



REGULATIONS & SYLLABUS FOR
TWO YEAR B.Ed. DEGREE
PROGRAMME
(SEMESTER)

[With effect from 2024-25]



PONDICHERY UNIVERSITY
PUDUCHERRY - 605 014

**REGULATIONS & SYLLABUS FOR
TWO-YEAR B.ED., DEGREE (SEMESTER) PROGRAMME
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PONDICHERRY UNIVERSITY

REGULATIONS FOR

TWO - YEAR B.Ed., DEGREE (SEMESTER) PROGRAMME

[With effect from 2024-25]

1. ELIGIBILITY FOR ADMISSION TO THE PROGRAMME

(a) A candidate shall be eligible for the admission to two year Bachelor's Degree programme in Education [B.Ed. (semester)] provided that he/she should have passed the three-year Bachelor's Degree Course under 11+1+3 or 10+2+3 pattern of study or Five years Integrated Master's Degree Course under 10+2+5 pattern of study and majored in any one of the subjects related to a school subject offered at the Secondary / Senior or Higher Secondary education level (OR) Four-year Bachelor's Degree programme in Engineering/Technology under 11+1+4 or 10+2+4 pattern of study [with Mathematics and Science in both higher secondary and Engineering/Technology degree programme]

S.No.	Subject majored at degree level	Relevant Pedagogical Subject
1	English, Functional English, English Literature & English for Career	English
2	Tamil, Functional Tamil	Tamil
3	Hindi	Hindi
4	Malayalam	Malayalam
5	Telugu	Telugu
6	French	French
7	Mathematics	Mathematics
8	Physics, Electronics, Chemistry, Bio-chemistry	Physical Science
9	Botany/Plant Science, Zoology / Animal Science, Micro-biology, Applied Micro-biology, Marine Biology, Bio-Technology including Plant Bio-technology	Biological Science
10	History, Historical Studies, Geography, Political Science, Economics, Psychology, Sociology, Philosophy	Social Science
11	Computer Science, Computer Applications, Information Technology	Computer Science
12	Home Science	Home Science
13	Commerce, Commerce– Vocational, Corporate Secretary-ship	Commerce
i. For the pedagogical subjects – Commerce, Computer Science and Home Science, the candidates should have passed both Bachelor's and Master's Degree in the same subject. ii. For the subjects-Psychology, Sociology and Philosophy, one should have passed both Bachelor's and Master's Degree in the same subject.		

Subjects studied at Engineering/ Technology programme	Relevant Pedagogical Subject
Science and Mathematics	Physical Science/Biological Science/ Mathematics

- (b) Candidates are required to have obtained a minimum of 50% marks in Part III (comprising Major and Allied subjects) of their Bachelor's degree programme. In the event that this criterion is not satisfied, eligibility may be established by securing at least 50% marks in the corresponding major subjects at the postgraduate level. The candidates belonging to SC, ST, MBC, OBC and PWD categories should have scored a minimum of 40% marks in the place of 50% (as per the Government Order, UT of Puducherry).
- (c) Engineering or Technology candidates should have specialized in science and mathematics with 55% of marks or other qualification equivalent thereto. Such candidates belonging to SC/ST categories should have scored a minimum of 50% marks
- (d) The major subject chosen at both Bachelor's Degree and Master's Degree should be the same in case of students who are admitted based on Master's degree subject.
- (e) The reservation for different categories should be as per the Government norms.
- (f) The candidates who have taken more than one School subject as Main (Double or Triple Major) in the Bachelor's Degree will be eligible for admission to only one of the school subjects chosen.
- (g) The candidates who have passed the Bachelor's degree examination in Open University System without qualifying in 10+2 or 11+1 pattern of school education examination shall not be considered for admission.
- (h) There is no upper age limit for admission to two-year B.Ed. programme.
- (i) The medium of instruction shall be English.

2. INTAKE

1. There shall be a basic unit of 50 students with a maximum of two units, with the approval of NCTE.
2. There shall not be more than 25 students per teacher for a pedagogical subject to facilitate participatory teaching and learning.

3. DURATION & WORKING DAYS

- (a) The programme of study shall be for duration of two academic years, spread over four semesters.
- (b) There shall be at least 100 working days each semester excluding the period of examination and admission.
- (c) The institution shall work for a minimum of thirty-six hours in a week (five or Six days) during which the physical presence in the institution of all teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

4. ELIGIBILITY FOR ADMISSION TO EXAMINATION

There will be four University examinations for the B.Ed., degree programme – each at the end of the respective semester. A student teacher shall be admitted to the Semester-end examination only if (i) he/she has undergone the prescribed course of the study-both theory and practicum including school internship satisfactorily; and (ii) having put in not less than 80% of attendance for all course work and practicum and 90% of attendance for school internship in each year.

5. COURSE STRUCTURE

SEMESTER WISE SYLLABUS - SEMESTER - I

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-I	4	30	70	100
	GENDER, SCHOOL AND SOCIETY	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-I	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (1/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2(1/4)	4	30	70	100
	OPTIONAL PAPER [®] :	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	SCHOOL INTERNSHIP (1 WEEK)**	1	25	0	25
	COMMUNITY LIVING CAMP	4	100	0	100
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-1: CRITICAL UNDERSTANDING OF ICT	2	50	0	50
TOTAL		31	355	420	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

OPTIONAL PAPER [®] : The student-teacher may choose any one of the optional papers offered			
S.No	List of Optional Papers	S.No	List of Optional Papers
1	Special Education	6	Value Education
2	Population Education	7	Non-Formal Education
3	Guidance and Counselling	8	Disaster Management
4	Environmental Education	9	Women Education
5	Human Resource Development	10	Human Rights Education

SEMESTER WISE SYLLABUS - SEMESTER – II

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-II	4	30	70	100
	LEARNING AND TEACHING-I	4	30	70	100
	EDUCATION IN THE EMERGING INDIAN SOCIETY- I	4	30	70	100
	CREATING AN INCLUSIVE SCHOOL	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-II	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (2/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (2/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENT RELATED TO THEORY COURSES*	-	-	-	-
	SCHOOL INTERNSHIP (3 WEEKS)***	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-2: DRAMA AND ART IN EDUCATION	2	50	0	50
TOTAL		31	285	490	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER-WISE SYLLABUS - SEMESTER – III*

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	LEARNING AND TEACHING II	4	30	70	100
	EDUCATION IN THE EMERGING INDIAN SOCIETY II	4	30	70	100
	SCHOOL MANAGEMENT I	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	PEDAGOGY OF A SCHOOL SUBJECT 1 (3/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (3/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENTS RELATED TO THEORY COURSES*	-	-	-	-
	YOGA, HEALTH AND PHYSICAL EDUCATION – 1	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC): EPC -3: READING AND REFLECTING ON TEXTS	2	50	0	50
TOTAL		23	225	350	575

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SEMESTER-WISE SYLLABUS - SEMESTER – IV*

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	SCHOOL MANAGEMENT II	4	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	KNOWLEDGE AND CURRICULUM	4	30	70	100
	LANGUAGE ACROSS CURRICULUM	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (4/4)	4	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (4/4)	4	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	TASK AND ASSIGNMENTS RELATED TO THEORY COURSES*	-	-	-	-
	YOGA, HEALTH AND PHYSICAL EDUCATION – 2	1	25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC): EPC -3: UNDERSTANDING SELF	2	50	0	50
TOTAL		23	225	350	575

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

- School Internship is given in a separate table.

SCHOOL INTERNSHIP - SEMESTER – III & IV

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
PRACTICUM: ENGAGEMENT WITH THE FIELD SCHOOL INTERNSHIP (16 WEEKS – 2 SPELLS)	TEACHING COMPETENCY: PEDAGOGY OF A SCHOOL SUBJECT 1	8	100	100	200
	TEACHING COMPETENCY: PEDAGOGY OF A SCHOOL SUBJECT 2	8	100	100	200
		16	200	200	400

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

Note: The school internship, spanning a total of 16 weeks, shall be carried out in two separate spells, with 8 weeks allocated to the third semester and 8 weeks to the fourth semester. The cumulative assessment of the internship will be reflected in the marks statement of the fourth semester.

TASK AND ASSIGNMENT RELATED TO THEORY COURSES* - The curricular areas of “Perspectives in Education” and “Curriculum and Pedagogic Studies” shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

SCHOOL INTERNSHIP (1 WEEK) ** - One week of School observation during first semester

SCHOOL INTERNSHIP (3 WEEKS) *** - Three weeks of other school engagements during second semester.

5. CHOICE OF PEDAGOGICAL SCHOOL SUBJECTS I & II

No.	Subject majored in the Bachelor's Degree Programme	Pedagogical subject I [Subject majored at degree level]	Pedagogical subject II
1	Language/Functional Language(Except French)	Language I	Language II
2	French	French	English II
3	Mathematics	Mathematics	Language II or Physical Science
4	Physics, Electronics, Chemistry, Biochemistry	Physical Science	Language II or Mathematics or Biological Science
5	Botany/Plant Science, Zoology/Animal Science, Microbiology, Marine Biology, Bio-Technology	Biological Science	Language II or Physical Science
6	History, Historical Studies, Geography, Political Science, Economics, Psychology, Philosophy, Sociology	Social Science	Language II
7	Computer Science, Computer Applications, Information Technology	Computer Science	Language II or Mathematics or Physical Science
8	Home Science	Home Science	Language II or Biological Science
9	Commerce, Commerce-Vocational, Corporate Secretary-ship	Commerce I	Commerce II
Note1: For Pedagogical Subjects Commerce I & II, Computer Science and Home Science, the Practice teaching should be done at the Higher Secondary Level. Note2: The candidate should study all the parts (4) of each of the pedagogical subjects chosen during the four semesters.			

Subjects studied at Engineering / Technology programme	Pedagogical subject I	Pedagogical subject II
Science and Mathematics	Mathematics/Physical Science/ Biological Science	Physical Science/ Biological Science/ Mathematics
Note: Pedagogical Subject-I and Pedagogical subject-II chosen by the candidate should not be the same. However, the candidate should study all parts (4) of each of the pedagogical subjects chosen during the four semesters.		

6. CURRICULUM, PROGRAMME IMPLEMENTATION AND ASSESSMENT

The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The transaction of the courses, apart from lecture cum discussion may comprise of variety of approaches, case studies, reading of original writings, discussion on reflective journals, observations of children, and interaction with the community in different socio-cultural environments.

7. TASK AND ASSIGNMENT RELATED TO THEORY COURSES

The curricular areas of ‘Perspectives in Education’ and ‘Curriculum and Pedagogic Studies’ shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school, based on the practical activities listed in the respective syllabus for the theory courses. Continuous and Comprehensive Evaluation will be made based on submission of documentary evidences either by individual student or group work for each of the theory courses.

However, for each of the theory courses of the curricular area of ‘Curriculum and Pedagogic Studies’, the practical activities **shall include** practicing **at least three** teaching skills relevant to the pedagogical subject in **Micro-teaching context**. Similarly, for the course on “Assessment for Learning”, the practical activities shall include preparation, administration and interpretation of results of tests and different evaluation techniques.

8. SCHOOL INTERNSHIP

- i. School internship would be a part of the broad curricular area of “Engagement with the field” and shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills.
- ii. During internship in the first year, student-teacher shall spend 4 weeks, spread over several days throughout the year. This will include (A) one week of school observation by the student teacher making observation in the school and (B) Three weeks for visit to innovative centers of pedagogy and learning, educational resource centers and community resources.

- iii. It was suggested to have the four months (16 weeks) internship which will be distributed in two spells during the academic year. Based on the availability of schools, the colleges will allot the spells in the academic calendar from Pondicherry regions and neighboring Tamil Nadu region schools. The schools may be of Secondary and Higher Secondary, UT and TN Boards. The CBSE schools also may be included in both the states. During the third and fourth semester, out of sixteen (8 weeks in third and 8 weeks in fourth semesters) weeks of internship, student teachers will devote one week for observation of classes taken by regular school teachers (at least 5 lessons in each pedagogical subject). The student-teachers will devote fourteen (7 weeks in third and 7 weeks in fourth semesters) weeks for classroom teaching which may be in two blocks, (in one or two different schools). However, the classroom teaching during internship shall be done at any two levels/stages of school. The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels. During the internship student-teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.
- iv. The internship should be in government recognized schools under Government or private managements, situated within the radius of 40 km of the College of Education concerned for supervision by the faculty members of the college. The schools under CBSE or State / UT patterns can be the schools for internship.
- v. The student-teacher during internship in a school should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising/Guide Teacher) of the school. While at school, the student-teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each).
- vi. The total 60 lessons of classroom teaching in 16 weeks may be divided as 30 at level one (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II) and 30 at level two (15 lessons for Pedagogical Subject I and 15 lessons for Pedagogical Subject II). At least one lesson in each level of each pedagogy maybe ICT based depending on resources available in the practicing schools.
- vii. During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed every student-teacher.

9. OTHER PRACTICAL ACTIVITIES RELATED TO COMMUNITY BASED ENGAGEMENT

At least one week shall be spent for Community Living Camp to foster social skills and values among student- teachers.

10. SCHEME OF EXAMINATION (SEMESTER WISE SCHEME)

SEMESTER - I

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-I	3	30	70	100
	GENDER, SCHOOL AND SOCIETY	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-I	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (1/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2(1/4)	3	30	70	100
	OPTIONAL PAPER:	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	SCHOOL INTERNSHIP (1 WEEK)	-	25	0	25
	COMMUNITY LIVING CAMP	-	100	0	100
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-1: CRITICAL UNDERSTANDING OF ICT	-	50	0	50
TOTAL			355	420	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER – II

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	CHILDHOOD AND GROWING UP-II	3	30	70	100
	LEARNING AND TEACHING-I	3	30	70	100
	EDUCATION IN THE EMERGING INDIAN SOCIETY I	3	30	70	100
	CREATING AN INCLUSIVE SCHOOL	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	ASSESSMENT FOR LEARNING-II	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1 (2/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (2/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	SCHOOL INTERNSHIP (3 WEEKS)		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-2: DRAMA AND ART IN EDUCATION		50	0	50
TOTAL			285	490	775

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER – III

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	LEARNING AND TEACHING-II	3	30	70	100
	EDUCATION IN THE EMERGING INDIAN SOCIETY II	3	30	70	100
	SCHOOL MANAGEMENT - I	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	PEDAGOGY OF A SCHOOL SUBJECT 1(3/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (3/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	YOGA, HEALTH AND PHYSICAL EDUCATION - 1		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-3: READING AND REFLECTING ON TEXTS		50	0	50
TOTAL			225	350	575

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SEMESTER – IV

TITLE OF THE COURSE	NAME OF THE COURSE	DURATION (HOURS)	CCE	EE	TOTAL
THEORY: PERSPECTIVES IN EDUCATION	SCHOOL MANAGEMENT - I	3	30	70	100
THEORY: CURRICULUM & PEDAGOGIC STUDIES	KNOWLEDGE AND CURRICULUM	3	30	70	100
	LANGUAGE ACROSS CURRICULUM	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 1(4/4)	3	30	70	100
	PEDAGOGY OF A SCHOOL SUBJECT 2 (4/4)	3	30	70	100
PRACTICUM: ENGAGEMENT WITH THE FIELD	YOGA, HEALTH AND PHYSICAL EDUCATION - 2		25	0	25
	COURSE ON ENHANCING PROFESSIONAL CAPACITIES (EPC)- EPC-4: UNDERSTANDING SELF		50	0	50
TOTAL			225	350	575

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

SCHOOL INTERNSHIP - SEMESTER – III & IV

TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
PRACTICUM: ENGAGEMENT WITH THE FIELD	TEACHING COMPETENCY*: PEDAGOGY OF A SCHOOL SUBJECT 1	8	100	100	200
SCHOOL INTERNSHIP (16 WEEKS – 2 SPELLS)	TEACHING COMPETENCY*: PEDAGOGY OF A SCHOOL SUBJECT 2	8	100	100	200

CCE – Continuous and Comprehensive Evaluation

EE – External Examination

TEACHING COMPETENCY*: Includes CCE done by the faculty of the concerned Pedagogical subject on different aspects of teaching competency as indicated in Spell I and Spell II of school internship.

11. PATTERN OF QUESTION PAPER FOR UNIVERSITY EXAMINATION

Maximum Marks: 70 marks

Time – 3 hours

- a. 2 questions of 10 marks each =20(Answer 2 Questions out of 4 with internal choice)
- b. 6 questions of 5 marks each=30 (Answer 6 Questions out of 10)
- c. 10 questions of 2 marks each=20(Answer 10 Questions out of 10)

12. DISTRIBUTION OF MARKS FOR CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)

(i) For theory courses:

Under CCE equal weightage shall be accorded to periodic tests and assignments. Each periodical test shall carry a maximum of 10 marks while each assignment carries 5 marks. Every course shall include a minimum of two periodic tests and two assignments as the part of CCE.

(ii) For Courses on Enhancing Professional Capacities (EPC):

The following specialized courses are offered to enhance the professional capacities of student-teachers.

Course EPC 1: Critical Understanding of ICT

Course EPC 2: Drama and Art in Education

Course EPC 3: Reading and Reflecting on Texts

Course EPC4: Understanding the Self,

The evaluation of student-teachers for these courses shall be totally internal. The total of 50 marks allotted to each of the courses is assigned as follows:

- Periodical tests based on the prescribed syllabus (at least two) -10Marks
- Assessment based on at least 4 of the tasks and assignments listed under the course outline – 10x4 =40.

Note: (1) Internship: During internship in the first year, student-teacher shall spend 4 weeks, spread over several days throughout the year. This will include (A) one week of school engagement and (B) three weeks of other engagements.

(A) One week of school observation by the student teacher making class observation in the school for both pedagogical papers. The student-teacher is expected to observe at least two classes in each pedagogical subject and should be written in the observation record. (4 X 5 = 20 marks). Five marks are allotted for School visit cum Observation Record. This record includes the general activities of the school and its procedures. Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers' role, student needs with respect to their development, curriculum, its transaction and assessment.

(B) Three weeks of other engagements is made for visits to innovative centers of pedagogy and learning, educational resource centres and community resources. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record and/or project report of the student teacher should be the base for awarding CCE marks by the faculty.

Note: (2) Community Living Camp: Each college of education shall organize a camp of a minimum of 5 days and provide training on community life. First aid / Scouts & Guides / Social Service / Health and Hygiene / etc., the camp may preferably be held outside the college in a rural setting. The five days programme should include the participation of student-teachers in community life, awareness creation on clean India, Environment, Disaster Management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people. A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation. Totally 100 marks with four credits is allotted for the attendance and records.

Note: (3) Yoga, Health & Physical Education:

The evaluation of student-teacher for the above courses in both academic semesters shall be totally internal. The total of 25 marks allotted to each of the semester is assigned as follows.

- Periodical tests based on the prescribed syllabus (at least two) -10 Marks (2 X 10 = 20)
- Assessment based on at least 1 of the tasks and assignment listed under the course outline– 1 x 5 =5.

Note: (4) For Teaching Competency (During School Internship):

The different aspects of practicum and weight age marks for each of the Pedagogical Subjects I and II. The total of 100 marks allotted during the fourth semester for each pedagogy.

- Teaching Competency (Planning and Performance) 50 Marks
- Preparation of Teaching Resources, (Including ICT based) 20 Marks
- Lesson observation record (Peer and Regular teacher) 10 Marks
- Evaluation, Diagnosis and Remedial programme (Record) 20 Marks

13. CONDUCTING OF PRACTICAL EXAMINATION

- i. Based on the periodical assessment of the teaching competency and other practical aspects of the student teachers, the internal assessment marks will be assigned by the faculty of the concerned pedagogical subject. The consolidated CCE marks in the prescribed format will be sent to the university by the Principal of the college concerned before the commencement of the practical examination.
- ii. On receipt of the CCE marks from any college of education, the University will make arrangement for conducting the practical examination for their by appointing the Board of Examiners.
- iii. Board of examiners for practical examination consisting of one Convener and three examiners for one unit (50 student teachers) and one Convener and seven examiners for two units (100 student-teachers) will be chosen from among the faculty members of the Colleges of Education/University Department of Education from within and outside university jurisdiction who possess a minimum of five years of teaching experience at B.Ed. /M.Ed. level. The Convener must be from among the Principals / Associate Professors of the Colleges of Education. The Principal of the respective College of Education will be the ex-officio member of the panel.
- iv. The practical examination will be conducted for two to three days after the completion of internship in the fourth semester.
- v. The practical examination should be conducted by two examiners acting as a pair and to assess the student-teachers on following aspects of both pedagogical subjects:

Sl.No.	Aspects for Assessment	Marks
A.	Assessment during practical examination: Teaching Competencies (Planning and Performance)	50
B.	Assessment of record maintained during internship:	
	i. Preparation of Teaching Resources(Including ICT based)	10
	ii. Lesson Observation Record (Peer and Regular teacher)	10
	iii. Lesson plans	10
	iv. Evaluation and Remediation Record	10
C.	Viva–Voce	10
Total		100

- i. The examiners should submit the marks separately to the convener and the board of examiners should consolidate the marks.
- ii. The practical examination marks awarded by the individual examiners and the consolidated marks list should be submitted to the Controller of Examinations, Pondicherry University on the final day of the practical examination itself with the signatures of all the members.
- iii. The faculty observer of the Pondicherry University shall be present during the practical examination.
- iv. The practical examination for all student-teachers shall be conducted in a recognized high/higher/senior secondary school and the verification of records in the concerned college.

14. PASSING MINIMUM

- vii. Every student- teacher should register for all the courses in the theory examination and practical examination in the first attempt.
- viii. A student- teacher shall be declared to have passed in the B.Ed., Degree examination only if he/she has passed both the theory and practical examination.
- ix. A student teacher shall be declared to have passed in the theory examination if he/she obtains a minimum of 45% marks both in External Examination (32 out of 70) and CCE (14 out of 30) and a total of 50 marks by combining both external (EE) and internal (CCE) examination in each full course.
- x. A student-teacher shall be declared to have passed the practical examination if he/she obtains a minimum of 45% marks in the pedagogical subject and in each of other aspects of practical examination mentioned above and 50% marks by combining all the aspects taken together.
- xi. A student-teacher who fails in one or more courses in the theory examination shall reappear in those course(s). But the one who fails in any one of the aspects of the practical examination shall reappear for all aspects.
- xii. The B.Ed. degree programme should be completed by the student teachers in not more than 4 years from the date of admission to the programme.

15. CLASSIFICATION OF SUCCESSFUL CANDIDATES

All successful student-teachers shall be classified as follows:

Examination (out of 3100 marks)	Class to be awarded
1860 and above	FIRST CLASS ($\geq 60\%$ of Grand Total)
1550 to 1859	SECOND CLASS ($\geq 50\%$ to $< 60\%$ of Grand Total)

FINAL REVISED SYLLABUS 2024-2025 (TWO-YEAR B.ED.,)							
S.No	SEMESTER	TITLE OF THE COURSE	NAME OF THE COURSE	CREDITS	CCE	EE	TOTAL
1	1	TH:PE	CGU-1	4	30	70	100
2	1	TH:C&PS	AFL-1	4	30	70	100
3	1	TH:C&PS	PS1(PT-1-1/4)	4	30	70	100
4	1	TH:C&PS	PS2(PT-1-1/4)	4	30	70	100
5	1	PR:EF-EPC-1	CUICT(1/2)	2	50	0	50
6	1	PR:EF	COM.CAMP	4	100	0	100
7	1	TH:PE	GSS	4	30	70	100
8	1	PR:EF	SC. INT(1WK)	1	25	0	25
9	1	TH:C&PS	OPT	4	30	70	100
10	2	PR:EF-EPC-2	DR&ART(1/2)	2	50	0	50
11	2	TH:PE	L&T-1	4	30	70	100
12	2	TH:C&PS	PS1(PT-1-2/4)	4	30	70	100
13	2	TH:C&PS	PS2(PT-1-2/4)	4	30	70	100
14	2	PR:EF	FEP(3WKS)	1	25	0	25
15	2	TH:PE	EIS-1	4	30	70	100
16	2	TH:PE	CGU-2	4	30	70	100
17	2	TH:C&PS	AFL-2	4	30	70	100
18	2	TH:PE	CIS	4	30	70	100
19	3	PR:EF-EPC-3	RRT(1/2)	2	50	0	50
20	3	PR:EF	YHE-1	1	25	0	25
21	3	TH:PE	SM-1	4	30	70	100
22	3	TH:PE	L&T-2	4	30	70	100
23	3	TH:PE	EIS-2	4	30	70	100
24	3	TH:C&PS	PS1(PT-2-3/4)	4	30	70	100
25	3	TH:C&PS	PS2(PT-2-3/4)	4	30	70	100
26	4	PR:EF-EPC-4	US(1/2)	2	50	0	50
27	4	PR:EF	YHE-2	1	25	0	25
28	4	TH:PE	SM-2	4	30	70	100
29	4	TH:C&PS	K&C	4	30	70	100
30	4	TH:C&PS	LAC	4	30	70	100
31	4	TH:C&PS	PS1(PT-2-4/4)	4	30	70	100
32	4	TH:C&PS	PS2(PT-2-4/4)	4	30	70	100
33	4	PR:TC	PS1	8	100	100	200
34	4	PR:TC	PS2	8	100	100	200
			Total	124	1290	1810	3100

SEMESTER I

THEORY
PERSPECTIVES IN EDUCATION 1. CHILDHOOD AND GROWING UP-I 2. GENDER, SCHOOL AND SOCIETY
CURRICULUM & PEDAGOGIC STUDIES 3. ASSESSMENT FOR LEARNING-I PEDAGOGY OF A SCHOOL SUBJECT 1 (1/4) PEDAGOGY OF A SCHOOL SUBJECT 2 (1/4) 4. PEDAGOGY OF ENGLISH I (1/4) 5. PEDAGOGY OF TAMIL I (1/4) 6. PEDAGOGY OF HINDI I (1/4) 7. PEDAGOGY OF MALAYALAM I (1/4) 8. PEDAGOGY OF MATHEMATICS I (1/4) 9. PEDAGOGY OF PHYSICAL SCIENCE I (1/4) 10. PEDAGOGY OF BIOLOGICAL SCIENCE I (1/4) 11. PEDAGOGY OF SOCIAL SCIENCE I (1/4) 12. PEDAGOGY OF COMPUTER SCIENCE I (1/4) 13. PEDAGOGY OF COMMERCE I (1/4) 14. PEDAGOGY OF ENGLISH II (1/4) 15. PEDAGOGY OF TAMIL II (1/4) 16. PEDAGOGY OF HINDI II (1/4) 17. PEDAGOGY OF MALAYALAM II (1/4) 18. PEDAGOGY OF COMMERCE II (1/4)
OPTIONAL PAPER®: 19. SPECIAL EDUCATION 20. POPULATION EDUCATION 21. GUIDANCE AND COUNSELLING 22. ENVIRONMENTAL EDUCATION 23. HUMAN RESOURCE DEVELOPMENT 24. VALUE EDUCATION 25. NON-FORMAL EDUCATION 26. DISASTER MANAGEMENT 27. WOMEN EDUCATION 28. HUMAN RIGHTS EDUCATION
PRACTICUM: ENGAGEMENT WITH THE FIELD
1. SCHOOL INTERNSHIP (1 Week) 2. COMMUNITY LIVING CAMP 3. EPC -1: CRITICAL UNDERSTANDING OF ICT

CHILDHOOD AND GROWING UP-I

SEMESTER –1- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

This course makes student- teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student- teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood and community background in particular and political, social, and cultural dimension in general. It gives them knowledge about various theories of child development.

Objectives:

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

- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic and cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- understand about the various socio-cultural impact on learners

CONTENT OUTLINE

UNIT 1: Introduction to Educational Psychology

Psychology: Meaning, branches of psychology. Perspective of human behavior: Psychoanalysis - Behaviorism - Humanism- Transpersonalism. Educational psychology: Meaning - Origin, scope and significance of educational psychology for teachers.

UNIT 2: Growth and Development

Concepts: growth, development, maturation.- Developmental stages- Developmental tasks - Impact of nature and nurture on human development - Principles of development - Dimensions of development: physical, social, emotional and cognitive. - Theories of child development: Psychosexual development,(Freud) - Psychosocial development, (Erikson) - Cognitive development: Process - Stages of cognitive development. (Piaget), Moral development: (Piaget, Kohlberg). Adolescence:characteristics, problems, remedy.

UNIT 3 : Thinking, Intelligence and Creativity

Thinking: Meaning – Types of thinking: critical thinking, reflective thinking – reasoning – problem solving - Meta- Cognition. Role of language in thinking and learning - Intelligence: meaning, types.Theories of Intelligence: Mono Factor theory, Two Factor Theory, Group Factor Theory - Structure of Intellect – Multiple Intelligence – Emotional Intelligence - Nature and types of intelligence tests-Uses of Intelligence Tests. Creativity: stages of creativity–Measurement of Intelligence, creativity-Methods of fostering creativity among students.

UNIT 4 : Attention, Perception and Memory

Attention, meaning – related concepts: distraction, inattention, divided attention, Span of attention. Factors influencing attention – sensation and perception – Laws of perception - Perceptual Errors. Memory and forgetting: Meaning – Causes of forgetting – Storage systems: Sensory memory, Short Term, long Term Memory. Duration and functions of memory storage systems. Theories of Forgetting: Theory of decay – Theory of interference – Theory of Motivation – Theory of consolidation - Strategies for Improving Memory – Memory Disorders.

UNIT 5 : Learning and Learning Theories

Learning: meaning, nature and importance of learning for human excellence – Methods/styles of learning - Conditions of learning- (Gagne) – Factors influencing learning - Learning Curve – Types of learning: Learning by conditioning, (Pavlov, Watson, Skinner. – Learning by trial and error, (Thorndike)– learning by insight – (Kohler) Learning by observation, (Bandura) – Transfer of learning: concept, Principles - Teaching for effective transfer – Constructivist's Conception of learning - Learning Disabilities: reading disability, writing disability, computation disability - Autism.

