Delhi: Dominant Publishers and Distributors.

**References:**

1. Jha, J.K. (2001). *Encyclopaedia of teaching of Home Science*. (Vol I&II). New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). *Technology of teaching of Home Science*. New Delhi: Sonali Publishers.
3. Seshaih, P.R. (2004). *Methods of teaching Home Science*. Chennai: Manohar Publishers & Distributors.
4. Shaloo, S. (2002). *Modern Methods of teaching of Home Science*. (I Edition). New Delhi: Sarup & Sons.
5. Yadav, S. (1997). *Teaching of Home Science*. New Delhi: Anmol Publishers.

**Web Links:**

1. [www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1](http://www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1)
2. <https://www.csun.edu/science/ref/curriculum/reforms/pssc.html>
3. [www.yourarticlelibrary.com/statistics](http://www.yourarticlelibrary.com/statistics)

**Course Outcomes:**

**On successful completion of this course the learner will be able to**

1. get acquaint with modern principles in the construction and designing of Home Science curriculum
2. acquire hands-on experience in designing and developing suitable learning aids for class room instruction
3. familiarize with laboratory organization and administration
4. identify different resources related to library
5. develop skill in construction, administration and interpretation of a Unit test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M				M									M
CO 2					H	H					L		H	
CO 3					M									
CO 4						M								
CO 5							M							

## Curriculum and Resources in History Education

Semester III

Hours of instruction Per week: 5

23BEDI13

No. of credits: 4

### Objectives

To enable the student teacher

1. acquire knowledge about the curriculum development in History
2. acquaint with the various teaching learning materials
3. understand the role of History room in the teaching of History
4. get familiarized with the purpose of History Library
5. develop the skill of tool construction

### Unit I Curriculum Development

Meaning and concept, Principles of Curriculum construction. Organization of Curriculum- 15  
Chronological plan, Concentric and Spiral plans, Regressive plan and Unit Plan and Topical Plan. History syllabus-On the basis of geographical boundaries-World history, National history, Regional and Local history. On the basis of period- Ancient history, Medieval history and Modern history. On the basis of circumstances - Political history, Economic history and Social history.

**Practicum:** Analysis of present day History Curriculum at secondary levels in Tamil Nadu.

### Unit II Teaching Learning Materials in History

Uses and Principles of Hardware- T.V, Films, Slides, Over Head Projector, Tape Recorder 15  
and Radio. Uses and Principles of Software- Maps, Globe, Chalk Board, Bulletin Board, Chart and Picture. Hardware and Software- an Integrated approach.

**Practicum:** Conducting Audio Visual Workshop

### Unit III History Room

Need for History room, Essential Equipments for a History room, Laboratory work in 15  
History, History Museum

**Practicum:** Formation of model History Room by preparing and keeping all equipment and materials needed for it.

### Unit IV History Library

History Department Library- Need and importance, Materials for History Library, 15  
Collateral reading and the Library. How to motivate pupils to utilise Library resources

**Practicum:** Maintaining History Library by collecting Social Studies books, Yearbooks and Biographies. Conducting competitions and discussion on current events.

### Unit V Evaluation in History

Meaning and purpose of Evaluation. Characteristics of a Good test in History. Preparation 15  
and implementation of different types of tests- Achievement test- Teacher made test-Essay and Objective types. Test Construction. Diagnostic test and Remedial teaching.

**Practicum:** Construction of a test tool establishing reliability and validity.

**Total Hours:75**



**Text books:**

1. Geoff. T. (2008). *Teaching and Learning History*. New Delhi: SAGE Publications.
2. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids*. New Delhi: Prakash Brothers Publications
3. Sharma, R. A. (2008). *Technological Foundation of Education*. Meerut: R.Lall Books Depot
4. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
5. Sharma, S. (2004). *Modern Teaching of History*. New Delhi: Anmol Publications

**References:**

1. Kokli, A.S. (2002). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Limited.
2. Rao, M.S. (2001). *Teaching of Geography*. New Delhi: Anmol Publications Pvt. Limited.
3. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids*. New Delhi: Prakash Brothers Publications.
4. Sidhu, H. S., Bhatia & Narang. (2002). *The Teaching of Social Studies*. Ludhiana: Tandon Publications.
5. Sivarajan, K. (2004). *Trends and Developments in Modern Educational Practice*. Calicut University.
6. Sivarajan, K. (2004). *Trends and Developments in Modern Educational Practice*. Calicut University
7. Thirugnanasampandam, R. (2005). *Varalaru karpithal muraikal*. Chennai: Shantha Publishers.

**Web Links:**

1. <http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science>
2. [https://en.wikipedia.org/wiki/Curriculum\\_development](https://en.wikipedia.org/wiki/Curriculum_development)
3. [http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S2323-03862009000100005](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2323-03862009000100005)

**Course Outcomes**

**On successful completion of this course the learner will be able to design the**

1. curriculum for different levels of education and emerge as expert curriculum designers
2. analyse suitable resources for enhancing teaching learning process in History
3. collect various materials needed for establishing History room and arrange it in a proper manner
4. promote the library reading among the future citizens to widen their knowledge in the area of history
5. construct different test tools and judge the quality of a test with the help of the tool to measure the achievement test in History

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H										M		H
CO 2	M												H	
CO 3							M	M					H	
CO 4		M				M							M	
CO 5									H					H

## Curriculum and Resources in Economics Education

Semester III

Hours of instruction Per week: 5

23BEDE13

No. of credits: 4

### Objectives

To enable the student teacher

1. understand the principles of curriculum construction and organization of subject matter
2. develop the ability to prepare and use effectively the audio and video
3. become familiar with the arrangements in Economics room
4. retrieve and comprehend the information from Economics library.
5. understand the various methods of evaluating the classroom teaching

### Unit I Curriculum Development

15

Definition, need for the planning of curriculum. Curriculum construction in Economics. Principles of curriculum construction. Criteria for the selection of content matter. Organization of content matter. Economics curriculum at different stages of education.

**Practicum:** Analyse the differences in State Board, CBSE and ICSE Economics curriculum.

### Unit II Teaching Learning Materials in Economics

The importance of instructional media in relation to teaching economics. Criteria for the selection of instructional media. Audio aids, visual aids, audio-visual aids. Use of internet in teaching economics. Hardware media -blackboard, visual media-charts-maps, graphs, diagrams, pictures, power point presentation

15

**Practicum:** Multimedia preparation(25 slides). Power point presentation of the assignment topics

### Unit III Economics Room

Need and importance of economics room, extrinsic factors, intrinsic organization, merits, equipments and arrangements.

15

**Practicum:** Collection of materials to set up economics room.

### Unit IV Economics Library

Need and importance of economics library, equipping the library, information retrieval from workbooks, resource books, economics surveys, newspapers magazines and journals.

15

**Practicum:** Collection of information from the economics library on a current topic.

### Unit V Achievement Test Construction

15

Types of tests- 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. Remedial teaching.

**Practicum:** Prepare a blue print for an achievement test that you can conduct for XI standard student.

**Total Hours : 75**

**Text Books**

1. Amita Yadav (2009). Teaching of Economics. New Delhi: Anmol Publications Pvt Ltd.
2. Ranga Rao, B & Dr. Digumarti Bhaskara Rao (2007). Techniques of Teaching Economics, New Delhi: Sonali Publications.
3. Dr. Rampal Singh & Dr. Dharmendra Kumar (2013). Teaching of Economics. Meerut (U.P), R. Lall Book Depot.
4. Seema Rao (1995). Teaching of Commerce, New Delhi: Anmol Publications Pvt Ltd.
5. Nirmal Yadav (1994). Teaching of History, New Delhi: Anmol Publications Pvt Ltd.

**References:**

1. Aggarwal, J. C. (2004). *Teacher and education in a developing society*. New Delhi: Vikas Publishers.
2. Aggarwal, J. C. (2005). *Teaching of economics*. Agra.
3. Kochhar, S. (2006). *Teaching of Social Studies*. New Delhi: Sterling Publishing House.
4. Mangal, S. K. & Mangal, S. (2005). *Essentials of educational technology and management*. Meerut: Loyal book depot.
5. Patil, V. T. (2005). *Virtual education: Dimension of educational resources*. New Delhi: Authors press.
6. Ramchandani, S. (2008). *Modern Methods and Techniques of Teaching*. New Delhi: Dominant Publishers and Distributors.
7. Sidhu, H.S. (2002). *The Teaching of Social Studies*. Ludhiana: Tandon Publications

**Web Links:**

1. <http://cec.nic.in/E-content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science>
2. [https://en.wikipedia.org/wiki/Curriculum\\_development](https://en.wikipedia.org/wiki/Curriculum_development)

**Course Outcomes:**

**On successful completion of this course the learner will be able to:**

1. be familiar with the principles of curriculum construction
2. organize the Economics content for smoother content delivery
3. systematize and facilitate the students with Economics room
4. facilitate the students to make use of the library effectively
5. apply various strategies of evaluation to improve classroom teaching

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L													H
CO 2			L											M
CO 3						M							M	
CO 4							M					M		
CO 5										M				M

## Curriculum and Resources in English Education

Semester III

Hours of instruction Per week: 5

23BEDS13

No. of credits: 4

### Objectives:

To enable the student teachers to

1. understand the principles of curriculum construction and development
2. use ICT in teaching English effectively
3. gain knowledge of different types of resources and use it effectively in the classroom
4. use library resources to the optimal level
5. understand the different types of tests and evaluation

### Unit I: Curriculum Development

15

Curriculum and Syllabus - Distinction, Academic Standards, Curriculum Design - Principles of Curriculum Construction, Characteristics of a Good English Reader at Secondary Level, Co-curricular Activities Club activities: - Role play, Quiz, debates, extempore, puppet show, public speaking, soliloquy, simulation, poster-making, paper folding, fieldtrips, discussion.

**Practicum:** Plan and conduct any two activities mentioned above Critical Analysis of a Secondary and Higher Secondary School English Text Book

### Unit II: Teaching Learning Resources in English

15

Teacher made aids- audio visual aids, pictures, charts, flash cards, models- merits and demerits, Mechanical aids – radio, tape recorder, OHP, TV, visualize, Com-puter assisted aids- computer in English language classes- PPT, videos and educational CDs

**Practicum:** Prepare two lesson plans by using the above teaching aids

### Unit III: Supplementary Resources

15

Library, importance of library in language learning, Techniques to inculcate interest in students to use library. Principles of selecting books for a language class library, e-library, Inlibnet-meaning features and advantages.

**Practicum:** Collect materials and use it to enhance teaching skills

### Unit IV: Computer Assisted Teaching and Language lab

15

Need and importance, appearance and configuration of Language lab Software and Hardware - aspects of Language lab, Online courses, SWAYM MOOC courses, Alison online courses, online test. Digital lesson plans. Smart classrooms.

**Practicum:** Prepare two computer assisted lessons

### Unit V: Evaluation in English

15

**Meaning and Purpose** of Evaluation, Characteristics of a good test in English. Preparation and implementation of different types of tests-, Achievement test –Teacher made test. Different types of questions Blue print Analysis and Interpretation of test scores . Diagnostic and Remedial teaching

**Practicum:** Construct a blue print and achievement test in English.

**Total hours -75**

### Text Books:

1. Rai, B.c. (1985) Method Teaching of English. Prakashan Kendra.
2. Singh, U K. (1996). Language Education. Discovery Publishing House.
3. Satya R K (2008). Modern Methods of Teaching English A P H Publication
4. Verghese, B V (1997) Modern Methods of Teaching English : Teaching English in Elementary Schools (vol 3) Anmol Publications

### References:

1. McArthur, T. (2002). *Using English Suffixes and Prefixes*. London: Collins.
2. Nageswara Rao, S. (2013). *Methods of Teaching English*. Guntur: master minds, Sri
3. Matsuda, A. (Ed.). (2017). *Preparing teachers to teach English as an international language*. Multilingual Matters.
4. Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching* Gass, S. M. (2017). *Input, interaction, and the second language learner*.
5. Routledge. *g and learning for justice in a changing world*. Teachers College Press.
6. Skinner, B. F. (2016). *The technology of teaching*. BF Skinner Foundation.
7. Sleeter, C., & Carmona, J. F. (2016). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. Teachers College Press.
8. Van Manen, M. (2016). *The tone of teaching: The language of pedagogy*. Routledge.
9. Cremin, T. (2015). *Teaching English Creatively*. Routledge.
10. Jacobs, D. T. (2016). Teaching truly: A curriculum to indigenize mainstream education. *Curriculum and Teaching Dialogue: Vol. 18# 1 & 2*, 183.
11. Pang, A., & Yeo, M. (2015). Editorial.
12. Singh, G. (2016). Challenges for Teachers in the Era of E-learning in India. *Scholedge International Journal of Multidisciplinary & Allied Studies ISSN 2394-336X*, 3(2), 14-18.
13. Mathew, L. (2016). *Aspiring India: The politics of mothering, education reforms, and English*. University of Pennsylvania.

