



**MANONMANIAM SUNDARANAR UNIVERSITY**  
**DIRECTORATE OF DISTANCE AND CONTINUING EDUCATION**  
**TIRUNELVELI**

**B.Ed COURSE - SYLLABUS FOR 2014 - 2015 onwards**

## **INTRODUCTION**

The B.Ed. Programme offered by Manonmaniam Sundaranar University(MSU) is a qualitative Teacher Education Programme with well prepared Self-Instructional material and recent technology to strengthen personal contact programme. It aims at developing the skills, attitudes and competencies of the in-service teachers to make teaching and learning at the Secondary level more effective. This programme has both theory and practical aspects to practice and enhance teachers' knowledge, skills, understanding and attitudes.

## **OBJECTIVES OF THE B.Ed. PROGRAMME**

The B.Ed. Programme aims at achieving the following specific objectives:

- ❖ To develop the teaching competency of in-service teachers.
- ❖ To develop a new understanding among teachers about various strategies and methods in organizing learning experiences for teaching school subjects.
- ❖ To give a systematic exposure to the working teachers about various procedures and techniques of evaluation and its classroom application.
- ❖ To strengthen the skills of teachers in their classroom management.
- ❖ To develop skills required for teachers in organizing instructional and student support activities.
- ❖ To enable the working teachers to understand their social roles and functions in emerging society.

## **PROGRAMME STRUCTURE**

The B.Ed programme is essentially a combination of theory and practical courses. The programme consists of the following three groups of courses:

- Group A : Core Course (5 Papers)  
Group B : Optional-I and Optional - II  
Group C : Practical Courses-3

- A. Optional I Practice Teaching.  
Optional II Practice teaching  
B. School-Based Activities  
C. Instruction-Based Activities

## **DETAILS OF COURSES INCLUDED IN THEORY COMPONENT**

### **I. Group A CORE COMPULSORY COURSES**

1. Philosophical perspective in Education
2. Psychological Foundation of Education
3. Educational Measurement and Evaluation
4. Educational Technology and Innovations
5. Curriculum Development and Communication Skills

### **II. Group B OPTIONAL COURSES (Two)**

#### **Optional I (One)**

1. Optional –I - Pedagogy of General Tamil (பொதுத் தமிழ் கற்பித்தல்)  
(OR)
2. Optional –I - Pedagogy of General English

#### **Optional II (Any one)**

1. Pedagogy of Special Tamil (சிறப்புத் தமிழ் கற்பித்தல்)
2. Pedagogy of Special English
3. Pedagogy of Mathematical
4. Pedagogy of Physical Science
5. Pedagogy of Biological Science
6. Pedagogy of Social Science - History, Geography, Commerce, Economics
7. Pedagogy of Computer Science

### **III. Group C Practical Courses**

The Practical Courses, lay emphasis on skill development. The practical Courses are organized to provide Experiences which are related to the subject Content presented in various Courses.

#### **Practical oriented contact programme**

- A. Optional I Practice Teaching.  
Optional II Practice teaching
- B. School-Based Activities
- C. Instruction-Based Activities

### Group-A- CORE COMPULSORY COURSES

Sl.No	Course Title	Year
1.	Philosophical perspective in Education	I Year
2.	Psychological Foundation of Education	I Year
3.	Educational Measurement and Evaluation	I Year
4.	Educational Technology and Innovations	II Year
5.	Curriculum Development and Communication Skills	II Year

### GROUP B – OPTIONAL COURSES (Any one)

Sl.No	Course Title	Year
6.	Optional-1 Pedagogy of General Tamil (பொதுத் தமிழ் கற்பித்தல்)	I Year
7.	Optional-1 Pedagogy of General English	I Year

### Optional II (Any one)

Sl.No	Course Title	Year
8.	Pedagogy of Special Tamil ( சிறப்புத் தமிழ் கற்பித்தல்)	I Year
9.	Pedagogy of Special English	I Year
10.	Pedagogy of Mathematics	I Year
11.	Pedagogy of Physical Science	I Year
12.	Pedagogy of Biological Science	I Year
13.	Pedagogy of Social Science - History, Geography, Commerce, Economics	I Year
14.	Pedagogy of Computer Science	I Year

### Group C Practicum Courses

The Practicum Courses, lay emphasis on skill development. The practicum Courses are organized to provide experiences which are related to the subject Content presented in various Courses.

SL. No.	Course Title
15.	Optional I Practice Teaching
	Optional II Practice teaching
16.	School-Based Activities
17.	Instruction-Based Activities

### III. WEIGHTAGE GIVEN FOR A THEORY COMPONENT

Mark wise weightage given to five Core Courses, two Optional Courses and Practicum Course is given below.

#### Group-A -Core Courses

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
1.	Philosophical perspective in Education	25	75	100
2.	Psychological Foundation of Education	25	75	100
3.	Educational Measurement and Evaluation	25	75	100
4.	Educational Technology and Innovations	25	75	100
5.	Curriculum Development and Communication Skills	25	75	100

#### GROUP B – OPTIONAL COURSES (Any one)

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
6.	Optional-1 Pedagogy of General Tamil (பொதுத் தமிழ் கற்பித்தல்)	25	75	100
7.	Optional-1 Pedagogy of General English	25	75	100

#### IV. Practicum Courses

<b>Practicum Courses</b>	i.Practice Teaching (Two Optionals)	Optional I – 100 Optional II- 100	200
	ii. Workshop based Activities	50	50
	iii. School based Activities	150	150
<b>Practical</b>		<b>Total</b>	400

#### PRACTICUM COMPONENT

*The Practicum Component consists of the following activities.*

Practicals will be held both in Practice Teaching Schools and in Colleges of Education identified as Programme Study Centre. There shall be two workshops (one each year) of 9 days' duration each. Thus in a two year programme total 18 days a minimum 144 study hours shall be devoted to the workshops. There shall be two theory based (one each year) contact seminar programme of 6 days duration each.

The student-teachers will have to do various practical activities required for the development of teaching skills and competencies in the school under the guidance of the supervisor and Principal/Headmaster after taking due permission from the school concerned. Overall a student is expected to go through approximately 300 hours of contact hours.

Each student has to submit 7 Practical Oriented Assignments (POA) on each theory course.

- Core courses : 5 Assignments
- Optional courses : 2 Assignments

These assignments must be submitted by student-teachers for comments and evaluation to the Academic Counsellor or to the Co-ordinator of the Programme Study Centre.

School-based practical work activities, Each student-teacher has to do the following five school-based activities (5x20)=100 and submit a report for each activity.

The following activities are suggested for Practical work:

1. Addressing the school assembly
2. Preparation of School Time Table
3. Organizing Career Talk / Parent Teacher Association / Debate / Panel Discussion / Quiz
4. Case Study
5. Action Research

### **Practice Teaching**

Each student-teacher has to prepare and teach 20 lessons in each of the two optional subjects selected by him/her and teach them in a recognised High/Higher Secondary school.

### **SUMMARY OF MARKS**

Total Theory	= 700 Marks
Total Practicum	= 400 Marks
Grand Total	= 1100 Marks.

### **SCHEME OF EXAMINATIONS**

#### **First Year**

##### 1.Theory Examinations

The candidates are allowed to write theory examinations in Tamil or English.

- A. Core Courses (Three)

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
1.	Philosophical perspective in Education	25	75	100
2.	Psychological Foundation of Education	25	75	100
3.	Educational Measurement and Evaluation	25	75	100

### B.Optional Courses (Two)

#### Optional I (One)

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
6.	Optional-1 Pedagogy of General Tamil (பொதுத் தமிழ் கற்பித்தல்)	25	75	100
7.	Optional-1 Pedagogy of General English	25	75	100

#### Optional II. ANY ONE

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
1.	Pedagogy of Special Tamil (சிறப்புத் தமிழ் கற்பித்தல்)	25	75	100
2.	Pedagogy of Special English	25	75	100
3.	Pedagogy of Mathematical	25	75	100
4.	Pedagogy of Physical Science	25	75	100
5.	Pedagogy of Biological Science	25	75	100
6.	Pedagogy of Social Science - History, Geography, Commerce, Economics	25	75	100
7.	Pedagogy of Computer Science	25	75	100

#### Second Year

Paper	Course	Internal (Max.Marks)	External (Max.Marks)	Total (Max.Marks)
4.	Educational Technology and Innovations	25	75	100
5.	Curriculum Development and Communication Skills	25	75	100

## 2. Practical Examinations

Practical examinations will be conducted at the end of the second year. The distributions of marks are as follows:

<b>A</b>	<b>Practice Teaching</b>		<b>Marks</b>	<b>Total Marks</b>
	Optional I	Observation Record	10	100
		Lesson Plan Record	15	
		Teaching Competency	75	
	Optional II	Observation Record	10	
		Lesson Plan Record	15	
		Teaching Competency	75	
<b>B</b>	<b>School - Based Activities</b> (5 x 20 Marks)			100
1. Addressing the school assembly 2. Preparation of School Time Table 3. Organizing Career Talk / Parent Teacher Association / Debate / Panel Discussion / Quiz 4. Case Study 5. Action Research				
<b>C</b>	<b>Instruction - Based Activities</b>		<b>Marks</b>	<b>Total Marks</b>
	Optional I	Micro - Teaching	10	100
		Test and Measurement	20	
		Instructional Aids	20	
	Optional II	Micro - Teaching	10	
		Test and Measurement	20	
		Instructional Aids	20	
<b>Total</b>				<b>400</b>

## 3. Passing Minimum

### A. Theory

- i. A candidate who secures not less than 38 marks in the external examination and 50 marks in-to in a course shall be declared to have passed in that course.
- ii. There is no minimum mark in internal assessment for pass.

## **B. Practical**

- i. The maximum required marks in the following practical components separately is 50 percent
    - A. Optional I Practice Teaching.  
Optional II Practice teaching
    - B. School-Based Activities
    - C. Instruction-Based Activities
  - ii. For a pass in a practical examination, the candidate should have passed in each, viz. A, B & C.
4. Classification of Results

## **A. Theory**

- I. A candidate who has passed in all subjects of examinations, irrespective of the number of appearances shall be declared to have passed in first class if he/she secures not less than 60 percent of marks on the aggregate of all the subjects taken together including the internal marks.
- II. All other successful candidates shall be declared to have passed in second class.

## **B. Practical**

- I. A candidate who has passed the practice teaching, School-based activities and Instruction-based activities, whether in one appearance or more and who secures not less than 60 per cent in A. Practice Teaching as well as in the aggregate of all the three, viz. A, B and C shall be declared to have passed in the first class.
- II. All other successful candidates shall be declared to have passed in second class.

## **5. Failed Candidates**

- i. Failed candidates can appear for the concerned course(s) in theory.
- ii. For a candidate who fails in any theory course, the internal marks already obtained in the course by the candidate shall be carried over to his/her subsequent appearance(s).
- iii. A candidate who fails even in one of the three practicals, viz. A, B and C will have to appear for all the three practicals subsequently to get a pass in practical examinations.

## **COMPLETION OF THE PROGRAMME**

A successful candidate of B.Ed programme shall be placed in the class based on aggregate marks obtained in all theory and Practical Courses taken together:

- 50 percent and above but less than 60 percent : Second Class
- 60 percent and above but less than 75 percent : First Class



- The successful candidate who secures 75 percent or more marks in the aggregate in both Theory and Practical Courses and pass all subjects in a single attempt, shall be declared to have earned Distinction in the examination for which he/she shall be entitled to a Merit Certificates.

