

B.Ed. SYLLABUS

CORE COURSE - I BASICS IN EDUCATION

Objectives:

- by the end of this course, the student-teacher will be able to;
- . acquire knowledge of Education:
 - . understand the process, functions of education and knowledge;
 - . state the theory of knowledge and facets of knowledge;
 - . describe the concept of philosophy and education;
 - . understand the knowledge of Eastern and western schools of philosophy;
 - . explore the educational thoughts of great thinkers;
 - . understand the issues and challenges in Indian society and educational solutions;
 - . identify the role of various statutory bodies of education;
 - . understand the constitutional provisions for education;
 - . describe the concept and importance of teacher autonomy;
 - . identify the ways and means for inculcating values;
 - . explain the integrated and holistic approach to education for values;
 - record a brief history of development of yoga through the ages.
 - analyse how yoga and yoga practices are important for healthy living.
 - explain some important principles of yoga.
 - state the different types of yoga.
 - derive how hatha yoga and astanga are complementary to each other.
 - demonstrate some important asanas and pranayama.

UNIT – I NATURE AND PROCESS OF EDUCATION:

Education - Meaning, Definition, Purpose and Nature – Concept of Education - Functions of Education - Types of Education: Formal, Informal and Non formal - Philosophy: Concept, Meaning and Definition - Branches of Philosophy - Relationship between Philosophy and Education.

UNIT – II EASTERN AND WESTERN SCHOOLS OF PHILOSOPHY:

Eastern Schools of Philosophy : Vedanta, Bhagavat Gita, Jainism , Buddhism and their Educational Implications - Eastern Philosophical Thought: Swami Vivekananda – Mahatma Gandhi – Rabindranath Tagore - Sri Aurobindo – J. Krishnamurthy – Thiruvalluvar. Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Eclecticism and Constructivism and their Educational Implications. Western Philosophical Thought: Rousseau – Froebel – John Dewey - Montessori – Russell

UNIT – III THEORY OF KNOWLEDGE:

Knowledge: Meaning - Three Conceptions of Knowledge: Knowledge for Practice - Knowledge in Practice - Knowledge of Practice - Theory of Knowledge : Ways of Knowing , Areas of Knowledge, Factors of Knowing, - Facets of knowledge : local and universal- concrete and abstract – theoretical and practical – contextual and textual – Forms of Knowledge : Intuitive knowledge – Demonstrative knowledge – Sensitive Knowledge – Experiential Knowledge – Logical Knowledge – Revealed Knowledge – Digital Knowledge , Difference among information , knowledge and wisdom

UNIT – IV ASPECTS OF EDUCATION:

Liberal and Vocational Education - Human Rights Education- Environmental Education - Inclusive Education - Education for Democratic Citizenship - Education for National and International understanding - Work Experience - Education for Peace - Social Aspects of Education: Women Education - Education for deprived People - Education for Minority - Education for Sustainable Development

UNIT – V ROLE OF CENTRAL AND STATE GOVERNMENTS ON EDUCATION

Central Government Organizations : MHRD-UGC – AICTE – CABE – NUEPA – NCERT – NCTE – NAAC - RCI - State Government Organizations : DSE – SCERT — SIEMAT –University Departments of Education - DIET-BRC- CRCs. Innovative Programmes for Strengthening Quality and Quantity of Education: OBB,DPEP, SSA, RMSA, and RUSA- Role of International Organizations on Education: ILO, WHO, UNO, UNICEF - Role of NGO's

UNIT – VI EDUCATION IN THE INDIAN CONSTITUTION:

Education in Concurrent List – Directive Principles: Article- 21A – Universalisation of Elementary Education wastage and Stagnation – Brain Drain – Right to Education – Constitutional Amendments: 42nd and 86th Amendments – Right to Education Act (2009) –Rules and Order issued by Government of Tamil Nadu – Equitable Standard Education – University Education Commission 1948 - Secondary Education Commission (1952 - 53) – Kothari Commission (1964 – 66) – NPE(1968) – NPE (1986) –

Acharya Ramamurthy Committee (1990) – POA (1992) – Justice J.S.Verma Committee(2012)

UNIT VII MODERN INDIAN SOCIETY

Characteristics of Modern Indian Society – Globalization, Liberalization, Privatization, Urbanization, and Modernization - Westernization and Digitalization and the Role of teachers - Autonomy: Meaning and types of Teacher's autonomy – Accountability: meaning, types and functions of accountability – comparison of autonomy and accountability – Digital divide – e-governance in education

UNIT – VIII VALUE EDUCATION: -

Values: Concept and Meaning of Values – Types of Values - Committees and Commissions views on Value Education - Theories of Values - Value Education in Schools- Personal Values and Code of Conduct for Teachers – Culture : meaning and definitions – cultural transformation, transaction and diffusion.

UNIT IX INTRODUCTION TO YOGA

Yoga : Meaning, definitions - misconception about Yoga – Historical development of Yoga – Astanga Yoga – Stems of Yoga – Schools of Yoga - : Raja Yoga and Hatha Yoga – Introduction to Yogic texts – Classification of Yoga and Yogic texts – understanding astanga Yoga of Patanjali – Hathayogic Practices – Complementary between Patanjali Yoga and Hathayoga.

UNIT -X YOGA AND HEALTH

Need of Yoga for Positive health – Role of mind in Positive health as per ancient Yogic literature – Concept of health, healing and disease: Yogic perspectives – potential causes of ill health – Yogic principles of healthy living: ahar, vihar, achar and vichar – integrated approach of yoga for management of health – stress management through yoga.

Practicum Component

1. A study of any one N.G.O (Non Government Organization) promoting education. (Study includes the objectives, functions, problems & contribution to education.)

2. Yogic Practices for healthy living – some select yogic practices: Asanas, Bandha, Kriyas and Pranayama – Supine position, prone position, sitting position, standing position.

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4. Basavaraddi, I.V. (ed). (2013). A monograph on yogasana. New Delhi: Morarji Desai National Institute of yoga.
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6. Choudhuri, Indranath. (2005). Promoting Value Education through Children's Literature. *Journal of Value Education*, 5, 29-36.
7. Dewey, John. (2010). *Essays in Experimental Logic*, Aakar Books, Delhi.
8. Durant, Will. (1966). *The Pleasures of Philosophy*. Simon and Schuster. New York.
9. Gilbert, J. (2005). *Catching the Knowledge Wave? The Knowledge Society and the Future of Education*. Wellington: NZCER Press.
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11. Iida, A. (2009). Teacher Autonomy and Professional Teacher Development: Exploring the Necessities for Developing Teacher Autonomy in EFL Japanese Contexts. *Asian EFL Journal*, vol. 35, article 3.
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13. Krishnamurthi, J. (1994). *Education and the Significance of Life*. Krishnamurthi Foundation, India.

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17. MHRD. (1993). *Learning without Burden*, MHRD, Government of India, New Delhi.
18. Nagarathna , R. (2005). Yoga Therapy in stress Related Ailments' in yoga – the science http://icyer.com/documents/yoga - mind_- body_2012(Accessed April 11, 2015).
- 20 Nagendra, H.R. &Nagavathna, R. (1988). *New perspectiues in stress management: Kanyakumari: Vivekanandha Kendra yoga AnusandhanaSamsthana*.
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- 22 Njayarkulam, K. (2003). Need for peace and value education to promote inter-religious cooperation. In. K.P. Joseph (Ed.), *Peace and Value Education: A Creative Response to Consumerism and Communalism. Dharma Bharathi.of Holistic living*. Chennai: Vivekanandha Kendra pvakashna Trust. 212-220.Publishers.
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- 24 Robinson, V. and Lai, M. K. (2006). *Practitioner Research for Educators: A Guide to Improving Classrooms and Schools*. Thousand Oaks, Calif.: Corwin.
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CORE COURSE II - LEARNER AND LEARNING

Instructional Objectives: By the end of this course, the teacher trainee should be able to:

- acquire knowledge about the approaches to educational psychology
- obtain in-depth knowledge about various schools and methods of psychology
- comprehend the concepts growth and development and various theories of growth and development
- gain knowledge about the concept of learning and its related theories
- know about learning and memory
- understand motivation and its influence on human behavior
- understand in-depth the concepts of intelligence and creativity
- able to administer and interpret intelligence and other psychological tests
- learn the concepts and theories of personality
- understand the concept of individual difference
- identify the various adjustment mechanisms
- understand the types of guidance and counselling programme

UNIT - I INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

Psychology as scientific study , its concerns – mind , consciousness, behavior and experience: methods of study in psychology – introspection / self – reporting – observation, survey, case study, interview, experimental - Major schools of psychology – structuralism, associationism,

behaviourism, Gestalt, Psycho – analytic, Humanistic and Cognitive-
Contribution of the schools to Education

UNIT - II UNDERSTANDING THE DEVELOPMENT OF LEARNER

Nature of the Learner: Learner as a developing individual, a psycho- social entity- stages of development, factors influencing development - Developmental characteristics of an adolescent and their interrelationships - Developmental tasks and their implications in adolescence Knowledge of growth and development and its relevance to teaching – learning process – concept - Its characteristics and purpose – Its stages – Theories of development – Piaget’s cognitive development – Freud’s psycho sexual development – Erikson’s psycho – social development – Kohlberg’s moral development

UNIT - III LEARNING IN LEARNER’S PERSPECTIVE

Learning- concept, principles and factors affecting learning - Nature and laws of learning – Transfer of Learning, its types and methods - Theories of learning with special reference to Thorndike’s connectionism, Pavlov’s classical and Skinners Operant Conditioning, Learning by Insight, Hull’s Reinforcement theory, Tolman’s theory of Learning and Lewin’s Field theory of Learning, Gagne’s Hierarchy of learning – Factors influencing learning – Transfer of training and its theories and their educational implications. Meta-cognition: Meaning and Definition – Elements of Meta-cognition – Skills of Meta-cognition – Its Instructional strategies - Learning Styles and Learning: Concept of Learning styles- Audio, Visual, Kinesthetic - Learning styles and their bearing on different kinds of

learning: - Teacher's role in changing, strengthening and sustaining learning styles

UNIT - IV ATTENTION

Attention: Meaning, nature, distraction, inattention, divided attention and span of attention – determinants of attention – sensation and perception – laws of perception – concept formation: types and theories - Memory: meaning, types, models - Forgetting: causes, theories and techniques – role of teacher in teaching and learning: Teachers as a model, transmitter of knowledge, facilitator, negotiator and co-learner

UNIT - V MOTIVATION AND GROUP DYNAMICS

Motivation : Types of motives – process and kinds of motivation – Level of Aspiration – theories of motivation & Maslows theory, Wern's theory and McClelland's theory – its educational implication – Self- Regulated Learning – Leadership styles

UNIT - VI INTELLIGENCE AND CREATIVITY

Intelligence: meaning, definitions, types and approaches – theories of intelligence: Spearman, Thurston, Thorndike, Guilford, Gardner, Sternberg and Goleman – measurement of intelligence: verbal, non – verbal and performance – Individual and group – Intelligence tests available in India Creativity: concept, factors and process – strategies for fostering creativity – Problem solving.

UNIT - VII PERSONALITY

Meaning and Components of Personality – Determinants of Personality – integrated personality – Theories of personality: Psychoanalytic theory, socio psychological theory and field theory – measurement of personality: tools and techniques.

UNIT - VIII INDIVIDUAL DIFFERENCES

Concept of individual differences – role of Heredity and Environment in individual differences – Extent of individual differences and its measurement – exceptional children: Gifted, slow learners and disabled – Educational programmes for differently abled students. Understanding differences among Learners: Dimensions of differences in individual learners - Understanding learners with varying cognitive abilities especially with ‘learning difficulties’- Slow learner and Dyslexia, Dyscalculia and Dysgraphia - Multiple Intelligences: implications for understanding learner variations and their learning needs

UNIT - IX ADJUSTMENT AND MENTAL HEALTH

Meaning and process of adjustment - adjustment mechanisms, adjustment problems of children, adolescents and adults - Causes of maladjustment - physical, emotional, mental and social - Differences between adjusted and maladjusted adolescents - criteria of good mental health - role of counselor in developing good mental health - techniques of stress management - conflict resolution and mediation and violence prevention programs and models.

UNIT - X GUIDANCE AND COUNSELLING

Guidance and Counselling: Nature, principles and scope –types: personal, educational, social, vocational, Avocational and Health – Its implications in the global context – Guidance Services: orientation service – Educational and occupational information service – counselling service, placement and follow up – service – Guidance for special children: slow learners, children with mental retardation and gifted.

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CORE COURSE III - SCHOOLING , SOCIALIZATION AND IDENTITY

Aims of the course

Through this course, the student – teachers will be able to:

- become aware of the process of socialization at home and school that act as shaping factors in identity formation of the school – going child (in Indian contexts):
- reflects critically on factors that shape identity formation and influence sense of self of the growing ‘student’ as well as ‘teacher’ in school as well as in out of school situations;
- begin to understand the process that have shaped, continue to shape one’s own sense of identity as ‘student’ and a ‘person’ located in multiple social contexts and roles.
- begin to become critically aware of “self and identity” and ‘free’ oneself through self understanding, from tendencies that lead to crystallizing and limiting of one’s identity as a teacher and a human being; and
- reflect on one’s aspirations and possibilities in order to develop a growing sense of agency as a ‘teacher’, a ‘professional’, as well as a ‘human being’.

Unit I :Socialization, Home, Community and School Nature and Process of Socialization .

- i At Home :Family as a social institution: Parenting styles their impact; transmission of parental expectations and values;
- ii Socialization and the community: neighborhood, extended

family, religious groups and their socialization functions: and

iii At school : impact of entry to school, school as a social

institution: value- formation in the context of schooling.

Unit II : Development of Self

i Definition of Self – various dimensions of self and the impact of socialization on development of self.

ii Understanding interface between home, community and school; inter linkages within wider socio – cultural contexts.

Unit III : Emergence of ‘Person’ and identity

Nature of ‘Identity Formation’; - Emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for Inner coherence : Managing “conflicting” identities.

Unit IV : Determinants and influences on identity formation:

Various determinants of identity formation in individuals and groups; social categories such as caste, class, gender, religion, language and age, the influence of peer group to media messages, technology and globalization on identity formation.

Unit V : Schooling identity formation schooling

as a process of identity formation ascribed, acquired and evolving – Role of the school in developing national, secular and humanistic identities.

- Unit VI : School as a site of identity formation:**
Identity formation in teacher and students- school culture and ethos, teaching – learning practices and teacher discourse in the classroom, evaluation practices; value system and “hidden curriculum” in schools.
- Unit VII : Coping with social complexities:**
Expanding human activities and relations: increasing complexity; homogenization of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.
- Unit VIII : Assertion of Identity and Role of Education**
- Assertion of identities, oppression, conflict and violence, hence relevance of education for peace.
 - Constructive Role of Education and ‘Critical Pedagogy’ in moving towards peaceful living.
- Unit IX : Socialization Processes**
- The impacts of one’s own socialization processes; Awareness of one’s own Shifting Identities as “Student”, ‘adult’, and “student – teacher”, and influences that have acted / continue to act on oneself.
- Unit X : Evolving an ‘Identity’ as a Teacher**
- Reflections on one’s own Aspirations and Efforts in becoming a ‘Teacher’.
 - Evolving an identity as a Teacher, which is progressive and open to re – construction.
 - Teachers’ Professional Identity’, what does it entail?

Suggested Reference Books:

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- Dewey, J.(1916). Democracy and Education. New York: Macmillan Company.
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Pedagogical Course 1; Part I

பாடப்பொருளும் தமிழ் கற்பித்தல் முறைகளும் – பகுதி1

நோக்கங்கள்

- உயர்நிலை, மேனிலை வகுப்புத் தமிழ் பாடங்களின் கற்றல் நோக்கங்களை வெளிப்படுத்துதல்.
- மொழிக் கல்வியில் தமிழின் இடத்தை மதிப்பிடுதல்.
- மொழி, இலக்கியம் கற்பித்தலுக்கான முறைகளை மேற்கொள்ளுதல்.
- மாணவர்களிடையே மொழித் திறன் வளர்க்கும் முறைகளை மேற்கொள்ளுதல்.
- தமிழ்ப் பாடங்களைத் திறம்படக் கற்பிப்பதற்கான முன்செயல்களைப் பழகுதல்.
- பாடம் கற்பிப்புத் திட்டத்தைத் தயாரிக்க உரிய அணுமுறைகளைப் பின்பற்றுதல்.
- உயர்நிலை, மேனிலைத் தமிழ் பாடங்களை கற்பித்தலில் பொருத்தமான வளர்வறி, தொகுநிலை வினாக்களைத் தயாரித்தல்.
- அகவய, புறவய வினாக்கள் வினாப் பண்புகளுக்கேற்பத் தயாரித்தல்.
- தேர்ச்சித் தேர்வுகளுக்கான வினாத் தாள் திட்டவரைவினைத் தயாரித்தல்.
- மாணவரின் தேர்ச்சியை மதிப்பிடல்.

அலகு 1: தமிழ்மொழிக் கல்வியின் சிறப்பு

கற்பித்தலின் இன்றியமையாமை - சிறப்பு நோக்கங்கள்- வெளியிடும் கருவி பட்டறிவை எடுத்தியம்பல் - செயலாற்றல்- அறிவுகளஞ்சிய வாயில்- அடிப்படைத் திறன் வளர்ச்சி - இலக்கிய இன்பம் - படைப்பாற்றல் - கற்பனையாற்றல்- சமூகப் பண்பாட்டு வளர்ச்சி- சமூக மரபுகளைப் பேணுதல்- வாழ்க்கைத் திறன்களைப் பெறுதல்- விழுமப் பதிவு.

அலகு 2: பாடப் பனுவல் வகை

செய்யுள்_ உரைநடை - இலக்கணம் : மரபிலக்கணம் , மொழித்திறன்- இவை 6-10/ 9-11 வகுப்புகளில் அமைந்துள்ள பான்மை. இவ்வகைப்பாடுகளின் அமைந்துள்ள பிரிவுகள்: காலநிலை, பாடுபொருள், அளவு, அழுத்த நிலைகள்- பாடநூல் பனுவல் அமைப்பு மாற்றங்கள்- அவற்றிற்கான கற்பித்தல் - கற்றல் அணுகுமுறைகள்- கற்பித்தல் நோக்கங்கள்- ஒவ்வொன்றிற்கும் இடையேயான தொடர்புகள். இவற்றை மொழித்திறன் வளர்ச்சிக்குப் பயன்படுத்தும் முறைகள்

அலகு 3: பயிற்று முறைகள்

பண்டைய முறைகள்: விரிவுரை (சொற்பொழிவு), வினாவிடை, நெட்டுரு, தடைவிடை- தற்கால முறைகள்: வெளிப்படுத்து முறைகள்- பங்கேற்பு முறைகள்- விளையாட்டு, நடிப்பு, தனிப்பயிற்சி, மேற்பார்வை, ஒப்படைப்பு, நிரல்வழிக் கற்றல், தானே கற்றல், கருத்தாக்கம்.

அலகு 4: மொழித் திறன்கள் -1

முடக்கத் திறன் (Passive skills) : (கேட்டல் & படித்தல்) :
தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள்-
பழகுசெயல்கள்: மொழிசாராத் துலங்கல், குறுந்துலங்கல்,
நெடுந்துலங்கல், விரிவுத் துலங்கல்,. பழகுசெயல்களும்
தேர்ந்தறிமுறைகளும்.- திறன் பெறுதலில் தடைகள்.. படித்தல் வகை
- முறை

அலகு-5 : மொழித் திறன்கள் -2

இயக்கத் திறன் (Active skills) – (பேசுதல் & எழுதுதல்):
தன்மை, சூழல் இயல்புகள், நடைமுறை, செயல்பாடுகள்-
பழகுசெயல்கள்: திறன் வளர்க்கும் முறைகள் -திறனைத்
தேர்ந்தறிமுறைகள்- எழுதுதலும் படித்தலும்- குறியீடும் ஒலியும்-
எழுத்துக் குறியீடுகள் - வடிவங்கள்- பொருளுணர்வோடு
இணைதல்- பிற திறன்களுடன் தொடர்பு

அலகு-6 : மேனிலைத்திறன்கள் :

கட்டுரை, கதை, கவிதை எழுதுதல்- இவற்றின் வடிவ அமைப்புக்கள்.
பழகு செயல்கள்: முன்செயல்கள்- தொடர் செயல்கள்- இலக்கியப்
பயிற்சி- தழுவல்- வடிவம், பொருள்- கருத்துக்கு முதன்மை வழங்கல்.