### Web Links:

1. <https://education.alberta.ca/curriculum-development/how-is-curriculum-developed/>
2. <https://jtmadhavan.wordpress.com/2010/07/08/teaching-learning-materials-english/mrscollazo-cnsp.weebly.com/supplementary-resources.html>
3. [https://en.wikipedia.org/wiki/Language\\_la](https://en.wikipedia.org/wiki/Language_la)
4. <https://www.teachingenglish.org.uk/article/assessing-evaluating-english-language-teacher-education-teaching-learning>

### Course Outcomes:

On successful completion of this course the learner will be able to:

1. acquire knowledge about the curriculum development in English.
2. acquaint with the various teaching learning materials in ELT
3. understand the role of Language lab and Library in the teaching of English.
4. get thorough with the purpose of Evaluation and develop the skill of tool construction
5. prepare and practice tools to evaluate the students

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M			M				M				M		
CO 2		M			M				M				M	
CO 3	M					M								M
CO 4		M			M					M				
CO 5	M		H			M				M			M	

# Enriching Language Learning through Information and Communication Technology (ICT)

Semester III

Hours of instruction Per week: 5

23BEDG23

No. of credits: 4

## Objectives

To enable the student teacher

- 1.acquire various audio and video resources in Language Learning
- 2.understand and develop CALL
- 3.utilise Web Applications for Language Teaching
- 4.employ Social networks for language learning
- 5.exhibit and evaluate the presentations

## Unit I Audio and Video Resources

BBC resources, Audio books, CD's and DVD's, Movies, News, Stories, video lectures, Tutorials, Language Labs, teacher tube and You Tube.  
Practicum: Collect English Language videos

15

## Unit II Computer Assisted Language Learning (CALL)

The development of CALL – from the pedagogical perspective, Types of CALL Programs, and Activities. Human Language Technology, Language learning in virtual world, Mobile Assisted Language Learning (MALL), Computer instructed Language Instruction ( CALI), Technology enhanced Language Learning ( TELL)

15

Practicum: Analyze any two CALL programme.

## Unit III Web Applications for Language Teaching

Digital Storytelling: windows movie maker, Cartoon Story Maker, PowToon, Dvolver for dialogue building, Google Translation for translation, Duolingo, BBC Language, Memrise. MOOC.

15

Practicum: Prepare a lesson for any one of the tool.

## Unit IV Social networks for language learning

Blogs, Google Drive, wikis, Google sheets, Google Forms, Coggle, Mind mapple, Sketchboard, Videoconferencing platforms -Google Hangouts, Skype, JIO Social networks: Whatsapp and Facebook

15

Practicum: Prepare a lesson for any one of the tool.

## Unit V Presentation and evaluation

Free Video Hosting -Vimeo, Youtube and Google Drive. Rubrics -Rubistar, Presentation Tools -Prezi, Google Slides, Slideshare. Research Tools (Reference Management) - Mendeley, Google Scholar, Academia and Endnote, survey monkey, Google forms, English jet, ILS english, class tools, MOODLE.

15

Practicum: Host one presentation in one of the website.

Total Hours :75



**Text Books:**

1. French, F G (1963) Teaching English As an International Language Oxford University Press
2. Verghese, B V (1997) Modern Methods of Teaching English : Creativity in English Language Teaching (vol 5) Anmol Publications
3. Verghese, B V (1997) Modern Methods of Teaching English : Teaching English As A Bilingual Language (vol 1) Anmol Publications
4. Stack, Edward M (1971) Language Laboratory and Modern Language Teaching Oxford University Press

**References:**

1. Levy, M., Blin, F., Siskin, C. B. & Takeuchi, O. (2014). *WorldCALL International Perspectives on Computer-Assisted Language Learning*. Routledge.
2. Linda Myers. (1993). *Approaches to Computer Writing Classrooms: Learning from Practical Experience (S U N Y Series, Literacy, Culture, and Learning)*. New York: State University of New York Press.
3. Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.
4. Seedhouse, P. (Ed.). (2017). *Task-based language learning in a real-world digital environment: the European digital kitchen*. Bloomsbury Publishing.
5. Warschauer, M. (1996). *Computer-assisted language learning: An introduction*. In S. Fotos (Ed.), *Multimedia language teaching*. Tokyo: Logos International.

**Web links:**

1. [http://oedb.org/ilibrarian/50\\_essential\\_resources\\_for\\_esl\\_students/](http://oedb.org/ilibrarian/50_essential_resources_for_esl_students/)
2. <http://www.myenglishpages.com/blog/ict-tools-and-english-language-teaching/>
3. [http://elt.wikia.com/wiki/Computer\\_assisted\\_language\\_learning](http://elt.wikia.com/wiki/Computer_assisted_language_learning)
4. <http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm>
5. <https://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students>
6. <http://www.bbc.co.uk/languages/>
7. [http://www.elgweb.net/t\\_links.html](http://www.elgweb.net/t_links.html)

**Course Outcome**

**On successful completion of this course the learner will be able to:**

1. Describe various technological resources in Language Learning
2. Structure the instructional design for CALL Program
3. Identify and demonstrate Web Applications for Language Teaching
4. Evaluate critically the role of Social networks in language learning
5. Publish one video lesson in YouTube

CO /	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO	PO	PSO 1	PSO 2	PSO 3
CO 1			M		M	H							L	
CO 2	L		M		M	H	M				L	M	L	
CO 3			M		M	H					L	M	L	
CO 4			M		M	H	M				L	M	L	
CO 5			M		M	H	M				L	M	L	H

## **Discipline Specific Elective(DSE) -II: Pre-primary Education**

**Semester III**

**Hours of instruction Per week: 3**

**23BEDL2A**

**No. of credits:3**

### **Objectives**

To enable the student teacher

- 1.focus the attention on the vital importance of the pre-primary state of education in the total educational programme
- 2.understand the basic principles of Child Development
- 3.know the procedures for evaluation of growth and development of the pre-primary children
- 4.comprehend the concepts relating to Pre-Primary education
- 5.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 Pre-primary Education**

**9**

History of Preprimary Education with special reference to the contributions of-Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Tagore and Gandhiji . Pre-primary education – Meaning, importance and objectives and programmes of pre-primary education in India. Types of preschools – Nursery, Kindergarten schools, Balwadis, Anganwadis, Montessori schools and pre-basic school.

### **Unit II: Aspects of Child Development**

**9**

Aspects of Child Development – Physical and motor development, Intellectual development including concept formation, Language development, Emotional development and Social development of the preschool child. Developmental task – Definition, Growth norms and their significance. Needs of Preschool children – Biological, Nutritional, Psychological and Socio-cultural needs.

### **Unit III: Preschool Programmes**

**9**

Planning the preschool programme – Principles of preschool programme in terms of the aims and objectives this stage, Daily schedule of activities. Organisation and implementation of the preschool programme – Play,Formation of Healthy Habits, Individual and Group activities, Rural preschool programmes. Values and techniques of Story Telling, Music, Creative activities, Celebration of Festivals, Field Trips, Dramatization and Games. Parent Education Programmes – need, methods of parental involvement in school activities.

### **Unit IV: Organisation and Administration of Pre-primary schools**

**9**

Building, Furniture, Play materials and Play equipment, Registers and Reports to be maintained. Staff qualification and teacher training: special requisites, training teachers in supervision and guidance.

### **Unit V: Problems of Preschool children**

**9**

Common ailments at the preschool age – types, symptoms, remedies and preventive measures. Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing, withdrawal.

**Total Hours : 45**

### **Text Books:**

1. Pankajam, G. ( 2017). Pre primary Education- Philosophy and Practice, New Delhi: Concept Publishing Company.
2. Thamarasseri, Ismail. (2008). Early Child and Elementary Education. Kanishka Publication 2008
3. Weber, Evelyn. (1970) Early Child Hood Education : Perspective On Change. Charles A Jones Publishers
4. Khurshid-ul-islam, S ED. (1997). Early Childhood: Care and Education. Commonwealth Publishers
5. Grossman, Bruce D.( 1985). Early Childhood Administration. Allyn And Bacon

### **References:**

1. Mohanty,J. & Mohanty,B .(2007). *Early Childhood Care and Education* .New Delhi: Deep & Deep Publications.
2. Henniger, M. I. (2005). *Teaching young children: An introduction*. (3rd Edition). London: Pearson Merrill Prentice Hall.
3. Pankajam, G. (2005). *Pre-primary education: philosophy and practice*. New Delhi: Concept Publishing Company.
4. Berk,L.E. (2003). *Child Development*. New Delhi: Prentice-Hall of India.
5. Narayan,S.(2003). *Managing Childhood Problems: Support Strategies and Interventions*. New Delhi: Kanishka Publishers.
6. Devadas, R.P. & Jaya, N. (2002). *A Textbook on Child Development*. Chennai: Mac Millan India Ltd.
7. Hurlock, E. B. (2001). *Child growth and development*. New Delhi: Tata McGraw Hill Publishing Company.
8. Kaul, V. (2001). *Early Childhood Education Programme*. New Delhi: National Council of Educational Research and Training.
9. Suriakanthi, A.(1997). *Child Development: An Introduction*. Gandhigram:Kavitha Publications.
10. Muralidharan, R. & Banerji, U. (1991). *A Guide for Nursery School Teachers*. New Delhi: NCERT.
11. Roopnaraine ,J. & Johnson J.E.( 2015).Approaches to Early Childhood Education. Pearson Education India, New Delhi.

### **Web Links:**

1. [https://en.wikipedia.org/wiki/Education\\_in\\_India](https://en.wikipedia.org/wiki/Education_in_India)
2. <https://www.open2study.com/courses/early-childhood-education>
3. [https://en.wikipedia.org/wiki/Child\\_development](https://en.wikipedia.org/wiki/Child_development)

### **Course Outcomes:**

**On successful completion of this course the learner will be able to:**

1. understand the history and concept of pre primary education in Indian and Western context
2. describe the needs, growth & development of children below six years in terms of physical, motor, language, social, emotional and cognitive development
3. plan and carry out activities for the growth and holistic development of children
4. acquire the skills required for an effective organization and administration of preschools
5. communicate effectively in various ways in the context of preschool settings.

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M									M		L		
CO 2	H		L					M						
CO 3			M		L	M				M	M		H	
CO 4			H			L		M		M	M			H
CO 5	M	H	L											

## **Discipline Specific Elective (DSE) – II: Life Skills for Student Teachers**

**Semester III**  
**23BEDL2B**

**Hours of Instruction per week: 3**  
**No. of Credits: 3**

### **Objectives**

To enable the student teacher

1. Understand and practice the techniques of self-analysis for increasing and enhancing self-development towards personal and professional growth
2. Recognize about self-awareness and practice the ways for self-determination.
3. Identify and develop the influence of emotional intelligence
4. Appreciate and apply the techniques of leadership and decision making for effective management
5. Imbibe the strategies to cultivate resilience by means of internal support and interaction with others

### **Unit I Self Development Skills**

**9**

Self-Development skills-meaning, definition need and dimensions. Understanding the importance of Self-development, Identifying personal goals for self-development – SWOT analysis, benefits of Self-development towards personal and professional growth.

### **Unit II Self-Awareness and Self-determination**

**9**

Self-Awareness-meaning, understanding self-awareness, Components of self-awareness - self-management, social awareness and relationship management, Self-determination-Meaning, Techniques and strategies used for self-determination intervention, importance and its practice, Trauma and Violence Influence approach instruction.

### **Unit III Emotional Intelligence**

**9**

Emotional Intelligence - definition, skills, need and importance, Strategies for enhancing Emotional Intelligence, models of emotional intelligence, factors affecting emotional intelligence.

### **Unit IV Leadership and Management**

**9**

Leadership styles, Understanding the importance of Leadership and decision making, techniques for effective leadership and decision making, building a vision and strategy for personal and professional success, managing relationship with different stakeholders, developing networking skills.

### **Unit V Cultivating Resilience**

**9**

Resilience –Meaning, pillars of resilience, 7 c's of resilience, understanding resilience in both innate and learned circumstances, framework to analyse and interpret emotions for the betterment of resilience, techniques to build and improve internal support and interaction with others.

**Total Hours:45**

### **Course Outcomes:**

**On successful completion of this course the learner will be able to:**

1. Apply the self-analysis techniques for enhancing Self development and in classroom environment
2. Recognize about self-awareness and self-determination
3. Develop the skills of emotional intelligence
4. Identify the components of different leadership and managerial skills
5. Acquaint the techniques for resilience

**Text Books:**

1. Mitra, B. K. (2011). *Personality development and soft skills*. Oxford University Press.
2. Powell, W., & Kusuma-Powell, O. (2010). *Becoming an emotionally intelligent teacher*. Corwin Press.
3. Pravesh Kumar, (2005). All about Self-motivation. New Delhi: Goodwill Publishing House.
4. Swaminthan, V.D. and Kaliappan K.V. (2001). *Psychology for Effective Living*, Chennai: The Madras Psychology Society. Tata McGraw Hill.
5. Yager, J. (2009). *Self Motivation*. New Delhi: Lotus Press.
6. Verma, S. (2014). *Development of Life Skills and Professional Practice*. New Delhi: Vikas Publishing House Pvt. Limited.