### **QUESTION PAPER DESIGN**

While setting the question paper weightage should be given to all the units. Each theory subject question paper will be designed for 3 hours in three sections Part-I, Part-II, and Part –III with the number of questions and allotments of Marks as described below:

<b>Section</b>	<b>Type of Question</b>	<b>Marks</b>	<b>Total</b>
Part-I	Very Short Answer (Ten questions out of Twelve)	10×2	20
Part-II	Short Answer (Five questions out of Eight)	5×5	25
Part –III	Two Essay with Internal Choice	2×15	30
<b>Total Marks</b>			<b>75</b>

### **PRACTICAL EXAMINATION BY BOARD OF SUPERVISING EXAMINERS**

The Board will examine the teaching competence of every candidate and his/her practical work. The Board shall report to the University the marks awarded to each student in the three divisions (Group A, B and C) in the practical examination viz. School Based Activities, Contact Seminar based Practicals and teaching practice. Students should keep the Work Books, Records, Note Books and Reports of the Activities related to all practicum components under Groups A,B and C for verification during the time of External Practical Exams. Records of the lessons taught and assessment of Teaching competence and skills shall be made available duly signed by the faculty for scrutiny. The final Reports, Records, Work Books shall be made available to the Board of Supervising Examiners appointed by the University whose decision on the marks to be awarded shall be final.

## **BED11: PHILOSOPHICAL PERSPECTIVE IN EDUCATION**

### **Objectives:**

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

- ❖ The relation between Philosophy and Education and different Indian and Western Philosophies in Education.
- ❖ The philosophies and its impact on education
- ❖ The philosophers and their Contribution to Education
- ❖ The nature, meaning and scope of sociology and educational sociology
- ❖ The process of social stratification, social change, socialization
- ❖ The commissions, committees and organizations of education.
- ❖ The various problems of education in India and their remedial measures.
- ❖ The teachers' personal values

### **UNIT I Educational Philosophy**

Education: Meaning, nature, aims and functions Philosophy: Meaning, Scope, Relationship between Philosophy and Education, Need for philosophy of Education

### **UNIT II Philosophies and its Impact on Education**

Different Philosophical Trends: Idealism, Naturalism, Pragmatism, Existentialism and Eclectism with reference to aims, curriculum, Methods of teaching, role of teacher and discipline.

### **UNIT III Philosophers & Their Relevance to Present Day Education**

Indian Philosophers: Tagore, Mahatma Gandhi, Sri Aurobindo, Vivekanda, J.Krishna moorthy  
Western Philosophers: Rousseau, John Dewey, Ivan Illich, and Frobel

### **UNIT IV Educational Sociology**

Sociology: Nature, Meaning and scope Educational Sociology: Meaning and scope of educational sociology, relationship between sociology and education – Social stratification – Social change - Social conflict – Social mobility and education – Socialisation and education – School and community

### **UNIT V Education and Welfare of Society**

Education and Culture – Preservation, transmission and transformation of culture – education for peace – Education for Human resource development - Human rights and education – Education for Economic development., Non formal education – Continuing education, distance education and Adult education.

### **UNIT VI Educational Commissions**

Dr. S. Radhakrishnan Commission – Dr. A.L. Mudaliar Commission – Dr. S. Kothari Commission – New Education Policy 1986 – Revised Educational Policy 1992.

### **UNIT VII Organizations of Education**

University Grants Commission (UGC) - National Council for Teacher Education (NCTE) - National Assessment and Accreditation Council (NAAC) - TANSICHE - National Council for

Educational Research and Training (NCERT) - SCERT - District Institute of Education and Training (DIET)

### **UNIT VIII Problems of Indian Education**

Universalisation of elementary education (Article - 45) – RTE Need for Free and Compulsory Primary Education Drop out SSA – Remedial measures – Equalization of Educational Opportunities – Education for National Integration – Education for Inter National understanding – Role of UNESCO.

### **UNIT IX Social Values and the Teacher**

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

### **UNIT X Contemporary Issues of Education**

Value Education – Unemployment Problem – Privatization of education – Environmental education – Role of School in environmental conservation and sustainable development – Environmental problems and control - HIV and AIDS education –Globalization and its Impact on education –Quality in Education.

### **References**

1. Aggarwal, J.C. (1995), Theory and Principles of Education, Philosophical and Sociological Basics of Education, New Delhi: Vikas Publishing House.
2. Dhewan, M.L. (2005), Philosophy of Education, Delhi: ISHA Books.
3. Mohanty, J.E. (1982), Indian Education in the Emerging Society, New Delhi: Sterling Publications.
4. Publications.
5. Aggarwal, J.C (2009). Teacher and Education in a Developing Society (4<sup>th</sup> ed). New Delhi: Vikas Publishing House Pvt Ltd.
6. Aggarwal, J.C and Gupta, S. (2006). Great Philosophers and Thinkers on Education. New Delhi: Shipra Publications.
7. Taneja, V.R.& Taneja, S. (2004). Educational Thinkers. New Delhi: Atlantic Publishers & Distributors.
8. Singh, Y.K. & Nath, R. (2005). Education in emerging Indian Society. New Delhi:APH Publishing Corporation.
9. Pathak, R.P. (2006). Philosophical and Sociological foundations of Education. New Delhi: Kanishka Publishers, Distributors.

## **BED12: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

### **Objectives:**

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

- ❖ Know the nature and scope of educational psychology
- ❖ Distinguish between human growth and development
- ❖ Comprehend the concept of cognitive development
- ❖ Explain the theories of learning
- ❖ Acquire knowledge about individual differences
- ❖ Understand the significance of motivation
- ❖ Gain knowledge of personality, intelligence, creativity and mental health
- ❖ Apply psychology in classroom situations

### **Unit 1 - EDUCATIONAL PSYCHOLOGY**

Definition of psychology – Schools of psychology: Behavioral, Cognitive, Psychoanalysis - Methods of psychology – Branches of psychology – Educational psychology: Concept, Nature and Scope – Importance of educational psychology

### **Unit 2 - HUMAN GROWTH vs DEVELOPMENT**

Concept of growth and development - Distinction between growth and development - Principles of growth and development - Nature versus Nurture - Maturation and development - Dimensions of development: physical, cognitive, emotional, social and moral – Stages of development: From childhood to adolescence - Developmental tasks and educational implications.

### **Unit 3 - COGNITIVE DEVELOPMENT**

Cognitive process – Attention - Factors relating to attention – Span of attention – Inattention and distraction – Sensation and perception – Factors relating to perception – Imagery – Concept maps - Piaget's stages of cognitive development – Reasoning and problem solving – Meta cognition – Educational implications

### **Unit 4 - LEARNING**

Meaning and definition of learning - Nature and importance of learning – Types of learning – Theories of learning: Thorndike, Pavlov, Skinner, Kohler and Gagne – Learning curve – Transfer of learning – Role of teachers in the process of transfer - Remembering and forgetting – Curve of forgetting – Improving memory

### **Unit 5 - INDIVIDUAL DIFFERENCES**

Nature and causes of individual differences - Dimensions of individual differences - Educational programmes to suit individual differences –Classroom instruction – Exceptional children: gifted, slow learner, delinquent and backward - Physically, mentally, and socially challenged children

### **Unit 6 - MOTIVATION**

Motivation – Theories of Motivation – Maslow's Hierarchy of Needs - Achievement Motivation – Components – Fear of Failure vs Hope of Success – Motivation in the classroom

context - Motivational functions of teacher – Praise and Blame, Rewards and Punishments – Feedback / Knowledge of Results – Level of aspiration – Characteristics of a motivated learner

### **Unit 7 - INTELLIGENCE**

Theories of intelligence: Single, Two factor and Multi factor theories - Multiple Intelligence - Guilford's Structure of the Intellect – Emotional Intelligence – Individual Differences in Intelligence – Fundamental concepts in Intelligence test: IQ, M.A and C.A – constancy of IQ – Uses of intelligence tests

### **Unit 8 - CREATIVITY**

Creativity – Relationship and differences between intelligence and creativity – Convergent and Divergent Thinking – Characteristics of creative person - The process of creativity – Guiding for creativity – measuring creativity

### **Unit 9 - PERSONALITY**

Meaning and definitions of personality – Determinants of personality – Theories of personality: Psychoanalytic, Humanistic - Assessment of Personality – Integrated Personality

### **Unit 10 - MENTAL HEALTH**

Concept of mental health - Conflict and Frustration – Concept of adjustment – Adjustment barriers – Adjustment mechanisms – Maladjustment: Causes and symptoms - Defense mechanisms – Problem children - Juvenile Delinquency

### **References**

1. Adams, J.A. (1992). Learning and memory: An introduction. Illions: Dorsey Press.
2. Cara, F. (1998). Practicals for psychology: A student workbook. London: Routledge.
3. Chobra, R.K. (2006). Elements of educational psychology. New Delhi: Arise Publishers.
4. Coleman, D. (1998). Working with emotional intelligence. New York: Bantan Books.
5. Graham, R. (2008). Psychology: The key concepts. London : Routledge.
6. Judith, I. (2008). Learners, learning and educational activity. London : Routledge.
7. Mangal, S.K. (1981). Psychological foundations of education. Ludhiana: Parkash Bros.
8. Raja, B.W.D. & Kumar, S.P. (2011). Special education: Focus on mathematics learning disability. New Delhi: APH Publishing Corporation.
9. Thomas, M.H. (2005). A student's guide to studying psychology. London: Psychology Press.

## **BED13: EDUCATIONAL MEASUREMENT AND EVALUATION**

### **Objectives:**

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

- ❖ Understand evaluation in teaching-learning process
- ❖ Gain knowledge of techniques of evaluation
- ❖ Comprehend the criteria for good tools
- ❖ Develop the skills of tabulation and graphical representation of data
- ❖ Acquire knowledge about statistical analysis

### **Unit 1 - EVALUATION IN TEACHING-LEARNING PROCESS**

Teaching-learning process – Evaluation: definition, meaning, need and importance – Evaluation vs assessment - Characteristics of good evaluation - Role of evaluation

### **Unit 2 - APPROACHES TO EVALUATION**

Formative evaluation – Summative evaluation - External evaluation – Internal evaluation – Student evaluation – Forms of evaluation: norm- referenced and criterion–referenced - Construction of criterion referenced test

### **Unit 3 - INSTRUCTIONAL OBJECTIVES AND RATIONALE FOR EVALUATION**

Educational objectives: The changing concept, Classification, Functions - – Instructional objectives: Recent changes – Usefulness of Taxonomical classification – Gagne’s views on Learning process – Diagnosis to overcome deficiency in learning - Guidance function – Importance of results of evaluation to different users - Course / Programme evaluation - Institutional evaluation

### **Unit 4 - TECHNIQUES OF EVALUATION**

General techniques of evaluation – What is testing? - Self -reporting technique – Observation technique – Projective techniques - Peer rating and its significance

### **Unit 5 – KINDS OF TOOLS**

Evaluation tool – Criteria of an effective evaluation tool – Parameters concerning an evaluation item – Rating scale – Intelligence test – Aptitude test – Inventory - Anecdotal record – Teacher made test - Standardized tool.

