

UNIVERSITY OF MADRAS
INSTITUTE OF DISTANCE EDUCATION
CHENNAI – 600005

**REGULATIONS, CURRICULUM
FRAMEWORK AND SYLLABUS**

BACHELOR OF EDUCATION (B.ED)
TWO YEAR DEGREE PROGRAMME
(ODL MODE)
(SEMESTER PATTERN – CBCS)
WITH EFFECT FROM 2020-2021 ONWARDS



UNIVERSITY OF MADRAS
INSTITUTE OF DISTANCE EDUCATION

சென்னைப் பல்கலைக்கழகம்
தொலைதூரக் கல்வி நிறுவனம்

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I. PROLOGUE

National Council for Teacher Education (NCTE) the apex statutory body of teacher education in India, with hope of producing quality teachers, has revised Bachelor of Education (B.Ed) Regulations and curriculum in 2014. To give a modern dimension to School Education in India which was a long-time expectation by the teacher education fraternity the governing body NCTE revised B.Ed curriculum components.

In order to revise the teacher education curriculum compatible with the visualization of National Curriculum Framework for Teacher Education (NCFTE 2009), the Institute of Distance Education (IDE), University of Madras has designed the 2-year B. Ed (ODL) programme for turning out dedicated teachers with professionalism, scholastic leadership and research insight. It has been planned to offer this two-year programme in Semester pattern under Choice Based Credit System (CBCS) from the year 2020-2021 onwards.

The Regulations, Course structure and Syllabus for the Two-year B.Ed (ODL) Programme in Semester pattern outlines the nature of teaching- learning experiences to be offered to the student-teachers to make them reflective practitioners as outlined by NCTE. The course structure as offered by NCTE makes an all-inclusive exposure of themes and thorough and scrupulous field engagement with the child, school and community. Moreover, the allocation of credits to the theory and practicum components is assigned following the NCTE and UGC-ODL regulations.

II. ELIGIBILITY FOR ADMISSION TO THE B. Ed (ODL) PROGRAMME

The eligibility criteria for admission to the Bachelor of Education (B.Ed.)-ODL programme are as follows:

- Trained in-service Teachers presently working with D. T. Ed./ D. El. Ed., other equivalent teacher education programme in Government recognized schools in Tamil Nadu.
- Candidates who have completed a NCTE recognized teacher education programme through face-to-face mode.
- Trained in-service Teachers who have successfully undergone the degree with 10+2+3 or 11+1+3 pattern of examination in the following disciplines from a recognized University: Tamil, B.Litt., English, Mathematics, Applied Mathematics, Physics, Geo-Physics, Bio-Physics, Applied Physics, Electronics, Chemistry, Bio-Chemistry, Applied Chemistry, Botany, Environmental Science, Bio-Technology, Plant Biology, Zoology, Micro-Biology, History, Geography, Applied Geography, Computer Science, Computer Application and Information Technology.

- In case of Economics and Commerce, the teachers who fulfil the above norms should also have studied the same subjects both at U.G. and P.G. Levels.
- The candidates should have undergone 11+1+3 or 10+2*+3 pattern of study.
- The candidates who have qualified in PG Degree (5 Years Integrated Course) under 10+2+5/11+1+5 pattern of study are eligible.
- All the B.E./ B.Tech. / M.E. / M. Tech graduates irrespective of their Branch in Engineering are eligible to study either Mathematics or Science as Pedagogy of a School Subject. The B.E./ B.Tech./ M.E./ M.Tech., graduates in Computer Science related branches and Bio-Technology related branches are also eligible to study Computer Science and Biological Science as Pedagogy of a School Subject respectively.
- The three-year Diploma in Engineering shall be treated as equivalent to +2 course for the purpose of eligibility for admission.
- Candidates should be currently working in schools recognized by State / Central Government in Tamil Nadu.
- Candidates having a direct UG degree (without +2 qualifications) / Direct Post-Graduate degree (without +2 and UG degree) are **not eligible**.
- Candidates who have passed under Double Degree / Additional Degree Programme with less than three years duration are **not eligible** for admission.
- Those who are working in Colleges / ITI's / Polytechnics are **not eligible**.
- Candidates, who have passed the UG or PG degree under Open University System without qualifying in 11 years SSLC examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education examination are **not eligible** for admission, even if they subsequently qualify in 11 year SSLC and one year PUC or 10+2 pattern of School Education Examination.
- Rules of reservation for selection and admission are as per the norms of Government of Tamil Nadu issued every year.

**** Denotes: Higher Secondary / Senior Secondary / Bachelor Preparatory Programme / Foundation Course / Diploma in Teacher Education***

III. OBJECTIVES OF THE PROGRAMME

The curriculum aims at enabling the student teachers

- To develop an understanding of the philosophical, sociological and psychological bases and the issues of Indian Education and the curricular knowledge of school and society.
- To extend the theoretical and practical knowledge of various pedagogical aspects of the school subjects and the evaluation of learning and also the knowledge of Information and Communication Technology, art, health, yoga education etc.,
- To become professionally enhanced, committed, performing and introspective teachers for different stages of school education and teacher education.

IV. DURATION OF THE PROGRAMME

The B.Ed (ODL) Programme is offered in Semester pattern consisting of four semesters i.e. two years. In any case, the programme will have to be completed by the student within a maximum period of 5 years after enrolment.

V. MEDIUM OF INSTRUCTION

The medium of instruction will be English. However, students will be allowed to write the examinations either in English or Tamil.

VI. PROGRAMME CONTENT

The content of the programme is designed from the three broad curricular areas namely Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field are specified as below:

1 COURSES IN PERSPECTIVES IN EDUCATION

Course 1: Childhood and Growing up

Course 2: Contemporary India and Education

Course 3: Learning and Teaching

Course 4: Gender, School and Society

Course 5: Knowledge and Curriculum

Course 6: Creating an Inclusive School

2 COURSES IN CURRICULUM AND PEDAGOGIC STUDIES

Course 1: Language across the Curriculum

Course 2: Understanding Disciplines and Subjects

Course 3: Pedagogy of a School Subject (Part I methodology & Part II Content Mastery)

Course 4: Assessment for Learning

Course 5: Optional Course

3 ENGAGEMENT WITH THE FIELD - THE SELF, THE CHILD, COMMUNITY AND SCHOOL

Engagement with the Field is an innovative attempt to holistically connect all the courses across the programme. It also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. The prescribed courses are expected to be transacted using a variety of teaching-learning approaches like case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments as referred by NCTE.

This curricular area would have three sections:

- 1. Tasks and Assignments that run through all the courses as indicated in the Semester wise distribution of the syllabus**
- 2. School Internship**
- 3. Courses on Enhancing Professional Capacities (EPC):**
 1. Course EPC 1: Reading and Reflecting on Texts (Half Course)
 2. Course EPC 2: Drama and Art in Education (Half Course)
 3. Course EPC 3: Critical Understanding of ICT (Half Course)
 4. Course EPC 4: Understanding the Self (Half Course)

VII. CURRICULAR AREAS

The two - year B.Ed (ODL) programme in Semester pattern shall encompass three broad curricular areas namely Perspective in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The three broad curricular areas include inherent field-based units of study and projects along with theoretical inputs from an interdisciplinary outlook. Among these three areas, 'Perspectives in

Education’, and ‘Curriculum and Pedagogic Studies’ will be presented as theory courses and the curricular area ‘Engagement with the Field’ will be presented as practical component.

i. COURSE DIVISION FOR THE PROGRAMME

The courses under the above three curricular areas are further classified under four sections as mentioned below. This classification is made for the purpose of Semester wise distribution of the Core courses, Pedagogy courses, Optional courses and the Courses on EPC.

A. CORE COURSES

B. PEDAGOGY COURSES

C. OPTIONAL COURSES

D. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)

E. GENERAL PRACTICUM COMPONENTS

VIII. COURSE STRUCTURE (Theory Components) and ALLOTTED CREDIT VALUES - Total 36 Credits

A. CORE COURSES (28 credits)

By considering the teaching objectives, the following nine core courses are identified.

Sl. No	TITLE OF THE PAPERS	INT. MARKS	EXT. MARKS	TOTAL MARKS	CREDITS
1	Childhood and Growing Up	30	70	100	4
2	Contemporary India and Education	30	70	100	4
3	Learning and Teaching	30	70	100	4
4	Language across the curriculum	15	35	50	2
5	Understanding Disciplines and Subjects	15	35	50	2
6	Gender, School and Society	15	35	50	2
7	Assessment for Learning	30	70	100	4
8	Creating an Inclusive School	15	35	50	2
9	Knowledge and Curriculum (I& II)	30	70	100	4
Total - 28					

B. PEDAGOGY COURSES (4 Credits)
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Pedagogy of a School Subject

Out of the following list of school subjects, any one course is to be selected by the candidates according to their basic subject.

Sl. No	TITLE OF THE PAPERS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDITS
1	Pedagogy of Tamil (Part 1& 2)	30	70	100	4
2	Pedagogy of English (Part 1& 2)	30	70	100	
3	Pedagogy of Mathematics (Part 1& 2)	30	70	100	
4	Pedagogy of Physical Science (Part 1& 2)	30	70	100	
5	Pedagogy of Biological Science (Part 1& 2)	30	70	100	
6	Pedagogy of Computer Science (Part 1& 2)	30	70	100	
7	Pedagogy of History (Part 1 & 2)	30	70	100	
8	Pedagogy of Geography (Part 1 & 2)	30	70	100	
9	Pedagogy of Commerce (Part 1& 2)	30	70	100	
10	Pedagogy of Economics (Part 1& 2)	30	70	100	

C.OPTIONAL COURSES (4 Credits)

Out of the following list, one course has to be selected by the student-teachers:

Sl. No	TITLE OF THE PAPERS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS	CREDITS
1	Yoga, Health and Physical Education	30	70	100	4
2	Environmental Education	30	70	100	
3	Values and Peace Education	30	70	100	

IX. COURSE STRUCTURE (Practicum Components) and ALLOTTED CREDIT VALUES (Total = 36 Credits)

Practical assessment will be conducted at the end of each semester after completing the specified practicum components (EPCs, School-Based, Instruction-Based, Student-based, Community-Based and Self-Based Activities, Assignments, Records, Reports, Teaching Competency components -Internship and Workshop-Based Activities) that are allocated for each semester.

D. COURSES ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- (8 Credits)

Sl.No	TITLE OF THE PAPERS	TOTAL MARKS	CREDITS
1	Reading and Reflecting on Texts	50	2
2	Drama and Art in Education	50	2
3	Critical Understanding of ICT	50	2
4	Understanding the Self	50	2
Total Marks - 200		Total Credits – 8	

E. GENERAL PRACTICUM COMPONENTS (28 Credits)

The General Practicum Components for the Programme is tabularised as follows:

SL.NO.	PRACTICAL	PRACTICUM COMPONENTS	MARKS	CREDITS
1	Internship I	Involvement in Ongoing School Activities and Processes 1. School Profile Record 2. Addressing The School Assembly 3. School Timetable Preparation	100	4

2	Internship II	<p>a) Classroom Teaching at various levels</p> <ul style="list-style-type: none"> • Lesson plan • Demonstration record • Observation Record <p>b) Instruction-Based</p> <ul style="list-style-type: none"> • Micro-teaching Record (1 & 2) • Test and Measurement Record • Teaching Learning Materials (TLM) Record <p>c) Student- Based</p> <ul style="list-style-type: none"> • Case Study Record/Student Portfolio • Action Research <p>d) School-Based</p> <ul style="list-style-type: none"> • Conducting PTA Meeting/Quizzes/Debates • Records of Participation/Organization in School activities 	150 80 20 50	12
3	Workshop- Based Activities	<p>1. Group Activities</p> <p>2. Self-Based Activities (Reflective Journal, Yoga, Health And Physical Education Record)</p> <p>3. Community-Based Activities (Skill Development Record/ SUPW(Socially Useful Productive Work/ Community Camp)</p> <p>4. Attendance And Active Participation In Workshop-Based Activities</p>	200	8
4	Teaching Competency Evaluation		100	4
<p>Total Marks - 700</p> <p>Total Credits - 28</p>				

TOTAL (D + E) - MARKS (200+700) = 900, CREDITS (8+28) = 36

X. PRACTICUM DETAILS

i. Internship - I + EPC 1

TASKS AND ACTIVITIES	DURATION	MARKS	CREDITS
a) Involvement in Ongoing School Activities and processes <ul style="list-style-type: none"> • School Profile Record • Addressing The School Assembly • School Timetable Preparation 	4 Weeks	100	6
b) Activities under Courses on Enhancing Professional Capacities <ul style="list-style-type: none"> • EPC 1- Reading And Reflecting on Texts 		50	

ii. Workshop - I + EPC 2

TASKS AND ACTIVITIES	DURATION	MARKS	CREDITS
a) Workshop- based Activities <ul style="list-style-type: none"> • Group Activities • Self-Based Activities (Reflective Journal, Yoga, Health and Physical Education Record) • Community-Based Activities (Skill Development Record/ SUPW (Socially Useful Productive Work/ Community Camp) • Attendance and Active Participation in Workshop- Based Activities 	6 Days	100	6
b) EPC 2 - Drama and Art in Education		50	

iii. Internship - II

TASKS AND ACTIVITIES	DURATION	MARKS	CREDITS
<p>a) Classroom Teaching at various levels</p> <ul style="list-style-type: none"> Lesson plan Demonstration record Observation Record <p>b) Instruction-Based</p> <ul style="list-style-type: none"> Micro-teaching Record Test and measurement record TLM Record <p>c) Student- Based</p> <ul style="list-style-type: none"> Case Study Record/Student Portfolio Action research <p>d) School-Based</p> <ul style="list-style-type: none"> Conducting PTA Meeting/Quizzes/Debates Records of Participation/Organization in School activities 	16 Weeks	300	12

iv. Workshop - II

TASKS AND ACTIVITIES	DURATION	MARKS	CREDITS
<p>a) Workshop- based Activities</p> <ul style="list-style-type: none"> Group Activities Individual Activities Workshop-Based Activities Prescribed by The Coordinators Attendance and Active Participation In Workshop-Based Activities 	6 Days	100	4

v. EPC 3, EPC4

COMPONENTS	MARKS	CREDITS
Critical Understanding of ICT	50	2

Understanding the Self	50	2
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vi. Teaching Competency Evaluation

COMPONENTS	MARKS	CREDITS
Level 1	100	4
Level 2		

XI. SEMESTER WISE DISTRIBUTION OF THE PRACTICUM COMPONENTS

SEMESTER -I

SL.NO	PRACTICUM COMPONENTS	MARKS	CREDITS
1	EPC-1 Reading and Reflecting on Texts	50	2
2	Internship -1 School-Based Activities	100	4
	Total	150	6

SEMESTER -II

SL.NO	PRACTICUM COMPONENTS	MARKS	CREDITS
1	EPC-2 Drama and Art in Education	50	2
2	Workshop -1 Workshop- based Activities <ul style="list-style-type: none"> • Group Activities • Self-Based Activities (Reflective Journal, Yoga, Health and Physical Education Record) • Community-Based Activities (Skill Development Record/ SUPW (Socially Useful Productive Work/ Community Camp) • Attendance and Active Participation 	100	4
	Total	150	6

SEMESTER - III

SL NO	PRACTICUM COMPONENTS	MARKS	CREDITS
1	Internship -II a) Classroom Teaching at various levels <ul style="list-style-type: none"> • Lesson plan • Demonstration record • Observation Record b) Instruction-Based <ul style="list-style-type: none"> • micro-teaching record • Test and measurement record • TLM Record c) Student- Based <ul style="list-style-type: none"> • Case Study Record/Student Portfolio • Action research e) School-Based <ul style="list-style-type: none"> • Conducting PTA Meeting/Quizzes/Debates • Records of Participation/Organization in School activities 	150 80 20 50	12
2	Workshop-II a) Workshop- based Activities <ul style="list-style-type: none"> • Group Activities • Individual Activities • Workshop-Based Activities Prescribed by the Coordinators • Attendance and Active Participation 	100	4
	TOTAL	400	16

