

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)
Chennai – 600 097



SYLLABUS – SEMESTER -II
B.Ed Degree Programme
(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)



SEMESTER – II

Course Code: BD2UD

Credits: 5

UNDERSTANDING DISCIPLINES AND SUBJECTS

COURSE OBJECTIVES

CO1: Reflect the role of disciplines and subjects in school curriculum.

CO2: Acquaint with the development of curriculum with social, political and intellectual contexts.

CO3: Understand the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explore the aspects of life-oriented curriculum.

UNIT- I DISCIPLINES AND SUBJECTS

Disciplines and subjects- meaning, definition and concept - Distinction between school subjects and academic disciplines - Importance of the knowledge of disciplines and subjects - Need and importance of studying school subjects - Curriculum content – meaning, definitions and importance - John Dewey’s ideas on disciplinary knowledge and curriculum - Relationship between school subjects and academic discipline

UNIT- II DISCIPLINES AND SUBJECTS IN SOCIO-CULTURAL PERSPECTIVES

Emergence and development of knowledge, subject and curriculum in social, political and intellectual contexts - Changes in social science, natural science and linguistics – Concept of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - School subjects and social justice

UNIT- III: DISCIPLINARY KNOWLEDGE AND SCHOOL EDUCATION

Disciplinary knowledge and pedagogical approaches in school subjects - Pedagogical Concerns of Disciplinary Knowledge at Different Stages of School Education: - Core Subjects in School Curriculum: Languages, Social Science, Humanities, Science, Maths, Art and Craft, Work Education, Peace Education, Life Skills Education, Health and Physical Education and Value Education; Need of Reframing School Subjects; Recent development in school subjects.

UNIT- IV: LEARNER-CENTRED CURRICULUM

Basics of learner-centred approach; The Importance of Learner-centred Evaluation and Assessment; Grades; Feedback mechanism; Evaluation; Learning outcomes; Curriculum and its importance in

learner-centred approach; Advantages of learner-centred approach; Disadvantages of learner-centred approach; Social oriented curriculum for social reconstruction.

UNIT –V: LIFE-ORIENTED CURRICULUM

Life-oriented curriculum – Inter-disciplinary curriculum: the growing need for inter- disciplinary curriculum- Broadfield curriculum- Need for curriculum integration - Teaching of science and mathematics for national development - Selection of content- Based on the experiences of children- communities- their natural curiosities- their subjects.

SUGGESTED ACTIVITIES

1. Critically evaluate the relevance of school subject for social justice and social reconstruction.
2. Discussion about the historical and cultural influences in any one of your school subjects.
3. Discussion on the social oriented curriculum for social reconstruction.
4. Group discussion on the redefinition of school subject from socio-cultural perspectives.
5. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.

TEXTBOOKS

1. Bookman Pande, R. (2015). Understanding Disciplines and subjects. Lall bookdepo.
2. 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. Routledge.
3. Guy, J. & Small, I. (2010). “The Nature of Disciplinary Knowledge”, Cambridge University Press, pp-1-3.
4. Maisnam, P, Lanka, S, K. & Gandhi, A. (2016). Understanding Disciplines and subjects. Meerut.
5. NCERT (2006). Curriculum, Syllabus and Textbooks – National Focus Group Position Paper, New Delhi: National Council of Educational Research and Training.
6. NCERT (2006). National Focus Group Position Paper on Social Sciences, New Delhi: National Council of Educational Research and Training.
7. NCTE (2009). National Curriculum Framework for Teacher Education – Towards Preparing Professional and Humane Teachers, New Delhi: National Council for Teacher Education.
8. VinayRakhejaMakol, R & Makol, L. (2015). Understanding Disciplines and subjects.

SUPPLEMENTARY READINGS

1. Doyle, W. (1992). Curriculum and pedagogy. In P. W. Jackson (ed.), Handbook of Research on Curriculum (New York: Macmillan), 486–516.
2. Grossman, P. L., Wilson, S. M. and Shulman, L. S. (1989). Teachers of substance: subject matter knowledge for teaching. In M. C. Reynolds (ed.), Knowledge Base for the Beginning Teacher (New York: Pergamon), 23–36.
3. Morris, P. and Chan, K. K. (1997). Cross-curricular themes and curriculum reform in Hong Kong: policy as discourse. *British Journal of Educational Studies*, 45(3), 248–262.

WEB RESOURCES

1. <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course-5%20English%20Version.pdf> retrived on 21.07.2021.
2. <http://egyankosh.ac.in/bitstream/123456789/46622/1/BES-125B1E.pdf> retrived on 21.07.2021.
3. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf retrived on 21.07.2021.
4. <https://www.hzu.edu.in/bed/Understanding-Disciplines-and-School-Subjects.pdf> retrived on 21.07.2021. <https://snscourseware.org/drsnsce/files/1566453535.pdf> retrieved on 21.07.2021.

COURSE OUTCOMES

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

CO1: describe the role of disciplines and subjects in school curriculum.

CO2: explain the development of curriculum with social, political and intellectual contexts.

CO3: discuss the paradigm shift in selection of content.

CO4: analyze the advantages of learner centered curriculum.

CO5: explain the aspects of life-oriented curriculum.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																*			*	*				
CO2	*						*	*	*															
CO3					*					*							*							
CO4		*																						
CO5																		*						



SEMESTER – II

Course Code: BD2AL

Credits: 5

ASSESSMENT FOR LEARNING

COURSE OBJECTIVES

- CO1: Describe the meaning and role of assessment in learning.
- CO2: Understand the assessment practices in various approaches of teaching.
- CO3: Identify tools and techniques for classroom assessment
- CO4: Develop necessary skills for preparation of achievement test and diagnostic tests
- CO5: Master various statistical techniques for reporting quantitative data

Unit I: BASICS OF ASSESSMENT

Meaning and definitions - Measurement, Assessment and Evaluation - Role of assessment in learning- as learning, for learning, and of learning - Formative and Summative assessment - purpose of assessment -Principles of assessment practices – Principles related to selection of methods for assessment, collection of assessment information, judging and scoring of students’ performance, summarization and interpretation of results, reporting of assessment findings.

Unit II: ASSESSMENT FOR LEARNING IN CLASSROOM

Student evaluation in transmission-reception (Behaviourist) model of education- drawbacks - Changing assessment practices- Assessment in Constructivist approach - Continuous and Comprehensive Evaluation- Projects, Seminars, Assignments, Portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of Assessment dialogue, Feedback through marking, peer and self –assessment.

Unit III: TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT AND ISSUES

Tools & techniques for classroom assessment: Observation, self-reporting, anecdotal records, check lists, rating scale, types of tests - rubrics- meaning and importance - assessment tools for affective domain- attitude scales, motivation scales- Interest inventory - Types of test items-Principles for constructing test items. Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - reforms in assessment: Open book and online - examinations.

UNIT IV: ASSESSMENT PRACTICES IN INCLUSIVE SCHOOL

Differentiated Assessment - Culturally Responsive Assessment - Use of tests for learner appraisal - Achievement test, Diagnostic test - Construction of scoring key - Marking scheme - question wise analysis - Quality of a good test - Ensuring fairness in assessment - Assessment for enhancing confidence in learning - Assessing the disabled and performance outcomes of diverse learners -

Assessment and feedback - Process of feedback.

Unit V: PREVALENT PRACTICES OF ASSESSMENT AND REPORTING OF QUANTITATIVE DATA

Drawbacks of Present Assessment System – Assessment for Better Learning, Confident learning and creative learners – Reflective journal – Studentsportfolio. Interpreting and reporting quantitative Data – Measures of central tendency, Measures of dispersion and correlation – graphs and diagrams.

SUGGESTED ACTIVITY

1. Conduct seminar on changing assessment practices.
2. Discussion on rubrics of assessment
3. Present a Power Point presentation on formative and summative assessment.
4. Submit an assignment of drawbacks of Present Assessment system.
5. Workout examples for central tendency, dispersion and correlation

TEXT BOOKS

1. Baker, E.L &Quellmalz, E.S Ed. (1980) Educational testing and evaluation. London: SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative and summative evaluation of student learning.New York: McGraw – Hill Book Co.
3. Dave, R.H. & Patel, P.M. (1972) Educational evaluation and assessment, New Delhi:NCERT.
4. Ebel, R. L. (1966). Measuring educational achievement. New Delhi: Prentice Hall ofIndia Pvt. Ltd.
5. Griffin, P., McGraw, B., & Care, E. (2012). (Eds.). Assessment and teaching of 21st century skills. New York: Springer.

SUPPLEMENTARY READINGS

1. Gronlund, E.N. (1965) Measurement and evaluation in teaching. London: Collier – McmillanLtd.
2. Harper (Jr.) A. E. & Harper E.S. (1990). Preparing Objective Examination, A handbookfor reachers, students and examiners. New Delhi: Prentice Hall.
3. Linn, R. L.&Gronlund, N.E.(2003).Measurement and assessment in teaching. NewDelhi Pearson Education Pvt. Ltd. Camberwell: ACER



COURSE OUTCOME

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

- CO1: Gain knowledge of judging and scoring of student performance.
- CO2: Know the principles of assessment practices.
- CO3: Differentiate between the types of assessment.
- CO4: Point out the key issues in classroom assessment.
- CO5: Understand how assessment can be possible in inclusive settings.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1		*															*							
CO2	*															*						*		
CO3				*																				
CO4					*	*																	*	
CO5											*										*			



SEMESTER – II

Course Code: BD2EE

Credits: 5

ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

- CO1. Realise the need for environmental education.
- CO2. List the natural resources and its associated problems.
- CO3. Identify the different types of pollution and its management.
- CO4. Appreciate the policies and programmes initiated to protect the environment.
- CO5. Analyse the environmental education curriculum.

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and Meaning of Environment – Components of Environment – Types of Environment – Environmental Awareness – Environmental Attitude – Ecological Intelligence – Ecological Sensitivity – Environmental Education: Focal Aspects of Environmental Education – Goals of Environmental Education – Objectives of Environmental Education – Need and Importance of Environmental Education – Scope of Environmental Education.

UNIT II: - NATURAL RESOURCES, PROBLEMS, AND SOLUTIONS

Land Resources and Prevention of Soil Erosion – Forest Resources and Prevention of Deforestation – Water Resources and Prevention of Water Scarcity – Mineral Resources, and Prevention and Exploitation of Minerals – Food Resources, Food Crisis, and Increasing Food Production – Energy Resources – Alternative Energy Resources.

UNIT –III: ENVIRONMENTAL POLLUTION, HAZARDS, AND DISASTER MANAGEMENT

Environmental Degradation –Types of Environmental Degradation – Environmental Pollution – Environmental Pollutants – Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Radiation/Nuclear Pollution, Light Pollution, Solid Waste Pollution – Prevention and Management of Pollution – Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, Cyclone, Flood - Nuclear and Industrial Accidents – Oil Spills

UNIT –IV: ENVIRONMENTAL PROBLEMS, POLICIES, AND PROTECTION OF ENVIRONMENT

Major Environmental Problems: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain, Extinction of Flora and Fauna– National Environmental Policies and Programmes: Environmental Legislation, Acts, Rules, Notifications and Amendments, National and Regional Green Tribunals, Pollution Control Board – International NGOs and Environmental Protection: Environmental Foundation for Africa, World Wide Fund for Nature, Conservation International, Green Peace–International Union for Conservation of Nature

UNIT 5 - ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

Status of Environmental Education in School Curriculum – Environmental Education at different levels of School Education –Innovative Methods of Teaching Environmental Education – Problems faced in Teaching Environmental Education – Role of UNEP, CEE and NCERT in promoting Environmental Education

SUGGESTED ACTIVITIES

1. Discussion on the need and importance of protecting the environment
2. Seminar on environmental awareness and environmental attitude
3. Teacher talk on the need and importance of protecting water resources
4. Preparation of a scrap book on issues related to environment
5. Power point presentation on different types of environmental pollutions and its causes

TEXT BOOKS

1. Archana, T. (2011). Environmental education. Kalpaz Publications.
2. Havilah, S. N. (2013). Environmental education. A.P.H. Publishing Corporation.
3. Maria, C. M. (2020). Effect of ecological intelligence on developing ecological sensitivity among prospective teachers. Shashwat Publication.
4. Paachuri, S.C., & Kumar, P. (2013). Environmental education. A.P.H. Publishing Corporation.
5. Palmer, J.A. (1998). Environmental education in the 21st Century: Theory, practice, progress, and promise. Routledge.

SUPPLEMENTARY READINGS

1. Gruenewald, D.A. (2004). A foucauldian analysis of environmental education: Toward the socioecological challenge of the earth charter. *Curriculum Inquiry*, 34(1), 71-107.
2. Malone, K. (1999). Environmental education researchers as environmental activists. *Environmental Education Research*, 5(2), 163-177.
3. Nath, B. (2003). Education for sustainable development: The Johannesburg summit and beyond. *Environment, Development & Sustainability*, 5, 231- 254.
4. Singh, S.R. (2012). *Environmental education and sustainable development*. A.P.H. Publishing Corporation.
5. Stapp, W.B., et al. (1969). The concept of environmental education. *The Journal of Environmental Education*, 1(1), 30-31.

WEB RESOURCES

1. <http://www.epa.gov/sustainability/basicinfo.htm>
2. <http://www.conserve-energy-future.com/current-environmental-issues>
3. http://en.wikipedia.org/wiki/Environmental_education
4. <http://www.yourarticlelibrary.com/environment/forest/forest-resources-in-india-use-over-exploitation-causes-and-effects/28196/>
5. <http://www.yourarticlelibrary.com/environment/the-importance-of-natural-resources-of-planet-earth/9914/>
6. http://wwf.panda.org/about_our_earth/blue_planet/problems/pollution
7. <http://www.brighthub.com/environment/science-environmental/articles/92943.aspx>

COURSE OUTCOMES

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

- CO1. understand the need for environmental education.
- CO2. name the natural resources and its associated problems.
- CO3. identify the different types of pollution, its impact and management of pollution.
- CO4. appreciate the policies and programmes initiated to protect the environment.
- CO5. analyse the environmental education curriculum.



