Regulations and Syllabus
for the Two-year B.Ed Degree Programme

From the Academic Year 2016 – 2017 onwards
1. ELIGIBILITY FOR ADMISSION TO THE B.Ed PROGRAMME

A candidate shall be eligible for admission to the B.Ed programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of Bachelor of Education (B.Ed) provided:

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

(ii) Candidates, who have passed the UG or PG Degree under Open University System without qualifying in 11 years SSLC Examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education Examination are not eligible for admission, even if they subsequently qualify in one year SSLC and one year PUC or 10+2 pattern of School Education Examination.

(iii) Candidates, who have studied more than one main subject in Part III/Part IV (under Double / Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two / three major subjects shall be taken in to account to arrive at the percentage of marks as stipulated in item (ix) herein.
(iv) Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission.

(v) Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.

(vi) Candidates, who have qualified the P.G. Degree in the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy with not less that 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.

(vii) Candidates, who have qualified the PG Degree (5 year integrated course) under 10 + 2 + 5 or 11+1+5 pattern of study, shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken in to account for admission to B.Ed. Degree programme for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained by the candidates in the last two years (4th & 5th year) alone shall be taken into account for admission to B.Ed. Degree programme for subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

(viii) **Equivalent Subjects**

   a) Candidates who have done their UG Degree in Applied Mathematics can apply for Mathematics.

   b) Candidates, who have done their UG Degree in Applied Physics, Geo-Physics, Bio-Physics and Electronics, can apply for Physical Science.

   c) Candidates, who have done their UG Degree in Applied Chemistry, can apply for Physical Science.

   d) Candidates, who have done their UG Degree in Bio-Technology, Plant-Biology, and Plant Bio-Technology, can apply for Biological Science.
e) Candidates, who have done their UG Degree in Environmental Science and Micro-Biology, can apply for Biological Science.

f) Candidates, who have done their UG Degree in Applied Geography, can apply for Geography.

g) Candidates, who have done their UG Degree in Computer Science, Information Technology and Computer Application, can apply for Computer Science.

h) Post Graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture with not less than 50% (irrespective of their UG Marks) of marks in PG Degree or in the interdisciplinary subject, which are being declared equivalent by the respective University can apply.

i) Candidates, who have done their PG Degree in Nutrition and Dietetics are eligible to apply for Home Science.

j) Candidates, who have done their UG Degree in the school subjects, are eligible for admission to B.Ed. However, those who have done the UG in the subjects for which equivalence is not covered under the G.O.(1D)No.257, Higher Education (G1) Department, Dated 19.07.2016, shall have to obtain an equivalence certificate for the respective subjects from the University concerned to consider their admission to B.Ed. Degree programme.

k) Candidates, who have done their UG level without language Tamil or other Indian Languages under Part-I and are awarded degree with English and Main subjects concerned will be considered for admission to B.Ed. subject to the condition that they have to qualify in Tamil Language Test conducted by the TNPSC for the purpose of employment.

l) Candidates, who have done their Bachelor’s Degree in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to B.Ed. Degree programme. (Physical Science, Biological Science, Mathematics and Computer Science).

(ix) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed. Degree programme with the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The
marks obtained in UG Degree alone shall be taken to arrive the eligibility even if they possess PG Degree in the same subject. For the subject in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, PG Degree with not less than 50% marks is mandatory and the subjects in UG and PG shall be one and the same.

<table>
<thead>
<tr>
<th>Community/Category</th>
<th>Minimum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC</td>
<td>50%</td>
</tr>
<tr>
<td>BC/ BCM</td>
<td>45%</td>
</tr>
<tr>
<td>MBC / DNC</td>
<td>43%</td>
</tr>
<tr>
<td>SC /SCA/ ST</td>
<td>40%</td>
</tr>
</tbody>
</table>

a) Marks obtained by the candidates in the UG Degree Course Part-III / IV Major and Allied including Practical [Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science] alone shall be taken into account to arrive at the percentage of marks mentioned above. Marks obtained under Part-V subjects shall not be taken into account to arrive at the percentage of marks. If the candidates possess PG Degree in these subjects, weightage of marks for the highest qualification in the relevant subject will be given as follows and added to the base marks for Ranking. However minimum marks mentioned in the ‘item (ix)’ is mandatory for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science and not less than 50% of marks for the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Weightage of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Candidates with PG (Except the subjects Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, since PG Degree is the requisite qualification for admission to B.Ed. Degree.)</td>
<td>4 (four) marks</td>
</tr>
<tr>
<td>b) Candidates with M.Phil.</td>
<td>5 (five) marks</td>
</tr>
<tr>
<td>c) Candidates with Ph.D.</td>
<td>6 (six) marks</td>
</tr>
</tbody>
</table>
b) Marks obtained by the candidates in the PG Degree [Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy] shall be considered eligible for admission, but weightage marks will not be given as mentioned in ‘item (ix) (a)’.

c) To arrive at above percentage of marks, the marks obtained by the candidates in Major / Ancillary / Allied subjects (Part III & IV) including practical alone shall be taken into account.

d) For the students who have done their Bachelor’s Degree in Engineering or Technology, the marks obtained in their Degree shall be taken into account.

e) Rounding of the marks to the next higher integer shall not be permitted.

f) The candidates who are qualified in UG Degree under Open University System after passing 10\textsuperscript{th} Standard and +2 Examinations shall alone be considered for admission to B.Ed. Degree programme.

g) The candidates who are qualified in UG Degree under Open University System without passing 10\textsuperscript{th} Standard and +2 Examination and subsequently passing 10\textsuperscript{th} and +2 examinations are not eligible for admission to B.Ed. Degree programme.

(x) Candidates, who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education, are eligible for admission.

(xi) In the case of Differently-Abled (Physically and Visually Challenged) candidates, a minimum pass in the requisite qualification is enough.

However, the basis of selection shall be in accordance with the Regulations of the University / Government of Tamil Nadu Guidelines for Admission to B.Ed Degree programme in force from time to time.

2. DURATION OF THE B.Ed PROGRAMME

The B.Ed. programme shall be for duration of two academic years consisting of 200 working days (36 hours in a week- 5 or 6 days in a week) each year, excluding the period of examination and admission.
3. PROGRAMME CONTENT

The B.Ed programme will consist of Theory courses in ‘Perspectives in Education’, and ‘Curriculum and Pedagogic Studies’ along with ‘Engagement with the Field’ as practical component.

COURSES IN PERSPECTIVES IN EDUCATION

Course 1: Childhood and Growing up
Course 2: Contemporary India and Education
Course 3: Learning and Teaching
Course 6: Gender, School and Society (1/2 Course)
Course 8: Knowledge and Curriculum
Course 10: Creating an Inclusive School (1/2 Course)

COURSES IN CURRICULUM AND PEDAGOGIC STUDIES

Course 4: Language across the Curriculum (1/2 Course)
Course 5: Understanding Disciplines and Subjects (1/2 Course)
Course 7 (a&b): Pedagogy of a School Subject (1/2 Courses)
Course 9: Assessment for Learning
Course 11: Optional Course (1/2 Course)

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

This curricular area would have three components:

1. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.
2. School Internship.
3. Courses on Enhancing Professional Capacities (EPC):
   i) Course EPC 1: Reading and Reflecting on Texts (1/2 Course)
   ii) Course EPC 2: Drama and Art in Education (1/2 Course)
   iii) Course EPC 3: Critical Understanding of ICT (1/2 Course)
   iv) Course EPC 4: Understanding the Self (1/2 Course)
## Theory Courses for First Year

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Course Name</th>
<th>Marks for Theory</th>
<th>Marks for T&amp;A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>Childhood and Growing Up</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Course 2</td>
<td>Contemporary India and Education</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Course 3</td>
<td>Learning and Teaching</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Course 4</td>
<td>Language across the Curriculum</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Course 5</td>
<td>Understanding Disciplines and Subjects</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Course 6</td>
<td>Gender, School and Society</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Course 7(a)</td>
<td>Pedagogy of a School subject – Part – I (Methodology)</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Sub - Total</strong></td>
<td><strong>350</strong></td>
<td><strong>150</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

### Engagement with the Field for First Year

[**Courses on Enhancing Professional Capacities (EPC)**]

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Marks for T&amp;A</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPC 1</td>
<td>Reading and Reflecting on Texts</td>
<td>50 Marks</td>
</tr>
<tr>
<td>EPC 2</td>
<td>Drama and Art in Education</td>
<td>50 Marks</td>
</tr>
<tr>
<td>EPC 3</td>
<td>Critical Understanding of ICT</td>
<td>50 Marks</td>
</tr>
<tr>
<td></td>
<td><strong>Sub - Total</strong></td>
<td><strong>150 Marks</strong></td>
</tr>
</tbody>
</table>

Grand Total (500+150) 650 Marks

*Note: T & A refers to ‘Tasks and Assignments’ which are evaluated by continuous internal assessment.*

[The courses on ‘Enhancing Professional Capacities’ (EPC 1, EPC 2 & EPC 3) are evaluated by continuous internal assessment.]
### Theory Courses for Second Year

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Course Name</th>
<th>Marks for Theory</th>
<th>Marks for T &amp; A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 7(b)</td>
<td>Pedagogy of a School Subject – Part II (Content Mastery)</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Course 8</td>
<td>Knowledge and Curriculum</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Course 9</td>
<td>Assessment for Learning</td>
<td>70</td>
<td>30</td>
<td>100</td>
</tr>
<tr>
<td>Course 10</td>
<td>Creating an Inclusive School</td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Course 11</td>
<td><strong>Optional Courses: (Any one)</strong></td>
<td>35</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>1. Yoga, Health and Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Environmental Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Values and Peace Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Engagement with the Field (EPC) for Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Course</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPC 4</td>
<td>Understanding the Self</td>
<td>50 Marks</td>
</tr>
<tr>
<td></td>
<td>School Internship</td>
<td>250 Marks</td>
</tr>
<tr>
<td></td>
<td><strong>Total Marks</strong></td>
<td><strong>650 Marks</strong></td>
</tr>
</tbody>
</table>

**Note:** T & A refers to **Tasks and Assignments** which are evaluated by continuous internal assessment.

[The course on ‘Enhancing Professional Capacities’ (EPC 4) is evaluated by continuous internal assessment.]

### DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH COURSE

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Type of Course</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Full course</td>
<td>2 x 15 = 30</td>
</tr>
<tr>
<td>2.</td>
<td>Half a course</td>
<td>2 x 7.50 = 15</td>
</tr>
</tbody>
</table>

**Note:** Students have to undertake Tasks and Assignments in each course given in the syllabus.
MEDIUM OF INSTRUCTION

The candidates admitted into the B.Ed degree course in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or as Tamil (as per the availability of medium of instruction in the colleges of education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the medium of instruction chosen by each candidate to Tamil Nadu Teachers Education University.

In case, if the admitted candidates prefer to change their medium of instruction at later stage of the course it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed. degree course will be indicated in the B.Ed. degree course transfer certificate alone. Classroom instruction shall be carried out separately for different medium of instruction.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e., 170 days) of attendance, failing which they will not be permitted to appear for the B.Ed. degree examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for the written examination and practical examinations in the first appearance itself. Candidates who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written examination. Such candidates appearance in the practical examination will stand cancelled automatically.

WRITTEN EXAMINATIONS

The first year written examinations will be conducted for six and a half theory courses by
the University after the completion of 200 working days in the first year.

Each theory course question paper will be designed for 3 hours for full course and 1½ hours for half a course. The questions and allotment of marks are as described below:

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Type of Questions</th>
<th>Marks</th>
<th>Total Marks</th>
<th>Maximum word / page limits for each question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Course</td>
<td>Essay Questions (7 out of 10)</td>
<td>7 x 10</td>
<td>70</td>
<td>600 words/ 5 pages for each Question</td>
</tr>
<tr>
<td>Half a Course</td>
<td>Essay Questions (5 out of 7)</td>
<td>5 x 7</td>
<td>35</td>
<td>300 words/ 3 pages for each Question</td>
</tr>
</tbody>
</table>

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each course with a minimum of 45% in the external examination in each full course and half a course. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which he/she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates can apply for revaluation / retotalling / xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

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

PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener, one member) appointed by the University will examine the teaching competency of each candidate as
mentioned in Part –A below and also his/her practical works, records and instructional materials as mentioned in Part –B below.

<table>
<thead>
<tr>
<th>PART- A</th>
<th>Assessment of Teaching Competency</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Competency Level I</td>
<td>50</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Competency Level II</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PART- B</th>
<th>Assessment of Teaching Competency</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Observation Record Level I</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Demonstration Record Level I</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Lesson Plan Record Level I (30 lesson Plans)</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Instructional Materials Record Level I</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>Test and Measurement Record Level I</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Observation Record Level II</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstration Record Level II</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Lesson Plan Record Level II (30 lesson Plans)</td>
<td>20</td>
</tr>
<tr>
<td>9.</td>
<td>Instructional Materials Record Level II</td>
<td>10</td>
</tr>
<tr>
<td>10.</td>
<td>Test and Measurement Record Level II</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>Teaching Skills (Mini-teaching) Practice Record</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>Visit to Innovative schools and Healthy Practices</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>Students Portfolios / CCE Record</td>
<td>10</td>
</tr>
<tr>
<td>14.</td>
<td>Reflective Journal - Diary</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>Environmental Education Record</td>
<td>10</td>
</tr>
<tr>
<td>16.</td>
<td>Community based Engagement/ Skill Development Record</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total (100 + 150)</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>
PRACTICAL COMPONENTS IN THE FIRST YEAR 4-WEEK INTERNSHIP

1. Lesson Plan Writing and Achievement Test Construction       - 2 weeks
2. Teaching Skills Practice (Mini-teaching)                    - 1 week
3. Visit to Innovative Schools                                 - 1 week

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4 weeks

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PRACTICAL COMPONENT IN THE SECOND YEAR 16-WEEK INTERNSHIP

1. Observation of Regular Class Teacher in Regular Classroom   - 1 week
2. Intensive Teaching Practice (Teaching 30 lessons, lesson plan preparation, preparation of teaching-learning materials, conducting test & measurement, knowing the self / psychological tests, conduct of school assembly, organization of PTA meeting, conducting case study).     - 15 weeks

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16 weeks

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PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate should apply for the practical examination in the first appearance. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination in the second year and their decision on the marks to be awarded shall be final.

REAPPEARANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the practical examinations within the next three consecutive academic years in the main examinations only.
CLASSIFICATION OF SUCCESSFUL CANDIDATES

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

Successful candidates shall be classified as specified hereunder by taking into account of the marks secured in Theory and Practical Examination separately.

CLASSIFICATION FOR WRITTEN EXAMINATION

<table>
<thead>
<tr>
<th>Percentage of Marks</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 to 59</td>
<td>Second Class</td>
</tr>
<tr>
<td>60 to 74</td>
<td>First Class</td>
</tr>
<tr>
<td>75 and Above</td>
<td>Distinction</td>
</tr>
</tbody>
</table>

CLASSIFICATION FOR PRACTICAL EXAMINATION

<table>
<thead>
<tr>
<th>Percentage of marks</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 to 59</td>
<td>Second class</td>
</tr>
<tr>
<td>60 to 74</td>
<td>First class</td>
</tr>
<tr>
<td>75 and Above</td>
<td>Distinction</td>
</tr>
</tbody>
</table>
B.Ed (2016-2017) First Year Syllabus
COURSE 1: CHILDHOOD AND GROWING UP

Course objectives:

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

1. understand the growth, stages and dimensions of child development
2. compare various theories and its contributions to child development
3. analyse the gender stereotyping and issues, concerns of marginalized children
4. understand the adolescent behaviours
5. identify the various socializing agencies and their role on child development
6. comprehend the role of play and media on child development
7. examine the impact of urbanization and economic change on child development.

Unit I  Growth and development of childhood

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

(Suggested instructional approaches and methods:

i) Talk by teachers/experts on the principles of growth and development.

ii) A debate on the influence of nature and nurture on individual development.)

Unit II  Stages and dimensions of development

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

i) Talk by the teacher/psychologist on the various stages
of child development.

ii) Invited talk by experts on dimensions of child
development.)

Unit III  Theories of child development

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral
development ( Kohlberg), Socio-cultural approach to cognitive development
( Vygotsky), Ecological systems theory( Bronfenbrenner).

(Suggested instructional approaches and methods:

i) Teacher talk on child development theories.

ii) Student seminar on various theories of child
development.)

Unit IV  Socializing agencies of child development

Agencies of socialization: Family, school, peer, and community

(Suggested instructional approaches and methods:

i) Presentation of report based on field study/ case study on
child rearing practices.

ii) Seminar on family, school and peer influence on
socializing process.)

Unit V  Gender stereotypes and gender roles

Gender stereotypes in early child, middle childhood and adolescence -
Influences of gender stereotyping: biological, cultural and environmental -
Gender identity in middle childhood and in adolescence - Gender schema theory

(Suggested instructional approaches and methods:

i) invited lecture by a Feminist on gender stereotypes.

ii) seminar on strategies for development of non-gender-
stereotyped children.)
Unit VI    Marginalized children: issues and concerns

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour - Measures to promote the status of marginalized children.

(Suggested instructional approaches and methods:

i) Presentation of report of the problems of marginalized children based on field study.

ii) Seminar on the problems of marginalized children and the measures to be taken.)

Unit VII    Understanding adolescence

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

(Suggested instructional approaches and methods:

i) Teacher talk/ Group discussion on the influences of play on child and adolescent development.

ii) Presentation of report of the adolescent behavior using observation and other techniques.)

Unit VIII    Play and child development

Meaning and characteristics of play - kinds of play and their role in child development – play activities of childhood – factors influencing children’s play – contribution of play to children’s physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

i) Teacher talk / Group discussion on kinds of play and child
development.

ii) Invited lecture by an expert or psychologist on various aspects of children’s development.)