**References:**

1. Bokun, B. (2004). *Live life beyond stress*. Chandigarh; Unistar Books Pvt. Ltd.
2. Dudley, G.A. (2004). *Double Your Learning Power*. New Delhi: Thomas Publishing Group Ltd.
3. Hurlock, E.B. (2006). *Personality Development*. 28 th reprint. New Delhi:
4. Alessandro Balducci, Daniele Chiffi & Francesco Curci, *Risk and Resilience*, Springer Publication.
5. Gill Hasson (2019), *Emotional Intelligence*, Capstone A Wily Brand.

**Web Links:**

1. [www.uncg.edu/~p.../04%20Chapter,%20Self-Awareness%20&%20Self-Motives.pdf](http://www.uncg.edu/~p.../04%20Chapter,%20Self-Awareness%20&%20Self-Motives.pdf)
2. <https://www.skillsyouneed.com/ps/self-motivation.html>
3. <https://study.com/.../managerial-skills-how-good-managers-promote-productivity.html>
4. <https://asantelim.files.wordpress.com/2018/05/daniel-goleman-emotional-intelligence.pdf>
5. <https://www.manage.gov.in/studymaterial/Leadership.pdf>
6. <https://cbtprofessionals.com.au/the-7-cs-of-resilience/#:~:text=Dr%20Ginsburg%2C%20child%20paediatrician%20and,%2C%20contribution%2C%20coping%20and%20control.>
7. <https://www.vhcf.org/wp-content/uploads/2021/12/Accompanying-Handouts.pdf>

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M		H	M	H	H	H		H	H	M		M
CO 2	M		M	H		M	H	H	M		H	M	M	M
CO 3	M	M		H	M		H			H	H	M		
CO 4	H		H		H		H	H	M	H		H	H	M
CO 5	H	M	M		H		H	H	M		H	H	H	M

## **Discipline Specific Elective(DSE) -II:Introduction to Learning Disability**

**Semester III**

**Hours of instruction Per week: 3**

**23BEDL2C**

**No. of credits: 3**

### **Objectives**

To enable the student teacher

1. describe the nature, concept of learning disability
2. identify and narrate the causes of learning disability
3. list down and explain the common types of learning disability found in children
4. describe the different cognitive processes involved in learning and the difficulties
5. explain the nature of oral and written language and its implications in learning disability

### **Unit I Introduction to Learning Disability (LD)**

Nature, concept and definition, Characteristics of Students with LD, Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Kim Reid & heshko. LD: Adulthood issues, Services for the LD - National and International scenario. 9

### **Unit II Causes of Learning Disability (LD)**

Medical, Social and Psycho-neurological, Language Impairments and LD, Deficits in Information Processing, LD and associated conditions (ADD & ADHD) 9

### **Unit III Types of Learning Disability (LD)**

Specific LD in Reading, Specific LD in Writing, Specific LD in Math, Non-verbal LD, Socio-Emotional problems in LD 9

### **Unit IV Cognitive Processes in Learning and deficiencies in Learning Disability (LD)**

Cognitive Processes in Learning - Attention, Perception, Memory, Language and Thinking. Deficiencies in Learning Disability. 9

### **Unit V Language and Children with Learning Disability (LD)**

Language Development and Bilingualism, Systems of Language, Oral Language – Listening and Speaking, Reading and Writing and Language implications in LD. 9

**Total Hours : 45**

**Text Books:**

1. Jaya. N. and Geetha. T. (2009). Primary School Teachers Skills to Help Dyscalculic Children. Kalpaz Publications, New Delhi.
2. Jha. P. K. (2008). Learning Disabilities. Vistar Publishers, New Delhi.
3. Nakra. O. (2001). Students with Learning Disabilities. Macmillan Publishers, New Delhi.

**References:**

1. Sternberg, R. (2018). Perspectives on learning disabilities: biological, cognitive, contextu Routledge.
2. Venkatesan, S. (2004) *Children with Developmental Disabilities*. Sage Publication.
3. Jain, Kavita. (2004) *Special Education*. New Delhi, Mohit Pub.
4. S. Krishna Babu; Vedantan Prasad; Digmurti Bhaskra Rao. (2006) *Reading Disabilities*. Sonali Publications, New Delhi.
5. Disabilities from Preschool to Adulthood Henry B. Reiff. (2007) *Self-Advocacy Skills for Students with Learning Disabilities: Making It Happen in College and Beyond*
6. Nakra. O. (2002). Children and Learning Difficulties. New Delhi, Allied Publihsers
7. Narayan, J. (2003). Educating Children with Learning Problems in Primary Schools. Book for Teachers, Secunderabad, NIMH.
8. Sivasankari. R.L. (2005). Math with Opening the Doors to Numbers. Chennai, Madraas Dyslexia Association
9. Wong. B.Y. (2014). Learning about Learning Difficulties. Sam Diego, Elsevier Acadmic Press.

**Web Links:**

1. [https://en.wikipedia.org/wiki/Learning\\_disability](https://en.wikipedia.org/wiki/Learning_disability)
2. <https://ldaamerica.org/types-of-learning-disabilities/>
3. [www.ldonline.org](http://www.ldonline.org) › Getting Started › LD Basics
4. <https://www.asha.org/public/speech/disorders/LBLD>

**Course Outcome:**

**On successful completion of this course the learner will be able to:**

1. be familiar with the services available for Learning Disability at national and international level
2. be familiar with factors leading to Learning disability
3. be familiar with the cognitive process involved in learning
4. able to identify the types of Learning disability
5. able to find out the nature of difficulties among Learning disabled children in Oral and written language



CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M		H		M		M	M	H	M	H		H	
CO 2			H	M	M	M	M				M		H	
CO 3			H	M	M	H	M		H				H	
CO 4	M		H	M	M				M				H	
CO 5	M		M	H	M	M	M		M		M		H	

## Discipline Specific Elective(DSE) -II: Human Rights Education

Semester III

Hours of instruction Per week: 3

23BEDL2D

No. of credits: 3

### Objectives

To enable the student teacher

1. acquire the knowledge about the concept and meaning of human rights and the need for human rights education
2. understand the need for human rights education
3. evaluate the functions of international and national institutions to enforce human rights
4. apply the Indian Constitutional provision on human rights
5. adopt different methods and strategies to promote human rights education in the society

### Unit I Human Rights

Human Rights: Concept, Meaning and Definition- A brief overview of Historical background of Human rights. Human Rights Education –Meaning and Definition. Objectives and need. 9

### Unit II Selected Issues related to Human Rights

Ragging, Eve Teasing, Human Trafficking, Rape, Terrorism and genocide, Child abuse, Child Labour, Domestic Violence, Sexual Harassment, Female Infanticide. 9

### Unit III International Bill of Human Rights and Indian Constitutional Provisions on Human Rights

Universal Declaration of Human Rights (1948). International Covenants on Economics, Social and Cultural Rights, Civil and Political Rights (1966). Fundamental Rights and Directive Principles of State Policy as mentioned in the Indian Constitution 9

### Unit IV International and National Councils and Commissions on Human Rights

International Court of Justice, International Criminal Courts, National Human Rights Commission, State Human Rights Commissions, Human Rights Courts - National Commission for Women, Central Consumer protection Council – Consumer protection Act of 1986, Consumer Rights. 9

### Unit V Human Rights Education at different levels

Human Rights Education at different levels: Primary, Secondary and Higher Education. Methods of Teaching Human Rights -Lecture, Discussion, Brain Storming, Cooperative Learning, Case Study, Role Play, Puppet show, Simulation 9

### Practicals:

1. Preparing Placards, flipcharts based on the child rights.
2. Preparing PPT based on the fundamental rights.
3. Creating awareness on Human Rights in the local community.
4. Preparing Scrap Book on human rights from articles from news paper

**Total Hours: 45**

### Text books :

1. Chatrath, K. J. S. (1998). *Education for human rights and democracy*. Shimla: Rashtrapati Niwas.
2. Dhand, H. (2000). *Teaching human rights: A handbook for teacher educators*. Bhopal: Asian Institute of Human Rights Education
3. Darren, J. (2005). *Human rights: An introduction*. Singapore: Pearson Education.
4. Digvijay, N. (2007). *Teaching of Human rights*. New Delhi: Lotus Press.
5. Gopal, B. (2001). *Human rights concern of the future*. New Delhi: Gyan Books Pvt.
6. Gupta, U. N. (2006). *Human rights*. New Delhi: Atlantic Publishers & Distributors (p) Ltd.
7. Harry, D. (2008). *Teaching Human Rights : A hand book for teacher education*. Delhi : Authors Press.
8. Jagannath, M. (2005). *Teaching of human rights*. New Delhi: Deep & Deep Publications (p) Ltd.
9. Jayapalan, N. (2000). *Human Rights*. New Delhi: Atlantic Publishers.

### References:

1. Baskara, R.D. (2007). *United Nations and human rights education*. New Delhi: Discovery Publishing House
2. Beldon, F. (2003). *Rethinking human rights for new millennium*. New Delhi: Mac millan.
3. Dev, A., & Dev, I.A. (1996). *Human rights: A source book*. New Delhi: NCERT.
4. Landman, M. (2005). *Protecting human rights: A comparative study*. Georgetown University Press: Washington D.C.
5. Michael, K .A. (2006). *International human rights law*. Aldershot: Ashgate Publishing Ltd.
6. Selby, G. (2007). *Human rights: need for sensitizing the learner*. New York: United Nations
7. Todd, L. (2006). *Studying human rights*. London: Routledge

### Web Links:

1. <http://www.abyssinialaw.com/study-on-line/item/942-nature-and-definition-of-human-rights>
2. <http://www.shiavault.com/books/human-rights-nature-concept-origin-and-development>
3. <http://shodhganga.inflibnet.ac.in/bitstream/10603/63807/4/13.chapter%20-%20v%20%20human%20rights%20and%20indian%20constitution.pdf>

### Course Outcomes:

**On successful completion of this course the learner will be able to:**

1. translate the theories of human rights in the class room situations
2. create awareness about and interpret the human rights promoted by International and National documents
3. appraise the efforts of international, national and state institutions to enforce human rights
4. analyze the issues related to human rights and try for its redressal
5. promote awareness on human right through various methods and strategies

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H		M		L	L						M		L
CO 2						M								
CO 3										L	M			
CO 4						M	L							
CO 5			M		H		M						H	

## **Discipline Specific Elective (DSE) -II : Alternative Education**

**Semester III**

**Hours of instruction Per week: 3**

**23BEDL2E**

**No. of. Credits: 3**

### **Objectives:**

To enable the student teacher

1. understanding the need, concepts, objectives and scope of alternative and adult education
2. appreciate the importance of providing life-long education
3. awareness on the significance of freedom, flexibility and openness in learning system
4. understand the need for democratization and universalisation of education in India
5. promote 'Art of Living' through imparting adult education

### **Unit I Alternative Education- Introduction**

**5**

Concept of Alternative Education - Basic meaning, nature and scope of alternative education, philosophical bases of alternative education, aims and objectives of alternative education. Need for alternative education in India, poverty and illiteracy fighting ignorance through education, prospects of alternative education in Indian context. Alternative education at various levels - pre-school, primary, secondary, post secondary, out of school youth and women.

### **Unit II Approaches and Methods of Alternative Education**

**10**

Alternative education approaches - Approaches to suit the stage and purpose, pedagogy versus andragogy, individualizing education, conscientization. Methods and materials for alternative education- Demonstration, Workshop, Illustrated Talk, Group Discussion, Dramatization and Audio visual aids.

### **Unit III Role of Various Agencies**

**10**

Agencies of alternative education - National level agencies, State level agencies, Non-Government agencies, co-ordination between formal and non-formal systems. Functional Literacy programmes - National Literacy Mission, Total Literacy Campaign, Post Literacy programmes, Continuing Education , Parallel programmes for continuing higher education, Distance Education, Open University.

### **Unit IV Adult Education – Introduction**

**10**

Adult Education - Introduction, meaning, scope and objectives of adult education, adult learning procedures, factors of adult education, effects of age, teachers of adult education. Adult education in Indian context - Adult education in India, an instrument for social degeneration and cultured transformation, relevance of adult literacy.

Evaluation and Research in Adult education - Need for effective and constant monitoring, evaluation and research in adult education.

**Total Hours : 45**

**Text Books:**

1. Singh, N. (2010). Adult Education. New Delhi: Saurabh Publishing House.
2. Shirur Rajani, R. (2009). Non- Formal Education for Development. New Delhi: APH Publishing
3. Rao, V. (2008). Alternative Education. New Delhi: APH Publishing Co.
4. Shalini. (2008). Modern Methods of Teaching Adult Education. New Delhi: Karan Paperbacks.