அலகு 7: பாடம் கற்பித்தல் – முன்தயாரிப்பு நிலை

கற்பித்தலைப் பழகுதல் – உடன் பயில்வோரிடம் பழகுதல்- ஆசிரியர்
கற்பிப்பினை உற்றுநோக்கல்- கற்பித்தல் உத்திகளைப் பழகுதல் (நுண்ணிலைக் கற்பிப்புப் பயிற்சி- உயர்நிலை நுட்பம். தாழ்நிலை
நுட்பம்- பயிற்சி முறையினைப் பதிதல்)

அலகு 8: பாடம் கற்பித்தல் – கற்பித்தல் நிலை

பாடங்கற்பித்தல் : பாடம் கற்பித்தல் திட்டத் தேவை. கற்பித்தல் திட்டத்தில் காணப்படவேண்டிய கூறுகள்: பாடத்தலைப்பு – முடித்தற்கான கால அளவு- தேவையான துணைக் கருவிகள்- கற்பித்தல் நோக்கங்கள் (மொழிப்பாடத்தில் மொழி, விழுமியம் சார்ந்த நோக்கங்கள்), - தேவையான துணைக் கருவிகள்- கற்பித்தல் அழுத்தங்கள் (Teaching points) - கற்பித்தல் முறைகள் பாடங்கற்பித்தல் திட்டப் படிவம்- மொழிப்பாடத்திற்கேற்றவாறு வடிவமைக்கப்பட்ட வடிவம்- கெர்பார்ட் அல்லது பிற ஏற்புடைய வடிவங்கள்.

அலகு 9: கற்றல்- கற்பித்தலை மதிப்பிடல்

குறையறிதல் – குறை களைதல் – வாய்மொழி வினாக்கள் – எழுதுநிலை வினாக்கள்- - பழகுசெயல்கள்- தொடர்செயல்கள்.-

வினாத் தளங்கள் : வகுப்பறை வினாக்கள்- வளர்வறி – தொகுநிலை – நிலைக்கேற்ற வினாக்கள் – வளர்வறி வினா வகைகள்- வினாப் பண்புகள் – தேர்வு வினாக்கள் – வினா வகைகள்- மொழித் திறன் , இலக்கியத் தேர்ச்சிகளை அளக்கும் வினாக்கள்- வினாக்களைத் தயாரித்தல் – அடைவுத் தேர்வினைத் திட்டமிடுதல் – வினாத்தாள் வரைவு- வினாத் தாள் தயாரித்தல்.

அலகு 10: தேர்வும் அளவீடும்

- தேர்வு வினாக்கள்- அகவயம் , புறவயம் . இவ்விரு வகைகளில் அமைப்புக்கள் - ஒவ்வொன்றின் தேர்வுப் பயன்பாடுகள்- இவற்றைப் பற்றிய பிழைபட்ட கருத்துக்கள் – இவற்றை தயாரிக்கும் முறைகள்- நடைமுறையில் காணப்படும் வினாப் பிறழ்வுகள். அடைவுத் தேர்வு : தேர்வுத் தாள் தயாரித்தல் – வினாத்தாள் திட்ட வரைவு- விடைத்தாள்

அளவிடுதல்- வினாப் பகுப்பாய்வு – முறைகள் . மாணவரின் விடைத் தாள்களுக்கு மதிப்பெண் அளவை வழங்கி அவர்களின் தேர்ச்சித் தன்மையினை மதிப்பிடல் (புள்ளியில் அளவைகள் கொண்டு).

செயல்பாடுகள்:

- 1.நடைமுறையிலுள்ள 6-10 அல்லது 9-12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கான கற்றல் – கற்பித்தல் நோக்கங்களை வரையறுத்தல்
2. தற்போதைய சூழலில் தமிழ்க் கல்வியின் நிலையினை மதிப்பிட்டு அறிக்கை தயாரித்தல்.
3. நடைமுறையிலுள்ள 6-10 அல்லது 9-12 ஆம் வகுப்புத் தமிழ் பாடங்களுக்கான கற்றல் பயிற்று முறைகளையும் துணைக் கருவிகளையும் வகைப்படுத்தி அட்டவணை தயாரித்தல்.
4. அடிப்படைத் திறன் வளர்ச்சிக்கான பழகுசெயல்கள், துணைக் கருவிகள் தயாரித்தல்.
5. கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட நுண்ணிலைப் பயிற்சியினை மேற்கொண்டு அவற்றைப் பதிவுசெய்தல்.
6. கற்பித்தல் பயிற்சிக்காக வரையறுக்கப்பட்ட உற்றுநோக்கல். பாடம் கற்பிப்புத் திட்டப் பதிவுவேடுகளை நிறைவுசெய்தல்.

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Pedagogical Course 2; Part I

தமிழ் கற்பித்தலில் புதுமைகள் -1

நோக்கங்கள்

- தமிழின் சிறப்புகளை விளக்குதல்.
- கல்வி ஏற்பாட்டில் தாய்மொழி பெற்றுள்ள இடத்தை மதிப்பிடுதல்.
- மொழியியல் கோட்பாடுகள் அடிப்படையில் தமிழைக் கற்பித்தல்.
- மொழி கற்றல் கொள்கைகளை அறிந்து அவற்றைப் பொருத்தமாக கற்பித்தலில் பயன்படுத்துதல்.
- முத்தமிழ் வளர்ச்சி நிலைகளை எடுத்துக்காட்டுகள் தந்து விளக்குதல்.
- ஐவகை இலக்கணம் கற்பிப்பதற்குரிய மேற்கோள் நூல்களைப் பயன்படுத்துதல்.
- இலக்கியங்களை அவற்றின் வகைக்கேற்பத் திறாய்வு செய்யும் முறைகளை மாணவர் மேற்கொள்ளச் செய்தல்.
- மாணவர்கள் மொழியாக்கத் திறன்பெற வழிகாட்டல்.
- மாணவர்களிடையே படைப்பாற்றல் திறனை வளர்க்கும் முறைகளை மேற்கொள்ளல்.
- இலக்கியக் கல்வி வாயிலாக மாணவர்களிடையே விழுமங்களைப் பதித்தல்.

அலகு 1 : தமிழ்மொழியின் தோற்றம், வளர்ச்சி. தனித்தன்மை

மொழி: பேச்சு மொழி- எழுத்துமொழி - மொழியின் இன்றியமையாமை_ மொழியின் பண்புகள்:பொருட் கட்டின்மை, புத்தாக்க விளைமை, முறைமை, ஒலிப்புடைமை, சமூகத் தன்மை, குறியீட்டுத் தகைமை, .மொழித் தோற்றக் கொள்கைகள்: பண்டையக் கொள்கைகள்- இக்கால மொழியிலாளர்களின் கருத்துக்கள். மொழியின் வளர்ச்சி- தமிழ்மொழியின் வரலாறும் வளர்ச்சியும். தமிழ்மொழி வளம், தமிழ் மொழி வளம். தமிழ் வரிவடிவ வரலாறு- தமிழ் எழுத்துச் சீர்திருத்த வரலாறு. மொழி மாறுபாடுகள்: கிளைமொழி, பொதுமொழி. தமிழ் மொழியின் தனித்தன்மை - அறிஞர் கருத்துக்கள்.

அலகு 2: கல்வி ஏற்பாட்டில் (கலைத்திட்டத்தில்) மொழியின் இடம்

கல்வி ஏற்பாடு- கல்வி ஏற்பாடு உருவாகக்குதலில் சில அடிப்படைக் கொள்கைகள்- தேசிய கல்விக் கொள்கை - 1986 முதல் இன்றுவரை - இன்றைய கல்வியில் ஏற்படும் சிக்கல்கள் - பள்ளிக் கல்வி ஏற்பாடு - தமிழ் மொழியின் இடம் -தமிழ் கற்பித்தலின் நோக்கங்கள் - மொழிப் பாடத்தின் சிறப்புக் கூறுகள் - தேசிய கல்விக் குறிக்கோளும் பள்ளிக் கல்வி ஏற்பாட்டிற்கும் உள்ள தொடர்பு- வழிகாட்டும் கொள்கைகள் - பெண்கல்வி-சுற்றுச் சூழல் விழிப்புணர்வு- கல்வி உரிமைகள் - கல்வியைப் பரவலாக்க அரசின் செயல் திட்டங்கள்- மதிப்புக் கல்வி .

அலகு 3: மொழியியல் கோட்பாடுகள்

ஒலி மொழியாதல் - ஒலியும் எழுத்தும் - தமிழ் எழுத்துக்களின் பிறப்பு -நன்னூலார் கொள்கை - பிறப்பிடமும் முயற்சியும் (நன்னூல்) நன்னூலில் இடர்ப்படும் இடங்கள்- மொழியியலாளர் கொள்கை :

மொழியின் அமைப்பு_ ஒலியனியல்- உருபனியல் – மாற்றொலிகள்- சொல்வகை – தொடரியல் - வாக்கியமும் வாக்கிய வகைகளும். தொடரியலில் ஒலியை ஆராயும் முறைகள்- கோட்பாடுகள்- ஒலியன்களைக் காண்பதற்கான கொள்கைகள் –தமிழ் எழுத்துக்களில் குறிலும் நெடிலும் – ஒலிப்பதற்குரிய பொது அட்டவணை: உயிர், மெய், சிறப்பெழுத்து : ஆய்தம்.

அலகு 4: மொழி கற்றல் கொள்கைகள்

மொழிக் கல்வியின் இன்றியமையாமை – மொழியும் சமூகமும்_ மொழிவளர்ச்சியில் சூழ்நிலை – உறவு முறையும் மொழியும் – சமுதாய வழக்குகள் – மொழி கற்றலுக்கான உளவியல் கொள்கைகள் : இயக்கக் கல்வி, கருத்துக் கல்வி- இக்கொள்கையாளர்கள் மொழி வளர்ச்சி பற்றிக் கொண்டுள்ள கருத்துக்கள் – அக்கருத்துக்களின் ஏற்பும் மறுப்பும்.

குழந்தை வளர்ச்சியும் மொழி கற்றலும் : மூவகை நிலைகள்.

அலகு 5 : முத்தமிழின் வளர்ச்சி நிலை

இலக்கிய வகை: கவிதை – யாப்பியல் நூற்கள் – ஒவ்வொன்றைப் பற்றியும் சிறு குறிப்புக்கள் – தற்கால மரபுக் கவிதைச் சான்றோர்கள்- பாரதியார், பாரதி தாசன், சுசுரதா, நாமக்கல் கவிஞர், கவிமணி, சுந்தானந்த பாரதி, புலவர் குழந்தை, முடியரசன், கருணானந்தம், கண்ணதாசன். புதுக்கவிதை: வரையறைகள்- புதுக்கவிதைக் காலம் : மணிக்கொடி, வானம்பாடிக் காலங்கள், புதுக்கவிதை புனைந்தோர்: கு,பிச்சமூர்த்தி, புதுமைப் பித்தன், ஈரோடு தமிழன்பன்,நா. காமராசன், மேத்தா, இன்குலாப், மீரா, சிற்பி பாலசுப்பிரமணியம், வைரமுத்து- அப்துல் ரகுமான், அய்க்கூ கவிதைத் தோற்றம் வளர்ச்சி.

இசைத் தமிழ் : இசைத் தமிழ் இலக்கியங்கள் இலக்கியச் சான்றுகள்- மறைந்துபோன இசைத்தமிழ் நூல்கள். பிற்கால இசைத் தமிழ் வளர்ச்சி, நாடகங்கள்- பண்டைய நாடகங்கள்- திரைப்படங்கள்.

அலகு 6: இலக்கண அறிவு

ஐவகை இலக்கணம்- பள்ளிக் கல்வி பாடத்திட்டத்திற்கான இலக்கணப் பார்வை நூல்கள்- நன்னூல் – யாப்பருங்கலக் காரிகை – தண்டியலங்காரம் – நம்பியகப்பொருள் – புறப்பொருள் வெண்பா மாலை ஆகிய இலக்கண நூல்கள் -அவற்றிலுள்ள பாடம் தொடர்புடைய நூற்பாக்கள் அனைத்தும் - விளக்கங்களுடன்- அவற்றிற்கான நடைமுறை வாரழ்க்கை எடுத்துக்காட்டுக்கள்.

அலகு 7: இலக்கியத் திறனாய்வு

திறனாய்வின் தோற்றம்- இன்றைய திறனாய்வு நிலலு திறனாய்வு வகைகள் - கோட்பாடுகள்- இலக்கிய ஆய்வு நெறிமுறைகள்- இலக்கிய வகைகளுக்கேற்ற ஆய்வு நெறிமுறைகள்: புதினம், சிறுகதை, சிறுவர் இலக்கியம், நாடகம்,. நாட்டுப் புற இலக்கியம், பயண இலக்கியம் முதலியன.

அலகு 8 : மொழியின் பணிகளும் மொழியாக்கமும்

மொழியின் பணிகள்:சுட்டல் (Referential), கிளர்த்தல் (Expressive), தூண்டல் (Conative), செறியூட்டல் (Progress), எதிராடல் (Phatic), மொழியியல் Linguistic). மொழியாக்க வழிமுறைகள்: மொழிபெயர்ப்பும் மொழியாக்கமும் - ஒலிபெயர்ப்பு, மொழி பெயர்ப்பு, கருத்துப் பெயர்ப்பு, புதுச்சொற் படைப்பு, மொழியாக்கப் பண்புகள்: அளவு, இனிமை, சீர்மை. மொழியாக்க முனைப்புகள்- கருதத்தக்கன.

அலகு 9: தமிழ்க் கல்வியில் படைப்பாற்றல் திறன் வளர்த்தல்

வகுப்பறையில் செயலாக்கம் - படைப்பாற்றல்: பகுத்தல் - தொகுத்தல் - நடைமுறைப் பயன்பாட்டாக்கம் - படைப்பாற்றல் தன்மைகள் - படைப்பாற்றலை வளர்க்கும் சூழல்கள்: தகவல் திரட்டல்_ மேம்படுத்தல் - தழுவல்- ஈடுகட்டல் - மிகுத்தும் குறைத்தும் காணல் - மீள வைத்தல் - இணைத்தல் - படைப்பாற்றல் வடிவங்கள் - படைப்பாற்றல் வளர்க்கும் செயல்பாடுகள் : தளிர்நிலை- வளர்நிலை

அலகு 10: தமிழ்மொழியும் விழுமப் பதிவும்

விழும வகைகள்- ஒழுக்கம் சார்ந்த விழுமங்கள்: நம்பிக்கையுடைமழு பணிவு-பொறுப்பு - நேர்மமை - பிறரைக் கருதுதல் - குடிமை - பருப்பொருள் விழுமங்கள்: முருகியல் : முருகியல் விழுமங்களும் கல்வியும். அறிவார்ந்த விழுமங்கள்: மாந்தநேயம், திறனாய்வுச் சிந்தனை -படிப்பார்ந்த மதிப்புக்கள் (Academic values),- அறிவியல் விழுமங்கள் - உள்ளியல்பு (Internsic) விழுமங்கள் - புறவுந்தல் (Extrinsic) விழுமங்கள்- குவலய உணர்வு (International Understanding)விழுமங்கள்- குழுசாரர் விழுமங்கள் (சமுதாய விழுமங்கள்) - விழுமவகைகளின் இயல்பு- இலக்கியங்களில் விழுமங்கள்: சங்க இலக்கியங்கள் முதல் தற்காலம் இலக்கியங்கள் வரை . விழுமச் சீரழிவினைச் சீர்செய்ய இலக்கியங்கள்.

பார்வை நூல்கள்

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டாக்டர் மு.வரதராசனார் - தமிழ் இலக்கிய வரலாறு - சைவ சித்தாந்த நூல் பதிப்பகம், -சென்னை

முனைவர் சா பரமசிவம் - நற்றமிழ்-இலக்கணம் - பட்டு பதிப்பகம் சென்னை

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பேராசிரியர்; கணபதி வி. - நற்றமிழ் கற்பிக்கும் முறைகள் - சாந்தா பப்ளிஷர்ஸ் சென்னை.

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சிங்காரவேலு முதலியார், அபிதான சிந்தாமணி சாரதா பதிப்பகம்

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திருமதிஆ.சுலோச்சனா, பாதியின் சிந்தனைவீச்சு, தமிழகக்கல்வி ஆராய்ச்சி வளர்ச்சி நிறுவனம், சென்னை -24 (2014)

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தமிழ் இலக்கியத்தில் உளப்பகுப்பாய்வு , தமிழகக்கல்விஆராய்ச்சிவளர்ச்சிநிறுவனம், சென்னை -24 (2014)

திருமதிஆ.சுலோச்சனா, அரங்கேறியஆய்வுகள், தமிழகக்கல்விஆராய்ச்சிவளர்ச்சிநிறுவனம், சென்னை -24 (2015)

.இந்திய மொழிகளின் நடுவண் நிறுவன வெளியீடுகள்

1. General Aspects of Language Conceptual Explanation (September 2014)

மொழியின் பொதுமைக் கூறுகள் கருத்தியல் விளக்கம்

2. Essays on Language Testing (December 2014)

மொழித் தேர்விடல் கட்டுரைகள்

3. Sangam Literature Learning, Teaching and Evaluation (November 2013)

சங்க இலக்கியம் கற்றல், கற்பித்தல், மதிப்பிடல்

CONTENT AND METHODS IN TEACHING OF ENGLISH – I

Instructional Objectives: On completion of this course, the student teachers will be able:

1. To comprehend the contents and structures of English textbook of State/Central board of classes from VI to X at various levels
2. To see the role of English in India in the right perspective and the importance of learning English as a second language
3. To get familiarized with the various aspects with special reference to the nature of the language skills to be developed and evaluation
4. To acquire knowledge of the current trends in the teaching of English
5. To acquaint with techniques of oral preparation and practice of language items
6. To get familiarized with the approaches and methods of English Language
7. To understand the evaluation techniques and assessment procedures

UNIT I - Role of English Language in the Indian Context

The status of English in India today – The rationale for learning English - Colonial language - meaning and definition – Characteristics of colonial language – Role of colonial language in development of Indian languages – Factors influencing colonial language in Indian context – Role and Functions of post-colonial language - Its pros and cons.

UNIT II - Importance of Teaching – Learning of English as Second Language

1. Aims of teaching English at the Primary level, Secondary level and Higher Secondary level.
2. Objectives of teaching English as a second language – Cultural, Literary, Utilitarian, Linguistic and Integrative aims.
3. Contribution of Linguistics and Psychology to the teaching of English.
4. Teaching the communication skills – Listening – Speaking – Reading – Writing
5. Teaching English as a skill rather than a knowledge subject
6. Learning the mother tongue and Learning a Second language – Interference and Transfer from the mother tongue – Implications for teaching methods.

UNIT III - Exploring the Teaching Skills of Learners

1. Bloom's Taxonomy of Educational Objectives – Cognitive – Affective – Psychomotor domains – General and Specific Instructional Objectives.
2. Micro teaching – Principles – Skills – Introducing the lesson – Explanation – Using the blackboard – Reinforcement – Stimulus Variation – Questioning – Link lesson.
3. Observation – Demonstration lesson – Teacher educator – guide teacher – Peer group – Feedback
4. Macro teaching – Lesson plan format – Teaching Prose – Poetry – Grammar – Composition – Teaching aids.
5. Aims and procedure for teaching Intensive reader and Extensive reader

7. Criteria for Selection of Reader.
8. Difference between teaching Prose and Poetry

UNIT IV - Approaches, Methods and Strategies of Teaching English

1. Method – Approach – Technique – Design
2. Method – Grammar Translation Method – Bilingual method – Direct Method – Dr. West’s New method – Merits and Demerits
3. Approaches – Structural Approach – Types of Structures – Selection and Grading of Structures – Principles of Situational – Oral Approach
4. Communicative approach
5. Eclectic approach
6. Recent trends in the teaching of English

UNIT V - Learning Aids in Teaching of English

1. Teacher made aids – Flash cards, Pictures, Charts, Models, Blackboard sketches.
2. Mechanical aids – Overhead projector, Tape recorder, Lingua phone records, Radio and Television
3. Programmed learning – Language laboratory – Its advantages and utilization
4. Computer assisted language learning – Power point presentation – Identifying websites
5. Multimedia

UNIT VI - Tools of Evaluation, Techniques and Assessment

1. Difference between measurement and evaluation
2. Frequency Distribution
3. Measures of central tendency – mean, median, mode

4. Measures of Variability – Range – Average deviation – Quartile deviation – Standard Deviation Correlation – Rank difference method
5. Graphical representation – Histogram – Frequency polygon – Cumulative frequency curve – OGIVE

UNIT VII Listening Skill

1. Sub skills of listening – listening for perception – listening for comprehension
2. The three phases of listening
3. Listening material – listening to specific information, for general understanding, to deduce meaning, to infer opinion and attitude by using a tape recorder
4. Listening activities- dictation, following a route, listening to a telephone call, listening to commentaries, listening to instructions, Jigsaw listening.