### **Unit 6 – WIDESPREAD TESTS**

Objective vs subjective tests – Formal vs informal tests - Diagnostic test – Achievement test - Characteristics of a test: objectivity, validity, reliability, practicability - Types of questions - Question bank – Oral test - Practical test – Construction and standardization of achievement test – Blueprint -Scoring and recording – Norms and interpretation of test scores – Grades

### **Unit 7 – EDUCATIONAL DIAGNOSIS**

Educational diagnosis: meaning, importance – Diagnostic evaluation Vs Summative & Formative evaluation – Achievement test vs Diagnostic test – Diagnosing and remedying learning difficulties – Areas and content of diagnostic testing - Remediation - Continuous and

comprehensive evaluation – Assignments and its types - Importance of progress report – Interpretation of marks - Students’ profile – Cumulative record

### **Unit 8 - TABULATION AND GRAPHICAL REPRESENTATION OF DATA**

Statistics: meaning, need and importance – Measurement scales – Data: meaning, nature, presentation in sequence, grouping and tabulation, graphical representation

### **Unit 9 - MEASURES OF CENTRAL TENDENCY AND DISPERSION**

Data on nominal scale and measures of central tendency – Data on ordinal scale and the measure of central tendency - The median data on equal interval scale – Comparison of mean, median and mode – Selection of an appropriate average – Meaning of dispersion - Range – Quartile Deviation – Percentile - Mean Deviation – Standard Deviation – Uses - Quartile Deviation and Percentiles in classroom situation

### **Unit 10 - NORMAL DISTRIBUTION AND CORRELATION**

Normal Probability curve –Correlation: concept, types – Co-efficient of correlation (Ungrouped data) - Importance and use of correlation in educational measurement and evaluation

### **References**

1. Aggarwal, Y.P. (1990). *Statistical methods: concepts, applications and computation*. New Delhi: Sterling Publishers.
2. Bloom, B.S., Madaus, G.P., & Hastings (1981). *Evaluation to improve learning*. New Delhi: Mc Graw Hill.
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4. Guilford, J.P. & Benjamen, F., (1973). *Fundamental statistics in psychology and education*. NY: McGraw Hill Book Co.
5. Pophan, W. J. (1990). *Modern educational measurement. A practisioners perspective*. USA: Prentice- Hall.
6. Srivastava, H.S. & Shourie, J.P. (1989). *Instructional objectives of school subjects*. New Delhi: NCERT.

## **BED14: EDUCATIONAL TECHNOLOGY AND INNOVATIONS**

### **Objectives:**

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

- ❖ The nature of innovation
- ❖ The process of emergence of innovations
- ❖ Innovations in education and their trends
- ❖ Educational Technology and approaches to teaching – learning
- ❖ Modern methods of teaching
- ❖ The role of mass media in learning.

### **UNIT -I EDUCATIONAL TECHNOLOGY**

Concept of Educational Technology Meaning, Definition, need and scope – Limitations - Educational Technology as a complex and comprehensive approach to teaching and learning – Components of Educational and Information Technology – Educational hardware and Software – Role of Teacher in Educational Technology.

### **UNIT -II SYSTEMS APPROACH IN EDUCATION**

Definition, - Phases of Systems approach – Analysis, Design and Management – Steps in System Analysis – Application of Systems Approach to educational improvement and Class room instruction.

### **UNIT –III INNOVATIONS FOR IMPROVING TEACHING AND LEARNING**

Concept – meaning – nature of innovations Microteaching, Team teaching, Simulated teaching, Flander’s interaction analysis, designing of instructional strategies such as lecture, discussion, panel discussion, seminars, and tutorials.

### **UNIT -IV CONDITIONS FOR THE EMERGENCE OF INNOVATIONS**

Individual – Tolerance for Ambiguity, Autonomy: Institutional – Open Climate, Freedom – Democratic Leadership Style; Societal: Perception of an Acute Need, Political and/or Public Support- Charismatic Leadership.

### **UNIT -V EMERGING TRENDS IN EDUCATION**

Community School, Community Colleges - Neighborhood Schools SMART Schools – School Complex (Distance Education and Open Learning, National Open School, Continuing Education, Virtual Class) Ability Education in Field contexts in specialized institutions through pertinent field agencies – Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik Schools, Defence Academies – Deschooling, Floating Universities

### **UNIT-VI INSTRUCTIONAL DESIGN**

Definition and function of instructional design Meaning, Principles – Barriers to Promotion of Innovation – Generation of Innovations: Origin, Specification, Trial, Adaptation and Consolidation



## **UNIT –VII INDIVIDUALISED INSTRUCTIONAL STRATEGIES**

Programmed instruction – fundamental principles, techniques of programming, Personalised system of instruction, Modular instruction (Modules), Models of teaching, teaching machines and Computer Assisted Instruction.

## **UNIT –VIII MODELS OF TEACHING**

Meaning – Nature – Functions – Types of models – Ausbels Models – Concept Attainment – Juric Proudence Model – Inquiry Model

## **UNIT – IX DIGITAL TECHNOLOGY**

ICT in Education – Computer in Education – CAI – Internet, Audio, Video, Online learning-e-learning – interactive White Board – EDUSAT, Virtual class room.

## **UNIT - X APPLICATION OF COMPUTER IN TEACHING AND LEARNING**

New educational experiences through computers, Application of computers in instruction Educational administration, Distance learning, Evaluation, research, student counselling.

### **References**

1. Aggarwal, J.C. (2008). Development and Planning of modern education. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J.C. (2008). Theory & Principles of education. UP: Vikas Publishing House Pvt Ltd.
3. Chaupe, S.P. (2008). Foundations of education. UP: Vikas Publishing House Pvt Ltd.
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8. Prakash, S. (1999). Educational Planning. New Delhi : Gyan Publishing House.

## **BED15: CURRICULUM DEVELOPMENT AND COMMUNICATION SKILLS**

### **Objectives:**

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

- ❖ Comprehend the meaning of syllabus and curriculum.
- ❖ Acquire the knowledge of principles and organization of curriculum.
- ❖ Understand the types of curriculum
- ❖ Develop skills to transform the curriculum
- ❖ Understand the meaning and types of communication
- ❖ Develops skills in Communication
- ❖ Understand the methods of Development of Communication.

### **UNIT – I: Concept and Determinants of Curriculum**

Curriculum- Concept Definitions – Curriculum and syllabus – Need for Curriculum development. Determinants of Curriculum. ABC of Curriculum – Systems approach to Curriculum Development

### **UNIT- II: Types and Characteristics of Curriculum**

Types of curriculum – Subject centered-Activity Based curriculum –Fused and core. Student – centre-their relative merits and demerits – Balance curriculum. Characteristics of a good curriculum

### **UNIT-III: Curriculum Designing**

Principle of curriculum development Assessing Needs: Formulating objectives: selection of content selection of learning experience: organization of learning experience. Models of curriculum Development: Ralph Taylor D.K.Wheela and Hilde Taba.

### **UNIT IV: Curriculum Transaction**

Curriculum transaction strategies, approaches, methods and techniques for curriculum transaction-organisation for Instruction: Distance learning Mode-Resources for curriculum Transaction. Instructional materials-computer and Internet

### **UNIT V : Evolution of curriculum**

Curriculum evaluation – meaning Evaluation as comparing objectives and outcomes – focus of curriculum Evaluation: subject content, organisation and mode of transaction – outcome of curriculum evaluation: change refinement of content organisation and modes of transaction curriculum revision.

### **UNIT VI: Communication and its types**

Communication meaning and importance – process of communication and source – Encoding, channel, decoding, research and feedback. Forms of communication oral vs written, verbal vs Non- verbal and interpersonal vs organizational

### **UNIT VII: Verbal and Non-Verbal Communication**

Verbal communication channels – Face to face meetings – Telephones – Video – Conferencing, written communication channels – Letters, e-mails, memo, Reports' strength and weakness of

verbal and written communication, motivation to develop writing skills. Non-Verbal communicative skills – Eye contact, facial expression, gestures, postures and body orientation. Proximity, paralinguistic and humor

### **UNIT VIII: Listening and speaking skills**

Types of listening – attentive listening, action listening, passive listening, information listening, Evaluation-listening and appreciative listening- Rules for good listening. Speaking – paralinguistic features – voice quality, clarity, volume, pace and passes.

### **UNIT IX: Presentation skills**

Interview – Dressing, Documents, body language, attitude, confidence, writing an opinion, out, personal experience, Letter writing –personal and business letters – preparing resume / curriculum vitae .

### **UNIT X: Development of Communicative Skills**

Activities for developing communicative skills-/Discussion Debate ,oral presentation, Dramatization, Brain Storming, storytelling and Role Play .Role of Teachers in improving communicative skills to the students.

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8. Agaham Wiliard. A Time for Teaching. Harper and Row, New York.1964.
9. Bandura.A and Walter R.H., Social Learning and Personality Development, Holt, Rinehart and Winston, New York. 1963.
10. Charles. C.M. Building Classroom Discipline., Longman., NewYork.1988.
11. Rajasenana Nair. V., Life skills personality and Leadership. M/s. Saibonds print system Pvt. Ltd.Chennai., 2010.
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13. WHO: Life skill Education in schools.,Geneva,1993.
14. Zirpoli. T and Mellow.K., Behaviour Management: Applications for Teachers and Parents., Upper saddle River.,NJ1997.

### **WEBSITES**

- <http://www.education.unesco.org/confintea>
- <http://www.pathfinder.org/>

## BEDL1: Pedagogy of General Tamil (பொது தமிழ் கற்பித்தல்)

நோக்கங்கள்

- ❖ தாய்மொழி கற்பித்தலின் நோக்கங்களை அறிதல்
- ❖ தாய்மொழியின் பல்வேறு பணிகளை அறிதல்
- ❖ தாய்மொழியின் பல்வேறு பயிற்று முறைகளை அறிதல்
- ❖ செய்யுள், உரைநடை, இலக்கணம் பாடங்களைக் கற்பித்தல் பற்றி அறிதல்
- ❖ சிறந்த படிக்கும் பழக்கத்தினை வளர்த்தல்
- ❖ பாடக்குறிப்பின் பயன்களை அறிதல்
- ❖ பாடத்திட்டம் அமைத்தலின் அமைந்துள்ள கோட்பாடுகளை அறிதல்

பிரிவு : ஐ கலைத்திட்டத்தில் தாய்மொழியும், தமிழும் :-

தாய்மொழி கற்பித்தலின் நோக்கம் - திருத்தமாகப் பேச, படிக்க, கேட்க, எழுதப் பயிற்சியளித்தல்.

1. பேசுதல் :-

அழுத்தந்திருத்தமாகப் பேசுதல் - இலக்கண வழுவின்றிப் பேசுதல் மரபு மொழிகள் - பழமொழிகள் - தொடக்க நிலைப் பேச்சாற்றல் - கலந்துரையாடல்.

2. படித்தல் :-

படிக்கக் கற்பித்தலின் நோக்கம் - படிக்கக் கற்பிக்கும் முறைகள் - எழுத்துமுறைப் படிப்பு - சொல்முறைப்படிப்பு - படிப்பில் ஆர்வத்தைத் தூண்டல்- வாய்விட்டுப் படித்தல் முறைகள் - நன்மை, தீமைகள் - நூல்களைப் பயன்படுத்துதல் - ஆழ்ந்தபடிப்பு - அகன்ற படிப்பின் நோக்கங்கள் - நிறை - குறைகள்.

3. கேட்டல் :-

கேட்டல் பழக்கத்தினை வளர்த்தல் - வானொலி கேட்டல் - செய்திகளை அறிதல் - கேட்டலுக்கும் பயிற்றுலுக்குமுள்ள வேறுபாடுகள் - கேட்டல் திறனை வளர்த்தலுக்கான நோக்கங்கள்

4. எழுதுதல் :-

எழுதுவதற்குப் பயிற்சி அளித்தல் - எழுது கருவிகளைப் பிடிக்கும் முறை - நல்ல கையெழுத்தின் நல்லியல்புகள் - தெளிவு, அளவு, அழகு, விரைவு, இடைவெளி எழுத்துப்பயிற்சி முறைகள் - வரியொற்றி எழுதுதல் -பார்த்து எழுதுதல், சொல்வதை, எழுதுதல், பிழையின்றி எழுதப் பயிற்சியளித்தல் -பிழைகளைக் களையும் வழிமுறைகள். பிரிவு :- 2 மொழிக்கற்பித்தலின் நுட்பக் கூறுகளும், துணைக்கருவிகளின் பயன்களும். தாய்மொழி கற்பித்தலில் துணைக் கருவிகளின் பங்கு - வானொலி -ஒளிப்பதிவு நாடா- ஒலிப்பதிவு நாடா - தொலைக்காட்சிப் பெட்டி - வரைபடங்கள்- மாதிரிகள் - மின்அட்டை -செய்திப் பலகை - பிம்பம் வீழ்த்தும் கருவி.