SEMESTER - IV

Sl. No.	PRACTICUM COMPONENTS	Marks	Credits
1	EPC-3 Critical Understanding of ICT EPC-4 Understanding the Self	100	4

2	Teaching Competency Evaluation	100	4
TOTAL		200	8
Total Credits for Practicum - 36			
Total Marks for Practicum 900			

XII. SEMESTER WISE DISTRIBUTION OF THE COURSES (Theory and Practicum)

SEMESTER-I

Sl. No		COURSE CODE	COURSE TITLE	Ext. Marks	Int. Marks (T&A)	Total Marks	Credits
1	THEORY	BED101	Childhood and Growing Up	70	30	100	4
2		BED102	Contemporary India and Education	70	30	100	4
3		BED103	Language across the Curriculum	35	15	50	2
4		BED104	Understanding Disciplines and Subjects	35	15	50	2
5	PRACTICUM	BED131	Reading and Reflecting on Texts	-	50	50	2
6		BED141	Internship-I		100		4
Total					450		18

SEMESTER II

Sl. No		COURSE CODE	COURSE TITLE	Ext. Marks	Int. Marks (T&A)	Total Marks	Credits
1	THEORY	BED211	Pedagogy of a School Subject (Part I - Methodology)	70	30	100	4
2		BED201	Learning and Teaching	35	15	50	2
3		BED202	Knowledge and Curriculum - Part 1	35	15	50	2
4		BED203	Assessment for Learning	70	30	100	4
5		BED232	Drama and Art in Education		50	50	2

6	PRACTICUM	BED251	Workshop-I	100	4
Total				450	18

SEMESTER III

Sl. No	COURSE CODE		COURSE TITLE	Ext. Marks	Int. (T&A)	Total Marks	Credits
1	BED311	THEORY	Pedagogy of a School Subject (Part II - Content Mastery)	35	15	50	2
2	BED342	PRACTICUM	Internship -II	300 Marks			12
3	BED352		Workshop-II	100 Marks			4
Total				450			18

SEMESTER IV

Sl. No		COURSE CODE	COURSE TITLE	Ext. Marks	Int. Marks (T&A)	Total Marks	Credits
1	THEORY	BED401	Gender School and Society	35	15	50	2
2		BED402	Knowledge and Curriculum- Part II	35	15	50	2
3		BED403	Creating an Inclusive School	35	15	50	2
4		BED421	Optional Course	70	30	100	4
5	PRACTICUM	BED433	Critical understanding of ICT	-	50	50	2
6		BED434	Understanding the Self	-	50	50	2
7		BED461	Teaching Competency Evaluation			100	4
		Total				450	18
		No. of credits per Semester- 18					
		Total No. of Credits for the Programme – 4 X 18= 72					

Note: T & A refers to 'Tasks and Assignments' for the theory courses and are evaluated by continuous internal assessment. Teacher trainees have to carry out Tasks and Assignments in each course given in the

syllabus. The courses on 'Enhancing Professional Capacities' (EPC 1, EPC 2, EPC 3, EPC 4) are evaluated by continuous internal assessment.

XIII. DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH THEORY COURSE

S. No.	Type of Course	Number of Assignment	Marks	Total
1	Full course	2	15	30
2	Half course	2	7.5	15

Note: Students have to carry out Tasks and Assignments for each theory course given in the syllabus.

XIV. ASSIGNMENT SUBMISSION SCHEDULE

The preparation and submission of the assignments are to be done by the teacher-trainees according to the time schedule given by the University. All assignments are to be submitted compulsorily before the commencement of each Semester Exam.

Date of Submission	Course Code	Assignment Code

ASSIGNMENT FORMAT

Enrol. No: -----	Course Code: -----
Name: -----	Course Title:-----
	Assignment Code: -----
	Date: -----

**XV. TOTAL MARKS AND CREDITS FOR THE PROGRAMME- Theory and Practicum
(Semester-Wise)**

SEMESTER	THEORY	PRACTICUM	MARKS	CREDITS
SEMESTER-I	300	150	450	18
SEMESTER-II	300	150	450	18
SEMESTER-III	50	400	450	18
SEMESTER-IV	250	200	450	18
Total	900	900	1800	72
	36 Credits	36 Credits	Overall Credits - 72 Credits	

XVI. EVALUATION SYSTEM

Evaluation will be conducted for both theory and practicum at the end of each semester by the university at the allotted examination centres. Practicum evaluation involves the verification of the records/reports submitted by the teacher-trainee and a viva-voce for the same by the examiner recruited by the university. The programme is designed as a uniform combination of both theory and practicum components which are distributed across the semesters. Hence the evaluation system is framed accordingly.

i. THEORY EXAMINATION

For theory courses, evaluation comprises of two aspects.

- Continuous Internal assessment in the form of Tasks & Assignments which are distributed for each theory course carrying a weightage of 30 marks for each full course and 15 marks for each half course.
- A semester-end examination (external) for each theory course carries a weightage of 70 marks for each full course and 30 marks for each half course.
- External examinations will be conducted at the end of each semester by the University for the Theory Courses distributed for each semester.
- Internal assessment will be carried in the form of preparation and submission of Tasks and Assignments (T&A) prescribed for each theory papers.
- Assignments are to be submitted compulsorily before the commencement of each Semester Exam

ii. QUESTION PAPER PATTERN

Each theory course question paper will be designed for **3 hours** for full course and **1 ½ hours** for half a course. The questions and allotment of marks are as described below:

Question Paper Pattern for Full Course (3 Hours)

PART	TYPE OF QUESTIONS	MARKS	TOTAL MARKS
A	Very Short Answer Questions (10 out of 12)	10 x 2	20
B	Short Answer Questions (6 out of 8)	6 x 5	30
C	Essay Questions (2 out of 3)	2 x 10	20
TOTAL MARKS = 70			

Question Paper Pattern for Half Course (1 1/2 Hours)

PART	TYPE OF QUESTIONS	MARKS	TOTAL MARKS
A	Very Short Answer Questions (5 out of 7)	5 x 2	10
B	Short Answer Questions (3 out of 5)	3 x 5	15
C	Essay Questions (1 out of 2)	1 x 10	10
TOTAL MARKS=35			

iii. PRACTICAL EXAMINATION

A Practical assessment will be conducted at the end of each semester along with the theory examination at the examination centres or as instructed by the university. The practical assessment is intended to examine the skill acquired by the teacher trainees in the practicum components that are prescribed each semester. The Teaching Competency Evaluation will be conducted at the semester-end to evaluate the teaching ability acquired by the teacher-trainees as a result of the Intensive Training Practice (ITP) i.e. Internship I & II.

The Teaching Competency Evaluation will be conducted at two levels:

- i. Level 1 (Part I - Pedagogy of the School Subject)
- ii. Level 2 (Part II - Content Mastery)

iv. **SCHEME OF EXAMINATIONS**

SCHEME OF EXAMINATIONS - THEORY

SEMESTER-I

Sl. No	Course Code	Course Title	Duration	Ext. Marks	Int. Marks	Total Marks	Credits
1	BED101	Childhood and Growing Up	3 hrs	70	30	100	4
2	BED102	Contemporary India and Education	3 hrs	70	30	100	4
3	BED103	Language across the Curriculum	1 1/2 hrs	35	15	50	2
4	BED104	Understanding Disciplines and Subjects	1 1/2 hrs	35	15	50	2
Total						300	12

SEMESTER-II

Sl. No	Course Code	Course Title	Duration	Ext. Marks	Internal Marks	Total Marks	Credits
1	BED211	Pedagogy of a School Subject (Part I - Methodology)	3 hrs	70	30	100	4
2	BED201	Learning and Teaching	1 1/2 hrs	35	15	50	2
3	BED202	Knowledge and Curriculum - Part 1	1 1/2 hrs	35	15	50	2
4	BED203	Assessment for Learning	3 hrs	70	30	100	4
Total						300	12

SEMESTER III

Sl. No	Course Code	Course Title	Duration	Ext. Marks	Int. Marks	Total Marks	Credits
1	BED311	Pedagogy of a School Subject (Part II - Content Mastery)	1 1/2 hrs	35	15	50	2
Total						50	2

SEMESTER-IV

Sl. No	Course Code	Course Title	Duration	External	Internal	Total Marks	Credits
1	BED401	Gender School and Society	1 1/2 hrs	35	15	50	2
2	BED402	Knowledge and Curriculum - Part II	1 1/2 hrs	35	15	50	2
3	BED403	Creating an Inclusive School	1 1/2 hrs	35	15	50	2
4	BED421	Optional Course	3 hrs	70	30	100	4
Total						250	10
GRAND TOTAL TWO YEARS – (4 SEMESTERS) - 900 MARKS , 36 CREDITS							

XVII. PASSING MINIMUM FOR THEORY AND PRACTICUM

Each candidate who appears for the written examination shall be declared to have passed the Written Examination only if he or she secures not less than 50% in each theory course. There is no minimum mark for Internal Assessment (Core papers, Pedagogy paper and optional paper). A candidate who fails in any course in the Written Examination shall be permitted to appear again only for those courses in which he/she failed. All other candidates shall be deemed to have failed in the Written Examination. The student has to secure 50% in each practicum examinations. the candidates who successfully completes the B.Ed programme by passing the examinations of all the four semesters prescribed as per the scheme of examinations and have earned 72 credits shall be declared to have qualified for the degree.

XVIII. REVALUATION

All current batch students who have appeared for the End-semester examinations are eligible for revaluation of their answer scripts. Passed out students are not eligible for revaluation.

XIX. RANKING

Students who pass all the examinations prescribed for the programme in the FIRST APPEARANCE ALONE are eligible for Ranking and Distinction.

XX. CLASSIFICATION OF SUCCESSFUL CANDIDATES

- Successful candidates who pass the theory examinations with 50% in each theory paper will be declared to have passed in the theory examinations.
- Successful candidates who pass the practicum with a minimum of 50% will be declared to have passed in the practicum examinations.
- Those candidates who do not pass the theory and practicum with minimum will be declared to be failures.
- Failures will be given chances for reappearances of examinations to the period of 5 years maximum from the date of enrolment in the B.Ed Programme.

XXI. GRADING SYSTEM

Minimum credits to be earned for the two year (Semester pattern) B.Ed (ODL) Programme is 72.

The grade system is used for the classification of candidates. The following table shows the marks, grade points, letter grades and description to indicate the performance of the students.

Range of Marks	Grade Point	Letter Grade	Description
90-100	9.0 – 10	O	Outstanding
80 - 89	8.0 - 8.9	D+	Excellent
75 - 79	7.5 - 7.9	D	Distinction
70 - 74	7.0 - 7.9	A+	Very Good
60 - 69	6.0 - 6.9	A	Good
50 - 59	5.0 - 5.9	B	Average
00 - 49	4.0 - 4.9	U	Re-appear
ABSENT	0.0	AAA	ABSENT

$$\text{Grade Point Average (GPA) for A Semester GPA} = \frac{\Sigma (\text{CDT} \times \text{GPT})}{\Sigma \text{CDT}}$$

Where: CDT – No. of credits of Core, Pedagogy and Optional courses

GPT= Grade Point (obtained by dividing the percentage of marks scored by 10)

XXII. LETTER GRADE AND CLASS

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5 - 10.0	O+	First Class – Exemplary
9.00 - 9.49	O	
8.50 – 8.99	D++	First Class with Distinction
8.00 – 8.49	D+	
7.50 – 7.99	D	First Class
7.00 - 7.49	A++	
6.50 – 6.99	A+	
6.00 - 6.49	A	
5.50 – 5.99	B+	Second Class
5.00 - 5.49	B	
4.50 - 4.99	C+	Re-appear
4.00 – 4.49	C	
0.00 – 3.99	U	

*The candidates who have passed in the first appearance itself and also within the prescribed semester of the B.Ed. (ODL) programme alone are eligible for ranking and distinction.

XXIII. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME TO QUALIFY FOR A DEGREE

- The teacher-trainee who is not able to complete the programme for whatever reasons within the normal period (N) or the minimum duration of the programme prescribe for the programme may be allowed two years period of time beyond the normal period to clear the backlog for qualifying for the degree.

(Time Span = N + 2 Years for the completion of the Programme) i.e. 4 years.

- In exceptional cases like major accidents or child birth, an extension of one year shall be considered beyond maximum span of time ((Time Span = N + 2 Years for the completion of the Programme)
- During the extended period, the teacher-trainee shall be considered as a private candidate and is not eligible for Ranking and Distinction.

XXIV. SCHOOL INTERNSHIP

School Internship will be conducted in two periods, Internship I (4 Weeks) and Internship II (16 Weeks). The details of School Internship is described in 13.1 and 13.3 under the heading Practicum Details.

XXV. COUNSELLING AND WORKSHOP ACTIVITIES - DAYS/HOURS

S. No	Activity	Days	Hours
1	Counselling Classes	24	144
2	Attending Workshops (6+6)	12	72
3	Internship Teaching Practice (I&II)	20 Weeks	-
	TOTAL	176	-

Note: Attendance is compulsory for Counselling sessions and Workshops.

XXVI. FEE DETAILS

NATURE OF FEE	AMOUNT IN Rs.		
	FIRST YEAR	SECOND YEAR	TOTAL
Course Fee – For University of Madras Graduates	29450	28700	58150
Course Fee – For Other University Graduates (Within India)	29850	28700	58550

- The total Course fee for **University of Madras Graduates** includes Registration fee, Admission fee, Matriculation fee, Development fee, postage fee, Special Fee, Tuition fee, Practical fee and SLM/Book fee.
- **Other University Graduates (Within India)** have to pay Recognition fee also besides the total Course fee.
- Examination fee is to be paid separately along with the fee for Statement of marks.
- The fee for Provisional and Degree certificate are to be paid along with the Second year Exam fee.
- The fee can be paid by using debit card, credit card and Net banking

Note: Fees once remitted is not refundable under any circumstances.



**B.ED. (ODL MODE) TWO YEAR DEGREE PROGRAMME
SYLLABUS**

SEMESTER-I

CORE COURSE - I

CHILDHOOD AND GROWING UP

COURSE CODE	: BED101	CREDIT	: 4 Credits
YEAR	: I Year	SEMESTER	: I Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

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

1. understand the growth and development of child
2. understand about the adolescent learner and behaviour
3. compare various theories of learning and its contributions to child development
4. comprehend different theories of child development
5. understand the theories of Intelligence for the better understanding of the learner
6. explore and understand the of processes in human memory and motivation for designing learning environments and experiences
7. make out the various socializing agencies and develop a perspective knowledge on the issues of marginalization, difference, and stereotyping
8. observe and comprehend child behaviour in their natural settings
9. inspect the impact of urbanization and economic change on child development.
10. realize the role of media on child development

UNIT I: GROWTH AND DEVELOPMENT OF ADOLESCENT LEARNER

Meaning and concepts of growth and development-Principles of growth and development-Difference between growth and development- Impact of nature and nurture on child development. Meaning of adolescence, Adolescent Learner: Characteristics- Growth and Development: Physical, cognitive, social, emotional and moral development pattern- Adolescent period: Nature and peer factor

influencing development- Methods of studying adolescent learner's behaviour: Observation, interview, and case-study.