**References:**

1. Kamat, H. &. (2008). Adult Education. New Delhi: Crescent Publishing Corporation.
2. Seetharamu, A. &. (2008). Adult Education. New Delhi: Ashish Publishing
3. House Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2014). The adult learner: The definitive classic in adult education and human resource development. Routledge.
4. Boud, D., Cohen, R., & Sampson, J. (Eds.). (2014). Peer learning in higher education: Learning from and with each other. Routledge.
5. Lindeman, E. C. (2015). The meaning of adult education. Ravenio Books.
6. Kamat, H. &. (2008). Adult Education. New Delhi: Crescent Publishing Corporation.
7. Seetharamu, A. &. (2008). *Adult Education*. New Delhi: Ashish Publishing House.

**Web Links:**

1. [https://en.wikipedia.org/wiki/Alternative\\_education](https://en.wikipedia.org/wiki/Alternative_education)
2. <https://www.futureschool.com/importance-of-adult-education/>
3. [www.nlm.nic.in/nlmgoals\\_nlm.html](http://www.nlm.nic.in/nlmgoals_nlm.html)
4. <http://www.indiaeducation.net/apexbodies/nlm/>

**Course Outcomes :**

**On successful completion of this course the learner will be able to:**

1. be familiar with the need and scope of alternative and adult education
2. will be capable of designing lifelong education to learners according to their needs, aptitude and convenience
3. facilitate openness in learning system with due freedom and flexibility
4. able to work upon removal of illiteracy
5. will be able to be a key worker on realizing the goals of adult education

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M													
CO 2								M		M		M		
CO 3				H	M		M							
CO 4	M											M		
CO 5							M					M		

## **Enhancing Professional Capacities ( EPC): Reading and Reflection on Text**

**Semester III**

**Hours of instruction Per week: 4**

**23BEDEP1**

**No. of credits:2**

### **Objectives**

To enable the student teacher

1. get oriented on Reflective Reading
2. familiarise with the types of reading
3. know the different types of texts and reading techniques
4. respond to reading with reflections
5. practise English across the curriculum

### **Unit I Orientation and introduction to Reflective Reading**

Reading & Reflective reading, Purpose of reading, responses to reading: Personal, Creative and Critical, Participatory reading, Engage with reading: Interactive individual and collective 12

### **Unit II Types of reading**

Silent - Intensive: linguistic & content, Extensive: skimming, scanning & global and Oral 12

### **Unit III Types of Text and related reading techniques**

Structure based types: Descriptive, Narrative, Expository, and Argumentative, Content based: Autobiographical, historical, fictional, political, scientific, empirical, ethnic and documentaries 12

### **Unit IV Read and respond**

Reading and Re-reading, Three Phases of reading: Pre, While and Post. Reading the Text, Framing questions to think about, linking the context and the Reader experience, writing the Reader Response and its collaborative impact 12

### **Unit V Using Language across the curriculum**

LAC approach, Need for LAC in current scenario, English in non-language areas such as Social Sciences, Sciences and Mathematics, Foreign-language learning opportunities through LAC: Vocabulary, terminology, and concepts used in academic or professional disciplines and also reading from scholarly or professional works published in the language 12

**Total Hours: 60**



### Text books:

1. Clark, Margaret M (1970) Reading Difficulties in Schools Penguin Books
2. David, A (2008) Reading Skills in English. Commonwealth Publishers
3. Ringler, Lenore H. (1984) Language-thinking Approach to Reading Harcourt Brace Jovanoich. Publishers
4. Perfetti, Charles A. (1985) Reading Ability Oxford University Press
5. Thorndike, Robert L. (1973) Reading Comprehension Education in Fifteen Countries John Wiley & Sons

### References:

1. David, A. (2008). *Reading skills in English*. New Delhi: Ajay Verma.
2. Evans, J. (2005). *Spelling Made Easy*. Basing Stoke. McMillan
3. Heath, B. (2003). *Ways with Words: Language, life and Work in Community and Classrooms*. New York: Cambridge University Press.
4. Grellett, F., (2001), *Developing Reading Skills*, Cambridge: Cambridge University Press.
5. Rouet, J. F., Durik, A. M., & Britt, M. A. (2017). *Literacy beyond text comprehension: A theory of purposeful reading*. Routledge.
6. Sanyal, L., (2006), *'English Usage'* New Delhi: Ajay Book Distributors.
7. Sharma, A., (2007), *'Teaching of Modern Languages'* New Delhi : Ajay Book Distributors.
8. Williams, E. (2004). *Reading in the Language Classroom*. Basing Stoke: Mcmillan

### Web links:

1. <https://www.edx.org/course/just-reading-writing-english-sheng-huo-tsinguax-90640012x>
2. <https://www.acm.edu/uploads/cms/documents/acm-teagle-collegium-karlwirth.pdf>
3. <https://www.nationalteacherplatform.com/languageacrosscurriculum>
4. <http://explainwell.org/index.php/table-of-contents-synthesize-text/types-of-texts/>

### Course outcomes:

**On successful completion of this course the learner will be able to:**

1. read different types of genres
2. use different reading techniques during reading
3. relate readings with personal experience
4. respond to different phases of reading
5. teach English across the curriculum

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M		L							L			
CO 2	M		L		L							M		
CO 3					L			M						
CO 4	L				M									
CO 5	H		H	L							L		L	

## Enhancing Professional Capacities(EPC)- Drama and Art in Education

Semester III

Hours of instruction Per week: 4

23BEDEP2

No. of credits:2

### Objectives

To enable the student teacher

1. recognise the history and development of art and drama in education
2. be acquainted with the characteristics of art and drama
3. reconnect learning and drama
4. be familiarise with the various art forms
5. integrating various forms of arts in classroom and community

### Unit I Introduction to Art and Drama

The history and development of Art and Drama in Education, Various forms of arts: Fine Arts and Performing Arts like Music, Dance, Painting, Photography, Weaving in Education. 12

### Unit II Characteristics of Art & Drama

Kindling Creativity and Reality through Fantasy, Enhancing learning, extending awareness through multiple perspectives, travelling through time, developing aesthetic sensibilities, building trust and cooperation, recreating situations involving head, heart and hand (3 domains)-Educating through entertainment. 12

### Unit III Types of Learning in Drama

Richard Courtney - intrinsic, extrinsic and aesthetic. Jonothan Neelands- Instrumental, Expressive, Aesthetic, Personal and Social. Philip Taylor-'learning in' process, 'learning through' process, 'learning about' processes in drama. 12

### Unit IV Various forms of drama

Definition, significance, resources and methods for enacting: Street Play, Role Play, Puppet show, skit, choreography, miming, and awareness play 12

### Unit V Contextualisation of Art for educating the learner & community

Study, understand, interpret and produce: Folk tales and songs, cultural festivals, art work, art forms, movies, local dances, and other media. 12

**Total Hours :60**

## Text Book

1. Dodd, Nigel (1971) *Drama and Theatre in Education*. Heinemann Educational Books
2. Gavin, Bolton M (1988). *Drama As Education: an Argument for Placing Drama At the Centre of the Curriculum*. Longman Group
3. Kulkarni, Prabhjot S (1994). *Drama in Education : Its Use in Teaching - Learning Process*. Reliance Publishing House
4. Male, David, A.( 1973) *Approaches to Drama*. George Allen And Unwin Ltd.
5. Swaminathan, Mina (1968). *Drama in Schools*. Ncert

## References:

1. Bräuer, G. (2002). *Body and Language: Intercultural Learning through Drama*. USA: Ablex Publishing.
2. Jonathan Neelands (2002) *Making Sense of Drama A Guide to Classroom Practice*. Heinemann Educational Publishers Oxford.
3. McDonald, R. (2017). *The Really Useful Drama Book: Using Picture books to Inspire Imaginative Learning*. Taylor & Francis.
4. Philip Taylor (2003). *The Drama Classroom: Action, Reflection, Transformation*. RoutledgeFalmer NY
5. Richard Courtney (1989) *Play, Drama & Thought the intellectual background to Dramatic Education*. Simon & Pierre Canada.
6. Taylor, P. (2000). *The Drama Classroom: Action, Reflection, Transformation*. UK: Routledge Falmer.

## Web Links:

1. <https://en.wikipedia.org/wiki/Drama>
2. <http://english.edurite.com/literary-response/characteristics-of-drama.html>
3. [https://www.researchgate.net/publication/241123194\\_Drama\\_education\\_and\\_improvisation\\_as\\_a\\_resource\\_of\\_teacher\\_student's\\_creativity](https://www.researchgate.net/publication/241123194_Drama_education_and_improvisation_as_a_resource_of_teacher_student's_creativity)
4. <https://www.buzzle.com/articles/types-of-drama.html>
5. <http://www.btac.nsw.edu.au/2016/10/importance-drama-performing-arts-education/>

## Course Outcome:

**On successful completion of this course the learner will be able to:**

1. describe the development of art and drama in education
2. link learning task and drama
3. distinguish and associate various art forms with lessons
4. enact in classroom teaching
5. integrate various forms of arts in classroom and community

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M								L					
CO 2				M								M		
CO 3					L						H			M
CO 4		M							M					
CO 5			M				M			L				

## Gender, School and Society

Semester IV

Hours of instruction Per week: 3

23BEDC09

No. of credits:3

### Objectives

To enable the student teacher

- 1.familiar with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches
2. understand necessary historical context facilitated the emergence and growth of women's studies as an academic representative of Women's movements in India and west
3. equip with information and tools to help young Students to understand how culture and media constructs and shapes gender identity and choices through various ways and the extent to which they, as consumers and citizens, are being well informed.
4. equip the student to understand major aspects of critique of development through a gender lens and its global and local contexts
- 5.develop competencies to incorporate monitoring and evaluation in your programmes promoting Gender Equality

### Unit I Introduction to Gender studies

9

Gender Concepts - Sex and Gender, Social construction of Gender, Gender discrimination, Gender Roles. Gender Inequality - in terms of caste, class and religion.

### Unit II Gender issues in schools

9

Gender and Education - Gender bias in enrollment, curriculum, content, drop out, recent trends in girls education. Using gender lenses for curriculum, textbooks, teaching and learning and assessment strategies.

### Unit III Gender and Society

Gender and Family systems - Joint and Nuclear family. Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles and Role conflict. Issues related to marginalized women - Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence. Issues related to third gender - Issues of the rights of sexual minorities and transgender

9

### Unit IV Gender Equality

9

International instruments and national legislation - Major instruments promoting gender equality internationally, Key components of the laws for promoting gender equality and preventing domestic violence in India

Identifying solutions for gender biases, discrimination and gender based violence in curricula and textbooks. Gender-sensitive teaching and learning strategies and empowering learning environment. The role of teachers in promoting Gender Equality. Involving stakeholders in designing and implementing Gender Equality. Advocating for GE – advocacy, awareness raising, campaign, gender block, mandate, mass media, target public.

**Practicals:**

1. Self-assessment of teacher training needs.
2. Group activities on Sex and Gender, Expectations for boys and girls, Gender Parity and Gender Equality, Gender biases, Experiencing gender inequalities and discrimination, Gender-based violence (GBV), Gender mainstreaming, Normative support for gender equality.
3. Group discussions on - issues persist internationally. Problems remain to be solved in India.
4. Gender-sensitive teacher behaviour,
5. Simulation Activity/Group Discussion - Involving stakeholders to identify gender issues, as well as possible solutions to addressing them effectively.

**Total Hours : 45**

**Text Books:**

1. Bathla& Sonia. (1998). Women, Democracy and the Media: Cultural and Political Representations in the Indian Press. New Delhi: Sage.
2. Rege, Sharmila (ed), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
3. Singh &InduPrakash. (1991). Indian Women: The Power Trapped. New Delhi: Galaxy Publishers.
4. Sheela, V. (2003). Employment of Women in the unorganized manufacturing sector. Jaipur: University Book House Private limited.

**References:**

1. Oakley, A. (2015). Sex, gender and society. Ashgate Publishing, Ltd..
2. Connell, R. W. (2014). Gender and power: Society, the person and sexual politics. John Wiley & Sons.
3. Cole, M. (Ed.). (2017). Education, equality and human rights: issues of gender,'race', sexuality, disability and social class. Routledge.
4. Frankfort-Nachmias, C., & Leon-Guerrero, A. (2017). Social statistics for a diverse society. Sage Publications.
5. Lips, H. M. (2017). Sex and gender: An introduction. Waveland Press
6. Aikman, S. and Unterhalter, E.(eds.). (2007). Practising Gender Equality in Education.Oxfam.
7. Blumberg, Rae, Lesser. (2007). Gender bias in textbooks: A hidden obstacle on the road to gender equality in education. UNESCO EFA-GMR.
8. Blumberg, Rae & Lesser. (2008). The Invisible Obstacle to Education Quality: Gender Bias in Textbooks. Springer.
9. Braslavsky, C. (ed.). (2006). Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences. UNESCO International Bureau of Education.