UNIT VIII Speaking Skill

1. Techniques in teaching speaking – The conversation class, the topic based discussion - Class - task centered fluency practice
2. Tasks for developing speaking skill – Individual, pair and group work
3. Improving oral fluency – Parallel Sentences – Conversation – Dialogue – Role play
4. Dramatization – Play Reading – Group Discussion
5. Story telling – Narration – Description
6. Communication Game – Debate – Interview – Extempore Speech
7. Barriers for Effective Communication
8. Testing Speaking.

UNIT IX Reading Skill

1. Aims of teaching reading
2. Process involved in reading – symbol, sound, sense
3. Types of reading – reading aloud – silent reading – skimming – scanning – intensive reading – extensive reading
4. Methods of teaching reading to beginners – Alphabet method – Phonetic method – Phonetic method – Word method – Phrase method – Sentence method
5. Reading for perception – Reading for comprehension
6. Strategies to develop reading
7. Testing Reading

UNIT X Writing Skill

1. Mechanics of Writing
2. Sub skills in writing – visual perception – syntax – organization – grammar - content purpose – relevance
3. Writing skills – Mechanical skills – Grammatical skills – Judgment skills – Discourse skills
4. Characteristics of good Handwriting– distinctiveness – legibility – simplicity – uniformity – spacing – capitalization – punctuation – speed
5. Developing good handwriting

PRACTICALS:

- Examination of the prescribed syllabus in English for the Secondary and Higher Secondary levels.

- Preparation of lesson plan for teaching prose, structural items, vocabulary items, comprehension passages, poetry and composition.
- Examination of the design and content of readers prescribed for the primary, secondary and higher secondary classes.
- Practice in quick black board sketches for the purpose of introducing new items
- Preparation of material for role play and dramatization
- Reading comprehension and note-making exercise.
- Preparation of different types of vocabulary exercise.
- Examination of different dictionaries suitable for teacher's reference and for use by school pupils.
- Examination of examples of controlled and guided composition tasks found in various course books
- Preparation of material for teaching picture composition
- Examination of poems prescribed for all three levels.
- Practice in reading poems aloud.
- Preparation of aids.
- Practice in the use of linguaphone records and tape records
- Preparation of a simple linear programme for a unit in grammar
- Preparation of blue prints

SUGGESTED REFERENCE BOOKS:

Dhand, H. Techniques of Teaching. New Delhi: APH Publishing Corporation.

Siddiqui, M.H. Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.

Aggarwal, J. C. Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.

Aggarwal, J. C. Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.

Sharma, R. A. Technological foundation of education. Meerut: R.Lall Books Depot.

Chauhan, S. S. Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.

Venkateswaran, S. Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.

Sharma, R. N. Contemporary Teaching of English. Delhi: Surjeet Publications.

Palmer, H. E. Oral Method of Teaching Language. Delhi: Surjeet Publications.

Mowla, Venkateswaran, S. Principles of Teaching English. UP: Vikas Publishing House Pvt Ltd.

Rao, P. Method of teaching English. Hyderabad: Neelkamal Publications.

Thomas, A. J., & Martinet, A. V. A practical English grammar. London: OUP.

Baruah, T. C. The English teachers' handbook. New Delhi: Sterling Publishers.

Bennett, W. A. Aspects of language and language teaching. London: Cambridge University Press.

Christopher, S. W. Computer and language learning. Singapore: SEAMEO – Regional Language Centre.

Dahin. The language laboratory and language learning. London: Longman.

Frisby, A. W. Teaching English. London: Longman.

Geetha, N. English language teaching: Approaches, methods, techniques.

London: Orient Longman Ltd.

Brown, G. Listening to spoken English, applied linguistics and language.

London: Longman.

Gregory Bernard, G. Better spoken English. London: Macmillan & Co.

INNOVATIONS IN TEACHING OF ENGLISH - I

Objectives: On completion of this course, the student teacher should be able to:

- 1) Develop such competencies and skills in the student-teacher
- 2) Refresh and enrich his/her knowledge of English grammar and vocabulary.
- 3) Realize the value of English after completion of the course
- 4) Comprehend and adopt various methods and techniques of evaluations in English.
- 5) Prepare and use different kinds of instructional materials for teaching English
- 6) Understand and detect the causes of difficulties faced by the students in learning a foreign language and suggest remedial measures.
- 7) To formulate instructional objectives in terms of observable terminal behaviors of learners.

Unit – I SENSITIZING STUDENT TEACHERS IN LEARNING OF LANGUAGE

Importance of teaching English – objectives of learning English as second language at higher secondary level- to know the functional, cultural and literacy roles of English language - scope of teaching English at the secondary level- The role of English in the present national context and its place in the higher secondary- Instructional objectives (General, specific) - Acquisition of mother tongue versus second language.

Unit - II LEARNING OF ENGLISH AT HIGHER SECONDARY LEVEL

Enrich the English language knowledge at higher secondary level to the student-teachers - acquire the knowledge and skill of practical techniques and methods of teaching English - To enable the student teachers to

develop and use of different teaching material in the English classroom - the Role, function and position of 2nd language in higher secondary level.

Unit – III METHODS AND TECHNIQUES IN LEARNING LANGUAGE

Importance and need in language teaching and learning process - Different ways and means to enhance creative teaching and learning at higher secondary level- Continuous comprehensive evaluation- Apprise with latest methodologies, approaches and technologies of teaching English.

Unit – IV LITERATURE AND LANGUAGE LEARNING

Definition, meaning, nature and scope of literature - Different forms of literature – Its role and importance in language learning – how it strengthens and enriches the language Literature in the higher secondary Curriculum: Needs, objectives and relevance of literature to include in school curriculum – Role and relevance of media in school curriculum – Strategies for further development of school curriculum Take a creative writing related to history, e.g. Post Colonialism and prepare a flow chart for main incidents.

Unit – V LEARNING ENVIRONMENT AND CLASSROOM CLIMATE

Definition, meaning, nature and scope of classroom climate- characteristics of good classroom climate- role of classroom climate in teaching learning - to sensitize and comprehend classroom climate - priorities to promote the climate in classrooms - Design and complete a plan to measure the school climate and identify priorities to improve the climate in all classrooms - how the Student- teachers learn in a mixed environment of the intellectual, social, emotional and physical environments in a classroom climate.

Unit – VI ROLE OF LANGUAGE LABORATORY IMPROVING LANGUAGE SKILLS

Types of authentic materials - Language laboratory - Traditional learning resources - Technology based learning resources - Impact of language

laboratory on English language learning- to enrich the English language learning process - Role of Language Lab in developing spoken skills - modern language teaching- repetition exercises in phonetic sounds - Audio Resources- Linguaphone, Audio cassettes, CD's, recorder, dictionaries , Language Laboratory, Radio Broadcast, their importance and use. Concept, Need and importance of learning resources.

Unit – VII STRATEGIES OF LANGUAGE LEARNING

Planning co-curricular activities like dialogues, group discussion, debates, extempore, dramatics, Interviews, workshops, quiz, puzzle , short speech, choral recitation of rhymes, pair work, group work , eliciting and seminar etc. - planning to develop listening, speaking, reading and writing skills.

Unit – VIII DEVELOPMENT OF SECOND LANGUAGE LEARNING

English as a Second language, English as a Foreign Language ESL/EFL - authentic texts for language learning-English for Special Purposes (ESP) English for academic purpose (EAP) English for occupational purpose (EOP) - identification of the lexical, syntactic and textual structures - content and method of natural link between structural linguistics and behaviorist learning theory - Communicative Language Teaching (CLT): the impetus for the development of CLT.

Unit – IX TECHNOLOGY BASED LEARNING RESOURCES AND MATERIALS

Need and importance of Teaching Learning Materials and Instructional Aids-The significance of print media – Reading materials such as magazines, newspapers, moral story books, E - libraries etc., Role of ICT – Utilization of Radio ,Television programs, educational films , Computer Assisted Instruction; Role of Language Lab in developing spoken skills.

Unit – X LEARNING AND TEACHING ACTIVITIES AND PRACTICES

Improved classroom environment and student attitude - Leadership Skills – Peer Group Assessment - Teamwork – Debate – Extempore – Brain Storming - Principle of individual accountability- Equitable participation and Simultaneous interaction.

Practicals:

- 1) Drill and practice for language pronunciation, stress and intonation
- 2) Exercise for LSRW skills acquisition
- 3) Projects on phonetics – classification of sounds
- 4) Activities for vocabulary enrichment
- 5) Conduct games for language development
- 6) Peer-group discussions, enacting drama.

References:

1. Shrivastav, B.D.: Structural Approach to Teaching of English
2. Hornby, A.S.: A Guide to patterns and usage in English
3. O'Connor, J.D. Better English Pronunciation
4. Barua, T. C. Teachers' Handbook of English Bright,
5. J.A. and G. P. Mc. Mgregor. Teaching English as a second language
6. Theory and teaching for the secondary stage, London
7. English in India: Bombay: Asia Publishing House, 1964 Jones, Daniel
8. Principles of Teaching English, Delhi; Vikash
9. Gadre G.L., 'Teaching English in Secondary Schools'.

10. Gurav H. K., 'Teaching aspects of English Language'.
11. Bansibihari, Kute, Suryawanshi, 'Communicative Language Teaching in English'.
12. Pawar N. G., 'Theory and Practice of Teaching English Language'.
13. Pahuja N. P., 'Teaching of English'.
14. Kohli A. S., 'Teaching of English'.
15. Menon and Patel, 'Teaching of English in India'.

CONTENT AND PEDAGOGY OF TEACHING MATHEMATICS

PART I

OBJECTIVES

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

1. sensitise the school content in Mathematics;
2. understand the nature and scope of Mathematics;
3. comprehend the aims and objectives of teaching Mathematics;
4. explore in teaching and learning Mathematics;
5. develop ability to construct school Mathematics curriculum;
6. know different approaches and strategies in teaching and learning of mathematical concepts;
7. know the utility of various learning resources;
8. construct appropriate assessment tools for evaluating mathematics learning;
9. acquire various teaching skills;
10. acquire competence in teaching mathematics and structuring lesson plans;

UNIT - I: ANALYSIS OF MATHEMATICS TEXT BOOKS

Analysis of content available in Mathematics text books of VI to X standard prescribed by Government of Tamil Nadu.

UNIT – II: NATURE AND SCOPE OF MATHEMATICS

Meaning, Definition and Scope of Mathematics - Importance of learning Mathematics -Structure, Abstractness, Symbolism, Precision - Mathematics as a science of measurement and quantification - Aesthetic sense in Mathematics - Mathematics and its relationship with other disciplines.

UNIT - III: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

Need and significance of teaching Mathematics -Aims: practical, social, disciplinary and cultural - Instructional objectives: General Instructional Objectives (G.I.O's) and behavioural or Specific Learning Outcomes (S.L.O's) relating to the cognitive, affective and psychomotor domain based on Bloom's Taxonomy of Educational Objectives.

UNIT-IV: MATHEMATICS TEACHING SKILLS

Micro teaching - Origin, Need, Procedure, Micro teaching cycle and its uses - Skill emphasis - Explaining, Questioning skill, Black board usage, Reinforcement, Stimulus variation, Introduction, Closure - Link lesson.

UNIT-V: PLANNING FOR TEACHING-LEARNING MATHEMATICS

Macro teaching - Lesson Plan, Unit Plan, Year plan - Herbartian steps - Format of a typical lesson plan – G.I.O's & S.I.O's - Teaching aids - Motivation, Presentation, Application, Recapitulation and Assignment.

UNIT-VI: EXPLORING LEARNERS IN TEACHING AND LEARNING MATHEMATICS.

Methods of Teaching: Analytic – Synthetic - Inductive- Deductive – Heuristic - Problem solving – Project – Laboratory – ABL – ALM - Cultivating learner's sensitivity like intuition-active learning - Creativity learning - Encouraging learner for probing, Raising queries and Promoting the students confidence.

UNIT-VII: SCHOOL MATHEMATICS CURRICULUM

Objectives of Curriculum - Process of Mathematics Curriculum Construction - Trends in curriculum construction - Characteristics of Progressive Curriculum - Principles for designing curriculum- designing curriculum at different stages of schooling- Highlights of curriculum like vision of school mathematics- construction of syllabi in various disciplines of Mathematics.

UNIT-VIII: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of Concepts, Concept formation and Concept assimilation, Moves in teaching a concept-defining, stating necessary and sufficient condition, giving examples accompanied by a reason. Comparing and Contrasting- Giving Examples and Non examples; the ideas of Bruner and Piaget in appropriateness of concept formation in Mathematics; Planning and implementation of teaching a concept like teaching of Algebra, Geometry, Trigonometry, Mensuration, etc. Difference between teaching of Mathematics and Teaching of Science.

UNIT-IX: LEARNING RESOURCES IN MATHEMATICS

Text books, Reference Books and Journals- Preparation of Teaching Aids - Improvised Apparatus- Audio Visual - Multimedia Selection and designing- Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT-X: TOOLS AND TEST

Different types of tests in Mathematics: Achievement, Diagnostic, Prognostic-Criterion and Norm referenced evaluation – construction of achievement test – Continuous and Comprehensive Evaluation – Formative and Summative Assessment – Grading pattern- Graphical representation of data – Bar diagram, Pie diagram, Histogram, Frequency Polygon, Frequency curve and Ogive curve – Statistical measure: Mean, Median, Mode, Range, Average Deviation, Quartile deviation, Standard deviation and Rank correlation.

PRACTICALS

- Project on mathematics and its relation with other disciplines
- Preparation of Lesson plan, Unit plan and Year plan.
- Practice of skills in Micro teaching
- Test construction – Achievement and Diagnostic
- Critical analysis of content course of standard VI – X syllabus.

SUGGESTED REFERENCE BOOKS

Aggarwal, J.C. (2008). Teaching of mathematics. UP: Vikas publishing House Pvt Ltd.

Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society.

Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.

Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University press.

Bishop, G.D. (1965). Teaching mathematics in secondary school. London: Collins publication.

Butter, C.H. (1965). The teaching of secondary mathematics. London: McGraw Hill book company.

Ediger, M., & Rao, D.B. (2000). Teaching mathematics successfully. New Delhi: Discovery Publishing House.

Ediger, M., & Bhaskara Rao, D.B. (2004) Teaching mathematics successfully. New Delhi: Discovery Publishing House.

Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors press.

Hoglum, L. (1967). Mathematics for the million. London: Pan Books Limited.

ICFAI. (2004). Methodology of teaching Mathematics. Hyderabad: ICFAI university press.

Iyengar, K.N. (1964). Teaching of mathematics. New Delhi: A universal Publication.

Joyce., & well., (2004). Models of teaching. U.K: Prentice hall of India.

Kapur, J.N. (2002). Suggested experiments in school Mathematics. New Delhi: Arya Book Depot.

Kulshreshta,A.K(2008).Teaching of Mathematics,Meerut:R.Lall Books Depot.

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Mangal,S.K.,& Mangal,S.(2005).Essentials of Educational Technology and management. Meerut: loyal book depot.

Parthasarathy,N. (1961). Kanitham Karpithal. Chennai: The South India Saiva Sidhantha works.

Pratap,N.(2008).Teaching of Mathematics.Meerut:R.Lall Books depot.

Sharma,R.A. (2008).Technological foundations of education. Meerut:R.Lall Books Depot.

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Siddizui, M.H. (2005).Teaching of Mathematics. New Delhi: APH Publishing Corporation.

Sidhu,K.S. (2006).Teaching of Mathematics. New Delhi: Sterling Publishers private limited.

Singh,M. (2006).Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.

The Current Text Books in Tamil Nadu for Mathematics.

INNOVATIONS IN TEACHING OF MATHEMATICS – PART- I

OBJECTIVES

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

1. sensitise the school content in Mathematics;
2. understand the aims and objectives of teaching Mathematics;
3. explore in learning Mathematics;
4. develop ability to construct school Mathematics curriculum;
5. Imbibe the qualities of mathematics teacher;
6. acquires recent development in the field of Mathematics.
7. know the importance of co curricular activities in mathematics;
8. apply the educational innovation in teaching learning process;
9. understand the basic concepts of system approach;
10. acquire the knowledge on co operative and collaborative learning;

UNIT-I: ANALYSIS OF MATHEMATICS TEXT BOOKS

The content of XI & XII Mathematics text book prescribed by state and central board syllabus.

UNIT-II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS IN HIGHER SECONDARY LEVEL

Need and significance of teaching Mathematics- Aims- practical, Social, disciplinary and cultural-instructional objectives- General Instructional objectives (G.I.Os) and behavioural, or Specific Learning

Outcomes (S.L.Os) relating to the Cognitive, Affective and Psychomotor domains based on Bloom's Taxonomy of Educational Objectives.

UNIT-III: EXPLORING HIGHER SECONDARY LEARNERS

Modules- buzz session- quiz -debate- e learning.-Learning with New Technologies- Online learning- power point presentation- Digital lesson plan.

UNIT-IV: HIGHER SECONDARY CURRICULUM

Curriculum: Meaning, Nature and Scope of Curriculum - Types - Principles of Curriculum Construction - Curriculum for different stages of Education - Need for Curriculum change - Curriculum transaction - National Curriculum Framework.

UNIT-V: HIGHER SECONDARY TEACHER AND CLASS ROOM CLIMATE

Class room climate - Class room Interaction analysis – Types of teacher based on leadership style: Teacher dominated pattern, Laissez faire Pattern, Democratic - Mathematics teacher - Special qualities required for a Mathematics teacher– Professional growth – In service, Pre service, Orientation, Enrichment course and membership of professional associations.

UNIT-VI: RECENT DEVELOPMENT IN MATHEMATICS

Maths website - Scientific computing - Math journals - Math lab - Mathematics resource Centre - Mathematics in Astronomy - Mathematics in Engineering - Stochastic models - Maths in Bio Informatics.

UNIT-VII: ORGANISATION OF CO-CURRICULAR ACTIVITIES IN MATHEMATICS

Co-curricular activities in mathematics: Need and Importance – Math Club, Mathematics study circles, Mathematical hobbies, Math exhibition - Organizations, activities and its advantages - Mathematical Talent search – Objectives, Abilities, skills to be tested and Method of selection.

UNIT-VIII: EDUCATIONAL INNOVATION

Innovative Practices in Teaching and learning: Team teaching - Computer Assisted Instruction (CAI) - Programmed learning - Personalized System of Instruction (PSI) - Computer Managed Learning (CML) - Teaching Machine - EDUSAT - School complex - Interactive Video – Tele conferencing.

UNIT-IX: SYSTEM APPROACH

System Approach – Basic Concepts - Characteristics of a System - System approach for developing instructional systems - Micro and Macro systems, Educational Cybernetics - Educational Technology and Systems approach.

UNIT-X: CO- OPERATIVE AND COLLABORATIVE LEARNING

Co-operative learning: Meaning – Types – Techniques – Activities - Theories and its advantages.

Collaborative learning: Meaning – Types – Techniques – Activities - Theories and its advantages.

PRACTICALS

- Practice of skills in Micro teaching.
- Preparation of Lesson plan, Unit plan and Year plan.
- Test Construction – Achievement and Diagnostic
- Preparation of Module for any one of the mathematical concept.
- Preparing power point presentation.
- Preparing digital lesson plan.
- Critical analysis of content course of standard XI & XII syllabus.

SUGGESTED REFERENCE BOOKS

Aggarwal, J.C. (2008). Teaching of mathematics. UP: Vikas publishing House Pvt Ltd.

Bagyanathan, D. (2007). Teaching of mathematics. Chennai: Tamil Nadu Text Book Society.

Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.