பிரிவு :- 3 மொழியும் சமூகமும்

கலைத்திட்டமும் தேசியக் கல்விக் கொள்கைகளும் - தமிழில் மொழியியல் அமைப்பு - மக்கள் வாழ்க்கையில் தகவல் தொடர்பின் பங்கு - சமூகவியல் பின்னணியில் மொழி - உளவியல் அடிப்படையில் மொழி கற்றல் - மொழியின் சமூகப் பணிகள்

பிரிவு :- 4 கற்பித்தல் திறன்கள் :-

புளும் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலைக் கற்பித்தல் வரலாறு - நுண்ணிலைக் கற்பித்தல் படிநிலைகள் - நுண்ணிலைக் கற்பித்தல் சுழற்சி -நுண்ணிலைக்கற்பித்தலின் நன்மைகள்- தொடங்குதல் திறன்- விளக்குதல் திறன்- முடித்தல் திறன்- கிளர் வினாத்திறன் - பல்வகைத் தூண்டல்களைப் பயன்படுத்துதல் திறன்- வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - கரும்பலகையைப் பயன்படுத்தும் திறன்.

பிரிவு :- 5 செய்யுள் கற்பித்தல் :-

செய்யுள் கற்பித்தலின் நோக்கங்கள் - செய்யுள் கற்பிக்கும் முறை - செய்யுள் பாடத்தைத் தொடங்கும் முறைகள்- செய்யுள் நலம் பாராட்டல்

பிரிவு :- 6 உரைநடை கற்பித்தல் :-  
உரைநடை கற்பித்தலின் பொது நோக்கம் - உரைநடைகளை கற்பிக்க மேற்கொள்ளும் வழிமுறைகள் -

பிரிவு :- 7 மொழியாசிரியர் :-  
மொழியாசிரியரின் பண்பு நலன்கள் - மொழிப்பற்று - இலக்கியப்புலமை - எடுத்துக் கூறும் ஆற்றல் - குரலில் ஏற்றத் தாழ்வு அமைத்துப் பேசும் திறன் - திறமையாக எழுதுந்திறன்- உளநூல் வல்லுநர் - கலையார்வமிக்கவர்- பருவமறிந்து பயிற்றும் பண்பு- பயிற்றலின் அடிப்படையில் விதிகளை அறிந்தவராதல்- மாணாக்கருக்கு நல்ல முன்மாதிரியாக இருத்தல்

பிரிவு :- 8 இலக்கணம் கற்பித்தல்:-  
இலக்கணம் கற்பித்தலின் நோக்கங்களும் பயிற்று முறைகளும் - விதிவருமுறை- விதி விளக்குமுறை- விளையாட்டுமுறையில் இலக்கணம் கற்பித்தல் - நடைமுறை இலக்கணம்

பிரிவு : 9 மொழி பெயர்ப்பு :-  
தாய்மொழியினின்று பிறமொழிகளில் மொழிபெயர்ப்பு - பிற மொழிகளினின்று தாய்மொழியில் மொழிபெயர்ப்பு - மொழி பெயர்ப்பில் எழும் சிக்கல்கள் - மொழிபெயர்ப்பின் வகைகள்- மொழியும் பிற கலைகளும்

பிரிவு :- 10 மதிப்பிடல்  
தேர்வின் வகைகள் - குறையறி, முன்னறி அடைவுச் சோதனை - கூட்டுச்சராசரி, இடைநிலை, சராசரி, முகடு, சிதறல், திட்டவிலக்கம், கால்மான விலக்கம்- தரத்தொடர்பு - வரைபடம்.

பார்வை நூல்கள்:-

- ❖ மீனாட்சி சுந்தரம் .அ, விஜயலட்சுமி.வா(2009) தமிழ் கற்பித்தல். சின்னாளப்பட்டி: காவ்யாமாலா பப்ளிஷர்ஸ்.
- ❖ வேணுகோபால்.இ.பா, சாந்தகுமாரி.க(2009) பொதுத்தமிழ் கற்பித்தல். சேன்னை: சாரதா பதிப்பகம்
- ❖ எட்வின் ஜெபா.ஆர்,(2013) கல்வியியல் கவின் தமிழ். கல்லுக் கூட்டம்: ரெத்தினா பதிப்பகம்
- ❖ தண்டபாணி.சு(2013) தமிழ்கற்பித்தல். மதுரை: மீனா பதிப்பகம்.
- ❖ கணபதி.வி, ஜெயராமன்.பு(2009) நற்றமிழ்கற்பிக்கும் முறைகள். சேன்னை: சாந்தா பப்ளிஷர்ஸ்
- ❖ கலைச்செல்வி.வெ.(2009) தமிழ்பயிற்றல் நுட்பங்கள் ஈரோடு: சஞ்சீவ் வெளியீடு.

## BEDL2: Pedagogy of General English

### Objectives:

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

- ❖ Know the role of English in India in the right perspective and the rationale for learning English as a second language.
- ❖ Get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation.
- ❖ Acquire knowledge of the current trends in the teaching of English.
- ❖ Get familiarized with techniques of oral preparation and practice of language items.

### **Unit –I English in India**

Nature, need and objectives of teaching English - The English Language in the past, present and the future - The importance of learning English as a second language - Aims of teaching English at different levels: the Primary, Secondary and Higher Secondary level - Objectives of teaching English as a second language - Cultural, Literary, Utilitarian, Linguistic and Integrative aims - Teaching English as a skill rather than a knowledge subject - Learning the mother tongue and Learning a Second language - Interference and Transfer from the mother tongue- English in the global context

### **Unit –II: Skills of Teaching English**

Bloom's Taxonomy of Educational Objectives : Cognitive - Affective - Psychomotor domains, Teaching English using Micro teaching Skills: Stimulus Variation, Probing Questioning, Reinforcement, Illustration with examples, Explanation- link practice and integration skills - Teaching English in the Macro Classroom - Teaching of Prose and Poetry - intensive reader and extensive Reader – Methods of Teaching of Grammar: Parts of speech, Degrees of comparison, Tenses, Voice, Sentence Patterns, Analysis of Sentences, Transformation of Sentences Teaching of Composition - Oral and Written

### **Unit –III: Instructional Aids in Teaching English**

Flash cards, Pictures, Charts, Models, Blackboard sketches (Teacher made aids) - Overhead projector, Tape recorder, LCD projector, Radio, Television (Mechanical aids) - Programmed learning - Language laboratory - Computer assisted language learning - Power point presentation- identifying websites for e-resources – teaching English via Internet and Multimedia

### **Unit -IV: Approaches and Methods of Teaching English**

Method: Grammar Translation Method - Bilingual method - Direct Method - Dr. West's new method – play way, Method, Substitution Method, language games and their Merits and Demerits - Approaches : Structural Approach, Situational Approach, Oral Approach, Communicative approach, Eclectic approach - Recent trends in the teaching of English

### **Unit - V: Curriculum**

Curriculum Vs syllabus – Principles of curriculum construction – selection of content – organization of content – Revision of curriculum- The critical analysis of current English curriculum for standards VI to X prescribed by Government of Tamilnadu

### **Unit -VI: Listening Skill**

Listening at the primary and secondary levels - Listening for perception - listening for comprehension - Extensive listening, Intensive listening - - Listening material: using authentic materials – using recorded listening materials – using live listening materials - listening to specific information, for general understanding, to infer meaning, to infer opinion and attitude by using a tape recorder - - Integrating listening with speaking, reading and writing Characteristics of good listening – ways to improve listening skill

### **Unit - VII: Speaking Skill**

Developing speaking skill at the primary (Beginners), secondary (Intermediate) and higher (Advanced) levels - Tasks for developing speaking skill - Individual, pair and group work - Improving oral fluency - Parallel Sentences - Conversation - Dialogue - Role play - Dramatization - Panel Discussion, Story telling, Narration – Description - Communication Game - Debate - Interview - Extempore Speech - short speeches pronunciation practice drill in phonemes and words - Colloquium

### **Unit -VIII: Reading Skill**

Aims of teaching reading – Readability of a Text - Types of reading: - False practice of reading aloud in the class - silent reading at later stages -silent reading practice - pronouncing the vocabularies correctly - skimming - scanning - intensive reading - extensive reading - Methods of teaching reading: Alphabet method - phonic method -Word method – Syllabic method - Phrase method - Sentence method - Reading for perception and comprehension - Characteristics of reading - strategy to develop reading - vocabulary games- Usage of Dictionary and Thesaurus

### **Unit –IX: Writing Skill**

Mechanics of Writing - visual perception - syntax - organization - grammar - Mechanical skills - Grammatical skills - Judgment skills - Discourse skills - Characteristics of good Handwriting- distinctiveness - legibility - simplicity - uniformity – spacing - capitalization - punctuation – speed - Different types of writing – filling in forms- applications- Composition: Letters – Paragraphs - Essays- Developing a paragraph from a topic sentence- mind-mapping - self-correction, pair correction -Types of Composition: Controlled – Guided – Free-writing – Correction Work

### **Unit - X: Evaluation**

Distinguishing measurement and evaluation - Characteristics of a good English test - Objectivity - Reliability - Validity – Feasibility - Types of evaluation: continuous and comprehensive evaluation – formative and summative assessment - Grading pattern - Different types of tests: Achievement tests, Aptitude tests, Proficiency tests, Diagnostic tests - Types of achievement tests: oral test, - written test, teacher made test, standardized test - Objective tests: One word answer, Fill in the blanks, Matching, Multiple choice, Error Recognition - Written test type: Short answer, Paragraph and Essay - Preparation of blue print - Scoring key - Marking scheme – Testing of English language skills (LSRW) - Statistical interpretation of data: Mean, Median, Mode, Range, Average Deviation, Quartile Deviation, Standard Deviation, Correlation

### **PRACTICUM:**

- Preparation of material for role play and dramatization
- Preparation of different types of vocabulary exercise
- Preparation of material for teaching picture composition
- Preparation of instructional aids
- Preparation of a PowerPoint presentation for teaching a unit in grammatical item
- Preparation of blue prints
- Preparation of a CD containing materials for Teaching LSRW skills
- An album of black board sketches.
- An album of collected pictures to explain a difficult grammatical concept

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### BED01: Pedagogy of Special Tamil

(சிறப்புத் தமிழ் கற்பித்தல்)

#### நோக்கங்கள்

- ❖ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல்



- ❖ கலைத்திட்டத்தில் மொழியின் இடத்தினை அறிதல்
- ❖ தமிழ்மொழியின் ஒலிஅமைப்பு முறையை அறிதல்
- ❖ சமூகவியல் பின்னணியில் பண்பாட்டை வளர்த்தல்
- ❖ ஆய்வியல் கொள்கைகளை அறிதல்
- ❖ மொழியியல் கோட்பாடுகளை அறிதல்
- ❖ இலக்கியத் திறனாய்வு கொள்கைகளை அறிதல்

பிரிவு 1 : தமிழ்மொழியின் தோற்றம், வளர்ச்சி

மொழி - மொழியின் பண்புகள் - மொழித் தோற்றக் கொள்கைகள் - மொழியின் வளர்ச்சி - தமிழ்மொழியின் வரலாறு - எழுத்துச் சீர்திருத்தம் - கிளைமொழிக் கொள்கைகள் - பேச்சுமொழி - எழுத்து மொழி - தமிழ்மொழியின் தனித்தன்மைகள்.