Laboratory work

The student trainees shall select any **three** of the following topics and conduct experiments using appropriate tools and prepare the report

- Thinking
- Intelligence
- Memory
- Creativity
- Attention
- Perception

Modes of Assessment:

Written test, seminar, presentation, Field Visit

References:

1. Taylor Shelley. E. Latitia Anne Peplau and Sears David .O. (2006). Social Psychology. NewDelhi: Pearson.
2. Hurlock.B. Personality Development, Tata McGraw –Hill Publishing Company LTD, NewDelhi. (1976)
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5. Hurlock.B. Child Development: Bambay, New Delhi: Tata McGraw –Hill PublishingCompany LTD.
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7. Randy J. Larsen and David M.Buss (2011). Personality Psychology, New Delhi: Tata McGraw –Hill Publishing Company LTD.
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11. AnitWoolfolk (2003) .Educational Psychology. Pearson Education India

GENDER, SCHOOL AND SOCIETY

SEMESTER –1- THEORY –PERSPECTIVES IN EDUCATION -CREDIT-4

ESSENCE OF THE COURSE

Most of the philosophers of the world advocate women's equality and empowerment, constitution have long ago framed laws to preserve and protect equality of gender. Still the seat of power and authorities in the Indian social context is more often than not firmly rooted in patriarchy. The meaning and experience of being a boy or a girl is not. The same across different social groups, religion and time periods. Enormous growth in women's development and the increasing inequality seem and felt in contrast as initiated this course. The course is humble effort made to sensitize gender equality in society and school. The course will enable the student to identify the gender crisis, create awareness on gender equality, refine women's students being prey to untold atrocities of home and society and equip students with available laws.

Objectives:

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

- acquire knowledge on Terms and concepts Gender, school and society.
- understand the challenges faced by the Gendered roles in society through a variety of institutions.
- apply the knowledge to critically analyse the gendered roles, relationships and ideas in textbooks and curricular to nurture or challenging gender disparity of gender inequalities prevailing in the society.
- develop the life skills courses in schools and to deal with some issues of gender identity roles.
- develop interest in studying gendered roles, relationships and ideas in textbooks and curricular.
- develop a positive attitude towards roles and institutions in society.

CONTENT OUTLINE

Unit 1: Gender identity construction

Gender: meaning, definition – in various perspectives: biological, functionalist, integrationist, conflict – current status – inequality in India – gender studies–education of the girl child – agencies for women education and development – Research project and studies – evaluation of text books and media from the gender perspectives – global perspective on gender

Unit 2: Gender in society and groups

Gender in society – definition, elements of society – agencies of education in society (formal, informal and non-formal) –social system – social structure – social groups –social stratification – social institution(family, caste, religion, culture, media, law and state) and their influence on gender roles.

Unit 3: Gender, sexuality, sexual harassment and abuse

Gender roles and male/ female interaction –men and women in the public world – sex segregation in occupations – linkages and differences between reproductive rights and sexual rights – development of sexuality including primary influences in the lives of children (gender, body image, role models) –sites of conflict: social and emotional understanding – importance

of addressing sexual harassment in family, neighbourhood, other formal and informal institutions – agencies perpetuating violence: family, school, work place and media (print and electronic) – Institutions redressing sexual harassment and abuse.

Unit 4: Gender and Law

Gender perspectives in policy and planning – incentive for girls – improving the quality of government schools – gender inputs in school curricular and text books – women teachers in school– introduction to law related to women (Rape, Dowry, Re-marriage, Divorce, Property, Inheritance- women reservation bill- history and current status. The Indian Constitution and provisions according to women-human rights and women rights.

Unit 5: Gender and quality education

Gender disparity and gender parity – quality education for girls – curricular and co-curricular activities to achieve gender parity – life skill course to deal with gender issues – critical analysis on co-education – strategies to develop parity, gender equality and empowerment – support services for girl's education – sustainability approach to equality and empowerment – construction of ideas on gender in school framework during post independence period –gender and the hidden curriculum – Teacher as an agent of change– women empowerments through social reform movements

Mode of Transaction:

Lecture, Discussion, Team Teaching, Case Study, Film Show

Practicum: Task and Assignment

1. Conduct a gender ratio survey in a village and write a report.
2. Analyse and report the differential treatment between the gender in family and neighbourhood.
3. Write a critical report on challenges faced by different women groups in present society based on valid published reports.
4. Organizing drama and debate to develop awareness for sexual abuse.
5. Women day celebration and projects related to women personalities.

Mode of Assessment:

Written test and Task and assignment

References:

1. Larsen Randy .J. and Buss David. M. (2011). Personality Psychology .New Delhi: Tata Mcgraw hill Companies.
2. Sullivan Thomas. J. (2001): Sociology (E5), Allyn and Bacon.
3. Kammeyer.C.W. George Ritzer and Yetman.R. (1987): Sociology (E5), Allyn and Bacon, London.
4. Curran Daniel. J. and, Renzetti Claire .M. (1993) : Contemporary Societies ; Problems and Prospects, Prentice Hall, New jersey., N-1, 2009)
5. Aggrawal.N (2002) Women and Law in India.New Delhi: New Century Publications.
6. Agnes.F. Chandra.S& Basu, M. (2004), Women and Law in India, New Delhi: Oxford University Press.

ASSESSMENT FOR LEARNING –I

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

OBJECTIVES:

The students should be able

- To use Qualitative and Quantitative data
- To know about the basics of educational testing
- To be able to prepare Achievement tests
- To know about the process of standardized tests
- To specify the uses of tools of evaluation through Quantitative techniques

COURSE CONTENT

UNIT 1: TECHNOLOGICAL BASED QUANTITATIVE AND QUALITATIVE ANALYSIS OF LEARNING OUTCOMES

Quantitative and Qualitative- Meaning and difference- Data-Tabulation – Measures of Central Tendency – Measures of Dispersion – Normal Distribution – Correlation and their interpretation- Graphical representation of data-Exploration of software for assessment of CCE– Managing students Data in computer – inferences, Diagnosis, feedback and remedial learning alternatives – e-portfolio assessment – evaluation Rubrics

UNIT 2: BASICS OF EDUCATIONAL TESTING, MEASUREMENT, ASSESSMENT AND EVALUATION

Meaning of Testing, Measurement, Concept of Assessment and Evaluation in Education – Steps of evaluation process – Characteristics of the evaluation - comprehensive and continuous – Formative and summative evaluation – Norm reference & criterion reference tests – Uses of evaluation

UNIT 3: TEACHER MADE ACHIEVEMENT TESTS

Essay and Objective type tests – Improving essay type questions – Different types of objective tests, their characteristics, advantages and disadvantages. – Relating test items and specific behavioural objectives – Characteristics of a good test.

UNIT 4: STANDARDIZED TESTS

Concept and characteristics of standardized test – advantage and disadvantage using standardized tests and teacher made tests – standardized tests for measuring intelligent, attitude, aptitudes, interest, values, personality, and achievement.

UNIT 5: MAJOR TOOLS OF EVALUATION AND THEIR USES (QUANTITATIVE TECHNIQUES)

Paper pencil tests, Oral tests, and Performance tests – Achievement tests : standardized and teacher made tests – Diagnostic tests –

Mode of Transaction:

Lecture-cum-discussion, Seminar, Team Teaching, Practical work

Practicum: Task and Assignment

1. Preparation, administration and interpretation of results of tests and different evaluation techniques
2. Determine the relation between the Measurement, Assessment and
3. Framing Different types of questions

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

REFERENCES

1. Assessment for Learning and Teaching in Primary Schools By Mary Briggs, Angela Woodfield, Peter Swatton
2. Ashford, S. J. (1986). Feedback-seeking in individual adaptation: A resource perspective. *Academy of Management Journal*, 29, 465–487.
3. Ashford, S.J., Blatt, R., & Vande Walle, D. (2003). Reflections on the looking glass: A review of research on feedback-seeking behavior in organizations. *Journal of Management*, 29, 773–799.
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PEDAGOGY OF ENGLISH-I (1/4)

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

School education and teacher-education share a symbiotic relationship. In order to have qualitative improvement in education, both teacher-education and school education need to simultaneously reinforce each other. A need to review and redesign the two-year B.Ed., Syllabus semester-wise was felt as the New Education Policy expects the teacher to look at school education in a holistic manner. It advocates learner-centered learning rather than teacher-centered teaching. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and text books effectively along with teaching–learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. This course is visualized as a range of language based activities, which will aid in strengthening the ability to ‘listen’, ‘read’, ‘discuss and communicate’ as well as to ‘write’ in the language of instruction.

Objectives:

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

- Understand the aims & objectives of teaching English.
- Get familiarized with the various aspects of the B.Ed programme with special reference to the nature of the language skills to be developed and evaluation.
- Get familiarized with the IT sources/packages that are helpful in teaching English.
- Develop proficiency in the four language skills: listening, speaking, reading, and writing.
- Develop skills for effective teaching- micro teaching.
- Enhance knowledge of grammar, vocabulary, and sentence structures.
- Use the English language correctly and appropriately in various contexts, demonstrating a solid understanding of language rules and structures.
- Think critically, analyze texts, and express their opinions.
- Evaluate and interpret information in English, engage in thoughtful discussions, and express their viewpoints with clarity and coherence.
- Equip with effective strategies and techniques for language learning and self-improvement.
- Read English with comprehension, communicate easily with the people around the world.
- Communicate effectively and appropriately in real life situation.
- Make learning real, practical and fun for children.
- Develop their vocabulary by introducing them to new words and phrases.
- Understand that lexis enables students to use a wider range of words and express themselves more accurately and effectively reading comprehension and writing skills.

CONTENT OUTLINE

Unit 1: Aims and Objectives of Teaching English

Aims of teaching English at the primary, Secondary and higher secondary level – Functions of language - Principles (General, Linguistic and Psychological) of English Language Teaching - Objectives of teaching English as a second language – a) skill based (LSRW); b) ICT Language - Difference between learning a mother tongue and a foreign language.

Unit 2: Acquisition of teaching skills

Teaching Skills – meaning and importance – micro teaching as a technique for acquiring teaching skills –relevant teaching skills in teaching of English(skill of stimulus variation, skill of Questioning, skill of explaining, skill of use of Black Board, skill of Reinforcement) –integration of teaching skills –link practice - observation.

Unit 3: Advanced Grammar: I

The noun phrase – MHQ (Modifier, Headword, Qualifier); The verb phrase; Adverb phrase. Tense forms –The Sentence – Types of sentences – subordinate and co-ordinate clauses- Question forms.

Unit 4: Teaching Learning materials (TLM)

Language games – Language lab -Newspaper for teaching English -Blackboard sketches-Use of TV, E-tool: Computers and Internet for teaching English, M-learning: Smart Phones as learning devices, Digital library - Use of information communication technology (ICT) for teaching English- Videoconferencing.

Unit 5: Lexis

Word formation – Major and minor devices – pattern of spelling and spelling rules – phrasal verbs and prepositional phrases.

Mode of transaction:

Introductory lecture, Use of multimedia resources, Library resources, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language games, Power point presentation (PPP) for teaching a grammar topic, Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration and Small group discussions.

Practicum: Task and Assignment

1. Seminar on significance of English language in India.
2. Project on formation of new words.

3. Assignments on learning phrasal verbs.
4. Planning of 10 vocabulary building exercises.
5. Construction of New lexical items and structural items.
6. Textual exercises
7. Practicing Formal and Informal Letter (composition)

Mode of assessment:

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Self-assessment and peer assessment, Evaluation based on documentation, Performance evaluation, Feedback.

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22. Kokila K Pedagogy of English, 2021 Publisher: Shanlax Publications.
23. Makish A Viyas, Teaching of English as Second Language.
24. Manmeet Kaur, English Lesson Plan Publisher: Gully baba Publishing House Pvt Ltd
25. Nanda, General method of teaching.

Books Accompanied by Audio Cassettes

1. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde. Advanced Learners).
2. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Getting In English by John Haycroff (The BBC Intermediate Course).
5. Keep Up Your English by W. Stannard Allen (The BBC Course).
6. Srivastava & Nidhi Srivastava (Franklin International).
7. Sasi kumar v & Dhamija P.V, Spoken English.

WebSites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

PEDAGOGY OF TAMIL (1/4)
SEMESTER –1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

தமிழ் கற்பிக்கும் முறைகள் -1 -பகுதி-1

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர் அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர் கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர் காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர் இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர் தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்

நோக்கங்கள்

மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.

செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல் .

நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.

அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.

பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.

இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல் .

இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.

மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.

கற்பித்தல் கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.

தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: தமிழ்மொழி வரலாறு

மொழியின் தோற்றம்- தமிழின் தொன்மை - உயர்தனிச் செம்மொழி-வரையறை, அறிஞர்களின் கூற்று, வளர்ச்சி, இன்றைய நிலை, காலம் தோறும் பண்பாட்டுச் சிறப்புகள் - தமிழில் சமூக வட்டார வேறுபாடுகள்

அலகு 2: அறிவியல் தமிழ்

அறிவியல் தமிழின் தேவைகள்- அறிவியல் தமிழ் அமைப்பு - கலைச்சொல்லாக்கம்- கடன்வாங்கல்.

அலகு 3: கற்பித்தல் வளங்கள்

நூலகத்தின் நோக்கங்கள் - வகைகள் - பயன்கள் - அகன்ற படிப்பு, நிறைகள், குறைகள் அகராதி, கலைக்களஞ்சியம், நிகண்டுகள், சொல்லடைவு, பொருளடைவு, நூலடைவு, இணையம்.

அலகு 4: கற்பிக்கும் முறைகள்

விரிவுரை கலந்துரையாடல் சொற்பொழிவு கருத்தரங்கம்- குழுவிவாதம்- மாநாடுகள் -ஆய்வரங்கங்கள்

அலகு 5 : இக்கால இலக்கியங்களின் அறிமுகம்

உரைநடை - நாவல் சிறுகதை- புதுக்கவிதை - வரையறை ,வகைகள், இலக்கிய பங்களிப்பு

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல் செய்து கற்றல், ஆய்வரங்கம், பணிமனை செயல்திட்டக் கற்பித்தல், விதிவருமுறை விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு: காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் புத்த வாசிப்பு முகாம் நடத்துதல்,

மதிப்பீடு

வகுப்பத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம். மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
- 4 ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்

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SEMESTER- 1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षकों की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षकों की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षकों के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षकों प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

1. **समाज में भाषा** – भाषा और लिंग; भाषा और सत्ता; भाषा और अस्मिता, भाषा और वर्ग
2. **विद्यालय में भाषा** – घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चे की भाषा); समूचे पाठ्यक्रम में भाषा; ज्ञान सृजन और भाषा; माध्यम भाषा; एक आलोचनात्मक दृष्टि; विषय वेफ रूप में भाषा और सामयिक भाषा में अंतर; विविध भाषिक प्रयुक्तियाँ; बहुभाषिक कक्षा; शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा
3. **संविधान और शिक्षा समितियों के रिपोर्ट में भाषा-भाषाओं की स्थिति (धारा 343-351, 350I); कोठारी कमीशन (64 से 66); राष्ट्रीय शिक्षा नीति – 1986; पी.ओ.ए-1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अध्ययन)**

इकाई 2: हिंदी भाषा की स्थिति और भूमिका

हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

इकाई 3: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

1. **भाषा सीखने सिखाने की विभिन्न दृष्टि** – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।
2. **भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण** – व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्गुणात्मक) संप्रेषणात्मक प्रणाली आदि।

इकाई 4: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

1. **भाषायी व्यवहार के विविध पक्ष** – नियमबद्ध व्यवस्था के रूप में भाषा; भाषायी परिवर्तनशीलता (उच्चारण के संदर्भ में); हिंदी की बोलियाँ! वाक् तथा लेखन।
2. **भाषायी व्यवस्थाएँ** – सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति तथा संरचना; वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वनिम विज्ञान और रूप विज्ञान; (उपयुक्त उदाहरण देकर पढ़ाए जाएँ)

इकाई 5: भाषायी दक्षताएँ!

1. **संदर्भ में भाषा** – संदर्भ में व्याकरण और संदर्भ में शब्द
2. **भाषायी दक्षताएँ** – सुनना, बोलना, पढ़ना और लिखना
 - **सुनना और बोलना** – सुनने का कौशल, बोलने का लहजा- भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
 - **पढ़ना** – पढ़ने के कौशल; पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉर्स, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व
 - **लिखना** – लिखने के चरण; लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

सिखाने का माध्यम

- व्याख्यान
- सामूहिक चर्चा
- निदर्शन एवं सामग्री विश्लेषण
- विचारगोष्ठी
- विभिन्न साहित्यकारा, लेखका. एवं कविया. के विषय म. चर्चाएँ
- पुस्तकालय संसाधना. का उपयोग
- भाषा प्रयोगशाला
- वीडियो क्लिप्स का प्रयोग
- दृश्य-श्रव्य पाठा. के माध्यम से सूक्ष्म शिक्षण
- व्याकरण प्रकरणा. के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण
- पाठ योजना प्रस्तुतीकरण
- अर्न्तसक्रिय सत्र
- प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण
- शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

- Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
- विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी
- मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ
- मुहावरे, लोकोक्तिया. का प्रयोग करते हुए कहानी, लेख आदि लिखवाना
- विषयवस्तु आधारित अभ्यास

- सूक्ष्म एवं व्यापक पाठ योजनाएं, बनाना
- पावर प्वाइंट प्रस्तुतीकरण
- दृश्य-श्रव्य सामग्री का निर्माण
- ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण
- विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना
- परीक्षण आंकड़ा. का प्रस्तुतीकरण
- पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

- सामूहिक चर्चा का विश्लेषण
- स्व मूल्यांकन तथा निकट समूह मूल्यांकन
- उपलब्धि मूल्यांकन
- अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन
- प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ- स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, मात्रभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

PEDAGOGY OF MALAYALAM I – 1/4

SEMESTER 1 – THEORY: CURRICULUM AND PEDAGOGIC STUDIES – CREDIT - 4

കോഴ്സിന്റെ സാരാംശം

പഠനപ്രക്രിയയിൽ മാതൃഭാഷ വഹിക്കുന്ന പങ്ക് വളരെയധികം പ്രാധാന്യമർഹിക്കുന്ന ഒന്നാണ്. ഓരോ അധ്യാപക വിദ്യാർത്ഥികളും വിദ്യാഭ്യാസത്തിൽ മാതൃഭാഷ എത്രത്തോളം സ്വാധീനം ചെലുത്തുന്നുവെന്ന് അറിഞ്ഞിരിക്കണം. മലയാള ഭാഷയുടെ വളർച്ച, സവിശേഷതകൾ, എന്നിവയൊക്കെ ഈ കോഴ്സിലൂടെ ആർജ്ജിച്ചെടുക്കാൻ കഴിയുന്നു. ആശയോപാധി, പ്രതിഫലനാത്മകചിന്ത എന്നിവയുടെ മാധ്യമം ഭാഷതന്നെയാണ്. മലയാള ഭാഷയുടെ വികസനഘട്ടങ്ങൾ പഠിക്കുക എന്നതും ഈ കോഴ്സിന്റെ ഭാഗമാണ്. മലയാള സാഹിത്യത്തിന്റെ വളർച്ച, ഭാഷാനൈപുണി വികസനം, ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ ഉപയോഗം എന്നിവയുടെ അവബോധം ഈ കോഴ്സിലൂടെ ലഭ്യമാവുന്നു. ഭാഷയിലെ പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങൾക്കും ഭാഷാധ്യാപനം പ്രാധാന്യം നൽകുന്നു.

ഉദ്ദേശ്യങ്ങൾ

- മലയാളബോധനത്തിന്റെ ലക്ഷ്യവും ഉദ്ദേശ്യങ്ങളും മനസ്സിലാക്കുവാൻ
- ബോധനോദ്ദേശ്യങ്ങളും അവയുടെ സ്പഷ്ടീകരണങ്ങളും മനസ്സിലാക്കുവാൻ
- സൂക്ഷ്മബോധനോദ്ദേശ്യങ്ങളും അവയുടെ സ്പഷ്ടീകരണങ്ങളെയും മനസ്സിലാക്കുവാൻ
- സൂക്ഷ്മബോധനത്തിന്റെ പ്രസക്തി മനസ്സിലാക്കാൻ
- പാഠ്യപദ്ധതി രൂപീകരണ തത്വങ്ങൾ മനസ്സിലാക്കുവാൻ
- ഭാഷാബോധനത്തിന്റെ വിവിധ രീതികൾ മനസ്സിലാക്കുവാൻ
- ഭാഷാബോധനത്തിന്റെ പ്രാധാന്യം മനസ്സിലാക്കുവാൻ
- മലയാളബോധനത്തിലെ മാനസിക പ്രക്രിയാ നൈപുണികൾ പരിചിതമാക്കുവാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1: മലയാള അധ്യാപനത്തിലെ ലക്ഷ്യങ്ങളും ഉദ്ദേശ്യങ്ങളും

- വിവിധ ഘട്ടങ്ങളിലെ മലയാള അധ്യാപനത്തിന്റെ ലക്ഷ്യങ്ങളും ഉദ്ദേശ്യങ്ങളും (പ്രൈമറി /സെക്കന്ററി /ഹയർ സെക്കന്ററി)
- സമൂഹത്തിൽ ഭാഷയുടെ ധർമ്മങ്ങൾ
- ഭാഷയും സംസ്കാരവുമായുള്ള ബന്ധം
- ഭാഷാധ്യാപനത്തിന്റെ പൊതു തത്വങ്ങൾ

യൂണിറ്റ് 2 : ഉദ്ദേശ്യാധിഷ്ഠിത ബോധനം

- ഉദ്ദേശ്യാധിഷ്ഠിത ബോധനം – ആശയം
- ഭാഷാ പഠനത്തിന്റെ ബോധനോദ്ദേശ്യങ്ങൾ
- ബ്ലൂമിന്റെ വർഗ്ഗീകരണവും നവീകരിച്ച വർഗ്ഗീകരണവും

- ഉദ്ദേശ്യങ്ങളും സ്പഷ്ടീകരണവും
- എൻ സി ഇ ആർ ടി രൂപപ്പെടുത്തിയ ഭാഷാപഠനോദ്ദേശ്യങ്ങൾ
- മലയാള അധ്യാപനത്തിലെ മാനസിക പ്രക്രിയാ നൈപുണികൾ

യൂണിറ്റ് 3 : അധ്യാപന നൈപുണികളുടെ ആർജ്ജവം

- അധ്യാപന നൈപുണികളുടെ ആർജ്ജവം
- ഭാഷാ അധ്യാപന പ്രമാണങ്ങൾ
- ഭാഷാ അധ്യാപനത്തിലെ അനുക്രമീകരണ തത്വങ്ങൾ
- അധ്യാപന നൈപുണികൾ കാതലായ നൈപുണികളും അവയുടെ ഉപനൈപുണികളും
- സൂക്ഷ്മ ബോധനം - അർത്ഥവും നിർവചനവും
- സൂക്ഷ്മ ബോധന ഘട്ടങ്ങൾ
- അധ്യാപനനൈപുണികളുടെ ഏകീകരണം
- ലിങ്ക് പ്രാക്ടീസ്, മാക്രോ ടീച്ചിംഗ്
- സൂക്ഷ്മ അധ്യാപനത്തിന്റെ മേന്മകളും പരിമിതികളും

യൂണിറ്റ് 4: മലയാള പാഠ്യപദ്ധതി വികസനം

- പാഠ്യപദ്ധതി - അർത്ഥവും നിർവചനവും
- പാഠ്യപദ്ധതി രൂപീകരണ തത്വങ്ങൾ
- പാഠ്യപദ്ധതി രൂപീകരണത്തിലെ ആധുനിക പ്രവണതകൾ
- ഭാഷാ പഠനത്തിലെ പൊതുവായ സമീപനങ്ങൾ ദേശീയ പാഠ്യപദ്ധതി ചട്ടക്കൂട്, കേരള പാഠ്യപദ്ധതി ചട്ടക്കൂട്, ദേശീയ വിദ്യാഭ്യാസ നയം (NCF, KCF, NEP)

യൂണിറ്റ് 5 : മലയാള അധ്യാപന രീതികൾ

- അർത്ഥവും ഘടനയും
- വ്യത്യസ്ത അധ്യാപന രീതികൾ
- പ്രഭാഷണ രീതി - ചർച്ചാ രീതി- പദ്ധതി നിർദ്ധാരണ രീതി - പ്രശ്ന പരിഹാരണരീതി - അസൈൻമെന്റ് - ആഗമന നിഗമന രീതികൾ
- വ്യത്യസ്ത പഠന രീതികളുടെ മേന്മകളും പരിമിതികളും
- വ്യത്യസ്ത പഠന രീതികളിലെ അധ്യാപകന്റെ പങ്ക്

വ്യവഹാര രീതികൾ

ചർച്ച, പ്രസംഗരീതി, അപഗ്രഥന രീതി, വിവരണം, വ്യാകരണപഠനം, സെമിനാർ, ഉപാഖ്യാനരീതി, വിവരസാങ്കേതികവിദ്യ, ഫ്ലാഷ് കാർഡ്, വിവർത്തനം, ഭാഷാപരീക്ഷണശാല

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- ദേശീയ വിദ്യാഭ്യാസ നയത്തിൽ അധ്യാപകവിദ്യാഭ്യാസത്തെ സംബന്ധിച്ച ശുപാർശകൾ ക്രോഡീകരിക്കുക
- സെമിനാർ: കേരള പാഠ്യപദ്ധതി ചട്ടക്കൂട്, ദേശീയ പാഠ്യപദ്ധതി ചട്ടക്കൂട്

- സൂക്ഷ്മബോധന പാഠാസൂത്രണം തയ്യാറാക്കൽ
- വിദ്യാഭ്യാസ ഉദ്ദേശ്യങ്ങളും അതിന്റെ സ്പഷ്ടീകരണങ്ങളും ക്രോഡീകരിക്കുക

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമായുമാ
16. Brooks, N (1964) Language and Language Learning: Theory and practice, Hark court, Brace Jovanovich, Newyork.
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18. വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
19. എൻ.സി.ഇ.ആർ.ടി (2005) നാഷണൽ കരിക്കുലം ഫ്രെയിം വർക്ക്, ന്യൂഡൽഹി: എൻ. സി.ഇ.ആർ.ടി
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PEDAGOGY OF MATHEMATICS (1/4)

SEMESTER –1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

OBJECTIVES:

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

- Appreciate the nature, structure, scope of Mathematics and its relation with other disciplines.
- Identifies the aims, goals and Objectives of Learning Mathematics
- Acquires the knowledge of skills and competencies in teaching Mathematics
- Develops in preparing lesson plans for school Mathematics
- Specifies the tools and techniques of Evaluation in Mathematics

COURSE CONTENT

Unit 1: Nature and Significance of Mathematics

Meaning and Characteristics of Mathematics – Nature of Mathematics: Precision, Logical Structure, Abstractness, Symbolism– Need and Significance of Learning Mathematics. Scope of Mathematics- Mathematics in day today activities in our life, various fields, disciplines and subjects.

Unit 2: Aims, Goals and Objectives of Learning Mathematics

Aims: Practical, Disciplinary, Cultural, Vocational, Social and Aesthetic - Taxonomy of Educational objectives: cognitive, affective and psychomotor domains for teaching Mathematics - Revised Bloom's Taxonomy of Educational objectives with specifications - General Instructional objectives: Knowledge, Understanding, Application, Skill, Interests, Attitude, Appreciation and Personality traits - Writing General Instructional objectives, specific learning outcomes and teaching points of various content areas in Mathematics.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in mathematics in terms of teaching skills – relevant teaching skill in teaching of mathematics –core teaching skills, meaning, components, observation procedure, writing lesson plan for the following core teaching skills– Writing instructional objectives–Introducing a lesson, Fluency in Questioning , Probing Questioning, Explaining, Illustrating with Examples, Stimulus Variation,

Reinforcement, Using Blackboard and Closure – micro teaching as a technique for acquiring teaching skills - Integration of Teaching Skills – Meaning, Need and Strategies – Vicarious integration and summation.

Unit 4: Lesson plan preparation

Lesson planning– Meaning, Purpose, Components and Characteristics-types-needs-aspects of a good lesson plan –different models/approaches for writing lesson plan – Unit Plan, Year Plan.

Unit5: Tools and Techniques of Evaluation in Mathematics

Test, Measurement, Assessment and Evaluation - Meaning – General Purpose - Construction and Use of Diagnostic test in Mathematics: Stages, Preparation of Diagnostic Chart (Error Analysis)- Achievement test – Uses and Construction – Item Analysis - Statistics–Central Measures, Measures of Deviation and Graphical Representation

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Writing specific objectives and teaching point of content areas in Mathematics of Algebra.
3. Prepare a lesson plan for any topic in Mathematics

Learning Activities:

Learning the Content and practicing them appropriately: Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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32. Wadhwa, S. (2008). Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. <http://enhancinged.wgbh.org/research/eeeeee.html>
4. www.classle.net
5. www.ddceutkal.ac.in
6. www.famous-mathematicians.org
7. www.thesecondprinciple.com
8. www.nctm.org
9. www.arvindguptatoys.com
10. www.fpmipa.api.edu
11. www.ricum.edu.rs
12. www.teachingchannel.org
13. www.classroom-aid.com
14. www.ndlrn.edu.au
15. www.bbc.co.uk/learning/subjects/maths.shtml
16. www.primaryresources.co.uk/maths/maths.htm
17. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE (1/4)

SEMESTER –1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES CREDIT-4

Essence of the course:

Physical Science is a general science, after having learning this Course, student teachers understand the epistemological and pedagogical bases of physical science subject. They Pedagogy is integration of knowledge about *the learner*, *the subject* and *the societal context*. This course comprises of - the nature of the physical science subject, the aims and pedagogical approaches for the teaching of physical science at different stages of school; and deeper theoretical understanding of children in diverse social contexts.