UNIT-II: THEORIES OF LEARNING, CHILD DEVELOPMENT AND INTELLIGENCE

Learning by Trial and Error (Thorndike) - Learning by Stimulus--Response conditioning (Pavlov & Skinner-Classical conditioning - Operant conditioning) - Educational implications- Theories of Child Development: Cognitive theory of Development (Piaget's) - Psycho-social theory of development (Erikson). Theory of Moral Development (Kohlberg's) -Theory of psycho- sexual development (Freud)- Theory of Emotional Development (Goldstein)- Socio-cultural approach to cognitive development (Vygotsky)- Ecological systems theory (Bronfenbrenner) Theories of Intelligence: single, two factor and multi factor theories- Guilford's structure of the intellect-

UNIT III: ATTENTION AND MOTIVATION

Meaning and nature of Attention - diversion, inattentiveness, divided attention and span of attention –Factors affecting attention – Sensation and Perception – Laws of Perception Memory: meaning and types - Forgetting and causes - Theories and techniques for promoting Memory retention- Motivation : Types of motives - Level of Aspiration – Theories of Motivation & Maslow's Theory- Werner's theory and McClelland's theory – Educational implications.

UNIT IV SOCIALIZING AGENCIES, URBANISATION AND ISSUES IN CHILD DEVELOPMENT

Agencies of socialization: Family, school, peer, and society - The role of family, school, peer and society in the child development process- Issue of Marginalisation - Marginalized children – Children living in urban slum; Children in deprived social conditions - Maltreated children, street children- HIV affected children and children working in unorganized sectors – Issue of child labour - Ways to support the marginalized children. Definition of Urbanisation - Impact of urban culture, Urban inhabitants' density- Environmental factors (air, water, noise) on child development - Effects of modern economic policies like liberalization, privatization, and globalization (LPG) on child development.

UNIT V MEDIA AND CHILD DEVELOPMENT

Types of modern media- Role and Impact of media on adolescent growth and development – Impact of mass media and social media on adolescent development –Media events and reports creating violent behaviour in children – Promoting healthy utilization of media- CBT(Cognitive Behaviour Therapy) for managing the impact of media on students.

TASKS AND ASSIGNMENTS:

1. Carry out and submit the case study report of an adolescent student in the practice teaching school.
2. Prepare a report on any recent media event on child abuse.

References:

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CORE COURSE - II

CONTEMPORARY INDIA AND EDUCATION

COURSE CODE	: BED102	CREDIT	: 4 Credits
YEAR	: I Year	SEMESTER	: I Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

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

1. acquire knowledge of education in Indian society
 2. understand the social diversity in Indian society and the implications for education
 3. analyse the causes for inequality, discrimination and marginalisation in education
 4. critically understand the constitutional provisions for education
 5. get information on policy frameworks for Public Education in India
 6. examine the issues of various language policies in India
 7. analyse the educational policies and identify the role of various statutory bodies of education
 8. analyse and understand the emerging trends in education.
-

UNIT I UNDERSTANDING EDUCATION IN INDIA

Education: Meaning, Definition, Nature, Concept of Education - Aims of Education - Education System: Formal, Informal and Non-formal - Distance Education and Open Education. Innovative Education: e-Learning, Mobile Learning, Online Learning, U-Learning - Value Oriented Education - Various Statuary boards of education: NCTE, NCERT, NAAC, DEB, UGC, CSIR. Role of State Organizations on Education: DIET, SCERT.

UNIT II ISSUES IN INDIAN SOCIETY AND EDUCATION

Social inequality in society - Causes for inequality, discrimination and marginalization in education - Types of inequality: caste, class, gender, regions - Abolition of social inequities through education - Education for marginalized groups: Equalization of Educational Opportunities — SC/ ST, OBC, Women, Handicapped and religious minorities- Unemployment and under employment-Privatization in Education.

UNIT III POLICY FRAMEWORKS REFORMS FOR PUBLIC EDUCATION IN INDIA

Development of education during the pre-independent period - Characteristics of Basic education and its significance to the present day context - Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adishesiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992). Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005) - Sarva Shiksha Abhiyan - Sachar Committee (2005) - RMSA, MHRD and Elementary education - Major functions of UGC, NUPEA, NCTE, NCERT, SCERT and TANSCHER in relation to the development of education

UNIT IV LANGUAGE EDUCATIONAL POLICIES IN INDIA

Knowing Language Policy - Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - multilingual education - developments of the Three Language Formula - Medium of Schooling. Justice J. S. Verma Committee (2012) - Education in Concurrent List - Directive Principle: Article 21A - Universalisation of Elementary Examination - Right to Education Act - RTE ACT 2009

UNIT V CURRENT CONCERNS IN EDUCATION

Impact of globalization, liberalization and privatization and stratification of education - Community schools - Mid Day Meal programme - Life-long learning and On-line education - Distance Education-need- objectives and features of distance education; Open – learning - Common barriers to learning-Open school system-Open university and the major functions of DEB/DEC

TASKS AND ASSIGNMENTS:

1. Prepare a detailed report on the Different Committees and Commissions on Education
2. Undergo and prepare a short- term project on the educationally marginalized communities and groups that come under your observation.

REFERENCES

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- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
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- Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.



CORE COURSE - III

LANGUAGE ACROSS THE CURRICULUM

COURSE CODE	: BED103	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: I Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

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

1. understand nature, function and role of language across the curriculum
 2. recognize the language background of the learner and to know language diversity in the classroom
 3. understand the nature of classroom discourse (communication)
 4. understand and appreciate the linguistic skills with specific reference to reading and writing skills
 5. realize the application of language across various curricular fields
-

UNIT-I: NATURE AND FUNCTION OF LANGUAGE

Language- meaning and concepts - Functions of Language — language learning - Teaching language as a skill rather than a knowledge subject - Function of Languages across Curriculum

UNIT-II: LANGUAGE AND LEARNER

Need to know the language background of the Learner - Home language and School Language - Learning mother tongue or First language – Second language – Importance of teaching second language - Using first and second language in the classroom

UNIT-III: LANGUAGE DIVERSITY AND DISCOURSE IN CLASSROOM

Understanding Multilingualism - relation of language with culture - Difference between language as a school subject and a way of Communication - School language vs. home language or 'dialects' - tri language system - The nature of classroom discourse - Communication process in the classroom - Strategies for using oral language in the classroom - Discussion as a tool for learning - the nature of questioning in the classroom – Types of questions

UNIT-IV: LINGUISTIC SKILLS - LSRW

Language skills - Listening skills – sub skills of listening – listening for perception – listening for comprehension – Activities for developing listening skills - Speaking skills – importance of speaking skills - Reading skills – Significance of Reading skill – the nature of reading comprehension in the content areas (social sciences, science, mathematics) - informational reading – Factors related to poor reading comprehension - Developing skills of reading comprehension – Writing skills – writing with a sense of purpose – writing to learn and understand - Developing writing skills for writing in specific content areas.

UNIT-V: LANGUAGE ACROSS THE CURRICULUM

Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Reading in the content areas – Nature of expository texts vs. narrative texts - transactional vs. reflexive texts - schema theory and text structures - examining content area textbooks; reading strategies for children – Note-making, Summarizing; making reading-writing connections

TASKS AND ASSIGNMENTS:

1. Assignment on linguistic skills -LSRW
2. Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX- X/ XI-XII and evaluate on the following problems and offer your findings and suggestions
 - Does the language clearly convey the meaning of the topic being discussed?
 - Is the language learner-friendly?
 - Is the language too technical?

REFERENCES

- Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3– 7). Heinemann Educational Books.
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- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model*.

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- Widdowson, H. (1978), *Aspects of language teaching*. Oxford: Oxford University Press.
- Wallace, M.J. (1998). *Study skills in English*. Cambridge: Cambridge University Press.



CORE COURSE - IV

UNDERSTANDING DISCIPLINES AND SUBJECTS

COURSE CODE	: BED104	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: I Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course objectives:

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

1. to reflect on the nature and role of disciplinary knowledge in the school curriculum.
 2. get familiar with the development of disciplines and subjects in social, political and intellectual contexts.
 3. realize the paradigm shift in selection of curriculum content.
 4. analyze the need for an interdisciplinary curriculum.
 5. explore the aspects of a new curriculum to be applied in their own academic field.
-

UNIT-I: SUBJECTS AND DISCIPLINES

School subjects and Academic disciplines - Meaning and difference - Major school subjects - Need and importance of studying school subjects - Importance of the knowledge of disciplines and subjects - Relationship between school subjects and academic discipline - School curriculum - Curriculum content – meaning, definitions and importance -

UNIT -II: DEVELOPMENT OF SUBJECTS AND DISCIPLINES

John Dewey's ideas on disciplinary knowledge and curriculum - Role of disciplines and subjects in school curriculum - History and development of disciplines and school subjects in social, political and intellectual contexts - Changes in disciplines, social science, natural science and linguistics - Areas of change - The idea of knowledge - firm and objective, impersonal and with a coherent structure - New idea of knowledge - diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subjects like maths from socio-cultural viewpoint

UNIT - III : THEORY OF CURRICULUM CONTENT

Theory of Content - Selection of curriculum content - Syllabus framing - The inclusion or exclusion of a subject area from the school curriculum -Reasons - Recent developments in school subjects - Raja Rammohun Roy's views on inclusion of western Science and Math and Philosophy

UNIT - IV : INTERDISCIPLINARY CURRICULUM

The notion of the 'disciplinarity doctrine' - Meaning of discipline- oriented and learner- oriented - Advantages of learner oriented curriculum - Kinds of knowledge - practical knowledge, community knowledge, intuitive or tacit knowledge - Development of non-academic subjects - Horticulture or hospitality - Designing learner-centered curriculum, syllabus and textbooks

UNIT - V : THE NEW CURRICULUM

Life-oriented curriculum – Inter-disciplinary curriculum - Broad field curriculum - Socially relevant curriculum, Social-oriented curriculum - Social reconstruction through curriculum - Teaching of science and mathematics for national growth

TASKS AND ASSIGNMENTS:

1. Select a school subject of your choice and prepare a report on the recent changes in its curriculum.
2. Conduct and prepare a small project on Different School Curricula – State – Matriculation - Anglo-Indian – CBSE – ICSE

REFERENCES:

- Carl, Arend E. (2009). Teacher empowerment through curriculum development. South Africa: Juta and Company.
- Cullen, Roxanne., Haris, Michael and Hill, Reinhold, R. (2012). The learner-centered curriculum. San Francisco: Jossey-Boss.
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- Kelly.A.V. (2009) The curriculum: Theory and practice. New Delhi: Sage Publications.
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EPC COURSE - I

READING AND REFLECTING ON TEXTS

COURSE CODE	: BED131	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: I Semester
INTERNAL	: 50 Marks	TOTAL	: 50 Marks

Course Introduction:

This course will serve as a foundation to enable B.Ed. students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purposes of reading. Responses may be personal or creative or critical or all of these together.

The course shall be based on the use of multiple texts (include narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc) which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course. Students as readers and writers will participate in the constructive reading- writing process.

This course is aimed to enhance the professional capacities and competencies of a student-teacher, specifically in reading and writing skills.

Course Objectives:

The course will enable the student teachers to -

1. develop proficiency in reading and responding to written texts
2. study and appreciate authentic literary and non-literary texts
3. expand study skills and reference skills
4. reflect on the ideas expressed in the texts
5. plan, draft, edit and present a composition related to their understanding of a text.

ACTIVITIES FOR THE COURSE:

To transform the course objectives into exercise, the candidates have to perform the following activities:

1. Engage in reading tasks interactively - individually and also in small groups.
2. Indulge in the reading and appreciation of a large range of books (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
3. Seek opportunities to read narrative texts, expository texts from diverse sources, including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies.

4. Engage in reading expository texts, that will help them to learn to make predictions, check their predictions, answer questions and then summarize or recap what they have read
5. analyse various text structures of the books that they read to see how these provide to the understanding of a text
6. Planning to write with a sense of purpose and audience, through tasks such as, responding to a text/book by presenting their own opinions.
7. Read any three books related to education and make a critical a presentation.

TASKS AND ASSIGNMENTS:

Preparing a Record titled “Reading and Reflecting on Texts”.

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher’s feedback and evaluation.
2. Read any three books related to education and submit a review of them.

A Sample Collection Of Reading Sources:

Stories from the following collection:

- How I Taught My Grandmother to Read and other Stories- Sudha Murthy-Puffin. Books, 2004
- Tales from the Indian Jungle-Kenneth Anderson- Rupa& Co. 2001
- Tales of the Open Road- Ruskin Bond- Penguin UK-2006
- Encounters with Animals- Gerald Durrel-Penguin-2012

Excerpts from the following:

- The Diary of a Young Girl :Anne Frank, Random House.
- The man who planted trees- Jean Giono, Chelsea Green Pub.
- ‘I have a Dream ’Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and You tube version available.)

Essays /Excerpts from literary texts:

- The Elephant, the Tiger and the Cellphone-ShashiTharoor, Penguin, India.
- Nine Lives- In Search of the Sacred in Modern India- William Dalrymple, Bloomsbury, London.
- Running in the Family- Michael Ontage, Bloomsbury, London.
- Interpretor of Maladies – (Title Story) - JhumpaLahari, Mariner Books.

Essays /Excerpts from Educational and Scientific Texts:

- Medium of education (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- Democracy and Education (Ch -Thinking in Education)-John Dewey, Emereo Publ.
- Pedagogy of the Oppressed (Critical Pedagogy), Paulo Freire, Bloomsbury.
- A Brief History of Time- Stephen Hawking, Random House.
- Fall of a Sparrow- Salim Ali, Oxford.
- Education and world peace. In Social responsibility, (Krishnamurti, J.) Krishnamurti Foundation.
- National curriculum framework – 2005. NCERT
- Civilization and progress. In Crisis in civilization and other essays. (Tagore, R.) Rupa & Co.
- RTE Act, 2009
- Autobiography of a Yogi (Paramhansa Yogananda) Ananda and Crystal Clarity Publishers.

(Note: This list is not proposed to be complete The candidates can choose other books also as per the availability and taste.)



SEMESTER-II

PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF TAMIL (தமிழக் கற்பித்தல்) – PART-I

COURSE CODE	: BED211	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

நோக்கங்கள்

- தமிழ்மொழிக் கல்வியின் சிறப்புகளை அறிதல்
- தமிழ்ப் பாடப்பிரிவுகளைக் கற்பிக்கும் நோக்கங்கள், முறைகள் பற்றி அறிந்து கொள்ளல்
- தமிழ் கற்றல், கற்பித்தலுக்கான அணுகுமுறைகளை அறிதல்
- தமிழ் கற்றல், கற்பித்தலுக்கான நுட்பங்களை அறிதல்
- கேட்டல், பேசுதல், படித்தல், எழுதும் திறன் ஆகிய மொழித்திறன்களை வளர்த்தல்
- அளவீடு மற்றும் மதிப்பீடுகளைப் பற்றி தெளிவாகப் புரிதலும் அறிதலும்

அலகு 1 : தமிழ்மொழிக் கல்வியின் சிறப்புகள்

தாய்மொழிக் கற்பித்தலின் நோக்கங்கள்: மொழித் தோற்றக் கொள்கை – சிறப்புகள் – பண்புகள் – பயன்கள் – திராவிட மொழியின் சிறப்பியல்புகள் – மொழியும் சமூகமும் – மொழி வளர்ச்சியில் சூழ்நிலையின் பங்கு – உயர்தனிச் செம்மொழியின் சிறப்புகள் – பண்புகள்

அலகு 2 : தமிழ்ப் பாடப்பிரிவுகளைக் கற்பிக்கும் நோக்கங்கள், முறைகள்

செய்யுள் கற்பித்தல்: நோக்கங்கள் – கற்பிக்கும் முறைகள், தொடங்கும் முறைகள், உரைநடை கற்பித்தல்: நோக்கங்கள் - வகைகள் – கற்பித்தல் முறைகள் – பயன்கள் – உரைநடைக்கும் செய்யுளுக்குமுள்ள வேறுபாடுகள் – செய்யுள், உரைநடை கற்பித்தல் முறையிலுள்ள வேறுபாடுகள், இலக்கணம் கற்பித்தல்: நோக்கங்கள் - கற்பிக்கும் முறைகள் – நிறைகள் – குறைகள் – இலக்கணம் கற்பிக்கும் முறைகளுக்கிடையேயுள்ள வேறுபாடுகள் – இலக்கணம் வெறுக்கப்படுவதற்கான காரணங்கள் – இலக்கணத்தை இனிமையாக்கும் வழிமுறைகள் – உரைநடை, செய்யுள், கட்டுரைப்பாடத்தில் இலக்கணத்தை இணைத்து கற்பிக்கும் முறைகள் – துணைப்பாடம் கற்பித்தல்: நோக்கங்கள் – தன்மைகள் – பயிற்சிகள் – ஆசிரியர் செயல்பாடுகள் – துணைக்கருவிகளின் பங்கு.