Unit IX  Media and child development

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children’s and adolescent’s behaviour - effects of media on racial and gender stereotyping – regulating healthy media use

(Suggested instructional approaches and methods:
  i) Make a short film on the impact of mass media on children/adolescents.

 ii) Group discussion on media violence on children).

Unit X  Urbanisation and economic change on child development

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

(Suggested instructional approaches and methods:
  i) Invited talk/teacher talk on urbanization and child development.

 ii) Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

Tasks and Assignments:

1. Submission of a case study report on an adolescent student in the practice teaching school.

2. Contact various socializing agencies and submit a detailed report on their role on child development.
References:

8. www.simplypsychology.org
9. psychlassics.yorkn.ca
10. psychology.wikia.com
COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Course objectives:

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

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit I   Understanding the social diversity
Social diversity: Meaning and definition - Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

(Suggested instructional approaches/methods:
   i) Invited talk on the social diversity of Indian society.
   ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)

Unit II   Educational demands of individuals and diverse communities
**Unit III  Indian Constitutional values on education**

Preamble of the constitution - Fundamental rights and duties of citizens - Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

**(Suggested instructional approaches/methods):**

i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.

ii) Invited talk/legal expert(s) talk on the salient features of Right to Education Act.)

**Unit IV  Inequality, discrimination and marginalisation in education**

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

**(Suggested instructional approaches/methods):**

i) Report presentation based on the field study /observation about the difficulties of tribals and dalits in accessing education.

ii) Report presentation based on the brainstorming session
on the effective use of education for elimination of social inequities.)

Unit V  Policy frameworks on education: Pre-independent India
Salient features of Vedic, Buddhist and Jain system of education - Development of education during the pre-independent period - Characteristics of Basic education and its relevance to the present day context.

(Suggested instructional approaches/methods:
 i) Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
 ii) Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.)

Unit VI  Policy frameworks on education: Post-independent India

(Suggested instructional approaches/methods:
 i) Student seminar/Teacher talk on the major recommendations of different Education Committees/Commissions.
Unit VII   Educational planning and financing
Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students’ loans, education cess and external aids.

(Suggested instructional approaches/methods:)

i) Invited talk/teacher talk on the Indian educational funding systems and its implications.

ii) Report presentation based on student seminar/brainstorming session suggesting alternative funding systems in education.)

Unit VIII   Language policy in education
Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - Views of great thinkers on medium of instruction: Views of great thinkers-Tagore, Gandhi, Vivekananda.

(Suggested instructional approaches/methods:)

i) Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.

ii) Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

Unit IX   Midday meal scheme as a socialisation process
Objectives of midday meal scheme - Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

(Suggested instructional approaches/methods:)

i) Report presentation based on the field study on the impact of midday meal scheme in rural area.

ii) Report presentation based on the debate: “Midday meal scheme is an effective tool for socialisation of children”.)
Unit X  Emerging trends in education

Impact of globalization, liberalization and privatization on education - Life-long learning and on-line education.

(Suggested instructional approaches/methods:
  i) Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
  ii) Invited talk/teacher talk on the importance of life-long learning.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalisation in education.

2. Write a detailed report on the five year plans implications of universalisation of education.

References:


COURSE 3: LEARNING AND TEACHING

Course objectives:

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

1. develop an understanding of the nature of learning and teaching.
2. develop an understanding of the behavioural theories, cognitive and humanistic theory.
3. critically evaluate the theory of constructivism.
4. understanding the teaching diverse classroom.
5. identify the need and importance of teacher student relationship
6. discuss the importance of teaching as a profession.

Unit I  Nature of learning


(Suggested Instructional approaches/ methods:

i) Student seminar on principles of active learning.
ii) Invited talk by experts based on the nature of learning.)

Unit II  Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

i) Group discussion on characteristic of a good teacher.
ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning – meaning of learning as defined by behaviourists – classical conditioning (Pavlov) – Law of effect (Thorndike) – operant conditioning and
shaping (Skinner) – social learning (Bandura) - Basic assumptions of behavioural theory – strengths and limitations.

(Suggested Instructional approaches/ methods:)

i) Invited talk by the experts on the behavioural theories of learning.
ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning - meaning of learning as defined by cognitive psychologists - Insight learning (Kohlberg) - Modes of cognitive development (Bruner) - Stages of intellectual development (Piaget) – Learning styles (Kolb) – Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:)

i) Student seminar on the cognitive theories of learning.
ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism – meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne’s eight levels of learning.

(Suggested Instructional approaches/ methods:)

i) Presentation of a report based on the group discussion on constructivism.
ii) Group discussion on Gagne’s eight levels of learning.)

Unit VI Learner-centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching – Learner-centered techniques of teaching and their advantages.
(Suggested Instructional approaches/ methods:

i) Student seminar on learner-centered teaching.
ii) A debate on learner-centered teaching vs teacher-centered learning.)

Unit VII  Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

(Suggested Instructional approaches/ methods:

i) Talk by the expert on preparation of teachers for diverse classroom.
ii) Student seminar on effective teaching in a diverse classroom.)

Unit VIII  Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the classroom-learning for outside the classroom-advantages of learning outside the classroom.

(Suggested Instructional approaches/ methods:

i) Teacher talk on importance of observation learning.
ii) Discussion on approaches to learning outside the school.)

Unit IX  Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship - inter-personal approach in classroom management - strategies for improving
student engagement in learning - Healthy classroom management and academic achievement.

(Suggested Instructional approaches/ methods:

i) Invited talk by experts on the effective teacher student relationship.
ii) Seminar on healthy classroom management and academic achievement.

Unit X   Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession - Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(Suggested Instructional approaches/ methods:

i) Teacher talk on qualities of a good teacher.
ii) Student seminar on “teaching as the noblest profession”.

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.

2. Prepare records that capture a variety of images of learning and teaching.

References:


COURSE 4: LANGUAGE ACROSS THE CURRICULUM

Course objectives:

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

1. understand the language background of the learner,
2. know language diversity in the classroom,
3. understand the nature of communication process in the classroom,
4. understand the nature of reading comprehension in different content areas,
5. develop multilingual awareness among the learners.

Unit I Language and Society

Language: Meaning, concept and functions - Understanding of Home language and School Language - Understanding the language background of the learner - Developing oral and written language in the classroom - Language and Culture.

(Suggested instructional approaches/methods:

i) Organise the students to participate in Discussion on Home Language Vs. School Language.
ii) Visit a school in your neighbourhood and find out the language background of students and conduct a seminar highlighting the language diversity that exists in the classroom.)

Unit II Language diversity in classrooms


(Suggested instructional approaches/methods:

i) Observe two Language classes of secondary schools (one rural and the other urban) and record the discipline-based language, teacher
language and student language during interaction-Make a comparative analysis.

ii) Conduct a seminar on: “Language is the vehicle that carries the content”.)

Unit III Position of English Language in the Indian Context

Position of English as a second language in India - Communication process in the classroom - The nature of classroom discourse; oral language in the classroom; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher control.

(Suggested instructional approaches/methods:

i) Arrange an extempore speech competition regarding importance and development of language.

ii) Discussion on common errors in pronunciation and its remedial exercises for students.)

Unit IV Language across Curriculum

Language for specific purpose and subjects – Social Sciences, Science and Mathematics - Critical review of medium of instruction - Factors related to poor reading comprehension - Developing skills of reading comprehension - Theories of Language- Deficit theory and Discontinuity theory - Educational implications of language - Understanding the nature of classroom interaction.

(Suggested instructional approaches/methods:

i) Participation in two Extempore Presentations, one Debate, one Paragraph writing and one Application writing.(To be the basis of Evaluation after exhaustive sessions to improve communication skills.

ii) Discussion on “Language development in the school is the responsibility of all the teachers”.)

Unit V Language related issues

Bilingualism - Multilingualism - Challenges of teaching language in multicultural classroom - Nature of reading comprehension in the
content areas. - Developing writing skills for writing in specific content areas. - Strategies for developing oral language in the classroom that promotes learning in the subject areas. - Reading in the content areas – Social Sciences, Science and Mathematics; nature of expository texts Vs. narrative texts; transactional Vs. reflexive texts; Schema theory; text structures; examining content areas textbooks; reading strategies for note-making, summarizing; making reading-writing connections; process writing; analyzing children’s writing to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(Suggested instructional approaches/methods):

i) Talk to the students and find out the different languages that they speak. Prepare plan to use multilingualism as a strategy in the English classroom.

ii) Interact with 5 student-teachers and present a paper on:
   • the structure of their language
   • pronunciation
   • vocabulary.)

Task and Assignments:

1. Based on Eller Deficit Theory: Children’s from lower socio-economic classes “cannot speak complete sentences, do not know the names of common objects, cannot form concepts or convey logical thoughts.”
   Step-1: Student teachers have to find the students who are undergoing this type of problem.
   Step-2: According to Eller theory, give a remedial treatment by teaching correct pronunciation.
   Step-3: The pronunciation of the students before training and after training can be recorded to find the progress of the students.

2. Take a few passages from Science, Social Science and Maths textbooks of Classes VI-VIII/ IX-X/ XI-XII and analyse on the following issues and offer your findings and suggestions.
• How are the different registers of language have been introduced?
• Does the language clearly convey the meaning of the topic being discussed?
• Is the language learner-friendly?
• Is the language too technical?