பிரிவு - 2 கலைத்திட்டத்தில் தமிழ் மொழியின் இடம்

கலைத்திட்டம் - கலைத்திட்டம் உருவாக்குதலில் சில அடிப்படைக் கொள்கைகள் - கலைத்திட்ட மாற்றம் - தேசியக் கல்விக் கொள்கை - கல்வியின் நோக்கம் - பள்ளிக் கலைத்திட்டம் - பள்ளிக் கலைத்திட்டத்தில் தாய்மொழியின் பங்கு

பிரிவு - 3 மொழியியல் கோட்பாடுகள்

ஒலி மொழியாதல் - எழுத்துக்களின் பிறப்பு - தமிழ் ஒலிகளின் பிறப்பு - நன்னூலார் கொள்கைகள் - மொழியியலார் கொள்கை - மொழியின் அமைப்பு - ஒலியனியல் - உருபனியல் - தொடரியல் ஒலியை ஆராயும் முறைகள் - ஒலியன்களைக் காணும் கோட்பாடுகள் - உயிரொலிகள், மெய்யொலிகள்.

பிரிவு - 4

மொழிக் கல்வியின் இன்றியமையாமை - மொழியும் சமூகமும் - மொழிவளர்ச்சியில் சூழ்நிலையின் பங்கு - மொழி கற்றலுக்கான உளவியல் கொள்கைகள்

பிரிவு - 5 முத்தமிழின் வளர்ச்சி நிலை

இலக்கிய வகை - கவிதை (யாப்பியல் நூல்) - கவிதை - மேனாட்டார், தமிழறிஞர்கள் விளக்கம் - மரபு கவிதை - புதுக்கவிதை - இசைத் தமிழ் - தொல்காப்பியத்தில் இசைத் தமிழ் கூறுகள் - சிலப்பதிகாரம் - தேவாரப்பாடல்களில் இசைத்தமிழ்க் கூறுகள் - பிற்கால வளர்ச்சி நிலை நாடகத்தின் தோற்றமும் வளர்ச்சியும் - சங்க காலம் முதல் இக்காலம் வரை - நாடக வகைகள் - செய்யுளை நாடகமாக்கிக் கற்பித்தல் உத்தி.

பிரிவு - 6 இலக்கியத் திறனாய்வுக் கொள்கைகள்

திறனாய்வின் தோற்றம் - இன்றைய திறனாய்வின் நிலை - திறனாய்வு வகைகள் - இலக்கிய ஆய்வு நெறிமுறைகள் - புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாட்டுப்புற இலக்கியம், பயண இலக்கியம் .

பிரிவு - 7 இலக்கண அறிவு

முதலெழுத்துக்கள் - சார்பெழுத்துக்கள் - எழுத்துக்களின் பிறப்பு - சொல்லிலக்கண வகைகள் - வேற்றுமை - ஆகுபெயர் - புணர்ச்சி பொருளிலக்கணம் - அகம் - புறம் - யாப்பு - அசை - சீர் - தளை - அடி - தொடை - பாவகை - பொருள்கோள் - அணி இலக்கணம்.

பிரிவு - 8 இலக்கிய வரலாறு

பண்டைக்கால இலக்கியம் - தொல்காப்பியம் - எட்டுத்தொகை - பத்துப்பாட்டு - காப்பியங்கள் - வழிப்பாட்டுப் பாடல்கள் - சிற்றிலக்கியம் - நீதி இலக்கியங்கள்.

பிரிவு - 9 இலக்கிய வளர்ச்சி அமைப்புகள்

பண்டைக்காலச் சங்கங்கள் - முச்சங்கங்கள் - பௌத்த, சமண அமைப்புகள் - சைவ மடங்கள் - அரசுசார் அமைப்புகள் - தனியார் அமைப்பு.

பிரிவு - 10 கணினி வழித் தமிழ்க்கல்வி

தமிழ் இதழ்கள் - அச்ச ஊடகங்களும் பிறதொடர்பு ஊடகங்களும் - மின்னணு ஊடகங்கள் கணினி வழித்தமிழ்க்கல்வி - இணையதளம் - மின்னணு அஞ்சல் - இணையமும் கல்வியும்.

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- ❖ இரத்தின சபாபதி. முக்கள் தொடர்பும் மாண்புறு கல்வியும். சென்னை சாந்தா பதிப்பகம்.
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## **BED02: Pedagogy of Special English Education**

**Objectives:**

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

- ❖ Acquire knowledge of the sound system of English and to familiarize them with the appropriate terminology, to describe the sounds in English.
- ❖ Understand the connections of English speech and to acquire good pronunciation and fluency of speech.

- ❖ Get familiarized with the syllabi related to High School and Higher Secondary classes.
- ❖ Acquire a working knowledge of the grammatical terminology and grammatical system in English.
- ❖ Develop the ability to write in an appropriate manner for a particular purpose with a particular audience in mind.

### **Unit –I: The Structure of English**

Aims - objectives – morphology, syntax, Dialect, Register, Slang, Semantics and Jargon and **Lexis:** Word formation - Affixation - Conversion - Compounding - Clipping - Port Manteau - Onomatopoeia - Loan words- other minor devices – spelling patterns – usage of prepositional phrases and phrasal verbs - Sentence connectors

### **Unit-II: Phonetics**

– Phonetics and Phonology – Production of Different Speech Sounds – The individual sounds- Vowels, Consonants, Semi vowels - Classification of Consonants according to Manner of articulation - Place of articulation - Diphthongs - Closing Diphthongs - Centring Diphthongs Description of Speech Sounds – Symbols and Phonetic transcription - Syllable – Strong and weak forms - Word Stress: Primary stress and Secondary stress – Sentence Stress– Aspects of Connected Speech – Rhythm – Intonation – Functions of Intonation – Received Pronunciation

### **Unit- III: Methods and Approaches of Teaching English**

Scientific Principles of Foreign Language Teaching - Community Language Learning Lecture method – The Silent Way - audio-lingual method – learner centred instruction – CAI – CALL- language Games - programmed learning – self-learning packages -ABL and ALM - Techniques in English Language Teaching (ELT) Method - Natural Approach – Functional and Notional Approach – Teacher Centered- Lecture – Recitation — Student-Centered - Instructional Approaches: Discussion, – Panel – Debate – Role Play – Co-operative Learning – Discovery-based learning — Individualized Instruction – Independent Study – teaching English via Micro-teaching Skills

### **Unit – IV: The Curriculum of English Language**

Principles of Curriculum construction - current School Curriculum - English in Indian Classroom - Limitations of English language curriculum at the existing school levels - Qualities of a good The English Reader - language Competency of an English teacher – Programme for quality improvement: symposium, colloquium, Seminars, Workshops, Panel discussions, Field trips, Projects etc. –critical analysis of XI & XII Curriculum – Revision of curriculum

### **Unit –V: Modern English Grammar and its Usage**

Techniques of teaching grammar items -Concord, Modal Auxiliary Verbs, Noun Phrase, Verb Phrase, Prepositional Phrase Clause Analysis: Subordinate and Co-ordinate clauses - Types of Sentence: Simple, Complex, Compound - Basic Sentence patterns - Active and Passive voice - Direct and Indirect speech - Question forms - Tag questions - Transformation of sentences – gerund – participle – infinitive - identification of errors in sentences- Word Formation: Affixation, conversion, compounding – Language Functions: greeting, apologizing,

congratulating, asking for information, permission, making suggestions, requesting, agreeing and disagreeing

### **Unit – VI: Reference and Study Skills**

Bibliography– Annotated Bibliography - Dictionaries – Thesaurus and Encyclopedia – SQ3R method of reading – Skimming and Scanning – Dictionary Skills – Using a Dictionary – Different Types of Dictionaries – Using Reference Skills , Contents., Index, Glossary – footnotes Use of Library Catalogues

### **Unit-VII: Teaching of LSRW Skills**

**Listening:** listening to English songs and music and identifying the pronunciation of words – listening to native speaker’s talks - The three phases of listening: the ‘Pro’-listening phase, the ‘While’ listening phase and the ‘Post’ listening activities - Different kinds of Listening activities: dictation, listening to an announcement, listening to an instruction, listening to a telephone call, listening to commentaries, Jigsaw listening

**Speaking:** Drama in Developing Oral Skills –exchange of dialogues- skits- narration – extempore – one-act plays – debate- panel discussion - accumulation of vocabularies for fluent speaking - Active vocabulary - Passive vocabulary - Strategies to develop vocabulary

**Reading:** The process of reading- Reading for specific purpose: Scanning and Skimming - Identifying topic sentence and supporting details - SQ3R Approach to reading – Newspaper in Teaching Reading- Critical reading: reading on the lines, reading between the lines and reading beyond the lines - Reading with detailed understanding to extract the surface meaning, literal or explicit meanings

**Writing:** Note-taking from reading - note-making – Summary writing – use of abbreviations - symbols, word compression and word omissions - expanding topic sentence - making an outline– Letter Writing – Report Writing –Sentence Cohesion and Review of a short story or novel

### **Unit- VIII: Teaching of Grammar and Composition**

Formal grammar - Functional grammar- Deductive and inductive methods of teaching grammar- Paragraph writing – Essay writing – Précis writing – Expansion of proverb – Developing stories from outline - – Abstracting – Translation – Comprehension -Types of composition: Controlled, Guided, Free - Letter writing – Formal – Informal – Business letters

### **Unit- IX Teaching of Prose and Poetry**

**Prose:** Specific and general aims – instructional Aids -Motivation –meaning of new and hard vocabularies presentation- giving pronunciation drill – reading with understanding – silent reading practice – review – assignment

**Poetry:** Teaching literature – teaching poetry- rhyme pattern – rhythm – appreciating the beauty of the poem–silent reading - recital – review

## Unit X Evaluation

Testing of Language skills – Achievement Test in English– procedure of scoring – oral, and written text in English – conducting auditory and visual tests in English – testing pronunciation – remedial measures

### Practicum:

- Oral practices: difficult sounds, word stress and sentence stress
- Written practice: transcription of ordinary passages and dialogues of English script into phonetic script
- Critical Review: a short story/essay written by an English author and an English movie
- Editing: a magazine or a news letter at the school level
- Critical Evaluation: any work of author from field of literature
- Album: Phonetic scripts, articulation of vowels and consonants and diagrams of speech organs
- Explaining a difficult grammatical item using aids
- Practice in the use a dictionary, thesaurus and encyclopedia
- Preparing language learning materials through computer and internet
- Preparation of labeled - vowel and consonant

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### **BED03: PEDAGOGY OF MATHEMATICS**

#### **Objectives:**

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

- ❖ At the end of the course, the students teacher will be able to
- ❖ Understand the curriculum development in mathematics.

- ❖ Understand the models of teaching mathematics.
- ❖ Know the importance of learning theories and strategies in mathematics.
- ❖ Acquire the skills on the usage of learning theories in mathematics.
- ❖ Acquire the skills of organizing mathematical laboratory.
- ❖ Know the importance of aesthetic and recreational mathematics.
- ❖ Know the importance of computers in teaching and learning of mathematics.