The student-teachers will revisit basic concepts of physics and chemistry which was given in upper primary and secondary school books. The student-teachers will work with such theoretical studies as well as on the field with school children from different backgrounds, They will be capable to critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Objectives:

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

- acquire knowledge of nature, values and modern approaches in physical science teaching.
- understand learning objectives and the classification of learning objectives.
- acquire knowledge on the revised version of Bloom's taxonomy by Anderson and Krathwohl
- acquire hands-on experience in the concept of micro-teaching and the core teaching skills.
- acquire basic competencies on various approaches of writing lesson plan.

COURSE CONTENT

Unit 1: Nature of physical science : Meaning, scope and nature of physical science- – Science as a process of enquiry and a process of constructing knowledge – Science as a dynamic and expanding body of knowledge – Correlation of Physical science with other subjects – values of teaching physical science: individual and social.

Unit 2: Aims of learning physical science

Difference between aims and objectives - Objectives of teaching physical science at various levels –Bloom's taxonomy of instructional objectives: Cognitive, affective and Psychomotor domains- Revision of Bloom's taxonomy by Anderson and Krathwohl – writing the instructional objectives – Constructivist approach in teaching physical science .

Unit 3: Micro-teaching:

Microteaching: Concept and Definition – Phases of micro-teaching – micro-teaching cycle – merits and limitations of micro-teaching – micro-lesson plan- observation and feed-back procedure: coding proforma and video graph- link practice- comparison of micro,link and macro teaching.

Unit 4: Core teaching skills:

Microteaching: Concept, Definition, Phases, Cycle -Core teaching skills: Skill of Set induction, Skill of Explaining, Skill of Stimulus variation, , Skill of Probing questioning, Skill of Reinforcement , Skill of Black Board writing and Skill of Closure.

Unit 5 : Instructional planning

Lesson plan – meaning and Need – various models/approaches of writing lesson plan : Herbartian model: rubrics of writing Herbartian lesson plan - 5E model (constructivist approach) - Characteristics of a good lesson plan – Unit plan: Definition- salient features of unit plan – steps involved – preparing an unit plan- merits and limitations.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. “Science as a dynamic and expanding body of knowledge” prove this statement with any one of the concept in physical science from school science books.(discussion)
3. Collect information from the internet about any 2 great scientist’s contributions to society (present it in slideshow form).
4. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
5. Compare the learning objective of physical science subject for upper primary, secondary with respect to other country through internet (Data collection).

Mode of Assessment:

Written test, Task and assignment, Laboratory work

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6. NCERT. (2006), *Elementary level syllabus vol-I*. New Delhi. ISBN 81-7450-593-8
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Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>
6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
14. <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE (1/4)

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course is intended to enhance the ability and skill of the student teacher in understanding the importance of science and its relevance to the existence of life in this earth and to teach the same with different techniques and approaches to the students of science learner. Further it enhances the competencies in developing the curriculum for science teaching at school levels. The development of the society is directly linked with the quality of science education and science educators.

Objectives:

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

- acquire a favourable scientific temper towards science teaching and values
- understand the nature of science and aims and objectives of teaching Biological Science.
- understand the biological science and its different approach to curriculum.
- understand the microteaching skills.
- understand the criteria in selecting a content and its organisation in a good science textbook.
- understand the basic concepts in science for science teaching.
- develop skill in critical content and pedagogical analysis of text books.

CONTENT OUTLINE

Unit 1: Nature of Science

- A. Historical background of science – origin its Meaning, Scope, Nature - Science as a dynamic and expanding body of knowledge-Science as an interdisciplinary approach-correlation of science subjects.
- B. Science as a process of enquiry and a process of constructing knowledge.
- C. Science to the society-Value development- Intellectual, Utilitarian, aesthetic, disciplinary, training in scientific attitude, vocational.

Unit 2: Aims and objectives of teaching Biological Science

- A. Aims of learning Biological Science Objectives of teaching at Secondary school level-
- B. Difference between Instructional Objectives and Learning Objectives – Learning objectives- General objectives-Specific objectives based on revised Bloom's taxonomy.
- C. Mastering on Collaborative vs Constructivist Perspectives in planning the lesson plan.

Unit 3: Curriculum in Biological Science

- A. Meaning –Curriculum Framework – Curriculum and Syllabus – Principles of curriculum construction – Approaches to curriculum

development- content organisation.

- B. Recommendations of National curriculum frame work 2021 on science curriculum. Birrds eye view of analysis of Biological science syllabi and textbooks of NCERT.

Democratising Science Learning: Critical Pedagogy and role of the teachers.

Unit 4: Teaching skills

Teaching Skills – Microteaching skills meaning and simulated training techniques, analytical approach to understand teaching learning process in biological science in terms of teaching skills – relevant teaching skills in teaching of biological science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Skill of Introduction – Skill of Explaining – Skill of probing questioning – Skill of demonstration - Skill of reinforcement -Skill of Stimulus Variation. Skill of black board – micro teaching as a technique for acquiring teaching skills – Link lesson practice

Unit 5 : Content and pedagogical analysis

Analyze the content in science books for standard VI to IX from lesson plan point of view and Concretization of concepts – pedagogical analysis of selected concepts for learning.

Modes of transaction:

Lecture method, Group Discussion Method, Collaborative groups, Simulative Practices, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students, Demonstration of scientific experiments.

Mode of Assessment for internal marks (Any Four):

- Observation of two subject related lessons of Senior school teachers (One per teaching subject) in actual classroom by direct observation with Prior permission of concerned teacher.
- Study and observation of how science is taught in various schools and prepare a report on teaching aids availability and show how it can be improvised further.
- Assignment: Report preparation on analysis of last three implementation insisted through National Curriculum Frame work.
- Assignment on science Teaching and curriculum planning & development.
- 5 different core teaching skill lesson plan writeups.
- Constructing the tool for pedagogical analysis - submission of Tool.

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17. [NCF-School-Education-Pre-Draft.pdf](https://ncert.nic.in/pdf/NCF-School-Education-Pre-Draft.pdf)
18. <https://openstax.org/books/biology-2e>
19. <https://ncert.nic.in/textbook.php?>
20. [Training Manual.pdf \(gctedharamshala.ac.in\)](https://gctedharamshala.ac.in)

PEDAGOGY OF SOCIAL SCIENCE (1/4)

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course sensitizes the learners to the relevance of social science in the current context. It makes them familiar with the techniques and approaches of teaching social science. This course acquaints with the preparation and administration of learning resources in a meaningful way. It develops the competency in making use of appropriate assessment systems to appraise the learning outcomes. It also sensitizes the learners about the various social issues and moulds them to face the same in a plausible way.

Objectives

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

- Understand the Aims and Objectives of Teaching Social Science.
- Understanding on the process of teaching and learning Social Science
- Handle social issues and concerns in a responsible manner.
- Gain mastery of the Teaching skills through micro teaching.
- Write the objectives for each topic in social science.
- Equip themselves to write the lesson plan.
- Handle the pupils according to their needs in class room environment.
- Know various approaches in Teaching Social Science.
- Apply various methods in Teaching Social Science.
- Use various instructional media in Teaching Social Science.

CONTENT OUTLINE

Unit 1: Nature and Scope of Social Science

Meaning, Scope, Content and Concept of Social Science – Features of Social Science – Classification of Social Science - Difference between Social Science and Social Studies – Social Science relationship between History, Geography, Civics and Economics – Need and importance of Social Science in Modern age.

Unit 2: Aims and Objectives of Teaching Social Science

General and Specific aim of Teaching Social Science at secondary level – Relationship between the objectives of teaching Social Science with special reference to the objectives of Secondary education commission - anticipated outcomes of the Teaching of Social Science – The values inherent in Social Science: aesthetic, moral, utilitarian, intellectual and vocational – Values of National Integration and International Understanding.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in social science in terms of teaching skills – relevant teaching skills in teaching of social science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – skills of explaining, questioning, stimulus variation, using black board, and closure– micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Design of Lesson Plan

Need and importance of lesson plan – steps in lesson plan – Stating of instructional objectives- offering appropriate learning experiences to achieve the formulated objectives, – different models/approaches for writing lesson plan – preparation of unit plan

Unit 5: Methods and approaches for Teaching Social Science

Approaches: learner centered approach and activity centered approach, group learning, and problem solving – Methods: observation method, project method, field trip, dramatization, discussion, assignment, lecture method, and Team teaching.

Mode of Transaction

Lecture cum discussion, Dramatization, Field visit, Debate, Panel Discussion.

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Preparation of a practical records on the basis of the observation of school practice undergone during the first week of internship
3. A detailed report may be prepared after visiting the various institutions which are practicing innovative approach in transaction modalities
4. Organizing field trip to any one of the place of historical importance.
5. Analyze the controversial issues of the world through their critical thinking..

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

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SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4 PEDAGOGY OF COMPUTER SCIENCE (1/4)

ESSENCE OF THE COURSE:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

OBJECTIVES:

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

- enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels.
- help the students teachers in acquiring skills relating to planning lessons and presenting them effectively.
- familiarise the student teachers with the various methods of Teaching Computer Science.
- understand the Computer Science curriculum and various approaches.
- make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- enable the student teachers acquire knowledge on Computer Evaluation.

CONTENT OUTLINE

Unit 1: Introduction to Computers

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

Unit 2: Aims of Teaching Computer Science

Introduction – Aim and Objectives of Teaching Computer Science – based on Bloom's Taxonomy of Educational objectives – Computer Science Teaching at different levels: Primary, Secondary and Higher Secondary levels.

Unit 3: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in computer science in terms of teaching skills – relevant teaching skills in teaching of computer science – core teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills – Set induction - Skill of explaining, stimulus variation, reinforcement, Questioning,

Blackboard writing, Skill of Demonstration - Skill of Closure – micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice

Unit 4: Lesson, Unit and Year Planning

Lesson Planning: Importance of lesson plans, writing instructional objectives and planning for specific behavioral changes. – Different models/approaches for writing lesson plan – Unit Planning: Preparation and use of unit plan, Year planning

Unit 5: Methods of Teaching in Computer Science

Lecture- Lecture – cum – demonstration - Demonstration – Problem Solving – Project Method – Scientific Method – Analytic and Synthetic Methods, Inductive-deductive approaches of teaching computer science; Individualized instruction-Concept - Self learning - programmed learning - computer- assisted learning (CAI) - Computer Managed Learning

MODE OF TRANSACTION

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: Task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare digital lesson plan
3. Conduct Online Quizzes or E- Quizzes
4. Prepare E-Content (any two topics)
5. Develop a CAI Package (Using Visual Basic Programming)
6. Prepare any two E-assignments
7. Prepare Program Learning Material Mode of Assessment Written tests, task and assignments.

References:

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2. Aruna .A (2014). Micro-Teaching. Chennai: UMi Media Integrators.
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 9. Mohanty Jagannath (2010). Educational Technology, New Delhi: Deep & Deep publication.
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 13. Packiam.S.,(1986), Curriculum Innovations and Educational Technology, Delhi: Doaba House.
 14. Rajasekar S (2010). Methodology of Teaching Computer Science. Hyderabad: Neelkal Publication.
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SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4 PEDAGOGY OF COMMERCE (1/4)

Essence of the course:

In the 21st century, the world is becoming more and more dependent and the concept of globalvillage has made the people to look for commodities from global market. The knowledge society withICT and scientific development is expecting different types of knowledge and skills from the teachers and learners in the field of Commerce and Accountancy This course has designed to enable the student teacher to develop a positive attitude towards the teaching and learning of Commerce and Accountancywith the knowledge on the curriculum.

Objectives:

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

- acquire knowledge of the terms and concepts used in Commerce and Accountancy
- understand principles of commerce education;
- understand the aims and objectives of teaching and learning
- apply the knowledge in teaching higher secondary Commerce and Accountancy;
- develop teaching skills in preparing commerce and Accountancy micro lesson plans
- develop interests in learning recent approaches and developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT

Unit 1: Commerce

Business- Industry and Commerce –meaning- definition-classification- trade, transport, warehouse, banking, insurance, and advertisement - comparison of commerce with other subjects - share market –consumerism - e commerce.

Unit 2: Commerce Education

Commerce Education – historical development– present status in secondary and higher education-teaching basic skills-general commerce education –specific job training for business- teaching of Book keeping and Accountancy – integration of Commerce with other subjects– Consumer Education.

Unit 3: Aims and Objectives

Aims , Objectives and Values of learning Commerce and Accountancy-Objective based instruction (OBI)-Bloom’ s Taxonomy –cognitive, affective, and psycho motor domains-Specification – meaning - principles – Importance in Teaching and Learning and evaluation– effective teaching.

Unit 4: Teaching skills

Teaching Skills – meaning, analytical approach to understand teaching learning process in commerce in terms of teaching skills – relevant teaching skills in teaching of commerce – core

teaching skills, meaning, components, observation procedure, writing lesson plan, for the following core teaching skills micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice.

Unit 5: Approaches in learning Commerce

5E learning model – Collaborative learning approach – Problem solving approach – Concept mapping – Experiential learning – Cognitive conflict – Inquiry approach – Analogy strategy

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,- Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion- assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI – e-learning and other self- learning methods

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills Skill of Stimulus Variation, Skill of Probing Questioning & Skill of Explanation and maintain the record for Commerce and Accountancy.(Compulsory)
2. Collection of business documents, newspaper and magazines articles (cuttings), business forms etc. for classroom discussion and maintaining a record.
3. Prepare a reflective report based on your search in the internet regarding e commerce development and sharing with your peer group.
4. Construct a new Commerce curriculum for school level to enrich the present higher secondary education and report it in the class for peer reflection.
5. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

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2. Muthumanickam, R (2004) Educational objectives for Effective planning and Teaching, Chidambaram Cyber land Publisher.
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SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4 PEDAGOGY OF ENGLISH - II (1/4)

Essence of the course:

This paper aims to equip the students with English knowledge for communication and Literature for appreciation. It develops the skill of communication in order to help children at various school levels towards effective communication. It helps to prepare and use the various teaching aids in learning of English. They should be familiar with the methods and techniques in the teaching and learning of English.

Objectives:

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

- ☐ Develop English Language teaching competency.
- ☐ Understand and appreciate the importance of English.
- ☐ Have a critical study of learning English as a second language in the multilingual Indian Society.
- ☐ Understand the role of English in India and to improve English Language attainment.
- ☐ Write lesson plans to teach prose and poem.
- ☐ Prepare and use appropriate teaching aids to make teaching more effective.
- ☐ Develop the various micro skills to teach English language.
- ☐ Read English with comprehension.
- ☐ Motivated by creating awareness about the importance of English language in different aspects of life.
- ☐ Make learning real, practical and fun for children
- ☐ Support specific learning objectives, to help students improve or reinforce special skills and sometimes to make learning fun.
- ☐ Significantly increase learners' achievement by supporting learning.
- ☐ Make teaching learning process more scientific, effective, and impressive through (i) content analysis (ii) objective formulation (iii) selection of the teaching method and material
- ☐ Select appropriate objectives and strategies in instructional situations (macro teaching) to access the appropriate teaching to transact a content

CONTENT OUTLINE

Unit 1: Nature, Scope and Position of English Language

Meaning, Nature, Need and significance of English Language – English as First Language, Second Language and Foreign Language- History and Position of English Language in India- English as a Link Language, Library Language, Window on the west, Asset language, English for Global purpose.

Unit 2: Teaching skills

Relevant teaching skills in teaching of English as second language – meaning, components, observation procedure, writing lesson plan, for the following core teaching skills- skill of

stimulus variation, probing questions, using black board, reinforcement and explaining-- using micro teaching as a technique for acquiring teaching skills – integration of teaching skill – strategies – link practice – observation.

Unit 3: TLM for English language teaching

Concept and use of A.V. aids in the teaching of English- Black board and white board, flannel board, bulletin board, flash cards, posters and flip charts, video clips, pictures, photos, puppets, postcards and advertisements, newspapers, brochures, Realia, Over Head Projector (OHP), Radio, Podcasts, T.V., Computers, Power point presentation, Mobile, Open E-sources, Language laboratory and language games.

Unit 4: Lesson Plan format- Prose

Planning of the lesson –Need, Features and Advantages of lesson plan – Planning a Prose Lesson (Herbartian steps) - Aims and objectives of teaching Prose - Identifying and listing language material to be taught (New lexical items and structures) – Principles involved in selection and gradation of vocabulary.

Unit 5: Lesson plan format-Poem

Concept, aims and objectives of teaching poetry in second language – Poetic devices- Difference between prose and poetry teaching- Steps of preparing a lesson plan on poetry.

Mode of Transaction:

Use of PPT, Introductory lecture, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Micro-teaching through video lessons, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities.

Practicum: Task and assignment

1. Practice minimum 3 Micro-teaching skills and maintain the record.(Compulsory)
2. Seminar on foundation and significance of English language teaching.
3. Preparation of prose lesson plan.
4. Preparation of poetry lesson plan.
5. Oral Communication tasks.
6. Language Lab activities.
7. Language games on grammatical structure.
8. Preparation of audio visual aids. (Charts, Flash cards, Matching boards, Models)
9. Listening to radio news and responding to questions.

Mode of Assessment:

Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts– Use of Check

list to monitor, rate performance in each skill—Monitoring performance of communicative tasks.

References:

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8. Dinnakar(2021), Pedagogy Of English Publisher: Neelkamal Publisher
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18. Sivarajan K.(2012), English language education: methodology of teaching and pedagogic analysis Calicut university press.
19. Sivarajan K (2010), Trends and development in modern Educational practices, kerala University press.
20. Venkateswaran S.(2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde

SEMESTER –1-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4
PEDAGOGY OF TAMIL - II (1/4)

தமிழ் கற்பிக்கும் முறைகள்- II

அடிப்படைக் கோட்பாடு:

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலானப் பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்.

நோக்கங்கள்:

தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.

கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.

உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.

அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.

கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.

பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.

கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்த்தல்.

நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.

மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.

கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயன்படுத்த பயிற்றுவித்தல்.

அலகு 1: மொழியின் இயல்புகள்

மொழிப்பாடத்தின் நோக்கங்கள் - தாய்மொழிக் கல்வியின் முக்கியத்துவம் - எண்ணத்தை வெளியிடுங் கருவி - சிந்தனை ஆற்றலை வளர்க்கும் முறை - சமூகப் பண்பாட்டு மரபினை அறியும் கருவி - சூழ்நிலையைப் புரிந்துகொள்ளும் ஆற்றல் - வாழ்க்கை நுகர்வுகளை எடுத்தாளுதல்

அலகு 2: கலைத்திட்டமும் தமிழும்

தேசியக் கல்விக் கொள்கையின் குறிக்கோள்கள், பரிந்துரைகள் - கலைத்திட்டத்தில் தாய்மொழியின் பங்கு - தமிழ் கற்பித்தலின் குறிக்கோள்கள், நோக்கங்கள் - தொடக்க, இடைநிலை, மேல்நிலைப் பள்ளிகளில் பயிற்றுமொழியாகத் தமிழ் - பிற பாடங்களைக் கற்பிக்கும் ஊடகம் - இரண்டாவது மொழியாகத் தாய்மொழியைக் கற்பித்தல்

அலகு 3: நுண்ணிலை கற்பித்தல்

நுண்ணிலை கற்பித்தல் - வரையறை - திறன்கள் - முக்கியத்துவம் - சுழற்சி அமைப்பு - திறன்பயிற்சிகள் - இணைப்புப் பயிற்சிகள், நிறை, குறைகள்.

அலகு 4: பாடத்திட்டம் தயாரித்தல்

பாடத்திட்டம் தயாரித்தலின் தேவை - முக்கியத்துவம் - புளுமின் கற்பித்தல் கோட்பாடுகள் - பாடத்திட்டத்தின் படிநிலைகள் - அணுகுமுறைகள்- அலகுத்திட்டம் - பாடத்திட்டத்திற்கும் பாடக்குறிப்பிற்கும் உள்ள வேறுபாடுகள்.

அலகு 5: பாடங்களைக் கற்பித்தல் நோக்கங்களும் முறைகளும்

செய்யுள்- உரைநடை - இலக்கணம் - துணைப்பாடம் கற்பித்தல் - பொது நோக்கங்கள் - சிறப்பு நோக்கங்கள் - முறைகள் - வேறுபாடுகள் (ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பு வரையில் உள்ள தமிழ்ப் பாடங்களைப் பாடத்திட்டத்தின் அடிப்படையில் கற்பித்தல் பயிற்சிகள்)

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல். மாணவர் கருத்தரங்கம் ஒப்பார்குழு விவாதம், குழுக் கற்பித்தல், செய்துகாட்டல் பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை. விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல் இணையம் வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு சிறப்புச் சொற்பொழிவு காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிற்றுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்.
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

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PEDAGOGY OF HINDI II

SEMESTER- 1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षकों की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षकों की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षकों के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षकों प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: लिपि एवं भाषा

देवनागिरी लिपि की वैज्ञानिकता एवं अन्य भारतीय लिपियों से निकटता — भाषा-विकास में लिपि का महत्व — हिन्दी भाषा का पाठ्यक्रम में स्थान

इकाई 2: नवीनतम शिक्षण पद्धतियां एवं भाषा शिक्षण

किण्डन गार्टन — उद्देश्य, गुण-दोष एवं उपयोगिता — प्रयोजना विधि — दर्शन एवं उपादेयता — डाल्टन पद्धति की उपादेयता — खेल पद्धति की बालकेन्द्रित शिक्षा प्रणाली से निकटता — हिन्दी शिक्षण विधियों में कम्प्यूटर का समावेश

इकाई 3: जनसंचार माध्यम एवं हिन्दी का विकास

समाचार पत्र-पत्रिकाएं एवं शोध-पत्र — इलेक्ट्रॉनिक जनसंचार एवं हिन्दी का विकास — चलचित्र, नाटक एवं कथा शृंखलाएं — हिन्दी भाषा के हिन्दुस्तानी स्वरूप में जनसंचार माध्यमों की भूमिका — हिन्दी भाषा का सामासिक स्वरूप

इकाई 4: भाषा प्रयोगशाला-भाषा शिक्षण का अभिन्न अंग

भाषा प्रयोगशाला की आवश्यकता एवं वर्तमान स्थिति — भाषायी कौशल वृद्धि एवं भाषा प्रयोगशाला का अभिन्नता — भाषा-प्रयोगशाला की सीमाएं — भाषा-प्रयोगशाला में प्रयुक्त किये जाने वाले आवश्यक उपकरण — भाषा-प्रयोगशाला में कम्प्यूटर का महत्व

इकाई 5: निदानात्मक एवं उपचारात्मक शिक्षण

निदानात्मक शिक्षण का अर्थ एवं आधुनिक स्वरूप — निदानात्मक शिक्षण की प्रमुख विधियां — उपचारात्मक शिक्षण की आवश्यकता एवं महत्व — हिन्दी भाषा ज्ञान में पिछड़े छात्रों के लिए उपचारात्मक शिक्षण — हिन्दी भाषा ज्ञान में पाये जाने वाले पिछड़ेपन के कारण एवं निदान

(इकाई-10 में सम्मिलित इकाइयों के माध्यम से छात्राध्यापक/ छात्राध्यापिका से अपेक्षा की जाती है कि वह हिन्दी साहित्यकारों का आधारभूत ज्ञान अवश्य रखें)

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Other practicum activities relevant to the syllabus.

संदर्भ-ग्रंथ

- | | | |
|--|---|---|
| 1. डॉ. विजयराघव रेड्डी | - | हिन्दी शिक्षण अन्य भाषा के संदर्भ में |
| 2. कामता प्रसाद गुरू | - | हिन्दी व्याकरण |
| 3. डॉ. रामचन्द्र वर्मा | - | अच्छी हिन्दी |
| 4. डॉ. नामवर सिंह | - | आधुनिक साहित्य की प्रवृत्तियां |
| 5. डॉ.रामसजन पाण्डेय | - | विविध साहित्यिक वाद |
| 6. डॉ.लक्ष्मीनारायण शर्मा | - | देवनागरी लिपि और वर्तनी |
| 7. डॉ.रघुनाथ सफाया | - | हिन्दी शिक्षण |
| 8. डॉ.रामदेव पी. कथूरिया | - | सूक्ष्म शिक्षण |
| 9. केन्द्रीय हिन्दी संस्थान के प्रकाशन | - | 1. हिन्दी का वैज्ञानिक व्याकरण
2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था
3. हिन्दी शिक्षण विविध आयाम
4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य
5. द्वितीय भाषा शिक्षण में अभिक्रान्त अधिगम की तैक्नालॉजी
6. भाषा शिक्षण तथा भाषा विज्ञान |

PEDAGOGY OF MALAYALAM - II (1/4)
SEMESTER- 1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

കോഴ്സിന്റെ സാരാംശം

മലയാള ബോധനത്തെക്കുറിച്ചുള്ള സ്പഷ്ടമായ അറിവിലേക്ക് എത്തുക എന്നതാണ് ഈ കോഴ്സിന്റെ ഉദ്ദേശ്യവും ലക്ഷ്യവും. ഭാഷാപ്രയോഗ സാധ്യതകളും അവ നേടിയെടുക്കേണ്ട ഉത്തരവാദിത്വവും ഓരോ അധ്യാപക- വിദ്യാർത്ഥികൾക്കുമുണ്ട്. ഭാഷാബോധന മാതൃകകളും പാഠാവതരണരീതികളും അവഗാഹമുണ്ടാക്കിയെടുക്കാനും വളരെയധികം പ്രാധാന്യം നൽകേണ്ടതുണ്ട്. പാഠപുസ്തകത്തിലുള്ള വിഷയപ്രാവീണ്യവും പഠനപ്രക്രിയയ്ക്ക് യോജ്യമായ ആധുനിക സംവിധാനങ്ങളുമെല്ലാം അറിഞ്ഞിരിക്കേണ്ടതാണ്. പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങളുടെ പ്രസക്തിയും മനസ്സിലാക്കിയെടുക്കാൻ ഈ കോഴ്സ് സഹായിക്കുന്നു.

കുട്ടികളിലെ വിമർശനാത്മക ചിന്തയും സർഗ്ഗാത്മകതയും ഓരോ അധ്യാപകനും കണ്ടെത്താനും വളർത്തിയെടുക്കാനും കഴിഞ്ഞിരിക്കണം. പഠന മേഖലയിലെ പ്രശ്ന പരിഹരണവും ഗവേഷണവുമെല്ലാം അത്യധികം പ്രസക്തമായത് തന്നെ. അതുപോലെ ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ സ്വാധീനത്തെക്കുറിച്ച് അറിയാനും അത് ഉപയോഗിക്കാനും ഓരോ അധ്യാപകവിദ്യാർത്ഥികളും അറിഞ്ഞിരിക്കണം.

ഈ കോഴ്സ് വിരൽ ചൂണ്ടുന്നത് ഇത്തരത്തിലുള്ള ബോധനശാസ്ത്രത്തിന്റെ വ്യത്യസ്തമായ മേഖലകളിലെ പ്രാവീണ്യമാണ്.

ഉദ്ദേശ്യങ്ങൾ

- ഭാഷാനൈപുണികളെക്കുറിച്ചുള്ള അറിവ് നേടാൻ
- ഭാഷാപഠനത്തിൽ ഭാഷാ നൈപുണികളുടെ പ്രാധാന്യം കണ്ടെത്തുവാൻ
- മാതൃഭാഷയുടെ പ്രാധാന്യം തിരിച്ചറിയാൻ
- മൂല്യാർജ്ജനത്തിൽ മാതൃഭാഷയുടെ പങ്കിനെക്കുറിച്ചറിയാൻ
- മലയാളത്തിലെ പാഠാവതരണ രീതികളെക്കുറിച്ചറിയാൻ
- മലയാളത്തിലെ പാഠാവതരണ രീതികളെക്കുറിച്ചറിയാൻ
- പഠനോദ്ദേശ്യങ്ങളും പഠനനേട്ടങ്ങളും വിശകലനം നടത്തുവാൻ
- ബോധനതന്ത്രങ്ങൾ പരിചയപ്പെടാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1 ഭാഷാനൈപുണികൾ

- ശ്രവണം, ഭാഷണം, വായന, ലേഖനം
- ഭാഷാപഠനത്തിൽ ഭാഷാനൈപുണികളുടെ പ്രാധാന്യം
- ഭാഷാനൈപുണികളുടെ ഉപനൈപുണികൾ
- ഭാഷാസമാർജ്ജനത്തിനുള്ള വ്യത്യസ്തമായ പഠനപ്രവർത്തനങ്ങൾ

യൂണിറ്റ് 2 മാതൃഭാഷയുടെ പ്രാധാന്യം

- ചിന്ത, ആശയവിനിമയം, വൈകാരികത, അനുഭവങ്ങൾ എന്നിവയുടെ മാധ്യമം എന്ന നിലയിൽ - മാതൃഭാഷ
- മാതൃഭാഷ - പഠനമാധ്യമം എന്ന നിലയിൽ
- ഭാവന, സർഗ്ഗാത്മകത, സൗന്ദര്യാത്മകത എന്നിവ പരിപോഷിപ്പിക്കുന്നതിൽ മാതൃഭാഷയുടെ പങ്ക്.
- ജനാധിപത്യപരമായ പഠനമുറി രൂപപ്പെടുത്തുന്നതിൽ മാതൃഭാഷയ്ക്കുള്ള സ്വാധീനം
- മൂല്യാർജ്ജവത്തിൽ മാതൃഭാഷയുടെ പങ്ക്.

യൂണിറ്റ് 3 മലയാള ഭാഷാ പഠനത്തിലെ ബോധന മാതൃകകളും രീതികളും

- അധ്യാപന മാതൃകകൾ - അർത്ഥവും നിർവ്വചനവും
- അടിസ്ഥാന തത്വങ്ങൾ
- ആശയ സമ്പാദന മാതൃക
- സിനറ്റിക്സ് മാതൃക
- പഠനരീതികൾ അർത്ഥവും ഉദ്ദേശ്യവും
- പാത്രനാട്യം, സിമുലേഷൻ, നാടകീകരണം, മസ്തിഷ്ക പ്രക്ഷാളനം
- സഹകരണ - സഹവർത്തിത്വ പഠനം
- സമപ്രായാധ്യാപനം
- അനുഭവപരമായ പഠനം

യൂണിറ്റ് 4 മലയാളത്തിലെ പാഠാവതരണരീതികൾ

- പാഠാവതരണ രീതികളുടെ പ്രാധാന്യം
- സെമിനാർ, സിമ്പോസിയം, സംവാദം, ചർച്ച, പ്രസംഗം
- തിരക്കഥ, ഉപന്യാസം, കത്ത്, നോട്ടീസ്, പത്രക്കുറിപ്പ്, മുഖപ്രസംഗം, പോസ്റ്റർ പരസ്യം, യാത്രാവിവരണം, ജീവചരിത്രം, ആത്മകഥ വിവരണം മുതലായവ.