References:

8. Forum for across the curriculum teaching –
   http://www.factworld.info/
9. Language for understanding across the curriculum –
   www.det.act.gov.au>LUAChandbook
10. Curriculum guide – Language arts language across the curriculum –
    www.moe.gov.jm>sites>default>files.
COURSE 5: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course objectives:

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

1. reflect on the role of disciplines and subjects in school curriculum.
2. acquaint with the development of curriculum with social, political and intellectual contexts.
3. understand the paradigm shift in selection of content.
4. analyze the advantages of learner centered curriculum.
5. explore the aspects of life oriented curriculum.

Unit I Disciplines and Subjects

Disciplines and subjects- meaning, definition and concepts - 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

(Suggested Instructional Approaches/Methods:

1. Teacher talk on meaning and concepts of three different school subjects.
2. Small group discussion on differences of any three school subjects.)

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 - Concepts of knowledge-firm, objective and impersonal-diverse, dialogical, subjective, fluid and porous frame - Redefinitions of school subject from socio-cultural perspectives - School subjects and social justice

(Suggested Instructional Approaches/Methods:

i) Discussion about the historical and cultural influences in any one of your school subjects.
ii) Group discussion on the redefinition of school subject from socio-cultural perspectives.

Unit III Selection of Content

Selection of subject-matter or content of the curriculum: self-sufficiency, significance, validity, interest, utility, learn ability and feasibility - Reasons for inclusion or exclusion of a subject from the school curriculum - Recent developments in school subject.

(Suggested Instructional Approaches/Methods:

i) Student seminar on selection of content.
ii) Seminar on recent developments in school subjects.)

Unit IV Learner Oriented Curriculum

Disadvantages of discipline oriented Curriculum - Advantages of learner oriented curriculum - Social oriented curriculum for social reconstruction - Designing learner centered curriculum, syllabus and textbooks

(Suggested Instructional Approaches/Methods:

i) Teacher talk on learner oriented curriculum.
ii) Discussion on the 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 Instructional Approaches/Methods:

i) Discussion on life-oriented curriculum.
ii) Student seminar on disciplinary approach to school subjects.)
Tasks and Assignments:

1. Select a unit from your major subject in the school syllabus of any standard and analyze the social, political and cultural influences in it.

2. Critically evaluate the relevance of school subject for social justice and social reconstruction.

References:


COURSE 6: GENDER, SCHOOL AND SOCIETY

Course objectives:

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

1. understand the concept of gender roles in society
2. explain the gender identity and socialization process
3. identify gender roles in textbooks and curriculum
4. discuss safety of girls and women at school, home and workplace
5. 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.

(Suggested instructional approaches/ methods:

i) Seminar on reasons for gender inequalities.
ii) Discussion the roles of men and women family,
    caste, class, religion, culture, the media and popular culture,
    law and the state.)

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 - Actual
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.

(Suggested instructional approaches/ methods:

i) Presentation of a paper on gender roles based on the visit of
    students in a school.
ii) Seminar on the processes of disciplining techniques for boys
    and girls after visiting schools/ home.)
Unit III  Gender and School Curriculum

Representation of gender roles in school textbooks and curricula - Role of schools in nurturing or challenging 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.

(Suggested instructional approaches/methods:
   i) Student seminar on representation of gender roles in textbooks and curriculum.
   ii) Workshop on developing school curriculum for equality and gender-just society.)

Unit IV  Violence on Safety of Girls and Women

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

(Suggested instructional approaches/methods:
   i) Brainstorming session on safety of girls at school, home and workplace.
   ii) Teacher talk on role of teachers and parents in combating female body objectification.)

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 instructional approaches/methods:
   i) Student seminar on gender stereotypes in mass media.
   ii) Poster show presentation on gender in media.)
Tasks and Assignments:

1. Prepare a report on different roles of adolescents (boys and girls) in the context of emerging society.
2. Prepare a report on child abuse/violation of girl’s rights by collecting data from various media resources.

References:

COURSE 7(a): PEDAGOGY OF A SCHOOL SUBJECT

(PART I - METHODOLOGY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level- I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.
பாடல் 7(a): தமிழ் கல்விகள்

(பகுதி-1 கல்விகள் பாடத்திட்டம்)

இந்திக்கோள்:

1. தமிழ் பாடல் கல்விகளின் நூற்றாண்டு முறையில் முருக்கைந்திகழ்வால்
   புதுக்கைந்திகழ்வால்.
2. தமிழ் பாடல் கல்விகள் நூற்றாண்டு முறையில் முருக்கைந்திகழ்வால்
   முருக்கைந்திகழ்வால்
3. தமிழ் பாடல் கல்விகள் முருக்கைந்திகழ்வால் முருக்கைந்திகழ்வால்
4. தமிழ் பாடல் கல்விகள் முருக்கைந்திகழ்வால் முருக்கைந்திகழ்வால்
5. தமிழ் பாடல் கல்விகள் முருக்கைந்திகழ்வால் முருக்கைந்திகழ்வால்

அத்து 1 தமிழ் கல்விகளின் இந்திக்கோள் முருக்கைந்திகழ்வால்

தமிழ் பாடல் கல்விகளின் இந்திக்கோள்: பாடலின் முருக்கை அரங்கு - பாடல்
பாடல் நூற்றாண்டு அரங்கு - நூற்றாண்டு நூற்றாண்டு
- பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால் - கல்விகளின் முருக்கை
நூற்றாண்டு - பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால் - நூற்றாண்டு
பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால் - நூற்றாண்டு
பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால் - நூற்றாண்டு
பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால் - நூற்றாண்டு
பாடல் நூற்றாண்டு முருக்கைந்திகழ்வால்

(பகுதி-2 கல்விகள் பாடத்திட்டம்)

i) பாடல் பாடலின் முருக்கை அரங்கு முருக்கை அரங்கு / பாடல்
   முருக்கை அரங்கு

ii) பாடலின் கல்விகளின் பாடல் முருக்கை, தமிழ், முருக்கை வடிவங்கள்
    கல்விகள் பாடத்திட்டம்

அத்து 2 கல்விகளின் நூற்றாண்டு

பாடல் 2 கல்விகளின் பாடத்திட்டம்: பாடல் கல்விகளின் நூற்றாண்டு
கல்விகள் - பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு
கல்விகள்
- பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு
- பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு
- பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு
- பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு
- பாடல் கல்விகளின் நூற்றாண்டு - பாடல் கல்விகளின் நூற்றாண்டு

(பாடல்-2 கல்விகள் பாடத்திட்டம்)

i) பாடல் 2 கல்விகள் (பாடல் 1, பாடல் 2) கல்விகள் நூற்றாண்டு கல்விகள்

ii) (ilihan 1, ihan 2) (saleetha vsalishs gisvish sasvsiv 2016-2017)
4. கூற்று தொழில்கலை அறிஞர்கள் அறிவுக்கெடுப்பு

பாதுகாப்பு கருவிகள்: ஒளியான கருவிகள் ஆணத்துவர் - ஒளியான வளைவிறன் - ஒளியான பொருளறிவு கலையாளர்; கருவிகள் பிறக்கத் தொழில் - அறிஞர்கள் பிறக்கத் தொழில் - தொழியை அறிஞர்கள் பிறக்கத் தொழில் - தொழியை அறிஞர்கள் பிறக்கத் தொழில் - கட்டுப்படுத்தப்பட்டுள்ள தொழிகள் - பல்வேறு பிறக்கத் தொழிகள் - பல்வேறு பிறக்கத் தொழிகள் - பல்வேறு பிறக்கத் தொழிகள் - பல்வேறு பிறக்கத் தொழிகள்.


(பிரிவுக்காரத்து விளக்கங்கள்)

i) ஒளியான கருவிகள், வளைவிறன் அறிஞர்கள் / வைணவர் வைணவர்.

ii) ஒளியான கருவிகள், வளைவிறன் அறிஞர்கள் அறிஞர்கள் பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு.

iii) பாதுகாப்பு கருவிகள்/வைணவர் வைணவர் அறிஞர்கள் / வைணவர் வைணவர்.

iv) பாதுகாப்பு கருவிகள்/வைணவர் வைணவர் அறிஞர்கள் பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு பொருளறிவு.

(பிரிவுக் கருத்து விளக்கம்)

i) முதல் பகுதியில் அயனி 2-ஆம் பாகத்து ஐரேக்க உரையான ஆராய்ச்சியும் பதிப்பும் / பாகில் வழங்கப்படுகின்ற.

ii) முதல் பகுதியில் அயனி 2-ஆம் பாகத்து ஐரேக்க உரையான ஆராய்ச்சியும் ஆரம்பத்து முறையில் இயங்கி வழங்கப்படுகின்ற.