OUTCOME MAPPING

COURSE OUTCOME S	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1									*																
CO2													*												
CO3												*													
CO4							*			*			*								*				
CO5						*					*	*				*		*							



SEMESTER – II

Course Code: BD2SM

Credits: 5

SCHOOL MANAGEMENT AND ADMINISTRATION

COURSE OBJECTIVES

CO1 : Comprehend the different forms of school management.

CO2 : Identify the merits and limitations of different management approaches in school management and administration.

CO3 : Understand the various theories of educational administration.

CO4 : Describe the role of headmaster and headmistress in school management.

CO5 : Identify the role of agencies that provide financial support to education.

UNIT – 1: SCHOOL MANAGEMENT

School Management: Concept, definition, meaning, characteristics and scope – Participatory and non- participatory management – Planning, organizing and controlling in educational management- Resource Management: Human resource, Material resource, financial resource.

UNIT – II: MANAGEMENT APPROACHES

Types of Management approaches: Man power approach – Cost-benefit approach – Social demand approach – Social justice approach – Rate of return approach – Intra-educational extrapolation approach – Demographic projection model.

UNIT – III: EDUCATIONAL ADMINISTRATION

Educational administration: Definition, aims, objectives, scope, types and functions – Relationship between educational management and educational administration – Theories of educational administration - Meaning and nature of leadership - Styles of leadership- Measurement of leadership.

UNIT – IV: SCHOOL ADMINISTRATION

School administration : Meaning, nature, aims, objectives and principles – Institutional planning – School complex – Democratic administration in education – School plan – Time table – Role of Headmaster / Headmistress and Teachers in school administration.

UNIT – V: FINANCING EDUCATION IN INDIA

Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education ches, industry and external aids.

SUGGESTED ACTIVITIES

1. Visit a nearby school and prepare a detailed report on its administrative system.
2. Debate on the advantages and disadvantages of various management approaches.
3. Presentation on the salient features of various theories of school Administration.
4. Group discussion on the role of Headmaster and Head mistress in school administration.
5. Present a report on the role of UNESCO, UNICEF&UNDP

TEXT BOOKS

1. Fred C.Lunenberg (2021). Educational administration: Concepts and practices(7thedn). Sage Publication.
2. Ladd, Helen F.,& Edward B. Fiske, (Eds)(2008). *Handbook of research in education finance and policy*. New York: Routledge.
3. Law, S., & Glover, D. (2003). Educational leadership and learning: Practice, policy and research. Buckingham, UK: Open University Press.
4. Samier, E., & Bates, R. J. (2006). Aesthetic dimensions of educational administration and leadership. London: Routledge.
5. McTavish, D. (2006). Further education management strategy and policy. Educational Management Administration &Leadership, 34(3), 411-428.

SUPPLEMENTARY READINGS

1. Glover, D. (1990). Towards a school development plan: Process and practice. Educational Management and Administration, 18(3), 22-26.
2. Stefkovich, J. A., & Begley, P. (2007). Ethical school leadership: Defining the best interests of students. Educational Management Administration & Leadership, 35(2), 205-224.
3. Caldwell, B. J., & Spinks, J. (1992). Leading the self managing school. London: Falmer Press.

4. Bates, R. J. (2010). History of educational leadership and management. In P. Peterson, E. Baker & B. McGraw (Eds.), *International encyclopedia of education* (3rd edn.,) pp. 724-730). Oxford: Elsevier.
5. Bell, L. (2002). Strategic planning and school management: Full of sound and fury, signifying nothing? *Journal of Educational Administration*, 40(5), 407-424.

E – RESOURCES

1. <https://www.pearsonhighered.com/assets/samplechapter/0/2/7/3/0273757342.pdf>
2. https://www.opentextbooks.org.hk/system/files/export/7/7301/pdf/21st_Century_Theorie_of_Education_Administration_7301.pdf
3. <https://dlib.bc.edu/islandora/object/bc-ir:100864/datastream/PDF/view>
4. <https://files.eric.ed.gov/fulltext/EJ1071015.pdf>
5. http://202.164.34.138/moodle/pluginfile.php/4303/mod_resource/content/1/School%20Headmaster%20Functions.

COURSE OUTCOMES

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

CO1 :explain the characteristics of various forms of school management.

CO2 : describe the different management approaches in school management and administration.

CO3 : demonstrate the salient aspects of various theories of educational administration.

CO4 : spell out the role of a Headmaster and Headmistress in school management.

CO5 : appreciate the role of different agencies that provide financial support for education.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1						*					*														
CO2											*														
CO3											*								*						
CO4					*						*													*	
CO5											*														

பாடக்குறியீடு: BD2TA

அலகீடு:5

தமிழ் கற்பிக்கும் முறைகள் - பகுதி-2

பாடத்தின் நோக்கங்கள்

CO1: தாய்மொழிக் கல்வியின் சிறப்பினை அறிதல்.

CO2: மொழித்திறன்களையும் வளங்களையும் புரிந்துகொள்ளல்.

CO3: கலைத்திட்டத்தைப் பகுப்பாய்வுசெய்துபாடநூல் தயாரித்தல்.

CO4: கற்றலுக்கான அடிப்படைவளங்களைக் கையாளும் திறன் பெறல்.

CO5: சோதனைகளைக் கட்டமைத்துபுள்ளியியல் அளவைகளைக் கொண்டுவந்துபயன்படுத்துதல்.

அலகு- 1 தாய்மொழிக் கல்வியின் சிறப்பு

தாய்மொழிக் கற்பித்தலின் இன்றியமையாமை: சிந்தனை, எண்ணம், படைப்பாற்றல், கற்பனையாற்றலை வளர்த்தல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - இலக்கியநயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டுமரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப்பற்று, நாட்டுப்பற்றை வளர்த்தல் - வாழ்வியல் திறன்களைப் பெறுதல் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு - மொழிக் கற்பித்தலின் பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள்.

அலகு- 2 மொழித் திறன்களும் வளங்களும்

திறன்கள்: அடிப்படைத் திறன்கள்: கேட்டல், பேசுதல், படித்தல், எழுதுதல் - அவற்றின் வகைப்பாடுகள் - பயிற்சி முறைகள். உயர்நிலைத் திறன்கள்: வகைப்பாடு, எழுத்துநிலை, பேச்சுநிலை - நோக்கங்கள் - கற்பித்தல், தேர்ந்தறி முறைகள்

வளங்கள்: செய்யுள், உரைநடை - இலக்கணம், ஒவ்வொன்றின் வகைப்பாடுகள் - கற்பித்தல் நோக்கங்கள் - பயன்கள் - கற்பித்தல் முறைகள், பழகுசெயல்கள்.

அலகு- 3 கலைத்திட்டமும் பாடநூலும்

கலைத்திட்டம் - வரையறை - கலைத்திட்டம் உருவாக்குதலில் உள்ள சில அடிப்படைக் கோட்பாடுகள் - தேசிய கல்விக் கொள்கையில் தாய்மொழிபெறும் இடம் - தனிநபர் வேறுபாடு - மாறிவரும் சமுதாயம் - பாடநூலின் பண்புகள், சிறந்த பாட நூல்களை தயாரிக்கும் பொழுது மனதிற் கொள்ளத்தக்க செய்திகள் - தற்போது நடைமுறையில் உள்ள பாடநூல் பற்றிய பார்வை - நூலகப்படிப்பு.

அலகு - 4: கற்றலுக்கான அடிப்படைவளங்கள்

பாடநூல் தொடர்பான பார்வை நூல்கள் - அகராதி - அபிதான சிந்தாமணி - பல்கலைக் கழகப் பேரகராதி (Lexicon) - இலக்கிய வரலாறு: கால அடிப்படையிலான பார்வை - இலக்கிய வகைகள் - இலக்கியக்

கலைக் கூறுகள்- இலக்கியத் திறனாய்வு: வரலாற்றுஅடிப்படை,விழுமியப் பதிவு,கலைக்கூறுகள் - மனித வளம்: பொதுஊடகங்கள்- தமிழாசிரியரின் சிறப்புப் பண்புகள்.

அலகு -5 சோதனையும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - குறையறிதல் - தொகுநிலை- அடைவு-சோதனைஉருக்கள்: (Test items)-அகவயம் - புறவயம் - பயன்பாடு- தயாரிப்புமுறைகள் - வினாத்தான் திட்டவரைவு(Blue Print)உருக்களின் அட்டவணைதயாரிப்பு- மதிப்பெண் வழங்கும் முறையும் மதிப்பீடுதலுக்கானவிடைக் குறிப்புகளும் - தேர்வுருப் பகுப்பாய்வு- புள்ளியியல் அளவைப் பயன்பாடு.

பரிந்துரைக்கப்பட்டசெயல்பாடுகள்

1. தாய்மொழிக் கல்வியின் சிறப்புக்குறித்துஆசிரியர்/மொழிவல்லுநர் கருத்துரைநிகழ்த்துதல்.
2. மொழிதிறன்கள் மற்றும் வளங்களைஉணர்த்தும் வகையிலானபயிற்சிபட்டறைநடத்துதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவம் குறித்துகலந்துரையாடல்.
4. கற்றுலுக்கானஅடிப்படைவளங்கள் குறித்துபயிலரங்கம் நிகழ்த்துதல்.
5. தேர்விற்கானவினாத்தாள் திட்டவரைவுஒன்றினைதயாரிக்கவும்.

பாடநூல்கள்

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3. பழனிவேலு,ஞா. (2011). செந்தமிழ் கற்பித்தல் பொதுத் தமிழ். தஞ்சாவூர்: நதிப்பளிக்கேஷன்ஸ்.
4. பரமசிவம்,சொ. (2010). நற்றமிழ் இலக்கணம்,சென்னை: பட்டுபதிப்பகம்.
5. தமிழ்நாட்டுப் பாடநூல் நிறுவனம்(2001),தமிழ் மொழிக் கல்விக் கற்பித்தல்,சென்னை
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7. சுப்புரெட்டியார் ந. (2010). தமிழ் பயிற்றும் முறை,சேலம்: அறிவுச்சுடர் பதிப்பகம்.
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துணை நூல்கள்

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2. துரை.மணிகண்டன்,&வானதி.த (2016),தமிழ்க் கணினி இணையப் பயன்பாடுகள்,தஞ்சாவூர் மாவட்டம்,கமலினிபதிப்பகம்.
3. கோமளவல்லி.சி.(2016). கல்வியியல் தமிழ் கற்பிக்கும் முறைகள், Polymath Press, Chennai.
4. வேணுகோபால், இ. பா. (2009). பைந்தமிழ் கற்பிக்கும் முறைகள்,சென்னை: சாரதாபதிப்பகம்
5. Principles of preparing textbooks in mother tongue, NCERT Publication (1970)

மின் வளங்கள்

1. https://drive.google.com/file/d/1hUb_uP8AP_xy03T5du7oCzlGWqk01L-Q/view
2. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl01/dip01000main.htm
3. https://www.srmist.edu.in/tamilperayam/tamilperayam/diploma-dtt/Lessons/I_Year/dipl02/dip02000main.htm
4. <https://noolaham.net/project/01/57/57.pdf>
5. http://162.241.27.72/siteAdmin/dde-admin/uploads/1/_UG_B.Ed._Education_1.3.1%20-%20teaching%20of%20tamil_3752.pdf
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பாடவிளைவுகள்

பாடம் முடிவுறும் தருவாயில்,மாணவர்கள் பெறும் அடைவுகள்

1. தாய்மொழிக் கல்வியின் சிறப்பினைக் கண்டுணர்தல்.
2. மொழிதிறன்கள் மற்றும் வளங்களில் முழுத்திறனறிவுபெறுதல்.
3. பாடநூல் தயாரித்தலில் கலைத்திட்டத்தின் முக்கியத்துவத்தை உணர்தல்.
4. கற்றலுக்கான அடிப்படைவளங்களைக் கையாளுதல்.
5. புள்ளியியல் அளவைகளைக் கொண்டு சோதனைகளைக் கட்டமைத்தல் மற்றும் மதிப்பீடு செய்வதில் மேம்பட்ட பயிற்சியினைப் பெறுதல்.

அடைவுவரைபடம் (OUTCOME MAPPING)

COURSE OUTCOMES பாடவிளைவு	PROGRAMME SPECIFIC OUTCOMES நிகழ்வின் சிறப்புவிளைவுகள்																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				



SEMESTER – II

Course Code: BD2EN

Credits: 5

PEDAGOGY OF ENGLISH - II

COURSE OBJECTIVES

- CO1. Understand the concept of pedagogy, andragogy and heutagogy.
- CO2. Comprehend the Bruner's concept attainment model and Ausubel's advance organiser model.
- CO3. Gain mastery of role play, simulation, gaming and prioritisation exercises.
- CO4. Use different types of resources, users and their role in a resource centre.
- CO5. Comprehend the construction of achievement test and blue print making.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to andragogy to heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom's Mastery Learning, Skinner's Operant Training, Bruner's Concept attainment, Ausubel's Advance Organizer, Glaser's Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox's social inquiry, Carl Roger's Non-directive and William Gordon's Synaptic models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: RESOURCE-BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ENGLISH

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the Construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/invited talk on andragogy, heutagogy-concept and stages.
2. Teacher talk/invited talk on Bloom' Mastery Learning, Skinner's Operant Training and Bruner's Concept attainment model.
3. Students' seminar on Carl Roger's non-directive and William Gordon's Synectics models.
4. Students' seminar on Blue Print and Question Pattern.
5. Teacher talk on defining educational Resources and Resource Centre (Area) and Resource Bank.

TEXT BOOKS

1. Larsen-Freeman, Diane (1986). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.
2. Littlewood, William (1981). Communicative Language Teaching: An Introduction. Cambridge: Cambridge University Press.
3. Richards, Jack, C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
4. Rivers, Wilga M (1981). Teaching Foreign Language Skills. Chicago: University of Chicago Press.

SUPPLEMENTARY READINGS

1. Swan, Michael (2000). Practical English Usage. Oxford: Oxford University Press.
2. Ur, Penny (1991). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.
3. Wright, Andrew (1976). Visual Materials for the Language Teacher. London: Longman.