## Web Links:

1. [https://en.wikipedia.org/wiki/Gender\\_equality](https://en.wikipedia.org/wiki/Gender_equality)
2. [https://www.unicef.org/gender/files/BasicEducation\\_Layout\\_Web.pdf](https://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf)
3. <https://www.oecd.org/derec/sweden/48350382.pdf>

## Course Outcomes:

**On successful completion of this course the learner will be able to :**

1. be a good social observer and work upon gender sensitivity
2. interpret legislations of the Indian Constitution promoting gender equality
3. adopt different strategies to assess the curriculum and the textbooks
4. plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders
5. monitor and evaluate the programmes promoting Gender Equality

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	L		M							H			
CO 2	M			L							M	M		
CO 3			M	M	H	H	H		M				H	H
CO 4		H		M			H	H			M		H	
CO 5	M			M			H	L	H		M	L	M	

## Education for Health and Nutrition

Semester IV

Hours of instruction Per week: 4

23BEDC10

No. of credits:3

### Objectives

To enable the student teacher

1. acquire knowledge of the basic concept of Health and Hygiene and Nutrition
2. acquaint them to school sanitation and Hygiene programme and its importance
3. understand the aim of yoga, branches of yoga and yogic view of human being
4. apply the yoga and meditation to life situations and the principles to the teaching and learning
5. create awareness of values and to inculcate among students the desired habits and attitudes towards health and to raise their health status

### Unit I Health & Hygiene

Meaning, nature and importance of health, interdependence of physical, mental, emotional and social dimensions of health, factors and conditions influencing health, Importance, principles and methods of Health Education. Health Education Programmes, School Sanitation and Hygiene . 9

### Unit II Nutrition Education

Nutrition – Definition, Need and Importance, Functions of Food and Basic five- Balanced diet- Food Guide Pyramid –Macro and Micro Nutrients – Functions, Deficiency symptoms, Sources, Daily requirements. 9

### Unit III Environment for Health

Healthy, Sustainable Food, Safe Drinking Water, Global Pollution, Harmful Household Products - Safe Disposal, Urban Gardening. 9

### Unit IV Yoga and Meditation

Yoga – Introduction, meaning, definition, Yoga as a Science and an Art. Streams of Yoga – Karma Yoga, Bhakti Yoga, Jnana Yoga and Raja Yoga, limbs of Yoga (8) Suryanamaskar. Pranayama -Concept, Techniques and Components. 9

### Unit V Trends in Health & Nutrition Education

Snackification, Weight Wellness, Good Carbohydrates vs Bad Carbohydrates, Gluten free diets, Go green, Old is New, Good Fat vs Bad Fat, and Digestive Wellness. 9

### Practicals:

15

1. Participating in any five asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- shirasana, Ardhamatsyendrasana, Padmasana and Shirasasana.
2. Participating in Neti, Kapalabhati and Tratak.
3. Participation in Anulom- Vilom, Bhramari, Shitali, UjjaiPranayamas.

Total Hours :60



## Text Book

1. Chahal,S.S. (2016).Health .Physical Education and Yoga Education. New Delhi: Laxmi Publisher
2. Bahl,J.N.( 2016). Health,Physical and Yoga Education,Ludhiana: Vijaya Publications.
3. Khanna,K et al.(2013). Textbook of Nutrition and Dietetics, Kenya: Phoenix Publisher.

## References:

1. Bedi,Y .(2007). *A Handbook of Preventive and Social Medicine* . New Delhi: Atma Ram and Sons.
2. Bijlani, Ramesh. (2010). *Back to health through Yoga*. New Delhii: Rupa& Co.
3. Hota, Bijaylaxmi. (2008). *Yoga for school Children*. New Delhi :Rupa& Co.
4. Iyengar, B.K.S. (2009). *The Tree of Yoga*. New Delhi, Harper Collins.
5. Iyengar, B.K.S. (2010). *Light on Pranayama*. New Delhi, Harper Collin.
6. Narayanan K.T. (2017). *Safety,Health and Environment Handbook* , Chennai: McGraw Hill Edu
7. Venkakswaram, P.S. (2008). *Yoga for Healing*. New Delhi: Jaico Publishing House.
8. Villodo, A., (2007). *Yoga, Power and Spirit*. New Delhi, Hay House Inc.
9. Yadav, Y.P.&Yadav, R. (2003). *Art of Yoga*. New Delhi:Friends.
10. Yogacharya,O.S. (2007). *Freedom of Body and Mind: Yogasanas, Pranayam and Meditation*. New Delhi: Rawat.

## Web Links:

1. <http://www.fao.org/docrep/005/ac685e/ac685e07.htm>
2. [https://en.wikipedia.org/wiki/Nutrition\\_Education](https://en.wikipedia.org/wiki/Nutrition_Education)
3. <http://www.who.int/bulletin/volumes/87/1/08-059519/en/>
4. <https://www.open2study.com/courses/food-nutrition-and-your-health>

## Course Outcomes:

**On successful completion of this course the learner will be able to**

1. develop the ability to use various methods and techniques for teaching health education
- 2.design individualized eating plans utilizing diet planning principles and the Food Guide Pyramid
3. acquaint the students with ways and means to protect our environment
4. practice Yoga to enhance abilities of body and mind
5. describe how nutrition and lifestyle choices impact the life cycle.

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M					L					M			
CO 2		M					M							L
CO 3						H			M		M			
CO 4			H							M				
CO 5					M			H					M	

## Professionalising Mathematics Education

Semester IV

Hours of instruction Per week: 5

23BEDM14

No. of credits:4

### Objectives

To enable the student teacher

1. acquire skills in analyzing the content
2. critically analyze the quality of Textbook
3. develop knowledge about e-content preparation
4. develop research attitude among student
5. organize co-curricular activities in Mathematics

### Unit I Content analysis (Std VI –XII)

Content analysis-meaning, steps in content analysis, analysis of mathematics content of VI to X TNSB textbook. 15

**Practicum:** Analyse TNSB IX text book.

### Unit II Text Book Analysis

Textbooks - Need, importance, criteria for a good text book, use of textbooks outside the classroom, NCERT books, critically analyse VI-XII standard text book. 15

**Practicum:** Analysis of VI to XII standard text book using Vogel's spot checklist

### Unit III e-content development-module preparation

Meaning, importance, phases involved in the e-content development, script writing for e-content. 15

**Practicum:** Prepare an e-content lesson for any topic.

### Unit IV Research

Research-meaning, characteristics, hypotheses, variables-independent, dependent and moderator. Types of research-basic, applied and action research. Steps in conducting action research. 15

**Practicum:** Conduct an action research.

### Unit V Co-curricular Activities

Recreational activities-co curricular activities-field trips, excursions, fairs and clubs. 15

**Practicum:** Preparation of Puzzles and Riddles, conducting Club Activities.

**Total Hours :75**

### Text Books:

1. Johnston-Wilder, Sue Ed.,( 2014), Learning to Teach Mathematics in the SecondarySchool : A Companion to School Experience, Routledge.
2. Rock, David(2013),Teaching Secondary Mathematics, Routledge

**References:**

1. Butler & Wren. (1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Company.
2. Eves.H. (1963). *The History of Mathematics*. New York: Holt-Rinehart and Winston.
3. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
4. James, A. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publication.
5. Kumar, S. (1993). *Teaching of Mathematics*. New Delhi: Anmol Publication Pvt Ltd.
6. Mangal, S.K. (2004). *The Teaching of Mathematics*. Ludhiana: Prakash Brother.
7. Norman, E.G. & Robert, L.L.(1990). *Measurement and Evaluation in Teaching*. New York:McMillan Publishing Company.
8. Papola, C.(2004). *Teaching of Mathematics*. New Delhi: Anmol Publications Pvt Ltd.
9. Sidhu, K. (1984). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt Ltd.
10. Sharma, M. M. (1982). *Audio Visual Education-Art and Teaching Aids*. New Delhi: Prakash Brother Publishing.

**Web Links:**

1. [www.mathematicsecontents.com/e-content.html](http://www.mathematicsecontents.com/e-content.html)
2. <https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf>

**Course Outcomes**

**On successful completion of this course, student teachers will be able to:**

1. describe and analyse the steps in content analysis
2. critically analyse the quality of mathematics textbook
3. design and develop e-content lesson
4. explain the types of research and develop research attitude among students
5. organize co-curricular activities in mathematics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1				H				M		M	M			M
CO 2			M	M					M				H	
CO 3		M	M	M	H	H				M			H	
CO 4						M			M		M			H
CO 5		M		M	H					M	M		M	

## Professionalising Physical Science Education

Semester IV

Hours of instruction Per week: 5

23BEDP14

No. of credits:4

### Objectives

To enable the student teacher

1. critically analyse the pedagogical aspects in physics and chemistry
2. analyse the quality of textbooks
3. describe the meaning, purpose, scope and types of research in education
4. familiarise with e-content preparation
5. get an insight into the organization of co-curricular activities like science clubs, science fairs.

### Unit I Pedagogical analysis

Pedagogic Analysis- Meaning and Steps of Analysis-content analysis of the Physics and Chemistry content of 8th and 9th standard of Tamil Nadu state. 15

**Practicum:** Compare the 8<sup>th</sup> standard science content of Tamil Nadu state board and CBSE textbook.

### Unit II Textbook Analysis

Text books – criteria for selection, use of text books outside the classroom, NCERT books. 10  
Vogel's spot checklist, Hunter's score card

**Practicum:** Analyse the readability index and fog index of selected units of any science textbook.

### Unit III e-content development

E-content- meaning, importance, phases involved in e content development-script writing for e-content material 20

**Practicum:** Prepare an e-content module on any topic in physical science (standard VI-XII)

### Unit IV Research

Research – meaning and characteristics. Variables – independent, dependent, and moderator. 15  
Types of Research - pure, applied and action research. Procedure to conduct action research.

**Practicum:** Preparation of a mini project proposal for action research in science

### Unit V Co-curricular Activities in Science

Use of co-curricular activities for science learning-Modes of popularization and propagation of science – Science Clubs-its organisation, and activities like Science Quiz, Debates, Science Fair and Exhibition, Field Trips and Excursions. 15

**Practicum:** Development of puzzles, riddles and folk songs to popularize science among students and public.

**Total Hours : 75**

### Text Books

1. Best, J.W. & Khan, J.V. (2003). *Research in Education*. USA: Prentice-Hall Inc.
2. Mohan, R. (2007). *Innovative Science Teaching*. Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). *Modern Science Teaching*. New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). *Methods of Teaching Physics*. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). *Science learning, Science teaching*. New York: Rout ledge.

### References:

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning
2. Myint Swe Khine (2013) *Critical Analysis of Science Textbooks: Evaluating instructional effectiveness* Springer Science & Business Media.
3. Robert Coe, Michael Waring, Larry V Hedges, James Arthur (2017) *Research Methods and Methodologies in Education* SAGE.

### Web Links:

1. <https://www.ispringsolutions.com/.../the-addie-model-for-e-learning-instructional-design>
2. <https://www.elearninglearning.com/addie/instruction/>
3. <https://study.com/.../co-curricular-activities-definition-advantages-disadvantages.html>

### Course Outcomes

On successful completion of this course the learner will be able to:

1. analyse the content and pedagogy of text books
2. analyse and evaluate text books
3. design and develop e - content material
4. sense problems and find out solutions by conducting different types of research
5. organise different co-curricular activities to popularise science among students and society

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L		L											
CO 2					M	L								
CO 3			M		M						L			
CO 4	L			M					H					
CO 5		L						M						

Semester IV

Hours of instruction Per week: 5

23BEDB14

No. of credits:4

### Objectives

To enable the student teacher

1. carry out the pedagogic analysis in biological science
2. know the criteria in selecting good text book
3. script e-content for the school students
4. understand the types of research and carry out action research
5. acquaint with the co-curricular activities in science

### Unit I: Pedagogical Analysis

15

Pedagogic analysis - Conceptual overview pedagogic analysis of the biology content portions of 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> standard text books of Tamil Nadu state.

**Practicum:** Analyse the Botany/Zoology content to bring out the merits and demerits of Highschool textbook

### Unit II Textbook Analysis

15

Textbook- Need and importance, characteristics and value of good textbook, categories of textbook, and how to use a text book

**Practicum:** Discussion on the advantages of text book and listing out the text books and categories

### Unit III: e-content development – module preparation

15

E-content- meaning, importance, phases involved in e content development-script writing for e-content material

**Practicum** Prepare an e-content module on any topic in biological science (standard VI-IX)

### Unit IV: Research

15

Research – meaning and characteristics. Variables – independent, dependent, and moderator. Types of Research – pure, applied and action research. Procedure to conduct action research **Practicum:**

Preparation of mini project proposal for action research.

### Unit V: Co-curricular activities in Science

15

Co-curricular activities -need and significance, importance, merits, values. Field trip and study tour. Science Club –its pattern, organization and activities such as science fairs, science exhibition, science debates Experimental projects, nature rambling, nature calendar

**Practicum:** Prepare an action plan to make a campaign on eradication of diseases

**Total Hours :75**

### Text Books

1. Best, J.W. & Khan, J.V. (2003). Research in Education: USA: Prentice-Hall Inc.
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). Methods of Teaching Physics. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). Science learning, Science teaching. New York: Routledge.