அலகு 3 : தமிழ் கற்றல் – கற்பித்தலுக்கான அணுகுமுறைகள் மற்றும் நுட்பங்கள்

நன்னூலாரின் கொள்கை – புளும் கோட்பாடுகள் – ஹெர்பார்டின் படிக்கல் – ஆண்டுத் திட்டம் – அலகு திட்டம்: அமைப்பு, இன்றியமையாமை, பயன்கள் – பாடத்திட்டம்: நோக்கங்கள் – அமைக்கும் முறைகள் மற்றும் உட்கூறுகள் – நன்மைகள் – வாய்மொழிக் கற்பித்தல் – செயல்முறை கற்பித்தல் – ஒலி மற்றும் ஒளி உபகரணங்கள் – ஆசிரியரால் உருவாக்கப்படும் உபகரணங்கள் – மின்அட்டைகள் – படங்கள் – விளக்க அட்டை – மாதிரிகள் – கரும்பலகை - காட்சி நழுவல் – ஒலிப்பதிவு – ரேடியோ - தொலைக்காட்சி – மொழியியல் ஆய்வகம் – கணிப்பொறி வழியிலான கற்றல் – இணையப் புத்தகங்கள் – இணைய வழியிலான படிப்புகள் - கட்டுரை உருவாக்கம் – கலந்தாலோசித்தல் – வினாவிடை – குறிப்பிட்ட தலைப்பில் வகுப்பறை கற்றல் – குழு கற்றல் – விளையாட்டு முறை கற்றல் – நடித்துக் காட்டுதல்

அலகு 4 : மொழித்திறன்களின் வளர்ச்சி

கேட்டல் திறன்: நோக்கங்கள் – கேட்டல் திறனை வளர்ப்பதற்குரிய வழிகள் – வகைகள்

பேசுதல் திறன்: நோக்கங்கள் – பயன்கள் – தொடக்க, இடைநிலைப் பள்ளிகளில் வாய்மொழிப் பயிற்சி வழியாக மொழிப்பாடம் கற்பதற்கான முறைகள் – திருந்தியப் பேச்சின் தன்மைகள் – திருத்தமில்லா பேச்சின் இயல்புகள் – உச்சரிப்பில் ஏற்படும் சிக்கல்கள் – நாடுநெகிழ் – நாபிறழ் பயிற்சி – மூச்சுப் பயிற்சி – வாய்மொழிப் பயிற்சி தரும் ஆசிரியரின் நல்லியல்புகள்

வாசித்தல் திறன்: தொடக்க வகுப்பில் கற்பிக்கும் முறைகள் – வாய்விட்டு படித்தல் – வாய்க்குள் படித்தல்: நோக்கங்கள் – நிறைகள் – குறைகள் – படிக்கப் பயிற்றும் முறைகள் – ஆழ்ந்த, அகன்ற படிப்பின் நோக்கங்கள் – நிறைகள் – குறைகள் – படிப்பில் ஆர்வத்தைத் தூண்டும் முறைகள் – மனப்பாடம் செய்தலின் பயன்கள்

எழுதுதல் திறன்: நோக்கம் – முதற் பயிற்சிகள் – எழுது கருவிகளைப் பிடிக்கும் முறைகள் – நல்ல கையெழுத்தின் நல்லியல்புகள்

அலகு 5 : அளவீடும் மதிப்பீடும்

விளக்கங்கள் – நோக்கங்கள் – பயன்கள் – வேறுபாடுகள் – தேர்வின் இன்றியமையாதப் பண்புகள் – தேர்வின் பயன்கள் – ஆசிரியர் தயாரிக்கும் தேர்வுகள் – வாய்மொழி, எழுத்துத் தேர்வின் நிறைகள் – குறைகள் – சாதனைத்தேர்வு (அல்லது) அடைவுத் தேர்வின் விளக்கம் – பயன்கள் – குறையறி மற்றும் அடைவுத் தேர்விற்குமுள்ள வேறுபாடுகள் – வினாத்தாள் அமைப்பு:

வினாத்தாள் அமைப்பில் கவனிக்க வேண்டியவை, புறவயவினாக்கள் – குறுவினாக்கள் – கட்டுரை வினாக்களின் நிறைகள் – குறைகள் – தேர்வு சீர்திருத்தம் – வினாத்தாள் வடிவமைப்பு விளக்கம் – தயாரித்தல்

செய்முறை பயிற்சிகள்

1. செய்யுள், உரைநடை மற்றும் கட்டுரையில் பாடத்திட்ட உருவாக்கம்
2. வினாவங்கி ஒன்று தயார் செய்தல்
3. வல்லினம் மிகும், மிகா இடங்களைப் பட்டியலிடுதல்

பார்வை நூல்கள்

1. அரங்கசாமி.பூ. (2006). தமிழ்மொழி கற்பித்தல், மதுரை. மாநிலா பதிப்பகம்
2. ஆறுமுகநாவலர். (2001). தமிழ் இலக்கணம். சென்னை. முல்லை நிலையம்
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6. கலைச்செல்வி, வெ. (2009). தமிழ் பயிற்றலில் நுட்பங்கள். ஈரோடு: சஞ்சீவ் வெளியீடு
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8. பெரியண்ணன், கோ. (2016). தமிழ்மொழி கற்பித்தலில் புதிய அணுகுமுறைகள் – பகுதி 1. சென்னை. வனிதா பதிப்பகம்
9. மீனாட்சி சுந்தரம், அ. (2010). தமிழ் கற்பித்தல் பொதுத்தமிழ். திண்டுக்கல்: காவ்யமாலா பதிப்பகம்
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PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF ENGLISH – PART-I

COURSE CODE	: BED212	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course objectives:

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

1. understand the nature and position of English as a second language in Indian context
2. know the aims and objectives of teaching English and also about the framing of instructional objectives
3. identify methods, approaches and materials for teaching English at various levels in the Indian context
4. gain mastery of the four linguistic skills to be imparted to the learners.
5. learn about the various types of tests and evaluation methods in English

UNIT I: NATURE AND ROLE OF ENGLISH LANGUAGE

Position of English in the modern India – English as a national and international link language in global context - English as a Library Language - Position of English as second language in India- Difference between language as a school subject and language as a Medium of Instruction- Centrality of English in school curriculum

UNIT II: AIMS AND OBJECTIVES OF TEACHING ENGLISH

Aims of teaching English at the Primary level, Secondary level and Higher Secondary level -Four important aims of teaching English in schools - Objectives of teaching English as a second language - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

UNIT III: METHODS, APPROACHES AND RESOURCES OF ELT

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr. West's New Method - Other methods: Silent way -Total Physical Response - Dogme

language teaching - Pimsleur language learning method(Dr. Paul Pimsleur)- Michel Thomas method of language learning - Computer-Assisted Language Learning (CALL)

Approaches: Structural approach – Substitution drill - Situational approach: real life, pictorial, verbal – Structural- oral- situational approach – Wilkins’s Notional Syllabus - Communicative approach - Whole language approaches - Task based approach, Thematic Approach - Eclectic approach in language teaching - Recent Trends in the Teaching of English.

Resources in English Language Teaching (ELT):

Instructional Aids – Audio-visual aids - Teacher made aids – Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Electronic aids – Overhead projector, Tape recorder, Lingua phone records, Radio, Television - Language Lab - - Technology Enable Language Learning – Computer Assisted Language Learning (CALL) - Multimedia for ELT – Web-based Language Learning – Talking Books - PowerPoint presentation - Mobiles to learn English - Films in learning English - English clubs.

UNIT IV: DEVELOPING LANGUAGE SKILLS

Listening and Speaking Skills - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions. Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Interview – Extempore speech – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description.

Reading Skill - Sub skills of reading; Aims of teaching reading – Purposes for reading - Types of reading: reading aloud and silent reading; extensive and intensive reading- Methods of teaching reading to beginners — Reading for perception and comprehension - Developing reading activities/tasks - Testing reading

Writing Skill - Sub-skills in writing - Process of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Reference skills; Study skills; Higher order skills .

UNIT V: TESTS, EVALUATION AND ASSESSMENT IN ENGLISH

Testing listening - Testing speaking - Testing Reading – Reading Comprehension – Oral: Pronunciation and Fluency Test - Testing writing skills: Remedial teaching and correcting –Grammatical mistakes – disorder of written expression - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests -Types of tests in English: objective tests - construction of objective-types questions

- Teacher-made achievement test: steps in planning and constructing a test - Characteristics of a Good Test

TASKS AND ASSIGNMENTS:

1. Preparation of Lesson Plans for Teaching Prose, poetry and composition.
2. Prepare an album of Phonetic scripts, and articulation of vowels and consonants.

REFERENCES:

- Dhand, H. (2009). *Techniques of Teaching*. New Delhi: APH Publishing Corporation
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi: APH Publishing Corporation.
- Aggarwal. J. C. (2008). *Principles, Methods & Techniques of Teaching*. UP: Vikas Publishing House Pvt Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sharma, R. N. (2008). *Contemporary Teaching of English*. Delhi: Surjeet Publications.
- Bright J A and McGregor G P (1970). *Teaching English as a Second Language*. Essex: E L B S and Longman
- Larsen-Freeman, Diane (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- National Curriculum Framework 2005; NCERT, December 2005.
- Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford; New York: Oxford University Press.
- Suma, S. (2016) . *Pedagogy of English*. Trichy: Akkshaya Publishers.

Note: *The Tasks and Assignments may include collaborative partnership with schools for developing CCE practices, establishing study circles for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may include oral history projects and dialogue with a community of artisans etc as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF MATHEMATICS – PART-I

COURSE CODE	: BED213	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

OBJECTIVES:

The course will enable the student-teachers:

- to acquire the knowledge of the meaning, nature and history of mathematics;
 - to understand the aims and objectives of teaching mathematics;
 - to understand and practice the different approaches and techniques of teaching-learning mathematics;
 - to develop competency in employing the appropriate teaching methods suitable for the learners;
 - to acquire the knowledge about the different resources available for teaching-learning mathematics;
 - to develop the ability in selecting and applying the suitable resources for teaching-learning mathematics;
 - to construct the appropriate assessment tools for evaluating the learning of mathematics.
-

UNIT-I: MEANING, NATURE AND SCOPE OF MATHEMATICS

Meaning and Nature of Mathematics: Precision, Logical Structure, Abstractness, Symbolism-History of Mathematics- Mathematics and its relationship with other disciplines-Validation of knowledge in Mathematics - How children learn mathematics? - Need and importance of Mathematics in school curriculum.

UNIT-II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Aims of teaching Mathematics: Practical, Social, Disciplinary and Cultural- Objectives of teaching Mathematics: General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) related to cognitive, affective and psychomotor domains- Revised Bloom's Taxonomy of educational objectives.

UNIT-III: APPROACHES AND TECHNIQUES FOR TEACHING – LEARNING IN MATHEMATICS

Approaches of teaching Mathematics: Inductive and Deductive - Analytical and Synthetic - Lecture - Lecture cum demonstration method - Discovery Method - Project method- Problem Solving Method- Modern techniques of Mathematics teaching: Brainstorming – Quiz – Seminar - Group discussion - Team teaching – Play-way Method.

UNIT-IV: TEACHING-LEARNING RESOURCES IN MATHEMATICS

Print Resources: Textbooks – Newspapers – Journals – Magazines. Audio-Visual Resources: Audio tapes – Radio – CD/DVDs - Pictures - Charts – Graphs – Models – ICT resources: Television - Slides – Film Strips – OHP - Internet - Multimedia - Interactive whiteboard. Community Resources: Fieldtrips - Mathematics exhibition - Mathematics Laboratory - Mathematics Club - Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

UNIT-V: ASSESSMENT AND EVALUATION IN MATHEMATICS

Concept, Importance and Types of Assessment and Evaluation in Mathematics - Achievement test in Mathematics - Subjective and Objective tests – Oral and Written Tests - Diagnostic and Prognostic tests - Blueprint - Characteristic of a good test – Interpretations test results - Measures of central tendency - Measures of Variability - Rank correlation - Continuous and Comprehensive Evaluation in Mathematics - Assessment of Learning of Students with Special Needs.

TASKS AND ASSIGNMENTS

1. Classroom observations and analysis of mathematics classrooms at different levels
2. Developing a detailed report on different methods of teaching – learning Mathematics

REFERENCES

- Anice,J. (2005). *Teaching of Mathematics*. Hyderabad: Neelkamal Publication Pvt. Ltd.
- Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Textbook Society.
- IGNOU (2012). *BES-143 Pedagogy of Mathematics*, Block 1-4, SLM. New Delhi: IGNOU
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- Kumar, S. (2009). *Teaching of Mathematics*. New Delhi: Anmol Publications
- Mishra, L. (2008). *Teaching of mathematics*. New Delhi: APH Publishing.
- National Research Council, & Mathematics Learning Study Committee. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academies Press.

- NCERT (2005). *National Curriculum Framework-2005*. New Delhi: NCERT
- NCERT (2006). *Position Paper: National Focus Group on Teaching of Mathematics*. New Delhi: NCERT.
- NCERT (2012). *Pedagogy of Mathematics: textbook for two year B Ed Course*. New Delhi: NCERT.
- Rani, T. S. *Teaching of Mathematics: Modern Methods*. New Delhi: APH Publishing, 2009.
- Sidhu, K. S. (2006). *The teaching of mathematics*. New Delhi: Sterling Publishers Pvt. Ltd.
- Stedall, J. (2012). *The History of Mathematics: A Very Short Introduction*. Oxford University Press.
- Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press.
- Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Sarup & Sons



PEDAGOGY COURSE (METHODOLOGY)
PEDAGOGY OF PHYSICAL SCIENCE – PART-I

COURSE CODE	: BED214	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course objectives:

The course will enable the student-teachers:

- to gain knowledge of the meaning, nature and scope of physical science;
- to understand the aims and objectives of teaching physical science;
- to explore and practice the different approaches and techniques of teaching-learning physical science;
- to develop competency in employing the appropriate teaching methods suitable for the learners;
- to acquire knowledge about the different resources available for teaching-learning physical science;
- to develop the ability in selecting and applying the suitable resources for teaching-learning physical science;
- explore various assessment strategies for evaluating learning in Physical sciences.

UNIT-I: MEANING, NATURE AND SCOPE OF PHYSICAL SCIENCE

Physical Science: Meaning, Nature and Scope - Historical development of physical science - Inter-relation between physical science and other subjects - Basic branches of physical science - Applications of physical science to human life - Need and significance of teaching Physical Science.

UNIT-II: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

Aims of teaching physics at the higher secondary level with linkages to upper-primary and secondary level – Bloom's Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor domains - General and Specific Objectives of teaching Physical Sciences - Development of process skills of science,

scientific attitude and temper by learning Physics and Chemistry as experimental sciences - Values of teaching Physical Sciences.