യൂണിറ്റ് 5 ബോധനശാസ്ത്രപരമായ അപഗ്രഥനം

- അർത്ഥവും - പ്രാധാന്യവും
- പഠനോദ്ദേശ്യങ്ങളും പഠനനേട്ടങ്ങളും
- 8,9,10 ക്ലാസുകളിലെ മലയാളം പാഠപുസ്തക വിശകലനം
- ഏകക വിശകലനം

വ്യവഹാര രീതികൾ

പവർപോയിന്റ്, പ്രഭാഷണരീതി, ലൈബ്രറി, ഇ-റിസോഴ്സുകൾ, വിവര സാങ്കേതിക വിദ്യ, മാതൃകാപഠനം, ചർച്ച, നിഘണ്ടു, സെമിനാർ, അസൈൻമെന്റ്, ഭാഷാപരീക്ഷണശാല

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- സിനറ്റിക് മാതൃകയിൽ പാഠാസൂത്രണം തയ്യാറാക്കുക
- 8,9 ക്ലാസുകളിലെ പാഠപുസ്തകങ്ങളുടെ അപഗ്രഥനം നടത്തുക
- പാഠാവതരണ രീതികളുടെ അഭ്യസനം
- സെമിനാർ തയ്യാറാക്കുക – പഠനമാതൃകകൾ – പഠന രീതികൾ

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
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20. എസ്.സി.ഇ.ആർ.ടി (2007) കേരള കരിക്കുലം ഫ്രെയിം വർക്ക്, തിരുവനന്തപുരം: എസ്.സി.ഇ.ആർ.ടി
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22. പ്രൊഫ.എരുമേലി പരമേശ്വരൻ പിള്ള (2005)മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, പ്രതിഭ ബുക്സ്, മാവേലിക്കര
23. ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State Institute of Languages, Thiruvananthapuram

PEDAGOGY OF COMMERCE II (1/4)
SEMESTER- 1 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the Course:

Commerce teacher needs the Skill of Teaching Commerce, Accountancy and Bookkeeping for the higher secondary students. To teach the subject they need preparation for the classroom teaching. To make the classroom teaching effective trainee has to prepare Macro lesson plan for the specific topic with the innovative teaching or instructional aids.

Objectives:

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

- acquire knowledge about lesson plan and instructional aids
- understands the steps involved in the lesson plan
- develop the skill of preparing macro lesson plan and instructional aids
- apply their interest in learning evaluating methods

COURSE CONTENT

Unit 1: Lesson planning

Macro teaching – Preparation of Lesson plan in Commerce and Accountancy/Book-keeping – types - format -needs -aspects of a good lesson plan – unit, instructional objectives, specifications, teaching aids, content analysis, learning experiences, evaluation, review, and assignments – four column lesson plan –horizontal relationship in the lesson plan – different models/approaches for writing lesson plan

Unit 2: Organization of content and learning experiences

Organization of subject matter -unit –topical -concentric–logical and psychological – maxims in teaching -organization of learning experiences –types-Edgar Dale’s cone of experience – motivation.

Unit 3: Instructional Aids

Teaching aids – classifications – two dimensional and three dimensional – projected and non-projected - aural, visual and activity aids – display boards–teaching aids for preparation, presentation and feedback-importance of teaching aids.

Unit 4: Evaluation

Measurement and Evaluation – formative and summative evaluation -Objective based evaluation (OBE) –Types of tests- oral test ,written test ,performance test -achievement test, diagnostic test and prognostic test Continuous and Comprehensive Evaluation- needs and characteristics of CCE –Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– measurement of students’ achievements, recording and reporting-marking and grading schemes.

Unit 5: Review and Assignment

Review – fixing device - need and importance –characteristics of a good review. Assignment –types – identification of slow and gifted learners -assignments to suit individual differences.

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion-**Inductive and deductive**- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method — Observation method(field visit/exhibition/internship) CAI- e learning and other self- learning methods.

Practicum: Task and Assignment

1. Prepare Macro lesson plan for commerce and Accountancy subjects separately.(Compulsory)
2. Practice for macro teaching with linking of all the three skills. (Compulsory)
3. Collection of e. learning resources in Accountancy and Commerce and maintaining a record and presenting them for peer reflection.
4. Prepare a record for updating and contributing through bulletin boards kept in the class.
5. Prepare a reflective report based on your group work in the preparation of lesson plans in Accountancy.
6. Critically analyze the CCE practices in the schools.
7. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Musselman Vernon A et al (1979) Method of Teaching Accountancy, New York: Mc Graw Hill.
2. Tonne, Herbert A, Estele L. Popham and M. Herbert Freeman (1957) Methods of Teaching Business Subjects, New York: Mc. Graw – Hill Book Company Inc.
3. Singh, Y.K. (2005) Teaching of Commerce, New Delhi: A.P.H. Publishing Corporation.
4. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
5. Selvaraj Gnanaguru.A., Nellaiyappan. N.O. Muthumanickam.R. and, Sureshkumar.M.: A manual for Training to Guide Teachers, Department of Education , Annamalai University.(2004)
6. Kumar.K.L. Educational Technology, New Age International Publishers.New Delhi.
7. Aggarwal.J.C., Teaching of Social Studies an approach, Vikas Publishing House Pvt Ltd.(2006)
8. Vanaja.M. Educational Technology, Neelkamal Publication PVT LTD. Hyderabad. (2004)
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OPTIONAL COURSE: SPECIAL EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

This course is meant to enable the teacher to have Knowledge on the History of Special Education and cater to the needs of challenged children. Even though there are medical advancements, there exist births with physical, mental and other differential challenges. In order to cater those challenged children, the present course has been designed.

Objectives:

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

- acquire knowledge about different perspectives of children with disabilities;
- understand the social needs of children with sensory and intellectual impairments;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use specific strategies involving skills in teaching special children.
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to children with special needs;

COURSE CONTENT

Unit 1: Paradigms in education of children with special needs

Historical perspectives - Pre-Independence, Post-Independence and contemporary trends; Models of teaching: The charity model, the bio centric model, the functional model and the human rights model; Concept of special education, integrated education and Inclusive Education. Education in National Policy on Disability (2006); Rehabilitation Council of India (RCI); District Rehabilitation Centers (DRC) Scheme; District Disability Rehabilitation Centers (DDRC) Scheme.

Unit 2: Identification of children with special needs

Exceptional Children; Need for Early Identification; Understanding various disabilities – concepts, characteristics, classification and identification of children with diversities: Visual Impairment; Auditory Impairment; Speech Impairment; Orthopedic; Specific Learning Disabilities; Attention Deficit Disorder; Autism; Juvenile Delinquency.

Unit 3: Curriculum adjustment and adaptation

Curriculum to special needs arising out of various disabilities: Visual

Impairment, Auditory Impairment, Speech Disorder, Learning Disability, Attention Deficit Disorder, Autism, Juvenile Delinquency.

Unit 4: Classroom approaches and management

Pedagogical strategies to respond to individual needs of students: Adapting Teaching strategies, Emphatic Approach; Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching and multisensory teaching.

Unit 5: Special aids, equipment's and evaluation procedures

Supportive services required for meeting special needs in the classroom: special teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Technological advancement and its application – ICT, adaptive and assistive devices, equipment and other technologies for different disabilities. Involving community resources as source of support to teachers. Formative and Summative Evaluation.

Modes of Transaction:

Assignment, Project, Seminar, Lecture, Lecture-cum-demonstration, Camps to Special Schools.

Learning Activities:

Observation of Special Schools, Identification of children with special needs, Use of teaching methods to learning disabilities, handling of children with learning and perceptual problems,

Practicum: Task and Assignment

1. Conduct a Seminar on Historical Perspectives on Special Education.
2. Identification of Children with Special Needs.
3. Visit to a special school and prepare a report.

Mode of Assessment

Paper-pencil tests, Formal and Informal Testing, Continuous Comprehensive Evaluation.

References:

1. Derek, B. & Keith B. 1990. Making the Special Schools Ordinary. New York: The Falmer Press,
2. Hassen, U. (Ed.): Normal and Handicapped Children: A Comparative Approach. New Delhi: Ashish Publishing House, 1995.
3. Holland, A. (Ed.): Language Disorder in Children. Great Britain: Nfer – Nelson, 1984.
4. Howell, H.: Inside Special Education. Columbus: Merrill Publication Co., 1983.
5. Jangira, N.K. et al.: Education of Children with Seeing Problems. New Delhi: Central Resource Centre, 1992.
6. John, M. Hughes: The Slow Learner in your Class. London: Thomas Nelson & Sons Ltd., 1983.
7. Krishna, B., Prasad, V. 7 Rao, D.B. reading Disabilities. New Delhi: Sonali Publication,

2004.

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10. Mani, M.N.G.: Techniques of Teaching Blind Children.New Delhi: Sterling Publication Pvt.Ltd., 1992.
11. Morgenstern, F.: Teaching Plans for Handicapped Children. London: Methum & Co., 1981.
12. Pal, H.R. and Pal,A.: Education of Learning Disabled. New Delhi: Kshipra Publication, 2007.
13. Rao Sujatha, A.Dear Teacher: The Gifted Child needs you. Secundarabad: A.K.Sujatha, 1987.
14. Thomas C.Levit (1989) Introduction to Learning Disabilities, Allyn and Bacon.
15. Uday, Shankar: Exceptional Children. New Delhi: Enkay Publishers Pvt. Ltd., 1991.
16. Venkataiah, N.: Special Education. New Delhi: Anmol Publications Pvt. Ltd., 2001.
17. Venkataiah, N.: Reading in Special Education.Ambala Cantt: Associated Publishers, 1993.
18. Wolfendale, S.: Primary Schools & Special Needs. London: Cassell Educational Ltd, 1992.

OPTIONAL COURSE: POPULATION EDUCATION

SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES -CREDIT-4

ESSENCE OF THE COURSE:

Pupil teacher after learning this course will understand the causes and effect of population explosion which hampers the development of nation. The main focus of this course is to help them to understand the various ways of introducing population education that reduce population in near future. This would maintain population equilibrium and improve the standard of living and quality of life. The pupil teacher will work in the society to create awareness on the consequences of population explosion.

Objectives:

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

- understand the meaning, scope, and importance of population education.
- understand the factors and the impact of standard of life.
- understand the need for curriculum development in population education.
- acquaint needs and means of population control
- understand the role of different agencies in the population education
- appreciate the teaching of population education.
- study the policy and programmes on population education

CONTENT OUTLINE

Unit 1: Nature of Population Education

Meaning and definition-objectives- scope, need and importance of population education- Purpose of population education as integral part of education.–Demographic situation of world, India, states and UT: Population scenario of the world- population scenario of India, state / UTs – causes, effects of population growth – Malthus theory– basic components of population dynamics, (population distribution), Population structure, fertility, mortality, migration, nuptiality, sex ratio at birth, expectancy of life.

Unit 2: Standard of living and the quality of life

Food and nutrition- health and hygiene- sanitation, housing, clothing- leisure, employment, social, cultural and spiritual enlightenment- ethics and aesthetics -physical quality of life index- impact of development of family life on society, culture and personality.

Unit 3: Planning for Population control

India's population policy- population control: role of society, public opinion – family planning, family welfare programs in India-responsibility of family and individual: a small family unit for healthier, happier and better homes. – Population Equilibrium: Measures of control - Clinical and educational approach.

Unit 4: Curriculum development of population education:

Historical background- Introduction of population education at various levels: school, colleges, teacher education institution- need of curriculum development in population education- problems in curriculum development-Need of research in population education– Role of

different agencies and organizations: home, school, community, government- role of mass media-different strategies of teaching population education.

Unit 5: Teacher of population education

Essentials qualities- activities: educational, social and cultural-techniques: extension lectures, debates, survey, games, exhibitions, dramas, meeting with parents- preparation of teaching aids.

Mode of transaction:

Lecture method, Project method, e-learning, Team teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment

1. Search in the internet regarding the current population scenario in the world with special reference to a country. Present the report to your class reflection.
2. Search in the internet how the problem of population growth can be converted as human resources for nation development prepare a report with photos and news.
3. Conduct a survey regarding the number of children preference by the people in below 30 years.
4. Conduct an opinion study on the population control among 50 people in a village or locality.
5. Design an awareness programme on population education to school student revise it after reflective discussion in your class.

Mode of assessment;

Written test, Oral test, Task and assignment

References:

1. Agarwal S.N(1962), —population, National Book Trust, New Delhi Jain S.P.,
2. Jain.S.P (1971), —India—Population situation, NCERT, New Delhi
3. Agarwal S.N(1972), —India's population Problem, Tata Mcgraw-Hill New Delhi
4. Kuppasamy B.(1975), —Population Education Research in India, K.R. Kantha, New Delhi
5. Kuppasamy B.(1975), —Population and Society in India, Popular Prakashan, Bombay
6. Shashidhar.B (1988) —Population education, chickballapur, shwethanandi publishers.
7. Yadev saroj (1988), —Population education, Shree Publishing House, Dew Delhi
8. Singh Uttam Kumar.K.N (1996) Population Education, New Delhi, Discovery Publishing House.
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10. Chandel N.P.S —Population education, Vinod Pustak Mandir, Agra-2
11. Binod Kumar sahu (2000) Population Education, sterling paper packs
12. Rao,V.k (2010) Population Education, APH publishing corporation, New Delhi
13. Aggarwal.J.C (2013) Population Education, Shipra Publications, New Delhi.

OPTIONAL COURSE: GUIDANCE AND COUNSELLING

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

Guidance is a general term which means helping people to make wise choices and solve their educational, vocational and personal problems. This course intended to develop skill among student teacher to understand the learner and provide educational, vocational and personal guidance to lead their life in a profitable way. The techniques and methods of imparting such guidance indirectly help the student teacher to handle and offer suitable guidelines to the needy.

Objectives:

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

- Recall the principles underlying guidance
- Acquire the skills necessary to administer and interpret standardized tools
- Recognize the need of guidance and counselling in schools
- Know the qualities required for a good counsellor
- Describe the different services in the school guidance programme

COURSE CONTENT

Unit 1: Nature and scope of guidance

Concept, Definition and principles of Guidance and Counselling – Need for Guidance and Counselling in this fast changing complex world – Different services involved in providing Guidance – The Phases of the Counselling Process (Assessment, Intervention, and Termination) – **Counselling** – Meaning, Definitions, Elements- Characteristics – Objectives – Need – Types: Directive Counselling, Non-Directive Counselling, Eclectic Counselling – Meaning, Characteristics, Steps, Advantages, Limitations – Difference between Counselling and Guidance – The Counsellor's Needs -Characteristics of an Effective Counsellor - Personal challenges – as a Counsellor- Need for special training for a counsellor.

Unit 2: Educational guidance and counselling

The aims and purpose of Educational Guidance – Factors Contributing to Educational Problems: Self, Home, School, Neighbourhood, Community – Educational guidance programme: Guidance need at Primary, Secondary, College Level, problems of present day scenario and its remedies – Complementary Roles of the Teacher as a Counsellor and Professional Counsellor – Promoting Parental Collaboration in Educational Guidance.

Unit 3: Managing the guidance service

Setting up of a GUIDANCE Cell / Unit, STRUCTURE and its functions – Monitoring and Evaluation aspects of a Comprehensive Guidance Programme in Educational Settings. – Networking with Community Agencies- activity spectrum of guidance centre.

Unit 4: Vocational guidance and counselling

The Nature of Vocational Guidance – The Need for Vocational Guidance – Methods of importing Vocational guidance

Unit 5: Testing devices in guidance

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

Mode of Transaction:

Lecture method, Discussion Assignment Method, Report writing, Field visit, Presentation by students, Case study

Practicum: Task and Assignment

1. Apply any psychological test and interpret the score and write report
2. Identify the children with counselling needs and write the report
3. Conduct any case study and prepare a report
4. With help surfing internet, write a report on importance of educational guidance and counselling

Mode of Assessment:

Observation, Report preparation & Records, Assignment submissions, Seminar presentation, Development and conduction of Psychological test.

References:

1. Chauhan, S. S. (2008). Principles and techniques of guidance. UP: Vikas Publishing House Pvt Ltd.
2. Sharma, R. N. (2008). Vocational guidance & counseling. Delhi: Surjeet Publications.
3. Jones, A. J. (2008). Principles of guidance.(5 ed). Delhi: Surjeet Publications.
4. Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
5. Dr. John David Selvin (2012). Guidance and Counselling. Pondicherry: Tamil puduvai ISBN 81-87301-28-7.
6. Sharma, R. A. (2008). Career information in career guidance. Meerut: R.Lal Books Depot.
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14. Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
15. Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.

16. Kochhar, S. K. (1984). Guidance and Counseling in colleges and universities. New Delhi: Sterling Publishing Pvt.Ltd.
17. Indu, D. (1983). The basic essentials of Counseling. New Delhi: Sterling Publishers Private Ltd.
18. Madhusudan, M. (1983). Educational and vocational guidance. Sambalpur: Saha Publishers & Distributors.
19. Anne, A. (1982). Psychological testing. New York: McMillan Company.
20. Chauhan, S. S. (1982). Principles and techniques of guidance. New Delhi: Vikas Publishing House Pvt. Ltd.
21. Rao, N. S. (1981). Counseling Psychology. New Delhi: Tata Mc Graw Hill Publishing Co.
22. Kochhar, S. K. (1979). Guidance in Indian Education. New Delhi: Sterling Publishers Private Ltd.
23. Gaur, J. S., & Saraswat, R. K. (1978). Occupational literature: An annotated bibliography. New Delhi: NCERT.
24. James, C. H. (1978). Counselling process and procedures. New York: McMillan
25. Pasricha, P. (1976). Guidance and counselling in Indian education. New Delhi: NCERT.
26. Cirtes. (1974). Handbook on vocational guidance. New Delhi: Ministry of Labour and Rehabilitation, Govt. of India.
27. Tolbert, E. L. (1974). Counselling for career development. Boston: Houghton Mifflin.
28. Patterson, C. H. (1973). Theories of counselling and psycho-therapy. New York: Harper and Row.
29. Sinha, S. N. (1973). Dynamics of vocational behaviour. Jaipur: Asia Publishing House.
30. Nanda, S. K., & Sagar, S. (1972). Fundamentals of guidance. Chandigarh: N.B.S. Educational Publishers.
31. Barclay, J. R. (1971). Foundations of counselling strategies. London: John Wiley and Sons Inc.
32. Brewer, J. M. (1971). Education as guidance. New York: McGraw Hill.

OPTIONAL COURSE: ENVIRONMENTAL EDUCATION
SEMESTER –1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES -CREDIT-4

Essence of the course:

Understanding and coping with the nature is the essential need for human beings. Keeping this in mind, this paper tries to develop interest among the student teachers about the environment which would help them to find the solution for environmental problems. It also intends to develop a growing concern about the environment and its related issues.

Objectives:

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

- Understand the concept of environment, ecology and the problems concerning environment.
- Develop skills in planning and organizing ecological activities in the school.
- Visualize the importance of environmental education
- Apply different techniques and materials for the effective dissemination of environmental information.
- Sensitize towards conservation of natural resources.
- Enable the students to practice environmental friendly life style.
- develop positive attitude towards protecting the environment.
- • Organize field trips, survey, environmental games and hobbies locally.

COURSE CONTENT

Unit 1: Nature and scope of environment and environmental education

Environment: Meaning, components – Environmental Education –Meaning, Scope, importance, objectives of environmental education. –Environmental education at Primary, Secondary and higher Secondary level.

Unit 2: Ecosystem and biodiversity

Ecosystem: Structure and function of ecosystem – types of ecosystem Energy and its flow in ecosystem: food chain and food web - biogeochemical cycles: water, carbon and nitrogen cycle – Biodiversity - conservation of biodiversity: In-situ and Ex –situ conservation – hotspots.

Unit 3: Natural resources and conservation movement

Natural resources: forest, wild-life, water, soil – CHIPKO movement, silent valley project, Navdanya Movement, Narmada Bachao Andolan – Jungle Bachao Andolan - social forestry scheme – IUCN Redlist - Environmental ethics

Unit 4: Environmental Problems

Pollution: Soil, water, air, noise, nuclear causes - effects and control – Bio-magnification - Global warming – ozone depletion – Causes for pollution – deforestation and afforestation – consequences of environmental pollution : soil-erosion- flood-drought and famine – land slide – tremors and earthquakes- avalanches- acid rain- smog and snowfall.

Unit 5: Solutions to environmental problem

Waste management: Solid, Liquid, gaseous and e-waste. – Alternative source: Green energy, Green plastics, organic farming and eco-friendly life style –Environmental acts: Air, water, Forest and wild life conservation act.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Preparation of a scrap book based on environmental issues from collection of articles and daily newspaper.
2. Prepare a list of Eco friendly, bio-degradable products and write its advantages.
3. Write a report on any one of the concept of ecosystem, greenhouse effect, global warming,

depletion of ozone layer, Acid rain, and acts related to conservation of environment.

4. Write a report on environmental issues and role of any agencies in protecting that issues.
5. Arrange a programme for environmental awareness and write a reflective report.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Kumar, A. (2009). A text book of Environmental Science. New Delhi: APH Publishing
2. Mishra, Shubharata R. &Yada, P.R.(2004). Environmental Ecology. New Delhi: Discovery Publishing House
3. Misra, S.P. &Pandey, S.N. (2011). Environment and Ecology. New Delhi: Ane Books Pvt. Ltd.
4. Nagor, A.P.(1996). Biological Diversity and International Environmental Laws. New Delhi: A.P.H. Publishing Corporation.
5. Nasrin, Dr. (2008). Environmental Education. New Delhi: APH Publishing Corporation
6. Rana, S.V.S. (2007) Essentials of Ecology & Environmental Science. New Delhi: Prentice Hall of India Pvt Ltd.
7. Sharma B.L. &Maheswari. B.K. (2008). Education for Environmental and Human Value. Meerut: R.Lall Books Depot.
8. Sharma, R.A. (2008). Environmental Education. Meerut: R.Lall Books Depot.
9. Singh, Lalan Kumar & Kumar, Aravind (2006), Advanced Ecology. New Delhi: Daya Publishing House
10. Singh, Y.K. (2009). Teaching of Environmental Science. New Delhi: APH Publishing
11. Tripathy, A.K. & Panday, S.N. Water Pollution. New Delhi: Ashish Publication House

Web resources:

1. www.ehow.com/list_6506519_list-environmental-protocols.html
2. www.unpeacemaker.org/international-environmental-law.html
3. www.ec.europa.eu/environment/international_issues/agreements_en.htm
4. www.biodiversity.govt.nz/picture/biodiversity/state/destruction.html
5. www.controllingpollution.com/need-for-environmental-education/
6. www.nrdc.org/globalwarming/
7. www.worldviewofglobalwarming.org/
8. www.globalwarming.com/2009/03/the-greenhouse-effect/
9. www.globalissues.org/article/171/loss-of-biodiversity-and-extinctions

OPTIONAL COURSE: HUMAN RESOURCE DEVELOPMENT

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer.

Objectives:

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

- understand Human Resource Management Policy and prepare blue print in local context.
- organize the appraisal programme for training and development.
- generate a Human Resource Management climate.
- grasp the significance of psychological strategies of Human Resource Development.
- formulate Human Resource planning.
- enjoy the societal culture and innovate quality of working life.
- conduct researches in Human Resource Development.
- nurture the creativity, interpersonal relationship and other temperamental qualities.
- search for renewed degree of professionalism of Human Resource

CONTENT OUTLINE

Unit 1: Human Resource Management

Introduction - Human Resource Management Policy: A Blue Print – The 16 Elements of HRMP – Goals and Action Plans – The concept of Human Resource System. – Contextual Factors and System Designing – Analysing the role for Development

Unit 2: HRD Organisation

Organizational Development – Man Power planning – Functional Planning – HRD Committee –HRD and Organization Effectiveness – Role of Chief Executives in HRD – Formal system of Individual Development – Career Development in HRD – Integrated HRD Systems – Barriersto HRD – Matching the Role and the Person: Recruitment and Placement– Job Enrichment – Quality of working life – Role Effectiveness.

Unit 3: Planning and process

Human Resource Planning – HRP Process – HRD mechanisms – HR processes – HRDoutcomes – Organizational effectiveness – Activity analysis –

Task Analysis – Role Analysis – Reward Management– Process of counselling in HRD

Unit 4: Research in HRD

HRD in Research and Development Organizations – Developmental Needs in Research and Developmental (Creativity, Attitudes, Communication, Interpersonal Relationship, Team Building, Leadership, Motivation) – Action Research in HRD

Unit 5: Social context and models of HRD

Unorganized Sector – HRD for Women: An opinion study – HRD in small scale sector – HRD and functional literacy – HRD: for Social change. – Various Models of HRD – Behavioural Model in HRD

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Human Resource Management; Laxmi Devi; Anmol Publications Pvt. Ltd., Institute for Sustainable Development, First Edition 1998.
2. Designing and Managing Human Resource Systems; UDAI PAREEK and T.Venkateswara Rao; Oxford and IBH Publishing Company, New Delhi. Third Edition 1985.
3. Alternative approaches and HRD, T.V. Rao, K.K. Verma, Anil K. Khandelwal, and E.Abeaham S.J. Rawat Publications, New Delhi, 1997 Edition.
4. Pard W.J. and K.B. Rolertson, Job enrichment and Employer motivation. Grower Press.
5. T.V. Rao, Performance appraisal: Theory and Practice, New Delhi, AIMA, Vikas Series, 1984.
6. Lawrence, Paul and J. Lorsch: Organization and Environment, Homewood, ILL: Irwin 1967.

OPTIONAL COURSE: VALUE EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

The civilized society all over the world follow well accepted value system. Inculcating values is the prime aim of education. The holistic education is possible only through values education. This course can enable a student teacher to be role model for their students on value inculcation.

Objectives:

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

- expose the student teachers to the concept of value and its meaning.
- make them understand the value crises in the society and the need to teach values in the school.
- present to them the essential values of a good teacher and enable them to practice these values in the class room situation and in social life.
- equip them with the adequate knowledge to teach values to the students.

CONTENT OUTLINE

Unit 1: The value education and need

Meaning of value, value education – Kinds of values Subjective and objective, intrinsic and instrumental, vertical and horizontal, personal and neighbourly
Social, moral and spiritual values – Need for Value Education in schools.

Unit 2: Teacher and Value

Essential values of a good teacher – Application of class room values in the teaching learning process. Role of the teacher in creating a value – role of education and teacher in preserving and transmitting value.

Unit 3: Value classification

Nature of value, higher and lower values, permanent values and temporary values, intrinsic and instrumental values, Indian Philosophy, realms of value, religious and social values based on philosophical system, ethical values, organic values, recreational values, economic values, political values, personal values, intellectual values, spiritual values.

Unit 4: Value Crisis in the Society and Educational Response

Value crisis in the modern society Progression of technology, liberalization, privatization, globalization and retrogression of values. Curricular and co-curricular activities to inculcate values in the students – Social Justice, Secularism, Social cohesion and national unity

Unit 5: Inculcating values

Theories of value development – Piaget, Kohlberg, knowing and doing in value education, thinking and feeling in value education, – Need to teach values in the schools: school programmes – process of value development. – teaching strategies for value education, provision for moral instruction in school

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet and report the value education in various countries.
2. Based on your reflection, how you can inculcate value among your students – write your best practices.
3. How can you manage value degradation among the students? Write an incident based on your experience.
4. If you are the head of the school, how will you inculcate value among the student?
5. Prepare a picture album to use it for value inculcation.
6. Survey status of value development among high school student by administering a value inventory.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Education in values – A source book – a publication of NCERT.
2. “Human Values and Education” – Edited by Ruhela S.p.
3. Values through communication – evaluation techniques – Pia Nazareth M.
4. Personal Values – Pia Nazareth M with Maria E Waples.
5. Community Values – Pia Nazareth M with Maria E Waples.
6. Neighbourly Values – Pia Nazareth M with Maria E Waples.
7. Values Education – Dr. N. Venkataiah, APH Publishing Corporation, New Delhi.
8. Values Education – A Study of Public Opinion – K.L. Gandhi, Gyan Publishing House.

OPTIONAL COURSE: NON-FORMAL EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

Education is the life long process. Education can be ensure through formal, informal and non- formal modes. This is an era where in education is offered through multiple modes, mutually complementing and supplementing throughout life.

Objectives:

1. This course on non-formal education intends to develop understanding on non-formal mode of learning.
2. To develop understanding about need for non-formal education.
3. To develop awareness about nature of curriculum, methods of assessment and evaluation with respect to non-formal education
4. To provide a basic understanding on education.
5. To appraise the fundamental role of education for the development of nation.
6. To enable the student-teachers to be effective members of community.
7. To acquaint with contemporary political and social environment.

CONTENT OUTLINE

Unit 1: Non-formal Education

Aims, Concept and scope of non-formal education – Academic, Economic and social objectives of non-formal education. Need for non- formal education in India – Non formal education for different age groups.

Unit 2: Literacy development through Non-formal education

Non-formal education for women, Workers education – Literacy development – Functional literacy– determines of literacy, Role of non-formal education in national development, De- schooling movement. – Continuing education and Distance education.

Unit 3: Curriculum development in non-formal education

Curriculum and syllabus, Aims of curriculum – features of good curriculum, Curriculum content as per age groups, Process to formulate curriculum, Approaches in the preparation of curriculum, Evaluation of curriculum.

Unit 4: Methods of learning in Non-formal education

Methods of Teaching – Demonstration – workshop method –Illustrated talk – Group discussions – Media and materials – Evaluation in non-formal education. – Classroom situation –difficulties / problems.