அங்கு 6 தொக்கியதற்கு விளக்கம்

தொக்கியதற்கு தொக்கல் - (சாத்தியாகம் - சமாதியாய் தொக்கியதற்கு ஆக்கல் - 2-ஆமாக அவந்த தொக்கல் - சிறைத்துதல் தொக்கல் - சிறைத்துதல் தொக்கியதற்கு ஆக்கல் - எடுத்து விளை நிறைய தொக்கல் - குறுக்கு விளையன்கள் நிறுவுதல் - பின்னரும் தொக்கல் - தொக்கல் விளையன்கள் நிறுவுதல் - எடுத்து விளையன்கள் நிறுவுதல் - குறுக்கு விளையன்கள் நிறுவுதல் - குறுக்கு விளையன்கள் நிறுவுதல்: தற்போது அடையாளம் ஆட்டுச்சீல் (Table of specifications/Blueprint) - பல்வேறு செயற்கைத்துறையில் விளங்கியதற்கு எளியத் தொக்கியதற்கு - சிறுநிறுவனத்துப் பாட்டும் விளங்கம்.

(பிரிவுக் கருத்து விளக்கம் விளக்கம்)

i) முதல் பகுதியில் தொக்கியதற்கு எளிது ஆராய்ச்சியும் / பாகில் வழங்கப்படுகின்ற.

ii) முதல் பகுதியில் தொக்கியதற்கு எளிது ஆராய்ச்சியும் பதிப்பும் / பாகில் வழங்கப்படுகின்ற. அவை எளிது எளிதும் எளிதுகளை செயல்படுத்தும் எளிது (பொருளியல் எளிது).

சொற்றொடர்கள் விளக்கம்:

1. முதல் பகுதியில் தொக்கியதற்கு எளிது ஆராய்ச்சியும் / பதிப்பும் அவர்கள் எளிது வழியாக வழங்கும் எளியது.

2. முதல் பகுதியில் எளியது எளிது பதிப்பும் அவர்கள் எளிது வழியாக வழங்கும் எளியது.

2. புரொபேலியன் (2012). புரொபேலியன் தமிழ் குறிப்பிட்டு. தொழில்நுட்பம்:


4. புரொபேலியன் (2012). தமிழ் பரப்பிக் குறிப்பிட்டு. தொழில்நுட்பம்:

5. மூண்டியுணர்நாட்டு & குழுவா. (2016). தமிழ் பரப்பிக் குறிப்பிட்டு. தொழில்நுட்பம்:

6. சிறுமியர் தொழில்நுட்பம். (2016). தமிழ் பரப்பிக் குறிப்பிட்டு. தொழில்நுட்பம்:


8. மூண்டியுணர்நாட்டு & குழுவா. (2000). தமிழ் பரப்பிக் குறிப்பிட்டு. தொழில்நுட்பம்:


10. http://textbooksonline.tn.nic.in
COURSE 7(a): PEDAGOGY OF ENGLISH

(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

Unit I Aims and objectives of Teaching English
Importance of English Language in India - Rationale for learning English - Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

(Suggested instructional approaches/methods:

i) Teacher talk / Invited talk on the place of English as second language in school curriculum.

ii) Student seminar on the need, significance and values of teaching English as second language.

Unit II Planning for Instruction
Steps in planning a lesson: setting lesson goals - Designing unit plans - Designing a lesson plan - Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practicing the Skills in Teaching English
Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues - Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with
multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)


**Teaching and Testing Language Skills**

**Teaching listening skill**: Meaning of listening skill - Types of listening - Goals of teaching listening - Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.


(Suggested instructional approaches/methods:

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Method of Teaching English


Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Teleivison - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language

Tamil Nadu Teachers Education University
class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

(Suggested instructional approaches/methods)

i) Teacher talk / Expert talk on different methods of teaching English as a second language.

ii) Preparation and presentation of a report on different methods of teaching English as a second language.

Unit V Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests - Types of test in English: objective tests - construction of objective-types questions - Error recognition - Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods):

i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.

ii) Preparation and presentation of a teacher-made Achievement Test in English.

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.
2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

References:


16. www.britishcouncil.org
COURSE 7(a): PEDAGOGY OF MATHEMATICS

(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives of teaching Mathematics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching of Mathematics.
5. use various resources in teaching Mathematics.

Unit I Aims and objectives of teaching Mathematics

Mathematics: Meaning, nature and scope - Aims and objectives of teaching Mathematics in schools – Need and significance of teaching Mathematics - Values of teaching Mathematics.

(Suggested instructional approaches/methods:

i) Teacher talk/ Invited lecture on the place of Mathematics in school curriculum.

ii) Student seminar on the need, significance and values of teaching Mathematics.)

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom’s Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Mathematics for Level I & II.

ii) Prepare a model lesson plan for Level I & II in Mathematics.)

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching
skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction - reflection and summing up - Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods):

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Mathematics


(Suggested instructional approaches/methods):

i) Teacher talk/Expert talk on different methods of teaching Mathematics.

ii) Preparation and presentation of a report on different methods of teaching Mathematics.)

Unit V Resources for Teaching Mathematics

(Suggested instructional approaches/methods):

i) Teacher talk/Invited lecture talk on different resources for teaching Mathematics.

ii) Preparation and presentation of a report on different resources for teaching Mathematics.

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Mathematics.


References:


COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE
(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Computer Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Computer Science.
5. use various resources in teaching Computer Science.

UNIT I Aims and objectives of teaching Computer Science

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Science in schools – Need and significance of teaching Computer Science – Values of teaching Computer Science.

(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on the place of Computer Science in school curriculum.

ii) Student seminar on the need, significance and values in teaching Computer Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Mathematics (for Level I) and in Computer Science (for Level II.)

ii) Prepare a model lesson plan in Mathematics (for Level I) and in Computer Science (for Level II.)
UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes)- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)- Observation and feedback on mini- teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods:

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Computer Science


(Suggested instructional approaches/methods:

i) Teacher talk/Invited lecture on different methods of teaching Computer Science.

ii) Preparation and presentation of a report on different methods of teaching Computer Science.)
UNIT V Resources for Teaching Computer Science


(Suggested instructional approaches/methods:

i) Teacher talk/ Invited lecture talk on different resources for teaching Computer Science.

ii) Preparation and presentation of a report on different resources for teaching Computer Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Computer Science.

2. Prepare and submit a report on Computer Science Resource Centre.

References:


9. www.e-booksdirectory.com

10. www.springer.com
COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE  
(Part - I Methodology)

Course objectives:

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

1. understand the aims and objectives teaching of physical science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching physical science.
5. use various resources in teaching physical science.

UNIT I Aims and objectives of teaching Physical Science

Physical Science: Meaning, nature and scope – Aims and objectives of teaching Physical Science in schools - Need and significance of teaching Physical Science - Values of teaching Physical Science.

(Suggested instructional approaches/methods:

i) Teacher talk/Invited talk on the place of Physical Science in the school curriculum.
   
ii) Student seminar on the need, significance and values of teaching Physical Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives: Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write the instructional objectives for a lesson in Physical Science at Level I & II.

ii) Prepare a model lesson plan in Physical Science for Level I & II).
UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing-explaining –questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation-interaction- reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods:

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Physical Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.


(Suggested instructional approaches/methods:

i) Teacher talk/ Invited lecture on different methods of teaching Physical Science.

ii) Preparation and presentation of a report on different methods of teaching Physical Science.)
UNIT V Resources for Teaching Physical Science

**Print Resources:** Newspapers - journals and magazines- science encyclopedias. **Audio Resources:** Radio talk- audio tapes- DVDs/ CDs. **Visual Resources:** Pictures - flash cards- charts- posters - photographs- models. **ICT Resources:** Radio – television- Internet- multimedia- Interactive whiteboard. **Community Resources:** Science centres - Science exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

*(Suggested instructional approaches/methods:)*

i) Teacher talk/ Invited lecture talk on different resources for teaching Physical Science.

ii) Preparation and presentation of a report on different resources for teaching Physical Science.

**Tasks and Assignments:**

i) Prepare and submit an evaluative report on different methods of teaching Physical Science.

ii) Prepare and submit a report on Physical Science resource centre.

**References:**


COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE

(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives teaching of biological science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching biological science.
5. use various resources in teaching biological science.

UNIT I Aims and objectives of teaching Biological Science
Biological Science: Meaning, nature and scope – Aims and objectives of teaching Biological Science in schools - Need and significance of teaching Biological Science - Values of teaching Biological Science.

(Suggested instructional approaches/methods:

i) Teacher talk/Invited talk on the place of Biological Science in the school curriculum.
ii) Student seminar on the need, significance and values of teaching Biological Science.)

UNIT II Planning for Instruction
Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write the instructional objectives for a lesson in Biological Science at level I & II.
ii) Prepare a model lesson plan in Biological Science for level I & II.)

UNIT III Practising the Teaching Skills in Biological Science
Meaning of teaching – Understanding major teaching skills: Introducing - explaining, questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency
in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson with five teaching steps (for 20 minutes): Observation and feedback on the integrating of teaching steps in mini-teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

*(Suggested instructional approaches/methods:)*

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.

**UNIT IV Methods of Teaching Biological Science**

*Teacher-centered methods:* Lecture method - Demonstration method - Team-teaching.