E- RESOURCES

1. <https://www.uou.ac.in/sites/default/files/bed17/CPS-5.pdf>
2. https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING_OF_ENGLISH.PDF
3. <https://ncert.nic.in/pdf/focus-group/english.pdf>

4. http://www.wbnsou.ac.in/online_services/SLM/BED/A5-Part-5.pdf

COURSE OUTCOMES

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

CO1: analyse the concept of pedagogy, andragogy and heutagogy.

CO2: practise Carl Roger’s Non- directive model in a new learning situation

CO3: practise activity- based Instruction concept like Role play, simulation, gaming and prioritising.

CO4: analyse different types of Educational Resources in Classroom learning.

CO5: set achievement test and evaluate English based instruction.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1	*							*																	*
CO2		*						*		*															
CO3		*			*													*			*				*
CO4					*	*		*				*				*		*			*		*		*
CO5				*																					

SEMESTER – II

Course Code: BD2UR

Credits: 5

PADAGOGY OF URDU -II

Course Code :

Credits :

کورس کے مقاصد:

- CO1- تدریسی، اینڈر گوجی اور ہیوٹا گوجی کے تصور کو سمجھیں۔
- CO2- بروزر کے تصور کے حصول کے ماڈل اور اوسبیل کے ایڈوانس آرگنائزر ماڈل کو سمجھیں۔
- CO3- رول پلے، نقلی، گیمنگ اور ترقی مشقوں میں مہارت حاصل کریں۔
- CO4- وسائل کے مرکز میں مختلف قسم کے وسائل، صارفین اور ان کے کردار کا استعمال کریں۔
- CO5- کامیابی ٹیسٹ اور بلیو پرنٹ بنانے کی تعمیر کو سمجھیں۔

UNIT-I (یونٹ-I): تعلیمی تجزیہ۔

درس و تدریس سے اینڈر گوجی کی طرف ہیوٹو گوجی کی مثال تقریبات، تعامل اور تعبیر میٹرکس کی تشریح۔

UNIT -II (یونٹ II) : تعلیم دینے کے ماڈل بلوم کی مہارت سیکھنا، سکرنی کی آپریٹنگ ٹریننگ، بروزر کا تصور حاصل

کرنا، اوسوبیل کا ایڈوانس آرگنائزر، گینر کی بنیادی تعلیم (کلاس روم میٹنگ)، بائرن ماسٹری اور پینٹنگ کا کس کی سماجی انکوائری، کارل راجر کی غیر ہدایت اور ولیم گورڈن کے Synaptic ماڈل۔

UNIT -III (یونٹ III): سرگرمی پر مبنی اور گروپ کنٹرول ہدایات سرگرمی پر مبنی ہدایات: تصور، درجہ بندی۔ رول پلے، نقلی، واقعہ کا طریقہ، کیس اسٹڈی کا طریقہ، گیمنگ اور ترقی مشقوں۔ گروپ کنٹرولڈ انسٹرکشن کا تصور، تعریف اور اہمیت۔ گروپ کنٹرولڈ انسٹرکشن کی اقسام: گروپ انٹرا ایکٹو سیشنز، کوآپریٹو لرننگ کے طریقے، گروپ انویسٹی گیشن، گروپ پروجیکٹس۔ IV

UNIT:IV (یونٹ-IV) وسائل پر مبنی تعلیم، تعلیمی ذریعہ اینڈ ریورس سینٹر (ایریا)، ریورس بینک، ریورس آن لائنڈ،

ریورس جزیرہ نما کی وضاحت کرنا۔ ریورس سینٹر میں وسائل کی اقسام، صارفین اور ان کا کردار: اساتذہ، سیکھنے والے اور تکنیکی عملہ۔

UNIT -V (یونٹ-V): انگریزی کی تعلیم میں تشخیص۔ اساتذہ کی تشخیص کا معیار۔ ٹیسٹ، پیمائش اور تشخیص کا تصور۔ تشخیص اور

تشخیص کے درمیان فرق۔ ٹیسٹ کا معیار، اصول اور حصول ٹیسٹ کی تعمیر میں شامل اقدامات۔ بلیو پرنٹ اور سوال کا نمونہ۔ تاثرات کے آلات: معنی، اقسام، معیار، رہنمائی بطور فیڈ بیک ڈیوائسز: محاموں کا جائزہ

تجویز کردہ سرگرمیاں

1. ٹیچر ٹاک / مدعو شدہ ٹاک اینڈر گوجی، ہیوٹا گوجی تصور اور مراصل پر۔

2. بلوم کی مہارت سیکھنے، سکرنی کی آپریٹنگ ٹریننگ اور بروزر کے تصور کے حصول کے ماڈل، رٹیچر ٹاک / مدعو ٹاک۔ 3

- 3- کارل راجر کے غیر ہدایتی اور ولیم گورڈن کے Synectics ماڈلز پر طلباء کا سیمینار۔
4- بلیو پرنٹ اور سوال کے پیٹرن پر طلباء کا سیمینار۔ 5
5- تعلیمی وسائل اور ریسورس سینٹر (ایریا) اور ریسورس بینک کی تعریف پر استاد کی گفتگو۔

متن کی کتابیں

اردو ریڈر (URDU READER)

نثر اور نظم کی کتابیں

سرسری مطالعہ (نویں اور دسویں جماعت)

:COURSE OUTCOMES

اس کورس کی تکمیل کے بعد طالب علم اور اساتذہ کا کام

CO1: تدریس، اندراگوچی اور ہیونگو جی کے تصور کا تجزیہ کریں

CO2: سیکھنے کی نئی صورت حال میں کارل راجر کے غیر ہدایتی ماڈل پر عمل کریں

CO3: سرگرمی پر مبنی ہدایات کے تصور کی مشق کریں جیسے رول پلے، سمولیشن، گیمنگ اور ترجیح دینا

CO4: کمرہ جماعت میں مختلف قسم کے تعلیمی وسائل کا تجزیہ کریں

CO5: امتحان مقرر کریں اور اردو کی مبنی ہدایات کا اندازہ کریں



SEMESTER – II

Course Code: BD2MA

Credits: 5

PEDAGOGY OF MATHEMATICS – II

COURSE OBJECTIVES

CO1: Understand the concept of critical Pedagogy.

CO2: Learn the various teaching Models.

CO3: Comprehend the Activity Based Instruction and Group Controlled Instruction.

CO4: Recognise the various Educational Resources for teaching and learning Mathematics.

CO5: Understand the differences between Assessment and Evaluation

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV RESOURCE BASED LEARNING

Defining Educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.

UNIT – V: ASSESSMENT IN PEDAGOGY OF MATHEMATICS

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Teacher talk/ Invited lecture on Paradigm shift from pedagogy to Andragogy to Heutagogy.
2. Students' seminar on types of Group- Controlled Instruction.
3. Preparation and presentation of a report on various Teaching Models.
4. Explain the role of Educational Resource centre in teaching Mathematics.
5. Construct an achievement test with blue print and question pattern.

TEXTBOOKS

1. Edwards, Brian (2009) Libraries and Learning Resource Centres. Oxford, UK: Architectural Press.
2. Shirley R.Steinbergg&Barry down.(2020). Handbook of Critical Pedagogies.Sage Publication Ltd.
3. Marshal Weil et al. (1972). Models of teaching. APH Publishing Corporation. New Delhi.
4. Cecil R.Reynolds.(2009). Measurement and Assesment in Education.Pearson Publication.
5. ArloKempf.(2016).The Pedagogy of StandardisedTests.PalgraveMacmilan.New york.
6. Barbara Bassot.(2013). The Reflective Journal.Palgravemacmilan.Newyork.
7. Bloom, B. S., et al. (1956). Taxonomy of educational objectives. Handbook I: cognitive domain. New York: McKay.

SUPPLEMENTARY READINGS

- 1 NCERT (2012). Pedagogy of Mathematics, Textbook for Two Year B.Ed Course, New Delhi: NCERT.
- 2 Alomran, Hamad Ibrahim; (2007) Learning Resource Centres in Saudi Arabia: A study to the Reality with A plan for an Ideal center. Riyadh: Riyadh Girls University
- 3 Joyce, B. R. (1975). The models of teaching community: What have we learned? Texas Tech Journal of Education, 22, 95—106.

- 4 Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership, 41, 4—17.

E – RESOURCES

1. http://assets.cengage.com/pdf/prs_clark-developing-critical-thinking.pdf
2. <http://static.pseupdate.mior.ca.s3.amazonaws.com/media/links/Flanders%20Interaction%20Analysis%20Technique.pdf>
3. https://www.researchgate.net/publication/331132424_Activity_Based_Instruction_ABI_for_Motivating_the_Children_in_Mathematics_Learning
4. https://www.researchgate.net/publication/333106881_verbal_interaction_in_english_classroom_using_flanders_interaction_analysis_categories_system_fiacs
5. <http://egyankosh.ac.in/bitstream/123456789/46863/1/Unit-9.pdf>
6. <https://niepid.nic.in/models%20of%20teaching.pdf>

COURSE OUTCOMES:

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

CO1: explain the concept of critical Pedagogy.

CO2: adopt various teaching Models in teaching Mathematics.

CO3: demonstrate Activity Based Instruction and Group Controlled Instruction.

CO4: develop the various Educational Resources for teaching and learning Mathematics.

CO5: analyse the difference between Assessment and Evaluation.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				



SEMESTER – II

Course Code: BD2PS

Credits: 5

PEDAGOGY OF PHYSICAL SCIENCE – II

COURSE OBJECTIVES

1. Understand the concept of Pedagogical Analysis
2. Explain the different teaching models
3. Discuss the activity - based and group-controlled instruction
4. Use various Resources in Resource - Based Learning
5. Analyse the Assessment in Pedagogy of Physical Science

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Physical Science - Identifying and analyzing the learning resources in teaching-learning process of Physical Science - Physical Science Laboratory as a learning resource - Use of Science and Physical Science experiment kits in teaching - learning of Physical Science - Field visits and excursion as learning resource in Physical Science - ICT based

virtual experiments and simulations as learning resource in Physical Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Physical Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF PHYSICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Conduct a seminar in the class on teaching Models
2. Planning and conducting experiments for Science/ Physical Science
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class
5. Critical review of a Textbook of Science/ Physical Science

TEXT BOOKS

1. Bawa, M.S. & Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. VenkatRao N & Ramuluch A (2016). *Pedagogy of Physical Science*, Hyderabad: Neelkamal Publisher
2. Panneerselvam A & Rajendiran K (2009). *Teaching of physical science*, Chennai: Shantha Publishers
3. Pramod Kumar N K. Ramaiah N K & Sreedharachayulu K (2016). *Pedagogy of Physical Sciences*, Hyderabad: Neelkamal Publishers
4. Arul Jothi D. L. Balaji & Vijay Kumar (2019). *Teaching of physical Science – I* New Delhi: Centrum Press Publishers
5. Kulshrestha S & PGayaSingh (2019). *Pedagogy of School Subject Physical Science*, Meerut: R.LALL Book Publishers

6. AmalKantiSarkar (2020). *Pedagogy of Science Teaching Physical Science*,Kolkata: Rita Publications
7. Josh S R (1985). *Teaching of Science*,New Delhi: APH Publishing Corporation
8. *Pedagogy of Science PART-I*, National Council of Educational Research and Training
9. Amit Kumar (2002). *Teaching of Physical Sciences*,Bangaluru: Anmol Publications Pvt Ltd
10. Radha Mohan (2012). *Teaching of Physical Science*, Hydrabsd: Neelkamal Publisher

E- RESOURCES

1. <http://teaching.uncc.edu/learning-resources/articles- books/best- practice/instructional-methods/150-teaching-methods>
2. http://en.wikipedia.org/science_education
3. <http://iat.com/learning-physical-science>

COURSE OUTCOMES

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

- CO1: examine the importance of Critical Pedagogy.
- CO2: appreciate the various models of teaching.
- CO3: practise Activity Based Instruction in teaching Physical Science.
- CO4: analyse and use the resources for teaching Physical Science.
- CO5: handle various types of evaluation in teaching Physical Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1						*																			
CO2						*												*		*					
CO3		*										*			*										
CO4					*												*								
CO5				*														*							



SEMESTER – II

Course Code: BD2BS

Credits: 5

PEDAGOGY OF BIOLOGICAL SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Biological Science.

CO5. Analyze the Assessment in Pedagogy of Biological Science.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Biology - Identifying and analyzing the learning resources in teaching-learning process of Biology - Biology Laboratory as a learning resource - Use of Science and Biology experiment kits in teaching-learning of Biology - Field visits and excursion as learning resources in Biology - ICT based virtual experiments and simulations as learning

resource in Biology - Role of the teacher - Limitations and hurdles in the use of various learning resources in Biology.

UNIT – V: ASSESSMENT IN PEDAGOGY OF BIOLOGICAL SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Actual experience of Science/Biology laboratory of practicing school (report submission)
2. Planning and conducting experiments for Science/Biology.
3. Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
4. Presentation (s) used for teaching-learning in the class.
5. Critical review of a Textbook of Science/Biology.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Miller, David.F.(1938) *Methods and materials for teaching biological sciences*. New York: McGraw Hill Book Company.
4. NCERT (1969), *Improving Instructions in Biology*, New Delhi.
5. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
2. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
3. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.

E- RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

- CO1. examine the importance of Critical Pedagogy.
- CO2. appreciate the various models of teaching.
- CO3. practise Activity Based Instruction in teaching of biological science.
- CO4. analyse and use the resources for teaching biological science.
- CO5. handle varioustypes of evaluation in teaching biological science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1						*																			
CO2						*												*		*					
CO3		*										*			*										
CO4					*												*								
CO5				*														*							



SEMESTER – II

Course Code: BD2CS

Credits: 5

PEDAGOGY OF COMPUTER SCIENCE – II

COURSE OBJECTIVES

- CO1. Understand the concept of Pedagogy, Andragogy and Heutagogy
- CO2. Comprehend Skinner’s operant training model, Bruner’s Concept attainment model and Instructional models in Computer – based learning.
- CO3. Apply activity based and Group-controlled Instruction in learning pedagogy of computer science.
- CO4. Use educational resources and types of resources in learning Computer Science.
- CO5. Gain knowledge and understand the construction of achievement test in preparing blue print.