UNIT-III: APPROACHES AND STRATEGIES FOR TEACHING – LEARNING PHYSICAL SCIENCE

Teaching concepts and generalizations - Inductive approaches - Problem solving approach - Investigatory approach - Project method - Cooperative learning method - Concept mapping - Experiential learning - Cognitive conflict - Analogy strategy - Field Trips – Projects – Quiz – Exhibition - Science Fair - Science Clubs - Study Tours – Observation of nature.

UNIT-IV: RESOURCES FOR TEACHING – LEARNING IN PHYSICAL SCIENCE

Print resources: Science Textbook as a learning resource - Resource books - Laboratory manuals - Science journals – Magazines – Encyclopedia – Charts – Models – Posters – ICT and physical science teaching: Websites – Videos – Games -Simulations - Mobile Apps – Presentations – Open Educational Resources - Interactive Multimedia Resources - E-Book – Podcasts - Digital Concept Maps - Digital Graphics - Other resources: Science kits - Science parks - Science laboratories: Designing, Management, and Safe Practices.

UNIT-V: ASSESSMENT OF LEARNING IN PHYSICAL SCIENCES

Analysis of Learning standards in physical science - Assessment of process and product in Physical Sciences - Performance Assessment criteria in assessing projects, experiments, group work and individual activities in physical science - Continuous assessment in physical science - The role of a science teacher in providing feedback and remediation - Assessment of practical skills in physical science - Use of ICT in assessing Physical science - Developing and maintaining student portfolio in physical science.

TASKS AND ASSIGNMENTS

1. Developing rubrics for laboratory work, assignment, field trip, project etc.
2. Text book analysis for content organization/ validness of curriculum mentioned in NCF 2005.

REFERENCES

- Gupta, S. K. (1985). *Teaching Physical Sciences in Secondary School*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT (2005). *National Curriculum Framework 2005*, NCERT, New Delhi.
- Radha Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publishers.

- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publications.
- Steve Alsop, Keith Hicks (2007). *Teaching Science : A Handbook for Primary and Secondary School Teachers*, Kogan Page, New Delhi.
- Wallace J.& Louden W (Ed.) (2002). *Dilemmas of Science Teaching Perspectives on Problems of Practice*. Routledge: New York.



PEDAGOGY COURSE (METHODOLOGY)
PEDAGOGY OF BIOLOGICAL SCIENCE – PART-I

COURSE CODE	: BED215	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course objectives:

The course will enable the student-teachers:

- to explain the meaning, nature and scope of biological sciences;
- to specify the aims and objectives of teaching biological sciences;
- to be aware of the different approaches and techniques of teaching-learning biological sciences;
- to develop competency in employing the appropriate teaching methods suitable for the learners;
- to gain knowledge about the different resources available for teaching-learning biological sciences;
- to develop the ability for selecting and applying the suitable resources for teaching-learning biological sciences;
- explore and apply various assessment strategies for evaluating learning in Biological sciences.

UNIT-I: MEANING, NATURE AND SCOPE OF BIOLOGICAL SCIENCES

Biological Science: Meaning, Nature and Scope - Historical development of biological science - Inter-relation between biological science and other subjects - Basic branches of biological science - Applications of biological science to human life - Need and significance of teaching Biological Science.

UNIT-II: AIMS AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCES

Aims of teaching biology at the higher secondary level with linkages to upper-primary and secondary level – Bloom's Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor domains - General and Specific Objectives of teaching Biological Sciences - Values of teaching Biological Sciences.

UNIT-III: APPROACHES AND STRATEGIES FOR TEACHING – LEARNING BIOLOGICAL SCIENCE

Teaching concepts and generalizations - Inductive approaches - Problem solving approach - Investigatory approach - Project method - Cooperative learning method - Concept mapping - Experiential learning - Analogy strategy - Field Trips – Projects – Quiz – Exhibition - Science Fair - Science Clubs/Nature Clubs/Eco Clubs - Study Tours - Observation of Environment.

UNIT-IV: RESOURCES FOR TEACHING – LEARNING IN BIOLOGICAL SCIENCES

Print resources: Science Textbook as a learning resource - Resource books - Laboratory manuals - Science journals – Magazines – Encyclopedia – Charts – Models – Posters – ICT and biological science teaching: Websites – Videos – Games -Simulations - Mobile Apps – Presentations – Open Educational Resources - Interactive Multimedia Resources - E-Book – Podcasts - Digital Concept Maps - Digital Graphics - Other resources: Museum - Botanical garden, - National parks – Aquaria - Herbarium - Collection and preservation of Specimens - Preparation of slides - Science laboratories: Designing, Management, and Safe Practices.

UNIT-V: ASSESSMENT OF LEARNING IN BIOLOGICAL SCIENCES

Analysis of Learning standards in biological science - Assessment of process and product in Biological Sciences - Performance Assessment criteria in assessing projects, experiments, group work and individual activities in biological science - Continuous assessment in biological science - The role of a science teacher in providing feedback and remediation - Assessment of practical skills in biological science - Use of ICT in assessing Biological science - Developing and maintaining student portfolio in biological science.

TASKS AND ASSIGNMENTS

1. Preparation of a report on the major science parks in India.
2. Preparation of a report on timelines of current trends and future predictions of biological science.

REFERENCES

- Amanda Berry, et.al. (2015). *Re-examining Pedagogical Content Knowledge in Science Education* (Teaching and Learning in Science Series). Routledge: New York
- Lois N. Magner (2002). *A History of the Life Sciences, Revised and Expanded*

- Michael F. Fleming (2002). *Biology Teacher's Survival Guide: Tips, Techniques & Materials for Success in the Classroom*.
- Michael Reiss (2012). *Teaching Secondary Biology (As Science Practice)*. Hodder Education: London
- Ralph Martin, Colleen Sexton, Kay Wagner & Jack Gerlovich (2000). *Science for All Children: Methods for Constructing Understanding*, Allyn and Bacon, London.



PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF HISTORY – PART-I

COURSE CODE	: BED216	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

The main objectives of this course are so structured as to enable the students

- to develop interest in understanding the meaning, nature and value of history
 - to understand the relation of history to other social disciplines
 - to bring out the aims and objectives of teaching history
 - to understand various methods and approaches in history adopting new plans and strategies
 - to equip teachers with national and international understanding
 - to provide various Assessment and Evaluation methods in history
-

UNIT: I MEANING, NATURE AND SCOPE OF HISTORY

Meaning and Definitions of History – Nature and Scope of History and its relationship with other disciplines – Need for History – Uses and Abuses of History-Individual needs – A critical review of the history text books at the higher secondary level.

UNIT: II AIMS AND OBJECTIVES OF TEACHING OF HISTORY

Aims of teaching of History: Social, Economic and Cultural activities – Instructional objectives of teaching History – Bloom’s taxonomy – cognitive, affective and psychomotor domain – organization of content – logical, concentric, psychological, spiral and modular methods.

UNIT: III METHODS AND APPROACHES IN HISTORY

Selection and Organization of Materials in History – Dynamic methods of Teaching – Dalton Plan and Discussion method – Heuristic method and lecture method – computer assisted instruction – its importance, merits, demerits, web based learning – its importance and its uses.

UNIT IV: TEACHING AND LEARNING PROCESS IN HISTORY

Qualities and Qualification of a History teacher – Characteristics of an ideal History teacher – History teaching and National Integration and International Understanding – teaching of current events in history – important characteristics – features – types – uses.

UNIT V: EVALUATION APPROACH IN HISTORY

Criterion Referenced Test (CRT) and Norm Referenced Test (NRT) - Prognostic and Diagnostic Test – principles of test construction – tests in history teaching – preparation of a blue print – allotment of weightage to different topics–weightage to objectives – weightage to different forms of questions – weightage to different topics.

REFERENCES:

- J.C. Aggarwal, *Teaching of History: A Practical Approach* (New Delhi, 1983)
- K.L. Arrora, *Teaching of History* (Ludhiyana, 1998)
- S.K. Kochchar, *Teaching of History* (New Delhi, 1989)
- S. Anshu, *National Movement and Communal Strife in India* (New Delhi, 2005).
- S.S. Chauhan, *Innovations in Teaching Learning Process* (Vikas Publishing, 2008).
- H. Dhand, *Techniques of Teaching* (New Delhi, 2009).
- T. Geoff, *Teaching and Learning History* (New Delhi, 2008)
- NCERT, *Teaching of History* (NCERT, New Delhi).
- Dr. Rampal Singh and Dr. Dharmendra Kumar, *Pedagogy of School Subject History* (R. Lall Educational Publishers).

PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF GEOGRAPHY – PART-I

COURSE CODE	: BED217	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

The main objectives of this course are so structured as to enable the students:

- to acquire the knowledge of the meaning, nature and scope of geography;
- to understand the aims and objectives of teaching geography;
- to understand and practice the different approaches and techniques of teaching-learning geography;
- to develop competency in employing the appropriate teaching methods suitable for the learners;
- to acquire the knowledge about the different resources available for teaching-learning geography;
- to develop the ability in selecting and applying the suitable resources for teaching-learning geography;
- to construct the appropriate assessment tools for evaluating the learning of geography

UNIT-I MEANING, NATURE AND SCOPE OF GEOGRAPHY

Meaning, Nature and Scope of Geography- Different conceptions of Geography - Geography and its relationship with other disciplines - Need and significance of teaching Geography at schools – Values of teaching Geography: Practical values - Cultural Values - Social Values - Disciplinary Values.

UNIT-II AIMS AND OBJECTIVES OF TEACHING GEOGRAPHY

Aims and objectives of teaching Geography in schools - Bloom's Taxonomy of educational objectives – Formulating Instructional objectives at cognitive, affective and psychomotor levels.

UNIT-III APPROACHES AND STRATEGIES FOR TEACHING - LEARNING GEOGRAPHY

Approaches of teaching Geography: Inductive-deductive, Inter-disciplinary and Constructivist approaches. Strategies of teaching Geography: Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ Scientific experimental, Narrative methods, Seminar, Symposia, Panel discussion,

Debate and Workshop. Modern techniques of teaching Geography: Self-Learning Materials, Computer Assisted Instruction (CAI) in Geography, Field Trip. Areas of Research in Geography - problems faced by Geography researchers.

UNIT-IV RESOURCES FOR TEACHING - LEARNING GEOGRAPHY

Print Resources: Maps and Diagrams Textbooks - Collated reading, Journal and Newspapers articles. ICT Resources: Geographic Information System (GIS), Satellite images, Aerial photographs, Photographs and Slides, National Geography: Audio- Video Resources from National Geography. Field Trips - Geography Resource Centre – Geography Club - Decision-making exercises. Computers in Geography teaching. Qualities of a good geography textbook - Qualities of a Geography teacher.

UNIT-V ASSESSMENT AND EVALUATION IN GEOGRAPHY

Assessment and Evaluation in Geography - Subjective and objective tests - Unit test, Oral test - Continuous and Comprehensive assessment strategies and formats - Procedure for construction of Blue print of a test – Construction of teacher made tests and Standardized tests.

PRACTICUM

- Collection and Review of ICT resources for geography education
- Annotated bibliography on any topic related to geography education
- Prepare and submit an evaluative report on different methods of teaching Geography

REFERENCES

- Aggarwal. (2008). *Teaching of social studies: A practical approach* . (4th ed). UP: Vikas Publishing House Pvt Ltd.
- Basha, Salim S.A. (2004). *Methods of teaching geography*. New Delhi: Discovery Publishing House.
- Rao, M.S. (2004). *Teaching of geography*. New Delhi: Anmol Publications.
- Siddiqui, M.H. (2009). *Teaching of Geography*. New Delhi: APH Publishing Corporation.
- Steinberg, Stephen, J & Sheila L Steinberg, (2009). *Geographic Information Systems for the Social Sciences*. London: Sage Publications.

PEDAGOGY COURSE (METHODOLOGY)
PEDAGOGY OF COMPUTER SCIENCE – PART-I

COURSE CODE	: BED218	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

OBJECTIVES:

After completion of the course, student teachers will be able to:

- develop understanding of the meaning, scope, aims, and objectives of teaching of computer science
- acquaint students about the importance of computer science
- develop understanding of the various skills, methods and procedures required for teaching computer science effectively
- describe instructional planning and development of relevant material for the teaching of computer science
- develop practical skills to organize various learning experiences related to the teaching of computer science
- develop skills and competencies required for preparing teaching aids in the teaching of computer science
- attain proficiency in using smart classroom equipment effectively perform pedagogical analysis of various concepts in computer science
- train the students to use the problem-solving approach in problems related to daily life
- develop competencies and skill for effective evaluation in computer science

UNIT I: Aims, objectives of teaching Computer Science: Aims and objectives of teaching Computer Science – Blooms taxonomy of Educational objectives – computer science teaching at different levels: primary, secondary and higher secondary levels – Attainment of the objectives of computer science teaching-

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

UNIT II: Micro Teaching and Instructional Planning: Micro teaching - An understanding and practice of any 5 skills in microteaching – Link practice - Year plan – Unit plan – Lesson plan.

Analytic and Synthetic methods – Inductive and Deductive approaches of teaching computer science - Lecture – Demonstration – Project method –Scientific method — **Discussion and Socialized methods:** Seminar, Symposium, Group discussion, Panel discussion, Debate, Workshop – **Team Teaching:** Group learning and Individual learning teaching skills – Computer science teacher: Academic and professional qualification. Self learning, Programmer learning, Computer Assisted Learning, Computer Managed Learning – Writing (Computer Assisted Instruction) Instructional Programmes.

UNIT III: Instructional Aids, Instructional material or teaching aids: Black board –Charts – Maps – Graphs – Diagrams – Visual Media – Interactive White Board - Power Point Presentation (Multimedia presentation – preparation and use of the instructional media), Word and Excel - **Latest Trends in Information Technology:** Multi media – desk top Publishing – Internet and its uses – E-learning: definition, meaning, Modes of e-learning, characteristics of e-learning, e-learning tools, benefits of e-learning – Virtual Learning – Web enabled/ based learning – Tele conferencing – Video conferencing.

UNIT IV: Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes) using power point presentation, word, Excel with images , graph, links and animations- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)- Observation and feedback on mini- teaching.

UNIT V: Evaluation in Computer Science The concept of evaluation – objectives-based evaluation – tools and techniques in evaluation. Lesson validation – Common CAI frames: Introduction and Instructions – Menu page – Teaching frames – Criteria (test) frames – Feed Back (remedial) frames – Reinforcement frames and Graphics frames – Web Based Learning. Evaluation for achievement, diagnosis and prediction – Formative and summative assessment - Grading pattern – Computer Aided Evaluation - On line examination. E-assessment: definition, types of e-assessment – risk involved in using e-

assessment – limitations of e-assessment. Co-efficient of correlation – Rank order correlation- Normal probability curve and its applications in educational evaluation.

TASKS AND ASSIGNMENTS

- Preparation of Self Instruction Modules for the Secondary School Students
- Collection and Interpretation of data regarding computer attitude of Government School students.
- Use online Evaluation Tools for measuring Soft skills.
- Act as proctor for Computer literacy in peer teaching.
- Any other project/assignment provided by the college.

SUGGESTED READING AND BOOKS

1. Agarwal J. C. (2006). Essential of educational technology. Teaching and learning. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Balaguruswamy. E., & Sharma, K. D. (1983). Computer in education and training. New Delhi: NIIT. 4.
3. Bloom, Benjamin, S.(1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston:Addison Wesley Publication.
4. Byran Paffenberger, (1997). Discover the Internet. New Delhi: Comdex Computer Publishing.
5. Chauhan, S. S. (1985). Innovations in teaching learning process. New Delhi: Vikas Publishing house Ltd.
6. Harley Hahn, (1998). The Internet-Complete Reference. New Delhi, Tata MacGraw Hill Pub.Co
7. Gorden B. Davis (1982). Introduction to Computers, McGraw-Hill book Company Publishing.
8. Khirwadkar, A. (2005). Information and communication technology in education. New Delhi: Sarup & Sons.
9. Krishnamurthy, R. C. (2003). Educational technology: Expanding our vision. Delhi: Authors Press.
10. Manju Gehlawat (2012), Information Technology in Education, New Delhi : Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Aisa - Core Paper - III (Page 34)
11. Norton, P. (1998). Introduction to computers. New Delhi: Tata McGraw Hill Publishing Co Ltd.