### **UNIT -I CONCEPT, NEED, OBJECTIVES AND SCOPE:**

Meaning and Nature of Mathematics –logic, sequence, structure, precision, abstractness- Contribution of Mathematics Aryabhata, Brahmagupta, Bhaskara, Srinivasa Ramanujam, Euclid, Gauss, – Scope of Mathematics – Objectives of Teaching mathematics at different levels – Primary – Secondary - Higher Secondary - Formulation of objectives.

### **UNIT - II TEACHING STRATEGIES**

Micro Teaching –Organizational Procedure of Micro Teaching – Evaluation in Micro Teaching – Micro Lesson Plan – Macro Teaching – Characteristics of good lesson plan – merits of lesson plan – Approaches of lesson plan – Herbartian steps – Developing steps – Developing unit plans – Blooms Taxonomy - Cognitive, Affective and Psychomotor Domain.

### **UNIT –III TEACHING INSTRUCTIONAL STRATEGIES**

Teacher directed instructional inputs – Lecture, Dogmatic, Inductive-Deductive, Heuristic, Analytic, Synthetic, Laboratory, Project, Problem solving – Techniques – Oral Work, Written Work, drill Work, Home Work, Assignment, Self-study, Group Study, supervised study, Review.

### **UNIT - IV LEARNING INSTRUCTIONAL STRATEGIES**

Learner directed instructional inputs- Programmed instruction, Computer Assisted instruction, Project work and field work, - Discussions, Seminar, Symposium, Workshop, Brain storming, Team Teaching, Exhibition, Correlated Teaching and developing scientific attitude, ABL& ALM learning Strategies.

### **UNIT - V CURRICULUM IN MATHEMATICS**

Curriculum and Syllabus - Principles of Curriculum construction – Types of curriculum-selection and organization of Mathematics content – Evaluation of Syllabus – Important of Mathematics in school curriculum – Critical analysis of IX and XII Mathematics Curriculum.

### **UNIT - VI RESOURCES OF LEARNING**

Innovations in Teaching the Subjects in terms of Teaching, projected aids-OHP, slide projector, film projector, LCD; TV Non-projected aids – Graphic aids, Diagram, Pictures Blackboard, chart, models Industrial centers – Mathematics library, Mathematics lab – co-curricular activities Mathematics club; puzzles; Mathematics Text Book- Essential and Qualities criterion for selection, Text Book Review – Internet and online learning.

### **UNIT - VII MODELS OF TEACHING**

Models of Teaching – Glaser’s model, advanced organizer model, concept attainment model, Juric Prudence Model – Inquiry Model.

## **UNIT - VIII RESEARCH IN MATHEMATICS EDUCATION**

Meaning and characteristics of research, Types of research, Pure, Applied and Action Research, Details of Research Problems in Mathematics

## **UNIT- IX INDIVIDUAL DIFFERENCES OF LEARNING**

Problems in Teaching and Learning Mathematics –Gifted and slow learner in Mathematics- Learning difficulties- Role of a Mathematics Teacher- Qualities of a Mathematics Teacher – Professional Development – In-service Training – Refresher Course – Teacher competencies.

## **UNIT – X EVALUATION**

Evaluation – Meaning – Types – Formative – Summative – Objective based - Test items analysis- preparation of test, Scoring Procedure Developing tests for measures outcomes- Achievement Testing –Blue Print- Diagnostic Testing – Remedial measures – Question Bank - Measurements – Measure of Central Tendency – mean, median, mode-Measure of Dispersion- Range, Quartile Deviation, Standard Deviation – Rank Correction – graphical representation of data – Bar and pie diagram, histogram, frequency polygon-cumulative frequency curve, o-give, percentile ranks.

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## **BED04 – PEDAGOGY OF PHYSICAL SCIENCE**

### **Objectives:**

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

- ❖ Understand the nature and scope of Physical Science.



- ❖ Acquaints with the objectives of teaching Physical Science
- ❖ Familiarizes with the various methods & techniques.
- ❖ Understands Evaluation and techniques.

### **UNIT-I NATURE & SCOPE OF PHYSICAL SCIENCE**

Nature and Scope of Physical Science-process & product- A way of investigation – A way of Training – Inter relationship between various branches of science- Impact of science on modern communities.

### **UNIT-II AIMS AND OBJECTIVES**

Aims and Objectives of teaching of Physical Science at different levels – Primary, secondary and Higher Secondary – Blooms' Taxonomy

### **UNIT-III TEACHING STRATEGIES**

Micro teaching and its cycle-practising 5 skills – Methods of Teaching: Lecture – Lecture cum Demonstration – Laboratory – Heuristic and Project.

### **UNIT – IV PHYSICAL SCIENCE CURRICULUM**

Curriculum – Syllabus, Contents of Curriculum – Development of Curriculum – Curriculum Evaluation – Curriculum improvement – Recent trends in Science.

### **UNIT – V PHYSICAL SCIENCE LAB**

Structure and Design for Science Laboratory – Preparation of Indent – Stock Registers, Storage of Chemicals Care & Maintenance of Apparatus – Accidents & First Aid – Improvised Apparatus.

### **UNIT-VI AUDIO VISUAL AIDS**

Audio Visual Aids in Physical Science – Types –Projected, non projected – Activity based – Power Point presentation – Educational broad cost (Radio & TV) - Internet.

### **UNIT-VII RESOURCES FOR TEACHING PHYSICAL SCIENCE**

Innovation in Teaching the subjects in terms of teaching, team teaching , CAI, programmed learning – seminar – Science clubs, field trips – exhibition.

### **UNIT – VIII TEACHER AND PROFESSIONAL**

Qualities of a good teacher Duties and responsibilities - Professional development – In service training – Evaluation of teaching competency- Self, Pupil & Colleague's Evaluation.

### **UNIT – IX LESSON PLAN**

Introduction, objectives, meaning and defining Lesson Plan- Advantages – Approaches of Lesson Plan – Factors affecting Lesson Plan – Components of Lesson Plan – Herbartian Approach – Evaluation Approach – Sequential steps of Lesson Plan – Characteristics of Good Lesson Plan – Model Lesson Plan.

## **UNIT – X EVALUATION IN PHYSICAL SCIENCE**

Measurement and Evaluation – Formative Summative, Norm & Criterion referenced Evaluation –Types of Tests. Measures of Central Tendency – Mean, Median & Mode- Graphical representation – Histogram, Measures of Variability – Range, Q.D, S.D- Correlation Coefficient: Rank & Product moment.

### **References**

1. NCERT (1975) The Curriculum of the 10 years school.
2. NCERT (1987) Science Education for the first Ten years of Schooling syllabus for upper primary stage.
3. Radha Mohan (2002) Innovative Science Teaching, New Delhi: Prentice Hall of India.
4. Zaidi, S.M (2004) Modern Teaching of Science, New Delhi, Anmol publications pvt Ltd.
5. Vanaja. M (2005) I- Editor, Methods of Teaching Physical Science, Hyderabad : Neelkamal Publication pvt Ltd.
6. Paneer Selvam .A & Rajendran .K (2005) Teaching of Physical Science, Chennai: Shantha Publications.
7. Rajasekar. S (2005) Methods of teaching physical science, New Delhi : Neelkamal Publication.
8. Kulshrelatha, S.P & Harpal pasricha (2005) Teaching of Science, Meerut: R.Lall Book department.

## **BED05: PEDAGOGY OF BIOLOGICAL SCIENCE**

### **Objectives:**

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

- ❖ To Understands the Nature & Scope of Biological Science.

- ❖ To Acquaints with the Objectives of Teaching Biological Science.
- ❖ To familiarize with the various methods and techniques employed for the teaching of Biological Science
- ❖ To understand evaluation technique to assess the achievement and progress of pupils.
- ❖ Develop ability to construct a curriculum and to evaluate critically the present curriculum.
- ❖ Develop skills in preparing and using the appropriate instructional material in biology.
- ❖

### **UNIT -I NATURE AND SCOPE OF SCIENCE**

Meaning – Definitions - Nature of Science – Thrust areas of Science - Impact of Science on Modern Communities- Justification for including science as a subject of study in the school curriculum. Aims of teaching biology at different levels – primary, secondary and higher secondary

### **UNIT – II PLANNING FOR SCIENCE TEACHING**

Microteaching and its cycle – Lesson plan for developing the skills of probing questioning, explaining, stimulus variation, reinforcement and illustrating with examples – Concept of entering and terminal behaviour. Bloom’s Taxonomy of Instructional Objectives. Instructional objectives of teaching Biological Science – Planning for Teaching – Developing year plans, Unit Plans, Preparation and development of improvised apparatus - selection and use of teaching aids.

### **UNIT- III METHODS AND TECHNIQUES OF TEACHING**

Different approaches to Teaching - Lecture method – Lecture – Cum – Demonstration, Individual laboratory method - activity approaches – Discussion method – Heuristic – Project method, Inductive and Deductive methods

### **UNIT-IV LEARNER CENTRED TEACHING METHOD**

Individualised instruction: Programmed Learning, Computer Assisted Instruction, Team Teaching – E-Learning – Scientific Method and Developing Scientific attitude, ABL and ALM learning strategies – Co-operative and Collaborative Method.

### **UNIT-V SCIENCE CURRICULUM**

Curriculum-Syllabus, Trends in curriculum construction – Principles of curriculum construction – selection and organization of science content – NCERT curriculum - New curricular projects like BSCS- Local needs and requirements based curriculum and the utility of local resources.

### **UNIT-VI SCIENCE LABORATORY**

Structure and design for science laboratory – Equipping Maintenance – Preparation of indent – Lab registers, Rules- Safety measures. Types of Science Laboratory – Community Resources.

### **UNIT-VII RESOURCES FOR TEACHING BIOLOGICAL SCIENCE**

Innovations in teaching the subjects in terms of teaching - Text books, Journals, Hand books, Work books, Science clubs, Field trips, Science garden, Science Museums, Improvised Apparatus- Need and Significance – Some improvised Experiments – organisms outside and inside the class room

### **UNIT-VIII EDUCATIONAL TECHNOLOGY**

Meaning of Educational Technology – Hardware & Software aspects of Educational Technology Projected Aids- Audio Visual Aids- Audio Video Players- Tapes and CDs, OHP and transparencies – Slide and Film Projectors, Radio and TV (Broadcast and Telecast), CCTV, Multimedia, Computers Power Point, Non Projected aids, Charts, Models (Static and Working), Flash Cards, Pictures, Chalk, Flannel, Magnetic and Bulletin Boards- Exhibits, CAI, Internet, E-learning etc.

### **UNIT -IX SCIENCE TEACHER**

Academic qualifications – Professional training Special qualities required of a Science Teacher – Professional development - In service training, Class Room Climate, Flanders interaction analysis.

### **UNIT-X EVALUATION**

Evaluation meaning – Types – Formative – Summative – Objective based -Types of Achievement tests - Preparation of Blue Print, Preparation of test, Scoring Procedure, Developing test for measuring outcomes – Cognitive outcomes, Psychomotor outcomes, Scientific reasoning, Diagnostic testing and remedial teaching- Measures of Central Tendency – Mean, Median and Mode- Measures of Variability – Quartile deviation – Rank Correlation Co-efficient.

### **References**

1. Das. R.C. Science Teaching in Schools. Joyce, Bruce and Marsha, Weil(1997) Models of Teaching, , New Delhi ,Sterling Publication.
2. Sood, J.K (2000) , Teaching Life Science, Hyderabad Nilkammal Publication.
3. Anju Soni (2005) Teaching of Bio Science , Ludhiana ,Tandon Publications.
4. Chauhan. S.S (1985) Innovation in Teaching and Learning Process, New Delhi Vikas Publishing House.
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6. Rao V.K Science Education, New Delhi A.P.H. Publishing Corporation.
7. Saundars H.N(1967) The Teaching of General Science in Tropical Secondary School, London Oxford University Press.
8. Aggarwal .D.D (2008), Modern method of teaching biology, New Delhi Karanpaper backs.
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### **BED06- PEDAGOGY OF SOCIAL SCIENCE - HISTORY**

#### **Objectives:**

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

- ❖ Acquire knowledge about the concept, importance, need and scope of History.