UNIT -1 PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages – Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).Steps in pedagogical analysis – Five pedagogical approaches – software pedagogy – pedagogical beliefs and attitudes of Computer Science – measuring Computer Science pedagogical content knowledge.

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectic’s models – types of teaching models – instructional models in Computer-based learning.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification – Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Groups Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group

Projects - Computer Science activities – active learning computer science –Three methods of instruction – four types of instructional activities – pros and cons of group-controlled instruction – control instructions in Computer Architecture.

UNIT-IV RESOURCE – BASED LEARNING

Defining educational Resource and Resource Centre (Area), Resource Bank, Resource Island, Resource Peninsula – Types of Resources, Users and their Role in a resource centre: Teacher, Learners and Technical Staff.Resource-based learning model – coding and Computer Science resources – resource-based learning activities – benefits of resource-based learning.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMPUTER SCIENCE

Criteria for Teacher Evaluation – Concept of Test, Measurement and Evaluation – Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern – Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation. Assessment in pedagogy – purpose of assessment –Teaching of Computer Science in school – computer assisted learning – evaluation of Computer-based instruction – automatic assessment of programming assignment –integration of ICT in teaching and learning.

SUGGESTED ACTIVITIES

1. Teacher talk / Invited talk on Foster independent thinking through critical pedagogy.
2. Students' seminar on Bloom's Taxonomy of educational objectives
3. Write an essay on Group controlled Instruction.
4. Teacher talk / Expert talk on Assessment and Evaluation
5. Teacher talk on different types of resource-based learning and role of resource centre.

TEXT BOOKS

1. Edmund J., Amidon; John B Hough; Ned A Flanders (1967)*Interaction analysis: theory, research, and application* Reading, Mass., Addison-Wesley Pub. Co.
2. Goel,H.K (2005) *Teaching of Computer Science* , New Delhi, R.LallBook.Depot.
3. J.C. Aggarwal (2010) *Principles, Methods and Techniques of Teaching*,Vikas Publication House Pvt Ltd.
4. Jesse Stommel ., Chris Friend ., Sean Michael Morris (2020) *Critical Digital Pedagogy: A Collection.*, Hybrid Pedagogy Books.

5. Knowles, M.(1975). *Self-directed learning: A guide for learners and teachers*. USA: Cambridge Adult Education.
6. Mangal S.K (2009) *Essentials of Educational Technology*. PHI Publication.
7. S. K. Kochhar (2018) *Methods and Techniques of Teaching*, Sterling Publishers Pvt. Ltd

SUPPLEMENTARY READINGS

1. ChrystallaMouza , AmanYadav , Anne Ottenbreit-Leftwich (2021) *Preparing Pre-Service Teachers to Teach Computer Science: Models, Practices, and Policies*, Information Age Publishing.
2. Mohanty,L (2006).*ICT Strategies for Schools*. New Delhi.sage Publication.
3. N R SwaroopSaxena , Dr. Navneet Kumar Singh (2016) *Principles and Methods of Teaching*,R.LallBook.Depot.
4. Norton,P(1998). *Introduction to Computers*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
5. Orit Hazzan, Tami Lapidot, NoaRagonis (2014) *Guide to Teaching Computer Science: An Activity-Based Approach* 2nd Edition, Springer.
6. VinayBharti (Latest Edition) *Pedagogy of Computer Science*, Laxmi Book Depot.

E-RESOURCES

1. <https://www.theedadvocate.org/how-to-implement-critical-pedagogy-into-your-classroom/>
2. <https://mypedagogyofenglish1975.blogspot.com/2020/07/chapter-08-pedagogical-analysis.html?m=1>
3. https://link.springer.com/chapter/10.1007/978-3-642-60968-8_12
4. <https://www.simplypsychology.org/case-study.html>
5. <https://learn-u.com/lesson/resource-based-learning/>

COURSE OUTCOMES

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

- CO1. analyse the concept of Pedagogy, Andragogy and Heutagogy.
- CO2. demonstrate Carl Roger's Non- directive model in a new learning situation.
- CO3. practise activity-based Instruction concept like Role play, simulation, gaming and prioritising.
- CO4. analyse different types of Educational Resources in Classroom learning.
- CO5.construct an achievement test and evaluate computer-based instruction.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
C01								*													*			
C02		*						*		*														
C03		*			*												*			*				*
C04					*	*		*				*				*		*			*		*	
C05				*																				



SEMESTER – II

Course Code: BD2HI

Credits: 5

PEDAGOGY OF HISTORY– II

COURSE OBJECTIVES

- CO1: Understand the Paradigm shift.
- CO2: Know various teaching models.
- CO3: Define activity based and group-controlled instruction.
- CO4: Utilize various resources in teaching History.
- CO5: Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser’s Basic Teaching Model(Classroom Meeting), Ausubel’s Advance Organizer Model, Schuman’s Inquiry Training Model, Bloom’s Mastery Learning Model, Bruner’s Concept attainment Model, Jean Piaget’s Cognitive Development Model, Byron Massials and Benjamin Cox’s Social Inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models, Skinner’s Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching History – History Learning Resources: History Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines - Co-curricular Activities Based Learning History - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HISTORY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Arora K.L. (2005) Teaching of History, Ludhiana: Prakash Brothers.
2. Burton, W.H. (1972). Principles of history teaching, London: Methuen.
3. Chaudhary, K. P. (1975). The effective teaching of history in India. New Delhi: NCERT.
4. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
5. Gunning, Dennis. (1978). The teaching of history. London: Goom Helm.

SUPPLEMENTARY READINGS

1. Kochhar.S.K.(2005) Teaching of History, New Delhi: Sterling Publishers Pvt.
2. Lewis, E.M. (1960). Teaching history in secondary schools. Delhi: Sterling Publishers.
3. Mangal. S.K and Uma Mangal. (2008) Teaching of Social Studies, New Delhi: PHI Learning Pvt.
4. Mangal. S.K and Uma Mangal. (2009) Essentials of Educational Technology, New Delhi: PHI Learning Pvt.

E-RESOURCES

1. <http://www.anselm.edu/internet/ces/index.html>
2. <http://www.decwise.com/>
3. <http://www.mindtools.com>

4. <http://nrcl.org/edu>.

COURSE OUTCOMES

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

- CO1: explain the Paradigm shift.
- CO2: demonstrate the various teaching models.
- CO3. identify activity based and group-controlled instruction.
- CO4. establish various resource centres in teaching History.
- CO5. generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*		*														
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				



SEMESTER – II

Course Code: BD2GE

Credits: 5

PEDAGOGY OF GEOGRAPHY - II

COURSE OBJECTIVES

CO1: Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: Know various teaching models.

CO3: Define activity based and group-controlled instruction.

CO4: Utilize various resources in teaching Geography.

CO5: Comprehend multiple assessment tools in teaching and learning.

UNIT –I: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser’s Basic Teaching Model(Classroom Meeting), Ausubel’s Advance Organizer Model, Schuman’s Inquiry Training Model, Bloom’s Mastery Learning Model, Bruner’s Concept attainment Model, Jean Piaget’s Cognitive Development Model, Byron Massials and Benjamin Cox’s Social Inquiry, Carl Roger’s Non-directive and William Gordon’s Synecticsmodels, Skinner’s Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group- Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV: RESOURCE BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Importance and Utilization in Teaching Geography – Geography Learning Resources: Geography Club and its activities, Museum, Library, Historical Fictions, Newspapers and Magazines- Co-curricular Activities Based Learning Geography - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF GEOGRAPHY

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation - Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Geography.
2. Write an essay on Geography resource center.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Geography.
5. Preparation and presentation of a report on different resources of teaching Geography.

TEXT BOOKS

1. Arche, R, L & Lewis, W.J. (1924). The teaching of geography. London: A & C Black.
2. Aurora, M.L. (1979). Teaching of geography. Ludhiana: Prakash Brother.
3. Bloom, S. Benjamin. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). Models of teaching. Scotts Valley: ETR Association.

SUPPLEMENTARY READINGS

1. Basha, Salim S.A. (2004). Methods of teaching geography. New Delhi: Discovery Publishing House.
2. Rao, M.S. (2004). Teaching of geography. New Delhi: Anmol Publications.
3. Siddiqui, M. H. (2004). Teaching of geography. New Delhi: APH Publication.

E-RESOURCES

1. www.geography-site.co.uk
2. www.geographyeducation.org
3. www.tcthankseducation.blogspot.in

COURSE OUTCOMES

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

CO1: explain the Paradigm shift from Pedagogy to Andragogy to Heutagogy.

CO2: demonstrate the various teaching models.

CO3: identify activity based and group-controlled instruction.

CO4: analyze various resource centers in teaching Geography.

CO5: demonstrate multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1																									
CO2		*										*						*	*						
CO3																*									
CO4																									
CO5				*		*	*							*			*								



SEMESTER – II

Course Code: BD2EC

Credits: 5

PEDAGOGY OF ECONOMICS – II

COURSE OBJECTIVES

- CO1. Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
- CO2. Know the different teaching models.
- CO3. Discuss the activity - based and group Controlled Instructions.
- CO4. Comprehend various Resources in Resource - Based Learning.
- CO5. Learn the Assessment in Pedagogy of Economics.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Economics - Identifying and analyzing the learning resources in teaching-learning process of Economics - Exhibitions/fairs - Economics club - Economics Resource Centre - Field visits and excursion as learning resource in Economics.

UNIT – V: ASSESSMENT IN PEDAGOGY OF ECONOMICS

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test , Principles and steps involved in the construction of achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Economics.
2. Write an essay on Economics resource centre.
3. Teacher talk on activity based and group-controlled instruction.
4. Critically review a Textbook of Economics.
5. Preparation and presentation of a report on different resources of teaching Economics.

TEXT BOOKS

1. Agarwal, J.C. (2005). *Teaching of economics*. Agra: VinodPustakMandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive domain*. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. SiddiqueMujibulHasan. (2004). *Teaching of economics*. New Delhi: AshishPublishing House.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
3. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. <https://en.wikipedia.org/wiki/Economics>
3. <http://en.wikipedia.org/wiki/Education>.

COURSE OUTCOMES

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

- CO1. examine the importance of Critical Pedagogy.
- CO2. appreciate the various models of teaching.
- CO3. practise Activity Based Instruction in teaching of Economics
- CO4. analyse and use the resources for teaching Economics.
- CO5. demonstrate various types of evaluation in teaching Economics.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1								*																	*
CO2		*						*	*																
CO3		*			*												*			*					*
CO4					*	*		*				*				*		*			*		*		
CO5				*																					



SEMESTER – II

Course Code: BD2CA

Credits: 5

PEDAGOGY OF COMMERCE AND ACCOUNTANCY – II

COURSE OBJECTIVES

- CO1. Understand the Paradigm shift from pedagogy to Andragogy to Heutagogy.
- CO2. Know the different teaching models.
- CO3. Discuss the activity - based and group Controlled Instruction.
- CO4. Comprehend various Resources in Resource - Based Learning.
- CO5. Understand the Assessment in Pedagogy of Commerce and Accountancy.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Commerce and Accountancy - Identifying and analyzing the learning resources in the teaching-learning process of Commerce and Accountancy - Exhibitions/fairs - Commerce and Accountancy club - Commerce and Accountancy Resource Centre - Field visits/Industrial visits and excursion as learning resource in Commerce and Accountancy.

UNIT – V: ASSESSMENT IN PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test – Standardization of Test, Principles and steps involved in the construction of achievement test of Commerce and Accountancy – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Prepare and submit a report on different methods of teaching Commerce and Accountancy.
2. Write an essay on Commerce and Accountancy resource centre.
3. Teacher talk on activity based and group-controlled instructions.
4. Critically review a Textbook of Commerce and Accountancy.
5. Preparation and presentation of a report on different resources of teaching Commerce and Accountancy.

TEXT BOOKS

1. Agarwal, J, C. (1996). *Teaching of Commerce: A Practical Approach*. Vikash Publishing
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive domain*. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Models of Teaching*. ETR Association.
4. VinothMonga, Neeraj Kumar, (2014). *Teaching of Commerce*, BOOKMAN Publishers.

SUPPLEMENTARY READINGS

1. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
2. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.

E-RESOURCES

1. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
2. <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMMERCE.pdf>
3. <https://www.learningclassesonline.com/2020/10/pedagogy-of-commerce.html>
4. <http://en.wikipedia.org/wiki/Education>.

COURSE OUTCOMES

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

CO1:examine the importance of Critical Pedagogy.

CO2:appreciate the various models of teaching.

CO3:practise Activity Based Instruction in teaching of Commerce and Accountancy.

CO4:analyse and use the resources for teaching Commerce and Accountancy.

CO5:demonstrate various types of evaluation in teaching Commerce and Accountancy.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1								*													*			
CO2		*						*	*															
CO3		*			*												*			*				*
CO4					*	*		*				*				*		*			*		*	
CO5				*																				



SEMESTER – II

Course Code: BD2HS

Credits: 5

PEDAGOGY OF HOME SCIENCE – II

COURSE OBJECTIVES

CO1. Understand the concept of Pedagogical Analysis.

CO2. Comprehend the different teaching models.

CO3. Demonstrate the activity - based and group Controlled Instruction.

CO4.State various Resources in Teaching Learning Process of Home Science.

CO5. Analyze the Assessment in Pedagogy of Home Science.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Bloom’s Mastery Learning, Skinner’s Operant Training, Bruner’s Concept attainment, Ausubel’s Advance Organizer, Glaser’s Basic Teaching (Classroom Meeting), Byron Massials and Benjamin Cox’s social inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises. Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects.

UNIT-IV: LEARNING RESOURCES

Need and significance of learning resources in Home Science - Identifying and analyzing the learning resources in teaching-learning process of Home Science - Field visits and excursion as learning resources in Home Science - Use of ICT as learning resource in Home Science - Role of the teacher - Limitations and hurdles in the use of various learning resources in Home Science.