Bolt, B. (2003). Mathematical Pandora's box. New Delhi: Cambridge University press.

Bishop, G.D. (1965). Teaching mathematics in secondary school. London: Collins publication.

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Goel, Amit. (2006). Learn and teach mathematics. Delhi: Authors press.

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Iyengar,K.N.(1964).Teaching of mathematics.New Delhi:A universal Publication.

Joyce.,&well.,(2004).Models of teaching.U.K:Prentice hall of India.

Kapur,J.N.(2002).Suggested experiments in school Mathematics.New Delhi:Arya Book Depot.

Kulshreshta,A.K(2008).Teaching of Mathematics,Meerut:R.Lall Books Depot.

Land,F.W.(1966).New approaches to mathematics teaching.New Delhi:Mac Millan,St.Martin's press.

Mangal,S.K.,&Mangal,S.(2005).Essentials of Educational Teachnology and management.Meerut: loyal book depot.

Parthasarathy,N.(1961)Kanitham Karpithal.Chennai:The South India Saiva Sidhantha works.

Pratap,N.(2008).Teaching of Mathematics.Meerut:R.Lall Books depot.

Sharma,R.A.(2008).Technological foundations of education.Meerut:R.Lall Books Depot.

Sharan,R.,&Sharma,M.(2006).Teaching of Mathematics.New Delhi:APH Publishing Corporation.

Siddizui,M.H.(2005).Teaching of Mathematics.New Delhi:APH Publishing Corporation.

Sidhu,K.S.(2006).Teaching of Mathematics.New Delhi:Sterling Publishers private limited.

Singh, M. (2006).Modern Teaching of Mathematics. New Delhi:Anmol Publications Pvt.Ltd.

The Current Text Books in Tamil Nadu for Mathematics.

CONTENT AND PEDAGOGY OF TEACHING PHYSICAL SCIENCE

PART I

Objectives

After Completion of this Course, the Students will be able to

- acquire knowledge of the nature of physical science for determining aims and strategies of teaching – learning
- understand the aims and objectives of physical science
- understand the nature and scope of Physical Science
- understand the principles of curriculum construction and organization of subject matter
- understand the skills in the teaching of Physical Science and to develop the skills in them through classroom teaching
- acquire skills relating to their lessons and presenting them effectively
- understand the technology of teaching Physical Science and give them practice in the use of audio visual aids
- understand the techniques of evaluating Science teaching and to construct achievement test to evaluate the progress of pupils
- develop a theoretical and practical understanding of the various methods and techniques of teaching Physical Science and the importance of self-learning devices
- understand the criteria in selecting a good textbook and to evaluate a Science textbook

CONTENT AND PEDAGOGY

UNIT I CONTENT

Sensitising Student Teachers on School Content in XI & XII Physical Science Pertaining to State Board and CBSE Syllabus

UNIT II NATURE OF PHYSICAL SCIENCE

Science as a product and a process: a body of knowledge - a way of investigation-a way of thinking-Inter disciplinary approach- Implications. Theories – their characteristics in context of physical science (citing examples for each): Physical science for environment, health, peace, equity: Physical sciences and society; Contribution of eminent scientists – Isaac Newton, Dalton, Neils Bohr, De Broglie, J.C. Bose, C.V. Bose, C.V.Raman and Albert Einstein etc.

UNIT III AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE AT ELEMENTARY AND SECONDARY LEVEL

Aims and Objectives of Teaching Physical Science, Blooms Taxonomy of Educational Objectives- Cognitive Domain – Affective Domain – Psychomotor Domain, General and Specific Objectives of teaching Physical Sciences – Writing Instructional Objectives – Writing the objectives in terms of learning outcomes Teaching of Physical Science at Different Levels – Primary Level – Secondary Level

UNIT IV EXPLORING LEARNERS LEARNING PHYSICAL SCIENCE

Developing Scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage) Physics and Chemistry (higher secondary stage): Acquire the skills to understand the method and process of science / physical science that lead to exploration, generation and validation of knowledge in science.

UNIT V SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Meaning – distinguishing curriculum from syllabus – principles of curriculum construction , approaches to the organization of physical science curriculum : correlated approach integrated approach, topical approach, concentric – spiral approach, chronological and sequential approach, Evaluation of the existing physical science curriculum at the secondary stage.

UNIT VI APPROACHES & STRATEGIES OF LEARNING PHYSICAL SCIENCE

Individualized Instruction , Programmed Instruction , Computer Assisted Instruction ,Steps for developing CAI , Modes of CAI , Benefit of CAI, Limitations of CAI , Role of teacher in CAI , Lecture Method , Demonstration Method, Problem Solving Method, Project Method , Scientific Method , Analytic and Synthetic Method , Inductive Method and Deductive Method

UNIT VII TEACHING AND LEARNING RESOURCES IN PHYSICAL SCIENCE

Meaning, Importance of teaching aids , Classification of teaching aids , Criteria for selection of appropriate teaching aids , Mass media and its advantages , Qualities of good text book, Use of Text Book in and outside the classroom, criteria for evaluation of physical science textbook - physical science library

UNIT VIII TOOLS AND TECHNIQUES OF ASSESSMENT IN LEARNING PHYSICAL SCIENCE

The concept of evaluation, objective based evaluation, tools and techniques in evaluation , Evaluation for achievement – diagnosis, prediction , criterion and norm referenced tests, principles of test construction and administration of an achievement test , blue print , characteristic of a good test , item analysis, continuous and comprehensive

evaluation, formative and summative evaluation, Statistical measures – measures of central tendency , measures of variability, rank correlation

UNIT IX PLANNING SKILLS ASSOCIATED WITH TEACHING PHYSICAL SCIENCE

Development of teaching skills through micro teaching :Origin –Need – procedure – cycle of operation , Principle and steps in micro teaching , uses, communication skills with reference to microteaching – verbal communication non-verbal communication, Teaching of relevant skills - Skill of Introduction , Skill of Explaining, Skill of Demonstration, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Questioning, Skill of Black Board Writing, Need for link lesson in micro teaching programme .

UNIT X PLANNING FOR TEACHING AND LEARNING

Lesson Planning , Importance of lesson plan , Characteristics of a good lesson plan, Writing instructional Objectives , Planning for specific behavioural changes, Unit Planning , Preparation and Use of Unit plan , yearly planning

PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 10 charts and 3 improvised apparatus.
3. Practising 3 micro lessons with 3 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any Science topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.

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INNOVATIONS IN PEDAGOGY OF TEACHING PHYSICAL SCIENCE

PART I

OBJECTIVES

By the end of this course, the student teacher will be able to

acquire the knowledge about the objectives in teaching physical science

understand the core of science

understand the concept of curriculum of physical science

identify the role of physical science teacher

identify the system for mastery learning

develop effective classroom climate

relate physical science to every day life

design physical science laboratory

frame co-curricular activities

evaluate the use of cooperative and collaborative learning

analyse the techniques of teaching

UNIT I - CONTENT

Sensitising Student Teachers on School Content in XI & XII Physical Science Pertaining to State Board and CBSE Syllabus

UNIT II METHODS OF TEACHING PHYSICAL SCIENCE AT HIGHER SECONDARY LEVEL

Bloom's Taxonomy of Educational Objectives – Aims and Objectives of teaching Physical Science at Higher Secondary Levels, Modern methods of teaching: Visualization- wisely manage classroom technology- active learning – peer instruction- discussion groups and collaborative problem solving.

UNIT III EXPLORING HIGHER SECONDARY LEARNERS

Physical science for environment , health, peace, equity, Contribution of eminent scientists , characteristics in the context of physical science , Science in everyday life, Principles of food hygiene, Hygeine hypothesis, Nutritional Disturbance, Science in the task of socialist construction, creativity in science , Physics and chemistry (higher secondary stage)

UNIT IV HIGHER SECONDARY CURRICULUM

Curriculum – General Principles of Curriculum construction – Types of Organization of content matter – Critical evaluation of Tamil Nadu Higher secondary school Curriculum – Curriculum – Improvement Projects in India – Role of NCERT – Curriculum improvement Projects in Abroad – CHEM study, PSSC, CBA.

UNIT V HIGHER SECONDARY PHYSICAL SCIENCE TEACHERS AND CLASSROOM CLIMATE

Multiple roles of a teacher : Content expert, a diagnostician, a rescues, a patient communicator, a manager and leader, a student of human behavior - Effective classroom climate - Classroom Interaction Analysis : Teacher Behaviour – Class room interaction – interaction analysis – interaction analysis techniques – observation schedule and record – Flander’s Interaction analysis technique: categories – observation and recording – interaction matrix – interpretation – advantages.

UNIT VI ORGANISATION AND MAINTENANCE OF PHYSICAL SCIENCE LABORATORY

Physical Science Laboratory advantages – Structure and Design – Organization and Maintenance of Science Laboratory : Laboratory Indent – maintenance of various registers: Accession, Non-consumable, Consumable, Issue and breakages registers- Storage and maintenance of

apparatus and chemicals – Accidents and First Aids – Improvisation of Apparatus.

UNIT VII – ORGANISATION OF CO-CURRICULAR ACTIVITIES IN PHYSICAL SCIENCE

Importance and scope, Role of teacher in co-curricular activities, Types – academic– aesthetic - cultural – emotional – leisure utilization – literacy – moral – physical – productive – social – scientific – spiritual – multipurpose , Advantages and disadvantages, organization of Science Club – Science Exhibitions – Field trips and Excursions - Net club: Blogs

UNIT VIII – EDUCATIONAL INNOVATIONS

Multimedia – Internet and its uses – e-learning : definition, meaning, modes of e-learning, characteristics of e-learning, virtual learning, web based learning, tele – conferencing- video conferencing

UNIT IX SYSTEMS APPROACH IN TEACHING LEARNING OF PHYSICAL SCIENCE

Concept , steps, components of the system- the product – input – resources – constraints – strategy – feedback and control Levels of system – microsystems – marosystems , System for mastery learning – categories of learning through system approach – events of instruction – classes of system approaches

UNIT X COOPERATIVE AND COLLABORATIVE LEARNING

Meaning – components – positive interdependence – individual accountability – group processing – social skills – face to face interaction : Approaches – writing groups – peer teaching – learning communities – problem based learning – group discussion , Benefits of group discussion.

Practicals

Role play of different innovative methods of teaching

Identify the nutritional disturbance of the students

Prepare e-content for a particular topic

Prepare rating forms to evaluate teacher effectiveness

Implement any types of co-curricular activities

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CONTENT AND PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE

PART I

OBEJCTIVES

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

1. understand the basic principles and practices of Science Education relevant to teaching Biological Science in the Secondary and Higher Secondary Classes
2. understand the nature and scope of Biological Science
3. learn appropriate teaching techniques
4. acquire adequate skills in using proper and suitable methods of teaching biology
5. acquire knowledge relating to the organization and administration of Biology Laboratory, curricular and co curricular activities that would promote the teaching of Biology and develop in pupils the scientific attitude and a sense of appreciation and interest in Biology
6. acquire skill in constructing tests
7. develop ability to construct a curriculum and to evaluate critically the present curriculum develop skills in preparing and using the appropriate instructional material in Biology

UNIT I: CONTENT

The syllabus for VI to X Scienc textbooks prescribed by the Government of Tamilnadu – time to time.

UNIT II: Nature And Scope Of Biological Science

Meaning and Definition of Biology– Facts and Structure, Biology as a Science. Science – Process and Product, Place of Biology in School Curriculum and its relationship with other subjects, importance of learning Biology – Interdisciplinary approaches in the school curriculum – Various branches related to Biology.

UNIT – III Goals and objectives of teaching Biology

Goals and objectives of teaching Biology with reference to Bloom's taxonomy- Cognitive, Affective and Psychomotor Domains. Aims of teaching Biology at different levels – Primary, Secondary and Higher Secondary.

UNIT IV Exploring learners in learning biology

The science of Biology – Historical overview – The great biologists – serendipity the significant discoveries and inventions. Biology and its various branches. Environmental Problems such as Green House effect, Acid Rain, Global Warming and ozone layer depletion, Biodiversity Loss. Real Science Projects - Organisms outside the class room – Organisms inside the classroom- The aquaculture project- The seed project.

UNIT V Curriculum in Biology

Curriculum in Biology -Principles of planning Biology curriculum at Secondary/Higher secondary school level, Process of Biology CurriculumConstruction, Trends in curriculum construction, Modern Trends in Biology Curriculum,Characteristics of Progressive Curriculum-NCERT Curriculum – BSCS and Nuffield Secondary Science Project.

UNIT–VI Approaches and Methods of Teaching Biology

Approaches and Methods of Teaching Biology - Inquiry and problem solving approach, Inductive and Deductive approach, Lecture cum demonstration method, Project method, Scientific Method and Concept Mapping. Scientific Attitude- Concept and its inculcation among learners.

UNIT VII Instructional Resources in Biological Science

Instructional Resources in Biology - Text books, Teacher Manuals, Reference Books and Journals. Instructional Media- Need and Importance of Chalk Board, Flannel Board, and Models, Specimen and Computers - Instructional Resource Centre- Planning- Class room Accessories- Preparation of Teaching Aids -Mobile Laboratories and Improvised Apparatus.

UNIT VIII Evaluation in Biology

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Biology.

UNIT IX Microteaching

Microteaching - Definition- Microteaching Cycle- Types of Skills- Skill of Introducing, Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure- Link lesson – Definition – Need for Link lesson

UNIT X Lesson and Unit Planning

Lesson planning – Importance of lesson plans- Writing Instructional Objectives- Planning for specific behavioural changes. Preparation and use of unit plan – Teaching and Teaching aids Evaluation, Recapitulation and Assignments.

Practical

Making charts and improvised apparatus and models.

Practice of minimum 5 skills under Microteaching.

Preparation of Unit test for a Unit in Biology.

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INNOVATIONS IN PEDAGOGY OF BIOLOGICAL SCIENCE

PART I

OBJECTIVES:

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

- understand the basic Principles of Biology.
- acquaint themselves with Biology curriculum at the higher secondary stage.
- acquire knowledge on the new developments in Biology.
- understand the nature and scope of Biology
- develop interest in Classroom climate.
- apply skill on Practical Work in Life Science.
- develop interest Co-curricular activities in Biological Science
- develop positive attitude on the Concept of pedagogical analysis.
- appreciate the role of educational technology

UNIT I Content

The syllabus for XI & XII of biological science textbooks prescribed by the Government of Tamilnadu – time to time.

Unit - II Objectives of Teaching Biology

Objective of Biology Teaching, Taxonomy of Educational Objectives, Writing

Objectives in behavioural terms. Aims and values of teaching biology at Higher secondary level.

Unit – III Exploring higher secondary learners

History, Philosophy and nature of Biology, its role and importance in daily life- Science Teaching for solving problems of pollution- Global warming- Over population- Malnutrition, Superstitious beliefs, Role of science teacher in developing scientific temper in the society.

Unit–IV Recent trends in curriculum development

Recent trends in curriculum development – student – subject and environment oriented approaches – curriculum development and improvement practices in India.

Unit – V Classroom climate.

Classroom climate - authoritarian – laissez faire and democratic climates - Teacher Behaviours-Classroom interaction- Interaction Analysis- Interaction Analysis Technique-Observation schedule and record-Flanders Interaction Analysis Technique- categories- observation and recording- Interaction matrix- Interpretation- Advantages.

UNIT – VI Biological Laboratory

Practical Work in Life Science - Need, Importance and organization. Biological Laboratory- Setting up of laboratory, purchase and maintenance of equipments. Laboratory Techniques- Preservation of Plants and animal specimens, preparation of slides.

UNIT VII Co-curricular activities in Biological Science

Co-curricular activities in Biological Science - Strengthening Science Education- Community Resource- Garden- Excursions- Science Clubs- Nature calendar – Exhibitions, Science Fairs & Field trips

UNIT–VIII Educational Technology

Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT Educational technology in Biology teaching – programmed learning – computer assisted instruction – mass media for Biology learning.

UNIT IX Pedagogical analysis of Biology

Concept of pedagogical analysis - Approaches for pedagogical analysis, concept and importance, Core elements and values, Content cum methodology approach, IT based approach, Mastery learning approach, System analysis approach.

UNIT X Strengthening Science education

Strengthening Science education – Integrated science, development of scientific temper and values through science education, salient features of constructivist approach, concept mapping and its use in teaching, Co-operative and collaborative learning.

Practical

Collection, Preservation and display of Museum Specimen – maintenance of aquarium, terrarium, vivarium, use of incubator and so on.

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CONTENT AND PEDAGOGY OF THE TEACHING OF HISTORY OBJECTIVES

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

1. acquire knowledge of the nature, scope, structure and concept of History
2. understand the dimensions, classifications, geographical foundation of history and its relations with other social science-subjects;
3. realise and appreciate values of teaching history;
4. develop effective teaching skills;
5. perceive effective competency in the preparation of lesson and unit plans;
6. practise the different teaching-learning strategies;
7. understand the principles of curriculum construction;
8. get familiarize with the various learning resources for professional effectiveness;
9. understand the various methods of evaluating the classroom teaching ; and
10. acquire knowledge about teacher centred methods.

Unit – I Content

Sensitizing student teachers on School content in their respective subject from VI to X pertaining to Central board and State board syllabus.

Unit – II Nature of Teaching History

1. Defining History – Nature of History Objectivity and Scientific Study of History – Kinds of History
2. Logical sequence – Structure and Scope

3. Different conceptions of History – Biographical Evolutionary – Theistic – Cyclic Modern concepts
4. Dimensions of History – Time, Place, Continuity and Development
5. Relationship between History and other Social Sciences
6. Geographical Foundation of History.

Unit – III Aims and Objectives of Teaching History at Elementary and Secondary Level

1. General Aims and Objectives of Teaching History
2. Specific Aims of Teaching History at Primary level, High School level.
3. Values of Teaching History: Socio, Economic, Cultural, Moral, Philosophical and Political Values.

Unit – IV Exploring Learners

Field visit – Assignment – Workshop – Seminar – Symposium – Project – Group Discussion – Brainstorming.

Unit – V School History Curriculum and Approaches

Principles of Curriculum construction in History – Selection and Organization of Subject matter of History, Content, Principles of selection – Individual, Social, National and Global needs.

Approaches: The Concentric Approach, Topical Approach, Chronological Approach, Spiral Approach, Biographical Approach.

Unit – VI Strategies of Learning History

Teacher centred Methods – Motivating in the classroom context, Teaching for creativity – Story Telling – Dramatisation-Lecture– Team Teaching, Supervised Study – Review and Drill – Source Method

Group centred Instructional Inputs – Socialised recitation – Debate, Symposium, Brain Storming, Seminar, Workshop, Demonstration

Learner centred Methods – Heuristic, Problem Solving Method, Project Method, Field Work, Dalton Plan, Inductive and Deductive Methods

Unit – VII Learning Resources in History

Primary Sources and Secondary Sources: Filed Work, Reading of Books, Historical Novels, Journals, Magazines, News Papers. Visits to related Fields-Temples-Museums, Art Galleries and Exhibitions. Collection of Specimens: Stamps, Coins.

Library as Secondary Sources and Reference Materials, such as Dictionaries and Encyclopaedias.

Unit – VIII Micro Teaching

1. Micro Teaching – Concepts, Principles and Phases of Micro – Teaching
2. Developing the Skill of Introducing a Lesson, Explaining, Probing Questioning, Stimulus Variation, Reinforcement, Achieving closure, Use of Teaching Aids and Black board.

Unit – IX Tools and Techniques of Assessment for Learning in History

1. Concept of Examination – Criterion and Norm Referenced Test – Prognostic and Diagnostic Test – Achievement Test – Construction of Achievement Test – Continuous and Comprehensive evaluation – Formative and Summative Assessment - Grading pattern.
2. Collection and Arrangement of Test scores
3. Interpretation of scores – Frequency Distribution Tables – Measures of Central Tendency – Mean, Median and Mode, Measures of Variability – Range, Quartile deviation, Mean deviation and Standard deviation, Measures of Correlation: Rank Order Correlation and Product Moment Correlation.