Unit 5: Non-formal education instructors

Place of teachers and learning in non-formal education, Training instructors for non-formal education, Non-professional teachers as instructors for non-formal education. – Involvement of youths – Role of Voluntary agencies – Research in NFE.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Write a report on different types of non-formal education programme offered in your state.
2. Write a report on the role and function of National open School.
3. Write a report on literacy /continuing education programmes offered in any district/state of your choice.
4. Critical report on differences between curricula offered in formal and non-formal set up.
5. Write a report based on a short literacy programme organized by the student teacher in her/his locality.
6. Conduct a survey in a village, to know the present day knowledge requirement of the people.
7. Interview any 10 senior citizen on their requirement for lifelong learning – write a reflective report.

Mode of Assessment

Written test, Task and Assignment.

References:

1. Premnath : Basis of Education, S. Chand & Co Ltd., New Delhi.
2. NCERT : Teacher and Education in the emerging Indian Society
3. NCERT : School education in India-Present status and future needs.
4. Kundu, C.L. : Adult Education – Principles, Practice and Prospective, Delhi, Indian Publishers.
5. Agarwal, S.N. : India's population problems, Tata McGraw Hill, New Delhi.

OPTIONAL COURSE: DISASTER MANAGEMENT

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

Student teacher after learning this course will know the types of disasters. They can understand the causes and effect of disasters that threatens the human life and hampers the development of nation. The main focus of this course is to help them to take part in disaster management training programmes. The pupil teacher will work in the society to create awareness on common signs and symptoms of natural calamities.

Objectives:

- To know various types of disasters
- To train on disaster preparedness
- To take part in Disaster-Management exercise like search, rescue and relief
- To know Disaster Management Law to ensure coordination between the centre and state
- To understand the details of Disaster Management institutions
- To cope-up with all natural disasters and prevent from loss to human lives and property
- To create awareness about common signs of disasters and symptoms of natural calamity related stress.
- To identify the various functions of Disaster Management operations
- To identify and work in situation involving symptoms of natural calamity related stress.
- To know how does modern permanent national command centre work with communication and data links to all state capitals.

CONTENT OUTLINE

Unit 1: Introduction to disasters

Definition – fundamental aspects of disasters- components-causal factors of disasters-phases of disasters-classification: natural and human caused- dimensions: meteorological / climatic, hydrological, geological- effect of disasters on human life- disaster mitigation – hazards.

Unit 2: Disasters preparedness and planning

Disaster preparedness: public participation, consolidation, co-ordination and training, precautions of community realities, building human relationship network. – **Disaster planning:** anticipation, preparation of moderate sized disasters, preparing more common disasters, predictable disaster task, adapting routine emergency, moderate expansion, cost-sharing and executing the plan.

Unit 3: Major Disasters in India

Earthquake- tsunami –flood- cyclone- landslide- drought- hurricane- storm surge- recent disasters 2004-till now.

Unit 4: Disasters management

Disaster management act(2005)- disaster management cycle (2P3R)- national level disaster management response agencies: NDMA, NIDM, national disaster response force, ministry of

science and technology, Indian armed forces, Anirudha's academy of disaster management(AADM) –**Disaster Management operations:** Pre- peri - post disaster management – warning system – Relief measures – Rehabilitations
Disaster Management Exercise: Search and Rescues – relief – temporary shelter – employment to affected people in natural calamities – reconstruction and resurgence of infrastructures. – **Coordination in logistic chain:** Coordination between centre and state functionaries in the logistic chain – national emergency response force providing succour and relief to the people **Tackling effects of natural calamities:** Coping up with all natural disaster and preventing loss to human lives and property

Unit 5: Leading and controlling Disasters management

Generating awareness: Creating awareness about common signs – symptoms of natural calamity related stress – mitigating impact of disaster. –**Preparedness towards disaster:** Community disaster preparedness – psychosomatic aspects of preparedness – training on disaster preparedness – counselling and psycho-treatment – mental rehabilitation preparedness.

–**Disaster Management Institutions (DMIs):** DMIs in under developing countries like Bangladesh, Sri Lanka, Cuba, and Mongolia – DMIs in developed countries and their Disaster Management Systems. –**Evaluating, assessing and predicting disaster:** Warning signals – managing disaster by scientific and tested disaster management apparatus- Developing psycho- motor skills of teacher-trainees.

Mode of Transaction

Lecture method, Power point presentation, e-learning, spot teaching, Assignments, Field visits, Rally, Paper / poster presentation, Seminar/ discussion, Quiz & debate

Practicum: Task and Assignment

1. Prepare a picture album regarding any one of the disasters and project the picture to the class for group reflection to manage such abnormal situation. – submit a report.
2. Search in the internet regarding disaster management practices in various countries and suggest a innovative disaster management practice for any one of the following to Indian condition a) cyclone, b) floods c) Earth quack d) fire e) Tsunami
3. How can you organize a disaster management team in a village or coastal area? Write a detail programme along with and other resources to meet the disaster.

4. Conduct a survey in a village or in coastal area regarding the knowledge of disaster and the management. Submit the report for classroom discussion.
5. How can you create awareness among the students on disaster management? Prepare a detail programme and syllabi. Submit a proposal to get funding from the Government and other agencies.

Mode of Assessment:

Written test, Task and assignment and Observation

References:

1. Barlow, D.H. (1988), Anxiety & its Disorders, New York, Guilford Press.
2. Baron, Robert A (2001), Psychology, Pearson Education (Singapore) Pte. Ltd, Delhi (India)
3. Spacapan, S & Orkamp, S (Eds) (1992) Helping and being Helped, Newbury Park, CA: sage.
4. Department of Education and Training (2005). Blueprint. [viewed 28 Nov 2005;]<http://www.sofweb.vic.edu.au/blueprint/fs1/polt.asp>.
5. Dicky Muslim et al., (2011). Activities on Disaster Awareness Education in the School around Geological Hazard Prone Areas in Indonesia, Earth science study contribution (electronic edition), No.1.
6. <http://www.studymode.com/essays/Role-Of-Students-In-Disaster-Management-764157.html>
7. Satish Modh. (2012). Introduction to disaster management. Macmillan Publication India Ltd.

OPTIONAL COURSE: WOMEN EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

As per the constitution of India there should be no gender discrimination shown with respect to access to educational provisions as well as in employment opportunities. It is only through empowering women through education we can reduce gender disparity vividly observed at all educational level and employing institutions. It is not only through empowering women through education but also through removing gender bias existing in the society at all levels. This course attempts to develop awareness among student teachers about the need for women education, methods of developing sensitivity and respect for women including girls through curriculum and its transaction. The student teachers in turn can reduce gender bias and promote gender sensitization in their class.

Objectives:

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

- acquire the knowledge of the concept on women's education.
- make the student-teachers understand the need for women's education.
- Developing understanding in role of teacher promoting gender equality

CONTENT OUTLINE

Unit 1: Women's Education

Meaning, aims and objectives of women's education – Need for women's education in India – Women education in post-independence India, Challenges and issues.

Unit 2: Problems of women

Problems of women: Resistance and poverty, Governance and gender inequity, Gender parity, existing prejudices against women, inadequate nutrition, Literacy rate of women. – Discrimination in educational and social opportunities – Child marriage

Unit 3: Women education in society

Aspiration of Indian society for sustainable development of girls, Planned government efforts, Achieving quality of life, equality of opportunities, equity, social justice and empowerment – Retrospective profile of women in a tradition bound society, Prospective profile of women in the changing Indian Society.

Unit 4: Education and gender gap

Needs for women education – teacher preparation in gender sensitivity, gender

equality, eliminating the gender inequalities– compulsory education.

Unit 5: Information as a transformative tool

Needs and requirement of information, Women and technology – Education and sensitization – New ICTE – Technical education, Gender management systems in women studies, Education and empowerment of women – Women in higher education.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Prepare an album to show the status of women in India on any one of the following aspects
 - a. Education,
 - b. Politics
 - c. Profession
 - d. Employment
 - e. Entrepreneurship
2. Conduct an opinion survey on the freedom of women in society.
3. Search in the internet and write a reflective report on the gender equality.
4. Analysis the roles of state and central government on empowerment of women
5. Write a report based on aspiration of girl students and issues to challenge to their achievement.
6. Analyze of any prescribed text book at high school level for gender bias.

Mode of Assessment

Written test, Task and Assignment

References:

1. Mukerji, S.N.: Education in India and tomorrow
2. Maithili Vishwanathan: Development Orientation of Women education, Print well, Jaipur.
3. Agarwal, S.N.: India's population problems, Tata McGraw Hill, New Delhi

OPTIONAL COURSE: HUMAN RIGHTS EDUCATION

SEMESTER – 1- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE:

India with young human resource can emerge an advance country in all aspects if human resource is developed to the needs of the 21st century. This course can enable student teacher to be a responsible human resource developer

Objectives:

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

- respect for human dignity.
- understand the basic freedom of the individual and classify broadly.
- know the brief history of development of human rights.
- appreciate that the citizen's fundamental rights protect the Human Rights Act, 1993.
- understand NPE with reference to women, SC, ST, minorities and physically challenged.
- set up cell to nurture the culture of Human Rights in Schools and Colleges.
- setting up an integrated and egalitarian society.

CONTENT OUTLINE

Unit 1: Introduction to Human right education

Concern for Human Rights and Fundamental Freedom – the task of protection and promotion of human rights – Basic freedom of the individual interpreted as minimal Broad classification of rights such as civil and Political and economic, social and cultural.

Unit 2: Fundamental rights for education

Fundamental rights of citizens – National Human Rights commission – Special Stern on National system of Education with reference to women, SC, ST, minorities, physicallychallenged.

Unit 3: Human rights concerns

Human rights arises and violations – handed labour, child labour, infanticide, gender discrimination etc. – Free legal cells and their functions – National integrally and upholding ofconstitutional on obligations.

Unit 4: Educational Rights in institution

Setting up of Human rights in schools and Colleges – function under the head of institution – Development of Child rights: physical, mental, emotional growth – Rights to life and education – derail of rights and child labours.

Unit 5: secular education

Setting up of an integrated and egalitarian society – Awareness regarding socialism among students and teacher – Democratic socialism and Gandhism model of socialization.

Education in India is secular non-denominational-secular education is for knowledge and spirits of an objective and tolerant manner and not for faith and religion ideas-secular culture based rational outlook is to be developed.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. Search in the internet regarding Human resources Development programme in various countries and prepare a report.
2. Imagine you are the human resource development organizer, how can you organize the programme in your school.
3. Prepare a HRD programme for women in a local village based on your survey.
4. Analyze the Human resource planning in India with other countries.
5. Visit any training center and evaluate the programme from Human resource development point of view.

Mode of Assessment

Written test, Task and Assignment.

Reference:

1. Human Rights – International Challenges – Vol. 1 & 2 – Justice Ranganath Misra.
2. Human Rights in a Developing Society, Sen Sankar, APH Publishing Corporation.
3. Human Rights and the Law Jawwal, P.S., APH Publishing Corporation.
4. Human Rights, Commitment and Betrayal, Chitkara, M.G., APH Publishing Corporation

SCHOOL INTERNSHIP**

SEMESTER –1- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-1

During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

This will include one week of school engagement by the student teacher making observation in the school.

Within the institution, the observation will focus on understanding the institution in totality, with reference to features such as its philosophy and aims, organization, teachers' role, student needs with respect to their development, curriculum, its transaction and assessment. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The observation record of the student teacher should be the base for awarding CCE marks by the faculty.

**** - (Specifically for One week of School engagement among the 4 weeks of School Internship – Remaining three weeks will be in the second semester)**

COMMUNITY LIVING CAMP

SEMESTER –1- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-4

Each college of education shall organize a camp of a minimum of 5 days and provide training on community life, First aid/ Scouts & Guides /Social service / health and hygiene/etc. the camp may preferably be held outside the college in a rural setting.

The 5 days programme should include the participation of student teachers in community life, awareness creation on clean India, Environment, disaster management and other topics of social and current interest, tree plantation, cultural programme and other activities in the village along with local people.

A self-study report regarding the camp from planning stage to camp evaluation stage along with necessary photograph should be submitted for continuous and comprehensive evaluation

EPC-1 - CRITICAL UNDERSTANDING OF ICT

SEMESTER –1- PRACTICUM –ENHANCING PROFESSIONAL CAPABILITIES: -CREDIT-2

Essence of the course: Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralisation of larger knowledge structures; it will show student teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the ‘digital public’ to make education a participatory and emancipatory process.

Objectives :

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

1. explain the concept of ICT in education.
2. appreciate the scope of ICT for improving the personal productivity and professional competencies.
3. familiarize student-teachers with i. computer hardware aspects ii. software technologies.
4. develop an understanding of the process of technology mediated communication.
5. develop skills of integrating the ICT in the classroom.
6. appreciate the applications of e-learning in education.
7. describe social, economic, security and ethical issues associated with the use of ICT use internet.
8. efficiently to access remote information, communicate and collaborate with others.
9. find out the assistive technologies for inclusive classrooms.
10. sensitize them to practice safe, ethical and legal ways of using ICT

CONTENT OUTLINE

UNIT – 1 Basics in ICT and Computer Applications.

- ICT Meaning and Definition, Educational implications and Benefits of ICT.
- Computer Hardware and Computer Software:
Characteristics, Types & Applications of Computers
Hardware of Computer: Input, Output & Storage
Devices
Software of Computer: Concept & Types - Various Applications of Computer software in school learning programme
-MS Office – some basic utility in school programmes
-MS Excel – some basic utility in school programmes
-MS Power point – understand the menus and its commands for preparing the e-slides
- Internet & its Application -Facilities available for communication: organisation and connectivity system architectures for -e-learning, e-schooling, e-mail, online conferencing (Audio-video), e-Library, websites, synchronised and asynchronised educational educational e- content delivery methods.
- Web Browsers & Search Engines - Safe use of the Internet,

UNIT - 2 Pedagogical useage of ICT:

- Locating ICT in the context of National Policy on ICT in school education.
- Approaches to Integrating ICT in Teaching Learning Process – issues related ICT in education - instructional technology - concept of multimedia and CD based self instructional package, learning management systems, Online Education, and Blended learning methods.
- Guidelines on PowerPoint slides or content as well as delivery of presentations.
- Class room digital transational methods both online and off line delivery tools and systems and use of Digital board – Interactive white board.
- Exploring the free Collborative tools.
- Online content creation tools: e-posters, concept map, quiz making (Google forms, Kahoot, Potato) blogging, Utube channel, creating web through free Websites providers.)
- Mobile learning and exploring the related applications.
- Identifying and using tools for special needy-Assistive Technology for Children with Special Needs.
- Constructing and Implementing ICT based Tests / Quizzes using ICT Resources

UNIT - 3 ICT managed school processes – school management: School management softwares- tools in Educational Administration and Management

- Scheduling.
- record keeping.
- student information.
- electronic grade book.
- connecting with parents and community.

UNIT – 4 Creation of digital resources and Professional Development through ICT:

- ICTs for material development: TPACK framework
- E-content creation for e-learning-typical design and development steps: -ADDIE Model- Dick and Carey Model – Robert Gagne’s Model- Minimalism Model – Kemp, Morrison and Ross Model – Rapid E-lraning Model – Empathic Instructional design.
- Designing “technology integrated learning experiences”:-digital lesson planning- stage/steps.
- Setting up teacher professional networks using ICT.
- Lifelong learning: OERs, MOOC and other possibilities - Refresher Courses for teachers With special focus on SWAYAM-MOOCs.

UNIT – 5 Recent advancement in ICT on educational applications and safety issues:

- Hepatic’s Technology.
- Teaching- learning trough Robotic.
- Artifieceal Intelegence and its use in transmtion of knowledge.
- Subject specific ICT tools for creating and facilitating learning.
- Social, Economic, and Ethical issues associated with the usage of ICT
- Viruses and its Management, Privacy, firewall, and safe practices.

Practicum:

- Practice in installing various system and application softwares
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online using Google class room.
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria).
- create educational blogs(edublogs) for individual/group students for

sharing and learning articles/ class notes/ assignments and participating in active blogging community

- Creating digital flow charts, timelines and quiz for a particular content
- Creating screen cast video of a lesson.
- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic.
- Creating a simple 2D animation using pencil or Tupi.
- Creating and editing various graphics, or creating e-poster, concept map for a concept.
- Creating account in teacher tube/ slideshare and sharing video/presentation.
- Viewing and commenting on others' contributions, - e-publishing to get views of others.
- Enrolling and completing some MOOC courses of interest.

References:

1. Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
2. Bharihok, D. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi. CEMCA (2014)
3. Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications
4. GoI (2012) National Policy on ICTs in School Education, MHRD, Govt. of India.
5. MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi.
6. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from http://mhrd.gov.in/ict_school
7. MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT), Department of Higher Education, MHRD, Govt. of India, New Delhi.
8. Roblyer M.D., Aaron H. Doering (2012). Integrating Educational Technology into Teaching (6th Edition).
9. Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO.
10. UNESCO. (2002). UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide, Division of Higher Education, UNESCO.
11. UNESCO. (2002). UNESCO Report: Information and Communication Technology in Teacher Education, A Curriculum for Schools and Programme of Teacher Development. Division of Higher Education, UNESCO.
12. <https://whatfix.com/blog/instructional-design-models/>

SEMESTER II

THEORY
PERSPECTIVES IN EDUCATION 1. CHILDHOOD AND GROWING UP-II 2. LEARNING AND TEACHING – I 3. EDUCATION IN THE EMERGING INDIAN SOCIETY I 4. CREATING AN INCLUSIVE SCHOOL
CURRICULUM & PEDAGOGIC STUDIES 5. ASSESSMENT FOR LEARNING-II PEDAGOGY OF A SCHOOL SUBJECT 1 (2/4) PEDAGOGY OF A SCHOOL SUBJECT 2 (2/4) 6. PEDAGOGY OF ENGLISH I (2/4) 7. PEDAGOGY OF TAMIL I (2/4) 8. PEDAGOGY OF HINDI I (2/4) 9. PEDAGOGY OF MALAYALAM I (2/4) 10. PEDAGOGY OF MATHEMATICS I (2/4) 11. PEDAGOGY OF PHYSICAL SCIENCE I (2/4) 12. PEDAGOGY OF BIOLOGICAL SCIENCE I (2/4) 13. PEDAGOGY OF SOCIAL SCIENCE I (2/4) 14. PEDAGOGY OF COMPUTER SCIENCE I (2/4) 15. PEDAGOGY OF COMMERCE I (2/4) 16. PEDAGOGY OF ENGLISH II (2/4) 17. PEDAGOGY OF TAMIL II (2/4) 18. PEDAGOGY OF HINDI II (2/4) 19. PEDAGOGY OF MALAYALAM II (2/4) 20. PEDAGOGY OF COMMERCE II (2/4)
PRACTICUM
SCHOOL INTERNSHIP (3 Weeks)
EPC -2: DRAMA AND ART IN EDUCATION

CHILDHOOD AND GROWING UP -II

SEMESTER –2- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

This course makes student- teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. This course makes student-teachers to understand the developmental nature of the adolescences and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

Objectives:

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

- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence
- apply the various socio-assessment tools in their real life
- analyse about self

CONTENT OUTLINE

UNIT 1: MOTIVATION

Motivation: Types of motivation - Functions of motivation – Motivation in education. Rewards and punishment as motivator – Factors influencing motivation: Internal and external factors – Theories of motion: Theory of self-actualisation, (Maslow) - The psychoanalytic theory of motivation (Freud) - Theory of achievement motivation, (Me Cleland), - Level of Aspiration - Promotion of achievement motivation among learners.

UNIT 2: PERSONALITY AND HUMAN ADJUSTMENT

Personality: Meaning, Components. Factors influencing personality – Integrated personality – Adjustment as achievement and process – Causes of maladjustment – Conflict, Frustration – Adjustment Mechanisms – Group dynamics: competition and cooperation – Classroom climate and leadership styles of teachers.

UNIT 3: PSYCHOLOGICAL ASSESSMENT - TECHNIQUES AND TOOLS

Personality Assessment: Need for assessment – Methods of assessment: Scientific assessment Techniques: Observation - Interview- Questionnaire – Inventories - Case study - Situational Tests-Projective Techniques: Meaning - (TAT, Inkblot test, story completion test) - Free association Technique - Dream analysis - precautions to be considered while communicating test results – abuse of psychological tests.

UNIT 4: MENTAL HEALTH

Mental Health and Mental Hygiene: Concepts, Meaning. Mental health Problems of Indian children – Child Rearing Practices in India with special reference to gender aspect - Mental health in Indian schools – Programmes to improve Mental health in Schools.

UNIT 5: GUIDANCE AND COUNSELING

Guidance and Counseling: Meaning, Principles, Types –Significance of guidance services in schools - Functions of Guidance cells in school: Guidance in Secondary School - High School - Higher secondary School- Roles of Different Personnel in the School Guidance Program - Qualities of a good counselor -Basic Steps of counseling - Ethical code for a counselor - Mobile Counselling centres-state resource centre for counselling for children with disability.

Practical oriented activities

Group discussion: The trainees are to work in groups and produce the report.

- a) Adjustment problems in school.
- b) Adjustment problems at home.
- c) Child rearing practices and its impact on mental health.

Case Study: Each teacher trainee shall select a student in the case category from his/her class during Practice Teaching phase, study and submits a case report on his / her social, emotional, moral, and cognitive development and its impact on his / her educational achievement.

Laboratory work

The student trainees shall select any **three** of the following topics and conduct experiments using appropriate tools and prepare the report

- Personality
- Motivation
- Level of aspiration
- Aptitude
- Attitude
- Interest

Modes of Transaction:

Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

Modes of Assessment:

Written test, seminar, presentation, Field Visit

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LEARNING AND TEACHING - I

SEMESTER –2- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

ESSENCE OF THE COURSE

Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student-teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

OBJECTIVES:

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

- Understand the concept of learning and its importance for human excellence
- Apply the learning theories in their teaching
- Understand the processes that facilitate construction of knowledge
- Understand the concept and different levels of teaching
- Specifies different psychological approaches to teaching

CONTENT OUTLINE

UNIT 1: DEVELOPMENT OF LEARNER AND LEARNING

Learning –Domains of learning for holistic development – Phases of learning – influence of peer group, group cohesion and group dynamics on learning –Development of learner as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological) – Nature and nurture, continuity and discontinuity issues, growth and maturation–Implications for teachers to develop holistic understanding of the learner in context.

UNIT 2: THEORETICAL PERSPECTIVES ON LEARNING

Perspectives on human learning: Behaviourist (conditioning paradigm in brief), Cognitivist, Information-processing view, Humanist, Social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky) – Concepts and principles, applicability and Relevance, Role of learner in various learning situations, Role of teacher in teaching-learning situations.

UNIT 3: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge' – Social-constructivist perspective and applications of Vygotsky's ideas in teaching – Processes of construction of knowledge: Experiential learning and reflection, Social mediation, Cognitive negotiability, Situated learning and cognitive apprenticeship, Meta-cognition–Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self-regulated learning.

UNIT 4: CONCEPT OF TEACHING

Meaning, definitions, criteria for teaching – teaching an art or a science? – relationship between teaching and learning – analysis of the concept of teaching-teaching as a deliberately planned process: analysis in terms of teaching skills – general model of instruction – Pre-active, Interactive and Post active phases and teachers role in them.

UNIT5: APPROACHES TO TEACHING

Various Approaches to Teaching such as, Behaviourist, Cognitivist, Constructivist, Connectionist, Participatory, Cooperative, Personalized, Wholistic.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment

1. Writing criticism on any one of the theoretical perspectives on learning
2. Identify the learning in Constructivist perspective for a natural issue.
3. Write an essay on various approaches to teaching.

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Paper-Pencil Tests, Performance tests.

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EDUCATION IN THE EMERGING INDIAN SOCIETY -I
SEMESTER –2- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

OBJECTIVES:

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

- Understand the concept of philosophy and education.
- Understand the relationship between philosophy and education.
- Understand the educational thoughts of great thinkers.
- Understand the relationship between sociology and education.
- Understand the role of different agencies in education.
- Understand the issues and challenges in Indian society and educational solutions.
- Understand the constitutional provisions for education.
- Understand the role of various statutory bodies of education.
- Understand the importance of value education.
- Understand the importance of health and physical education.

CONTENT OUTLINE

UNIT I: INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION

- (a) Education: Concept, Meaning, Definition, Purpose and Nature – Levels of Education: Pre-primary, Primary, Secondary and Higher Education.
- (b) Philosophy: Concept, Meaning, and Definition. Focal areas of philosophy: Metaphysics, Epistemology and Auxiology.
- (c) Relationship between Philosophy and Education.
- (d) Indian Schools of Philosophy and Education: Educational implications of Vedanta, Buddhism and Jainism.

UNIT II: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

Western Schools of Philosophy and Education: Educational implications of Idealism, Naturalism, Pragmatism, Realism, Eclecticism and Constructivism.

UNIT III: INDIAN AND WESTERN EDUCATIONAL THINKERS

Swami Vivekananda – Mahatma Gandhi - Rabindranath Tagore – Sri Aurobindo - J.Krishnamurthy - Rousseau- Froebel -John Dewey – Montessori - Russell.

UNIT IV: SOCIOLOGY AND EDUCATION

Sociology: Concept and Meaning - Relationship between Sociology and Education - Cultural heritage of India: Traditional, Modern and Post-modern - Cultural lag and cultural fusion - Social change: Concept and Meaning - Factors of social change - Education for social change and modernization of Indian society - Formation of casteless society.

UNIT V: AGENCIES OF EDUCATION

Educational functions of Family, Peer group, Community, School and Mass Media- Lifelong Education: Mass education – Open and Distance Learning.

Mode of transaction of the course:

Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, e-learning (edmoda.com)

Practicum activities: Task and Assignment

Planning and Implementation of Activities

- a. field visit to vocational institutes to make reports,
- b. awareness development about population explosion in rural / slum areas,
- c. Preparing a presentation on rich cultural heritage of India

Mode of Assessment

Written test and Task and assignment

References:

1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
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CREATING AN INCLUSIVE SCHOOL

SEMESTER – 2- THEORY: PERSPECTIVES IN EDUCATION -- CREDIT-4

Essence of the course:

This course covers the concept of special schools, mainstreaming and inclusion, national policies, initiatives, programmes and acts for inclusive education, nature and needs of the children having disabilities and their integration.

The objectives of this course is to highlight and reinforce a firm belief in positive and varied outcomes of inclusion. It will help student teachers in identification of factors affecting learning and participation while formulating a policy of good practice and review. This course focus on the understanding of integrating children with special needs with the normal children

Objectives:

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

- acquire knowledge of terms and concepts used in disability and inclusion
- understand integrate education and the importance of inclusive school for disabilities and assessment methods
- apply the policies and practices related to special education and Service programme for the disabled
- develop the skills a dynamic approach of pupil diversity and opportunities for enriching learning among the disability child
- develop interest on support and active participation of all in the field of inclusive education
- develop the attitude towards students to interrogate their own beliefs and also of school teacher from social point of view.

CONTENT OUTLINE

Unit 1: Historical and modern perspectives on Inclusion

Inclusion: Meaning, definition – Characteristics of Inclusion – scope of Inclusion – principles of Inclusion – teacher's role in Inclusiveness – factors affecting inclusion -present situation of Special Education in India.

Unit 2: Policy and programme for Inclusive Education

Challenges and prospects of Inclusive Education –Disability – five year plan allotment - Kothari Commission 1964 –National Education Policy, 1968 - NPE, 1986 - Special Educational Needs and Disability Act 2001 - Disability Discrimination Act 1995 - Persons with Disability Act (PDA) 1995- - RTE Act 2009 – Rights of the child UNESCO, 1989 – Rights of Persons with Disabilities UNESCO, 2006 – National level practices on education of Children with disabilities DPEP, - SSA – Policies and legislative measures pertaining to the disabled - Service programme for the disabled.

Unit 3: Different Learners in Inclusive Education

Types of learning disability: – physical- visual impaired, hearing impaired, Orthopaedic – Mentally impaired – Learning disability – Dyslexia, Dyscalculia, Dysgraphia – Attention deficit hyperactive disorder (ADHD) – Autism – Cerebral palsy

Unit 4: Identification and Inclusion

Early detection of disability – issues related to identification of special needy – challenges and parameters of inclusive education – parental attitude – community Awareness - models of inclusion:- Wang's adoptive environment model - Team teaching as an inclusionary model -

SAALE model – role of parent, community, peers, headmasters, Teachers Training and Teacher preparation in inclusiveness.

Unit 5: Mainstreaming and integrated Education

Meaning – characteristics of integrated education - Equality and quality of integrated education – sustainable practice - create positive and innovative outcome - Safeguarding the needs of pupils with special educational needs - Assessment methods for inclusive school – Norm reference tests (NRT) and Criterion reference tests (CRT) – Behavioural and Clinical assessment – continuous and comprehensive assessment.

Mode of transaction:

Lecture, Discussion, Assignment, Visit special school, Film show

Practicum: Task and Assignment for internal assessment (Any four)

1. Make a survey and write a report based on disability learner's status in your nearby schools
2. Study the attitude of parents and teachers as inclusive
3. Visit to inclusive school to observe classroom interaction of anyone such schools in your area.
4. Case study of one/two people with special needs in secondary
5. Preparation of teaching aids for children having any one type of disability

Mode of Assessment:

Oral test, Case study, Special school Report, Written test, Task and assignment

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ASSESSMENT FOR LEARNING - II

SEMESTER –2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

ESSENCE OF THE COURSE:

The course is designed keeping in mind the role of assessment in enhancing learning. It will focus on various tools and techniques of evaluation. There will also be focus on continuous and comprehensive evaluation. The course will also deal with critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment process. The course will also give emphasis on the need for formative and summative evaluation as well as quantitative and qualitative assessment for learning.