UNIT – V: ASSESSMENT IN PEDAGOGY OF HOME SCIENCE

Measurement and Evaluation - Differentiate between Assessment and Evaluation - Types of evaluation: Formative, Summative, Diagnostic Test– Standardization of Test, Principles and steps involved in the Construction of Achievement test – Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, - Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

SUGGESTED ACTIVITIES

1. Critical review of a Textbook of Home Science.
2. Have a group discussion on Role Play, Simulation and incident method.
3. Prepare and submit a report on different types of learning resources.
4. Teacher talk on pedagogical analysis.
5. Write an essay on teaching models.

TEXT BOOKS

1. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
2. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
3. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.

SUPPLEMENTARY READINGS

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi:
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications
3. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications. Viva Book House.

E-RESOURCES

1. www.sciencesourcebook.com
2. www.csun.edu/science/biology

COURSE OUTCOMES

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

CO1. examine the importance of Pedagogical analysis.

CO2. analyse the various models of teaching.

CO3. practise Activity Based Instruction in teaching of Home Science.



CO4. analyse and use the resources for teaching HomeScience.

CO5. demonstrate various types of evaluation in teaching Home Science.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1						*																			
CO2						*												*		*					
CO3		*										*			*										
CO4					*												*								
CO5				*														*							



SEMESTER – II

Course Code: BD2SS

Credits: 5

PEDAGOGY OF SOCIAL SCIENCE– II

COURSE OBJECTIVES

- CO1. Understand the Paradigm shift from Pedagogy to Andragogy to Heutagogy.
- CO2. Know various teaching models.
- CO3. Define activity based and group-controlled instruction.
- CO4. Comprehend resources in teaching Social Science.
- CO5. Differentiate multiple assessment tools in teaching and learning.

UNIT -1: PEDAGOGICAL ANALYSIS

Paradigm shift from Pedagogy to Andragogy to Heutagogy – Concept and stages - Critical Pedagogy: Meaning, Foster independent thinking through critical pedagogy, Need and its implications in Teacher Education. Interaction Analysis: Flanders’ Interaction analysis, Galloway’s system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix).

UNIT-II: TEACHING MODELS

Meaning and Definitions – Characteristics of Teaching Models – Fundamental Elements – Types of Teaching Models: Information Processing Models, Social Interaction Models, Personal Development Models and Behaviour Modification Models – Some Teaching Models: Glaser’s Basic Teaching Model(Classroom Meeting), Ausubel’s Advance Organizer Model, Schuman’s Inquiry Training Model, Bloom’s Mastery Learning Model, Bruner’s Concept attainment Model, Jean Piaget’s Cognitive Development Model, Byron Massials and Benjamin Cox’s Social Inquiry, Carl Roger’s Non-directive and William Gordon’s Synectics models, Skinner’s Operant Conditioning Teaching Model.

UNIT-III: ACTIVITY-BASED AND GROUP CONTROLLED INSTRUCTION

Activity Based Instruction: Concept, Classification - Role Play, Simulation, Incident method, Case Study method, Gaming and prioritisation exercises.

Group Controlled Instruction: Concept, Definition and Importance of Group Controlled Instruction – Types of Group Controlled Instruction: Group Interactive sessions, Co-operative Learning methods, Group investigation, Group Projects, Symposium, and Brain Storming.

UNIT-IV RESOURCE – BASED LEARNING

Meaning of the Resources, Community Resources, Types of Community Resources, Social Science Learning Resources: Importance and Utilization of Resources in Teaching Social Science –Social Science Club and its activities, Museum, Library, Newspapers and Magazines- Co-curricular Activities Based Learning Social Science - Documents based Learning- Teaching of Current events.

UNIT – V: ASSESSMENT IN PEDAGOGY OF SOCIAL SCIENCE

Criteria for Teacher Evaluation - Concept of Test, Measurement and Evaluation -Differentiate between Assessment and Evaluation – Standardization of Test, Principles and steps involved in the construction of achievement test of Social Science– Blue Print and Question Pattern - Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation.

TEXT BOOKS

1. Bruce Joyce, Marshawell (2016) Models of Teaching, Prentice-Hall, New Jersey, USA.
2. Calhoun Emily (2008) Models of Teaching, Prentice-Hall, New Jersey, USA.
3. PoonamBatra (2010) Social Science Learning in Schools: Perspective and Challenges, SAGE Publications Pvt Ltd, New Delhi.
4. S.K.Mangal & Uma Mangal (2018) Pedagogy of Social Sciences, PHI Learning Pvt Ltd, New Delhi.
5. Sally Brown & Brenda Smith (1996) Resource Based Learning, SEDA Series 1st Edition, Routledge, London.

SUPPLEMENTARY READINGS

1. DhanijaNeelam (1993). Multimedia approaches in teaching social studies. New Delhi: Harman Publishing House.
2. GerardusBlokdyk (2020) Activity Based Learning : A Complete Guide,5Starbooks.
3. Mangal. S.K & Uma Mangal. (2009) Essentials of Educational Technology, New Delhi:PHI Learning Pvt.
4. MujibulHasanSiddiqui (2008) Models of Teaching, APH Publishing Corporation New Delhi- 110 002.

E-RESOURCES

1. www.egyankosh.ac.in
2. www.patnauniversity.ac.in
3. www.stemmates.com
4. www.springer.com
5. www.teachersofindia.org
6. www.cbseacademic.nic.in

COURSE OUTCOMES

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

- CO1: explain the Paradigm shift.
- CO2: demonstrate the various teaching models.
- CO3: identify activity based and group-controlled instructions.
- CO4: establish various resource centres in teaching Social Science.
- CO5: generalise multiple assessment tools in teaching and learning.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1								*																	*
CO2		*						*		*															
CO3		*			*												*			*					*
CO4					*	*		*				*				*		*			*		*		*
CO5				*																					



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

(Established under Tamil Nadu Act 33 of 2008)

Chennai – 600 097



SYLLABUS – SEMESTER -III

B.Ed Degree Programme
(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)

**Semester - III**
School Internship**Record Verification & Teaching Learning Assessment - External Evaluation**

S.No	Sub. Code	Practicum Components & Online Course	Credits	Marks
PART –A – Assessment of Teaching Competency and Records				
1	A1	Observation Record: Level- I & II	1	20
2	A2	Micro Teaching Record: Level - I & II	1	20
3	A3	Demonstration Record : Level - I & II	1	20
4	A4	Lesson Plan Record: Level - I & II	4	80
5	A5	Instructional Materials Record: Level - I & II	1	20
6	A6	Test and Measurement Record: Level -I & II	1	20
7	A7	Case Study Record	1	20
8	A8	Psychology Practical Record	2	40
9	A9	Environmental Education Record	1	20
10	A10	Students Portfolios and Reflective Journals	1	20
11	A11	Teaching Competency– Level - I & II	6	120
TOTAL –A			20	400
PART –B - EPC-Records				
1	EPC1	1. Reading and Reflecting on Texts	1	20
2	EPC2	2. Drama and Art in Education	1	20
3	EPC3	3. Critical Understanding of ICT	1	20
4	EPC4	4. Understanding the Self	1	20
TOTAL –B			4	80
PART –C – Online Course				
1	ONC	Online Course-SWAYAM (any one course related to Pedagogy/Education/Basic Discipline Skills)	1	20
TOTAL –C			1	20
	BD3PC	Total (A+B+C)	25	500



Guidelines for Preparation of Practicum Components:

1. Observation Record

Observation of minimum of five lessons by student teachers at Level - I & II of pedagogical subjects delivered by school teachers.

2. Micro Teaching Record

Microteaching – Practice is to develop the skills of introducing lesson, explaining, Probing questioning, stimulus variation, reinforcement, use of black board and achieving closure at level I & II related to pedagogy subject under the supervision of pedagogy teacher.

3. Demonstration Record

Demonstration of minimum 2 Model lessons delivered by the concern pedagogic teacher and 3 model lessons by each student teacher under the supervision of pedagogy teacher.

4. Lesson Plan Record

Regular Classroom Teaching: Preparation and delivery of 25 lessons in each level (I & II) of Pedagogy subject in the cooperative school during the school internship programme.

5. Instructional Materials Record

The student teachers prepare a record about the preparation and use of various instructional materials such as Print, Audio, Visual, Audio-Visual and Electronic Interactive Materials during the school Internship Programme.

6. Test and Measurement Record

This record is to be prepared covering theoretical aspects of Test and Measurement during the evaluation process with regard to students learning outcome. The following components shall be included in the preparation of record.



- Construction and administration of Achievement Tests at Level –I & II of Pedagogy subjects.
- Measures of Central Tendency: Mean, Median, Mode
- Measures of Dispersion: Range, Quartile deviation, Mean deviation and Standard deviation.
- Co-efficient of Correlation: Spearman’s Rank Correlation Co-efficient.
- Graphical Representation of data: Histogram, Bar diagram, Frequency Curve, Frequency Polygon and Ogive Curve.

7. Case Study Record

The case study record includes detailed examination of a student as a case, understand the reasons behind his/her unique habits or character and try to provide suggestions or remedial measures to enhance his/her habits or character to become a good citizen.

8. Psychology Practical Record

The student teachers should perform **any five Psychological Experiments** and **any five Psychological Tests** from the following and the activities regarding this shall be carried out during the first semester and the completed practical record should be submitted at the time of practical examinations.

S.No.	Psychological Experiments	S.No	Psychological Tests
1	Test of Creativity	1	Adjustment
2	Thematic Apperception Test	2	Teaching Competency
3	Span of Attention –Tachistoscope	3	Leadership
4	Mullerl-yer Illusion	4	Organizational Climate
5	Mirror drawing	5	Intelligence
6	Rorschach Ink- Blot test	6	Self-Concept
7	Maze learning	7	Life Skills
8	Memory drum	8	Values.



9. Environmental Education Record

The student teachers prepare a record about the process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. The Environmental Education Record should include the Components of Environmental Education such as:

1. Environmental Education – Meaning, definition & importance
2. Objectives and guidelines of Environmental Education
3. Environmental degradation – impact on land, air, water, food and health
4. Recent Environmental threats around the world
5. School environmental survey (done in practice school)
6. Prepare a pictorial album – national / international level on environmental issues
7. Activities done in college related to environmental protection in the academic year (any 5 activities)
8. Environmental awareness song / slogan / skit written by each student on their own

10. Students Portfolios and Reflective Journals

Students Portfolios refers compilation of students achievements, awards, recognitions, merits, memorable activities etc.,

Reflective Journals should be prepared and maintained by student teachers in which he/she records his/her experiences, observations, and reflections on the pedagogy courses and school internship.



COURSE EPC11 (1) : READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

Course objectives: To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

Mode of Transaction of the course

The teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.
2. Offer opportunities to the student-teachers to read wide variety of texts (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. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.



5. Engage the student-teachers to analyse various text structures and develop comprehension of them.
6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.
7. Prepare the student-teachers for selected readings and writings required for other courses.
8. Train the student-teachers, through structured tasks, in writing with a sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical presentation.

Tasks and Assignments:

Preparing a Record on "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.



COURSE EPC11 (2): DRAMA AND ARTS IN EDUCATION

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

Course objectives: To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

Mode of Transaction of the Course

The teachers in Colleges of Education should:

1. Engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink. with fine arts experts,
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as



completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student-teachers to use drama as a '**critical pedagogy**' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student-teachers to experience and stage different kinds of drama/skits/street plays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.



COURSE EPC 11 (3): CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Course objectives: To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

Mode of Transaction of the Course

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use 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.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. 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 embedded with slide presentations.



5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).
6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs(edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.



COURSE EPC 11 (4): UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious on going reflections.

Course Objectives:

To enable the student-teachers:

1. To develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. To develop social-relational sensitivity and effective communication skill such as listening and observing.
3. To develop a holistic and integrated understanding of the human self and personalities.

Mode of Transaction of the Course

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.



8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai – 600 097



SYLLABUS – SEMESTER -IV
B.Ed Degree Programme
(Semester Pattern Under CBCS)

(With effect from the Academic Year 2021 – 2022)



SEMESTER – IV

Course Code:BD4GS

Credits: 5

GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES

- CO1: Understand the concept of gender roles in society.
- CO2: Comprehend the gender identity and socialization process.
- CO3: Identify gender roles in textbooks and curriculum.
- CO4: Discuss safety of girls and women at school, home and workplace.
- CO5: Understand the representation of gender in various mass media.

UNIT- I: GENDER ROLES IN SOCIETY

Gender: Meaning and definition - Difference between gender and sex - Gender roles in society: family, caste, class, religion, culture, the media and popular culture, law and the state (film, advertisements, songs, etc) - Reasons for gender inequalities - Gender-just education outside school settings.

UNIT- II: GENDER IDENTITY AND SOCIALIZATION PROCESS

Gender identity and socialization practices in family, school and organization - Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities or reinforcing gender parity - gender roles and responsibilities assigned in schools and classrooms – Measurement of gender identity - discrimination of gender in classroom interactions, rituals and school/ routines - Processes of disciplining techniques for boys and girls - Analysis of sex-roles stereotype.

UNIT- III GENDER AND SCHOOL CURRICULUM

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing young people as masculine and feminine selves - Integration of gender roles in school and curriculum - Gender issues in diverse cultural constraints: Teacher's role - Developing positive attitude towards opposite genders in schools - gender bias



in education - Transgender: providing opportunities for education, employment and life skills - Developing school curriculum for gender equality.

Unit- IV SAFETY OF GIRLS AND WOMEN

Safety of girls and women at school, home and workplace - : Role of education in preventing, sexual abuse and violence - Meaning and concept of body objectification - Combating female body objectification: Role of teachers and parents .

UNIT - V MASS MEDIA AND GENDER

Gender roles in mass media – Gender stereotypes in mass media - gender identity roles - Positive notions of body and self - Gender in media: magazines, TV shows, cartoons, movies and advertisements - Gender equality and language use.