### References:

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning
2. Marzano, R. J., & Brown, J. L. (2009). A handbook for the art and science of teaching. ASCD.
3. Mangal, S.K. (2005): Teaching of Life Sciences, New Delhi; Arya Book Depot
4. Ramakrishna, A. (2012). Methodology of Teaching Life Sciences. New Delhi: Pearson. 14.
5. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.

### Web Links:

1. [www.ncert.nic.in/departments/nie/desm/publication/pdf/phy\\_sci\\_partI.pdf](http://www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf)
2. <https://edufocus.blogspot.com/2014/08/pedagogic-analysis.html>
3. [cec.nic.in/NME-ICT%20Project/dth/.../E-Content%20Development%20Guidelines.pdf](http://cec.nic.in/NME-ICT%20Project/dth/.../E-Content%20Development%20Guidelines.pdf)
4. <http://www.vkmaheshwari.com/WP/?p=402>
5. [teachersofindia.org/en/article/action-research-power-action-through-inquiry](http://teachersofindia.org/en/article/action-research-power-action-through-inquiry)
6. <https://www.scribd.com/document/282785173/Co-Curricular-Activities>

### Course Outcomes

On successful completion of this course the learner will be able to

1. describe the importance of pedagogical content analysis and interpret the content of different Boards of education
2. analyse and evaluate textbooks
3. design and develop e - content material
4. conduct an action research
5. organise science exhibitions and science fairs

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M				M								L	
CO 2			L					M				M		
CO 3					H									M
CO 4		M				H			H					
CO 5						M					M			



## Professionalising Home Science Education

Semester IV

Hours of instruction Per week: 5

23BEDH14

No. of credits:4

### Objectives

To enable the student teacher

1. develop skill and knowledge about content analysis of school curriculum of Home Science
2. acquire knowledge on analysis of Home Science Text book
3. develop knowledge about e-content preparation
4. familiarise the concept of research
5. acquire knowledge about various co-curricular activities in Home Science

### Unit I Pedagogic Analysis

Pedagogic Analysis-meaning and steps of analysis- Content Analysis of Standard 11 & 12 text books --listing of Objectives, Curricular objectives, pre-requisites, resources, teaching strategies, learning activities and evaluation strategies. **15**

**Practicum:** Prepare evaluation strategies for content analysis

### Unit II Text Book Analysis

Text book-criteria for selection- Analysis of text book using Vogel's spot checklist, Hunter's score card **15**

**Practicum:** Analyze the Higher Secondary Home Science Text book using Vogel's spot checklist

### Unit III e- content development

e- content – meaning, importance, phases involved in e-content development, scripting of e-content material **15**

**Practicum:** Prepare e-content material for Home science.

### Unit IV Research

Research – meaning, characteristics, Variables - Independent, Dependent, Moderate Hypothesis- Directional, Non directional and Null. Types –Pure, Applied and Action research. **15**

**Practicum:** Review of researches in Home Science done in India and abroad.

### Unit V Co-curricular Activities

Meaning, Organization & importance of the following activities-Home Science Club, Home Science Exhibition, Home Science quiz, and Field trip. **15**

**Practicum:** Reporting of one's participation in Home Science club activities.

**Total Hours: 75**

**Text Books:**

1. Best, J.W. & Khan, J.V. (2003). Research in Education. USA: Prentice-Hall Inc.
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). Methods of Teaching Physics. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). Science learning,. New York: Routledge.

**References:**

1. Jha, J.K. (2001). *Encyclopaedia of teaching of Home Science. (Vol. I&II)*. New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). *Technology of teaching of Home Science*. New Delhi: Sonali Publishers.
3. Nivedita, D. (2004). *Teaching of Home Science*. New Delhi: Dominant Publishers and Distributors.
4. Seshaih, P.R. (2004). *Methods of teaching Home Science*. Chennai: Manohar Publishers & Distributors.
5. Shalool, S. (2002). *Modern Methods of teaching of Home Science. (I Edition)*. New Delhi: Sarup & Sons.
6. Yadav, S. (1997). *Teaching of Home Science*. New Delhi: Anmol Publishers.
7. Yadav, S. (1997). *Text book of Nutrition and Health*. New Delhi: Anmol Publishers.

**Web Links:**

1. <https://www.ispringsolutions.com/.../the-addie-model-for-e-learning-instructional-design>
2. <https://www.elearninglearning.com/addie/instruction/>

**Course Outcomes:**

**On successful completion of this course the learner will be able to:**

1. establish relationship between pedagogic with content analysis
2. conduct critical review of Home Science Textbook
3. develop e-content on school topic of Home Science
4. develop a positive attitude towards research
5. organize co-curricular activities in Home Science

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			M											
CO 2								M						
CO 3			M	H		H							H	
CO 4									H					
CO 5									L	M				

## Professionalising History Education

Semester IV

Hours of instruction Per week: 5

23BEDI14

No. of credits:4

### Objectives

To enable the student teacher

1. develop the skill to analyse the History content
2. acquaint with the recent trends and challenges in the History education
3. acquire the ability to prepare e content and module in teaching History
4. gain fundamental knowledge of educational research
5. know the importance of the various Co curricular activities

### Unit I Content analysis

Pedagogic analysis – meaning and need, content analysis of XI and XII standard History Textbooks. 15

**Practicum:** Doing content analysis of a History text book for a particular standard at Elementary and Secondary level on the basis of objectives, Learning Activity and Learning Experience.

### Unit II Text Book Analysis

History textbook - Need and Importance, Characteristics and Value of Good textbook, Categories of text book, and How to use a text book and advantages. 15

**Practicum:** Analysis of the Textbooks available for VIII to X standard of Tamilnadu State Board syllabus and finding out their characteristics

### Unit III e content development

Method of e content preparation and module preparation for History syllabus 15

**Practicum:** Prepare e-content and a module for a particular Unit from History syllabus of a particular class at Elementary level and secondary level.

### Unit IV Research

Definition, Meaning and characteristics. Selection of a problem. Problem encountered by a researcher. Hypothesis-Characteristics and types, Variables-independent, dependent and moderator. Types of Research - Pure, Applied and Action Research. Procedure for Action Research. 15

**Practicum:** preparing a research proposal and Undertaking an Action research in the school

### Unit V Co curricular activities in History

Need and importance, History Club, Museum, Exhibition, Field Trips and Competitions. Role of a Teacher in Organising Co curricular Activities. 15

**Practicum:** Conducting a quiz competition in the class on a day of national importance. Preparing an action plan for the formation of History club and Field trip.

**Total Hours : 75**

### **Text Books:**

1. Geoff, T. (2008). *Teaching and Learning History*. New Delhi: SAGE Publications.
2. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids*. New Delhi: Prakash Brothers Publications.
3. Sharma, R. A. (2008). *Technological Foundation of Education*. Meerut: R.Lall Books Depot.
4. Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
5. Sharma, S. (2004). *Modern Teaching of History*. New Delhi: Anmol Publications.
6. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice*. Calicut University.
7. Yadav, N. (2001). *Teaching of History*. New Delhi: Anmol Publications Pvt Limited.

### **References:**

1. Best, J.W. & Kahn, J. (2003). *Research in Education*. USA: Prentice Hall. Inc.
2. Elahe, N. (2006). *Teacher Education in India (INSET)*. New Delhi: APH Publishers.
3. Kothari, C.R. (2006). *Research Methodology*. New Delhi: New Age International (P) Ltd.
4. Sidhu, H.S. Bhatia & Narang. (2002). *The Teaching of Social Studies*. Ludhiana: Tandon Publications.
5. <http://www.usip.org/publications/unite-or-divide-the-challenges-teaching-history-in-societies-emerging-violent-conflict>

### **Web Links:**

1. [https://en.wikipedia.org/wiki/Content\\_analysis](https://en.wikipedia.org/wiki/Content_analysis)
2. [http://www.specialconnections.ku.edu/?q=instruction/strategies\\_for\\_accessing\\_the\\_social\\_studies\\_curriculum/teacher\\_tools/textbook\\_analysis](http://www.specialconnections.ku.edu/?q=instruction/strategies_for_accessing_the_social_studies_curriculum/teacher_tools/textbook_analysis)
3. [http://shodhganga.inflibnet.ac.in/bitstream/10603/31797/7/07\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/31797/7/07_chapter%201.pdf)
4. <https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf>

### **Course Outcomes**

**On successful completion of this course the learner will be able to**

1. attempt the pedagogical analysis and suggest improvement in it
2. critically analyse the quality of History textbooks at all levels of education
3. develop e-content lesson for any topic either at school level or higher education level
4. undertake any type of research and develop research attitude
5. stimulate the interest among the future citizens to involve themselves in the co-curricular activities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		L										M		
CO 2			L											L
CO 3			L										H	
CO 4							L						M	H
CO 5		M									M			H

## Professionalising Economics Education

Semester IV

Hours of instruction Per week: 5

23BEDE14

No. of credits:4

### Objectives

To enable the student teacher

1. analyse the pedagogy of economics
2. become aware of qualities of an economics text book
3. script e-content
4. describe the meaning, purpose, scope and types of research in education
5. recognize the special problems in teaching Economics in rural schools

### Unit I Pedagogical Analysis

Knowledge of all the concepts of Economics in standard XI and XII. Analyzing the content for teaching. 15

**Practicum:** preparation of supportive materials for economics teaching

### Unit II Text Book Analysis

Economics textbook- Need and Importance, Characteristics and Value of Good textbook, Categories of text book, and How to use a text book and advantages. 15

**Practicum:** Evaluation of an Economics text book.

### Unit III E content development

Meaning, importance, phases of e-content development, scripting for e-content. 15

**Practicum:** preparation of e-content development for any topic from XI & XII standard text books.

### Unit IV Research

Meaning, significance, characteristics, need, importance, criteria of good research and problem encountered by researchers in India. Types of Research-Basic, applied and action research-procedure to conduct action research. Hypothesis-Meaning, characteristics, types of hypothesis 15

**Practicum:** Conducting an action research pertaining to any relevant/current issue in the field of education. Drafting project proposal on topics of any one economics concept.

### Unit V Co-curricular activities

Resource for teaching co-curricular activities-organization of economic club-economic exhibitions and fairs-field trips and excursions

**Practicum:** Survey to find out the problems of the rural community. 15

Poverty, Malnutrition, Illiteracy, Status of women, Unemployment, Diseases, Labour problems.

Investment pattern in relation to Economics of Education.

**Total Hours :75**

**Text Books**

1. Amita Yadav (2009).Teaching of Economics, New Delhi: Anmol Publications Pvt Ltd.
2. Ranga Rao,B & Dr.Digumarti Bhaskara Rao(2007).Techniques of Teaching Economics,New Delhi:Sonali Publications.
- 3.Dr.Rampal Singh &Dr.Dharmendra Kumar(2013). Teaching of Economics, Meerut(U.P),R.Lall Book Depot.
4. Seema Rao (1995).Teaching of Commerce, New Delhi: Anmol Publications Pvt Ltd.
5. Nirmal Yadav (1994).Teaching of History, New Delhi: Anmol Publications Pvt Ltd.

**Web Links:**

1. <http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science>
2. [http://shodhganga.inflibnet.ac.in/bitstream/10603/31797/7/07\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/31797/7/07_chapter%201.pdf)
3. <https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf>

**Course Outcomes:**

**On successful completion of this course the learner will be able to**

1. carry out pedagogical analysis
2. be aware of the qualities of an economics text book
3. be capable of developing e-content in the field of Economics
4. carryout action research to improve the educational setting to foster economics teaching and learning
5. handle special problems in teaching Economics in rural schools

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	L										M		
CO 2														L
CO 3			H	L	M								H	
CO 4							L							M
CO 5										L	L		L	

## Professionalising English Education

Semester IV

Hours of instruction Per week: 5

23BEDS14

No. of credits:4

### Objectives

To enable the student teacher

1. understanding the stages of content analysis
2. familiarize with pedagogical and textbook analysis
3. demonstrate e-content development and modules
4. develop fluency in English through co-curricular activities
5. gain the knowledge to do action research

### Unit I: Content Analysis

Content analysis and text book from standard VI to XII, Content –is it logical arrangement, authentic piece of language, variety of literary genres, Vocabulary and grammar, grammar rules, logical arrangement, techniques for learning new vocabulary, Exercises and activities-critical thinking, Physical makeup-appealing visual imagery, aesthetic quality, simple illustration

**Practicum:** Critical Analysis of different Standard text books of different boards CBSE, ICSE, Anglo-Indian, State Board

15

### Unit II: Pedagogical Analysis

Analyzing the different methods of Teaching English in standard XI and XII. Analyzing the content for teaching.

**Practicum:** preparation of supportive materials for economics teaching.

15

### Unit-III: e-content Development and module preparation

Meaning, importance, phases of e-content development, scripting for e-content.

**Practicum;** preparation of e-content development for any topic from XI, XII text books

15

### Unit IV: Action Research

ction Research in ELT, Collection and Analysis of Data, Documentation, Planning Remedial Teaching, Reciprocal Teaching in English, Reflective Teaching in English

**Practicum:** Give a plan for any two problems to be solved in the class.

15

### Unit V: Co-curricular Activities

Club activities: -Relic, Role play, Quiz, debates, extempore, puppet show, public speaking, soliloquy, simulation, poster-making, paper folding, fieldtrips, discussion.