OBJECTIVES:

- The students should be able to specify the characteristics of the instruments of evaluation
- To know about the teaching effectiveness and its assessment procedures
- To compare Continuous and Comprehensive modes of evaluation
- To specify the uses of tools of evaluation through Qualitative techniques
- To specify the uses of tools of evaluation through Self-reporting techniques

COURSECONTENT

UNIT 1: CHARACTERISTICS OF INSTRUMENTS OF EVALUATION

Validity - different methods of finding validity – Reliability - different methods of finding reliability – Objectivity – Interdependence of validity, reliability and objectivity – Usability – Norms.

UNIT 2: TEACHING EFFECTIVENESS AND ASSESSMENT

Concept and criteria for assessing teaching effectiveness – Assessing teaching using observation schedules – Student evaluation of teaching – student's ratings of teaching effectiveness, dimensions and problems. – Uses of assessment for feedback for improving instructional process – System (Flander's) for observation for recording classroom interaction patterns and uses –Use of interaction analysis in the classroom for teacher assessment.

UNIT 3: CONTINUOUS AND COMPREHENSIVE EVALUATION

Aim, objective and characteristics of CCE – Continuous and Comprehensive Evaluation (CCE)–Scholastic area– Co-Scholastic area – functions of continuous and comprehensive evaluation– Recording and reporting: measurement of students' achievements, grading system and type – importance of progress report – Feedback as an essential component of assessment

UNIT 4: MAJOR TOOLS OF EVALUATION AND THEIR USES (QUALITATIVE TECHNIQUES)

Intelligence tests and aptitude tests – Rating scale – Check list – Anecdotal records – Socio-metric technique – Interview, Questionnaire and Inventory – Use of test data: placement, promotion, grouping, diagnosis and remediation

UNIT 5: MAJOR TOOLS OF EVALUATION AND THEIR USES (SELF-REPORTING TECHNIQUES)

Self-reporting techniques/ Reflection as assessment technique for learning – Interview and focus group discussion

Mode of Transaction:

Lecture-cum-discussion, Seminar, Team Teaching, Practical work

Practicum: Task and Assignment

1. Finding out the content validity of the given question paper
2. Preparation of interaction analysis report after the observation of any two teachers using FIACS
3. Conduct an Interview among Peers and prepare an Interview Report

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Submission of Assignments, Preparation of tests various types of test items, Data collection and statistical analysis, Participation in Group discussion

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PEDAGOGY OF ENGLISH-I (2/4)

SEMESTER –2-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

School education and teacher-education share a greater relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF2005 and the Right to Education Act, 2009 suggest are thinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus semester wise was felt as the New Education Policy expects the teacher to look at school education in a holistic manner. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching–learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning. Language is essentially a means of Communication among the members of a society. In the expression of culture, language is a fundamental aspect. This course is visualized as a range of language based activities, which will aid in strengthening the ability to 'listen', 'read', 'discuss and communicate' as well as to 'write' in the language of instruction.

Objectives:

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

- Acquire knowledge of the sound systems of English and to familiarize them with the appropriate terminology to describe the sounds in English.
- Understand the connection so of English speech and to acquire good pronunciation and fluency of speech.
- Familiarize student teachers with the text book contents related to high school and Higher Secondary classes.
- Develop an insight into the symbiotic relationship between curriculum syllabus and text books.
- Think critically, analyze texts, and express their opinions.
- Incorporate digital tools and resources in English language instruction.
- Motivated by creating awareness about the importance of English language in different aspects of life.
- Write compositions correctly using appropriate pronunciation mark and capital letters.
- Highlight why English is such a valuable asset of all who use their unique language.
- Express them creatively and imaginatively.
- Create awareness amongst students that there are many English speaking apps, dictionaries, videos, audios, etc. which they can use from internet. Learning English will help them to use these facilities easily.
- Think in English and then speak.
- Compose freely and independently in speech and writing.
- Understand teaching composition should be the presentation of language material within

- the prescribed range of grammatical and lexical items.
- Ensure that teachers do not overlook any topics while teaching the class by writing the lesson plan.
- Create a defined flow with particular classroom activities and provide them with a schedule that they can follow.
- Acquire knowledge on effectively passing the knowledge on to their students. It encourages greater student interaction and participation in the class
- Focus on knowledge/skill acquisition or reinforcement.

CONTENT OUTLINE

Unit 1: Lesson Planning

Bloom's Taxonomy of Educational Objectives – General and Specific Instructional Objectives - Lesson planning- Characteristics, Need and advantages, Lesson Plan format – Teaching Prose – Poetry -Teaching of different language form Prose, Poetry- Aims, Objectives, and Steps of teaching prose, poetry and supplementary reading, Lesson Plan in digital form.

Unit 2: Compositions

Importance of composition – types of composition (controlled, guided and free) – situational composition – developing creative competency – developing strategic competency - Letters: formal, informal, semi-formal – report writing –précis writing- correcting composition exercises.

Unit 3: Spoken English

The different speech organs and their role – the individuals sounds – vowels and consonants – their place and manner of articulation – The concepts of the phoneme and allophone – phonetic transcription – stress – word stress and sentence stress –intonation in English – four basic patterns of intonations in English- Rhythm.

Unit 4: Pedagogic Analysis

Pedagogic analysis - concept overview- importance and component-Content analysis understanding relation between curriculum, syllabus and textbook

Unit 5: Evaluation and interpretation of data

Need for assessment -Type of tests – oral, written, objective, subjective – diagnostic, achievement tests - Formative, summative evaluation- Construction and administration of achievement test - Analysis and interpretation of test data.

Mode of transaction:

Use of multimedia resources, PPT, Library resources, Accessing Online input on the topic, Language Lab, Observation of video clips, Print versions of texts focusing on communication, Dictionary and online referencing, Virtual learning, Usage of Language

games, Power point presentation(PPP) Micro-teaching through video lessons, Lesson Plan presentation, Mind mapping, Comparative & critical study on various methods and approaches of teaching prose poetry and grammar, Interactive Sessions, Comparative study of various forms of compositions, Demonstration, Small group discussions, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Preparation of prose lesson plan and poetry lesson plan.
2. Practice Textual exercises
3. Practice noun phrase, verb phrase and adverb phrase.
4. Practice Dramatization and miming.
5. Preparation of blue prints, question papers, marking scheme and question wise analysis.
6. Construction of test items for diagnosis and achievement test and Interpretation of test data.
7. Preparing different instructional materials.

Mode of assessment:

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of various tasks, Self-assessment and peer assessment, Evaluation based on documentation, Performance evaluation, Feedback.

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PEDAGOGY OF TAMIL I (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

அடிப்படைக் கோட்பாடுகள்

மொழியின் தோற்றத்தையும் செம்மொழியின் சிறப்புகளையும் அறிந்திருப்பர் அறிவியல் வளர்ச்சியின் தாக்கம் மொழியிலும் மாற்றத்தை ஏற்படுத்துவதால் அதற்கான கலைச்சொற்களை உருவாக்கும் திறனைப் பெறுவர் கலைச்சொற்கள் உருவாக்கத்திற்கு நூலகங்களின் பயன்களையும் தேவையையும் அறிந்திருப்பர் காலத்திற்கேற்ப தாய்மொழியை எவ்வாறு கற்பிக்க வேண்டும் என்பதையும் கற்பிக்கும் முறைகளையும் அறிந்திருப்பர் இக்கால இலக்கியங்களின் சிறப்புகளை அறிந்து கற்பிக்கும் திறனைப் பெற்றிருப்பர் தாய்மொழியைப் பிழையின்றி பேசுவதையும் அதன் நுணுக்கங்களையும் அறிந்திருப்பர். மொழியைப் பற்றி மொழியியலாளர்கள் கூறும் கருத்துகளையும் மொழி வளர்ச்சிக்கு ஒப்பிலக்கியத்தின் தேவையையும் அறிந்திருப்பர்.

நோக்கங்கள்

மொழியின் அமைப்புகளையும் பண்புகளையும் அறியச் செய்தல்.

செம்மொழித் தமிழின் தொன்மைகளை அறிந்து பெருமிதம் கொள்ளச் செய்தல் .

நூலகத்தைப் பயன்படுத்தும் ஆர்வத்தைத் தூண்டுதல்.

அறிவியல் தமிழின் அவசியத்தை உணர்த்துதல்.

பல்வேறு கற்பிக்கும் முறைகளை அறியச் செய்தல்.

இலக்கியத் திறனாய்வு குறித்த அடிப்படைச் செய்திகளை அறிய செய்தல் .

இக்கால இலக்கியங்கள் குறித்து அறிந்து கொள்ளச் செய்தல்.

மொழியியல் நோக்கில் தமிழ்மொழியின் அமைப்பினை உணர்த்துதல்.

கற்பித்தல் கற்றல் உத்திகளைப் பயன்படுத்தும் திறனை வளர்த்தல்.

தொல்காப்பியம் குறிப்பிடும் ஆசிரியர் மாணக்கர் குணநலன்களை உணர்த்துதல்.

அலகு 1: மொழி கற்பித்தலில் பிழைகள்

தவறும் பிழையும் வரையறை- பிழைக்கான காரணங்கள் -பிழை வகைகள்- பிழைநீக்கல் பயிற்சி - பிழை தவிர்த்தல்.

அலகு 2: மொழி அமைப்பு

ஒலியன் வரையறை- கொள்கைகள்- விதிகள்- மாற்றொலிகள்- உருபன்- மாற்றுருபு- உருபன் வகைகள்- தொடரியல் குறித்த செய்திகள்.

அலகு 3: ஒப்பிலக்கிய அறிமுகம்

ஒப்பியல் வரையறை- தமிழில் ஒப்பிலக்கியச் சிந்தனைகள் - பிறமொழிகளோடு கொண்டுள்ள தொடர்பு- பண்புகள்- பயன்கள்.

அலகு 4: கற்பித்தல் உத்திகள்

பிளாண்டரின் வகுப்பறைச் சூழல் பகுத்தறிமுறை - திட்டமிட்டுத் தானே கற்றல்.

அலகு 5: இலக்கியங்கள் காட்டும் கல்வியல் சிந்தனைகள்

தொல்காப்பியர் குறிப்பிடும் முப்பத்திரண்டு உத்திகள் -

ஆசிரியரின் அருங்குணங்கள்- ஆசிரியராகார் இயல்புகள்- நல்லமாணாக்கரது இலக்கணம் - மாணாக்கர் வகை - மாணாக்கராகார் - நன்னூல் கூறும் செய்திகள்.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல், மாணவர் கருத்தரங்கம், ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல் செய்து கற்றல், ஆய்வரங்கம், பணிமனை செயல்திட்டக் கற்பித்தல், விதிவருமுறை விதிவிளக்கமுறை, விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல், இணைய வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு: காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் புத்த வாசிப்பு முகாம் நடத்துதல்.

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம். மாதிரிப் பாடம் எடுத்தல், வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. தமிழ் அறிஞர்களின் படத்தொகுப்புச் சேகரித்தல்
3. கலைச்சொற்களைச் சேகரித்தல்
- 4 ஏதாவது ஒரு பொருள் குறித்த நூலடைவு தயாரித்தல்
5. பிழை நீக்கல் பயிற்சி தயாரித்தல்
6. ஒரு படைப்பைத் திறனாய்வு செய்தல், அறிமுகம் செய்தல்,
7. கட்டுரை எழுதும் பயிற்சி
8. மாணவர்கள் ஒருங்கிணைக்கும் கருத்தரங்கம்
9. குறிப்பிட்டத் தலைப்பில் உரையாடலை ஒருங்கிணைத்தல்
10. குறிப்பிட்டத் தலைப்பில் விவாதித்தல்
11. ஒரு சிறு பத்தியில் உள்ள சொற்களைப் பிரித்து உருபன்களைக் கண்டறிதல்.

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PEDAGOGY OF HINDI I (2/4)
SEMESTER- 2 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षका की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1 भाषा शिक्षण द्वारा अपेक्षित योग्यताआ. का विकास

उच्चारण, वर्तनी, श्रवण वाचन, पठन लेखन, चिन्तन एवं अभिव्यक्ति की योग्यताआ. का विवरण । अपेक्षित विकास हेतु विधियाँ

इकाई 2 ध्वनि

हिन्दी की ध्वनियाँ, मुख विवर म. उनका स्थान तथा प्रयत्न के आधार पर उनका वर्गीकरण, हिन्दी भाषा म. उच्चारण की समस्याएँ, अशुद्ध उच्चारण के कारणों की पहचान तथा निदानात्मक शिक्षण, कक्षा शिक्षण म. उच्चारण ठीक कराने के प्रयत्न तथा अन्य भाषिक क्रियाएँ

इकाई 3 भाषायी दक्षता

परम्परागत सूत्रों का प्रयोग - अभिवादन, क्षमायाचना, निमन्त्रण, अस्वीकारोक्ति, स्वीकृति, धन्यवाद ज्ञापन, उच्च स्वर म. गद्यांशों एवं कविताओं का वाचन, सारणी, रेखाचित्र, मानचित्र आदि का वर्णन एवं विश्लेषण, कहानी सुनाना तथा घटनाओं का वर्णन

इकाई 4 भाषा का जनसंचार परिप्रेक्ष्य

मुद्रित जनसंचार - समाचार पत्र भाषा, रेडियो एवं दूरदर्शन भाषा, प्रचार-प्रसार भाषा, सोशल नेटवर्किंग भाषा, सोशल नेटवर्किंग साइट्स का शैक्षिक विस्तार (फेसबुक, ट्वीटर, यू ट्यूब, व्हाट्स ऐप) ब्लॉगिंग एवं ई-अधिगम

इकाई 5 पाठ योजना और उसकी उपयोगिता

कविता, कहानी, निबंध, नाटक आदि विधाओं का शिक्षण एवं उनकी पाठ योजना

सिखाने का माध्यम

- व्याख्यान
- सामूहिक चर्चा
- निदर्शन एवं सामग्री विश्लेषण
- विचारगोष्ठी
- विभिन्न साहित्यकारों, लेखकों एवं कवियों के विषय म. चर्चाएँ
- पुस्तकालय संसाधनों का उपयोग
- भाषा प्रयोगशाला
- वीडियो क्लिप्स का प्रयोग
- दृश्य-श्रव्य पाठों के माध्यम से सूक्ष्म शिक्षण
- व्याकरण प्रकरणों के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण
- पाठ योजना प्रस्तुतीकरण
- अन्तर्सक्रिय सत्र
- प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण
- शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

- Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
- विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी
- मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ
- मुहावरे, लोकोक्तियाँ का प्रयोग करते हुए कहानी, लेख आदि लिखवाना
- विषयवस्तु आधारित अभ्यास

- सूक्ष्म एवं व्यापक पाठ योजनाएं, बनाना
- पावर प्वाइंट प्रस्तुतीकरण
- दृश्य-श्रव्य सामग्री का निर्माण
- ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण
- विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना
- परीक्षण आंकड़ा. का प्रस्तुतीकरण
- पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

- सामूहिक चर्चा का विश्लेषण
- स्व मूल्यांकन तथा निकट समूह मूल्यांकन
- उपलब्धि मूल्यांकन
- अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन
- प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ- स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, मात्रभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

കോഴ്സിന്റെ സാരാംശം

പഠനപ്രക്രിയയിൽ മാതൃഭാഷ വഹിക്കുന്ന പങ്ക് വളരെയധികം പ്രാധാന്യമർഹിക്കുന്ന ഒന്നാണ്. ഓരോ അധ്യാപക വിദ്യാർത്ഥികളും വിദ്യാഭ്യാസത്തിൽ മാതൃഭാഷ എത്രത്തോളം സ്വാധീനം ചെലുത്തുന്നുവെന്ന് അറിഞ്ഞിരിക്കണം. മലയാള ഭാഷയുടെ വളർച്ച, സവിശേഷതകൾ, എന്നിവയൊക്കെ ഈ കോഴ്സിലൂടെ ആർജ്ജിച്ചെടുക്കാൻ കഴിയുന്നു. ആശയോപാധി, പ്രതിഫലനാത്മകചിന്ത എന്നിവയുടെ മാധ്യമം ഭാഷതന്നെയാണ്. മലയാള ഭാഷയുടെ വികസനഘട്ടങ്ങൾ പഠിക്കുക എന്നതും ഈ കോഴ്സിന്റെ ഭാഗമാണ്. മലയാള സാഹിത്യത്തിന്റെ വളർച്ച, ഭാഷാനൈപുണി വികസനം, ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ ഉപയോഗം എന്നിവയുടെ അവബോധം ഈ കോഴ്സിലൂടെ ലഭ്യമാവുന്നു. ഭാഷയിലെ പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങൾക്കും ഭാഷാധ്യാപനം പ്രാധാന്യം നൽകുന്നു.

ഉദ്ദേശ്യങ്ങൾ:

- പാഠ്യപദ്ധതി നിർമ്മാണത്തിലെ വൈവിധ്യമാർന്ന സമീപനങ്ങൾ മനസ്സിലാക്കുവാൻ
- പാഠ്യപദ്ധതി നിർമ്മിതിയിലെ തത്വങ്ങളും ആശയങ്ങളും പരിചയപ്പെടുവാൻ
- നവീന സിദ്ധാന്തങ്ങളുടെയും ആശയങ്ങളുടെയും ഏകോപനത്തെക്കുറിച്ചറിയുവാൻ
- മലയാളസാഹിത്യത്തിന്റെ പോഷണത്തിന് പങ്ക് വഹിച്ചവരെ മനസ്സിലാക്കാൻ
- പാഠപുസ്തകം, അഭ്യാസപുസ്തകം, അധ്യാപകസഹായി, മാസികകൾ, നിഘണ്ടുക്കൾ തുടങ്ങിയ പഠന വിഭവസാമഗ്രികളുടെ പ്രാധാന്യം മനസ്സിലാക്കാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1: മലയാള പാഠ്യപദ്ധതിവികസനം

- പാഠ്യപദ്ധതിയുടെ വികസനം - സാമാന്യ തത്വങ്ങൾ (മനശാസ്ത്രപരം, സാമൂഹ്യശാസ്ത്രപരം തത്വചിന്താപരം)
- പഠിതാവിന്റെ ആവശ്യകതയും അഭിരുചിയും
- പാഠ്യപദ്ധതി രൂപീകരണം, വിവിധ സമീപനങ്ങൾ (സർപ്പിളം, വിഷയാനുബന്ധിതം, കേന്ദ്രീകൃതം)
- പുതിയ മലയാള പാഠ്യപദ്ധതി വിമർശനാത്മക വിശകലനം

യൂണിറ്റ് 2: മലയാള ഭാഷയും പഠനസിദ്ധാന്തങ്ങളും

- ജ്ഞാന നിർമ്മിതിവാദം (ബ്രൂണർ, പിയൊഷെ)
- സാമൂഹ്യ ജ്ഞാനനിർമ്മിതി വാദം (വിഗോട്സ്കി)
- വിമർശനാത്മക ബോധന ശാസ്ത്രം (പൗലോ ഫ്രെയർ)
- ഭാഷാവികസന സിദ്ധാന്തം (നോം ചോംസ്കി)
- സംസ്ഥാനത്തിൽ പാഠ്യപദ്ധതി പിന്തുടരുന്ന ആധുനിക പ്രവണതകൾ

യൂണിറ്റ് 3: പാഠാസൂത്രണത്തിന്റെ വിവിധ സമീപനങ്ങൾ

- ആസൂത്രണത്തിന്റെ നിർമ്മിതിയും ഘട്ടങ്ങളും
- വാർഷികാസൂത്രണം, ഏകകാസൂത്രണം
- പാഠാസൂത്രണം

യൂണിറ്റ് 4 മലയാള പഠന വിഭവങ്ങൾ

- പാഠപുസ്തകം
- വിഭവ സാമഗ്രികൾ - അഭ്യാസപുസ്തകം
- അധ്യാപക സഹായി
- മാസികകൾ, കൈയെഴുത്തു പ്രതികൾ
- ശബ്ദതാരാവലി

യൂണിറ്റ് 5: മലയാള സാഹിത്യത്തിന്റെ വളർച്ചയ്ക്ക് സംഭാവന നൽകിയവർ

- മലയാള സാഹിത്യത്തിന് വൈദേശിക സംഭാവനകൾ - ഗുണ്ടർട്ടിന്റെ സംഭാവനകൾ, ക്രിസ്ത്യൻ മിഷനറിമാർ
- എഴുത്തച്ഛൻ, കേരളവർമ്മ വലിയ കോയിത്തമ്പുരാൻ, ഏ.ആർ രാജരാജവർമ, മോയിൻകുട്ടി വൈദ്യർ

വ്യവഹാര രീതികൾ

ചർച്ച, പ്രസംഗരീതി, അപഗ്രഥന രീതി, വിവരണം, വ്യാകരണപഠനം, സെമിനാർ, ഉപാഖ്യാനരീതി, വിവരസാങ്കേതികവിദ്യ, ഫ്ലാഷ് കാർഡ്, വിവർത്തനം, ഭാഷാപരീക്ഷണശാല

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- ഒമ്പതാം തരം കേരളപാഠാവലി - വാർഷികാസൂത്രണം തയ്യാറാക്കുക
- എട്ടാം ക്ലാസ് അടിസ്ഥാന പാഠാവലി - ഏകകാസൂത്രണം തയ്യാറാക്കുക
- ജ്ഞാനനിർമ്മിതിവാദം - സാമൂഹ്യജ്ഞാന നിർമ്മിതിവാദം - സംവാദം നടത്തുക
- മലയാള സാഹിത്യകാരന്മാരുടെ ചിത്ര ആൽബം തയ്യാറാക്കുക

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn

- 13.മലയാളസാഹിത്യ വിചാരം
- 14.എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
- 15.വിജയം നേടാൻ സാമൂഹ്യമായുതമം
- 16.Brooks, N (1964) Language and Language Learning: Theory and practice, Hark court, Brace Jovanovich, Newyork.
- 17.ശിവരാജൻ.കെ & ശ്രീമാനുണ്ണി, പി എസ്(2003) മലയാള ഭാഷാധ്യാപനം, സെൻട്രൽ കോ-ഓപ്പറേറ്റീവ് സ്റ്റോർ, കാലിക്കറ്റ് സർവ്വലാശാല
- 18.വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
- 19.എൻ.സി.ഇ.ആർ.ടി (2005) നാഷണൽ കരിക്കുലം ഫ്രെയിം വർക്ക്, ന്യൂഡൽഹി: എൻ. സി.ഇ.ആർ.ടി
- 20.എസ്.സി.ഇ.ആർ.ടി (2007) കേരള കരിക്കുലം ഫ്രെയിം വർക്ക്, തിരുവനന്തപുരം: എസ്.സി.ഇ.ആർ.ടി
- 21.കുമാർ,എസ്.പി.കെ & ബിന്ദു.സി.എം (2002) Instructional hearing strategies and cognitive Entry Behavior – An experimental Analysis, Kanishka Publications, New Delhi
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- 23.ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State Institute of Languages, Thiruvananthapuram

PEDAGOGY OF MATHEMATICS (2/4)

SEMESTER- 2 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

OBJECTIVES:

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

- Develops awareness in the assessment of students' learning
- develops an understanding of the learning and teaching resources in Mathematics
- develops an understanding on the various basic contents in Mathematics
- identifies various methods and techniques of teaching for facilitating learning Mathematics
- understands the different models of teaching Mathematics

COURSE CONTENT

Unit 1: Assessment of children's' learning.

Evaluation- Place of evaluation in Instruction - Types of Evaluation – Placement, Formative, Comprehensive and Continuous Evaluation-Meaning and Functions, Diagnostic and Summative - Characteristics of a Good Measurement tool. Co-operative and collaborative strategies: Learning together, Jigsaw technique – steps.

Unit 2: Learning Resources in Mathematics and diverse classroom.

Preparation of teaching Aids - Audio-visual Aids and Multimedia Selection and Teaching in Mathematics - Computer applications in Teaching and Learning Mathematics-Uses of ICT in Teaching-learning process. – using community resources for Mathematics learning – pooling of learning resource in school complex / block / district level. Mathematics Text Book – workbook - Mathematics Library – Mathematics laboratory- Mathematics Club and Mathematics Exhibition and fair.

Unit 3: Revisiting of Content in Mathematics

Definitions, Concepts, Generalizations, Formulae, Laws, Rules, Properties, Axioms, Structures, Constructions, Graphs, Operations, Procedures and Processes, Axioms and Postulates, Theorems and their converse, Propositions, Proofs, Problems etc. in Mathematics Critical analysis of content course of Standard VI to X Mathematics. - Basic concepts in Secondary School Mathematics.

Unit 4: Methods and Techniques of Teaching for Facilitating Learning Mathematics

Methods of Teaching: Inductive, Deductive, Analytic, Synthetic, Lecture-cum-

Demonstration, Heuristic, Laboratory, Problem solving, Project. Techniques: Oral work, Drill, Review and Assignment.

Unit5: Models of Teaching Mathematics

Five E-Model- Engage, Explore, Enforce, Expand and Evaluate. – Suchman’s Enquiry Model and Bruner’s Concept Attainment Model – Individualized Instruction – Programmed Instruction – Meaning and concept – Types – Linear, Branching.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Prepare a lesson plan for any topic in Mathematics based on Inquiry Training Model or Concept Attainment Model.
2. Prepare a lesson plan for any topic in Mathematics based on Concept Attainment Model.
3. . Preparation of ten frames of Linear or Branching Programmes on any topic in Mathematics.

Learning Activities:

Learning the Content and practicing them appropriately: Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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32. Wadhwa, S. (2008).Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org

2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE (2/4)

SEMESTER – 2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

Physical Science is a general science, after having learning this Course, student teachers understand the epistemological and pedagogical bases of physical science subject. They Pedagogy is integration of knowledge about *the learner*, *the subject* and *the societal context*. This course comprises of - the nature of the physical science subject, the aims and pedagogical approaches for the teaching of physical science at different stages of school; and deeper theoretical understanding of children in diverse social contexts.

The student-teachers will revisit basic concepts of physics and chemistry which was given in upper primary and secondary school books. The student-teachers will work with such theoretical studies as well as on the field with school children from different backgrounds, They will capable to critically examine teaching learning processes that incorporate enquiry, discovery, conceptual development, activity based learning, etc. within the classroom.

Objectives:

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

- acquire knowledge of teaching aids and its classification.
- understand the various approaches of teaching physical science.
- acquire knowledge on the individualized instruction and its various forms.
- acquire hands-on experience in the concept and meaning of test, measurement and evaluation.
- acquire basic skills of planning and designing the question paper.

Unit 1 : Classification of Teaching -aids

Introduction to teaching-aids- principles of developing a teaching aid- Various approaches of classifying the teaching- aids: Projected and non-projected - hardware and software - Machine operated aids and Non-Machine operated aids- Improvised apparatus: Meaning and principles – science kit.

Unit2: Methods and techniques of teaching physical science

Lecture-cum-Demonstration method –Heuristic approach – Historical and Biographical approaches – Problem solving approach- Inductive and Deductive methods– Project method – Laboratory method –Team-teaching – Supervised study –5E learning model - Concept mapping – Experiential learning -Inquiry approach – Analogy strategy - Cognitive conflict.

Unit 3: Catering the individuals in learning process

Personalized system of instruction (PSI) : Introduction to PSI and individualized instruction -Programmed learning: concept and principles- Linear or extrinsic programming- branched or intrinsic programming – Computer assisted instruction (CAI) – various modes of CAI.

Unit 4: Evaluation

Measurement, evaluation and assessment – Formative and Summative Evaluation - CRT and NRT - Continuous and Comprehensive Evaluation (CCE) – Scholastic and Co-Scholastic areas.

Unit5: Techniques of evaluation

Prognostic, diagnostic and achievement test- Designing the blue print - Characteristics of a good test – various tools and techniques of evaluation - measurement of students' achievements: Measures of central tendency – measures of dispersion– rank correlation.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observationmethod (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. During your school visit, observe classroom teaching methods and techniques used by the school teacher (Report).
2. Prepare 2 concept maps physics and chemistry each from the content.(concept map)
3. Prepare liner or branching frames for a single concept from physical science.(PI)
4. Prepare the list of ICT in the process of teaching-learning process.
5. Involves in preparing the blue print and the question paper.

Mode of Assessment:

Written test, Task and assignment, Laboratory work

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8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.

9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
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11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336,9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>
6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>

PEDAGOGY OF BIOLOGICAL SCIENCE (2/4)

SEMESTER –2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course is intended to enhance the ability and skill of the student teacher in understanding the importance of methods of teaching and utilisation of learning resources. The student teacher will be acquainted with such steps involved in planning the science teaching and implementing the different methods and techniques in teaching of the same and further direct himself to do research. Further it helps him to develop desirable positive attitude towards science teaching and its development.

Objectives:

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

- develop a theoretical and practical understanding of the various methods and techniques of teaching Biological Science
- understand the criteria for selecting a good science textbook and to evaluate Science textbook.
- acquiring skills related in planning the lessons and presenting them effectively.
- understand the techniques of evaluating Science teaching and to construct an achievement test to assess the learning outcomes of pupils.
- create interest in organizing science related activities

Unit 1: Learning resources

Science Textbook: Characteristics and evaluation of a good science textbook – use of textbook

Science library: values, book selection and organizing library work in science.

Science museum: importance, essential and desirable item - preparation of museum materials, organization and management.

Unit 2: Organizing Science related activities

Science club – Field trips/Excursions – Science Fairs/Exhibitions – Science hobbies – and its educational values

Unit 3: Methods of teaching biological science

Lecture method, Lecture-cum-Demonstration method.- laboratory method, - Project method, Heuristic approach, – Historical and Biographical approaches- Scientific method-Team- teaching. – Remedial teaching.

Unit 4: Facilitating Individual learning strategies

Individualization of instruction – Programmed Instruction-linear and branching type-Computer Assisted Instruction. – Role of Multimedia in teaching biological science.

Unit 5: Lesson plan

Lesson Planning – Essential features of Lesson Planning – Steps in Lesson Planning –Preparing Lesson Plan –different models / approaches for writing lesson plan - Unit Plan - Steps in Unit Planning.