12. Passi, B. K. (1976). *Becoming a better teacher : Micro teaching approach*. Ahmedabad : Sahitya Mudranalaya.
13. Rajaraman V. (1996). *Fundamentals of Computers*. New Delhi: Prentice Hall of India, Pvt. Ltd.
14. Rajasekar, S. (2004). *Computer education and educational computing*. New Delhi: Neelkamal Publications.



PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF COMMERCE– PART-I

COURSE CODE	: BED219	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

OBJECTIVES:

The course will enable the student-teachers:

- to acquire the knowledge of the meaning, nature and history of commerce;
- to understand the aims and objectives of teaching commerce;
- to understand and practice the different approaches and techniques of teaching-learning commerce;
- to develop competency in employing the appropriate teaching methods suitable for the learners;
- to acquire the knowledge and develop the ability in selecting and applying the suitable resources for teaching-learning commerce;
- to construct the appropriate assessment tools for evaluating the learning of Commerce.
- To foster innovative teaching skills in learning the recent development in teaching methodology and technological developments in teaching commerce

UNIT -1: MEANING, NATURE AND SCOPE OF COMMERCE

Meaning, Nature, Aims and scope of Commerce and Accountancy- Need and significance of teaching Commerce and Accountancy- Commerce and Accountancy and its relationship with other disciplines- Values of teaching Commerce and Accountancy in school curriculum

UNIT-II: AIMS AND OBJECTIVES OF TEACHING COMMERCE

Aims of teaching Commerce: Practical, Social, Disciplinary and Cultural-Objectives of teaching Commerce: General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) related to cognitive, affective and psychomotor domains-Revised Bloom's Taxonomy of educational objectives.

UNIT-III: APPROACHES AND TECHNIQUES FOR TEACHING-LEARNING COMMERCE

Approaches of teaching Commerce: - Lecture – Teaching through Video Clips-Movie based teaching – Teaching through Social Media –Case Studies- Situation Handling- Problem Solving Method- Modern techniques of Commerce teaching: Brain storming – Quiz – Seminar- Group discussion -Team teaching- Role Play- – Play-way Method- Teaching through Historical cases and Narratives- Activity and Project based teaching – Audio- Visual advertisements- Student presentations.

UNIT-IV: TEACHING-LEARNING RESOURCES IN COMMERCE

Print Resources: Textbooks –Newspapers – Journals – Magazines. Audio-Visual Resources: Audio tapes – Radio – CD/DVDs - Pictures - Charts – Graphs – Models –ICT resources: Television - Slides – Film Strips – OHP - Internet -Multimedia - Interactive white board. Community Resources: Fieldtrips – Commerce exhibition –School Co-operative Societies- Commerce Club - Qualities of a good Commerce textbook - Qualities of a Commerce teacher.

UNIT-V: ASSESSMENT AND EVALUATION IN COMMERCE

Concept, Importance and Types of Assessment and Evaluation in Commerce – Continuous and Comprehensive Evaluation-Achievement test in Commerce - Subjective and Objective tests – Oral and Written Tests - Blueprint –Question bank- Open book Examination and Grading- Characteristic of a good test – Interpretations test results - Measures of central tendency - Measures of Variability - Rank correlation -Continuous and Comprehensive Evaluation in Commerce- Assessment of Learning of Students with Special Needs.

TASKS AND ASSIGNMENTS:

3. Preparation of Lesson Plans for Teaching Commerce and Accountancy subject
4. Visit made to banking companies, Insurance firms, Corporate business firms and factories
5. Collection of business related documents, business journals, business newspaper and business magazine articles
6. Exploring cartoon, currency, documentaries etc to be used for teaching commerce among the students
7. Collection of e-learning material in commerce

REFERENCES

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

- Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
- Sharma, R. N. (2008). *Principles and Techniques of Education*. Delhi: Surjeet Publications.
- Sivarajan K and Lal E K (2002) Commerce Education Methodology of Teaching and Pedagogic Analysis. Calicut University, Calicut
- Aggarwal J c (1996). Teaching of Commerce a practical approach. Vikas publishing House Pvt Ltd, New Delhi
- Sharma S P (2003) Teacher Education Principles Theories and practices. Knaishska Publishers and Distributors, New Delhi
- Bloom, Benjamin S (1956), Taxonomy of Educational Objectives, handbook1: Cognitive Domain (Ed), David Mckey, New York.



PEDAGOGY COURSE (METHODOLOGY)

PEDAGOGY OF ECONOMICS – PART-I

COURSE CODE	: BED220	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

OBJECTIVES:

The course will enable the student-teachers to:

- help the prospective teachers to understand the nature and purpose of economics course introduced.
- integrate the syllabus and plan the suitable methodology to teach economics.
- develop the required competencies to present the subject matter of economics from a social science perspective.
- help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- prepare teachers who can think and work innovatively and be resourceful
- create a learning environment whereby the students would develop an interest and love for economics and find it relevant for their personal and professional lives.
- sensitise and equip student teachers to handle socio-economic issues and concerns in a responsible manner (e.g., preservation of environment for sustainable economic development).

UNIT-I: MEANING, NATURE, SCOPE AND ROLE OF ECONOMICS

Meaning, Nature and Scope of Economics as part of social science and as a separate discipline – Perspectives presented by National Curriculum Framework (NCF) 2005 - History of Economics - its relationship with other disciplines with special reference to Statistics and Mathematics (Econometrics) – Current Trends in teaching-learning Economics: Perceptions, Ideologies and Approaches in Economics Education – Challenges in teaching-learning the subject-matter of Economics: economic theories vs policies vs reality during implementation of policies.

UNIT-II: AIMS, OBJECTIVES AND VALUES OF TEACHING ECONOMICS

Aims of teaching Economics: Economic, Social, Practical, and Cultural values – Assessing economic-cum-social issues linked with development policies at national and international level – Economics as a link to

global network - Objectives of teaching Economics: General Instructional Objectives (GIO) and Specific Instructional Objectives (SIO) related to cognitive, affective and psychomotor domains - Revised Bloom's Taxonomy of educational objectives.

UNIT-III: METHODS, APPROACHES AND TECHNIQUES FOR TEACHING-LEARNING ECONOMICS

Approaches of teaching Economics: - Lecture – Teaching through Video Clips-Movie based teaching – Teaching through Social Media – Case Studies – Analysis of published research works - Situation Handling- Workbook Practice and Problem Solving Method- Modern techniques of Economics teaching: Brain storming – Quiz, Seminars/ Workshops - simulation games – project and activities like field visits (eg. visit to organized and unorganized firms to understand wage differentials and gender inequality) - Group discussion -Team teaching- Role Play – Play-way Method- Audio-Visual advertisements (examples: Government advertisements on family planning, polio vaccination, existence of government pharmacies for subsidized medicines for the poor etc.) - Student presentations – Collection of data from documents (eg. Economic Survey, Reserve Bank of India Reports, Census etc.) – Analyzing and interpreting data (using simple tables, graphs and diagrams).

UNIT-IV: TEACHING-LEARNING RESOURCES IN ECONOMICS

Print Resources: Textbooks –Newspapers – Journals (Government, National, International) – Magazines, Documents (Examples: Five Year Plans and NITI Aayog), Analysis of news. Audio-Visual Resources: Audio tapes – Radio – CD/DVDs - Pictures - Charts – Graphs – Models –ICT resources: Television - Slides – Film Strips – OHP - Internet -Multimedia - Interactive white board. Community Resources: Fieldtrips – Economics Club. Web-based learning (Example: SWAYAM) - Qualities of a good Economics textbook - Qualities of an Economics teacher.

UNIT-V: TESTS, EVALUATION AND ASSESSMENT IN ECONOMICS

Critical understanding of the existing pattern of Assessment and Evaluation in Economics – Continuous and Comprehensive Evaluation – Stages of evaluation: Diagnostic, Formative and Summative, Evaluation procedures for testing on outdoor activities and group projects. Achievement test in Economics – Subjective, Objective and Problem-solving with the use of simple mathematics and statistics: Construction of test items – Oral (example: Project viva voce) and Written Tests - Blueprint – Question bank- Open book Examination and Grading- Characteristic of a good test – Interpretation of test results - Assessment of Learning of Students with Special Needs.

TASKS AND ASSIGNMENTS

- Reviewing a subject related, select articles from some economics journals/ magazines; analyze it from and give (i) a comprehensive report (ii) review from policy-angle on nation-wide basis (iii) give alternative suggestions (Example: Direct Benefit Transfer of subsidies in India, whether it has trickled down to help the needy).
- Conducting a field study/ project on a topic of individual choice – Collecting and analysing the data, preparing the report with suitable graphical presentations and statistical measures to test the significance of the study.
- Critical analysis of national and international news (Eg. Coronavirus affecting production and trade across countries, GST in India and changed pattern of multinational investments, Reduction of budgetary resources to MNREGA and its probable impact on poverty alleviation in India.)

REFERENCES

Books

- Agarwal Manju, 'Consumer Education', (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014), 'Concept Learning in Economics, at Secondary Level: A Curricular Dimension'. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT, (Follow the link – http://www.ncert.nic.in/departments/nie/dess/publication/non_print/seminars.pdf).
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- Agarwal Manju (2012) 'Teaching a Topic of Indian Economy using Unit Plan Approach'. Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link: http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teachingeconomics-in-india.pdf.
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Magazines / Journals

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- Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food and Security, 2013, and others).
- The Hindu: Survey of the Environment and others. (Published Annually).
- The Hindu: Survey of Indian Agriculture' (Published Annually).
- The Hindu: Survey of Indian Industry (Published Annually).
- Tahalka, June 2012, Special issue on 'Earth Aid' – Environment Day Special.
- Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).
- Seminar : A bimonthly. Magazine.
- 'Down to Earth' : Published by Centre for Science and Environment.

Websites

- Janchetna.blogspot.com (Hindi)
- Janchetna.blogspot.com (English).
- www.cseindia.org (for documentary films and DVD's).
- www.india-seminar.com.
- www.navdanya.org.

CORE COURSE – V

KNOWLEDGE AND CURRICULUM – PART-I

COURSE CODE	: BED201	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

After the conclusion of this course, the student-teachers will be able to -

1. familiarize epistemological and social bases of education
2. learn about the various dimensions of curriculum
3. understand the concepts and approaches of curriculum development
4. make known the principles and approaches in curriculum development
5. analyze the basic concepts and process of curriculum development

UNIT I: EPISTEMOLOGICAL BASES OF EDUCATION

What is Epistemology? - Knowledge: Meaning and nature - Concept of knowledge - Structures and Forms of knowledge- Process of Construction of Knowledge - Facets of Knowledge local and universal, concrete and abstract, theoretical and practical, contextual and textual- Differences between Information, Knowledge, Belief and Truth - Meaning of Information – Wisdom - Instruction - Teaching – Training - Skills - Changing paradigm in education; cognitivism, behaviourism, constructivism, connectivism

UNIT II: SOCIAL BASES OF EDUCATION

Concepts of nationalism, universalism and secularism and their interrelationship with education - Views of Gandhi, Tagore, Krishnamurti, John Dewey and Aurobindo on knowledge and education

UNIT III: DIMENSIONS OF CURRICULUM

Curriculum – Meaning and concept - Need and importance of curriculum – Determinants of curriculum - Perspectives of curriculum- Traditionalist, Empiricist - Reconceptualist and Social constructivists - Types of curriculum: Core, Hidden, Null and Latent curriculum - Differentiated curriculum - Spiral curriculum - Meaning of Curriculum framework, syllabus, textbook

UNIT IV: PRINCIPLES AND THEORIES OF CURRICULUM DEVELOPMENT

Basic principles of curriculum development - Theories of curriculum development - Need and importance curriculum development – Different stages of specific curriculum – Pre-primary level - Primary level - Secondary level - Higher secondary level – CBSE and state board syllabus - Agencies of curriculum development – Apex bodies in Higher education - central – state agencies - UGC – NCTE – Central Universities – State Universities – NCERT – SCERT – DTERT - National curriculum Framework committee.

UNIT V: CURRICULUM DEVELOPMENT PROCESS

Stages of Curriculum Development Process: Learning Experience, Selection of Content, Principle of Organisation and Integration of content and Learning Experience - Understanding different approaches to curriculum development - Subject-centred - environmentalist - behaviourist - competency-based - learner-centred and constructivist

UNIT VI: CURRICULUM EVALUATION

Process of curriculum evaluation and revision - Need for a model of continual evaluation - Feedback from learners, teachers, community, and Administrators - Curriculum evaluation models – Tyler's Evaluation model – Robert E. Stake's model –Hilda Taba's model – Mukhopadhaya's model – Outcome curriculum evaluation – Issues of curriculum evaluation

TASKS AND ASSIGNMENTS:

1. Study about the curriculum of CBSE and Samacheer Kalvi and prepare a report based on your study.
2. Textbook analysis: Analyse any one text book or children's book and prepare an assignment on it.

References:

- Agarwal, J.C. & Gupta, S. (2005). Curriculum Development. Shipra Publishers. New Delhi.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave
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CORE COURSE – VI
LEARNING AND TEACHING

COURSE CODE	: BED202	CREDIT	: 4 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

- At the conclusion of this course, the student-teachers will be able to:
 - develop an understanding of the process of learning and information processing.
 - be aware of the principles of learning process
 - gain an understanding of different theoretical perspectives on learning
 - critically evaluate the theory of constructivism
 - reflect on their own implied understanding of the learning environment
 - explore the possibilities of designing learning environment in and out of school
 - understand the various aspects of teaching as a profession
 - identify the need and importance of teacher - student relationship
 - discuss the multifaceted role of a teacher
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UNIT I: PROCESS AND PRINCIPLES OF LEARNING

Process of Learning - Concept of learning - Learning process: Attention, sensation, perception and concept formation - Elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning –principles and techniques of active learning and their implications – self learning. Principles and Significance of Learning - Factors affecting learning - Relationship between Teaching and Learning - Transfer of Learning - Description of instructional objectives - Cognitive, Affective and Psychomotor

UNIT II: THEORIES OF LEARNING; BEHAVIOURIST, COGNITIVE AND HUMANISTIC THEORIES

Behaviourist Perspectives of Learning - Trial and error/ Law of effect (Thorndike) - Laws of learning, concept and principles and classroom implications - Classical Conditioning (Pavlov) - concept and principles and classroom implications - Operant Conditioning (Skinner) - concept and principles and

classroom implications - Cognitive perspectives of learning - Insight learning - **Kohler**, Discovery learning - Bruner, Developmental theory of learning - Piaget, Learning styles (Kolb) - Social Learning - Bandura, Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers)

UNIT III: LEARNER AND LEARNING ENVIRONMENT

Creating positive and productive environment for learning - Learner - centered techniques of teaching and their advantages - Creation of Psychologically - Safe learning environment to increase learning - Teaching in a diverse classroom- Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room- Purpose of learning in and out of school - Creating culturally responsive learning - environment - Approaches to learning outside the class room -Advantages of learning outside the classroom - Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

UNIT IV: PROCESS OF TEACHING

Concept of teaching, teaching as a profession and teacher as a professional - teaching as the most important profession -Attitude of student-teachers towards teaching profession - Teaching as an art and science - Distinction between Instruction, training and teaching

UNIT V: TEACHER, LEARNER AND LEARNERS

Values, personal relationships between teacher and learners - intra -relationships among the learners - Need for maintaining teacher-student relationship - Healthy classroom management and academic achievement - Classroom Ambience - inter-personal approach in classroom management- Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher - Teacher as a Mentor - Qualities of a professional teacher.