Unit – X Planning for Teaching – Learning of History

1. Unit plan
2. Year plan,
3. Lesson plan – Need, Principles, Steps, Bloom Taxonomy
4. Concept Mapping / Time Line Chart
5. Map reading skill

Internal Components

Seminar – 5 Marks

Assignment - 10 Marks

Test - 10 Marks

I year practicum components

Teaching practice- 50 Marks

Psychology record - 25 Marks

Observation - 10 Marks

Demonstration - 10 Marks

Microteaching - 20 Marks

Lesson plan - 40 Marks

Educational Technology – 15 Marks

Test and Measurement - 40 Marks

PRACTICALS

- Critical analysis of Text book from VI to X standard.
- Visiting the identified local historical places and preparing a report
- A creative write up for developing national integration
- Reporting of Current events / scrap book
- Preparing 10 slides in Power Point
- Identification and Cataloguing of three web-sites related to the State Board History Curriculum
- Preparing maps, Charts, Pictures, Models etc.,
- Writing historical stories / Dramatization
- Quiz programmes
- Collection of historical quotations
- Discussion and debates
- Construction of Achievement Test

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14. Singh, Y.K. (2004). *Teaching of History Modern Methods*, New Delhi: APH Publishing Corporation.

INNOVATIONS AND PEDAGOGY OF THE TEACHING OF HISTORY

Objectives

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

1. acquire knowledge of contribution of eminent historians to the development of history
2. a knowledge about Indian historiography;
3. explore learning in history;
4. develop ability to construct school history curriculum;
5. Imbibe the qualities of history teacher;
6. ability to organize history laboratory in the school;
7. know the importance of co curricular activities in history;
8. apply the educational innovation in teaching learning process;
9. understand the basic concepts of system approach;
10. acquire the knowledge on co-operative and collaborative learning;

Unit – I Contribution of Eminent Historians to the Development of History

1. Roman Historians – Cato, Cicero, Livy, Tacitus

Unit – II Europe Historians

1. Renaissance – Reformation Historians –Erasmus, Thomas Moore, Sir Francis Bacon

2. Medieval Historians- Eusebius Pamphilus – St. Augustine, Ibnkhaldun
3. Modern Historians: Elphinstone, Macaulay, Vincent Smith
4. Enlighten Historians: Montesquieu, Voltaire, Edward Gibbon, Thomas Carlyle.

Unit – III Indian Historians

1. Machiavelli, Kalhana, Alberuni, Barani, Abul Fazl
2. Modern Historians: Vincent Simth, R.G. Bhandarkar, K.P. Jayaswal, H.C. Rayachaudri, Lanepoole, J.N. Sarkar, R.C. Majumdar.

Unit – IV Theories Influencing Selection of History Materials and Curriculum in History

1. Doctrine of Nature, Tastes and Interest
2. Culture of Epoch Theory
3. Proceeding from near to the remote
4. Reconciliation of the Psychological development of the Child with demands of the subject and time allotted.
5. Current trends in curriculum changes in History
6. Models of Curriculum Development

Unit – V Exploring Learners

Field visit – Assignment – Workshop – Seminar – Symposium – Project – Group Discussion – Brainstorming.

Unit-VI Organizations and Maintenance of History Method Rooms

Introduction – Meaning of History Method Rooms – Need and Importance of History Method Rooms – Designing of History Method

Rooms – Types of Material and Equipment to be kept in History Methods
Rooms – Procurement, Safety and Proper handling of instrument.

UNIT- VII Organization of Co-curricular activities in History

Meaning and Importance of Co-curricular activities- Various Co-curricular activities related to history: Experiments and resources, Collateral reading literacy, Exhibitions, organizing thought provoking programmes like Quizzes, Word Searches, Field trips and Educational tour.

Unit – VIII Systems Approach in Teaching and Learning

Introduction – Meaning of Systems Approach – Systems Approach in Teaching and Learning – Steps for Effective Implementation – Advantages – Role of Teachers.

Unit – IX Educational Innovations

Computer Assisted Instruction(CAI) – Programmed Learning – Computer Managed Learning(CML) – Teaching Machine – Cybernetics – e-learning – m-learning – tele-conferencing – Edusat.

Unit – X Co Operative and Collaborative Learning

History in relation with other subjects: Civics, Geography, Commerce, Sociology, Mathematics and Science and its advantages.

Internal Components

Seminar – 5 Marks

Assignments - 10 Marks

Test - 10 Marks

Practicals

1. Lesson plan through power point
2. Improvised Teaching Aids
3. Preparing Biography
4. Practicing (Two session each of ten minutes) classroom interaction analysis and presenting the report.
5. Project report
6. Preparing programmed learning Materials, Branching programme material consisting of 20 frames in history.
7. Preparation of workbook for std XI and XII
8. A booklet showing current events of particular years
9. Collection of teaching – learning materials from online and offline resources.
10. Comparing any two websites related to any topic in history curriculum.

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CONTENT AND PEDAGOGY OF GEOGRAPHY

PART I

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

- understand and appreciate the objectives of Teaching Geography
- acquire adequate knowledge of Contents in Geography
- read and interpret maps, graphs and weather charts
- organise co-curricular activities in Geography
- develop different skills in using computer for Teaching Geography
- acquire knowledge on the current trends in Geography Curriculum
- critically evaluate the text books in Geography
- provide practical experience in making and using software materials
- practise the different methods and Techniques of Teaching Geography

UNIT – I: Content

The syllabus for VI to X Social Science / XI &XII Geography textbooks prescribed by the Government of Tamilnadu – time to time.

UNIT – II: Nature and Scope of Geography

Geography - Meaning and definitions, Nature and scope of Geography - Different branches - as a tool to develop national integration and international understanding - correlation of the subject with other school subjects.

Unit – III: Goals and Objectives of Teaching Geography

Aims and objectives of teaching Geography at different levels - primary, secondary and higher secondary - critical study of the objectives existing in the Tamilnadu Text book at different levels. Goals and objectives of Teaching Geography with reference to Bloom's taxonomy- Cognitive, Affective and Psychomotor Domains.

UNIT – IV: Exploring Learners in Learning Geography

The Science of Geography – Historical overview – The great geographers – serendipity the significant discoveries and inventions. Geography and its various branches - Environmental Problems such as Green House effect, Acid Rain, Global Warming and Ozone Layer Depletion, Biodiversity Loss - Real Geography Projects.

UNIT – V: Curriculum in Geography

Curriculum in Geography - Principles of planning Geography curriculum at Secondary/Higher secondary school level, Process of Geography Curriculum Construction, Trends in curriculum construction, Modern Trends in Geography Curriculum, Characteristics of Progressive Curriculum- NCERT Curriculum – BSCS and Nuffield Secondary Science Project.

Unit – VI: Approaches and Methods of Teaching Geography

Approaches and Methods of Teaching Geography - Inquiry and problem solving approach, Inductive and Deductive approach, Lecture cum demonstration method, Project method, Scientific Method and Concept Mapping. Scientific Attitude- Concept and its inculcation among learners.

UNIT – VII: Instructional Resources in Geography

Instructional Resources in Geography - Text books, Teacher Manuals, Reference Books and Journals. Instructional Media- Need and Importance of Chalk Board, Flannel Board, and Models, Specimen and Computers - Instructional Resource Centre- Planning- Class room Accessories- Preparation of Teaching Aids - Mobile Laboratories and Improvised Apparatus.

UNIT – VIII: Evaluation in Geography

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminated Type Item, Development and Standardization of Achievement Test in Geography.

UNIT – IX: Microteaching

Microteaching - Definition- Microteaching Cycle- Types of Skills- Skill of Introducing, Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure- Link lesson – Definition – Need for Link lesson

UNIT – X: Lesson and Unit Planning

Lesson planning – Importance of lesson plans- Writing Instructional Objectives- Planning for specific behavioural changes. Preparation and use of unit plan – Teaching and Teaching aids Evaluation, Recapitulation and Assignments.

PRACTICAL WORK

1. Construction and use of achievement test, analysis and interpretation of test scores.
2. Making 10 charts and 3 improvised apparatus.
3. Practicing 3 micro lessons with 3 different skills.
4. Preparation of laboratory instructional cards.
5. Conducting an investigatory project on any geographic topic and presenting the report.
6. Participating in at least two seminars (in B.Ed. topics) and presenting two papers.

Reference Books

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

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INNOVATIONS IN TEACHING OF GEOGRAPHY

PART I

OBJECTIVES:

At the end of the course, the student- teachers will be able to understand the basic Principles of Geography, acquaint themselves with Geography curriculum at the higher secondary stage, acquaint themselves with new developments in Geography, understand the nature and scope of Geography.

UNIT – I: Content

The syllabus for XI & XII of Geography textbooks prescribed by the Government of Tamilnadu – time to time.

Unit – II: Objectives of Teaching Geography

Objective of Geography Teaching, Taxonomy of Educational Objectives, Writing

Objectives in behavioural terms. Aims and values of teaching geography at higher secondary level.

Unit – III: Exploring Higher Secondary Learners

History, Philosophy and nature of Geography, its role and importance in daily life - Geography Teaching for solving problems of pollution- Global warming- Over population- Role of Geography Teacher in developing scientific temper in the society.

Unit – IV: Recent Trends in Curriculum Development

Recent trends in curriculum development – student – subject and environment oriented approaches – curriculum development and improvement practices in India.

Unit – V: Classroom Climate

Classroom climate-authoritarian – laissez faire and democratic climates - Teacher Behaviours-Classroom interaction- Interaction Analysis- Interaction Analysis Technique-Observation schedule and record-Flanders Interaction Analysis Technique- categories- observation and recording- Interaction matrix- Interpretation- Advantages.

Unit – VI: Geographic Laboratory

Practical Work in Geography - Need, Importance and organization. Geographic Laboratory- Setting up of laboratory, purchase and maintenance of equipments. Laboratory Techniques- Preservation of maps and models.

UNIT – VII: Co-curricular Activities in Geography

Co-curricular activities in Geography - Strengthening Social Science Education- Community Resource- Excursions- Social Science Clubs- Nature calendar – Exhibitions & Field trips

Unit – VIII: Educational Technology

Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT Educational technology in Geography teaching – programmed learning – computer assisted instruction – mass media for Geography learning.

Unit – IX: Pedagogical Analysis of Geography

Concept of pedagogical analysis - Approaches for pedagogical analysis, concept and importance, Core elements and values, Content cum methodology approach, IT based approach, Mastery learning approach, System analysis approach.

Unit – X: Strengthening Social Science Education

Strengthening Social Science education – Integrated Social science, development of values through Social Science Education, salient features of constructivist approach, concept mapping and its use in teaching, Co-operative and collaborative learning.

Practical

1. Role play of different innovative methods of teaching
2. Prepare e-content for a particular topic
3. Prepare rating forms to evaluate teacher effectiveness
4. Implement any types of co-curricular activities

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CONTENT AND PEDAGOGY OF HOME SCIENCE

PART-I

At the end of the course the students will be able to:

- Sensitizing students on various home science concepts
- gain insight on the meaning and nature Home science
- determining aims and objectives of teaching-learning Home science
- explore different ways of creating learning situations in learning different concepts of home science
- appreciate curriculum of home science
- explore various strategies in teaching –learning home science
- effectively utilize the resources available to teach home science
- develop teaching skill for effective transaction
- construct appropriate assessment tools for evaluating learning of Home science
- Effective planning of teaching and learning.

Unit I: Sensitizing student teachers: on school content in Home science subjects from VI to X pertaining to state and central board syllabus.

Unit II: Nature of teaching home science: the meaning, definitions, scope and nature of home science – Importance of home science education - The nature of subject materials and learning experiences included in the study of Home science. Need for Home science in the School curriculum.
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Unit III: Aims and Objectives: distinction and relationship among educational aims, objectives and goals of teaching - aims of teaching Home science- objectives and goals of teaching Home science at elementary and secondary level - attainment of objectives through home science teaching.

Unit IV: Exploring learners: focusing on interest Attitude, motivation. - Negotiating with learner's meaning- initial assessment- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial methods of teaching. Socialized

recitation method in teaching home science, discussion, panel discussion, and symposium.

Unit V: School Curriculum: meaning- Principles in curriculum construction- methods of organizing content material – latest trends in curriculum construction in developed countries and developing countries.

Unit VI: Approaches and strategies of learning: Special features and characteristics- types of strategies: illustration strategy- questioning-answering strategy- assignment strategy- tutorial strategy.

Unit VII: Learning resources: Meaning of the term instructional materials - Significance of instructional materials in teaching of home science. Principles for the effective use of instructional materials. Edgar Dale's cone of experiences -classification – Types of conventional and modern instructional aids in teaching of home science.

Unit VIII: Development of teaching skills: Origin- need, procedure- Micro teaching cycle – uses of micro teaching- stages in micro teaching – principle and steps in micro teaching. Skills- meaning, definition, components- Skill of introducing lesson, skill of explaining, skill of illustrating with examples, skill of black board writing, skill of reinforcement, skill of stimulus variation, – skill of probing question- skill of questioning- skill of closure

Unit IX: Tools and techniques of assessment: Construction of good test items. Steps in construction of achievement test- Statistical tools in evaluation: measures of central tendency- mean, median, and mode measures of variability- mean deviation, standard deviation, and quartile deviation. Correlation Co-efficient, kurtosis, Skewness, Graphical representation of data.

Unit X: Planning for Teaching – Lesson Planning: Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan. **Unit planning-** meaning, difference

between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages.

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Arvinda Chandra, Anupama Shah, Umajoshi, Fundamentals of Teaching Home Science, New Delhi, Sterling Publishers Pvt Ltd, 1995.

Bhatia, K.K. (1990). Measurement and evaluation in education. Ludhiana: PRakash Brothers.

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INNOVATIONS IN THE PEDAGOGY OF HOME SCIENCE

PART-I

At the end of the course the students will be able to

- Examine professional development of teacher
- Construct appropriate episode to appreciate lifelong learning.
- Identify and create appropriate classroom climate for teaching and learning home science
- examine different problem issues in teaching home science
- integrate and develop in service programme
- Examine the problems encountered by students and journaling the results.
- Facilitate the requirements of special needs of children in the classroom.
- Evaluate the text book of home science
- Appreciate the role of various educational organizations towards quality enhancement.

Unit I: Professional development and growth of teacher:-pre-service education. programme qualities required for a teacher- ethics of teacher- social and environmental responsibilities of the home science teacher. Classroom interaction analysis- Flanders interaction- types of teacher based on leadership style- significance of interaction analysis.

Unit II: lifelong learning: Meaning – definition- dimensions of lifelong learning- Participation in budgeting- Cost benefit analysis of any home science activity – Organising important day- yoga day, nature day,.

Unit III: Classroom Climate: – Types – ideal classroom climate- Evaluation by pupils – Self evaluation – Rating by superiors or colleagues – classroom interaction analysis.

Unit IV: Problem of teaching: Problems of Home science teaching in urban and rural areas – global problems- pollution – Disease - Global warming, over population, malnutrition, superstitious beliefs – Condition of retail traders in India - Role of teacher in creating awareness.

Unit V: In-service training: Perception of in service training- need – functions- types of in service programme- specialized in service programme – advantages over pre service programme

Unit VI: Action research: meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit VII: Addressing the needs of special children in home science: Meaning of special children- identifying the academic, social and emotional needs of children- implementing corrective strategies- Early intervention programmes.

Unit VIII: Recent developments in Home science: turn to olden way of life style, organic food, organic cultivation, hazards of fast food .

Unit IX: Critical evaluation of textbooks: Textbooks of Home science – Evaluation of different types of textbooks – CBSE, Samacheer Kalvi, Evaluation of Websites in Home science.

Unit X: Role of Educational organizations: MHRD, NCERT, SCERT, SRC and department of school education in promoting quality of school curriculum. Functions of organization- concurrent functions of the government. Programmes organized to achieve the target under article 45. Rashtriya Madhyamik Shiksha Abhiyan. School leadership development programme - Capacity building- school effectiveness-

Practical's:

Preparation of Module for any one of the home science concept.

Preparing power point presentation.

Preparing digital lesson plan.

Critical analysis of content course of standard XI & XII syllabus

References:**SUGGESTED REFERENCE BOOKS :**

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- Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed), Vikas Publishing House Pvt Ltd., U.P.
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CONTENT AND PEDAGOGY OF COMMERCE AND ACCOUNTANCY

Part- I

Objectives:

- To help the student teachers to sensitize the school content in their respective subjects pertaining to State and Central Board Syllabus at higher secondary level (XI Standard)
- To help the student teachers to understand the need and nature of teaching Commerce & Accountancy
- To familiarize the student teachers with the aims, objectives, goals and values of teaching Commerce
- To explore the individual differences existing among the learners for effective teaching of commerce and accountancy by the student teachers
- To help the student teachers familiarize the scholastic and non-scholastic commerce curriculum to acquire the difference skills and abilities relating to formation of commerce department and its activities.
- To enable the student teachers for using different strategies and approaches in teaching of Commerce & Accountancy.
- To help the student teachers to understand the instructional materials employed in teaching of Commerce & Accountancy.
- To help the student teachers to understand the different learning resources employed in teaching of Commerce & Accountancy.

- To acquire different types of teaching skills for an effective teaching
- To enable the student teachers to get knowledge about planning for their classes.

UNIT I: Sensitizing Syllabus of Commerce & Accountancy at Higher Secondary Level

(First Year) by the Commerce Student Teachers (State & Central Board Syllabus)

COMMERCE: (i) Introduction (ii) Internal trade – Small Scale retail organisation (iii) Internal trade – Large Scale retail organisation (iv) International Trade (v) Transport (vi) Warehousing (vii) Banking (viii) Insurance (ix) Advertising (x) Salesmanship and Consumerism

ACCOUNTANCY: (i) Introduction to Accounting (ii) Conceptual Frame Work of Accounting (iii) Basic Accounting Procedures I – Double Entry System of Book Keeping (iv) Basic Accounting Procedures II – Journal (v) Basic Accounting Procedures III – Ledger (vi) Subsidiary Books I – Special Purpose Books (vii) Subsidiary Books II – Cash Book (viii) Subsidiary Books III – Petty Cash Book (ix) Bank Reconciliation Statement (x) Trial Balance and Rectification of Errors (xi) Capital and Revenue Transactions (xii) Final Accounts

UNIT II: Need and Nature of Commerce & Accountancy

Commerce & Accountancy - Introduction – meaning, scope, need and its nature – Classification of Commerce – Trade, Transport, Warehousing, Banking, Insurance, Advertising – **Commerce Education** – Introduction – Meaning, Scope and its Nature - History of Commerce Education - Relationship of Commerce with other subjects

UNIT III: Aims, Objectives, Goals and Values of Commerce

Introduction – **Values of Teaching Commerce:** Educational, social, cultural, moral, democratic, disciplinary, informatory, practical, vocational, national and international, artistic and recreational – Aims of teaching Commerce– Educational objectives of teaching Commerce at the higher secondary school stage – Attainment of the objectives of Commerce teaching.

UNIT IV: Exploring Learners of Commerce

Concept of Individual differences – Nature and type of differences: Inter Vs. Intra individual differences – Factors of Individual differences - Dealing with Individual differences – Areas of Individual differences – Aptitude, Attitude, Intelligence, Interest, Creativity and social characteristics of commerce learners - Identification of gifted and slow learner - Enrichment and remedial methods of teaching

UNIT V: School Curriculum of Commerce

Scholastic: Introduction – Meaning & Definition of Curriculum - Types and Principles of Developing Curriculum – Different approaches of Curriculum Construction – academic and vocational curriculum - Vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of material for school and college level - comparison of CBSE, State Board commerce and accountancy syllabus – Latest trends in curriculum construction in developed countries

UNIT VI: Learning Strategies & Approaches in Commerce Education

Introduction – **Learning Strategies:** Oral, Written, Training, Homework, Independent Study, Interpretation of graphs, Advertisement, Press release and public relation materials, Analysis of Budgets and Balance Sheets, Case Studies, Working out Assignment: Characteristics of good assignment, Types, Purposes and Guidelines for preparing assignment - **Approaches in teaching of Accountancy** - Introduction – Different Types of Approaches: The journal approach, The ledger approach, The balance sheet approach, The equation approach, The spiral development approach, The complete cycle approach and the Single entry approach

UNIT VII: Learning Resources in Commerce Education

Meaning of the term Instructional Material / Teaching Aids – Significance of instructional materials / teaching aids in Commerce & Accountancy – Guiding principles for the effective use of instructional materials – Audio Visual Aids – Classification of Audio Visual Aids: The First Approach, The Second Modified Approach, The Technological Approach – Edger Dale's Classification – Instructional / teaching aids employed in Commerce & Accountancy teaching: Black Board / Chart Board, Bulletin Board, Flannel Board, Real Objects, Pictures, Crafts, Charts, Diagrams, Cartoons, Posters, Flash Cards, Models, Magazines, News Paper Cuttings, Dioramas, Slides, Film Strips, Transparencies, Scrap Books, Epidiascope, Projectors, Radio, Tape Recorder, Televisions, Video tape / Video Cassette Recorder (VCR), DVD, MP3, VCD, Motion Pictures / Movies and Computers.