Achievement test Construction – Conducts of Diagnostic test and planning the remediation.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students,

Mode of Assessment for internal marks (Any Four):

- Assignment on (i) Factors involved in Selecting organising the Learning resources (ii) exploration of various Approaches/Methods of teaching science subjects.
- Preparation of blue print for construction of achievement test and diagnostic test.
- Preparing the Model design lesson plan by considering different approaches.
- Unit plan preparation by using academic year calendar – A report submission.
- Exploring the application multimedia on biological science - A report submission.
- Evaluate any 2 school science text book(Rating)

References:

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PEDAGOGY OF SOCIAL SCIENCE (2/4)

SEMESTER – 2- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course sensitizes the learners to the relevance of social science in the current context. It makes them familiar about the techniques and approaches of teaching social science. This course acquaints the preparation and administration of learning resources in a meaningful way. It develops the competency in making use of appropriate assessment systems to appraise the learning outcomes. It also sensitizes the learners about the various social issues and moulds them to face the same in a plausible way.

Objectives

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

- Develop the ability to use hardware and software in social science teaching.
- Utilize different technological multimedia in teaching social science.
- Develop ability to design different evaluation tools
- Develop their interest to use various community resources to teach social science.
- Understand the different supporting devices of social science teaching.
- Develop the ability to analyze the content in social science at secondary level.
- Discuss current affairs in social science club.

CONTENT OUTLINE

Unit 1: Self-Instructional Modules in Social Science Teaching

Programmed learning – Linear and Branching programme – Computer Assisted Instruction – Group Directed Instructional Modules.

Unit 2: Technological Media in Social Science Teaching

Hardware and Software approach-Multimedia in social science teaching.

Unit 3: Evaluation of Teaching and Learning in Social Science

Importance of evaluation – tools and techniques of evaluation in social science – characteristics and criteria for the preparation of different objective test items, short answer and essay questions in Social Science - Preparation of an achievement test, Preparation of blue print, Diagnostic test and remedial teaching.

Unit 4: Supporting Devices of Social Science Teaching

Educational Excursion, Field Trips – Social Science laboratory – Social Science Class room – Museum – Social Science Library – utilization of community resources- Bringing community to the school-taking school to the community, Teaching of current affairs and social issues.

Unit 5: Pedagogical analysis of content in Social Science at Secondary level

Stage – I - 6th to 8th Standard Social science text book. Stage – II - 9th and 10th Standard Social science text book.

Mode of Transaction

Lecture cum discussion, Dramatization, Field visit, Debate, Panel Discussion

Practicum: Task and Assignment

1. Preparation of a programmed learning material for a lesson in history, geography and civics.
2. Preparation of a multimedia lesson for geography teaching.
3. Organizing a field trip to local historical places.
4. Collecting the valuable ornaments, coins, palm scripts, manuscripts for social science museum.
5. Solving the local problems of the community.
6. Draw the world map and locate the important places.

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

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PEDAGOGY OF COMPUTER SCIENCE I (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

Essence of the course:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

Objectives:

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

- enable the student teachers acquire knowledge on Fundamentals of Computer.
- acquaint the student teachers with the aim of teaching computer science at various levels.
- help the students teachers in acquiring skills relating to planning lessons and presenting them effectively.
- familiarise the student teachers with the various methods of Teaching Computer Science.
- understand the Computer Science curriculum and various approaches.
- make the student teachers aware of the use of various instructional materials and aids in Teaching of Computer Science.
- enable the student teachers acquire knowledge on Computer Evaluation.

CONTENT OUTLINE

Unit 1: Instructional Aids

Meaning of the term instructional aids - use and importance of instructional aid in computer science – Guiding principles for the effective use of audio visual aids – classification of audio visual aids: The first approach, The second approach, the technological approach, The Edgar Dale Cone classification approach – Instructional material or teaching aids: Epidiascope – Overhead Projector – Black board – Visual Media – Charts- Maps –Graphs – Diagrams – Interactive Whiteboard – PowerPoint Presentation (Multimedia Presentation- preparation and use of the instructional media)

Unit 2: Curriculum in Computer Science

Introduction – Meaning – Definition – Principles of Curriculum development, Selection of content and organization of subject matter - Approaches to the organization of computer science curriculum: correlated approach, Integrated approach, Topical approach, Concentric or spiral approach, Chronological and sequential approach - Present status of Computer Science in Secondary and Senior secondary education

Unit 3: Computer Organization

Introduction – Components of Digital Computer – Functional units of Computer System – Memory Unit: Read Only Memory (ROM), Random Access Memory (RAM), PROM, EPROM and EEPROM – Central Processing Unit (CPU) – Arithmetic Logic Unit (ALU) – Input and Output devices – Storage devices: Hard disk, Magnetic Tape, Floppy disk, Optical disk – Software: Software Classification, Operating System: Introduction, Basic functions of OS, Classification of OS. Edn_108 Third Year Semester 6 4 Year Integrated B.Sc.B.Ed and B.A.B.Ed. Programme - Education Syllabus Pondicherry University

Unit 4: Text Books, Assignment and Review

Computer Science Textbook: Meaning – Qualities of good computer science text book – value of the computer science library. Assignment- types –need- characteristics of good assignment – correction – review – characteristics of a good review – need and importance of reviewing lesson.

Unit 5: Evaluation in Teaching of Computer Science

Introduction - Meaning – Definition – objective based evaluation – tools and techniques in evaluation – evaluation for achievement, diagnosis, prediction and remedial measures – Criterion and Norm referenced tests- Construction of different types of test: Principles of test construction and administration of an achievement test- Blue print – Characteristics of a good test – Item analysis – Continuous and comprehensive evaluation – Formative and summative assessment – Grading pattern – Computer Aided Evaluation – Online Examination.

Mode of Transaction

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: task and assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Prepare digital lesson plan
3. Conduct Online Quizzes or E- Quizzes
4. Prepare E-Content (any two topics)
5. Develop a CAI Package (Using Visual Basic Programming)
6. Prepare any two E-assignments
7. Prepare Program Learning Material

Mode of Assessment

Written tests, task and assignments.

References:

1. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.

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11. Patrick Hall (1989). Introduction to PC Computing. England: Sigma press.
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PEDAGOGY OF COMMERCE I (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

Essence of the Course:

The effectiveness of teaching is based on the subject knowledge of the teacher. The teacher must be mastery in his subject for effective teaching –learning process. The below designed curriculum ensures the basic and fundamental knowledge of Commerce, Accountancy and bookkeeping.

Objectives:

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

- acquire the fundamental knowledge of commerce, Accountancy and bookkeeping
- understand the basic principles of accountancy and bookkeeping
- understand the forms of organization in commerce
- develop the skill of bookkeeping and Accountancy
- apply their interest in steps and procedures involved in starting of new organization
- develop interests in learning recent developments in Commerce and Accountancy,
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy

COURSE CONTENT

Unit 1: Forms of Organization

Sole trade, HUF -partnership, companies, co-operatives and government organizations.

Unit 2: Book keeping

Book keeping –Accountancy – Journal – Subsidiary books –Ledgers-Trail balance –Errors and rectification.

Unit 3: Accountancy

Trading, Profit and Loss Accounts - Balance Sheet – Partnership and company Accounts – Auditing-Interpretation of financial statements - Electronic Accounting - Tally-VAT (Value Added Tax) calculation.

Unit 4: Electronic commerce and Accountancy

Meaning, importance - developments and their relevance in the digital world. Moving e-commerce to e-business – developing excellence

Unit 5: Curriculum

Curriculum – principles involved in the curriculum construction - XI and XII standard Commerce and Accountancy syllabi – academic and vocational curriculum – vocational areas

identified in the Higher Secondary Stage under the heading “Business and Commerce” – selection of materials – gradation of materials for School and College level. Comparison of CBSE and State Board Commerce and Accountancy Syllabi.

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion-Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,- Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion- assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI – e-learning and other self- learning methods

Practicum: Task and Assignment

1. Collection of business documents, newspaper and magazines articles (cuttings), businessforms etc. for classroom discussion and maintaining a record.
2. Prepare a reflective report based on your search in the internet regarding e commerce development and sharing with your peer group.
3. Construct a new Commerce curriculum for school level to enrich the present higher secondaryeducation and report it in the class for peer reflection.
4. Any other field based project, task or assignment connected with the units in this course.
5. Analyse the various source available for e-learning of commerce and accountancy with applications or softwares.

Mode of Assessment

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

References:

1. Mohammed Sheriff Khan (1982) Commerce Education. New Delhi: Sterling Publishers Private Limited
2. Muthumanickam, R (2004) Educational objectives for Effective planning and Teaching, Chidambaram Cyber land Publisher.
3. Ornstein Allen C. and Francis P. Hunkins (1988) Curriculum: Foundations, Principles and Issues, New Jersey: Prentice Hall.
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PEDAGOGY OF ENGLISH II (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

Essence of the course:

The pedagogy of English focuses on developing the ability of the future teachers to transact language in inclusive classrooms at secondary level. It focuses on equipping the student with English knowledge for communication and Literature for appreciation. It aims at developing the skill of communication in order to help children at various school levels towards effective communication. The English teacher should have strong content knowledge and also methodology of teaching in English. It helps to prepare and use the various teaching aids in learning of English. They should be familiar with the methods and techniques in the teaching and learning of English.

Objectives:

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

- ☐ Develop English Language teaching competency.
- ☐ Understand and appreciate the importance of English.
- ☐ Have a critical study of learning English as a second language in the multilingual Indian Society.
- ☐ Understand the role of English in India and to improve English Language attainment.
- ☐ Acquire the skill of preparing lesson plans to teach English.
- ☐ Write lesson plans to teach grammar and composition.
- ☐ Prepare and use appropriate teaching aids to make teaching very attractive.
- ☐ Develop the various macro skills to teach English language.
- ☐ Produce the different methods, techniques and strategies of ELT.
- ☐ Acquire the skill of preparing lesson plans to teach English.
- ☐ Produce the different methods, techniques and strategies of ELT.

CONTENT OUTLINE

Unit 1: Teaching English as a second Language: Recommendations of Commissions and Committees

Kothari Commission (1964-66); NPE-1986, National Curriculum Framework-2005 (language education), NPE 2020 – Aims and objectives of teaching English at the primary, secondary and higher secondary level, Principles of English Language Teaching

Unit 2: Lesson plan format- Grammar

Planning for teaching grammar and usage - Steps of preparing a lesson plan for grammar – Types of grammar (Formal and Functional) - Methods of teaching grammar (Inductive and Deductive)

Unit 3: Lesson plan format - Composition

Planning for teaching composition- Aims and objectives of teaching composition- Kinds of composition (Guided, Controlled and Free)-Steps of preparing a lesson plan for teaching composition - Correction of a composition work.

Unit 4: Acquisition of language elements

Parts of speech, Tense forms, sentence – classification; types of sentences – simple, compound and complex; pattern of sentences, forms of sentences: active and passive and question tags.

Unit 5: Methods of teaching English

Grammar Translation Method, Direct method, Bilingual method, Dr. West method, Audio-visual method, CALT (Computer assisted language teaching), CLT (Communicative language teaching), Play-way method,

Mode of Transaction:

Use of multimedia resources, Library resources, Accessing Online input on the topic, Print versions of texts focusing on communication, Usage of ICT, Introductory lecture, Lesson Plan preparation, Demonstration, Mind mapping, Small group discussions, Dictionary and Online referencing, Language Lab activities.

Practicum: Task and assignment

1. Seminar on foundation and significance of English language teaching
2. Preparation of macro lesson plan: Grammar, Composition.
3. Language Lab activities.
4. Sessions in small or medium groups.
5. Language games on grammatical item tense.
6. Practice in different forms of Tenses.
7. Assignments & Library work

Mode of Assessment:

Evaluation based on documentation (written) – Address the level of pupil involvement in Group Discussion – Performance evaluation (seminar, project and assignment) – Monitor the ability to distinguish between similar concepts–Use of Checklist to monitor, rate performance in each skill–Monitoring performance of communicative tasks

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1. Agarwal K C, (2020), Teaching Of English, Publisher: Shri Vinod Pustak Mandir
2. Aggarwal. J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Allen Campbell, A. (1972), Teaching English language. New Delhi: TataMc.Graw Hills.
4. Andrew wright(1977), Visual Materials for the Language teacher, Longmans, London.
5. Dr.Ashoke, ICT & English Language Teaching.
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7. Dinnakar(2021), Pedagogy Of English Publisher: Neelkamal Publisher
8. Jayanthi.N.L.N.(2005) Teaching of English. Kamala publishers: Annamalai nagar, Chidambaram.
9. Julian Dakin. (1973). The Language Laboratory and Language Learning, Longman, London.
10. Knuj Schibsbaya(1969), A modern English Grammar, Oxford University Press.
11. Manmeet Kaur, English Lesson Plan Publisher: Gully baba House Pvt Ltd.
12. Paul Deifel & Harvey, Internet World Wide Web.
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14. Sharma.R.A.(2007), Fundamentals of teaching English : Meerut
15. ShekarA.M (2010), Teaching of English and second language, Puducherry.
16. Singh Gyan, Prakash Om(2021), English Language and Pedagogy 3rd Edition Publisher: McGraw Hill.
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18. Sivarajan K (2010), Trends and development in modern Educational practices, kerala University press.
19. Venkateswaran S.(2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

PEDAGOGY OF TAMIL II (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

அடிப்படைக் கோட்பாடு

தாய்மொழிக் கல்வியின் தேவையை உணர்ந்து அதைப் பயன்படுத்தும் திறனைப் பெற்றிருப்பர். தாய்மொழிக் கல்வியில் கலைத்திட்டம் உருவாகும் திறனைப் பெற்றிருப்பர். முற்காலம் முதல் இக்காலம் வரையிலும் தாய்மொழி எவ்வாறு கற்பிக்கப்படுகிறது என்னும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடத்தில் செய்யுள், உரைநடை, இலக்கணம், கட்டுரை, துணைப்பாடம், முதலானப் பாடங்களுக்குப் பாடத்திட்டம் எழுதும் திறனையும் கற்பிக்கும் திறனையும் பெற்றிருப்பர். மொழியின் அடிப்படைத் திறன்களையும் உயர்நிலைத் திறன்களையும் பெற்றிருப்பர்.

நோக்கங்கள்:

தாய்மொழியின் இயல்புகளை அறியச் செய்தல்.

கலைத்திட்டத்தில் தாய்மொழியின் பங்கினை உணர்த்துதல்.

உடலியல், உளவியல் அடிப்படையில் மொழிக் கற்றல் கூறுகளை அறியச் செய்தல்.

அடிப்படைத் திறன்களை வளர்க்கும் திறன் பெறச் செய்தல்.

கலைத்திட்டம், பாடத்திட்டம் தயாரித்துப் பயன்படுத்தும் அறிவினை ஊட்டுதல்.

பலவகையான கற்பித்தல் முறைகளை அறியச் செய்தல்.

கற்பித்தல் துணைக்கருவிகள் பயன்படுத்தும் அறிவினை வளர்த்தல்.

நுண்ணிலை கற்பித்தல் வழி பயிற்றும் திறன் வளர்த்தல்.

மொழி ஆசிரியரின் தொழில் திறனை மேம்படுத்துதல்.

கற்பித்தல் தொழில்நுட்பக் கருவிகள் பயன்படுத்த பயிற்றுவித்தல்.

அலகு 1: தாய்மொழி பயிற்றுமுறைகள்

பண்டையகால, இக்கால கற்பித்தல் முறை - விளையாட்டுமுறை - நடிப்புமுறை - செயல்திட்டமுறை - தனிப்பயிற்சிமுறை - மேற்பார்வைமுறை - பள்ளியில் தமிழ் பயிற்றுவிக்கப் பாடத்திட்டம் தயாரிப்பதன் அவசியம் - ஆறாம் வகுப்பு முதல் ஒன்பதாம் வகுப்பிற்கான தமிழ்ப் பாடக்கருத்துகளை அறிதல்.

அலகு 2: தமிழ் கற்பித்தலில் தொழில் நுட்பக் கருவிகள்

தேவைகள் - முக்கியத்துவம் - திரையில் அமையும் கருவிகள், திரையில் அமையாக் கருவிகள் - வானொலி - தொலைக்காட்சி - ஒலிப்பதிவு நாடாக் கருவி - படச்சுருள் - ஒலி, ஒளி குறிப்புகள் - திட்டதிரவ வீழ்த்தி - தலைமேல் பட வீழ்த்தி - வரைபடம், மாதிரிகள், அட்டைகள், இணையம்.

அலகு 3: கேட்டல், பேசுதல் திறன்கள்

கேட்டல் திறன் - முக்கியத்துவம் - கேட்டலின் வழிக் கற்றல் - கேட்டல் திறனை வளர்க்கும் வழிகள் - நன்மைகள் - பேசுதல் திறன் - வாய்மொழி பயிற்சி அளிக்கும் முறைகள் நோக்கங்கள்- திருந்திய பேச்சின் நல்லியல்புகள் - திருந்தாப் பேச்சின் குறைகள் - களையும் வழிமுறைகள் - நா நெகிழ் பயிற்சி - நா பிறழ் பயிற்சி

அலகு 4: படித்தல், எழுதல் திறன்கள்

படித்தல் திறன் - முக்கியத்துவம் - படிக்கக் கற்பித்தலின் நோக்கங்கள் - எழுத்துக் கூட்டுதல் வாய்விட்டுப் படித்தல், வாய்க்குள் படித்தல், நிறை, குறைகள் - எழுத்துமுறை படிப்பு சொல்முறை படிப்பு - ஆழ்ந்த படிப்பு - அகன்ற படிப்பு - எழுதுதல் திறன் - எழுதுவதற்கான தொடக்க நிலை - எழுதுவதற்குமுன் பயிற்சி - நல்ல கையெழுத்தின் இயல்புகள் - எழுதுதலின் வகைகள்

அலகு 5: மொழி ஆசிரியர்

மொழி ஆசிரியரின் இயல்புகள் - கல்வித் தகுதிகள் - தொழில் திறனை மேம்படுத்துதல் - பணியிடைப் பயிற்சி - வகுப்பு மேலாண்மை - மன எழுச்சிசார் சூழல்கள் - தலைமைப் பண்பு - சிறப்புகள் - சமுதாயப் பங்களிப்பு.

கற்பிக்கும் முறைகள்

விரிவுரை, கலந்துரையாடல். மாணவர் கருத்தரங்கம் ஒப்பார்குழு விவாதம், குழுக்கற்பித்தல், செய்துகாட்டல், பதாகை வழிக் கற்பித்தல், செய்து கற்றல், ஆய்வரங்கம், பணிமனை, செயல்திட்டக் கற்பித்தல், விதிவருமுறை, விதிவிளக்குமுறை. விளையாட்டுமுறை, கணினி வழிக் கற்பித்தல் இணையம் வழிக் கற்பித்தல், பாடல் மூலம் நாடகம் மூலம் கற்பித்தல், சொற்பொழிவு, சிறப்புச் சொற்பொழிவு, காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல், மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல்

மதிப்பீடு

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் - வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்.

செய்முறை பயிற்சிகள்

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. சொல்விளையாட்டுத் தயாரித்தல்.
3. குறிப்பிட்டத் தலைப்பில் உரை தயாரித்தல்.
4. தனித் தமிழ்நடையில் பேசுதல்.
5. உங்களுக்குக் கற்பித்த மொழியாசிரியர்களுள் சிறந்தவர் எனக் கருதும் ஒருவரைப் பற்றிக் காரணங்களுடன் விவரித்தல்.
6. ஒலி உச்சரிப்புப் பயிற்சி.
7. ஏதாவது ஒரு பாடத்திற்குப் பாடக் குறிப்பு எழுதுதல்.
8. ஏதாவது ஒரு பாடம் கற்பிக்க தொழிநுட்பத்தை எவ்வாறு பயன்படுத்துதல் எனத் திட்டம் தயாரித்தல்.
9. விருது பெற்ற தமிழறிஞர்கள் பட்டியல் தயாரித்தல்.
10. வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்

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PEDAGOGY OF HINDI II

SEMESTER- 2 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधों को ध्यान में रखते हुए शिक्षकों की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षकों की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दु आ जायेंगे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षकों के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षकों प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1 भाषा-समृद्धि के व्याकरणिक अवयवों का शिक्षण

हिन्दी भाषा में रस, छन्द, अलंकार का महत्व — हिन्दी भाषा में सन्धि,समास तथा व्याकरणिक चिन्हों की महत्ता — विभिन्न व्याकरणिक अवयवों के शिक्षण में अपनायी जाने वाली सावधानियां — हिन्दी साहित्य की विभिन्न विधाओं की संक्षिप्त झलक — हिन्दी शिक्षण में मुहावरे और लोकोक्तियों की उपादेयता

इकाई 2 हिन्दी साहित्य में भावाभिव्यक्ति के विभिन्न माध्यम

सम्पादकीय एवं सम्पादक के नाम पत्र — प्रहसन,नाटक,नुक्कड़ नाटक, कवि गोष्ठी एवं साहित्यिक गोष्ठी — रिपोतार्ज एवं कार्टून — अन्त्याक्षरी,वाद-विवाद एवं संवाद, नृत्य — कहानी, लघुनाटिका एवं एकल अभिनय

इकाई 3 समालोचना एवं उसकी शिक्षा

समालोचना का महत्व एवं स्वरूप — भारतीय समालोचना शासन का विकाय — समालोचन- एक कौशल के रूप में — वर्तमान हिन्दी साहित्य के समालोचक — समालोचक के अपेक्षित गुण- रीति एवं शैली के सन्दर्भ में

इकाई 4

अहिन्दी भाषी क्षेत्रों में अध्ययनरत विद्यार्थियों के लिए सफल हिन्दी शिक्षण की चुनौतियों — संक्षिप्त झलक. — हिन्दी — एक राष्ट्रभाषा. — हिन्दी — एक राजभाषा — राजभाषा की दृष्टि से भारत के विभिन्न प्रान्तों का सूचीकरण — संक्षिप्त झांकी — हिन्दी की संवैधानिक स्थिति और राष्ट्रभाषा के रूप में विकसित होने में आने वाली चुनौतियां

इकाई 5 हिन्दी साहित्यकारों का संक्षिप्त विवरण

मुगलकालीन भारत में हिन्दी साहित्यकार — ब्रिटिशकालीन भारत में हिन्दी साहित्यकार — आधुनिक भारत में हिन्दी साहित्यकार — कुछ उभरते हिन्दी साहित्यकार — साहित्यकारों के सम्मुख उभरती सामाजिक चुनौतियां

(इकाई-10 में सम्मिलित इकाइयों के माध्यम से छात्राध्यापक/ छात्राध्यापिका से अपेक्षा की जाती है कि वह हिन्दी साहित्यकारों का आधारभूत ज्ञान अवश्य रखें)

Practicum: Task and Assignment

1. Practice minimum 3 Micro teaching skills and maintain the record.(Compulsory)
2. Other practicum activities relevant to the syllabus.

संदर्भ-ग्रंथ

- | | | |
|--|---|--|
| 1. डॉ. विजयराघव रेड्डी | - | हिन्दी शिक्षण अन्य भाषा के संदर्भ में |
| 2. कामता प्रसाद गुरू | - | हिन्दी व्याकरण |
| 3. डॉ. रामचन्द्र वर्मा | - | अच्छी हिन्दी |
| 4. डॉ. नामवर सिंह | - | आधुनिक साहित्य की प्रवृत्तियां |
| 5. डॉ.रामसजन पाण्डेय | - | विविध साहित्यिक वाद |
| 6. डॉ.लक्ष्मीनारायण शर्मा | - | देवनागरी लिपि और वर्तनी |
| 7. डॉ.रघुनाथ सफाया | - | हिन्दी शिक्षण |
| 8. डॉ.रामदेव पी. कथूरिया | - | सूक्ष्म शिक्षण |
| 9. केन्द्रीय हिन्दी संस्थान के प्रकाशन | - | 1. हिन्दी का वैज्ञानिक व्याकरण
2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था
3. हिन्दी शिक्षण विविध आयाम
4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य
5. द्वितीय भाषा शिक्षण में अभिक्रानित अधिगम की तैकनालॉजी
6. भाषा शिक्षण तथा भाषा विज्ञान |

PEDAGOGY OF MALAYALAM II (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

കോഴ്സിന്റെ സാരാംശം

മലയാള ബോധനത്തെക്കുറിച്ചുള്ള സ്പഷ്ടമായ അറിവിലേക്ക് എത്തുക എന്നതാണ് ഈ കോഴ്സിന്റെ ഉദ്ദേശ്യവും ലക്ഷ്യവും. ഭാഷാപ്രയോഗ സാധ്യതകളും അവ നേടിയെടുക്കേണ്ട ഉത്തരവാദിത്വവും ഓരോ അധ്യാപക- വിദ്യാർത്ഥികൾക്കുമുണ്ട്. ഭാഷാബോധന മാതൃകകളും പാഠാവതരണരീതികളും അവഗാഹമുണ്ടാക്കിയെടുക്കാനും വളരെയധികം പ്രാധാന്യം നൽകേണ്ടതുണ്ട്. പാഠപുസ്തകത്തിലുള്ള വിഷയപ്രാവീണ്യവും പഠനപ്രക്രിയയ്ക്ക് യോജ്യമായ ആധുനിക സംവിധാനങ്ങളുമെല്ലാം അറിഞ്ഞിരിക്കേണ്ടതാണ്. പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങളുടെ പ്രസക്തിയും മനസ്സിലാക്കിയെടുക്കാൻ ഈ കോഴ്സ് സഹായിക്കുന്നു.

കുട്ടികളിലെ വിമർശനാത്മക ചിന്തയും സർഗ്ഗാത്മകതയും ഓരോ അധ്യാപകനും കണ്ടെത്താനും വളർത്തിയെടുക്കാനും കഴിഞ്ഞിരിക്കണം. പഠന മേഖലയിലെ പ്രശ്ന പരിഹരണവും ഗവേഷണവുമെല്ലാം അത്യധികം പ്രസക്തമായത് തന്നെ. അതുപോലെ ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ സ്വാധീനത്തെക്കുറിച്ച് അറിയാനും അത് ഉപയോഗിക്കാനും ഓരോ അധ്യാപകവിദ്യാർത്ഥികളും അറിഞ്ഞിരിക്കണം.

ഈ കോഴ്സ് വിരൽ ചൂണ്ടുന്നത് ഇത്തരത്തിലുള്ള ബോധനശാസ്ത്രത്തിന്റെ വ്യത്യസ്തമായ മേഖലകളിലെ പ്രാവീണ്യമാണ്.

ഉദ്ദേശ്യങ്ങൾ

- ബോധന - പഠന സാമഗ്രികളുടെ ആവശ്യകതയും പ്രാധാന്യവും മനസ്സിലാക്കാൻ
- മലയാള ഗവേഷണത്തെക്കുറിച്ചറിയാൻ
- പഠനപ്രക്രിയയിൽ ക്രിയാഗവേഷണത്തിന്റെ സാധ്യതകൾ മനസ്സിലാക്കുവാൻ
- പാഠാസൂത്രണം പരിചയപ്പെടാൻ
- പാഠാസൂത്രണത്തിന്റെ സവിശേഷതകളും മേന്മകളും മനസ്സിലാക്കാൻ
- മലയാള പഠനത്തിലെ നവീന പ്രവണതകളെക്കുറിച്ച് അറിയുവാൻ
- വിദ്യാലയങ്ങളിലെ ഭാഷയുമായി ബന്ധപ്പെട്ട പാഠ്യേതര പ്രവർത്തനങ്ങളെക്കുറിച്ച് അറിയാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1: മലയാള പഠന സാമഗ്രികൾ

- മലയാള പഠനത്തിനാവശ്യമായ സാമഗ്രികൾ - ആവശ്യകതയും പ്രാധാന്യവും
- ദൃശ്യ - ശ്രാവ്യ ഉപകരണങ്ങൾ വിഭജനവും ഉപയോഗവും

- വിവിധതരം ബോർഡുകൾ- ബ്ലാക്ക് ബോർഡ്, വൈറ്റ് ബോർഡ്, ഫ്ലാൻ ബോർഡ്, ബുളറ്റിൻ ബോർഡ്
- ഫ്ലാഷ് കാർഡ്, പോസ്റ്ററുകൾ, ചിത്രങ്ങൾ, പാവകളി, പോസ്റ്റ് കാർഡ്, ബ്രോഷർ, ഒ.എച്ച്.പി, ടി.വി, റേഡിയോ, പത്രം, കമ്പ്യൂട്ടർ, പോഡ് കാസ്റ്റ്...

യൂണിറ്റ് 2 : മലയാള പഠനവും ഗവേഷണവും

- ക്രിയാഗവേഷണം (ആവശ്യകതയും പ്രാധാന്യവും)
- ക്രിയാഗവേഷണത്തിന്റെ ഘട്ടങ്ങൾ
- ഭാഷാപഠനത്തിൽ ക്രിയാഗവേഷണത്തിന്റെ സാധ്യതകൾ

യൂണിറ്റ് 3: പാഠാസൂത്രണത്തിന്റെ രൂപരേഖ

- പാഠാസൂത്രണം - സവിശേഷതകളും മേന്മകളും
- പഠനപ്രവർത്തനങ്ങളുടെ പ്രാധാന്യം
- പാഠാസൂത്രണത്തിന്റെ ഘട്ടങ്ങൾ
- പാഠാസൂത്രണത്തിൽ പ്രതികരണ കോളത്തിന്റെ ആവശ്യകത

യൂണിറ്റ് 4 : മലയാള ഭാഷാപഠനത്തിലെ ആഗോള പ്രവണതകൾ

- വെബ് മലയാളം
- ഓൺലൈൻ ലൈബ്രറികൾ
- ഓൺലൈൻ പ്രസിദ്ധീകരണങ്ങൾ
- ബ്ലോഗ് സാഹിത്യം

യൂണിറ്റ് 5: ഭാഷാധ്യാപനവും പാഠ്യേതര പ്രവർത്തനങ്ങളും

- സ്കൂളിലെ പാഠ്യേതര പ്രവർത്തനങ്ങൾ
- സാഹിത്യക്ലബ്ബ്
- നാടകക്കളരി
- വിദ്യാരംഗം കലാസാഹിത്യ വേദി
- സിനിമാക്ലബ്ബ്
- സാഹിത്യ സമാജം

വ്യവഹാര രീതികൾ

മൾട്ടിമീഡിയ, ഉറവിടങ്ങളുടെ ഉപയോഗം, ലൈബ്രറി ഉറവിടങ്ങൾ, ഓൺലൈൻ സാധ്യതകൾ, വിഷയത്തിൽ ഉപയോഗിക്കൽ, ആശയവിനിമയത്തിൽ ശ്രദ്ധ കേന്ദ്രീകരിക്കുന്ന ടെക്സ്റ്റുകളുടെ പ്രിന്റ് പതിപ്പുകൾ, ഐ.സി.ടി യുടെ ഉപയോഗം, ആമുഖ പ്രഭാഷണം, പാഠ പദ്ധതി തയ്യാറാക്കൽ, പ്രദർശനം, മൈൻഡ് മാപ്പിംഗ്, ചെറിയ ഗ്രൂപ്പ് ചർച്ചകൾ, നിഘണ്ടു, ഓൺലൈൻ സഹായക ഗ്രന്ഥങ്ങൾ, ഭാഷാപരീക്ഷണ ശാലയിലെ പ്രവർത്തനങ്ങൾ.