TASKS AND ASSIGNMENTS:

1. Prepare a report after understanding the nature of interaction between teachers and students by Flanders's Interaction Analysis model .
2. Plan and prepare a record of observation on the various study habits of students of your classroom.

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CORE COURSE – VII

ASSESSMENT FOR LEARNING

COURSE CODE	: BED202	CREDIT	: 4 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

After the conclusion of this course, the student-teachers will be able to -

1. understand the nature of assessment and evaluation and their role in teaching-learning
 2. gain a critical understanding of assessment and evaluation from multiple perspectives with focus on constructivist paradigm
 3. be exposed to different kinds and forms of assessment that aid student learning
 4. develop assessment tasks and tools to assess learners' performance
 5. develop practical, complete and dynamic assessment procedures for the diverse learners
 6. understand the psycho-social and political dimensions of assessment
 7. critically realize the participatory assessment and role teachers autonomy in assessment
 8. Examine the current trends and practices in assessment and evaluation practices in schools
 9. develop indicators to assess learners' performance on different types of tasks
-

UNIT I: ASSESSMENT AND EVALUATION: ITS PERSPECTIVES

Measurement, Assessment and Evaluation: Meaning and Definition - Concept of Evaluation- Role of Assessment in Learning - Assessment for learning - Assessment as learning - Assessment of Learning - Purpose(s) and principles of Assessment - Evaluation in Transmission-Reception (Behaviourist) Model of Education - Changing Assessment Practices: Assessment in Constructivist Approach- Constructivism - The Guiding principles of Constructivism - Assessment Practices in Constructivist Approach - Continuous and Comprehensive Evaluation-CCE - Aim, Objective and Characteristics of CCE - Functions of CCE

UNIT II: CURRENT EVALUATION PRACTICES

New Types of Assessment Practices - Projects - Seminars - Assignments - Portfolios - Grading -Types of Assessment -Practice-based Assessment - Evidence-based Assessment- Performance-based Assessment - Examination-based Assessment - Practices of Assessment - Dialogue - Feedback through Marking - Peer and Self-assessment - Formative Use of Summative Tests

UNIT III: TOOLS AND TECHNIQUES FOR ASSESSMENT

Assessment of Cognitive learning: Types of Tests - Teacher Made Tests - Standardized Tests - Tools and procedures for their assessment - Observation - Types of Observation, Interview, rating scales, Attitude Scales - Motivation Scales - Inventory- Interest Inventory - Check-lists- Inventories - Anecdotal Records - Checklists - Characteristics and Uses of Checklist - Rating Scale - Assessment of Performance/ Project - based assessment- Inclusive Practices - Differentiated Assessment - Examples of Differentiated assessment strategies - Culturally Responsive Assessment - Use of Tests for Learner Appraisal/Assessment - Achievement Test - Meaning of Achievement Test - Purposes of Achievement Test - Construction of Achievement Test

UNIT IV: ASSESSMENT FOR DIVERSE LEARNERS AND DIMENSIONS OF ASSESSMENT

Assessing the Disabled and Performance Outcomes of Diverse Learners - How to assess the Disabled Students? - Performance Outcomes of Diverse Learners - Diverse Learners - How to improve the Performance Outcomes of Diverse Learners? - Assessment and Feedback - Principles of Assessment - Methods of Assessment and Feedback - Effective Feedback - Process of Feedback - Competitive Exams - Need for 'No-Competitive Exams' - 'No- Competitive Exams' and No-detention Policy - Need for NDP (No-Detention Policy) - Psycho-Social and Political Dimensions of Assessment

UNIT V : TRENDS AND PRACTICES IN ASSESSMENT

Trends in assessment and evaluation: On-demand and On-line examinations - Computer - based examination and other technology based examinations - Assessment for Better Learning - Assessment for Confidence Building - Assessment for Creative Learners - Characteristics of Creative learners and Assessment Tools - A Rubric for Assessing Creativity - Some Assessment Strategies for Creative Learners - Reflective journal: Definition - Organization of Reflective Journal - Advantages of Reflective Journal - Reflective Journal Topic Examples - Student Portfolio - Student Portfolio as an Assessment Tool - Advantages of Student Portfolio as an Assessment Tool - Disadvantages of Student Portfolio - Framework of a Student Portfolio - Process of Participatory Assessment - Participatory Learning Participatory Assessment

UNIT VI: STATISTICS AND EDUCATIONAL ASSESSMENT

Statistical Techniques for Interpreting and Reporting Quantitative Data - Raw scores and frequency distribution- Graphical representation of Data: Line, Bar and Pie Diagrams, Histogram, Frequency Polygon and Cumulative Frequency Curve - Measures of Central Tendency - Mean, Median,

Mode Measures of Dispersion - Range - Quartile Deviation - Standard Deviation - Correlation - Rank Order Correlation Coefficient - Karl Pearson's Product Moment Method - Pearson's Coefficient computational formula

TASKS AND ASSIGNMENTS:

1. Plan and construct an Achievement test in one of the methodology subjects
2. Maintaining a Portfolio related to the course-work of students during practice teaching.

References:

- Atkin, J. M., Black, P., & Coffey, J. E. (Eds) (2001). Classroom assessment and the National Science Education standards. Washington, DC: National.
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- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson

EPC COURSE – 2

DRAMA AND ARTS IN EDUCATION

COURSE CODE	: BED232	CREDIT	: 2 Credits
YEAR	: I Year	SEMESTER	: II Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Introduction:

Arts education as one of the domains of knowledge is taught as a compulsory curricular area up to class X. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the ‘curricular’ encompasses all, and is not separated from the co-curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children’s creativity and aesthetic sensibilities. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher. This course will help in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice.

The aim of this course is to enhance the professional capacities of a student-teacher, particularly his/her creativities and aesthetic sensibilities.

Course Objectives:

The course will enable the student teachers to -

1. understand basics of different art forms
2. To use the techniques of art, music and drama for enhancing teaching and learning
3. develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms
4. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

ACTIVITIES FOR THE COURSE:

To transform the course objectives into exercise, the candidates have to perform the following activities:

Visual Arts and Crafts

1. Candidates are to be engaged with practical experience of working in different media and materials (drawing, painting, clay modelling, collage making etc. with pencil, pen, crayons, dry and water

colours, clay, paper, etc.), methods and techniques (block printing, collage making, clay modelling, traditional crafts, a statue relating to school subjects, a cartoon etc.) to learn visual art processes and its pedagogical aspects related to other subject areas.

2. Seek opportunities to visit art galleries /art exhibitions and cultural festivals, places of arts/ museums/ art galleries/ monuments/ performances/exhibitions/ art and craft fairs/ local craft bazaars etc.
3. Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically practicable using artefacts and displays.

Performing Arts: Dance, Music, Plays and Puppetry

4. Listening/viewing and discovering local music, dance, theatre and puppetry will help the candidates in contextualizing different art forms and connecting them with various concepts across the curriculum.
5. Finding possibilities to use drama as a ‘critical pedagogy’ that can move beyond the classroom, to increase the joint realization and involve the community/society to participate in educational and social change.

TASKS AND ASSIGNMENTS:

1. Carry out a project work which may include investigation/ research and documentation, presentation of facts and findings, case studies, interactions with artists, social scientists, community members etc. (Theme of the project may be taken from concepts taught at the elementary/ secondary stages of different curricular areas integrating various arts and craft forms).
2. Make and submit a record of the processes of any one art or craft with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community. etc.

SEMESTER-III

PEDAGOGY COURSE: CONTENT OF A SCHOOL SUBJECT (PART II - CONTENT MASTERY)

COURSE CODE	: BED	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: III Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course objectives:

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

1. understand the epistemological bases (content mastery) of their own chosen school subject.

The course comprises two levels:

Level I and Level II.

- ❖ **Level –I** is related to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject - content of the textbook.
- ❖ **Level II** is related to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

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

SEMESTER-IV

CORE COURSE – VIII

GENDER, SCHOOL AND SOCIETY

COURSE CODE	: BED401	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

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

1. develop a basic understanding and familiarity with key concepts of gender sensitivity
 2. realize the aspect of gender identity and issues at school
 3. critically analyze the gender issues in school curriculum
 4. understand the gender issues faced in society
 5. get sensitized to and be able to appreciate constitutional provisions of human rights and women rights
-

UNIT-I: INTRODUCTION TO GENDER AND GENDER ROLES

Definition of Gender - Difference between Gender and Sex - Gender Dynamics and Development; Basic Gender Concepts and Terminology, Social Construction of Gender; Gender Roles - Types of Gender Roles - Reasons for gender inequalities - Gender-just education outside school settings.

UNIT-II: GENDER IDENTITY IN SCHOOL

Gender identity in school- Role of school, peers, teachers, curriculum and textbooks in gender identity issues - Sexual Abuse, Sexual Harassment, and Perception of safety at school, home and beyond - Adult education and non-formal education for women's development - Real gender roles and responsibilities assigned in schools and classrooms – Inequity of gender in classroom interactions, rituals and school routines - Processes of disciplining techniques for boys and girls.

UNIT-III: GENDER ISSUES IN CURRICULUM

Representation of gendered roles, relationships and ideas in textbooks and curricula- Integration of gender roles in school and curriculum - Teaching Strategies to develop gender sensitivity - Developing

school curriculum for gender equality - Role of school in the creation of masculine and feminine selves - Teacher's role in Developing positive attitude towards notions of gender and sexuality in schools

UNIT-IV: GENDER AND SOCIETY

Concept of Patriarchy and Matriarchy in Indian society - Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state - Safety of girls and women at school, home and workplace - Identification of sexual abuse/violence and its verbalisation - Fighting the societal outlook of female body objectification

UNIT-V: WOMEN, GENDER ISSUES AND LEGAL ASPECTS

Issues related to women/girl: female infanticide, declining sex ratio, sexual harassment of women at work place, honour killing, dowry, child marriage, property rights, divorce, widowhood - Laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking) - Women's reservation bill - Legal aspects related to women - Prenatal diagnostics Technique Act (1994) - female feticide, Domestic Violence Act, 2005 - Offensive representation of women (prohibition act), The draft sexual Law Reforms in India, 2000

TASKS AND ASSIGNMENTS:

1. Collect information from various media resources and prepare a report on child abuse/violation of girl's rights.
2. Examine and report the differential behaviour between the gender in family and your neighbourhood.

REFERENCES:

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CORE COURSE – IX

KNOWLEDGE AND CURRICULUM – PART-II

COURSE CODE	: BED402	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

After the conclusion of this course, the student-teachers will be able to -

- comprehend curriculum development models
 - apprehend the process of curriculum transaction
 - infuse strategies in implementing curriculum in the school
 - recognize diverse methods of instruction for curriculum transaction
 - comprehend the process of curriculum evaluation and the related issues
-

UNIT I: CURRICULUM DEVELOPMENT MODELS

Curriculum Development Models - Inquiry training model, Concept attainment model and Advance organizer Model.

UNIT II: CURRICULUM TRANSACTION

Transaction of curriculum – Strategies for curriculum transaction - Steps in Instructional Planning - Instructional Strategies - Instructional Objectives: Three Domains: Cognitive, Affective, psychomotor - System approach: Meaning and Concept: Input process - Output- System approach: Model of a System

UNIT III: CURRICULUM IMPLEMENTATION

Tools of curriculum implementation – Manuals – Guides - Hand books - Textbooks – Modules - Instructional Guides and Materials – Training centres - Pre- service and In-service training - Selection and development of learning resources : textbooks, teaching-learning materials and resources outside the school

UNIT IV: METHODS OF INSTRUCTION

Instruction and Learning-Teacher–Controlled Instruction (TCI) - Role of Teacher in TCI - Learner Controlled Instruction (LCI) - Self-Learning Methods - Programmed Learning, Computer Assisted Learning - Keller's Plan Assessment of LCI - Group Controlled Instruction - Small group interaction, Co-operative Learning approach, Role play, Field trips, Tutorial, Project

UNIT V: CURRICULUM EVALUATION

Process of curriculum evaluation and revision - Need for a model of continual evaluation - Feedback from learners, teachers, community, and Administrators - Curriculum evaluation models – Tyler's Evaluation model – Robert E. Stake's model –Hilda Taba's model – Mukhopadhaya's model – Outcome curriculum evaluation – Issues of curriculum evaluation

TASKS AND ASSIGNMENTS:

1. Study about the curriculum of CBSE and Samacheer Kalvi and prepare a report based on your study.
2. Textbook analysis : Analyse any one text book or children's book and prepare an assignment on it.

References:

- Agarwal, J.C. & Gupta, S. (2005). Curriculum Development. Shipra Publishers. New Delhi.
- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave
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CORE COURSE – X

CREATING AN INCLUSIVE SCHOOL

COURSE CODE	: BED403	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Objectives:

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

1. acquire knowledge of meaning and concepts of Inclusive Education
 2. get sensitized to and able to realize the special needs of diverse learners with various disabilities
 3. get knowledge on policy and legislative frameworks promoting inclusion
 4. attain knowledge and implement integrated education in inclusive school
 5. comprehend the importance of assessment in inclusive school for disabilities and a variety of assessment methods
-

UNIT I: CONCEPT OF INCLUSIVE EDUCATION

Meaning and Definitions of Inclusive Education - Scope of Inclusive Education - Factors affecting Inclusion - Concept of Special Education - Need for Inclusive Education in India for children with special needs

UNIT II: LEARNERS WITHIN INCLUSIVE EDUCATION

Different types of children with special learning needs - Types of learning disabilities – physically challenged, visually challenged, hearing impaired, mentally retarded, autism (ASD) – Learning difficulties (LD)- Children with emotional and behavioural differences - ADHD and Juvenile delinquency

UNIT III: POLICIES AND PROGRAMMES FOR INCLUSIVE EDUCATION

Policies - International Focus: Salamanca 1994, UNCRPD, EFA (MDG) - National Focus: National Policy on Education (NPE, 1986) - Sarva Shiksha Abhiyan (SSA) Framework for the Disabled - RMSA- National Commission on Minority Education Institutions (NCMEI), National Commission for education of SC, ST - National Level Practices on Education of Children with Disabilities (DPEP) - Special Educational Needs and Disabilities Act, 2001 – Disability Discrimination Act (1995) – Persons with Disability Act (PDA, 1995) – Rights of Persons with Disability, UNESCO(2006)

UNIT IV: INCLUSIVE EDUCATION IN SCHOOL

Challenges in achieving Inclusive Education -Plans to achieve an effective Inclusive Education - Role of Teachers and organization in realizing Inclusive Education in Indian schools - Special School versus Integrated school - Inclusive School - Concepts of Integrated Education – Quality of Integrated Education in Inclusive Schools - Curricular Issues - Curriculum adaptation or modifications - Characteristics of Inclusive School

UNIT V: ASSESSMENT AND EVALUATION OF INCLUSIVE EDUCATION

Need and purposes of Assessment - Alternative means for assessment and evaluation in inclusive-classrooms - Learning and learner support -Assistive and adaptive devices, ICT - Selection and use of appropriate test instruments - An assessment strategy that assesses skills and knowledge rather than content - Norms Reference Test (NRT) and Criterion Reference Test (CRT) for assessment of Integrated Education - Continuous Support and Evaluation of Integrated Education

TASKS AND ASSIGNMENTS:

1. Visit a nearby special/inclusive school and observe in terms of time table, teaching learning activities, infrastructure, parental support and classroom transaction of any one of such school and make a report of the same.
2. Preparation of teaching aids for children having any one type of disability. (Visit to Resource Room)

OR

Case study of one student with special needs in the nearby special school

References:

- Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
- Adam Abdelnoor., (1999). Preventing Exclusion. Oxford: Heinemann Educational Publishers.
- Aggarwal, J.C., (1996). Principles, Methods and Techniques of Teaching. New Delhi: Vikas Publishing House Pvt Ltd.