UNIT VIII: Teaching Skills in Commerce & Accountancy

Introduction: Teaching & Microteaching – Microteaching – Meaning and definition - Relationship between competency and skill – Major teaching skills: Skill of Set Induction – Skill of Explaining - Skill of Illustrating with Examples – Skill of Stimulus Variation – Skill of Reinforcement – Skill of Fluency in Questioning – Skill of Probing Questions – Skill of Black Board Writing – Integrating Teaching Skills and its strategies

UNIT IX: Tools and Techniques of Assessment for learning Commerce

Meaning and Significance of Evaluation – Evaluation in Commerce – Modern Evaluative Techniques - Formative and Summative evaluation – Different form of Tests: Educational Achievement Tests, Intelligence Tests, Aptitude Tests, Tests of various aspects of personality - Construction of an Achievement Test – Steps involved in the construction of an achievement test – Interpretation of scores – Internal and External Examination — Theory and Practical areas in Evaluation – Diagnostic and Prognostic Test in Commerce

UNIT X: Unit Planning and Daily Lesson Planning in Commerce & Accountancy

Introduction – Yearly Planning in Commerce – Unit Planning in Commerce: Meaning – Unit Formation in Commerce – Procedures / Steps in Unit Planning – Importance and advantages of Unit Planning – Demerits and limitations of Unit Planning – Lesson Planning in Commerce & Accountancy: Meaning, Difference between Unit Planning and Lesson Planning - Need and importance of lesson planning, how to plan lessons for teaching of Commerce & Accountancy, various approaches in the preparation of daily lesson planning.

Suggested Practical Work:

- Getting Training on Improvised Teaching Aids
- Observing One Demonstration Class by School Subject Teacher
- Observing on Demonstration Class by Teacher Educator
- Observing At least Five Classes of relevant School Subject Teachers
- Observing At least Five Classes of fellow/ peer students teaching in the same discipline
- Practicing at least 4 core teaching skills through Micro Teaching
- Preparation of Digital Lesson Plan for any concept in Commerce & Accountancy
- Undertaking Teaching Practice and teaching 20 lessons in any one of the attached Schools for 40 Working Days.
- Preparation of 20 Lesson Plans
 - (a) Preparing and Using Minimum of 2 Teaching Aids in each class
 - (b) Preparing Achievement Test Question Paper by adhering the norms of teacher made achievement test
 - (c) Administration of /Achievement Test
 - (d) Reporting of the Scores – Qualitative and Quantitative Analysis
 - (e) Interpretation of Findings, Preparation of the Report
- Text book review
- Construction of instructional material file
 - (a) Programmed learning

- (b)Preparation of Commerce album
- (c)Preparation of Accountancy album
- (d)Preparation of a report on organizing any one co-curricular activity

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INNOVATIONS IN THE PEDAGOGY OF COMMERCE AND ACCOUNTANCY

PART- I

At the end of the course the students will be able to

- Examine professional development of teacher
- Construct appropriate episode to appreciate lifelong learning.
- Identify and create appropriate classroom climate for teaching and learning economics
- examine different problem issues in teaching economics
- integrate and develop in service programme
- Examine the problems encountered by students and journaling the results.
- Facilitate the requirements of special needs of children in the classroom.
- Evaluate the text book of economics
- Appreciate the role of various educational organizations towards quality enhancement.

Unit I: Professional development and growth of Commerce Teacher

Qualifications: Academic Qualifications and Professional Education - pre-service education – Professional ethics and competencies of commerce teacher- social and environmental responsibilities of the commerce teacher

Unit II: Lifelong learning:

Meaning – Importance of Life Long Learning / Education - Current Scenario – Approach: Focus on lifelong learning, University specific programmes, Developing Life-long Learning as a discipline of study and field of practice, Expansion of the programme, Strengthening the Departments, Introduction of programmes in the colleges – Creation of Centres of Excellence – Role and functions of departments of life-long learning - UGC support to Lifelong Learning Programmes

Unit III: Commerce Classroom Climate:

Classroom Climate – Meaning – Types – ideal classroom climate- Evaluation by pupils – Self evaluation – Rating by superiors or colleagues – Classroom interaction analysis- Flanders interaction- significance of interaction analysis.

Unit IV: Problems of Commerce teaching

Problems of Commerce teaching in urban and rural areas – global problems - Environmental Pollution – Diseases - Global warming, over population, malnutrition, superstitious beliefs – Recession – Condition of retail traders in India - Role of teacher in creating awareness - Liberalization, Privatization and Globalization (LPG)

Unit V: In-service training

Perception of in-service training- need –functions- types of in service programme- specialized in service programme – advantages over pre-service programme

Unit VI: Action research:

Meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit VII: Addressing the needs of special children in Commerce:

Meaning of special children- identifying the academic, social and emotional needs of children- implementing corrective strategies- Early intervention programmes.

Unit VIII: Recent developments in Commerce:

Teaching controversial issues in Commerce and Accountancy – World Trade Organization (WTO) – General Agreement on Tariffs on Trade (GATT) – General Agreement on Trade in Services (GATS) – Liberalization, Privatization and Globalization (LPG) – Disinvestments – Inflation – Recent Tax status at State & Central level – VAT (Value

Added Tax) - Recession – Economic crimes – Security Scam – Hawala – FERA, FEMA- Foreign investment and its impact

Unit IX: Critical evaluation of textbooks:

Textbooks of Commerce – Evaluation of different types of textbooks – CBSE, Samacheer Kalvi, - Evaluation of Websites in Commerce.

Unit X:

Role of Educational organizations: MHRD, NCERT, SCERT, SRC and department of school education in promoting quality of school curriculum. Functions of organization - concurrent functions of the government. Programmes organized to achieve the target under article 45. Rashtriya Madhyamik Shiksha Abhiyan - School leadership development programme - Capacity building- school effectiveness.

Practical's:

Preparation of Module for any one of the commerce concepts.

Preparing power point presentation.

Preparing digital lesson plan.

Critical analysis of content course of standard XI & XII syllabus (Samacheer & CBSE)

References:

Bhatia,K.K.(2001).Foundations of teaching learning process.Ludhiana:Tandon Publication.

Joyce.,&well.,(2004).Models of teaching.U.K:Prentice hall of India.

Mangal,S.K.,&Mangal,S.(2005).Essentials of Educational Teachnology

Sharma,R.A.(2008).Technological foundations of education.Meerut:R.Lall Books Depot.

The Current Syllabus in Tamil Nadu for Standards XI and XII.

Sharma, K., & Titeja, T. (1995). Teaching of economics. New Delhi: Common wealth publication.

Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.

CONTENT AND PEDAGOGY OF ECONOMICS

PART- I

Objectives:

At the end of the course the student will be able to:

- to acquire knowledge on various concepts of Economics.
- understand the meaning and nature of Economics.
- develop interest on the aim and objectives of teaching and learning Economics.
- understand the different concepts of Economics.
- create positive attitude on the curriculum of Economics.
- develop knowledge on various strategies in teaching and learning Economics.
- apply skills effectively on the resources available to teach Economics.
- appreciate the need of planning for teaching

Unit I: Sensitizing student teachers: The syllabus for XI and XII of Economics Textbooks prescribed by the Government of Tamilnadu.

Unit II: Nature of teaching economics: Meaning, definitions, scope and nature of economics – Importance of economics education - The nature of subject materials and learning experiences included in the study of Economics. Need for Economics in the School curriculum. –

Unit III: Aims and Objectives: Distinction and relationship among educational aims, objectives and goals of teaching - aims of teaching Economics- objectives and goals of teaching Economics at higher secondary level - attainment of objectives through economics teaching.

Unit IV: Exploring learners: focusing on interest, Attitude, motivation. - Negotiating with learner's meaning- initial assessment- methods of negotiations- process of negotiating goals and targets- advantages of negotiation. Individual difference – meaning, identification of gifted and slow learner. Enrichment and remedial methods of teaching. Socialized recitation method in teaching economics, discussion, panel discussion, and symposium.

Unit V: School Curriculum: Meaning- Principles in curriculum construction- methods of organizing content material – latest trends in curriculum construction in developed countries and developing countries.

Unit VI: Approaches and strategies of learning: Special features and characteristics- types of strategies: narration strategy- illustration strategy- questioning- answering strategy- assignment strategy- tutorial strategy.

Unit VII: Learning resources: Meaning of the term instructional materials - Significance of instructional materials in teaching of economics. Principles for the effective use of instructional materials. Edgar Dale's cone of experiences -classification – Types of conventional and modern instructional aids in teaching of economics.

Unit VIII: Development of teaching skills: Origin- need, procedure- Micro teaching cycle – uses of micro teaching- stages in micro teaching – principle and steps in micro teaching. Skills- meaning, definition, components- Skill of introducing lesson, skill of explaining, skill of illustrating with examples, skill of blackboard writing, skill of reinforcement, skill of stimulus variation – skill of probing question- skill of questioning- skill of closure

Unit IX: Tools and techniques of assessment: Construction of good test items. Steps in construction of achievement test- Statistical tools in evaluation: measures of central tendency- mean, median, and mode measures of variability- mean deviation, standard deviation, and quartile deviation. Correlation Co-efficient, kurtosis, Skewness, Graphical representation of data.

Unit X: Planning for Teaching – Lesson Planning: Meaning – difference between lesson plan and unit plan – importance of lesson plan – various approaches in planning lesson- Herbartian approach in planning lesson – stages in lesson plan. **Unit planning-** meaning, difference between lesson plan and unit plan- characteristics of good unit- steps in preparation of unit- advantages and disadvantages.

Suggested references:

Balaguruswamy, E., & Sharma, K.D. (1982). Computer in Education and Training, New Delhi: NIIT.

Bloom, Benjamin, Taxonomy of educational objectives, cognitive domain, longman Green 1974.

Chauhan, S.S. (2008). Innovations in teaching learning process. UP: Vikas publishing House Pvt. Ltd.

Garrett, H.E. (1979). Statistics in Psychology and Education. Bombay: Vakils Feffer and Simons Ltd.

Mangal, S.K. & Mangal, S. (2005). Essentials of Educational Technology and Management, Meerut, Loyal Book depot.

Sharma, R.A.(2008). Technological Foundation of Education. Meerut: R. Lall Book Depot.

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

Edgar Dale, Audio-Visual Methods in Teaching, Revised Edition, Thy Dryden Press,
Newyork.

Finch, R Curtes, Crunkitton, R John., Curriculum Development in Vocational and Technical Education, Planning content, and Implementation, 1984.

Foshay, A.W.(1980). Considered action for curriculum improvement: Association for Supervision
and curriculum development yearbook. Alexandria : ASCO.

Pathak, R.P. and Jagdeesh Chaudhary (2012), Educational Technology, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia -

INNOVATIONS IN THE PEDAGOGY OF ECONOMICS

PART-I

Objectives:

At the end of the course the student will be able to:

- acquire knowledge on professional development of teacher.
- understand classroom climate for teaching and learning economics
- develops skill in lifelong learning.
- applies skill on the problems of teaching economics
- develop interest in service programme.
- develop positive attitude on the textbook of Economics.
- appreciate the role of various educational organizations.

Unit I: Professional development and growth of teacher:-pre-service education. programme qualities required for a teacher- ethics of teacher- social and environmental responsibilities of the economics teacher. Classroom interaction analysis- Flanders interaction- types of teacher based on leadership style- significance of interaction analysis.

Unit II: Lifelong learning: Meaning – definition- dimensions of lifelong learning- Participation in budgeting- Cost benefit analysis of any economic activity – Organising economic importance day- earth day- world tourism day-International volunteer day-

Unit III: Classroom Climate: – Types – ideal classroom climate- Evaluation by pupils – Self evaluation – Rating by superiors or colleagues – classroom interaction analysis.

Unit IV: Problem of teaching: Problems of Economics teaching in urban and rural areas – global problems- pollution – Disease - Global warming, over population, malnutrition, superstitious beliefs – Recession – Condition of retail traders in India - Role of teacher in creating awareness.

Unit V: In-service training: Perception of in service training- need – functions- types of in service programme- specialized in service programme – advantages over pre service programme

Unit VI: Action research: meaning, need for classroom research- difference between action research and fundamental research- steps in action research- journaling the results of classroom research.

Unit VII: Addressing the needs of special children in economics: Meaning of special children- identifying the academic, social and emotional needs of children- implementing corrective strategies- Early intervention programmes.

Unit VIII: Recent developments in Economics: Security scam – FERA, FEMA- Foreign investment and its impact- sustainable development-water economy – waste management- Women self help groups – Hyper market- Balance of Global Economy- Pressure on Commodities- Environmental Change- Rogue Economics- contribution of recent noble laureate in economics.

Unit IX: Critical evaluation of textbooks: Textbooks of Economics – Evaluation of different types of textbooks – CBSE, Samacheer Kalvi, Evaluation of Websites in Economics.

Unit X: Role of Educational organizations: MHRD, NCERT, SCERT, SRC and department of school education in promoting quality of school curriculum. Functions of organization- concurrent functions of the government. Programmes organized to achieve the target under article 45 - Rashtriya Madhyamik Shiksha Abhiyan - School leadership development programme - Capacity building- school effectiveness-

Practical's:

Preparation of Module for any one of the economics concept.

Preparing power point presentation.

Preparing digital lesson plan.

Critical analysis of content course of standard XI & XII syllabus

References:

Bhatia, K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publication.

Joyce., & well., (2004). Models of teaching. U.K: Prentice hall of India.

Mangal, S.K., & Mangal, S. (2005). Essentials of Educational Technology

Sharma, R.A. (2008). Technological foundations of education. Meerut: R.Lall Books Depot.

The Current Syllabus in Tamil Nadu for Standards XI and XII.

Sharma, K., & Titeja, T. (1995). Teaching of economics. New Delhi: Common wealth publication.

Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.

Sharma, R. A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.

CONTENT AND PEDAGOGY OF TEACHING COMPUTER SCIENCE

PART-1

OBJECTIVES

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

1. Acquire knowledge about the approaches to computer science.
2. Obtain in-depth knowledge about various types and generations of computers.
3. Comprehend the concepts and various growth and development of computers.
4. Gain knowledge about the teaching learning of Computer Science.
5. Know about recent developments in teaching Computer Science.
6. Develop scientific/positive attitude towards teaching and learning of computer science.
7. Understand the various skills in micro-teaching.

Unit–I Content

The syllabus for XI & XII of Computer Science textbooks prescribed by the Government of Tamil Nadu – time to time.

UNIT II: Nature and Scope of Computer Science

Meaning and introduction of computer – generations and types, importance of Computer Science - Place of computer in School Curriculum and its relationship with other subjects, importance of learning computer science – Interdisciplinary approaches in the school curriculum – Various branches related to computer science.

Unit–III: Aims and objectives of teaching Computer Science at elementary and secondary level

Goals and objectives of teaching computer science with reference to - Cognitive, Affective and Psychomotor Domains. Aims of teaching computer science at different levels – Primary, Secondary and Higher Secondary. Need and importance of Computer Science in schools - Aims of Computer Science - teaching in broader perspectives.

Unit– IV Exploring learners in learning Computer Science

The Science of Computer – Historical Overview – The great inventors – significant discoveries and inventions in computer field. Drawbacks -Problems Roots and rudiments – computer resources and applications – computers and their impact on current developments – types of computer applications and systems used in educational setup – the basic hardware educational setup – hardware components and micro computer system.

Unit–V: Curriculum in Computer Science

Curriculum in computer science - Principles of planning Computer Science Curriculum at Secondary/Higher secondary school level, Process of computer science Curriculum Construction, Modern Trends in computer science Curriculum, Characteristics of Progressive Curriculum- NCERT Curriculum – BSCS and Nuffield Secondary Science Project.

Unit–VI Approaches and Methods of Teaching Computer Science

Approaches and Methods of Teaching Computer Science - Inquiry and Problem Solving approach, Inductive and Deductive approach, Lecture cum demonstration method, Project method, Scientific Method and

Concept Mapping. Scientific Attitude - Concept and its inculcation among learners.

UNIT VII Instructional Resources in Computer Science

Instructional Resources in Computer Science - Text books, Teacher Manuals, Reference Books and Journals. Instructional Media- Need and Importance of Chalk Board, Flannel Board, and Models, Specimen and Computers - Instructional Resource Centre- Planning- Class room Accessories- Preparation of Teaching Aids . Need and importance of Audio – Visual Aids in teaching Computer Science and their classification - Use of graphic materials: picture charts – diagrams – graphic and tables – projective aids - Improvised teaching aids.

UNIT VIII Assessment in Computer Science

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing, Different types of items, Multiple Discriminant Type Item, Development and Standardization of Achievement Test in Computer Science.

UNIT IX Skills associated with teaching in Computer Science

Microteaching - Definition- Microteaching Cycle- Types of Skills- Skill of Introducing, Skill of Explaining, Skill of Stimulus variation, Skill of Questioning, Skill of Demonstration, Skill of Reinforcement, Skill of Achieving Closure- Link lesson – Definition – Need for Link lesson

UNIT X Planning for teaching – learning of Computer Science

Lesson planning – Importance of lesson plans- Writing Instructional Objectives –Bloom’s taxonomy- Planning for specific behavioral changes.

Preparation and use of Unit Plan – Teaching and Teaching aids
Evaluation, Recapitulation and Assignments.

Practical Work

- 1) Preparation of instructional materials for any Unit–In Computer Science.
- 2) Developing application software at least two in number in education.
- 3) Multimedia Presentation
- 4) Preparation of CAI.
- 5) Preparation of networking model.
- 6) Usage of Office 365

Reference Books

1. Rao, P.V.S., *Computer Programming*, TMH, Delhi.
2. Roger Hunt Hon Shelley, *Computers and Common Sense*, Prentice Hall (India)Delhi.
3. Shied, *Introduction to Computer Science*, SCHAVM.
4. Stanely Pogrow, *Education in the Compute Age*, Sage Publication, Delhi, 1993.
5. Steeven M. Rass, *Basic Programmking for Education*, Pentic Hall, New York, 1990.
6. Sharma,R.A.(2008).Technological foundation of education. Meerut: R.Lall Books Depot.
7. Sambath,K.,Paneerselvam,A.,&Santhanam,S.(2006).Introduction of educational Technology.

New Delhi: Sterling Publishers Private Limited.

8. Hillman, David : *Multimedia Technology and Applications*, New York : Delmar Publishers, 1998.
9. Chauhan, S.S., *Innovations in Teaching Learning Process*, Vikas Publishing House Private Ltd., 1995.
10. Carin.,& Robert, S. (1989). *Teaching modern science (5th edition)*. U.S.A: Merill Publishing Co.
11. Das, R.C., *Science Teaching in Schools*, Sterling Publishers Private Ltd., Bangalore, 1990.

12. Heiss, Obourn.,& Hoffman. (1985) Modern science in secondary schools. New Delhi: Sterling Publication (Pvt.) Limited.
13. Nayak, (2003). Teaching of physics. New Delhi: APH Publications.
14. NarendraVaidya, Science Teaching for the 21st Century, Deep & Deep Publication, Pvt Ltd., New Delhi, 1999.
15. Nair, C.P.S., Teaching of Science in Our School, Chand & Co., Pvt Ltd., New Delhi.
16. Patton, M.Q. (1980). Qualitative evaluation methods. New Delhi: Sage Publications.
17. Siddifit, S. (1985). Teaching of Science today and tomorrow. New Delhi: Doba's House.
18. Sharma, R.C., Modern Science Teaching, DhanpatRai Publishing Co. Pvt. Ltd.,
19. Yadav, M.S., Modern Methods of Science Teaching in Secondary Schools. Ammul Publications Pvt. Ltd., New Delhi, 2000. New Delhi, 2000.

INNOVATIONS IN TEACHING OF COMPUTER SCIENCE

PART-1

OBJECTIVES

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

1. Acquire knowledge of the approaches to Computer Science.
2. Obtain in-depth knowledge about teaching of computer science.
3. Comprehend the concepts of growth and development of computer science in education.
4. Know about various policies.
5. Understand integrating ICT in teaching.
6. Understand the concepts and terms in Computer Science.
7. Apply the knowledge in actual class – room situation in teaching Computer Science.