*(Suggested instructional approaches/methods:)*

i) Teacher talk/ Invited lecture on different methods of teaching Biological Science.

ii) Preparation and presentation of a report on different methods of teaching Biological Science.

**UNIT V Resources for Teaching Biological Science**


(Suggested instructional approaches/methods):

i) Teacher talk/Expert talk on different resources for teaching Biological Science.

ii) Preparation and presentation of a report on different resources for teaching Biological Science.

Tasks and Assignments:

i) Prepare and submit an evaluative report on different methods of teaching Biological Science.

ii) Prepare and submit a report on Biological Science resource centre.

References:


9. www.sciencesourcebook.com

10. www.csun.edu/science/biology
COURSE 7(a): PEDAGOGY OF HISTORY
(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:
1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

Unit I Aims and objectives of teaching History

History: Meaning - nature - scope - Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on the place of History in school curriculum.

ii) Student seminar on the need, significance and values of teaching History.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in History for Levels I & II.

ii) Prepare a model lesson plan in History lessons for Levels I & II).
UNIT III Practising the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on mini-teaching.  

(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods:

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching History


(Suggested instructional approaches/methods

i) Teacher talk / Invited lecture on different methods of teaching History at Level I & II.

ii) Preparation and presentation of a report on different methods of teaching History.)
Unit V Recourses for Teaching History


(Suggested instructional approaches/methods):

i) Teacher talk / Invited lecture on different resources for teaching History.
ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching History.
2. Prepare and submit a report on History resource center.

References:

10. http://nrcld.org/edu./
COURSE 7(a): PEDAGOGY OF GEOGRAPHY
(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Geography.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Geography.
5. use various resources in teaching Geography.

UNIT I Aims and objectives of teaching Geography
Geography: Meaning, nature and scope – Aims and objectives of teaching Geography in schools – Need and significance of teaching Geography – Values of teaching Geography.

(Suggested instructional approaches/methods:
  i) Teacher talk / Invited lecture on the place of Geography in school curriculum.
  ii) Student seminar on the need, significance and values of teaching Geography.)

UNIT II Planning for Instruction
Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives – Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:
  i) Write instructional objectives for a lesson in Geography for Level I and Level II.
  ii) Prepare a model lesson plan in Geography for Level I and Level II.)

UNIT III Practicing the Teaching Skills in Geography
Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for
20 minutes) - Observation and feedback on the practice of integration of skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson (for 20 minutes) - Observation and feedback on mini-teaching. *Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*

*(Suggested instructional approaches/methods:)*

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.

**UNIT IV Methods of Teaching Geography**


*(Suggested instructional approaches/methods:)*

i) Teacher talk / Invited lecture on different methods of teaching Geography.

ii) Preparation and presentation of a report on different methods of teaching Geography.

**UNIT V Resources for Teaching Geography**

(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on different resources for teaching Geography.

ii) Student preparation and presentation of a report on different resources for teaching Geography.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Geography.

2. Prepare and submit a report on Geography Resource Centre.

References:


8. www.geography-site.co.uk

9. www.geographyeducation.org

10. www.tcthankseducation.blogspot.in
COURSE 7(a): PEDAGOGY OF ECONOMICS  
(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Economics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Economics.
5. use various resources in teaching Economics.

Unit I Aims and objectives of teaching Economics

Economics: Meaning - nature – scope - Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Values of teaching Economics.

(Suggested instructional approaches/methods:)

i) Teacher talk / Invited lecture on the place of Economics in school curriculum.
ii) Student seminar on the need, significance and values of teaching Economics.

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:)

i) Write instructional objectives for a lesson in Social science for Level I and Economic for Level II.
ii) Prepare a lesson plan in Social Science for Level I & Economics for Level II).
UNIT III Practising the Teaching Skills in Economics

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in the communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes); observation and feedback on mini-teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods):

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Economics


(Suggested instructional approaches/methods)

i) Teacher talk / Invited lecture on different methods of teaching Economics.

ii) Preparation and presentation of a report on different methods of teaching Economics.)
Unit V Resources for Teaching Economics


(Suggested instructional approaches/methods):

i) Teacher talk / Expert talk on different resources for teaching Economics.

ii) Preparation and presentation of a report on different resources for teaching Economics.

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Economics.

2. Prepare and submit a report on Economics resource centre.

References:


COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY

(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Commerce and Accountancy.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Commerce and Accountancy.
5. use various resources in teaching Commerce and Accountancy.

UNIT I Aims and objectives of teaching Commerce and Accountancy

Commerce: Meaning, nature and scope – Aims and objectives of teaching Commerce in schools – Need and significance of teaching Commerce – Values of teaching Commerce.

(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on the place of Commerce in school curriculum.

ii) Student seminar on the need, significance and values of teaching Commerce.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Social Science for Level I and in Commerce for Level II.

ii) Prepare a model lesson plan in Social Science for Level I and in Commerce for Level II.)
UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini- teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods:

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.

UNIT IV Methods of Teaching Commerce and Accountancy


(Suggested instructional approaches/methods:

i) Teacher talk / Invited lecture on different methods of teaching Commerce and Accountancy.

ii) Preparation and presentation of a report on different methods of teaching Commerce and Accountancy.)
UNIT V Resources for Teaching Commerce and Accountancy

**Print resources**: Newspapers - Journals – Magazines - Commerce Encyclopedias.


(Suggested instructional approaches/methods):

i) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.

ii) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

**Tasks and Assignments:**

1. Prepare and submit an evaluative report on different methods of teaching Commerce.

2. Prepare and submit a report on Commerce Resource Centre.

**References:**


COURSE 7(a): PEDAGOGY OF HOME SCIENCE  

(Part - I Methodology)

Course objectives: 

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

1. understand the aims and objectives of teaching Home Science.

2. formulate instructional objectives for a lesson.

3. gain mastery of the teaching skills.

4. apply various methods in teaching of Home Science.

5. use various resources in teaching Home Science.

Unit I Aims and objectives of teaching Home Science


(Suggested instructional approaches/methods:)

i) Teacher talk/Invited lecture on the place of Home Science in the school curriculum.

ii) Student seminar on the need, significance and values of teaching Home Science.

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom’s Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:)

i) Write instructional objectives for a lesson in Science for Level I and in Home Science for Level II.

ii) Prepare a model lesson plan in Science for Level I and in Home Science for Level II.)
Unit III Practising the Teaching Skills in Home Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up - Practising mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods):

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.

Unit IV Methods of Teaching Home Science


(Suggested instructional approaches/methods):

(i) Teacher talk/Invited lecture on different methods of teaching Home Science.

(ii) Preparation and presentation of a report on different methods of teaching Home Science.

Unit V Resources for Teaching Home Science


(Suggested instructional approaches/methods):

i) Teacher talk/Expert talk on different resources for teaching Home Science.

ii) Preparation and presentation of a report on different resources for teaching Home Science.

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Home Science.


References:


COURSE 7(a): PEDAGOGY OF SOCIAL SCIENCE

(Part - I Methodology)

Course objectives:
At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Social Science
2. formulate instructional objectives for a lesson
3. gain mastery of the teaching skills
4. apply various methods in teaching Social Science
5. use various resources in teaching Social Science.

Unit I Aims and Objectives of Teaching Social Science

Social Science: Meaning - nature – scope - Aims and objectives of teaching Social Science in schools – need and significance of teaching Social Science - Values of teaching Social Science.

(Suggested instructional approaches/methods:

i) Teacher talk / Expert talk on the place of Social Science in the school curriculum.
ii) Student seminar on the need, significance and values of teaching Social Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s taxonomy of Educational Objectives – Formulating instructional Objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan– Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

i) Write instructional objectives for a lesson in Social Science at Levels I & II.
ii) Prepare a model lesson plan in Social Science lessons for Levels I & II).
UNIT III Practising the Teaching Skills in Social Science

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning – varying the stimulus – non-verbal cues – reinforcement – closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation – presentation – interaction – reflection and summing up – Practising a mini-lesson (for 20 minutes); Observation and feedback on mini-teaching. (Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)

(Suggested instructional approaches/methods):

i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.

ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.

Unit IV Methods of Teaching Social Science


(Suggested instructional approaches/methods)

i) Teacher talk / Expert talk on different methods of teaching Social Science at Level I & II.

ii) Preparation and presentation of a report on different methods of teaching Social Science.)
Unit V Resources for effective Social Science Teaching


(Suggested instructional approaches/methods):

i) Teacher talk / Expert talk on different resources for teaching Social Science.

ii) Preparation and participation of a report on different resources for teaching Social Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Social Science.

2. Prepare and submit a report on Social Science resource center.

References:


COURSE EPC 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.

Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, 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 analyses 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.

Recommended Books for Reading and Reflecting


(Note: This list is not intended to be exhaustive.)
COURSE EPC 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.

How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, 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.

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/streetplays /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 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.

How to prepare a student teacher for a technology enhanced classroom?

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.
MINI-TEACHING PRACTICE: INTEGRATION OF TEACHING SKILLS

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (✓) against the appropriate mastery level of the skill.