- Anderson. Elizabeth, M., (1973). The disabled school child: A study of integration in primary school. London: Methuen & Co Ltd.
- Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs- Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
- Julka. A, Index of Inclusion (2012) NCERT, New Delhi.
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) Meeting special needs in schools” A manual, NCERT, New Delhi.
- World Bank (2003)Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs.
- Ysseldyke, J.E. and Algozzine, B. (1998) Special Education A Practical approach for Teachers, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2015) Including Children with Special Needs: Upper Primary Stage, NCERT, New Delhi.
- UNICEF(2003) Examples of Inclusive Education, UNICEF ROSA, Kathmandu
- NCERT(2006), Position Paper : National Focus Group on Education of children with Special Needs, NCERT;DEGSN, New Delhi.
- NCERT(2006), Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children NCERT, New Delhi.
- MHRD (2009), The Right of Children to Free and Compulsory Education Act, 2009.
- Ministry of Human Resource Development, New Delhi.
- Sharma,P.L, (1988). A Teacher’s Handbook on Integrated Education of the Disabled, New Delhi: NCERT.

OPTIONAL COURSE – I

YOGA, HEALTH AND PHYSICAL EDUCATION

COURSE CODE	: BED421	CREDIT	: 4 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

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

- understand yoga and create interest for the practice of yogasanas and meditations
 - understand concepts related to health education
 - get sensitized with the most common diseases
 - reflect on food and nutrition
 - sensitise, motivate and help them to acquire the skills for physical fitness and games
-

UNIT I: INTRODUCTION TO YOGA

Concept, need and importance of yoga - Origin and history of development of Yoga - The schools of Yoga: Rāja Yoga and Hatha Yoga - Yogic practices for healthy living *Yogasanas*- Standing, Sitting, Prone and Supine positions - *Kriyas and Pranayams*, Meditation - Eight limbs of Yoga - Do's & Don'ts of yogic practices - Role of *yogasanas* for prevention of common diseases

UNIT II: HEALTH EDUCATION: AN OVERVIEW

Concept of health, importance, dimensions and determinants of health - Health needs of children and adolescents-Meaning, Definition, Aims, Objectives and Importance of Health Education - Health Education in Schools - Health Instruction, Health Services - Personal Hygiene -Immunization and First Aid -Water, Fire accidents and Snake bite

UNIT III: KNOW THE DISEASES

Common health problems and diseases –Its causes, prevention and cure - Life style disorders: Heart diseases, Cancer, HIV/AIDS - Reproductive and sexual health, hygiene - Diabetes and Obesity - Communicable and non-communicable diseases - Malaria, Swine flu, Chikungunya, Typhoid, Cholera, Small Pox, Tuberculosis and Dengue - Causes, Symptoms and Prevention - Sports injuries: Strain, Sprain, Contusion, Laceration, Fractures and Dislocation

UNIT IV: FOOD AND NUTRITION

Meaning of Food, Classification and Constituents of Food, Carbohydrate, Protein, Fat - Food habits, timing of food - Role of Carbohydrates, Fat and Proteins in body building - Vitamins, Minerals, Water - Meaning, Classification and their functions - Preservation of food value during cooking - Change in food practices - Nutrition, Malnutrition - Types, Causes - Balanced Diet - Food Guide Pyramid - Nutritional Deficiency Diseases

UNIT V: PHYSICAL EDUCATION

Definition – Meaning – Aims and Objectives of Physical Education - Physical Education as a central part of General Education - Principles of Physical Education - Physical Fitness, Strength, endurance and flexibility - Meaning, Definition - Components and Benefits - Sports skills, indigenous and self-defence activities - Games and sports — Athletics (general physical fitness exercises) - Games (lead-up games, relays and major games) - Organisation of an athletic meet - Layout, Basic Skills, Rules and Regulation of Badminton, Cricket, Football, Hockey, Kabbadi and Volleyball- Organisation of Intramural and Extramural Competitions and Tournaments - Modern Olympics – Asian Games - Role of National Organizations Viz. SAI, NSNIS, LOA, SDATN, AGF, AND LLINPE in promoting physical education and Sports in India.

TASKS AND ASSIGNMENTS:

1. Prepare a first aid kit/box.
2. Preparing a picture album on the common diseases.

References:

- John E. Nixon, Ann E. Jewett.1980. “An Introduction to Physical Education, Thomson Learning 9th edition, London.
- MDNIY. 2010. “Yoga Teachers Manual for School Teachers], New Delhi
- NCERT. 2013. Training and resource materials on Adolescence Education, NCERT, New Delhi (This material is also available on www.aeparc.org.www.ncert.nic.in)
- NCTE. 2015. Yoga Education-Bachelor of Education Programme, New Delhi.
- Nash T.N. (2006). Health and physical education. Hyderabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). Method of teaching physical education. New Delhi: Discovery Publishing house.
- Mangal, S. K. (2005). Health and physical education. Ludhiana: Tandon Publication book market.

OPTIONAL COURSE – II
ENVIRONMENTAL EDUCATION

COURSE CODE	: BED422	CREDIT	: 4 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

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

- understand the concept of environment, ecology and environmental education
- acquire knowledge of the environmental problems and issues
- get awareness about the environmental policies and related programmes in India and abroad
- get realize about the various measures contribute to protect the environment
- be aware of the curriculum and methods in environmental education

UNIT I: INTRODUCTION TO ENVIRONMENT

Origin of environmental education - Development of environmental education - Meaning, need, scope and importance of Environmental Education - Ecology - Environment and Ecological factors - Concept of Ecosystem - Environmental Management - Preserving and Restoring of environment

UNIT II: ENVIRONMENTAL PROBLEMS

Factors affecting environment - Acid rain, Green house effect, Extinction of species - Soil erosion and Energy crisis - Environmental pollution – Air pollution, water pollution, land pollution, nuclear pollution - Ozone depletions - Deforestation - Urbanization - Population explosion - Global warming

UNIT III: ENVIRONMENTAL POLICIES AND PROGRAMMES

Nature Conservation Education Movement –CHIPKO movement- Silent valley project - Narmada Bachao Andolan -Conservation of biodiversity- In-situ conservation and Ex –situ conservation of biodiversity- The Stockholm conference 1972 – Brundtland commission 1983 – Nairobi conference 1982 – The Rio Summit 1992 – The Rio Declaration at the Earth Charter – Kyoto conference and part on Global Warming 1997 - Wild Life Act 1972 and Forest Conservation Act 1980

UNIT IV: MEASURES TO SAVE ENVIRONMENT

Environmental awareness – World Environment Day and Water Day - Role of mass media and technology in developing environmental awareness - Educative and preventative measures adopted by Government, NGOs and other charitable associations - International Union for Conservation of Nature (IUCN)

UNIT V: ENVIRONMENTAL EDUCATION AND CURRICULUM

Environmental education at Primary, Secondary and Higher Education level - New methods of teaching Environmental Education – Teacher’s role in it – National resource center for environmental education - Role of UNEP, CEE and NCERT in Promoting Environmental Education

TASKS AND ASSIGNMENTS:

1. Visit to a local polluted site- Urban/Rural/Agricultural and prepare a document on it.
2. Study of common plants, insects, birds in your location and prepare a report.

References:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmadabad – 380 013, India, Email:mapin@icenet.net (R)
- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
- Sharma, R. A. (2008). Environmental Education. Meerut: R. Lall Books Depot.
- Singh, Y. K. (2009). Teaching of environmental science. New Delhi: APH Publishing Corporation.
- Sharma, V. S. (2005). Environmental education. New Delhi: Anmol publication.

OPTIONAL COURSE – III
VALUES AND PEACE EDUCATION

COURSE CODE	: BED423	CREDIT	: 4 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 30 Marks	EXTERNAL	: 70 Marks
TOTAL	: 100 Marks	EXAM DURATION	: 3 Hours

Course Objectives:

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

1. acquire the knowledge of values and value education
 2. realise the significance of values in education
 3. understand the concept of peace education
 4. accept peace and value education in the curriculum
 5. get awareness of significant movements for peace
-

UNIT I: VALUES AND VALUE EDUCATION

Values: Meaning, Definitions - Classification of values- Sources of Values - Concept of Human values - Types of values - Truthfulness, Constructivism, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision - Aims and objectives of Value Education - Components of value education - Importance of Value education in the curriculum

UNIT II: EDUCATION AND VALUES

Need for Value Education in the contemporary society - Role of education in transformation of values in society - Status of value education in the curriculum - Teaching approaches and strategies to inculcate values through curricular and co-curricular activities

UNIT III: PEACE EDUCATION

Peace education – Meaning, Definition, Concepts, Scope, Aims and objectives– From Peace Education to Education for Peace - Concept and Meaning of Education for Peace

UNIT IV: PEACE EDUCATION AND CURRICULUM

Status of peace education in the curriculum - Major Media of Integration: Subject context, subject perspectives, teaching Methods, co-curricular activities, staff development, class-room management, school Management

UNIT V: MOVEMENTS FOR PEACE

Creation of United Nations, UNESCO, UNICEF, UNO-UNDP (United Nation Development Programmes), UNEP (United Nation Environment Programmes), UNHCR (United Nation High Commissioner for Refugees, High Commissioner for Human Rights)- Amnesty International – International Committee of Red Cross

TASKS AND ASSIGNMENTS:

1. Make a self-inquiry into the values in you and make a self-appraisal report of it.
2. Write an assignment on Gandhiji's contribution to peace studies.

References:

- Aggarwal, J. C. (2005). Education for values, environment and human rights. New Delhi: Shipra publication.
- Barash, P. David (2000). Approaches to Peace, Oxford University Press, New York.
- Chadha, S. C. (2008). Education value & value education. Meerut: R. Lall Books Depot.
- Chand, J. (2007). Value Education. Delhi: Anshah publishing House.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- NCTE., Curriculum Framework for quality Teacher Education, NCTE, New Delhi (1998)
- NCERT National Curriculum Framework (2005), Position Paper, National focus Group on Education for Peace, NCERT, New Delhi (2006)
- Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- Sharma, R. A. (2008). Human value of education. Meerut: R. Lall Books Depot.
- Singh, Y. K., & Natha, R. (2008). Value Education. New Delhi: A.P.H. Publishing Corporation.
- Venkataiah, (2009). Value education. New Delhi: APH Publishing Corporation.

EPC COURSE – 3

CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION
TECHNOLOGY (ICT)

COURSE CODE	: BED433	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Introduction:

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. This course will focus not only on computer literacy and ICT-aided learning but it also help student-teachers to interpret and familiarize themselves ICTs in line with educational aims and principles. The course will also help student-teachers to learn integrating technology tools for teaching learning, material development, academic support systems, and broader implications for society. The course will explore use of ICTs to simplify record keeping, information management in education administration.

The aim of this course is to enhance the professional capacities of a student teacher in combining Information and Communication Technologies (ICTs) with powerful teaching and learning in a classroom.

Course Objectives:

The course will enable the student teachers to -

1. appreciate the historical development of various educational media.
2. use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners
3. To teach effectively in a “technology enhanced classroom” (ex: smart classroom, digital classroom).
4. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.
5. understand the social, economic, and ethical issues associated with the use of ICT

ACTIVITIES FOR THE COURSE:

To transform the course objectives into exercise, the candidates have to perform the following activities:

1. Candidates are required to have hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices and to operate various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone,

Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video - conferencing etc.

2. They are to practice word processing using Indian language software
3. Locating internet resources – navigating, searching, selecting, saving and evaluating to identify and use 'education related websites'(ex: academic earth.org)
4. Creating account in teacher tube/ slideshare and sharing video/presentation. Viewing and commenting on others' contributions
5. To use a laptop /PC for preparing slides for PowerPoint presentations/lectures and also download the video resources available on the internet and use them with slide presentations.
6. Creating resources for flipped classroom and practicing flipped learning in school
7. To create educational blogs (edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments
8. Developing technology integrated unit/lesson plans and trying out in schools Hands on experience on subject specific software tools (ex: 'Science Sleuths' for science., 'Cantor', 'DrGeo' for math etc)

TASKS AND ASSIGNMENTS:

1. Prepare a report on ICT for Pedagogical Innovations with reference to the following concepts:
 - Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
 - Web Quest and virtual field trips: Concept, process, and use in the classroom
 - Multiple intelligences in classroom: ICT tools and applications
 - Mobile learning and related applications
 - Open Educational Resources – Meaning and importance, various OER initiatives
 - Massive Open Online Courses (MOOC)-Concept and use
 - Flipped classrooms: Meaning and possibilities
2. Prepare an e-content for teaching any concept of your subject area

Note: Internal assessment (50 Marks for each course) for EPC courses will include evaluation by teachers based on the activities done by the candidates during the contact sessions and also based on the Tasks and Assignments prepared and submitted by them.

EPC COURSE – 4
UNDERSTANDING THE SELF

COURSE CODE	: BED434	CREDIT	: 2 Credits
YEAR	: II Year	SEMESTER	: IV Semester
INTERNAL	: 15 Marks	EXTERNAL	: 35 Marks
TOTAL	: 50 Marks	EXAM DURATION	: 1 1/2 Hours

Course Introduction:

This course provides opportunity to the student teachers to gain an understanding about their own 'self' both as an individual and as a student-teacher.

The course will deal with aspects of development of the inner self and the professional identity of a teacher. This shall enable student-teachers to develop sensibilities, dispositions, and skills that will later help them in facilitating the personal growth of their own students while they teach.

The course will enable student-teachers to develop a holistic and integrated understanding of the human self and personality; to build flexibility within to deal with conflicts at different levels and learn to create teams to draw upon collective strengths. The course shall also focus on revisiting one's childhood experiences – influences, limitations and potentials – while empathising with other childhoods, and also the childhood experiences of one's peers.

The course would be transacted through a workshop mode by resource persons.

Course Objectives:

The course will enable the student teachers to -

1. increase their understanding of the fundamental concepts of 'self' and 'identity'
2. make an understanding about themselves, i.e. the development of self as a person as well as a teacher
3. reflect on one's experiences, desires and efforts towards becoming a kind individual and teacher
4. construct a spirit within themselves to deal with conflicts at different levels
5. realize the critical role of teachers in promoting 'self' and students' well-being.

ACTIVITIES FOR THE COURSE:

To transform the course objectives into exercise, the candidates have to perform the following activities:

1. Student-teachers to engage in different forms of self-expression such as poetry, storytelling, painting and artistic activities, humour, aesthetic representations, etc.
2. Sharing case studies/biographies/stories of various children who are raised in different circumstances and how this affected their sense of self and individuality development.
3. Watching a movie/documentary where the protagonist/hero experiences trials and finally discovers her/his potential.
4. Development of reflective journals/diaries by the student teachers.
5. Field visit/Nature walk/Adventure.
6. Meeting people, Small group tasks (to connect self with society).
7. Introduction of Yoga and meditation as part of enhancing student-teachers' understanding of body and mind.

TASKS AND ASSIGNMENTS:

1. As an individual activity reflect, record and share the critical moments in your life - Make a report on it and present.

OR

Make a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of yourself

2. Practising selected *asanas*, *pranayam*, meditation and yogic *kriyas* as prescribed in class VI to X syllabus of Health and Physical Education, NCERT.

Note: Internal assessment (50 Marks for each course) for EPC courses will include evaluation by teachers based on the activities done by the candidates during the contact sessions and also based on the Tasks and Assignments prepared and submitted by them**