UNIT I Content

Sensitizing Student Teachers on School Content in XI & XII Computer Science pertaining to State Board and CBSE Syllabus

Unit - II Aims and Objectives of teaching Computer Science

Objective of computer science Teaching, Bloom's Taxonomy of Educational Objectives, Writing -Objectives in behavioral terms. Aims and values of teaching computer science at higher secondary level.

Unit – III Exploring higher secondary learners

History, Development and nature of computer science, its role and importance in daily life –computer Science Teaching for solving problems - Conceptions in education - Criteria for determining appropriate uses -

Planning for instructional uses of micro computers - Planning for administrative uses of computers - Policy and research implications- role of computer science teacher in developing scientific temper in the society.

Unit–IV Higher Secondary Curriculum and development

Recent trends in curriculum development – student, subject and environment oriented approaches – curriculum development and improvement practices in India - E-assessment: definition, types of e-assessment – risk involved in using e-assessment – limitation of e-assessment.

Unit – V Higher Secondary Teacher’s and Classroom climate.

Class – room climate-authoritarian – laissez faire and democratic climates -Teacher Behaviors -Classroom interaction- Interaction Analysis- Interaction Analysis Techniques-Observation schedule and record-Flander’s Interaction Analysis Technique- categories- observation and recording- Interaction matrix- Interpretation- Advantages-Multiple role of teacher, content, expert, a manager and a leader of students of human behavior.

Unit – VI Computer Science Laboratory

Practical Work in laboratory - Need, Importance and organization. Computer science - Setting up of laboratory, purchase and maintenance of equipments. Laboratory Techniques - structure and design-registers-record maintenance.

UNIT VII Co-curricular Activities in Computer Science

Co-curricular activities in computer Science –Role of teacher in co-curricular activities-types- Strengthening Computer Science Education- Online courses-Social Networks-Blogs-Cloud computing-Android-Windows-Cyberspace Threats and Solutions-Spyware protection-Microsoft outlook 2013.

Unit–VIII Educational Technology

Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT Educational technology in computer science teaching – programmed learning – computer assisted instruction – mass media for computer science learning-Multimedia-Animation-PowerPoint presentations.

Unit–IX: System approach in teaching learning

Concept, Steps, components of the system- input – process-output-resources – constraints –strategy – feedback and control levels of system – Microsystems – Microsystems, System for mastery learning of computer science-events of instruction-types of system approach - new needs of teacher , motivation. ICTs for improving quality of teacher training – enhancing quality teacher training – ICTs for improving educational management.

Unit X Co -operative and Collaborative Learning.

Meaning-components-positive interdependence-individual accountability-group processing-social skills-face to face interaction: Approaches-writing groups-peer teaching-learning communities – problem based learning-

group discussion. Salient features of constructivist approach, concept mapping and its use in teaching, Co-operative and collaborative learning.

Practical

1. Evaluating reports of three web sites in computer science.
2. Preparation of Digital lesson plan for power point presentation.
3. Preparation of instructional materials for any Unit – In Computer Science.
4. Developing application software at least two in number in Education.

Reference Books

1. Allen Martin, (1980), *Teaching and Learning with LOGO*, London: Cromm Helm
2. Balagursamy, *Programming in Basic*, THN, Delhi.
3. Aggarwal J.C., (2000) *Principles, Methods and Techniques of Teaching*, Vikas Publishing House Pvt. ltd.,
4. Davis, *Computer Today*, McGraw Hill Delhi.
5. Gotstried, *Progammig with BASIC*, SCHAUM.
6. Malvino, *Digital Computer Electronics*, TMH, Delhi.
7. Krishna Sagar, (2005) *ICTs and teacher training*, Delhi: Tarum offset.
8. Harley, H.K. (2007). *The internet: complete reference*. New Delhi: Tata McGrow Hill pub.co.,Ltd.
9. Goel,H.K(2007).*Teaching of computer science*. New Delhi:R.Lall Books

CONTENT AND PEDAGOGY OF SOCIAL SCIENCE PART- I

OBJECTIVES:

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

- understand the school content in their respective subjects
- comprehend the nature, aims and objectives of teaching Social Science
- acquire with various methods of teaching Social Science at various levels
- develop professional skills and understand individual differences in classroom teaching
- organize curricular and co-curricular activities in Social Science
- equip with resources, strategies and approaches of learning
- develop teaching skills to teach Social Science
- evaluate, measure and assess student learning
- acquire knowledge in lesson plan, unit plan and resource plan

UNIT – I SENSITIZING STUDENT – TEACHERS ON SCHOOL CONTENT

Sensitizing student teachers on school content in their respective subjects such as psychology, philosophy, logic political science and sociology pertaining to state and central board syllabus - Social Science books and its effective use – Personal and professional qualities of a good social science teacher – Professional growth of the social science teacher

UNIT – II NATURE OF SOCIAL SCIENCES

Nature of Social Sciences: concept, meaning, definitions, importance – Values: moral, social, cultural, aesthetic, psychological, international, vocational, intellectual, practical, civic recreational – Place of Social Sciences in school curriculum – Reasons for teaching Social Sciences in school curriculum

UNIT – III AIMS AND OBJECTIVES

Concept, meaning, need, importance, difference between aims and objectives, teaching objectives, instructional objectives and educational objectives, classification of objectives, methods or approaches of writing objectives in behavioural terms – educational aims and objectives at different stages: primary, middle, secondary

UNIT – IV EXPLORING LEARNERS

Learners' individual differences: nature, concept, meaning, identification, types, causes – Characteristics: personal, intellectual, educational, social, negative – Education: enrichment programmes, remedial – Action research: definition, objectives, characteristics, steps, importance – Classroom: significance of individual differences to a social science classroom teacher, tackling the problem of individual differences in the social science classroom, ability grouping, motivational strategies in the social science classroom, fostering and maintain interest among students in learning social science

UNIT – V SCHOOL CURRICULUM

Meaning, importance and principles of designing a good curriculum - Development of social science as school subjects - Approaches to organize social science curriculum in terms of correlation, integration, concentric, spiral unit and chronological approaches - Organization and

planning of co-curricular activities in social science: social science clubs, school magazines, exhibition, visit to assembly and parliament, student's council, youth parliament, educational tours, album making, photography, projects on great historical figures

UNIT – VI STRATEGIES OF LEARNING

Known to unknown, Simple to Complex, Concrete to Abstract - Lecture Method, Discussion Method, Problem solving Method, Storytelling method, Observation method, Assignment Method, Project Method, Illustration and Exposition - Bloom's Taxonomy of directional objectives - Constructivist approach

UNIT - VII LEARNING RESOURCES

Library and laboratory – Museum – Study circles – Community resources: Source Method, Project Method, Demonstration Method, Journey Method, Regional Method, Social Studies Clubs, Conduct of Model Parliament, Field Trips, Excursions - Instructional Aids - Preparation, Improvisation and effective use - Chart, Models, Scrap Books, Media (Print, Non - Print and electronic Media) Maps , Globes - Bulletin Boarding

UNIT – VIII DEVELOPMENT OF TEACHING SKILLS

Micro teaching: concept, meaning, procedure, steps, principles, advantages - Dealing with Controversial issues in Social Science - dramatization, role play, programmed learning, self-study, team teaching, simulated teaching - Multi - media in Social Science teaching: power point preparation, technology integrated learning – CAI, internet

UNIT – IX TOOLS AND TECHNIQUES OF ASSESSMENT

Evaluating and assessing student learning - concept and importance, purpose - Types: formative and summative evaluation, diagnostic testing, oral tests, essay type tests, objective type test, their relative merits, demerits, characteristics - Evaluation of social science curriculum: text book review, concept, meaning, need, importance, characteristics – difference between evaluation, assessment and measurement

UNIT – X PLANNING FOR TEACHING AND LEARNING

Lesson planning for effective instruction in Social Science: Concept, meaning, definitions, levels, principles, objectives, steps, various approaches to lesson planning, characteristics of good lesson plan, precautions in preparing lesson plan, merits and demerits - Placing of daily unit plan : concept, meaning, definitions, need, importance, principles, characteristics, types, features, criteria of a good unit plan, example, format of a unit plan, design of a unit test in social science – Resource plan: concept, meaning, definitions, steps, format, criteria, importance, utility, difference between unit plan and resource plan

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- Preston, Ralph. C (1965) Hand book of Social Studies.Rhinehart and Company
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- Sidhu, H. S, Teaching of Social Studies Ludhiana. Tondon Publishers.
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- Taneja, V.K.(1992) Teaching of Social Studies, Ludhiana : Vizo's Publications.
- UNESCO. (1981): Handbook of Teaching Social Studies. Paris: UNESCO.
- Qarrett, H. E. (1979) Statistics in Psychology & Education, Bontay Vakils Feffer and Simons Ltd.

INNOVATIONS IN THE PEDAGOGY OF SOCIAL SCIENCE PART I

OBJECTIVES:

At the end of this course, the student – teachers will be able to

- Know the content of school social science subjects
- develop the fundamental cultural and social values in school curriculum
- comprehend the philosophical and psychological principles related to school curriculum
- acquire the aims and objectives of teaching political science
- learn interaction analysis in handling social science for an effective classroom
- equip themselves with the current technological teaching aids and support
- acquaint themselves with sound subject, pedagogical knowledge

UNIT - I Sensitizing Social Science Teachers

Sensitizing Social Science Teachers in the history of Indian culture, Sociology, Political science, Civics, Philosophy and Psychology regarding state and central board syllabus – The great historical figures in social sciences – National integration – Indian and Western philosophers - Influence of Social Science: National integration and International understanding

UNIT - II Indian Culture in School Curriculum

Indian culture in the school curriculum – Facets: festivals, food, attire and art – Relation between culture and other subjects – goals and objectives of teaching Indian culture - Fundamental values: physical, intellectual, artistic, social, spiritual – Application of Indian culture in teaching through different cultural activities: clubs, organizations, recreation, games and sports, tours, adventure camps, festivals and celebrations: Independence Day, Teacher’s Day, Navaraathri, Children’s Day, Christmas, New Year, Shivaratri, Literary Festival, Republic Day, Holi, Arts and Crafts Exhibition, Inter-School cultural fest, and Religious harmonious day

UNIT - III Sociology in School Curriculum

Sociology in the school curriculum – The concept of socialization at the school level – Social lives of people, groups, and societies – goals and objectives of sociology - Fundamental values – Rules and regulations of the society – Application of sociology in classroom situation: role of society’s system in dealing with deviants and deviance among peer groups, causes of human hatred and prejudice, role of families and family system in influencing behavior - The role of society in developing culture: traditional society, modern society

UNIT - IV Philosophical Conceptions of Education

Philosophy and education: Idealism and Realism, Naturalism, Pragmatism, Humanism and Existentialism – Relation between culture and other subjects - traditional Indian philosophy and Indian culture – educational opportunities for disadvantaged – support and sponsor non-privileged students

UNIT - V Psychological Conceptions of Education

Psychology in the school curriculum - Relation between psychology and other subjects - Fundamental psychological principles – application of psychology in teaching – goals and objectives of teaching psychology with reference Bloom’s taxonomy cognitive, Affective and psychomotor levels - Adolescence and characteristics – cognitive, affective behavior of

adolescence – intelligence and creativity – aptitude, attitude and interest of adolescence – individual differences among adolescence

UNIT – VI Political Science in School Curriculum

Political science in the school curriculum – Aims of teaching political science at higher secondary school level –Goals and objectives of teaching political science with reference to Bloom’s taxonomy - Current political issues in state and central – Resources: news papers, radio, television – Political parties - Model Parliament and model trail

UNIT -VII Teaching and Learning Process in Social Sciences

Meaning of learning – Importance of learning in human life - Characteristics of learning – Learning theories – Thorndike’ Trial and error – Learning curves – Pavlov’s classical conditioning – Skinner’s Operant conditioning- Gestalt theory of insight learning – Importance of learning theories in social sciences - Models of Teaching: Social Science Introduction – Definition – Characteristics – Functions – Sources – Elements of a model – Types with one illustration – Psychological basic models of social science teaching – Gagne, Bruner and Piaget

UNIT - VIII Classroom Interaction Analysis

Nature – Objectives – Assumptions – Flander’s Interaction Analysis: meaning, dimensions, assumptions, categories, procedure, advantages, precautions– Concepts and principles of teacher influence – Teaching behavior – Classroom climate: concept, meaning, definitions, factors affecting classroom climate – Implications and limitations – Reciprocal category system – Equivalent talk category system

UNIT - IX Instructional Resources

Instructional Resources Centre – Planning – Classroom accessories – Preparation of teaching aids – Photographic dark room – Preparation of slides, models and working models – multimedia presentation – Power - Point presentation – Formal, Non- Formal and Informal teaching of Social Sciences

UNIT - X Social Science Teacher Competencies

Role of social science teacher: ways and means of developing professional competency, - Competencies relating to subject and content: SMK – Subject Matter Knowledge , PK – Pedagogical Knowledge, PCK - Pedagogical Content Knowledge - Methodology: Classroom management, Assessment, Competencies relating to the school, Teacher exchange programmes

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- Siddiqui, M.H (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.
- Singh, Y. K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.

EXPLORING LIBRARY AND OTHER LEARNING RESOURCES

- Unit I : Exploring Library and Information Society:-
Library – Meaning – Definition – Types of Library;
functions and
objectives – laws of library science and implications in
teacher
education libraries.
- Information Science as a discipline and its relationship with other subject field.
- Unit II : Information Sources:-
- Information: definition – sources of information – types of references – sources.
 - Documentary Sources: Primary, Secondary and Tertiary – Non Documentary Sources: Electronic / Web learning – Sources – e book – ejournal, e – learning – subject gateways in teacher education.
- Unit III : Information Services:
- Reference Services – Types of reference services
Current Awareness Services, Selective Dissemination of information, Translation service, Reprographic Services, Bibliographic Service, Indexing and Abstracting Services – on line services – learning resource centre.
- Unit IV : Library Network:
- Library Automation – Digital library, Electronic library , Virtual Library,

- Library Networks: ERNET, DELNET, INFLIBNET – Documentation centres – NASSDOC, INSDOC – on line search of teacher education database.

Unit V : User Education:

- User Education in academic libraries – Role of teachers in the use of library.
- Library Committee: constitution and its functions.
- Library resources for classroom translations – encouraging reading and referring habit.

Reference Books:

- Kusum, Verma (2005) Digital Library : Preservation Strategies: New Delhi: Akansha Publishing House.
- Krishna Kumar (2004) Reference Services. New Delhi – Sterling Publishers.
- Navalani K. & Satija, MPC (1996). Library and Information Services: Emerging Challenges. Jaipur: RBSA Publishers.
- Millard S. (2005) Information to serial worker for library technicians, New Delhi, Atlantic Publishers.

ETE1 HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:

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

- learn good health habits
- develop the habit of learning the importance of good posture
- learn the common postural deformities and the exercises for removing them
- have awareness of the need and importance of physical education
- learn the different methods of teaching physical activities
- prepare a lesson plan
- need , importance and effects of physical exercise on the body

UNIT I Health Education

Meaning, Aims & Objectives, Scope of Health Education, Methods of Imparting Health Education in Schools – (1) Health Instruction, (2) Health Services, (3) Health Supervision

UNIT 11 Posture

Posture- Meaning, Importance of good posture, Characteristics of good posture, Values of good posture, Causes of poor posture, Common postural deformities – (1) kyphosis, (2) lordosis, (3) scoliosis, (4) bow legs, (4) knock knee and (5) flat foot, Exercises for removing postural defects

UNIT 111 Introduction to Physical Education

Concept and Meaning, Definition, Aims and Objectives of Physical Education, Scope, Need and Importance of Physical education,

UNIT 1V Methods of Teaching Physical Activities and Lesson Plan

Meaning, Methods of teaching - command method, lecture method, demonstration method, reciprocal method, discussion method, whole method, part method, whole-part-whole method, progressive method, observation method and project method, 400 mts Track lay out, Lesson plan – Meaning, Values and preparation of general lesson plan

UNIT V Physical Exercise

Meaning, Need and importance of physical exercise, Effects of exercise on various systems – Muscular, Circulatory, Digestive, Nervous and Respiratory systems

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Dr. Amresh Kumar. (2007). Complete book of physical education, sports and health. Khel Sahitya Kendra, New Delhi

Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma (2011). Physical and Health Education. Centrum Press, New Delhi

Sangral, K. (1977). Methods in physical education. Ludhiana: Prakash Brothers.

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<http://www.preservearticles.com/201105176743/aims-and-objectives-of-physical-education.html>

<http://www.preservearticles.com/201105156676/for-imparting-health-education-in-india-the-following-factors-must-be-taken-into-consideration.html>

<http://www.livestrong.com/article/413190-the-effects-of-exercises-on-the-circulatory-system/>

<http://www.ivyroses.com/HumanBody/Muscles/Effects-of-exercise-on-muscles.php>

<http://www.normalbreathing.com/c-effects-of-exercise-on-the-respiratory-system.php>

<http://www.livestrong.com/article/378105-how-does-exercise-increase-sympathetic-nervous-system-activity/>

ETE2 - PEACE AND ENVIRONMENTAL EDUCATION

OBJECTIVES :

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

Acquire the knowledge of Nature, concepts, aims and objectives of peace and value education.

Develop skill to integrate peace and value education in the present curriculum

Understand dimensions of culture of peace

Develop the attitude to appreciate the role of peace movement and contributions of world organizations

understand the models of Conflict Resolutions

Understand the objectives, scope and nature of environment education

Develop an understanding of natural resources

Understand the causes and remedies for environmental hazards and pollution

Understand the causes and control measures for environmental degradation

Understand the need for remedial ways to protect the environment in daily life

Acquire knowledge of environmental issues and policies in India

Understand the need for inclusion of environmental education in school curriculum

PART-A

UNIT I : Peace Education

Peace education – Meaning, Definition, Concepts, Scope; Aims and objectives– at different level of Education - its relevance to the present global scenario.

UNIT II : Integrating Peace Education in the curriculum

Major Media of Integration: Subject context, subject perspectives, Curricular and Co – Curricular activities, staff development, Class room and School management

UNIT III : Promoting Culture Of peace

Culture of peace – Focal areas – Fostering culture of peace through education promoting-inner peace, understanding, tolerance, solidarity – Participatory Communication – democratic participation, gender equality – sustainable Economic and Social development – Non – Violence, International peace and security

UNIT IV : Peace Movement

- Gandhiji's contributions to peace movement Non – Violence – Non – Aligned Movement
 - Nuclear Disarmament -Arms Reduction
- Role of world organization in promoting peace.
- UNO-UNDP (United Nation Development Programmes)
- UNICEF(United Nation Children's Fund)
- UNEP (United Nation Environment Programmes)
- UNHCR (United Nation High Commissioner for Refugees High Commissioner for Human Rights)
- Amnesty International –International Committee of Red cross – NGOs

UNIT V : Conflict Resolution

- Bases of conflicts – Positive and negative aspects of conflicts – Types of conflicts – Conflict Resolution – Conflict Management
- Model of Conflict Resolution:
Dual Concern Model: A Concern for self (assertiveness) A Concern for others (empathy)
- Styles: Avoidance conflict – yielding conflict competitive conflict – co-operation conflict conciliation conflict .
- Thomas and Kilmann's style – Competitive collaborative, compromising – Accommodating Avoiding.

PART-B**UNIT I : Objectives, Scope and Nature of Environmental Education**

Meaning, definition, concept and objectives of environmental education. - Need and significance of environmental education - Scope and guiding principles of environmental education.

UNIT II : Natural Resources and Associated Problems

Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forests and tribal people.-Water resources: Use and over-utilization of surface and ground water, floods, droughts, water disputes- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources- Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity.-energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.-Land resources: Land as a resource, land degradation, man induced landslides, soil erosion, conversion of wet land into dry land.-Equitable use of resources for sustainable lifestyles.

UNIT III : Environmental Hazards and Pollution

Pollution: Meaning, Definition- Causes, effects and control measures of Air, Water, Soil, Marine, Noise, Thermal pollution and Nuclear hazards-Solid waste management- Causes, effects and control measures.-Disaster management: Floods, earthquake, cyclone and tsunami -Causes, effects and control measures.