SUGGESTED ACTIVITIES

1. Brainstorming session on safety of girls at school, home and workplace.
2. Discussion on the roles of men and women family, caste, class, religion, culture, the media and popular culture, law and the state.
3. Seminar on reasons for gender inequalities.
4. Students' seminar on gender stereotypes in mass media.
5. Teacher talk on role of teachers and parents in combating female body objectification.

TEXT BOOKS

1. Byerly, C. M. (2011). *Global report on the status of women in the news media*. Washington DC: International Women's Media Foundation.
2. Carole Brugeiles & Sylvie Cromer. (2009). *Promoting gender equality through text books*. Paris: UNESCO Publications Division.
3. Kosut, Mary. (2012). *Encyclopedia of gender in media*. New Delhi: Sage Publications.
4. NCERT. (2006). *Gender issues in education*. New Delhi: Publications Division.



5. Sharma.K.K & Punam Miglani. (2016). *Gender, school and society*. Patiala: Twenty first century publications.
6. Srinivastav Gauri,(2012). *Gender and Peace in textbooks and schooling process*, New Delhi, Concept Publishing Company Pvt.Ltd.,

SUPPLEMENTARY READING

1. Jayaraman, Chindai (2016). *Understanding the schools*. Chennai: Vinodh Publishers.
2. Kata Rousmaiere, Kari Dehli & Ning De Conink Smith. (2013). *Discipline, moral regulations and schooling: A social history*. New York: Routledge.

E-RESOURCES

1. <https://www.learningclassesonline.com/2019/08/genderschool-and-society-and-inclusive-school-book.html>
2. <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%20Gender%20School%20&%20Society%20-%20English%20Version.pdf>

COURSE OUTCOME

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

- CO1: discuss the reasons for gender inequalities
- CO2: analyze the gender role and responsibilities in schools
- CO3: integrate gender roles in School and curriculum.
- CO4: debate on preventive measures of Sexual Abuse and Violence
- CO5: explain about the Gender equalities and role of mass media



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			*																					
CO2	*											*							*					
CO3														*				*						
CO4						*		*					*						*					
CO5			*																					



SEMESTER – IV

Course Code: BD4KC

Credits: 5

KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES

- CO1. Acquire the dimensions of knowledge and validity of knowledge
- CO2. Understand the nature and principles of curriculum
- CO3. Analyze the Curriculum Design and Organization of knowledge.
- CO4. Apply the knowledge on curriculum development and implementation.
- CO5. Evaluate the change and innovation of curriculum.

UNIT - I: KNOWLEDGE AND KNOWING

Definition of knowledge and levels of knowledge – Types, kinds, forms and characteristics of Knowledge- Knowledge dimension – Categories of Knowledge dimensions – Dimensions of Cognitive Process - Indian and Western theories of knowledge. Theories of validity of knowledge: Correspondence theory of truth - Utility theory of truth - Semantic theory of truth and Deflationary theory of truth. - Knowledge in relation to information, belief and truth.

UNIT –II: MEANING, NATURE AND PRINCIPLES OF CURRICULUM

Meaning and definition of Curriculum – Need for Curriculum development - Principles of Curriculum development – Types of Curricula: Subject-centered Curriculum, Learner-centered Curriculum, Problem-centered Curriculum and Curriculum Alignment.

UNIT –III : CURRICULUM DESIGN AND ORGANIZATION OF KNOWLEDGE

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and vertical organization – Scope, Integration, and Sequence - Articulation, Balance and Continuity. Meaning of knowledge organization - Forms of knowledge included in school education - Basis of knowledge organizations - Agencies involved in organization of knowledge in schools.



UNIT-IV: CURRICULUM DEVELOPMENT AND IMPLEMENTATION

Phases of Curriculum Development process – Models of Curriculum Development: Tyler’s curriculum Inquiry Model, Taba’s Grassroots Rationale Model and Saylor and Alexander’s Planning process Model. Curriculum Implementation Models: ORC Model and LOC Model.

UNIT –V: CURRICULUM EVALUATION AND CHANGE

Curriculum Evaluation – Concept, definition – Source dimensions and functions of curriculum evaluation - Approaches to curriculum Evaluation – Need and importance of Curriculum Evaluation – Evaluation Phases - Tyler’s objective-centered evaluation model – Robert Stake’s Congruence- Contingency Evaluation Model - Curriculum revision, Curriculum change and innovation: Types of change - Process of curriculum change strategies and models for curriculum change and innovation.

SUGGESTED ACTIVITIES

1. Write a report on theories of validity of knowledge.
2. Group discussion on nature and principles of child-centered education.
3. Teacher talk on the Curriculum design and development.
4. Panel discussion on curriculum development process and implementation.
5. Seminar on approaches to curriculum evaluation, change and innovation.

TEXT BOOKS

1. Daniel Tanner, Laurel N. Tanner (1975). Curriculum development theory into practice. New York: Macmillan Publishing Co., Inc.
2. Dewey, John (1996). The Child and the Curriculum, Chicago: The University of Chicago Press.
3. Orestein A.C & Hunkins F.P (1988). Curriculum: Foundations, principles and issues. New Jersey: Prentice Hall.
4. Saylor, G.J & Alexander, W (1965) Planning curriculum of school. New York: Holt Richard and Winston.
5. Taba, Hilda. (1962). Curriculum development: Theory and practice, New York: Harcourt Brace, Jovanvich.

**SUPPLEMENTARY READINGS**

1. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
2. Chikumbu, T.J & Makamure, R. (2000). Curriculum theory, design and assignment (Module 13). Canada: The Commonwealth of Learning.
3. Diamond Robert, M. Designing and improving course in higher education: A Systemic Approach, California: Jossey.
4. Dinn Wahyudin, (2019). Curriculum development and teaching philosophy, LAMBERT
5. Doll Ronal. C. Curriculum improvement: Decision making process London: Allyon and Bacon.

E- RESOURCES

1. www.ncde.go.ug
2. www.wcedcurriculum.westerncap.gov.
3. www.journals.aps.org
4. www.wordlat.org

COURSE OUTCOMES

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

CO1: recognize the types, categories of knowledge.

CO2: generalize the Principles of Curriculum Development.

CO3: compare the various Curriculum design and organization of Curriculum.

CO4: determine the various models of Curriculum.

CO5: summarize the Evaluation Phases.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				√HV																				
CO2		*										*						*	*					
CO3																*								
CO4																								
CO5				*		*	*							*			*							



SEMESTER – IV

Course Code: BD4CI	Credits: 5
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CREATING AN INCLUSIVE SCHOOL

COURSE OBJECTIVES

CO1: Understand the Historical perspective of inclusive education.

CO2: Enable the students to comprehend the barriers to inclusion

CO3: Develop understanding on building inclusive learning environment for promoting successful inclusive education

CO4: Understand the need and concept of curriculum adaptation

CO5: Develop the skills associated with management of inclusive classrooms

UNIT- I: PERSPECTIVES IN INCLUSIVE EDUCATION

Emergence of Inclusive education in India from the historical perspective – Acts, policies and programmes - Inclusive education: Concept and Need, Principles of Inclusive Education and Various Education programmes for CWSN: Special Education, Integrated and Inclusive Education.

UNIT –II : UNDERSTANDING BARRIERS TO INCLUSIVE EDUCATION

Attitudinal, Systemic and Structural barriers to Inclusion - Ways and means to promoting successful inclusion, Capacity building among teachers and Stakeholders to inclusive education, features and benefits of inclusive education.

UNIT -III: BUILDING INCLUSIVE LEARNING ENVIRONMENTS

Strategies to build inclusive learning environment in school and classroom: Accessibility in relation to disability, Universal Design, Principles of Universal design, Application of Universal Design in various environment.



UNIT-IV: CURRICULUM ADAPTATION

Curriculum Adaptations: Definitions, Accommodations and Modifications, Decision-Making Model for Designing Curricular Adaptation, Various types of Adaptation - Universal design for learning and Differentiated Instructions, Integration of Universal design for learning and differentiated instructions - Teaching Strategies for Inclusive Classrooms: Cooperative learning, Peer tutoring and Co-teaching, Technology for Children with special needs in inclusive classrooms, Examination concessions and Provisions for children with special needs.

UNIT-V: MANAGEMENT OF INCLUSIVE CLASSROOM

Common issues and Challenges in Management of inclusive classroom: Evidence-based Classroom Behaviour Management Strategies – Classroom Management, Seating Arrangement, scheduling, Pace of instruction etc. - Fostering families, Schools and Community Partnerships in inclusive education, Teachers' role in inclusion of children with special needs.

SUGGESTED ACTIVITIES

1. As a classroom teacher, what are the adaptations that can do in the curriculum for children with special needs?
2. Conduct a debate on General and Special Teachers' role in inclusive education setup.
3. Develop a UDL based lesson plan for primary or secondary level of inclusive learning environment.
4. Study the impact of RTE's on challenges in implementing education for children with disabilities.
5. Visit to Inclusive School/Institution nearby and discuss the need of curriculum adaptation for Children with disabilities.

TEXT BOOKS

1. United Nations Educational, Scientific and Cultural Organization. The Education For All Movement.
2. Alur, M. (2002). Education and children with special needs: from segregation to inclusion, New Delhi: Sage Publications.



3. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Baltimore: Paul H. Brookes.
4. Clough, P., & Corbett, J. (2000). *Theories of inclusive education*. London: Paul Chapman Publishing.
5. De Vroey, A. (2016). Inclusive education, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand
6. Guha, A. (2016). Curriculum adaptations and types of adaptation, Lecture notes/Power Point Presentation, International Workshop on Inclusive Education, Short Training Initiative, December 2016, Ranchi, Jharkhand.
7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire.
8. Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together*. Baltimore: Brookes.

SUPPLEMENTARY READINGS

1. Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. New Jersey: Prentice-Hall.
2. Ministry of Human Resource Development (MHRD) (2006), Inclusive Education- Draft Action Plan for Inclusive Education of Children and Youth with Disabilities, New Delhi: MHRD.
3. Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of children with special needs*, in Govinda, R. (2002) (Ed) India Education Report. New Delhi: Oxford University Press.
4. Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. New Jersey: Merrill.
5. Rao, Indumathi & Pramod, Sharada. (2010). A Self help Text book on Inclusive Education.
6. Rashtriya Madhyamik Shiksha Abhiyan (Integrated) | Government of mhrd.gov.in ›



School Education.

7. Report on Integration of Culture Education in the School Curriculum (2005). CABE, MHRD, GOI. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/Culture.pdf
8. Sharma Prem Lata et.al. (2012) 'Inclusive education: What, why and how', RIE (NCERT) Mysore, A.G. Suvratheendra Vani Press.
9. UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. UNESCO, Paris.
10. Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school*. Alexandria: Association for Supervision and Curriculum Development (ASCD).
11. Wade, S. E. (2000). *Inclusive education: A casebook and readings for prospective and practicing teachers*. New Jersey: Lawrence Erlbaum Associates.

E-RESOURCES

1. <https://www.slideshare.net/HighBloodPressureH/accessible-environment-for-the-persons-with-disabilities>

COURSE OUTCOMES

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

CO1: Explain Various Education programmes for CWSN.

CO2: Analyse the different Barriers to Inclusive Education.

CO3: Examines the strategies to build inclusive learning environment in School.

CO4: Demonstrates the importance of curriculum adaptation.

CO5: Interprets the common issues and challenges in management of inclusive classroom.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1		*	√HV												*										
CO2	*												*						*						
CO3										*		*													
CO4			*													*	*								
CO5						*	*				*								*						*



SEMESTER – IV

Course Code: BD4YH

Credits: 5

YOGA, HEALTH AND PHYSICAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the concepts of Yoga and Asanas

CO2: Gain knowledge about health and safety education.

CO3: Know about the communicable diseases, life style disorders and nutrition

CO4: Understand about physical education, exercise and effect

CO5: Acquire skills to organise and conduct sports in schools

UNIT- I: YOGA AND ASANAS

Meaning and concept of yoga – Aims and objectives - Eight limbs of yoga - Guidelines for practicing yoga - Benefits of yoga – Physiological, psychological, therapeutic and physical- meaning and classification of asana: standing, balancing, sitting, twisting, lying asanas, meditative, relaxation and therapeutic asanas - surya namaskar: meaning, twelve stages of surya namaskar and benefits.

UNIT - II: HEALTH AND SAFETY EDUCATION

Health Education: Meaning - aims, objectives and scope - Methods of imparting health education in schools – health instruction, services, supervision – First Aid: Meaning, principles, need and importance, scope and qualities of first- aid safety in the school as the part of that school health programme instructional –Safety at home: Building –floorings maintenance of surface etc., electricity, wells, drugs, poisons storage, inflammable- storage, use precautionary methods. Safety in the play field, play area, equipment’s safety aids in games and sports.

UNIT – III: COMMUNICABLE DISEASES, LIFE STYLE DISORDER AND NUTRITION

Communicable diseases: Meaning – Types: COVID, malaria, typhoid, tuberculosis, Cholera, diarrhoea and AIDS – Causes, symptoms risk factors and management - life



style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer-Causes, symptoms and management. Nutrition: Definition, importance - Food and Nutrition – Base Nutrition – Nutrients –foods- food groups –Food values- Recommended dietary allowances- Balanced Diet- food pyramid, - Energy: proteins, fats, carbohydrate, vitamins, minerals and water- Function, sources.

UNIT – IV: PHYSICAL EDUCATION AND PHYSICAL EXERCISE

Concept and meaning, definition - aims and objectives of physical education - Scope, Need and importance of physical education - physical fitness: meaning, definition, health related components of Physical fitness: Muscular strength, muscular Endurance, flexibility, cardio respiratory endurance and body composition, benefits of physical fitness. Need and Importance of Physical Aerobics and Anaerobic Exercise - Effects of exercise on the various systems – muscular, circulatory, digestive, nervous and respiratory systems.

UNIT – V: ORGANISING COMPETITIONS

Intramural and extramural competitions: Meaning, definition - organising and conducting - sports meet – types: Standard, non-standard, organising and conducting tournaments: Single league and single knock out– Preparation and drawing fixtures, merits and demerits.