Score Value: Average = 1  Good = 2  Very Good = 3

Name of the Student-teacher: ___________  Duration: 20 Minutes

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<th>Average</th>
<th>Good</th>
<th>Very Good</th>
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<td>Fluency in communication</td>
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Range of Score: 8 - 24

OVERALL ASSESSMENT OF MINI-TEACHING

Average [ ]  Good [ ]  Very Good [ ]

Interpretation of scores:
Average : 8
Good : 9 -16
Very Good : 17 -24

Signature of the Observer
PRACTISING MINI-LESSON INTEGRATING THE STEPS IN TEACHING

ASSESSMENT BY PEERS / TEACHER-EDUCATOR

Note: Put a tick mark (✓) against the appropriate mastery level of the teaching steps.

Score Value: Average = 1  Good = 2  Very Good = 3

Name of the Student-teacher:  Duration: 20 Minutes

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<th>Teaching Steps</th>
<th>Average</th>
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<th>Very Good</th>
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<td>Summing up</td>
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Range of score: 5 -15

OVERALL ASSESSMENT OF TEACHING STEPS

Average  Good  Very Good

Interpretation of scores:
Average : 5
Good : 6 -10
Very Good : 11 -15

Signature of the Observer
### THE STRUCTURE OF LESSON PLAN

**Date:**

<table>
<thead>
<tr>
<th>Name of the Student-teacher:</th>
<th>Subject:</th>
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<td>Unit:</td>
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<tr>
<td>Name of the School:</td>
<td>Topic:</td>
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**Instructional Objectives:**
1.
2.
3.
4.

**Instructional Resources Required:**

**Previous Knowledge of Learners:**

<table>
<thead>
<tr>
<th>Content / Concept</th>
<th>Specification of Behavioural Objectives</th>
<th>Learning Experiences (Teacher / Learner activities)</th>
<th>Evaluation</th>
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**Follow up Activities (if any):**

Signature of the Guide

Signature of the Student-teacher

(Note: To be used by student-teachers for preparing 30 (Level I) & 30 (Level II) Lesson Plans during 16-week internship programme in the second year).
SYLLABUS FOR THE TWO-YEAR B.Ed DEGREE PROGRAMME FOR THE ACADEMIC YEAR 2017-2018

(APPLICABLE FOR THE BATCH OF STUDENTS ADMITTED DURING THE ACADEMIC YEAR 2016-2017)

B.Ed Second Year Syllabus
The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student-teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject-Social Sciences; students of Computer Science should study the subject-Mathematics; and students of Home Science should study the subject-Sciences at Level- I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level-I (std. VI to VIII) and Level- II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.
COURSE 8: KNOWLEDGE AND CURRICULUM

OBJECTIVES

The student teachers will be able to:

1. explain the epistemological and sociological bases of education
2. explain the nature and principles of child-centered curriculum
3. describe the relationship of nationalism, universalism and secularism with education
4. understand the principles of democratic curriculum
5. discuss the educational thoughts of great educational thinkers on child-centered education
6. discuss the nature, principles and resources of curriculum
7. comprehend curriculum process and practice
8. explain the need for hidden curriculum

Unit I: Epistemological Bases of Education

Epistemology: Type of knowledge - Meaning of knowledge, skill, teaching, training, information, reason and belief - Distinction between knowledge and skill - Distinction between teaching and training - Distinction between knowledge and information - Distinction between reason and belief

(Suggested instructional approaches/methods:
   i) Talk by teacher on the Epistemological bases of education
   ii) Group discussion on the distinction of the epistemological bases of education.)

Unit II: Social Bases of Education

Influence of society, culture and modernity on education - Influence of industrialization and democracy - Influence of individual autonomy and reason on education - Understanding education in relation to modern values: equity and equality, individual opportunity - Understanding social justice and dignity with special reference to Ambedkar.
(Suggested instructional approaches/methods:
  i) Seminar on the influence of society, culture and modernity on education
  ii) Group discussion on social justice and dignity with special reference to Ambedkar.)

Unit III: Child-Centered Education

  Meaning and characteristics of child-centered education - Educational Thoughts of Mahatma Gandhi, Rabindranath Tagore, John Dewey, Plato, Martin Buber, Paulo Freire with special reference to the three concepts: activity, discovery and dialogue relating to child-centered education.

(Suggested instructional approaches/methods:
  i) Group discussion on nature and principles of child-centered education.
  ii) Student Seminar on educational thoughts of Gandhi, Tagore, Dewey, Plato, Buber and Freire.)

Unit IV: Nationalism, Universalism, Secularism and Education

  Meaning and definitions and concepts of nationalism, universalism and secularism – Relationship of nationalism, universalism and secularism with education with special reference to Tagore and Krishnamoorthy.

(Suggested instructional approaches/methods:
  i) Teacher talk or Expert’s talk on nationalism, universalism, secularism and education.
  ii) Seminar on the ideas of Tagore and Krishnamoorthy about universalism and secularism.)

Unit V: Education and Democracy

  Meaning of democracy – Dewey’s concept of democracy and education - meaning of democratic education - Democratic practices in education - Education in a democratic society - Training for democratic citizenship - multiculturalism and education.
Unit VI: Meaning and Nature of Curriculum


(Suggested instructional approaches/methods:
   i) Teacher talk on the meaning and nature of curriculum.
   ii) Group discussion on the changing concepts of curriculum.)

Unit VII: Principles of Curriculum Development

Need for curriculum development - Principles and stages of curriculum development – Types of curriculum : Subject centered curriculum, student-centered curriculum, society-centered curriculum and life-centered curriculum- models of curriculum development : Tyler’s model and Hilda Tabal’s model.

(Suggested instructional approaches/methods:
   i) Teacher talk on the principles of curriculum development.
   ii) Panel discussion on different types of curriculum.)

Unit VIII: Resources of Curriculum

Curriculum based on a thorough knowledge of the students and their communities; their values, their language, and their educational goals – Time table, syllabus, textbooks and co-curricular activities – a critical analysis of various samples of textbooks, children’s literature and teachers’ handbook.

(Suggested instructional approaches/methods:
   i) Teacher talk on resources of curriculum.
   ii) Presentation based on the critical analysis of various samples of children’s literature.)
Unit IX: Curriculum Implementation

Curriculum as an enacted process – curriculum as process and practices - Personnel participated in development of curriculum - Role of the state in the development of curriculum – curriculum from the top to down and curriculum for down to top – Meritocracy and its impact on curriculum – Valuing of rituals in schools and its celebrations – recreation of norms in society –relationship between power, ideology and the curriculum.

(Suggested instructional approaches/methods:
 i) Teacher talk on curriculum as an enacted process and practice.
 ii) Debate on the impact of Meritocracy on curriculum –factors influencing curriculum implementation.)

Unit X: Curriculum change and Innovation


(Suggested instructional approaches/methods:
 i) Group discussion on hidden curriculum practices for developing resilience in children.
 ii) Teacher talk on Role of research and revision on need based curriculum.)

Tasks and Assignments

1. Prepare a report after critically evaluating the views of at least any three educational thinkers on child-centered education.

2. Prepare a society centered and life centered curriculum for the emerging Indian society.
REFERENCES


9. www.ncde.go.ug


COURSE 9 : ASSESSMENT FOR LEARNING

OBJECTIVES

On completion of this course, the students will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

Unit I  BASICS OF ASSESSMENT


(Suggested instructional approaches/ methods:

i) Identify the formative and summative assessments in a course.
ii) Organize a debate on the purpose of assessment.
iii) Conduct a brainstorming session on principles of assessment.)

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, formative use of summative tests.

*(Suggested instructional approaches/methods:*

i) Discuss the criteria for student evaluation

ii) Conduct seminar on changing assessment practices

iii) Prepare power point presentation on types of assessment

iv) Group discussion on practices of assessment.)

**Unit - III TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT**

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists, rating scale, types of tests - Rubrics- meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

*(Suggested instructional approaches/methods:*

i) Conduct a workshop on tools & techniques for classroom assessment.

ii) Discussion on rubrics of assessment

iii) Workshop on types of test items.)

**Unit IV ISSUES IN CLASSROOM ASSESSMENT**

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

*(Suggested instructional approaches/methods:*

i) Debate major issues on commercialization of assessment

ii) Seminar on reforms in assessment.)

**Unit V ASSESSMENT IN INCLUSIVE PRACTICES**

Differentiated assessment- culturally responsive assessment - Use of tests for learner appraisal- Achievement test, Diagnostic test construction scoring key- marking scheme - question wise analysis - Quality of a good test -Ensuring fairness in
assessment - Assessment for enhancing confidence in learning - Relationship of assessment with self-confidence, self-esteem, motivation.

*(Suggested instructional approaches/methods:)*

i) Prepare an achievement test and present in the classroom.
ii) Discussion on quality of a good test.
iii) Debate on fairness in assessment.

**Unit VI ASSESSMENT FOR INCLUSIVE SCHOOL**

Assessing the disabled and performance outcomes of diverse learners - Assessment and feedback - Process of feedback.