UNIT IV : Environmental issues and Policies

Major environmental problems in India – Environmental protection and policies in India – Threats to bio-diversity: habitat loss, poaching of wild life, endangered and endemic species of India -measures taken in India – Role of Green Tribunals in environment issues.

UNIT V : Environmental Educational in the School Curriculum

Environmental education at Primary, Secondary and Higher Education level –Programmes: Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment day, saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, ‘clean and green campus’ programme. – Role of Teachers

SUGGESTED REFERENCE BOOKS:

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Kelu, P. (2000). Environmental education: A conceptual analysis. Calicut: Calicut University.

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www.peace.Ca

www.unesdoc.unesco.org

Enwikipedia.org/peace

education

EC1- TEACHING OF EARLY CHILDHOOD EDUCATION

OBJECTIVES:

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

- develop an awareness about the importance of Early Childhood Education.
- acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education.
- develop an understanding about organizing different types of early childhood education programmes.
- acquire knowledge about various instructional strategies to teach young children.
- develop an awareness about the various developmental aspects of children.
- develop the ability to deal children with minor/major behavioural disorders.
- develop various play way methods
- familiarize with various evaluation techniques to assess the performance of pre-school children.
- assess the performance of pre-school children
- familiarize with the concept of ABL.

UNIT I: History of Early Childhood Education in India.

Concept of Early Childhood Education - Need and importance of Early childhood Education - Objectives - Early Childhood Education movement in India and Abroad - Problems of Early Childhood Education in India.

UNIT II: Contributions of philosophers to pre school education

Contributions of Froebel- Rousseau-Montessori- Piaget- Comenius- Gandhiji-Tagore and Dhara Bai Modak.

UNIT III: Planning and Organization of pre schools

Planning of pre-school programmes - Yearly plan, Monthly plan, Weekly plan, Daily plan -Organisation of a pre-school - site, space, material, personal and time- Types of pre-school programmes - Nursery , Kindergarten, Montessori, pre-basic and Balwadi - Role of ICDS (Integrated Child Development Scheme).

UNIT IV: Growth and development of child

Developmental stages - parental period - factors affecting parental period– Birth hazards, immunization schedule - various aspects of development with special emphasis to early childhood period.

UNIT V: Special needs and problems of pre-school children

Needs of pre-school children - children with special needs - physical, visual and hearing impairment - Learning disabilities - Behaviour problems - Aggression, temper tantrum, stealing, lying, eating problems, nail biting, bed wetting, thumb sucking - their causes and remedial measures.

UNIT VI: Curriculum of Early Childhood Education

Principles of curriculum construction -Theme approach in curriculum construction. Activities and Methods for attaining various skills - gross motor skills, Manipulative skills, Interpersonal skills.

UNIT VII: Instructional strategies, Teacher and Evaluation

Sense training - Auditory, visual, olfactory , gustatory and tactual - play way method – music - story telling - role playing - field trip - creative

activities. Indoor and out door games – corner arrangement - audio visual aids - evaluation of children’ s competency - report card, personal data sheet - qualities and qualifications of pre-school teacher - Concept of ABL- Its implementation -School Readiness Programme - 'odivilayadu pappa'.

UNIT VIII: Parental involvement in pre-school education

Role of parents in pre-school education - Need for parental co-operation - Concept of parental education - Need for parental education - Methods and programmes of parental education.

UNIT IX: Play way methods –Evaluation

Different Play way methods- Simple-Task based-Dictation-Repetitive words through songs, Rhymes- Identification of things, names, relations.

UNIT X: Assessment Techniques

Observation - Interaction - Words formation - sentence formation - questioning - verbal questioning - ways of answering.

REFERENCES:

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- Kaul Vinetha (2001). Early Childhood Education Programme. National council of Educational Research and Training, New Delhi.
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- Sathe, Shweta and Mehta, Anubha. (1999). You and Your child - Observation, Milestones and Activities, Mumbai.
- Shanmugavelayudham. K. and Bhuvanewari. M., (2003) the 'must' for Nursery Education. TN - FORCES
- Swaminathan, Mina. (1995). Playing to Learn. A training manual for Early Childhood Education, M.S. Swaminathan Research Foundation.

EC2- HUMAN RIGHTS EDUCATION

OBJECTIVES:

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

- acquires knowledge on the concept, meaning and theories of human rights
- understand the role of UNO in human rights development
- develop interest on Indian Constitutional provision of human rights
- secure knowledge on the role and functions of international institutions to enforce human rights.
- understand the power and functions of various Human right Commissions in India
- apply knowledge on the issues related to human rights violations with regard to the marginalized sections.
- understand the need for human rights education
- apply the appropriate methods of teaching with respect to human rights education.
- understand the role of various agencies in promoting human rights education.

UNIT I : Historical back ground of Human Rights

Human Rights: Concept, Meaning, Definition, Historical and cultural back ground - Theories: Natural, Legal, Social Welfare, Idealist.

UNIT II : UNO and Human Rights

UN Charter(1945) – Universal Declaration of Human Rights(1948) – International Covenants on Economics, Social and Cultural Rights(1966), and Civil and Political Rights(1966).

UNIT III: Indian Constitution and Human Rights

Constitutional Provisions of Human Rights – Fundamental Rights - Directive Principles of State Policy.

UNIT IV: Human Rights and International Organisation

International Councils and Commissions on Human Rights – International Court of Justice – International Criminal Tribunals and Criminal Courts – International Labour Organisation - Amnesty International – International Red Cross.

UNIT V: Human Rights Commissions in India

National Human Rights Commission – State Human Rights Commissions – Human Rights Courts - National Commission and State Commissions for Women, SC/ST, Backward Classes and - Minorities – NGOs.

UNIT VI: Human Rights and Marginalised Sections

Human Rights issues related to Racial, Religious, Linguistic, Communal Minorities - Refugees, Political and Other dissidents - Aged, Women, Children, Differently abled and Transgender.

UNIT VII: Human Rights and Other Issues

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

UNIT – VIII: Human Rights Education

Meaning, Objectives and Principles –Problems and Prospects - Human Rights Education at different levels: Primary, Secondary and Higher

Education -Research in Human Rights Education -Good practices of State
- Casteless Society .

UNIT IX: Methods of Teaching Human Rights

Lecture – Discussion – Brain Storming - Cooperative Learning - Case
Study – Role Play – Puppet show - Simulation – Mock Trials and Appeals
– Social Activities.

UNIT X: Agencies of Human Rights Education

Family, Peer-group, Religious and Social Organisations, Media,
Educational Institutions -National and State organizations - NCPCR -
SCPCR.

REFERENCES:

- Beldon, F. (2003). Rethinking human rights for new millennium. New Delhi: Mac millan Dhand, H. (2000). Teaching human rights: A handbook for teacher educators. Bhopal: Asian Institute of Human Rights Education.
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- Chatrath, K. J. S. (1998). Education for human rights and democracy. Shimla: Rashtrapati Niwas.
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- Vijapur, A.P . and Suresh, K. (1999). Perspectives on human rights. New Delhi: Manak Publications.

VALUE EDUCATION

OBJECTIVES

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

- I. understand the concept of value education.
- II. realise the significance of Values in Self-development.
- III. familiarise the nature of conflicts and their resolutions.
- IV. imbibe the knowledge, attitudes and skills needed to achieve and sustain a global culture of values.
- V. adopt value education in the curriculum.
- VI. Understand the self and principle of living.

UNIT I

Values: Meaning, Definitions, Nature and concepts of values-
Classification of values- Sources of Values- Socio- Cultural tradition,
Religion and Constitution.

UNIT II

Aims and objectives- status of value education in the curriculum, Need for
value Education in 21st century. Importance of Values in school -
Recommendations of Education Commission on Value Inculcation.

UNIT III

Role of parents – Teachers Society – Peer groups, Religion – Government
– Mass media – Voluntary organisation.

UNIT IV

Meaning – Resolution of value conflict - Value conflict and Terrorism.

Social – Economic status and value. Attitude towards life and relationship between value and life.

UNIT V

Values for Professional Excellence – Active listening, Decision making, Determination, Perseverance, Discipline, Responsibility.

UNIT VI

Professional Values and ethics, Ethical choices - Professional competence - devotion and confidence - Professional efficiency – Resolving Ethical Dilemmas - Leadership and Social responsibility.

UNIT VII

Exploring the Self – True Identity – Anatomy of the Self - - The cyclic processes within the self – States of the awareness – Innate and Acquired qualities – Empowering the self.

UNIT VIII

Principles of living – Be introspective – Be an observer – Being optimistic – Appreciate differences – Live at present.

UNIT IX

Moral Education vis-à-vis religious education - Moral instructions, Moral training and Moral indoctrination. Characteristics of a morally educated

person. Justice and Care - The two dimensional perspectives in Morality.
Moral Judgement and Moral Action.

UNIT X

Quality of life – Dealing with change – trends, Organizations and the Individual – Self and the world – Quality from within, relating to others – The dynamics of personal power.

PRACTICALS

Find out the value in you Identify the peace concept in Thirukkural (any ten)

Practical values perceived from Teachers

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- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.

EC4 - GUIDANCE AND COUNSELLING

OBJECTIVES:

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

- list out the principles underlying guidance
- elucidate the need of guidance and counselling in schools
- describe the different services in the school guidance programme
- understand the various therapies in counselling
- acquire the skills necessary to administer and interpret standardized tools
- know the qualities required for a good counsellor
- understand the various types of counselling
- understand the group guidance and counseling
- describe the various testing devices in guidance
- understand the guidance for exceptional children

UNIT I: Guidance

Guidance- Meaning, Definitions, Aims, Nature, Principles and Needs.
Types- Educational, Vocational, Personal, Social- History of guidance movement in India- Problems of guidance movement- ways to improve guidance services in India - Benefits- Limitations.

UNIT II: Counselling

Counselling– Meaning, Definitions, Elements-Characteristics – Objectives – Need – T ypes:

Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance.

UNIT III: Guidance Movement in India

Therapies in Counselling: Psycho- behavioral therapy, Psycho - analytic therapy, Gestalt therapy – Stress and stress management, History of guidance movement in India – Problems of guidance movement in India – Ways to improve guidance movement in India.

UNIT IV: Qualities of a Counsellor

Counsellor – Qualities – Functions- Professional Ethics- Role of Teacher as counselor

UNIT V: Group Guidance and Group Counselling

Group guidance – Meaning, Definition, Objectives, Problems, Significance – Techniques, Uses. Group counselling – Meaning, Requirements - Uses.

UNIT VI: Theories of Vocational Choice

Theories of Vocational Choice – Ginzberg, Super, Holland, Havighurst, Structural theory.

UNIT VII: Testing Devices in Guidance

Testing devices in guidance: Meaning, Definition, Measurement, Uses of psychological tests: Intelligence tests – Aptitude tests- Personality Inventories- Attitude scales – Achievement tests – Creativity tests -Mental health – frustration conflict.

UNIT VIII : Non –Testing Devices in Guidance

Non-testing devices in guidance: Observation – Cumulative record, Anecdotal record, Case study , Autobiography, Rating Scale, Sociometry etc.

UNIT IX: Guidance Services in Schools

Guidance services at different school levels–Meaning, Significance, Types – Organisation of Guidance services in schools – Role of guidance personnel – Career and Occupational Information – sources, gathering, filing, dissemination- Career Corner- Career Conference- Career exhibitions. Good practices in Tamilnadu - Mobile Counselling centres - State Resource center for counselling children with disability .

UNIT X: Guidance for Exceptional Children

Guidance for Exceptional Children- Meaning and Types. Guidance for gifted, backward, mentally retarded, orthopedically handicapped, visually impaired, deaf and dumb, juvenile delinquents-guidance for dropouts- Socially disadvantaged children - Alcoholics, Addicts - Sexual harassment-Eve teasing- Gender discrimination - Exemptions in examination for exceptional children.

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EC5-EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

At the end of this course, the student – teachers will be able to

- acquire knowledge of the terms used in educational administration and management
- understand the role of head master and his/her duties
- develop the mode of inspection and supervision of function
- know the role of teacher in decision making
- develop the skills in employing and developing new educational administration and management
- develop interest in the educational administration and management techniques
- understand the development and management of resources
- develop appropriate skills for planning, decision making and leadership qualities
- apply the principles of classroom management and leadership styles
- promote total quality management in education

UNIT I - Educational Organization

Principles or criteria -Organizational structures - Administrative structures at Central and State levels.

UNIT II- Essential facets of Administration

Headmaster and Teacher's duties and responsibilities. Role of the Head master – Parent Teacher Association-Time-Table- Co-curricular activities - Discipline- Student evaluation.

UNIT III - Inspection and Supervision

Aims, Meaning, Modern concepts - Types of Inspection and Supervision - Functions and duties of inspector and supervisor.

UNIT IV- Decision Making in Administration

Meaning - Importance - Process - Decision making techniques - Teachers' role in decision making- Involvement of pupils in decision making.

UNIT V - Management

Meaning-Definition -Objectives of Management -Role of Management - Difference between Administration and Management- Functions of Management –PODSCORB (Planning ,Organization, Direction, Staffing ,Co-ordination ,Reporting, Budgeting) - Modern Functions: Planning ,Organizing ,Leading ,Controlling-Management skills: Conceptual skills, Human skills, Technical skills.

UNIT VI - Areas of Educational Management

Administration and Management of Education - Maintenance (or Status quo) and Developmental (or Creative) Management - Scope, Human, Material, Time - Basic concepts of Management at different levels (Primary and Secondary): Institutional Management, Financial Management, Instructional management, Personnel Management, Material Management, and Management of Examination.

UNIT VII - Management of Resources

Management of Resources -Human, and Material - Management, Grid - Morale -Organizational commitments -Academic freedom -Professional development.

UNIT VIII - Educational Planning

Planning - Six elements - Objectives, Policies, Procedures, Programmes, Budgets and Strategies -Educational planning -Long term and Short term Perspectives - Institutional planning - Academic: curricular and co curricular activities - Time - table -assignment of work to teachers.

UNIT IX - Classroom Management and Leadership

Classroom management -Management of school building -equipments - library -records and registers - hostel. Objective -Leadership at different levels of school hierarchy - Meaning - Nature, Styles of Leadership - - Leadership role of students, teacher and Head Master .

UNIT X - Quality in Education

Quality in Education- Input -Process -Output Analysis - Concept of Total Quality management (TQM) - Supervision and Inspection -functions - Accreditation and certification. Management organizations, linkage - role SMC, VEC, MTA for quality education.

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EC6- PRE – PRIMARY EDUCATION

OBJECTIVES:

At the end of this course, the student – teachers will be able to

- gain the knowledge of the development of Pre-Primary education
- acquaint with the policy perspectives of ECCE in India and world
- systematize experiences and strengthen the professional competencies of pre-school teachers
- organize meaningful learning experiences for pre-school children
- develop skills required in selecting and organizing learning experiences
- comprehend the developmental needs of pre-school children
- acquire knowledge and develop an understanding of various aspects of pre-school management
- recognize the need and significance of early childhood care and education
- understand social and personal development of children (3-6 years)
- understand the teacher trainee and parental education programme
- state the role of ICDs and Anganwadies in pre-primary education

UNIT I: Historical Approach

Contribution of great educators to the development of child education: Comenius, Rousseau, Pestalozzi, Froebel, Montessori, Dewey, Tagore and Gandhiji – Development of Pre – Primary and Primary Education in India – Brief survey of Ancient India : Moghal, British period and Independent India. Implications for Pre – Primary and Primary Education in our

country – Reports of different Education commissions – Particularly the secondary education commission, the Kothari commission of 1964-66 and the new policy of education, 1986 – Development of Pre – Primary and Primary Education under the five year plans – the place of Pre- School and Primary education in the 10+2+3 pattern of education.

UNIT II: ECCE: Policy and Perspectives

Concept, significance and objectives of ECCE. ECCE in India: Policies and programs in national policy on Education (NPE, 1986) and POA (1992), National plan of action for children, 1992 and 2005; National curriculum framework (2005). ECCE in Global perspectives: United Nations convention on Rights of the child (UNCRC, 1989), Millenium Development Goals (2000) and Global monitoring report (UNESCO) 2007 – concerns and issues.

Unit III: The Development of Children

Aspects of Child Development: Physical including sensory motor development, intellectual including concept formation, language development, emotional and social - Development tasks up to later childhood: growth norms and their implications for education. Needs of normal and exceptional children: biological, psychological, socio- cultural, health and nutritional needs - Needs as motives for child learning.

UNIT IV: Pre-Primary Education

Principles involved in planning the programme of activities with reference to the aims and objectives of this stage - Basic schedule of activities - Planning and implementation, factors influencing planning - Importance of

personal hygiene and environmental sanitation in the programme -
Technique of developmental activities: Play , storytelling, language games,
number work, creative work and activities for self-expression, group and
individuals activities. Role of ICDS - Functions of Anganwadi.

UNIT V: Strategies / Approaches and Resources

Characteristics of programmes for different settings – Pre-primary schoolers and early primary grade children – needed emphasis and rationale, General principles to curricular approaches – activity based play-way , child- centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; puppetry , musical and rhythmic exercises, dramatization, art activities, indoor and outdoor play , field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes Informal evaluation through observation & remediation training of ECCE workers. Exhibitions, parent’s day programmes etc.

UNIT VI: Evaluation and Methods

Evaluation of pupils’ progress - area of internal assessment - patterns and techniques of evaluation - Recording and use of these for diagnostic and remedial work. Problems of wastage and stagnation - Rural class teaching - Free and compulsory primary education - Equalisation of educational opportunities – School complexes - Basic Education - Work experience –

Motivating enrolment of pupils and retention - Out of School programmes for children - The primary school and the community - The primary school and the Inspectorate - Building and equipment – Staff pattern and content of teacher training of primary school teachers - In service programmes for professional growth - Code of professional conduct - Registers, records and reports to be maintained in primary schools.

UNIT VII: Administration and Organization of Pre – Primary Schools

Organization and administration of Pre – Primary schools - Building and Equipment – Site Special designs suited for pre-school centres- furniture for very young children - Equipments for sensory motor development and play activities: Arrangement, maintenance and upkeep – Registers and Records; their purposes and functions: Their form and content: anecdotal record, health record, cumulative record, case study and development schedules. Staff Special qualifications for teacher at this stage - Teacher - pupil ratio -Teacher education: selection, training, supervision and guidance for primary teachers - Parent – Teacher Co-operation - Methods of securing this: meetings, home visits, interviews, festivals, exhibitions, Parents day programmes etc.

UNIT VIII: Common ailments at the Pre-School age

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

Unit IX: Special Children

Need and care of children with special needs: gifted, socially withdrawn, physically handicapped and mentally retarded.

UNIT X: Teacher training and parental education programmes

Staff qualification and teacher training – Special requisites, training teachers in supervision and guidance. Parental education programmes- Need, methods, parental involvement in school activities.

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EC7-PROFESSIONAL COURSE FOR TEACHER PROFICIENCY

OBJECTIVES:

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

- ascertain the knowledge of various concepts of Pedagogy
- extrapolate on various stages of developmental tasks
- acquire knowledge on various concepts in Tamil
- gain knowledge on various concepts in English
- acquaint information on Mathematics concepts prescribed by Government of Tamil Nadu
- deduce evidence on various concepts of social science
- conclude on various aspects of guidance and counselling
- apprise on cognitive development and its aspects
- acquire mastery in the professional course for teacher proficiency
- familiarize on various types and models of questions based on the syllabus

UNIT I: Child Development and Pedagogy

Nature of Educational Psychology - Human Growth and Development – Cognitive Development - Social, Emotional and Moral Development - Learning - Intelligence and Creativity - Motivation and Group Dynamics - Personality and Assessment - Mental Health and Hygiene -Guidance and Counselling.

Unit II: Tamil

Tamil Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT III: ENGLISH

English Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT IV: MATHEMATICS

Mathematics Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT V: SCIENCE

Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

UNIT VI: SOCIAL SCIENCE

Social Science Syllabus prescribed for Standard VI, VII and VIII by Government of Tamilnadu (From time to time)

Note:

1. Unit I, II, and III are compulsory for all students
2. Mathematics and Science Graduate students must learn Unit IV and V.
3. Arts, Language and Literature Graduate students must learn Unit VI.
4. Post Graduate students who are willing to serve as secondary teachers shall also opt this elective paper .

For detailed syllabus refer to the Website www.tnteu.in

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