15

**Practicum:** Plan and conduct any two activities mentioned above

**Total Hours: 75**



## Text Books

1. Gurrey, p. (1966). *Teaching of Written English*. Longman, Green And Co.
2. Lado, Robert. (1961) *Language Testing* Longman, Green And Co.
3. McCarthy, Michael. (2007). *English Vocabulary in Use*. Cambridge University

## Publication

4. Sunita, K S. (2006). *Communication Skills : English Conversation Practice*. Streling Publishers

## References:

1. Nageswara Rao, S. (2013). *Methods of Teaching English*. Guntur: master minds, SriNagarjuna Publishers
2. Verplaetse, L. S., & Migliacci, N. (Eds.). (2017). *Inclusive pedagogy for English language learners: A handbook of research-informed practices*. Routledge.
3. Wong, L. L., & Hyland, K. (Eds.). (2017). *Faces of English Education: Students, Teachers, and Pedagogy*. Taylor & Francis
4. Fenton-Smith, B., Humphreys, P., & Walkinshaw, I. (Eds.). (2017). *English* Fenton-Smith, B., Humphreys, P., & Walkinshaw, (Eds.). (2017).
5. *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer. Fenton-Smith, B., Humphreys, P., & Walkinshaw, I. (Eds.). (2017).
6. *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer. *medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer.
7. Saville-Troike, M., & Barto, K. (2016). *Introducing second language acquisition*. Cambridge University Press.
8. Olsen, B. (2016). *Teaching for success: Developing your teacher identity in today's classroom*. Routledge.
9. Selden, R., Brooker, P., & Widdowson, P. (2016). *A reader's guide to contemporary literary theory*. Taylor & Francis.

## Web Links:

1. <https://www.slideshare.net/eibeed/content-analysis-10187392>
2. <https://www.slideshare.net/PoojaYadav266/content-and-pedagogical-analysis-ppt>
3. <https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf>
4. <http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research%C2%A2.aspx>
5. [www.gyanunlimited.com/education/co-curricular-activities-meaning.../2437/](http://www.gyanunlimited.com/education/co-curricular-activities-meaning.../2437/)

## Course Outcomes:

### On successful completion of this course the learner will be able to

1. analyze the different types of contents
2. exercise pedagogical and textbook analysis
3. prepare e-content for English teaching
4. practice fluency in English through co-curricular activities

5. carryout action research ELT Classroom

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1				M				M				M		
CO 2		M			M		M					M		
CO 3			M					M			M			
CO 4		M			M			M			M			
CO 5	M			M			M			M			M	

## English Language Teaching in India

Semester IV

Hours of instruction Per week: 5

23BEDG24

No. of credits:4

### Objectives

To enable the student teacher

1. recognise the historical background of English in India
2. appreciate the current status of English in India
3. study the Approaches of English Language Teaching in India
4. analyse the significance of LAC approach in English Language Teaching
5. examine the School system and English Language in India

### Unit I English Language Teaching in India

English Language Teaching in India: before and after independence. The current scenario. 3- 15  
language formula. The position and role of English in India. The objectives of teaching English in India. Underlying factors in teaching English – Psychological, Cultural, Linguistic & Pedagogical.

**Practicum:** Prepare an album on English Language in India before Independence.

### Unit II English Language Curriculum in India

School Curriculum and English Language teaching, learning & evaluation. Bilingualism and 15  
Mother tongue interference. Teaching Learning Materials and teaching Methods and Principles of Curriculum design - Criteria of a good English language text book. Analysis of syllabus and textbook for teaching English in Tamilnadu.

**Practicum:** Prepare document on Indian pluralism and the English language.

### Unit III Indian Art and Drama in English Language Teaching

Art and Drama: Definition, significance and resources. Methods for enacting: Street Play, 15  
Role Play, Puppet show, Skit, Choreography, Miming, and Awareness play. Contextualisation of Art for Language Teaching: Study, understand, interpret and produce: Folk tales and songs, cultural festivals, art work, art forms, movies, local dances and other media.

**Practicum:** Prepare lesson plans based on folktales and stories for English.

### Unit IV Using Language across the curriculum

15

LAC approach, Need for LAC in current scenario, English in non-language areas such as Social Sciences, Sciences and Mathematics, Foreign-language learning opportunities through LAC: Vocabulary, terminology, and concepts used in academic or professional disciplines and also reading from scholarly or professional works published in the language.

**Practicum:** Collect Research articles on LAC in textbooks

### Unit V Evaluation of English Language in School System

15

Evaluation of English Language in School System: CIA, Book back Exercises, diagnostic tests, Achievement test, Comprehension, Cloze test and Open book test. Feed back- backwash effect. Remedial measures for slow learners and special children.

**Practicum:** Analyse and review the English text book.

**Total Hours : 75**

### Text Books

1. Agnihotri, R K Ed.(1995). *English Language Teaching in India*. Sage Publications
2. Chatterjee, Kalyan K. (1976) *English Education in India (issues and Opinions)*. Macmillan Education Ltd
3. Kanungo, Gostha Behari (1962) *Language Controversy in Indian Education an Historical Study*. University Of Chicago Press
4. Mehta, R L (1950) *Teaching of English in India*. Orient Longman
5. Sachdeva, M.s. (1984) *Teaching of English in India*. Parkash Brothers Educational Publish

### References:

1. Edgar W. Schneider. (2007). *Postcolonial English: Varieties around the World*. New Cambridge University Press.
2. Elizabeth, M. (2007). *Method of teaching English*. New Delhi: Discovery publishing house
3. Hubbard, P. J. (2005). *A Training Course for TEFL, ELBS*. UK: Oxford University Press.
4. Krishnaswam, N. & Lalitha Krishnaswamy. (2006). *The Story of English in India*. Cam University Press India Pvt. Ltd.
5. Kucirkova, N., Snow, C. E., Grøver, V., & McBride, C. (Eds.). (2017). *The Ro International Handbook of Early Literacy Education: A Contemporary Guide to Literacy T and Interventions in a Global Context*. Taylor & Francis.
6. Pennycook, A. (2017). *The cultural politics of English as an international language*. Ta Francis.
7. Widodo, H. P., Wood, A., & Gupta, D. (Eds.). (2017). *Asian English language classrooms: theory and practice meet*. Taylor & Francis.

### Web links:

1. [http://shodhganga.inflibnet.ac.in/bitstream/10603/104701/7/07\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/104701/7/07_chapter%202.pdf)
2. <https://www.asian-efl-journal.com/english-language-teaching-in-india-the-shifting-paradims/>
3. <https://www.nationalteacherplatform.com/languageacrosscurriculum>
4. <http://www.teachersofindia.org/en/article/drama-theatre-and-education>
5. <https://www.edx.org/course/world-music-culture-you-finding-music-within-your-community>

### Course Outcomes

On successful completion of this course the learner will be able to:

1. describe the historical background of English in India
2. sort the current status of English in India
3. tell stories to develop language skills
4. compare the Approaches of English Language Teaching in India
5. critically evaluate the pedagogy of English language teaching in India

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1		M										M		
CO2														
CO3		M			M		L							
CO4											L	M	H	
CO5							L	M						M

## Enhancing Professional Capacities(EPC): ICT in Education

Semester IV

Hours of instruction Per week: 4

23BEDEP3

No. of credits: 2

### Objectives

To enable the student teacher

1. know the significance of ICT
2. distinguish Computer Education and Computer Based Education
3. analysing the content into meaningful components
4. selecting the suitable media for the subject content
5. Integrate ICT in Classroom setting

### Unit I Preface to ICT

Definition of ICTs, Types of ICTs, Strengths and Weaknesses of ICTs, Different Types of ICT/ Media Technologies.

12

### Unit II ICT Supported Teaching Learning Strategies

E-Learning and Web base learning—concept, features and educational application  
Co-operative and Collaborative Learning —concept, features and educational application.  
Project based Learning —concept, features and educational application.

12

### Unit III Tools of ICT

Communication Tools - Mobile, e-mail, chat Online Conferencing, Blog, Wiki, Internet forum, News Groups. Social Networking as an effective Communication Tool. Software Technological tools – Learning tools, teaching tools, Lesson plan tool, Evaluation tools. Information tools - Electronic Encyclopaedia, e- journal e-school, e-learning and virtual classroom. Safe use of ICT – Virus management, Net safety, Nettiquettes, Legal and Ethical Issues.

12

### Unit IV Integration of ICT in Classrooms

Teacher Professional Development model: self directed, need based, Decentralised, Collaborative Learning, peer learning, Cooperative learning and continuous learning

12

### Unit V ICT and Evaluation

Computerized Test Construction and Administration: Concept, meaning and importance. Blog, Wikis, Rubrics, Worksheets, Games, Presentation – Uploading, downloading, Online and discussion forums, Social Network, Question bank, Plagiarism, Online testing

12

### Practicals:

1. Debate on ICT Strengths and Weaknesses
2. Dealing with Computer related Tools and Equipments
3. Connecting the Module with suitable media
4. Model ICT integrated teaching

**Total Hours : 60**

**Text Book:**

1. Jahitha Begum , A (2011) ICT In Teaching-Learning A.P.H. Publishing Corporation
2. Krishna Sagar (2006) ICTs and Teacher Training. Authors Press
3. Mohanty Laxman (2008) ICT Strategies for Schools : A Guide for School Administrators. Sage Publications
4. Pandey, V C Ed., (2007) Framework for ICTs and Teacher Education ISHA Books
5. Rajib Saha (2017) ICT in Education : A 21st Century Phenomenon A P H Publishing
6. Sanjana Dasgupta (2007) Learn and Teach Information Technology : Based on UNESCO
7. Saxena, Jyotsna (2009) ICT in Professional Education. A P H Publication  
ICT Initiatives Authors Press

**References:**

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Routledge Falmer.
2. Cuban, L. (2002). *Undersold & underused: Computers in the classroom*. Cambridge: Harvard University Press.
3. Naidu, S. (2006). *E-learning: A Guidebook of Principles, Procedures and Practices*. New Delhi: CEMCA.
4. Wegerif, R. & Dawes, L. (2004). *Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms*. UK: RoutledgeFalmer.

**Web Links:**

1. [http://www.ictinedtoolkit.org/user/p\\_page.php?section\\_id=13](http://www.ictinedtoolkit.org/user/p_page.php?section_id=13)
2. <http://www.infodev.org/articles/use-specific-ict-tools-education>
3. <https://www.sun.ac.za/english/learning-teaching/ctl/Documents/ICT%20in%20Teaching%20and%20Learning.pdf>
4. [https://www.slideshare.net/rc\\_sharma/tools-of-ict](https://www.slideshare.net/rc_sharma/tools-of-ict)
5. <http://legacy.oise.utoronto.ca/research/field-centres/TVC/RossReports/vol7no1.htm>
6. <http://www.allresearchjournal.com/archives/2017/vol3issue1/PartF/3-1-50-924.pdf>

**Course Outcome:**

**On successful completion of this course the learner will be able to**

1. identify different ICT gadgets
2. write essays on Computer Education and Computer Based Education
3. select suitable media for the subject content
4. use ICT in Classroom teaching
5. integrate ICT in Evaluation

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			H			H							H	
CO 2	H		H			H							H	
CO 3			H			H							H	
CO 4			H	H		H							H	
CO 5	H		H			H	H						H	



## Enhancing Professional Capacities (EPC) - Understanding the Self

Semester IV

Hours of instruction Per week: 4

23BEDEP4

No. of credits:2

### Objectives

To enable the student teacher

1. understand the aware of self-concept and self-esteem.
2. appraise the Professional identity of teacher
3. practice different Modes of expression
4. apply different strategies to improve Self-esteem
5. practice different types of yoga

### Unit I: Self-concept

12

Meaning and Definition of self-concept – Importance of self-concept – Components of self-concept – Factors influencing self-concept – Development of self-concept – Impact of Positive and negative self-concept - Trust building – revisiting one's childhood experiences – empathising with other childhoods and peers

### Unit II: Professional identity of teacher

12

Sensibilities, dispositions, resilience and skills personal growth: communication skills ability to listen and observe – holistic and integrated understanding self and personality –Teambuilding, respecting, sharing responsibility – the change agent –designing and leading change /social action.

### Unit III: Modes of expression

12

Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations –culture for listening and accepting through story making, self-disclosure, art, dance and theatre

### Unit IV: Self-esteem and Identities of self

12

Meaning and concept of self-esteem – Importance of self-esteem – Types of self-esteem – Strategies for positive behaviour – Keys to Increasing Self-Esteem

### Unit V: Meditation and Yoga enhance abilities of body and mind

12

Meditation and Yoga, meaning, practice and importance– Live in peace and harmony with one's surroundings –promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts.