*(Suggested instructional approaches/methods:)*

i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
ii) Discussion on role of feedback on learning.

**Unit VII PHILOSOPHICAL AND EDUCATIONAL UNDERPINNINGS OF ASSESSMENT**

No Competitive exams and non-detention policies - RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

*(Suggested instructional approaches/methods:)*

i) Discuss the merits and demerits of Competitive exams
ii) Organize the debate on non-detention policy whether it promotes learning society or not
iii) Organize a talk on RTE act 2009 by an expert.
Unit VIII PARTICIPATORY ASSESSMENT

Processes of Participatory assessment - Community monitoring of assessment - Teachers autonomy in assessment.

(Suggested instructional approaches/ methods:

i) Brainstorming session on ways and measures for participatory assessment.

ii) How can community monitor assessment – Discuss.

iii) Do teachers have autonomy in assessment – Debate.)

Unit IX PREVALENT PRACTICES OF ASSESSMENT

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.

(Suggested instructional approaches/ methods:

i) Buzz session on demerits of present assessment system.

ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

Unit X: REPORTING QUANTITATIVE ASSESSMENT OF DATA

Reflective journal- Student portfolio - Statistical techniques for interpreting and reporting quantitative data - Measures of central tendency - Measures of dispersion – Correlation - Graphs & Diagrams

(Suggested instructional approaches/ methods:

i) Work out examples for central tendency, dispersion and correlation.

ii) Present different Graphs and Diagrams used for various data.)

Tasks and Assignments

1. Find out measures of central tendency and measure of dispersion for the students scores.

Or

Find out the correlation of the scores secured by the pupil in a subject.
REFERENCES


COURSE 10: CREATING AN INCLUSIVE SCHOOL

Objectives:

The student-teachers will be able to:

1. develop an understanding of the concept of disability
2. develop an understanding of the concept of learning disabilities
3. critically evaluate the models of disability
4. identify the need and importance of inclusive education
5. discuss the contributions of national and international agencies to inclusive education.

Unit I  Understanding the disability


(Suggested instructional approaches and methods:
  i) Students read the autobiography /biography of disabled persons.
  ii) Invited talk by a /some disabled person(s) to share his /her/their personal experiences and expectations from the community.)

Unit II Understanding the learning disabilities


(Suggested instructional approaches and methods:
  i) Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.
  ii) Student seminar on the importance and means of identifying the learning disabilities of students.)
Unit III  Models of disability

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model rehabilitation model.

(Suggested instructional approaches and methods:
  i) Student seminar on the merits and demerits of different models of disability.
  ii) Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.)

Unit IV  Inclusive education

Meaning of inclusive education - UNESCO’s definition of inclusive education - Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

(Suggested instructional approaches and methods:
  i) Teacher(s) talk on the issues related to inclusive classroom.
  ii) Presentation of report based on the observation of an inclusive classroom setting.)

Unit V  Policies and programmes of inclusive education

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

(Suggested instructional approaches and methods:
  i) Student seminar/Teacher talk on the UNESCO’s initiatives for inclusive education.
  ii) Presentation of report based on group discussion with respect to the Government of India and State Governments’ initiatives for inclusive education.)
Tasks and Assignments

1. Prepare a report on the contributions of National Resource Centre for Inclusion-India.
2. Write a detailed report on the best practices of inclusive education/models of inclusive education in India other countries.

References:


Web Resources:

http://www.pbs.org/parents/education/learning-disabilities/inclusive-education/

http://www.copower.org/leadership/models-of-disability

OPTIONAL COURSE: YOGA, HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:

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

1. understand the concepts of Yoga and Asanas
2. comprehend the methods of importing health education.
3. list out the communicable diseases and lifestyle disorders
4. explain the Physical Education concepts and its scope
5. practice the various physical exercises
6. acquire skills to organise and conduct sports in schools.

UNIT- I: YOGA AND ASANAS


(Suggested instructional approaches/methods:

i. Teacher talk on the concept of Yoga
ii. Demonstration by teacher on different postures of Yoga.)

UNIT - II: HEALTH EDUCATION


(Suggested instructional approaches/methods:

i. Group discussion on health services in schools
ii. Seminar on methods of imparting health education in school.)
UNIT - III: COMMUNICABLE DISEASES AND LIFE STYLE DISORDER

Communicable diseases: Meaning - Types: Malaria, Typhoid, Tuberculosis, Cholera, Diarrhoea and AIDS - Causes, symptoms and treatment - Life style disorder – Diabetes, Hyper Tension, Heart Attack, Obesity and Ulcer - Causes, Symptoms and treatment.

(Suggested instructional approaches/ methods):

i. Panel discussion on different types of communicable diseases
ii. Talk by expert / doctor on preventive measures of communicable diseases.)

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, and Health related components of Physical fitness: Muscular Strength, Muscular Endurance, Flexibility, Cardio respiratory endurance and Body composition, benefits of Physical fitness.

Meaning - Need and Importance of Physical Exercise - Effects of exercise on the various systems – Muscular, Circulatory, Digestive, Nervous and Respiratory systems.

(Suggested instructional approaches/ methods):

i. Group discussion on the need and importance of Physical education
ii. Demonstration by Physical director on different type of physical exercise and practice by the student.)

UNIT – V: ORGANISING COMPETITIONS


(Suggested instructional approaches/ methods):

i. Seminar on Intramural and Extramural Competitions
ii. Prepare a report by visiting a school and interacting with the Physical director about the use of Physical exercise.)
TASKS AND ASSIGNMENTS

1. Prepare a report after critically evaluating the views of at least any three Physical directors on importance of Yoga for health life.

2. Plan a state level sports and cultural meet and prepare a programme schedule.

SUGGESTED READINGS:


OPTIONAL COURSE: ENVIRONMENTAL EDUCATION

OBJECTIVES

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

1. realize the importance of environmental education;
2. list out the natural resources and its associated problems;
3. appreciate the international initiatives to protect the environment;
4. realize the importance of management and protection environment;
5. develop curriculum for environmental education;

UNIT 1 - ENVIRONMENTAL EDUCATION

Concept and meaning of Environment – Focal aspects of Environmental Education - Goals and Objectives of Environmental Education – Need and Importance of Environmental Education – Core Themes of Environmental Education – Scope of Environmental Education.

(Suggested instructional approaches/methods:
1. Teacher talk on Need and importance of Environmental Education
2. Seminar on Focal aspects and Functions of environmental Education)

UNIT 2 - NATURAL RESOURCES, PROBLEMS AND SOLUTIONS

(Suggested instructional approaches/methods)

i. Discussion on Land resources, Forest resources and Water resources.
ii. Seminar on Mineral and Energy resources.

UNIT 3 - INTERNATIONAL EFFORTS FOR ENVIRONMENTAL PROTECTION


(Suggested instructional approaches/methods:

i. Talk by experts on Efforts for Environmental Protection by international communities.

ii. Seminar on the outcomes of Environmental Conferences.)

UNIT 4 - MANAGEMENT AND PROTECTION OF ENVIRONMENT

(Suggested instructional approaches/methods:

i. Discussion on Need, Dimensions and Approaches to Environment Management

ii. Seminar on Environmental protection initiatives in India.)

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 instructional approaches/methods

i. Seminar on Role of different agencies in promoting Environmental Education

ii. Seminar on innovative methods of teaching Environmental Education)

Tasks & Assignments

1. Prepare a study report on Clean and Safe Environment of Your locality

2. Prepare a study report on Reducing the effects of Pollution in your village/community

References:


**Web Resources:**


OPTIONAL COURSE: VALUES AND PEACE EDUCATION

OBJECTIVES:

The student teachers will be able to:

1. understand the concept of values education.
2. explain the role of values.
3. understand the concepts and importance of Peace education.
4. discuss the ways of fostering culture of peace through education.
5. identify and apply the practices for value inculcation and clarification.

UNIT I: Values Education

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

(Suggested instructional approaches /methods
i. Teacher talk on Kohlberg’s stages of moral development
ii. Talk by experts on values education in school curriculum.)

UNIT II: Fostering values


(Suggested instructional approaches /methods
i. Group discussion on fostering values in children
ii. Teacher talk on Raths’ process of valuing.)

UNIT III: Peace Education

Peace education: meaning and definition, concepts, aims and objectives of Peace Education - at different level 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.

(Suggested instructional approaches /methods

i. Seminar on Education for non-violence and international peace and security
ii. Seminar on methods of fostering values)

UNIT V: Approaches and strategies

Approaches to values development- Values inculcation, analysis and clarification -Strategies: Curricular and co-curricular activities – Field trips, Curricular club activities- whole school approach- pedagogy of values-Role plays - Stories - Anecdotes – Group singing – Group activities- questioning, reflective process.

(Suggested instructional approaches /methods

i. Discussion on different approaches to value development
ii. Teacher talk on Pedagogy of values and Whole school approach)

Tasks & Assignments

1. Prepare a school curriculum for development of values education
2. Prepare a school curriculum for promoting peace education

References:


6. www.ncert.nic.in


COURSE EPC 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 ongoing reflections.

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.

How to Prepare a Student-teacher for understanding the self

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 teamwork.

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.