SUGGESTED ACTIVITIES

1. Teacher talk on the concept of Yoga.
2. Group discussion on health services in schools.
3. Talk by expert / Doctor on preventive measures of communicable diseases.
4. Demonstration by Physical director on different type of Aerobics and Anaerobic exercise and practice by the student.
5. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.



TEXT BOOKS

1. Gupta D.K. (2005), Health education for children, New Delhi; KheelSahitya Kendra.
2. Jothi. K. (2021), Nutrition and weight management. International Sushisen publication, Trichy.
3. Jothi. K., (2013), Health, diet and fitness, New Delhi- Sports Publication,
4. Nagendra, H.R. and Nagaratna, R. (2008). Yoga Prcatices. Bangalure: Swami Vivekananda Yoga Prakashana,
5. Pandit Lakshmi Doss. (2002) Yogasana for everybody. Chennai: Balaji Publications.

SUPPLEMENTARY READINGS

1. Gore,M.M., (2007), Anatomy and Physiology of Yogic Practicies. New Delhi Motlal Banaras Dass.
2. Swami Satyananda. (1999). Four Chapters on Freedom. Commentary on Yoga Sutras of Patanjali Saraswathi. Munger:Bihar school of Yoga.
3. Thomas.J. P. (1967). Physical Education Lesson. Chennai: Gnanodaya Press.
4. Venugopal, B and Ranganayaki. (2010). Yoga and Yoga Practice., Hyderabad; Neelkamal Publications.
5. Yoga Education (Bachelor of Education B.Ed). (2015). National Council for Teacher Education, New Delhi: St. Josheph Press.

E-RESOURCES

1. <http://www.tutorvista.com/content/biology/biology-i/food-tritionhealth/classification-food.php>.
2. <http://www.redcross.ca/training-and-certification/first-aid-tips-andresources-/first-aid-tips/Kit-contents>.
3. <http://www.glopalhealth.gov/global-health-topics/communicable - diseases>.



COURES OUTCOMES

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

CO1: Apply the aims and objective of yoga in real life situation.

CO2: Analyse the scope of health education and methods of import health education in schools.

CO3: Infer ideas about the different cause and symptoms of different communicable diseases.

CO4: Analyse the scope, need and importance of physical education.

CO5: Distinguish between intramural and extramural competitions

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1																*			*	*				
CO2	*						*	*	*															
CO3					*					*							*							
CO4		*																						
CO5																		*						



SEMESTER – IV

Course Code: BD4E1

Credits: 5

Elective Paper

VALUES AND PEACE EDUCATION

COURSE OBJECTIVES

CO1: Understand the concept of Value education.

CO2: Explain the methods of fostering values.

CO3: Understand the concept of Peace Education.

CO4: Discuss the ways of promoting culture of peace.

CO5: Identify and apply the practices for value inculcation and clarification.

UNIT- I: VALUES EDUCATION

Values: Meaning and definitions – Aims of Value education – Types of values – Need and importance of Value education – Sources of Values- Values of development: periods of development – Kohlberg’s stages of moral development — Socio-cultural traditions, religion and constitution- Value education in school curriculum.

UNIT- II: FOSTERING VALUES

Development of Values: Attitudes and personal qualities – Core values – ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisation – Rath’s process of valuing: Storytelling, Dramatization and Clarification – Family Values – Character Education.

UNIT- III: PEACE EDUCATION

Peace Education: Meaning and Definition, Concepts, Aims and Objectives of Peace Education- at different levels of education – Importance of Peace Education in the present scenario – Peace education as conflict resolution training – Democracy education – Human rights education.



UNIT- IV: PROMOTING CULTURE OF PEACE

Meaning of culture of peace and non-violence – conflict prevention and resolution – Fostering culture of peace through education – Promoting inner peace, understanding, tolerance, solidarity – Education for non-violence – UNESCO culture of peace programmes – International peace and security.

UNIT- V: APPROACHES AND STRATEGIES

Approaches to Value development – Value inculcation, analysis and clarification – Strategies: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.

SUGGESTED ACTIVITIES

1. Teacher talk on pedagogy of values and whole school approach.
2. Prepare a school curriculum for promoting peace education.
3. Seminar on Value education in school curriculum.
4. Group discussion on fostering values in children.
5. Write an assignment on Education for non-violence, international peace and security.

TEXT BOOKS

1. Bhatt, S.R (1986). Knowledge, value and education: An axiomatic analysis. Delhi: Gian Publication.
2. Kar, N.N. (1996). value education: A philosophical study. Ambala: Associated Publication.
3. Khan, Wahiduddin. (2010) Family life. Goodword Books. New Delhi.
4. Kulshrestha, S.P. (1979), Emerging value pattern of teachers and new trends of education in India, New Delhi: Light & Life Publishers.
5. Mascarenhas, M. & Justa, H.R. (1989). Value education in schools and other essays. Delhi Konark.

SUPPLEMENTARY READINGS

1. Sharma, S. R, (1999), Ed., Teaching of Moral Education, N. Delhi: Cosmos, Publication.



2. Singh, Samporn (1979) Human Values, Jodhpur: Faith Publication.
3. National Human Right Cimmission (2005). Human rights education for beginners. New Delhi.

E- RESOURCES

1. <http://choicesvideo.net/guidebooks/aboutgoldenruleguidebook.pdf>
2. <http://www.greenbookee.com/arnold-toynbeechallenge- and-response/>
3. <https://arthurdobrin.files.wordpress.com/2008/08/ethics-foreveryone. pdf>
4. <https://yippee.files.wordpress.com/2011/04/wings-of-fire-byabdul- kalam-printers1.pdf>
5. http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_CopenhagenReport.pdf/TeachingEthics_CopenhagenReport.pdf
6. www.cpsglobal.org

COURSE OUTCOMES

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

- CO1: examine the need and importance of value education
- CO2: discuss the ways of fostering values in children.
- CO3: analyse the importance of peace education.
- CO4: construct the culture of developing peace education.
- CO5: use the approaches of value inculcation in children.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				*			*																	
CO2						*			*								*							
CO3								*					*											
CO4					*	*																		
CO5					*					*		*						*	*					



SEMESTER – IV

Course Code: BD4E2	Credits: 5
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Elective Paper

HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

CO1: Acquire the knowledge of concept of human rights.

CO2: Understand the human duties and responsibilities.

CO3: Analyze the status of women in contemporary Indian society.

CO4: Synthesis the societal problems of human rights in India.

CO5: Evaluate the problems of enforcement of human rights in India.

UNIT – I: CONCEPT OF HUMAN RIGHTS

Meaning, Nature and Definition - Classification of Rights – Moral, Social, Cultural, Civil, Religious and Political.

UNIT – II: HUMAN DUTIES AND RESPONSIBILITIES

Concept of Humanism, Duties and Responsibilities - Identification of human duties and responsibilities: Towards Self, Family, Community, Society, Nation/State, Poor, Dalit, Down-trodden, Distress, Elders and others - Interrelationships of rights and duties: Harmony and Conflict.

UNIT – III: STATUS OF WOMEN IN CONTEMPORARY INDIAN SOCIETY

Poverty, illiteracy, lack of independence, patriarchy, oppressive social custom, gender bias, domestic violence , sexual harassment , in private and public domain - Women’s movement in the West: A Historical Understanding - Women’s movement in India : History and contemporary.

UNIT – IV SOCIETAL PROBLEMS OF HUMAN RIGHTS IN INDIA

Concepts and Approaches: Concept of societal problems and human rights - Theoretical approaches to social problems and social changes- Causes and types of social problems - Social Issues: Problems of social hierarchy, Problems of Minorities, Problems of Scheduled Castes and Scheduled Tribes - Violence against women and children - Right to Education Act -2009 (RTE),



Protection of Children from Sexual Offences Act-2012 (POSCO), Problems of aged and disabled.

UNIT – V: PROBLEMS OF ENFORCEMENT OF HUMAN RIGHTS IN INDIA

Illiteracy, lack of awareness - Abuse and misuse of power - Lack of accountability and transparency in government functioning: Right to Information - Lack of People's Participation in Governance - Social prejudices against caste, women, minorities, etc.- Inequitable access to natural and material resources.

SUGGESTED ACTIVITIES

1. Teacher talk/invited lecture on the concept of Human Rights.
2. Prepare a report on the Human duties and responsibilities.
3. Collect the information through internet/newspapers about gender bias/ domestic violence.
4. Prepare a bulletin by collecting the Act of RTE and POSCO.
5. Conduct a Debate on Pros and Cons of Right to Information Act.

TEXT BOOKS

1. Henry J Steiner & Philip Alston(Eds.), (2000) International human rights in context. Oxford University Press.
2. Jack Donnelly. (2005). Universal human rights in theory and practices. New Delhi: Manas Publication.
3. Jermey, Waldrom. (1984). Theories of Rights. New Delhi: Oxfords University Press.
4. M.M. Rehman, Kanta rehman, Poonam.S Chauhan & Syed Begum, (2000). Human rights, human development, concepts and contexts. Manak Publications.
5. Mohini Chatterjee. (2004). Feminism and women's human rights. Jaipur: Aaviskhkar Publishers and Distributors.

SUPPLEMENTARY READINGS

1. Abdulrahim, P. Vijapur, Kumar Suresh (Eds). (1999). Perspectives on human rights. New Delhi: Manas Publication.
2. Alfab Alam (Ed.). (2000). Human rights in India. New Delhi: Raj Publications.



3. Lina Gonsalves. (2001). Women and human rights. New Delhi: A.P.H Publishing Corporation.
4. Vijay Kumar. (2003). Human rights dimensions and Issues. New Delhi: Anmol Publications.

E- RESOURCES

1. https://archive.mu.ac.in/myweb_test/SYBA%20Study%20Material/fc.pdf
2. <https://www.ohchr.org/documents/publications/handbookparliamentarians.pdf>
3. http://cbseacademic.nic.in/web_material/doc/Chapter%201-An%20Introduction%20to%20Human%20Rights%2012-4-13.pdf
4. <https://www.ugc.ac.in/oldpdf/modelcurriculum/human.pdf>
5. http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

COURSE OUTCOMES

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

CO1: Identify the concept of human rights and list out the components.

CO2: Summarize the duties and responsibilities and explain the Harmony and Conflict.

CO3: Discriminate the various issues related to status of women and compare the Indian and Western countries.

CO4: Relies the societal Problem and apply the knowledge RTE & POSCO Act.

CO5: summarize the problems of enforcement of human rights in India.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1			√HV				*																	
CO2																			*					*
CO3			*					*											*			*		
CO4																						*		
CO5				*			*						*	*				*						



SEMESTER – IV

Course Code: BD4E3

Credits: 5

Elective Course

COMMUNITY ENGAGEMENT THROUGH WORK EDUCATION

COURSE OBJECTIVES

- CO1: Appreciate the concept of Work and dignity of labour.
- CO2: Sensitize the importance of the Gandhiji's ideas on Nai Talim.
- CO3: Analyze the school education programmes and policies, which incorporate local community engagement aspects.
- CO4: Utilize the dialogic method of community engagement.
- CO5: Demonstrate the best practices of community engagement his/her own.

UNIT – I: WORK AND EDUCATION

Meaning and concept of work – Significance of work and labour – Work and livelihood – Work with happiness and satisfaction – Work Education: Social, economic and pedagogical values of work and craft education.

UNIT – II: NAI TALIM

Gandhiji's ideas on Education – Basic tenets of Nai Talim – Contemporary relevance of Nai Talim – Experiential learning: Meaning and concept – Experiential learning and community vis – a – vis National Curriculum Framework (2005), and NCFTE (2010).

UNIT – III: COMMUNITY ENGAGEMENT

Theories of Community Engagement – School, family and community partnership – Government programmes for education and development of literacy – Rationale and methods of Community Engagement – School management committees – Role of Teachers' and Headmasters for community engagement and parent engagement in school matters - Establishing Rural Education interest groups and communities – Self-Help Groups and Education.



UNIT – IV: MODELS AND APPROACHES OF NAI TALIM

Models: Gandhiji, Tagore, and John Dewey – Approaches: Paulo Friere’s Critical Pedagogy and Dialogic method, Vygotsky’s Social Construction and Humanistic approaches of character-building, values and ethics.

UNIT – V: NAI TALIM AND FIELD ENGAGEMENT

Connecting knowledge to life from outside the School – Nai Talim and field engagement: Community services and its impact – Documenting best practices: Local production, plantation of saplings, waste management, water harvesting, participating in agriculture operations in villages.

SUGGESTED ACTIVITIES

1. Engaging the students in the activity and work based education programme in the neighborhood villages.
2. Field visit and field interaction with Village and Self Help Groups for the students.
3. Group discussion on various models and approaches of Nai Talim.
4. Seminar on National Curriculum Framework (2005), and NCFTE (2010).
5. Visiting public places and farms for studying and participating in awareness programme relating to health and sanitation, soil fertility management, biomass energy and producing solar-energy.

TEXT BOOKS

1. Kolb, D. A. (2014). *Experiential learning: Experiential as the sense of learning and development*. New Jersey: Pearson Press.
2. MGNCRE. (2018). *Experiential learning (Gandhiji’s Nai Talim)*. Hyderabad: Mahatma Gandhi National Council for Rural Education, MHRD, Govt. of India.
3. National Council for Educational Research and Training (2007). *Work and education*. New Delhi: NCERT.
4. Prabath, S. V. (2010). *Perspectives on Nai Talim*. Hyderabad: Serials Publications.



5. Precele, J. (2014). University community engagement and lifelong learning. New York: Springer International Publications.

SUPPLEMENTARY READINGS

1. Anthony, P.D (2001). The ideology of work. London: Routledge.
2. Cameron, J., & Grant-Smith, D. (2005). Building citizens: Participatory planning practice and a transformative politics of difference. *Urban Policy and Research*, 23(1), 21-36.
3. Gandhi, M.K. (1962). Village swaraj. Ahmadabad: Navajivan Pulication.
4. Martorie Sykes. (2001). The story of Nai Talim. Kolkata: Earth care books.
5. West-Burnham, J., Farrar, M., & Otero, G. G. (2007). Schools and communities: Working together to transform children's lives. Stafford: Network Continuum Education.