**Total Hours : 60**

### Practicum:

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom situations.
4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions of not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

### Text Books:

1. Adair, J. & Allen, M. (1999). *Time Management and Personal Development*. London: Hawksmere
2. Lawrence, D. (1999). *Teaching with confidence: A guide to enhancing teacher self-esteem*. SAGE.
3. Lawrence, D. (2006). *Enhancing self-esteem in the classroom*. Pine Forge Press.
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1. Elliott, A. (2013). *Concepts of the Self*. Polity Stevens, N. (2008). *Learning to Coach*. United Kingdom: Howtobooks.
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### Web Links:

1. [https://www.more-selfesteem.com/self\\_concept.htm](https://www.more-selfesteem.com/self_concept.htm)
2. <https://files.eric.ed.gov/fulltext/ED509408.pdf>
3. <https://www.yogajournal.com/lifestyle/brain-meditation>
4. <https://www.motherearthliving.com/natural-beauty/how-yoga-can-transform-your-mind-body-and-spirit>
5. <https://www.artofliving.org/in-en/yoga/yoga-benefits>

**Course Outcomes:****On successful completion of this course the learner will be able to:**

1. explore various aspects of own self
2. understand the concept of self development and self efficacy.
3. self expression in the form of oral as well as written.
4. develop holistic and integrated concept of self through workshops.
5. becoming the change agent – designing and leading change / social action

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L			M			M				M	M		
CO 2		M		M			M					M		
CO 3		H		M			M					M		
CO 4	L	L		M			M	M			M	M		
CO 5	M			M				M			H	M	M	

**Practical I - School subject I**

**Semester I**

**Duration: 4 hrs. per week**

**No. of credits: \***

S.No.	Component	Marks
1.	Observation	5
2.	Micro Teaching	5
3.	Biography, Picture Album, Puzzles and Riddles	5

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical II - School Subject II**

**Semester I**

**Duration: 4 hrs. per week**

**No. of credits: \***

S.No.	Component	Marks
1.	Observation Record	5
2.	Micro Teaching	5
3.	Biography, Picture Album, Puzzles and Riddles	5

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical III- General Practical**

**Semester I**

**Duration : 1 hr per week**

**No. of credits: \***

S.No.	Component	Marks
1.	Audio Visual Record	15
2.	Leadership Training Report	10
3.	Community based Engagement/ Skill Development Record	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

### **Semester I -Practical I & II: School Subject I & II**

<b>Sl. No.</b>	<b>Tasks</b>	<b>Specific activities</b>	<b>Hrs/ days</b>	<b>Marks</b>
<b>1</b>	<b>Observation</b>	Observe the demonstration classes by school teachers in different types of methods and prepare an observation record Observing 10 lessons (5 school subject I + 5 School subject II) and writing report	<b>3 days</b>	<b>5+5</b>
<b>2</b>	<b>Micro teaching</b>	Preparing 10 micro lesson plans for practicing micro teaching skill (Minimum 5 skill) in both school subject I and school subject II	<b>5 days</b>	<b>5 + 5</b>
<b>3</b>	<b>Biography, Picture Album, Puzzles and Riddles</b>	Preparing biographies of Mathematicians, Scientists, Historians, Economists and authors of literary works Preparing picture albums (School subject I & II) stick diagram albums (School subject II) Collecting and preparing puzzles, riddles in School subject I & II	<b>1 hr/ week</b>	<b>5 + 5</b>
<b>Total</b>				<b>15 + 15</b>

### **Semester I -General Practical**

<b>Sl. No.</b>	<b>Tasks</b>	<b>Specific activities</b>	<b>Hrs/ days</b>	<b>Marks</b>
<b>1.</b>	<b>Audio Visual Record</b>	Orientation on use of audiovisual materials, participating in audio visual workshop, preparing audio visual materials like slides, filmstrips, videos, charts, photographs, 2D & 3D models and submitting a record on audio visual materials	<b>5 days</b>	<b>15</b>
<b>2.</b>	<b>Leadership Training Report</b>	Participating in three days Leadership Training Programme and submitting a report on knowledge and experience gained in the programme.	<b>3 days</b>	<b>10</b>
<b>3.</b>	<b>Community based Engagement</b>	Adopting villages and conducting remedial instruction in schools in that village, creating awareness among the villagers on health, civic, social and environmental issues, Carrying out socially useful productive work in the adopted villages	<b>2 hrs/week</b>	<b>10</b>
<b>Total</b>				<b>35</b>

**Practical I - School subject I**

**Semester II**

**Duration: 4 hrs. per week & 2 weeks**

**No. of credits: \***

S.No.	Component	Marks
1.	Internship – Observation (2 weeks)	25
2.	Programmed Learning Material	5
3.	Project	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical II - School Subject II**

**Semester II**

**Duration: 4 hrs. per week & 2 weeks**

**No. of credits: \***

S.No.	Component	Marks
1.	Internship – Observation (2 weeks)	25
2.	Programmed Learning Material	5
3.	Project	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical III - General Practical**

**Semester II**

**Duration : 1 hr per week**

**No. of credits: \***

S.No.	Component	Marks
1.	Reflective Journal	10
2.	Psychology Practical Record	15

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Semester II - Practical I & II: School Subject I & II**

Sl. No.	Tasks	Specific activities	Hrs (120 hrs)	Marks
1	Internship - Observation (4 weeks)	<p>Observing infrastructure and curricular transaction</p> <p>Observation of different school activities, infrastructure available in the schools, administrative pattern of different types of school, and best practices in the school</p> <p>Observing classes of mentor teachers in school (for both school subject I and II)</p> <p>Studying the extent of barrier free Environment (Infrastructure including Assistive devices, Human resource &amp; Inclusive teaching practices) available in the school.</p> <p><b>Document study:</b> Reading and reporting on academic calendars, timetable, diaries, workbooks, progress reports, case-files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats</p>	120 hrs	25 + 25
2	Programmed Learning	Preparing Linear , Branched and Mathetics programming and CAI package in School subject I and II	5 + 5 = 10	5 + 5
3	Project	Executing a project in school/ studying different problems in school settings/ constructing and studying the working model/study of mind map /study environment/ preparing herbariums/ effectiveness of different teaching methods/study of different forms of art and culture/ethnographic studies	7 + 7 = 14	10 + 10
Total				40 + 40

**Semester II - General Practical**

Sl. No.	Tasks	Specific activities	Weeks/ Hrs.	Marks
1.	Reflective Journal	Writing a journal on daily experiences in school and reflecting on the experiences	4 weeks	10
2.	Psychology Practical Record	Performing Minimum six psychology practical experiments and six paper – pencil tests and interpreting the result and preparing the record.	15 hrs	15
Total				25

**Practical I - School subject I**

**Semester III**

**Duration: 4 hrs. per week & 5 weeks**

**No. of credits: \***

S.No.	Component	Marks
1.	Internship - Teaching Competency (5 weeks)	90
2.	Lesson plan – Level I & II	15
3.	Teaching Learning Materials	10
4.	Test and Measurement Record	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical II - School Subject II**

**Semester III**

**Duration: 4 hrs. per week & 5 weeks**

**No. of credits: \***

S.No.	Component	Marks
1.	Internship - Teaching Competency (5 weeks)	90
2.	Lesson plan – Level I & II	15
3.	Teaching Learning Materials	10
4.	Test and Measurement Record	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**

**Practical III - General Practical**

**Semester III**

**Duration : 1 hr per week**

**No. of credits: \***

S.No.	Component	Marks
1.	Visit to Innovative schools	10
2.	Action Research Record	10

**Marks - \***

**\* Credits and Marks will be added and given at the end of Fourth Semester**



**Semester III – Practical I & II: School subject I & II**

<b>I.</b>	<b>Tasks</b>	<b>Specific activities</b>	<b>Hrs</b>	<b>Marks</b>
1	Internship Teaching Competency (10 weeks)	Every student is expected to complete 10 weeks of field experience in the assigned schools under the supervision of a mentor teacher (MT) and teacher educator. Delivering lesson for both School subject I & II. Developing 3 Teaching Learning Material (TLM) for each lesson plan Using technology for classroom teaching, record keeping, communication, preparing power points Working as teacher assistant for Prayers/assembly, attendance, homework/class work/ lab work, library work/writing diaries, preparing TLM, Conducting remedial classes Assisting in exam related planning, setting question papers, assessing, writing progress reports, feedback to students and parents. Participating in School committee meetings, Sports, Picnics, trips, visits, Parent Teacher Association	30 hrs/ week	90+ 90
2	Lesson plan – Level I & II	Planning and executing 30 lesson plan each for school subject I and II for teaching at level I (Middle school) and Level II (High School /Higher Secondary). Of the 30 lesson plans 24 in Herbartian /ALM format and 6 Digital lesson plans for both School Subject I & II	-	15+15
3	Teaching Learning Materials	Preparation of teaching learning materials for both level I and level II teaching	-	10+10
4	Test and Measurement Record	Preparing Blueprint along with Question paper, Scoring key, marking scheme and conducting achievement test for both School Subject I & II and analyzing and interpreting the scores achieved and reporting in the form of a record	-	10+10
<b>Total</b>				<b>125+125</b>

**General Practical**

<b>S.No.</b>	<b>Tasks</b>	<b>Specific activities</b>	<b>Hrs</b>	<b>Marks (150)</b>
1	Visit to innovative schools	Study the infrastructure available and practices in different types of schools including special schools and preparing a report	2 days	10
2	Action Research	Conducting action research in school during internship and submitting a report	2 weeks	10
<b>Total</b>				<b>20</b>

**Practical I - School subject I**

**Semester IV**  
**23BEDP01**

**Duration: 4hrs. per week & 3 weeks**  
**No. of credits: 8**

S.No.	Component	Marks	
		CIA	CE
1.	Internship - Teaching Competency (3 weeks)	50	
2.	Lesson plan – Level I & II	5	
3.	Teaching Learning Materials	10	
4.	Text book review	5	
5.	Marks for Practical I in Semester I	15	
6.	Marks for Practical I in Semester II	40	
7.	Marks for Practical I in Semester III	125	
8.	Practical Commission		
	i) Teaching Competency		30
	ii) Oral Viva-Voce		40
	iii) Practical Records		30
	<b>Sub-Total</b>	<b>250</b>	<b>100</b>
	<b>Total Marks</b>	<b>350</b>	

**Practical II - School Subject II**

**Semester IV**  
**23BEDP02**

**Duration: 4hrs. per week & 3 weeks**  
**No. of credits: 8**

S.No.	Component	Marks	
		CIA	CE
1.	Internship - Teaching Competency (3 weeks)	50	
2.	Lesson plan – Level I & II	5	
3.	Teaching Learning Materials	10	
4.	Text book review	5	
5.	Marks for Practical II in Semester I	15	
6.	Marks for Practical II in Semester II	40	
7.	Marks for Practical II in Semester III	125	
8.	Practical Commission		
	i) Teaching Competency		30
	ii) Oral Viva-Voce		40
	iii) Practical Records		30
	<b>Sub-Total</b>	<b>250</b>	<b>100</b>
	<b>Total Marks</b>	<b>350</b>	

**Practical III- General Practical****Semester IV****Duration: 1hr / week****23BEDP03****No. of credits: 1**

S.No.	Component	Marks
1.	Case Study Record	10
2.	Yoga, Health & Physical Education	10
3.	Marks for Practical III in Semester I	35
4.	Marks for Practical III in Semester II	25
5.	Marks for Practical III in Semester III	20
<b>Total Marks</b>		<b>100</b>

**Semester IV - Practical I & II: School subject I & II**

S.No.	Tasks	Specific activities	Hrs	Marks
1	Internship Teaching Competency (6 weeks)	<p>Every student is expected to complete 6 weeks of field experience in the assigned schools under the supervision of a mentor teacher (MT) and teacher educator.</p> <p>Delivering lesson for both School subject I &amp; II.</p> <p>Developing 3 Teaching Learning Material(TLM) for each lesson plan Using technology for classroom teaching, record keeping, communication, preparing power points</p> <p>Working as teacher assistant for Prayers,/assembly,attendance, homework/class work/ lab work, library work/writing diaries, preparing TLM, Conducting remedial classes</p> <p>Assisting in exam related planning, setting question papers, assessing, writing progress reports, feedback to students and parents.Participating in School committee meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting ,competitions, Celebrations, annual gatherings, medical checkups.</p>	30 hrs / week	50+50
3.	Lesson plan – Level I & II	Planning and executing 20 lesson plans each for school subject I and II for teaching at level I (Middle school) and Level II (High School /Higher Secondary). 20 Lesson plans in Herbartian /ALM format	-	5+5
4.	Teaching Learning Materials	Preparation of teaching learning materials for both level I and level II teaching	-	10+10
<b>Total</b>				<b>65 +65</b>

### General Practical

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1	Case study record	Inclusive school	Identifying a case in the class during school internship and planning and implementing remedial strategies to enhance the capabilities of the case	06	10	Report with reflections
2	Yoga, Health & Physical Education		Practicing and reporting on different yogasanas, health practices and conducting physical education classes in practicing schools.	09	10	
TOTAL				15	20	