- ❖ Understand the objectives of teaching History and the various methods of Teaching and Learning Strategies.
- ❖ Develop effective teaching skills, the principles and designing of curriculum.
- ❖ Get familiarized with the various learning resources for effective Teaching.
- ❖ Acquire knowledge about various models of Teaching History.

### **UNIT-I CONCEPT, NATURE, AND SCOPE OF HISTORY**

History –Meaning – Definitions - Nature and Characteristics – Different conceptions of History - Biographic – evolutionary conceptions - History as a record of past – relevance to present and future - Scope of History – Dimensions of History - Continuity - Development - Time - Place – Ideas – Historic Sense – History as a Science and Art.

### **UNIT-II AIMS AND VALUES OF LEARNING HISTORY**

Aims – Objectives – Values – Types: Practical – Intellectual - cultural – ethical - disciplinary values. Learning History at different levels: Primary, Secondary and Higher Secondary - Blooms Taxonomy of Educational objectives – Cognitive, Affective and Psychomotor – Formulation of performance objectives

### **UNIT-III PLANNING FOR TEACHING**

Micro Teaching - Definition - Cycle – Developing Skills- Probing Questioning, Explaining, Stimulus Variation, Reinforcement, Black board usage – Illustration with examples and practicing of Micro Teaching. Macro teaching - Meaning - Year plan - Unit plan and Lesson plan and its importance - Different approaches in Lesson planning, Herbartian steps and RCEM approach.

### **UNIT-IV INSTRUCTIONAL STRATEGIES**

Teaching methods - Selection of a method: Lecture method - Demonstration and Storytelling method, Problem solving method, Source method, supervised study method and Assignment method. ABL & ALM. Learner directed instructional inputs – individualized instruction, programmed instruction, CAI, CMI, CML preparation of software-Discussions – Seminar – Symposium – Debate – Panel – Workshop - Brain storming - Buzz session - Dramatization and Team Teaching.

### **UNIT-V HISTORY CURRICULUM**

Curriculum and Syllabus – Principles of Curriculum construction – Selection of materials: Culture epoch theory, proceeding from near to remote - Doctrine of nature tastes and interests- Organization of content – Chronological, Topical, Concentric, Spiral, Regressive and Unit plans. Selection of content analysis – Primary, Secondary, Higher secondary level History Syllabus– Relationship of History with other disciplines – Co-relation curriculum revision

### **UNIT-VI RESOURCES FOR LEARNING**

Need and importance of instructional materials - Projected Aids: OHP, slide projector, Film projector, LCD and TV. Non – Projected Aids: Graphic Aids, Time lines, Diagrams, Pictures, Blackboard, Charts, Bulletin board Models, Display items. Activity Aids: Field trips, Trade fair, Visits and Excursion. Community Resources: History library and History room, Museum –

archives - Co-Curricular Activities: History club, History magazine. History text book - Essential and qualities.

### **UNIT-VII MODELS OF TEACHING**

Models of Teaching: Glaser's advanced organizer Model, Concept attainment Model, Jurisprudence Inquiry Model, Inductive models, Deductive models - Constructivist approach in Teaching History.

### **UNIT- VIII RECENT TRENDS IN TEACHING HISTORY**

Interdisciplinary - Social Issues Oriented: Use of Parallel text books, Supplementary Readers, Novels and fictions, News papers, Reports, Magazines, Journals and Use of Internet in Teaching History – Co-operative and Collaborative Learning.

### **UNIT- IX HISTORY TEACHER**

Academic and Professional qualifications- Qualities required for a History Teacher -Duties and Responsibilities- Teacher Competencies and Skills – Professional growth – In Service Training and Refresher Courses – Maintenance of School Records - Evaluation of Teaching Competency : Self Evaluation, Pupil's Evaluation.

### **UNIT – X EVALUATION**

Evaluation – Different aspects of Evaluation – Continuous and Comprehensive-Types-Formative– Summative - Cognitive and Non-Cognitive. Tools of Evaluation – Types of Achievement Test – Construction of Achievement Tests -Merits and Demerits -Design and Blue Print – Reliability, Validity. Question bank, its use and importance - Diagnostic Resting and Remedial Teaching

#### **References**

1. Indira Gandhi National Open University (1998), B.Ed., Teaching of Social Studies, New Delhi.
2. NCERT (1974), Teaching History in Secondary Schools, New Delhi.
3. Purabi Jain (2004), Educational Technology, First Edition, Dominent Publishers and Distributors, New Delhi.
4. Chaudhary K P (1975), the Effective Teaching of History in India – A Handbook for History Teachers, New Delhi NCERT.
5. Ghato V D (1973), the Teaching of History, Oxford Uni.Press, London.
6. Panday B N and Khosla D N (1974), Student Teaching and Evaluation, New Delhi, NCERT.
7. Edger B W and Stanley P W and (1958), Teaching of Social Studies in High School, Fourth Edition, Health and Company, Boston D.C.
8. Agarwal J C (1996), Teaching of Social Studies – A Practical Approach, Third Revised Edition, Vikas Publishing House Pvt. Ltd., New Delhi.

### **BED07: PEDAGOGY OF SOCIAL SCIENCE – GEOGRAPHY**

#### **Objectives:**

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

- ❖ Understand the objectives of teaching Geography
- ❖ Understands the various methods of Teaching and Learning Strategies
- ❖ Develop effective teaching skills.
- ❖ Develop an understanding of the principles and organization of curriculum.
- ❖ Get familiarized with the various learning resources for effective Teaching
- ❖ Acquire knowledge about various models Teaching Geography.

### **Unit I: NATURE AND SCOPE OF GEOGRAPHY**

Geography – Meaning and definitions, It's role in the development of national and international understanding; Correlation of Geography – correlation with life and with other subjects. Need and significance of teaching Geography; Values of teaching Geography; Inclusion of Geography in the school curriculum as an optional subject or compulsory subject; Aims of teaching Geography.

### **UNIT-II AIMS AND VALUES OF LEARNING GEOGRAPHY**

Meaning of Aims – Goals – Objectives – Values – Aims and Objectives of Learning Geography at different levels – Primary - Secondary and Higher Secondary - Blooms Taxonomy of educational objectives – Cognitive, Affective and Psychomotor – Formulation of performance objectives - Values of Learning Geography - Practical – Intellectual cultural – ethical - disciplinary values.

### **UNIT-III PLANNING FOR TEACHING**

Micro Teaching Cycle - Skill- Probing Questioning, Explaining, Stimulus Variation, Reinforcement – Illustration with examples and practicing of Micro Year plan, Unit plan and Lesson plan and its importance. Different approaches in Lesson planning, Herbartian and RCEM approach.

### **UNIT-IV INSTRUCTIONAL STRATEGIES**

Teacher directed instructional inputs; Lecture - demonstration and storytelling method, problem solving method, source method, supervised study method. ABL &ALM. ----- Learner directed instructional inputs – individualized instruction, programmed instruction, CAI, CMI, CML preparation of software-discussions, seminar, symposium, debate, panel, workshop, brain storming, buzz session, Dramatization and Team Teaching.

### **UNIT-V GEOGRAPHY CURRICULUM**

Curriculum – Meaning and definition; Principles and criteria for selection of the content for Geography curriculum; Principles of organization of the content; Critical evaluation of Geography syllabus (VIII to X)

### **UNIT-VI RESOURCES FOR LEARNING**

Need and importance of instructional materials, projected aids-OHP, slide projector, film projector, LCD, TV Non – projected aids – Graphic aids, time lines, Diagrams, Pictures, Blackboard, Charts, Bulletin board, Models, Display items, Activity aids- Field trips, trade fair, Visits and Excursion. Community Resources, Geography Library and Geography Room,

Museum – archives - Co-Curricular activities: Geography club, Geography magazine, Geography Text Book-Essential and Qualities

### **UNIT-VII MODELS OF TEACHING**

Models of Teaching –Socratic model, Glaser’s advanced organizer model, Concept attainment model, Constructivist approach in Teaching Geography, Jurisprudence Inquiry Model

### **UNIT- VIII RECENT TRENDS IN TEACHING GEOGRAPHY**

Interdisciplinary approach. Use of Parallel Text books, Supplementary Readers, News papers, Reports, Magazines, Journals and Use of Internet in Teaching Geography – Co-operative and collaborative learning

### **UNIT- IX GEOGRAPHY TEACHER**

Academic and Professional qualifications- Qualities required for a Geography Teacher -Duties and Responsibilities- Teacher Competencies and skills – Professional growth – In Service Training and Refresher Courses – Maintenance of School records Evaluation of Teaching Competency : Self evaluation Pupil’s Evaluation

### **UNIT – X EVALUATION**

Concept and Purposes of Evaluation – Different aspects of Evaluation – Continuous and Comprehensive, Formative, Summative, Cognitive and Non-Cognitive. Tools of Evaluation – Types of achievement test –Merits and disadvantages - Construction of achievement tests, design and blue print, editing and scheme of evaluation. Diagnostic testing and remedial teaching, Question bank, its use and importance

### **References**

1. Allen, D.W. & Rayan, K.A.(1969). *Micro Teaching*. Addison Wesley, Reading Mass.
2. Arora, M.L. (1979). *Teaching of Geography*. Ludhiana:Prakash Brothers.
3. Bloom, B.S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Hand book 1: Cognitive domain*. New York: David McKay Company Inc.
4. Bruner, J.S. (1962). *The Process of Education*. Cambridge: Harvard University Press.
5. Bruner, J.S. (1971). *Towards a study of Instruction*. Cambridge: Harvard University Press.
6. De Cecco, J.P. (1964). *Educational Technology*. New York: Henry Holt and Company, Inc.
7. Furst, E, J. (1958).(1958). *Constructing Evaluation Instruments*. London: Longman group.
8. Garrett, H.E. (1979).*Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.
9. Gopeil, G.H. (1966).*Teaching of Geography*. Macmillan.

### **BED08: PEDAGOGY OF SOCIAL SCIENCE – COMMERCE**

### **Objectives:**

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



- ❖ Acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy
- ❖ Develop interests in learning recent developments in Commerce and Accountancy
- ❖ Develop a desirable positive attitude towards the teaching of Commerce and Accountancy
- ❖ Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy
- ❖ Understand the aims and objectives of teaching Commerce and Accountancy
- ❖ Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy
- ❖ Acquire knowledge of the terms and concepts used in various methods and techniques of teaching Commerce and Accountancy
- ❖ Apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy
- ❖ Develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy
- ❖ Know the various in - service programmes needed by a Commerce and Accountancy teacher
- ❖ Develop competency in evaluation techniques to Commerce and Accountancy

#### **UNIT: I Commerce Education**

Commerce – meaning – definition – Nature and scope of Commerce Subject - Recent developments in Commerce – Commerce Education – meaning – definition and importance – historical development of Commerce Education – need for commerce and accountancy education –importance – fulfilling the present day needs.

#### **UNIT: II Nature of Commerce Education**

Nature and scope of Commerce and Accountancy with special reference to higher secondary school curriculum – Correlation of Commerce and Accountancy with reference to Economics, Mathematics, Commercial Geography, Business management and Administration – Values of teaching Commerce and Accountancy: Practical, social, cultural, moral, disciplinary and vocational.