E-RESOURCES

1. <http://www.place-based-community-engagement-highereducation>
2. <http://www.gandhiashramsevagram.org/pdf-books/village-swaraj.pdf>
3. <http://www.mgnrce.org>
4. <http://www.epgp.inflipnet.ac.in>
5. <http://www.ncert.ac.in>

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to

CO1: understand the concept of work and dignity of human labour.

CO2: examine the basic tenets of Nai Talim.

CO3: analyze the various aspects of NCF (2005) and NCFTE (2010).

CO4: explore various theories of community engagement.

CO5: engage themselves with various social activities of plant sapling, rain-water harvesting, rural and urban hygiene and health services



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1			√	H√				*	*																
CO2		*		*									*		*										
CO3			*	*		*		*			*														
CO4				*											*			*							
CO5							*							*	*				*						*



SEMESTER – IV

Course Code: BD4E4	Credits: 5
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Elective Course

DISASTER MANAGEMENT

COURSE OBJECTIVES

CO1: Comprehend the meaning, definitions and concept of disaster management.

CO2: Understand the different theories of disaster management.

CO3: Develop knowledge on cognizance of recent updates on disaster management Acts and guidelines of State and Union Governments.

CO4: Acquaint with the approaches, techniques and application of Science & Technology to encounter disasters and any other emergencies.

CO5: Realize their role in prevention and rescue in disaster emergency.

UNIT – I: INTRODUCTION TO DISASTER MANAGEMENT

Disaster Management: Meaning and definitions - Types: Geological, Biological and Man-made Disasters – Global Disaster trends – Emerging risk of Disasters – Climate change.

UNIT – II: APPROACHES AND TECHNIQUES OF DISASTER MANAGEMENT

Disaster Management: Principles and Framework Cycle – Theories of Disaster Management: Sustainable Development theory, Emergency Management theory, System theory, Policy making theory and Networking & Management theory.

UNIT – III: DISASTER MANAGEMENT IN INDIA

Disaster profile of India – Mega Disasters of India and lessons learnt - Disaster Management Act 2005 – Institutional and financial Mechanism - National policy on Disaster Management - National guidelines and plans on Disaster Management.

UNIT – IV: AGENCIES OF DISASTER MANAGEMENT

International Agencies: The Asian and Pacific Centre for Transfer of Technology (APCTT), FAO, UNDP, UNICEF, UNESCO, UNFPA, WFP, International Strategy for Disaster Reduction



(ISDR) – Disaster Management Agencies in India: National Disaster Response Force (NDRF); National Disaster Management Authority (NDMA); National Institute of Disaster Management (NIDM); State Disaster Management Authority (SDMA) – NGO's – Social Media

UNIT – V: ROLE OF EDUCATIONAL INSTITUTIONS IN DISASTER MANAGEMENT

Role of Teachers: General awareness in Schools/Colleges - Creating the Disaster prevention and response plan - Constituting of prevention and resource teams - Action plan check list - Role of Students: Plan before, during and after Earthquake, Landslides, Floods, Cyclone-warning, and high-rise fire.

SUGGESTED ACTIVITIES

1. Conduct a seminar on the role of Science & Technology on Disaster Management.
2. Invited lecture by legal expert on various legal measures on Disaster Management.
3. Preparation of Disaster Risk Management Plan of an Area or Sector.
4. Study of Recent Disasters (at local, state and national level).
5. Write a reflective report on disaster management agencies at international and national level.

TEXT BOOKS

1. Coppola, D. P, (2007). Introduction to international disaster management. London: Elsevier Science (B/H).
2. David Alexander. (1999). Natural disasters. London: Kluwer Academic.
3. Modh, S. (2010). Managing natural disasters. New Delhi: Mac Millan Publishers.
4. Murthy, D.B.N. (2012) Disaster management. New Delhi: Deep and Deep Publication.
5. Srivastava, H.N. & Gupta, G.D. (2006). Management of natural disasters in developing countries. Delhi: Daya Publishers.

SUPPLEMENTARY READINGS

1. Angus, M. G. (2008). Encyclopedia of disasters: Environmental catastrophes and human tragedies. (Vol. 1 & 2) Greenwood Press.
2. Anu Kapur (2005). Disasters in India studies of grim reality. Jaipur: Rawat Publishers,
3. Disaster Management Guidelines. GOI-UND Disaster Risk Program (2009-2012).



4. Goyal, S. L. (2006). Encyclopedia of disaster management, disaster management policy and administration, (Vol I, II & III), New Delhi: Deep & Deep Publications.
5. Gupta, A. K; Niar, S.S & Chatterjee, S. (2013). Disaster management and risk reduction, role of environmental knowledge. Delhi: Narosa Publishing House.

E-RESOURCES

1. <http://www.wui.org>
2. <http://www.ifvc.org>
3. <https://www.mba.gov.in>
4. <http://www.unoosa.org>
5. <http://www.ndvf.gov.in>

COURSE OUTCOMES

After completion of this course, the student-teacher will be able to :

- CO1: analyze the different types of Disaster Management.
 CO2: apply the techniques and approaches to Disaster Management.
 CO3: describe national Policy on Disaster Management.
 CO4: discuss the role of various international and national agencies of disaster management.
 CO5: explain knowledge on role of educational institutions in disaster management.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				√HV			*																	
CO2		*			*		*					*												
CO3		*					*			*		*												*
CO4							*			*									*					*
CO5						*	*			*			*			*								*



SEMESTER – IV

Course Code: BD4E5

Credits: 5

Elective Course

SPECIAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the definition, principles, need, scope, and types of special education.

CO2: Describe the Historical Perspectives of Special Education.

CO3: Discriminate the types of disabilities.

CO4: Know the causes and characteristics of disabilities.

CO5: Identify the different assessment of persons with disabilities and planning of educational needs of persons with disabilities.

UNIT- I : INTRODUCTION TO SPECIAL EDUCATION

Special Education: Meaning, concept, definition, principles, objectives, need, scope & types;
- Historical Perspectives in special education – exclusion, acceptance, prohibition, institutionalisation, special school, integration and inclusion.

UNIT-II : UNDERSTANDING DISABILITIES AND ITS EDUCATIONAL IMPLICATIONS

Understanding disabilities; types, causes and characteristics of disabilities as per RPWD Act 2016 - Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities; Educational implications and needs of Persons with Disabilities

UNIT- III : IDENTIFICATION AND ASSESSMENT

Identification and Assessment of persons with Physical Disability- VI/HI/PH; Intellectual Disability- LD/ASD/ID; Mental Behaviour (MI); Chronic Neurological Conditions; Blood Disorders; Multiple Disabilities; Screening, Diagnostic, Functional and Educational assessment and referral.



UNIT – IV: EDUCATIONAL PROGRAMME AND OTHER SUPPORTIVE THERAPEUTIC INTERVENTION STRATEGIES

Functional and educational programmes based on Medical & Health Care, Therapeutics, and use of Technology for Persons with Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities

UNIT - V ACTS AND POLICIES

United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - RCI Act 1992 - Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, PWD Act 1995, National Trust Act 1999, Rights of Persons with Disabilities (RPwD) Act, 2016; Provisions and Concessions given by State and Central Government.

SUGGESTED ACTIVITIES

1. Conduct a seminar on different Acts and Policies on Rights of persons with Disabilities.
2. Observation of special schools and inclusive schools and prepare a report.
3. Therapeutics and Support services (PT, OT, ST, and BT) for persons with disabilities used for educating children with special needs.
4. Visit any Non - Governmental Organization (NGO) offering services for persons with
5. Write an essay on Definition, Principles, Objectives, Need, Scope & Types of special education.

TEXT BOOKS

1. Aggarwal, K. (2002) Handbook for parents of children with disabilities. Planning Commission. Govt.of India.
2. Gayatri Ahuja, (20180) Curriculum accommodations and adaptations, society for advance study in rehabilitation (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011). Handbook of special education. Routledge
4. King-Sears, H.E. (1994) Curriculum based assessment in special education. San Diego Singular Publishing Group.



5. Umadevi, M.R. (2010). Special education: A practical approach to education of children with special needs. Neelkamal Publications.

SUPPLEMENTARY READINGS

1. Harp, B. (2006). The handbook of literacy assessment and evaluation (3rd Edn.) Norwood, M.A.: Christopher-Gordon Publishers, Inc.
2. Higgins, J. (2003) Practical ideas that really work for students with dyslexia and other reading disorders, PRO-ED, Austin.
3. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education – A practical guide to supporting diversity in the classroom. (2nd Edn.). U.K. Routledge.
4. Miller, F. & Bachrach, S.J. (2012). Cerebral Palsy: A complete guide for caregiving. A Johns Hopkins Press Health Book.
5. Moyes, R.A. (2010). Building sensory friendly classrooms to support children with challenging behaviours: Implementing data driven strategies: Sensory world, Texas.

E-RESOURCES

1. <http://www.disabled-world.com>
2. <http://www.disability-wa-gov.in>
3. <http://www.nds.org.au>
4. <http://www.aruma.um.ac.id>
5. <http://www.inclusive-education.org>

COURSE OUTCOMES

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

CO1: explain Historical Perspectives in Special Education.

CO2: analyse the Disabilities and its Educational Implications.

CO3: examine Identification and Assessment of persons with Physical Disability.

CO4: Classify the Educational Programme and Other Supportive Therapeutic Intervention Strategies of disabilities.

CO5: analyse the Acts and Policies of Disabilities.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
CO1				√HV			*		*																
CO2									*						*										
CO3																			*						*
CO4										*		*	*			*		*							
CO5														*											



SEMESTER – IV

Course Code: BD4E6

Credits: 5

Elective Course

LIFE SKILLS EDUCATION

COURSE OBJECTIVES

CO1 : Understand the soft skills, hard skills and social emotional learning.

CO2 : Identify the use of communication skills and different modes of writing skills in real situations.

CO3 : Demonstrate interview skills, critical thinking and creative thinking skills.

CO4 : Comprehend the interpersonal skills and adopt good leadership behavior for empowerment of self and others.

CO5 : Understand the universal human Values.

UNIT -1: SOCIAL - EMOTIONAL LEARNING

Skill Development: Hard skills and Soft skills, Social Emotional Learning (SEL) - Components of SEL - Benefits of Practicing Social Emotional Learning (SEL) - Ways to integrate Social Emotional Learning in the classroom - Emotional Skills: Coping with stress and dealing with emotions - Importance and Benefits of life skills - Humanistic curriculum design and Personal curriculum design

UNIT-II: SOCIAL SKILLS

Communication Skills: Listening, Speaking, Reading and Writing - Different modes of writing - Digital Literacy - Effective use of Social Media and Non - verbal communication - Communication techniques.

Interpersonal Skills: Components, Types, Dimensions of Interpersonal relationships - methods to enhance interpersonal relationship - Selman's Stages of interpersonal reasoning.

Empathy: Types, Dimensions, Teaching Strategies for enhancing empathy - practices for fostering empathy - Service Learning and Social Curriculum Design.

UNIT-III: COGNITIVE AND PROFESSIONAL SKILLS

Cognitive Skills: Self-Awareness, Critical thinking, Creative thinking, Decision-making and problem-solving - Career Skills: Resume Skills, Interview Skills, Group Discussion Skills



and Exploring Career Opportunities -Team Skills: Presentation Skills, Trust and Collaboration, Listening as a Team Skill, Brain-storming, Social and Cultural Etiquettes and International Communication.

UNIT -IV: LEADERSHIP AND MANAGEMENT SKILLS

Leadership Skills and Managerial skills - Time Management: Components, Techniques of time management and strategies for better Time management - Entrepreneurial skill, Innovative Leadership and Design thinking - Ethics and Integrity - Social reconstruction curriculum design.

UNIT-V : UNIVERSAL HUMAN VALUES

Love & Compassion, Truth, Non-Violence, Righteousness, Peace, Service and Renunciation-Self- Science curriculum and Para curriculum - The teacher as a facilitator -Agencies of Life Skills Education : UNESCO, UNICEF,WHO,NSDC & TNSDC.

SUGGESTED ACTIVITIES

1. Present a report on social - emotional learning.
2. Suggest some activities develop listening and speaking skill.
3. Have a discussion on Cognitive and Professional skills.
4. Have a seminar on Leadership and Management skill.
5. Present a report on Universal human values.

TEXT BOOKS

1. Bhagyashree, A.D., (2016). Life skills education. Bookman.
2. Jain, Usha & Jain, Rajiv Kumar. (2014). Life skills – A guide to steer life. Vayo Education of India.
3. James, Larry. (2006). The first book lifeskills. Mumbai. Embassy Books.
4. Joshi Rokeach (1973). The nature of human values. New Yourk: The Free Press
5. Ravikanth Rao,K & Dinakar, P. (2018). Life skills educations, New Delhi: Neelkamal Publications.
6. Swift, Keilly. (2021). Life skills. Barnes & Noble.

SUPPLEMENTARY READINGS

1. Ashokan, M. S. (2015). Karmayogi: A Bbiography of E. Sreedharan. Penguin, UK.
2. Brown, T. (2012). Change by Design. Harper Business



3. Livermore D. A. (2010). Leading with cultural intelligence: The New Secret to success: New York: American Management Association
4. Patra, Avinash (2012), The Spiritual Life and Culture of India, Oxford University Press
5. Shantikumar Ghosh, (2004), Universal Values. The Ramakrishna Mission, Kolkata.
6. Sinek S. (2009). Start with Why: How Great Leaders Inspire Everyone to Take Action. Penguin

E-RESOURCES

1. <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63>.
2. <https://www.ted.com>.
3. www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
4. <https://nptel.ac.in/courses/122105021/9>
5. <https://www.sscnasscom.com/>
6. https://www.sscnasscom.com.

COURSE OUTCOMES

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

CO1 : gain Self Competency and Confidence

CO2 : demonstrate cognitive skills.

CO3 : explain the uses of time management skill and leadership skill.

CO4 : analyze the ways to develop listening, speaking, reading and writing skills.

CO5 : demonstrate the Universal Human values to the society.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				VHV		*					*													
CO2											*													
CO3											*								*					
CO4					*						*												*	
CO5											*													