#### **UNIT: III Commerce Curriculum**

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

#### **UNIT: IV Aims and Objectives**

Teaching and Learning – effective teaching – Aims, Objectives of learning Commerce and Accountancy – Objective Based Instruction (OBI) - Bloom’s Taxonomy – cognitive, affective, and psycho motor domains. Specification – meaning – principles and importance.

### **UNIT: V Planning for Instruction**

Planning – Need and importance of Planning – Year Plan - Unit Plan – importance and steps - Model Year and Unit plan for Commerce and Accountancy. Lesson plan: Origin, Need and Principle of preparing a good Lesson Plan and its steps – Model Lesson Plan for Commerce and Accountancy.

### **UNIT: VI Instructional Methods**

Lecture method – Descriptive method – Objective based method – Demonstration method – Lecture cum demonstration method - Problem solving method - Project method - Inductive method – Deductive method - Case study. Discussion methods - Seminar, symposium, workshop, panel discussion – Brainstorming - heuristic method - simulation and role playing – team teaching - micro teaching – individualized instructional methods - Methods suitable for teaching Accountancy.

### **UNIT: VII Educational Technology**

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

### **UNIT: VIII Community Resources and Commerce Department**

Community resources – meaning – types – their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community - field trip - work experience – guest speakers - developing commercial interest and attitude activities - Commerce department - Commerce laboratory – Teacher’s diary - Records and registers to be maintained - equipment - essentials and desirable - Commerce Club - School Bank – School co-operative society.

### **UNIT: IX Professional Development**

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

### **UNIT: X Evaluation**

Measurement and Evaluation – formative and summative evaluation – objective based evaluation (OBE) – Types of tests - oral test, written test, performance test – achievement test, diagnostic test and prognostic test – Achievement test – characteristics – objectivity, reliability, validity and practicability – forms of test items – multiple choice – short answer and essay type – construction of achievement test – steps – blue print, weightage tables, question wise analysis and scoring key - educational statistics – measures of central tendency – mean, median and mode – deviations and correlation – graphical representation of scores.

### **References**

1. Aggarwal, J.C., (2005), Educational technology and Management, Vinod Pustak Mandir, Agra.
2. Aggarwal. (2008), Teaching of Commerce: A Practical Approach.(2nd ed). UP: Vikas Publishing House Pvt Ltd.
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13. National Council of Educational Research and Training. (2006). National curriculum framework 2005: Aims of education. New Delhi: NCERT Publication.
14. Passi, B. K. (1976). Becoming a better teacher : Micro teaching approach, Sahitya Mudranalaya, Ahmedabad.
15. Passi, B.K., and Lalita, M.A., (1976) Micro - Teaching: Theory and Research, Jugal Kishore and Co., Dehradun.
16. Rao, S. (2004), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi.
17. Satish C. Chandra, (2006), Educational Technology and Measurement, R.Lall Book Depot, Meerut.
18. Sharma, R. A. (2008), Technological foundation of education. Meerut: R.Lall. Books Depot.
19. Sharma, R. C. (1988), Modern science teaching, Dhanpat Raj and Sons, Delhi.
20. Sharma, R. N. (2008), Principles and Techniques of Education, Surjeet Publications, New Delhi.
21. Sharma, R.A., (2005), Teaching of Commerce, Surya Publication, Meerut.

### **BED09: PEDAGOGY OF SOCIAL SCIENCE - ECONOMICS**

#### **Objectives:**

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

- ❖ To understand the aims and Objectives of teaching economics to the prospective teachers.
- ❖ To establish correlation of economics with other subjects
- ❖ To make an analogy of the existing economics curriculum in Higher Secondary School in Tamil Nadu.
- ❖ To understand the value of discipline of Economics
- ❖ To understand the need for implementing the methods of catering to individual differences in Economics teaching.
- ❖ To acquire skills relating to planning lessons and presenting them effectively.
- ❖ To develop the ability to prepare and use effectively the audio and video.
- ❖ To understand the various evaluation techniques of Assessing the Economics teachers.

### **UNIT – I – NATURE AND SCOPE OF ECONOMICS**

Economics – Economics of Education – Meaning – definition – Nature and scope of Economics – Aims and objectives of teaching economics – values of teaching economics – Thrust areas in economics – correlation of economics with other subjects.

### **UNIT – II – LESSON PLANNING**

Micro teaching (five skills), Importance of year Planning, unit planning and lesson planning, Need for lesson planning, Different approaches in lesson planning, Herbartian and RCEM approach – Blooms Taxonomy of Educational objectives – Cognitive – Affective and Psychomotor – Formulation of performance objectives.

### **UNIT – III – METHODS OF TEACHING ECONOMICS**

Inductive and deductive method, Lecture and Project method, Analytical Method, Synthetic methods, Problem solving method, supervised study method and Demonstration method. Team teaching – Programme. Learning – various techniques of teaching – Question and answer technique, Narration technique, observation technique, Assignment techniques, Illustration Technique. Use of modern techniques in teaching Economics – Discussion, Seminar, Workshop, Supervised study and Scientific Attitude - its importance to the individual and society.

### **UNIT – IV – CURRICULUM IN ECONOMICS AND CURRICULUM VS SYLLABUS**

Principles of curriculum construction in Economics – Selection of Content Analysis of present higher secondary economics syllabus – Relationship of economics with other disciplines – organization of content in Economics Curriculum revision

### **UNIT – V - RESOURCES FOR LEARNING**

Need and importance of instructional materials, projected aids – OHP, slide projector, film projector, LCD, TV Non-Projected aids – Graphic aids, Diagrams, Pictures, Blackboard, charts, bulletin boards, models, Display items, Activity aids – Field trips, trade fair, visits – bank, share market, industrial centers – Excursion, community resources, Economics library and Economics room

### **UNIT –VI CO-CURRICULAR ACTIVITIES:**

Economics club, Debates and competition, Economics magazine, Economics Text book – Essential and Qualities, criterion for selection, Text book review – Role of It in Economics Education.

### **UNIT - VII- EVALUATION**

Evaluation – Meaning –Types – Formative – Summative – Objective Based - Tests and its Type - diagnostic, Prognostic and achievement tests – Criterion and norm referenced tests – Types of Achievement tests – construction – Steps - Blue print - Item Analysis, Reliability, Validity – Standardizing a test – Administration - Interpretation of test results. Diagnostic testing and Remedial teaching

### **UNIT – VIII – STATISTICS**

Statistical tools – measures of central tendency – mean, median and mode – measures of variability – mean standard and quartile deviation, correlation co-efficient, rank order – graphical representation of data.

### **UNIT – IX – ECONOMICS TEACHER**

Academic and Professional qualifications – Qualities required for a Economics teacher – Duties and responsibilities – Teacher competencies and skills – Professional growth – In service Training and Refresher courses – Maintenance of schools records evaluation of teaching competency- self evaluation pupils and colleagues - evaluation.

### **UNIT – X – RECENT TRENDS IN TEACHING ECONOMICS**

Special problems of economics teaching in rural schools, teacher preparation and in-service education – in calculating economic attitudes –Liberalization – Privatization and globalization and its impacts on education.

#### **Reference**

1. Aggarwal, J.C. (2005). Teaching of economics. Agra: Vinod Pustak Mandir.
2. Mangal, S.K., & Mangal, S. (2005). Essentials educational technology and management. Meerut: loyal book depot.
3. Dash, B.N. (2004). Teacher and education in the emerging Indian society. Vol(1-2). Hyderabad: Neelkamal Publication Pvt Ltd.
4. Mehra, V. (2004). Educational technologies. New Delhi : S.S Publications.
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8. Kumar, K.L. (1997). Educational technologies. New Delhi: New Age Publishers.
9. Arithshastra Shikshan : Mahendrapal Singh
10. Susham adhyan : Dr.R.P. Kathuriya, Vikas prakashan, Bhopal.

### **BED10- PEDAGOGY OF COMPUTER SCIENCE**

#### **Objectives:**

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

- ❖ Know the importance of Computer Science in the modern age and as such the need for teaching Computer Science in Schools.
- ❖ Know the various steps of teaching Computer Science and aids to teaching.
- ❖ Apply his/her knowledge in actual class room situations during teaching practice.
- ❖ Develop skill in various activities pertaining to Computer Science.
- ❖ Acquaint with the aims and objectives of teaching computer science in secondary and higher secondary schools and help them to plan learning activities according to those objectives.
- ❖ Acquired skills relating to planning lessons and presenting them effectively.
- ❖ Familiarize with the various methods that can be employed for the teaching of computer science.
- ❖ Understand the principles of curriculum construction.
- ❖ Develop skill in constructing tests.
- ❖ Acquire knowledge on historical evaluation of computer and its hardware, software components.

### **Unit – I – Importance of Computer Science in Schools**

Teaching of Computer Science – Need and importance of Computer Science in Schools, Aims of Computer Science teaching in broader perspectives, Maxims of teaching, scientific attitude.

### **Unit – II – Hardware and Software of Computers**

Hardware components of a micro computer – input and output devices – types of computers – software: definition – system software – Application software – High level and programming language – use of computers in schools.

### **Unit – III – Taxonomy of Educational Objectives**

Preparation of Lesson plan – objective Based Instruction – Instructional objectives and development of specific behavior, Bloom’s Taxonomical approach to teaching of Computer Science, The attainment of aims and values through the objectives, Year plan, Unit plan – Preparation and development of improvised apparatus, selection and use of teaching aids.

### **Unit – IV – Micro Teaching**

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

### **Unit – V – Methods and Techniques of Teaching**

Lecture method – Lecture – cum – demonstration – Inductive – Deductive, Analysis Synthetic method individual Lab work – Discussion – Heuristic – Project – Individualized instruction – Programmed Learning – Linner, Branching and Team Teaching – Computer Assisted Instruction – E-Learning – their suitability and limitations – Online learning – Web based learning - M-Learning.

### **Unit – VI – Resources for Learning**

Need and importance of instructional materials, projected aids – OHP, slide projector, film projector, TV, LCD, Non – Projected aids – Graphic aids, Diagrams, pictures, Blackboard,

charts, bulletin board, models, Display items, Activity aids – Field trips, trade fair, visits – bank, share market, industrial centers – Excursion, community resources, Computer Science library and Computer Science lab, Co-curricular activities: Computer Science club, Debates and competition, Computer Science magazine. Computer Science Text book – Essential and Qualities, criterion for selection, Text book review – CAI, CMI, CML preparation of software. New groups - forums - Chat –Web2 and Web 3 tools.

### **Unit – VII – Curriculum**

Curriculum – Syllabus, Trends in Curriculum Construction – Principles of Curriculum Construction – Selection and Organization of Computer Science Content. Critical Review of Present Tamil Nadu Syllabus of standard XI and XII prescribed by the Tamil Nadu Education Department.

### **Unit – VIII – Evaluation in Computer Science**

The concept of evaluation – objective based evaluation – tools and techniques in evaluation – evaluation for achievement, diagnosis and prediction – Criterion and Norm referred tests – construction of different types of test. Principles of test construction and administration of an achievement test – Blue print – Characteristics of a good test – item analysis – Computer Aided Evaluation – On line examination – Interpretation –Diagnostic testing – Remedial measures – Question Bank.

### **UNIT – IX – Teaching and Professional Development**

Special qualities of good computer science teacher – Duties & responsibilities – Teacher competencies - In service training – Evaluation of teaching Competency: Self Evaluation, Pupil's Evaluation and Colleague's Evaluation – Recent trends virtual class room – Tele conference – Video conferencing – Edusat – V –Sat – Web conferencing - Learning in Net worked Knowledge Society ( LINK).

### **Unit –X Practical – Preparation of Software for a Lesson**

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6. Singh,Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
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