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- ഒരു പ്രവർത്തന ഗവേഷണം തയ്യാറാക്കുക
- ബ്ലോഗ് തയ്യാറാക്കൽ
- വിദ്യാരംഗം കലാ സാഹിത്യ വേദിയുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങൾ പട്ടികപ്പെടുത്തുക
- ജ്ഞാനനിർമ്മിതി മാതൃകയിലുള്ള പാഠാസൂത്രണം തയ്യാറാക്കുക
- അധ്യാപക - പഠന സാമഗ്രികളുടെ നിർമ്മാണം

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമാധ്യമം
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17. ശിവരാജൻ.കെ & ശ്രീമാനുണ്ണി, പി എസ്(2003) മലയാള ഭാഷാധ്യാപനം, സെൻട്രൽ കോ-ഓപ്പറേറ്റീവ് സ്റ്റോർ, കാലിക്കറ്റ് സർവ്വകലാശാല
18. വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
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20. എസ്.സി.ഇ.ആർ.ടി (2007) കേരള കരിക്കുലം ഫ്രെയിം വർക്ക്, തിരുവനന്തപുരം: എസ്.സി.ഇ.ആർ.ടി
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22. പ്രൊഫ.എരുമേലി പരമേശ്വരൻ പിള്ള (2005) മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, പ്രതിഭ ബുക്സ്, മാവേലിക്കര
23. ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State Institute of Languages, Thiruvananthapuram

PEDAGOGY OF COMMERCE II (2/4)

SEMESTER -2 - THEORY: CURRICULUM AND PEDAGOGIC STUDIES - CREDIT - 4

Essence of the course:

Considering the importance of teaching and learning in the knowledge society with technological developments, the commerce teachers should have the improved pedagogical knowledge and skills. They should be familiar with the instructional methods, innovative techniques and approaches in the teaching and learning of Commerce and Accountancy. The competency of the teachers in the holistic assessment of learners to enable them for further learning is another important aspect. Considering the changing socio, political and economic aspects, and this course is designed to provide special skills to the student teachers in planning, teaching and assessment aspects.

Objectives:

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

- acquire knowledge of the terms and concepts used in various instructional methods and innovative techniques of teaching Commerce and Accountancy;
- understand the different types of teaching and learning methods, and technology in and of Education to teach Commerce and Accountancy;
- apply the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in using the suitable techniques in teaching and testing ;
- develop interests in knowing the recent development in the teaching methodology, and technological developments in Commerce and Accountancy , and
- develop a desirable positive attitude towards the innovations in Commerce and Accountancy.

COURSE CONTENT

Unit 1: Instructional Methods -I

Lecture method- Descriptive method–Objective based method – Demonstration method – Lecture cum demonstration method- Problem method – Project method – Inductive method – Deductive method – Case study – Surveys and market studies. Socialized recitation methods (Discussion methods) informal – formal, seminar, symposium, workshop technique, panel discussion- Tutorial method -Assignment method

Unit 2: Instructional Methods-II

Students motivated technique - analytical method - brainstorming–heuristic method- simulation and role playing -team teaching- individualized instructional methods- Methods suitable for teaching Accountancy and Commerce

Unit 3: Innovations in Teaching and Learning Process

Innovation-Meaning - Barriers to promotion of innovation- Characteristics of creative people-
-CLASS(Computer Literacy and Studies in Schools)Bloom' s Objective based Instruction
(OBI)-Mastery Learning -Individualized Instruction -Personalized System of Instruction
(PSI-Keller Plan) - Programmed Learning-Teaching Machine -Modules -Cybernetics. Models
of Teaching -Technology enabled teaching and learning.

Unit 4: Innovations in Evaluation

(a) Evaluation of students: continuous evaluation – self-evaluation – question bank – open book examination – grading. (b) Evaluation of teachers: self-evaluation – peer evaluation – student evaluation

Unit 5: ICT in Commerce Education

ICT in Education -Web based Education (Virtual) – e-learning – e-tutoring – Computer Assisted Instruction (CAI)-Computer Managed Learning (CML) – Tele/Video Conferencing – Interactive Video – Multi media – Multi-purpose Kits – SITE (Satellite Instruction Television Programme) – ETv (Educational Television) – Edusat – Reach the Unreach – UNESCO Learning Without Frontiers (LWF) – Virtual Classrooms Technology – ebook – Digital Library – Lecture Notes – Electronic Community

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,- Discussion method
-Brain storming -Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship)
CAI- -e learning and other self- learning methods

Practicum: Task and Assignment

1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.
5. Identify the different modes of evaluating the students by standard tests and teacher made tests.

Mode of Assessment:

Unit test, Project, Preparation of assignments, Preparation Teaching aids, Seminar Presentation.

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19. Educational Evaluation, School of Education, Indira Gandhi Open University, New Delhi.
20. Objectives & Functions of Education, The ICFAI University, Hyderabad.(2004)

WEB Resources

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
6. www.ala.org
7. www.edudemic.com
8. www.sciencedirect.org
9. www.consumer.vic.gov.au
10. www.ctforg.in
11. A resource book for teaching and learning in commerce.
12. http://www.tutorialspoint.com/e_commerce/
13. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
14. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
15. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
16. <http://www.tallytraining.in/>
17. <http://www.tallyschool.com/free-tally-course-online/>
18. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
19. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

SEMESTER –2- PRACTICUM: ENGAGEMENT WITH THE FIELD--CREDIT-1
SCHOOL INTERNSHIP**

During internship in the first year, student teacher shall spend 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained in the syllabus.

The 3 weeks of school engagement is for visit to innovative centers of pedagogy and learning, educational resource centres and community resources. This period can also be spent for working on projects and tasks based on the course papers in school or out of the school. The project report of the student teacher should be the base for awarding CCE marks by the faculty.

**** - Field Engagement Programmes (Specifically for three weeks among the 4 weeks of School Internship – Remaining One week of School engagement was in the first semester)**

DRAMA AND ART IN EDUCATION

SEMESTER –2- PRACTICUM: ENGAGEMENT WITH THE FIELD-EPC-2-CREDIT-2

This course is designed to enhance the creativity of student teachers and sharpen their aesthetic sensibilities. It aims to make student teacher aware of the role of art, music and drama in education. It will enable the student teacher to use the various forms of drama, art and music in the teaching learning to improve learning.

Objectives:

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

- Understand the use of ‘Drama’ as a Pedagogy.
- Use ‘Role play’ technique in the teaching learning process.
- Understand the importance of dramatic way of presentation.
- Integrate singing method in teaching learning process.
- Understand various „Dance forms“ and their integration in educational practices.
- Use art of drawing and painting in teaching learning process.
- Develop creativity through different creative art forms.
- Understand the efficacy of different art forms in education.

CONTENT OUTLINE

Unit 1: Drama and its Fundamentals

Drama as a tool of learning – Different Forms of Drama – Role play and Simulation – Use of Drama for Educational and social change (Street play, Dramatization of a lesson) – Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit 2: Music (Gayan and Vadan)

Sur, Taal and Laya (Sargam) – Vocal - Folk songs, Poems, Prayers – Singing along with “Karaoke” – Composition of Songs, Poems, Prayers –Integration of Gayan and Vadan in Educational practices.

Unit 3: The Art of Dance

Various Dance Forms - Bharat Natyam, Kathakali, Folk dance: Garba, Bhavai, Bhangada, Bihu and various other dances – Integration of Dance in educational practices (Action songs, Nritya Natika)

Unit 4: Drawing and Painting

Colours, Strokes and Sketching - understanding of various means and perspectives – **story telling:** comics, cartoon **non-story telling:** illustration, figure, gesture, line art, portrait, scratchboard, silhouette, silverpoint – Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting –Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms.

Unit 5: Creative Art

Creative writing -Story writing, Poetry writing – Model making - Clay modeling, Origami, Puppet making – Decorative Art - Rangoli, Ekebana, Wall painting (Mural) – Designing - Computer graphics, CD Cover, Book cover, Collage work – The use of different art forms in Education

Mode of Transaction:

Lecture, lecture cum Discussion, Workshop schedule, Slide / Film show, Project work, Demonstration, Visit, Group work and its Presentation

Practicum: Task and Assignment

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a script of Bhavaibased on some Socio-political issues.
4. Prepare a pictorial monograph on “Various folk dance of Gujarat”.
5. Prepare a pictorial monograph on “Various Dance forms in India”.
6. Prepare a calendar chart on “Various Musical Instruments in India”.
7. Develop an Audio CD based on newly composed Poems of Gujarati / Hindi language.
8. Prepare some useful, productive and decorative models out of the waste materials.
9. Visit the Faculty of Performing Arts in your city and prepare a detailed report on its multifarious functioning.
10. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
11. Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
12. Develop a creative design based on your choice for CD Cover or Book cover.
13. Develop a design or picture based on collage work.
14. The work based on visits to places of art, exhibitions and cultural festivals and Perception, reflection, and dramatic/artistic expression (presentation) of any five art, drama and music items relating to any five areas included in the EPC 2 course content
15. Individual visits and writing perception and reflective report (2 items)
16. Group visits (two) and writing perception and reflective report based on class review
17. Individual Expression (presentation) of any two art, drama and music items
18. Group expression (presentation) of any two items

Mode of Assessment

Written test and Tasks and assignments

References:

1. Theory of Drama by A.Nicoll
2. Natya Kala by DhirubhaiThakar
3. Natyalekhan by DhananjayThakar
4. Natakdeshvidesman by HasmukhBaradi
5. Gujarati theatre no Itihas by BaradiHasmukh
6. Acting is Believing by Charls McGaw
7. Art of Speech by Kethlin Rich

8. NatyaSahityanaswaroopo by Nanda kumarpatak
9. Bhavai by Sudahaben Desai
10. Bhavai by KrishnakantKadkiya
11. NatyaManjarisaurabh by G.K.Bhatt
12. Bharat aurBhartiyaNatya Kala by Surendranath Dixit
13. Ekanki nu swarupane Gujarati Ekanki by Jayant Kothari.
14. The History of Gujrati Theatre- vinodMeghani.
15. Japan niRangbhumi by C.C.Mehta.
16. Nakrani, H. (1988). *GamtaGaaoGeet. Rajkot, PravinPrakashan.*
17. Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry ofInformation and Broadcasting, Government of India.
18. Abhinav Raga Manjari by Pt. Bhatkhande
19. KramikPustak Malika by Pt. Bhatkhande
20. Abhinav Geet Manjari by Ratanjankar
21. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

SEMESTER III

THEORY
PERSPECTIVES IN EDUCATION 1. LEARNING AND TEACHING – II 2. EDUCATION IN THE EMERGING INDIAN SOCIETY II 3. SCHOOL MANAGEMENT I
CURRICULUM & PEDAGOGIC STUDIES PEDAGOGY OF A SCHOOL SUBJECT 1 (3/4) PEDAGOGY OF A SCHOOL SUBJECT 2 (3/4) 4. PEDAGOGY OF ENGLISH I (3/4) 5. PEDAGOGY OF TAMIL I (3/4) 6. PEDAGOGY OF HINDI I (3/4) 7. PEDAGOGY OF MALAYALAM I (3/4) 8. PEDAGOGY OF MATHEMATICS I (3/4) 9. PEDAGOGY OF PHYSICAL SCIENCE I (3/4) 10. PEDAGOGY OF BIOLOGICAL SCIENCE I (3/4) 11. PEDAGOGY OF SOCIAL SCIENCE I (3/4) 12. PEDAGOGY OF COMPUTER SCIENCE I (3/4) 13. PEDAGOGY OF COMMERCE I (3/4) 14. PEDAGOGY OF ENGLISH II (3/4) 15. PEDAGOGY OF TAMIL II (3/4) 16. PEDAGOGY OF HINDI II (3/4) 17. PEDAGOGY OF MALAYALAM II (3/4) 18. PEDAGOGY OF COMMERCE II (3/4)
PRACTICUM
SCHOOL INTERNSHIP (SPELL 1)
EPC -3: READING AND REFLECTING ON TEXTS

LEARNING AND TEACHING - II

SEMESTER –3- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

ESSENCE OF THE COURSE

Modern world is marching towards technology and scientific innovations. Keeping these changes in mind, this course tries to enable the student-teachers to be aware of learning and teaching deeply. This also intends to develop a positive attitude towards the process of teaching and learning which would help the trainees to adopt various strategies of learning and teaching with reference to various levels of learning. It also enables the trainees to adopt various modern tools and techniques for facilitating learning and teaching.

OBJECTIVES:

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

- Adopt different methods of learning
- Understand the individual differences among learners
- Adopt innovative practices in learning
- Understand different models of teaching
- Understand teaching as a profession

CONTENT OUTLINE

UNIT 1: METHODS OF LEARNING

Types - individual and group methods – innovative methods, new trends in learning use of computer and networking – Influence of methods on active engagement and inquiry in Learning – activity based learning – social learning – constructivism in learning – problem solving, discovery learning, mastery learning, individual and peer group learning –factors affecting learning.

UNIT 2: INDIVIDUAL DIFFERENCES AMONG LEARNERS

Differential learning needs of the learners with regard to abilities: intelligences, interest, aptitude, creativity, personality, values – learning styles – language (home language and language of instruction) – socio-cultural differences (cultural capital), learning difficulties and the triplications for classroom practices and teaching.

UNIT 3: INNOVATIVE PRACTICES IN LEARNING

Techniques for higher learning - conference, seminar, symposium, workshop and panel discussion, field trips, social camps, educational tours, ICTs and changing venues of teaching and learning, strategies for active learning, multicultural understanding in teaching and learning, learning with new technologies, online tools of learning, pedagogy of online learning and virtual learning.

UNIT 4: MODELS OF TEACHING

Models of Teaching-Meaning and elements and families of models of teaching-Information processing models (Concept Attainment and Advance organizer models), Social interaction models (Jurisprudential model)–Personal development model (Non-directive teaching) – Behavior modification model (Contingency Management)

UNIT5: TEACHING AS A PROFESSION AND VALUES OF TEACHERS

Profession–meaning, characteristics–professional ethics and values-code of ethics–critical analysis of teaching as profession, job and occupation, profession and professionalism, Skills and competencies required for a teacher, Teacher as a purveyor and facilitator of knowledge and Essential qualities of a teacher.

Mode of transaction: Lecture, discussion, Project work, field trip, assignment, seminar, workshop

Practicum: Task and Assignment

1. Write an essay on different methods of learning
2. Evaluate any one model of Teaching using a general concept.
3. Write down an essay on the Professional competencies of the teacher.

Learning Activities:

Learning the Content and practicing them appropriately

Mode of Assessment:

Paper-Pencil Tests, Performance tests.

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2. Ausubel David, P and Floyd, G. Robinson (1985). *Educational Psychology*, Holt Rinehart and Winston Inc.
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9. Goleman D., (1998). *Emotional Intelligence: Why it can matter more than IQ*. Sage publications: New Delhi.
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11. Harry Adler., *Boost Your Creative Intelligence*. Kogan Page India Pvt. Limited: New Delhi.
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16. Nirmala, J. (2012). *Psychology of Learning and Human Development*. Neelkamal Publication Pvt Ltd, New Delhi.
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EDUCATION IN THE EMERGING INDIAN SOCIETY -II

SEMESTER –3- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

This course provides deep and penetrating analysis of socio-economic concerns in contemporary India and the role of education in suitably meeting the challenges. All the emerging concerns are discussed in their sociological, philosophical, values, cultural, economical, constitutional, and global perspectives.

The knowledge on education, philosophy of education; educational thinkers and their contributions in education, National integration and socialization, international understanding, Indian constitution, the education policies, inclusive education and the role of education in secularism, socialism, democracy etc. will enable the student teachers to emerge as a successful teacher.

It can prove as an effective course to student teachers to understand the challenges of education in the contemporary Indian society and it will surely show the students, the right path in the field of teaching.

Objectives:

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

- acquire knowledge of terms and concepts used in Indian society, communities and groups with focus on government policy frame work socialisation and sociological aims of Education
- understand Inequality and the importance of equality, stratification, causes of diversity, marginalised society
- apply the constitutional values related to Education and social diversity
- develop the skills to respect collective living, resolution of tension peacefully and justly
- develop interest on language policies, multilingual education to understand contemporary India and education
- develop the attitude towards plebianisation, liberalisation, privatisation and stratification in Education from global point of view.

CONTENT OUTLINE

UNIT I: Issues and Challenges in Indian Society and Education

- (a) Socio-economic Issues and Education: Population Explosion- Poverty- Illiteracy- Class, Caste and Gender Discrimination- Child labour- Drug abuse- Sexual harassment- Human trafficking – Ragging- Eve-teasing- Corruption- Communal conflict and Terrorism.
- (b) Educational Issues: Equalization of Educational opportunity- Drop-out and graderepetition- Education of the children with special needs- Teacher-student relationship- Unemployment and Under employment- Brain drain- Effects of Liberalization, Privatization and Globalization on Education - Cyber Security.

UNIT II: Education in the Indian Constitution

Education in Concurrent List - Directive Principles: Article- 45 - Universal Elementary Education - Right to Education - Constitutional Amendments: 73rd and 86th Amendments -Right to Education Act (2009) - (Rules and order issued by Government of Tamilnadu) SSA-RMSA - Equitable education- Secondary Education Commission (1952-53) - Kothari Commission (1964- 66) - NPE (1986) - Acharya Ramamurthy Committee (1990) - POA (1992) - Justice J.S. Varma Committee - Right To Information (RTI) Act, NPE-2020.

UNIT III: Indian Statutory Bodies and other Organizations in School Education

- (a) Statutory Bodies: MHRD - CABE - NUEPA - NCERT - NCTE - RCI - UGC - NAAC.
- (b) Organizations: Directorates of School Education - SCERTs - DTERTs - DIETs - SIEMAT - BRCs - CRCs.
- (c) Central and State Boards of Education.
- (d) RUSA, NIOS.

UNIT IV: Value Education

- (a) Values: Concept and Meaning of Values – Types of Values: Personal, Democracy, Socialism, Secularism and Non-violence - Emotional balance and life skills.
- (b) Value Education in schools – Teacher's personal values and code of conduct for teachers - Approach towards improving the psychological status of the students.
- (c) Education for National, International and World Peace.

UNIT V: Health Education

- (a) Health needs of children: Nutrition - Communicable diseases – HIV/AIDS - Basic health and Hygiene, Prevention of Anemia among Adolescence.
- (b) Health instruction, Health services, and Health supervision in Schools: Personal Hygiene- Sanitation - Safety and First Aid - Yoga and Physical fitness - Modified school Health programme.

Mode of transaction of the course:

Lecture method, Peer group, Discussion method, Team teaching, Debates, Brain storming, Workshop, Seminar, Project work, elearning (edmoda.com)

Practicum activities: Task and Assignment

1. Study the impact of Right to Education Act on schools
2. Critical Analysis of Different Committees and Commissions on Education
3. Study of Educational Process in Private Schools
4. Planning and Implementation of Activities (any one)
 - a. Eco-Club,
 - b. instructional material to inculcate values,
 - c. creating awareness among SC/ST students about various schemes and scholarships available to them,
 - d. survey of schools to see the implementation of various incentives of government to equalize educational opportunities

Mode of Assessment

Written test and Task and assignment

References:

1. Bhatia, K. & Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Doaba House.
2. Bhattacharya, S. (2006). Sociological Foundation of Education: Atlantic Publishers. New Delhi

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SCHOOL MANAGEMENT - I

SEMESTER –3- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:

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

- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

CONTENT OUTLINE

Unit 1: Introduction to School Management

Meaning, Definitions, Aims and Scope of School Management - Objectives, Principles and Types of School Management, Administrative Structure of Education in India - Vision and Mission of Educational Institutions: Primary, Secondary, and Higher Secondary

Unit 2: School as an Organisation

Concept and Objectives of School - Importance and Components of School Plant - Physical, Human and Financial Resources for Elementary School, Secondary School and Higher Secondary School - School under different managements - Infrastructural facilities for an ideal Secondary School

Unit 3: Teacher and School Management

Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth – Significance of (INSET: In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher

Unit 4: Head Teacher as School Manager

Importance and Roles- Academic Aspects: Inspection & Supervision, Guidance, Maintenance of Standards, Institutional Evaluation, Time-table, Subject Clubs, Co-curricular activities - Administrative Aspects: Institutional Planning, Budgeting, Mobilization of Resource, Supervision, Staff Meetings, Registers & Records, UDISE (Unified District Information System for Education, School Discipline

Unit 5: Management of Resources in School

Issues related to management of Physical Resources of a School, Human Resource Management – resources of Human Relations in a School, Group Dynamics, Motivating People, Communication, Management of Teaching- Learning Process, Essentials of Classroom Management, Financial Management, and Budgeting, Office Management.

Mode of Transaction:

Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignment

1. Critical analysis of recommendations of various committees and commissions on SchoolPlant/ School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt, Aided and unaided schools
4. Analysis of working of PTA/School Education Committees/ School-Community Interactions
5. Search in the internet and report the problems faced by the teachers and head of the school in the school management.
6. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
7. Prepare a programme for parents meetings in a school.
8. Assume you are the head of the school, how will you manage the human resource of your school. Report it in your class and record the reflections.
9. If you want to become a creative headmaster rather than to be a status quo head master. Record a expected positive and negative problems

Mode of Assessment:

Written test, task and assignment.

References:

1. J.C. Aggarwal, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Jagannath Mohanty, Deep & Deep Publications, New Delhi
3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministry of Human Resource Development, Govt. of India.
8. Educational Administration : Bhatnagar (1988)
9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.

11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)

PEDAGOGY OF ENGLISH –I (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

Language is one of the most powerful emblems of social behavior. Language is a constituent element of civilization. Language is one of the most marked, conspicuous, as well as fundamentally characteristic of the faculties of man. The importance of language for man and society cannot be minimized. The present course is designed to have qualitative improvement in English language teaching. Teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

Objectives:

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

- Acquire knowledge of current trends in teaching of English.
- Acquaint with the techniques of oral presentation and practice of language items. Improve proficiency level in using-English for utilitarian purposes.
- Familiar with the textbook contents related to high school .
- Acquire good pronunciation and fluency of speech.
- Acquire a working knowledge of the grammatical terminology and the grammatical system in English.
- Understand the devices for cohesion and coherence.
- Understand and use the model auxiliaries to express various concepts.
Analyze the units of English text book of 8 & 9th standard.
- Analyze the question papers of 8 & 9th standard.
- Acquaint with the preparation of various learning aids in English.

CONTENT OUTLINE

Unit 1: Analysis of English text book and question paper

Analytical study of a text book of English from state board (class 6 to 9) -Analysis of question paper of class 8th or 9th in light of content requirement and in terms of understanding and skills.

Unit 2: Advanced Grammar II

The sentence connection – Devices for cohesion and coherence- Concepts: different ways in which various concepts are expressed – modal, auxiliaries and other expression, commands,

instructions, suggestions, prohibition, permission, probability and likelihood, possibility, necessary, purpose and result, cause reason, comparison and contrast conditions and supposition.

Unit 3: Developing Fluency

Use of conventional formulae – greeting, apology, invitation, refusal, accepting, thanking – reading aloud prose passages and poems – describing and interpreting pictures, tables, graphs, maps etc. telling stories and narration incidents.

Unit 4: Communicative Activities

Communicative games, dialogues, role play, play reading, dramatization, debates, interviews, extempore speeches.

Unit 5: Language and literature

Literature in the school curriculum: Needs and objectives- Teaching of different forms of English literature: prose, poetry, drama –Indian Writers in English: R.K Narayan, Sarojini Naidu and Tagore.

Mode of Transaction:

Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web-based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work.

Practicum: Task and Assignment

1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compeering, presentation of views- Short speeches on topics of day to day relevance for gaining fluency/ confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.
4. Review of anyone novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing- Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
7. Report on the teaching of composition to the second language learners and suggest their weaknesses.

Mode of assessment

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation(written), Performance evaluation (Seminar, Assignment &

Project), Feedback

References:

1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Alexander. (1971). Guided composition in English language teaching. London: Longman.
4. Allen Campbell, A. (1972). Teaching English language. New Delhi: Tata McGraw Hills.
5. Andrew wright, Visual Materials for the Language teacher, Longmans, London, 1977.
6. Arulselvi. Evangelin.(2013).Content and methods of teaching English. Saratha Publishers: Chennai.
7. Baruah, T. C. (1993). The English teacher's handbook. New Delhi: Sterling Publishers.
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9. Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi: Dhanpat Rai & Co.
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12. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
13. Dash. B.N. (2004) Teaching of English Dominant Publishers : New Delhi.
14. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
15. Dr. A.M Shekar (2010) Teaching of English and second language, Puducherry.
16. Dr. K. Sivarajan et al (2012) English language education: methodology of teaching and pedagogic analysis Calicut university press.
17. Dr. K sivarajan (2010) Trends and development in modern Educational practices, kerala University press
18. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. London: Orient Longman Ltd.
19. Gregory Bernard, G. (1969). Better spoken English. London: Macmillan & Co.
20. Hornby, A. S. (1968). The teaching of structural words and sentence patterns. London: Oxford University Press.
21. Jack c Richard & Theodore S Rodger (2012) Approaches and methods in language teaching Cambridge University
22. Jayanthi.N.L.N. (2005).Teaching Of English, Kamala Publishers: Annamalai nagar.
23. Julian Dakin. (1973). The Language Laboratory and Language Learning, Longman, London.
24. Jamaludeen K. (2014) Effective teaching of English kerala Quality publishers
25. KnusjSchibsby, A modern English Grammar, Oxford University Press, 1969.

26. Rajeswari N. & Dr. Selvi (2013) Innovations in teaching of English Chennai, Santha Publishers.
27. Rajeswari .N. (2008).Teaching of English. G Publishers: Chennai.
28. Rao, P. (2005). Method of teaching English. Hyderabad: Neelkamal Publications.
29. Sharma.R.A.(2007). Fundamentals of teaching English :Meerut
30. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.

Books Accompanied by Audio Cassettes

1. Getting on In English by John Haycroft (The BBC Intermediate Course).
2. Choosing Your English by John Haycroff & Terence Creed (The BBC Course for
3. Advanced Learners).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
6. Srivastava & NidhiSrivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

Web Sites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

PEDAGOGY OF TAMIL I (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

அடிப்படை கோட்பாடு

மொழிப்பாடத்தில் கலைத்திட்ட வளர்ச்சிக்கான கூறுகளைக் கற்றறிந்து அவை தொடர்பான அறிவைப் பெற்றிருப்பர். சங்க கால இலக்கியங்களையும் இலக்கணங்களையும் அறிந்து அவற்றின் சிறப்புகளை அறிந்து கொள்வர். இக்கால இலக்கியங்களின் வளர்ச்சிப் போக்குகளை அறியும் திறன் பெற்று இருப்பர். தமிழ்மொழி வளர்ச்சிக்கு உரைநடை ஆசிரியர்களின் பங்களிப்பை அறிந்திருப்பர். தமிழ் மொழியின் வரலாற்று மூலங்களை அறிந்திருப்பர் கணிப்பொறியைப் பயன்படுத்தி மொழிக் கற்பித்தல் திறனைப் பெற்றிருப்பர் மறுமலர்ச்சி இலக்கியங்களின் தேவையை உணர்ந்திருப்பர்

நோக்கங்கள்:

- கலைத்திட்ட அமைப்பினை புரிந்து கொள்ளச் செய்தல்
- கற்பித்தலுக்கு முன் தயாரிப்பு முறைகளை அறியச் செய்தல்
- இக்கால இலக்கியங்களைப் பற்றிய அறிவைப் பெறச் செய்தல்
- அடிப்படை இலக்கணங்களில் பயிற்சி பெறச் செய்தல்
- இலக்கியத் திறனாய்வு குறித்து அறிவு பெறச் செய்தல்
- உரைநடை ஆசிரியர்களின் மொழி நடை திறனை அறியச் செய்தல்
- தமிழ் மொழியின் வரலாற்று மூலங்களின் அறிவைப் பெறச் செய்தல்
- கணிப்பொறி வழிக் கற்றலின் முக்கியத்துவத்தை உணர்த்துதல்
- மறுமலர்ச்சி இலக்கியங்களை அறிய செய்தல்

அழகு 1: கலைத்திட்டம்

நோக்கங்கள் - பாடப்பொருள் - இலக்குகள் - தொடர்பு - வகைகள்
வரிசையமைப்பு பாடத்திட்டம் - அடுக்கு பாடத்திட்டம் - பாட மையத் திட்டம் - செயல் மையத் திட்டம் - வாழ்வு சூழல் மையத் திட்டம் - தற்கால பாடத்திட்டம் - பாடத்திட்டம் பாட ஏற்பாடு, பாடநூல் ஆகியவற்றுக்கு இடையேயான தொடர்பு.

அலகு 2: முன் தயாரிப்பு

பாடத்திட்டத்தின் வழி மாணவர் பெற வேண்டிய திறன்களை முடிவு செய்தல் - பாட கற்பிப்பு குறிப்பு (Notes of Lesson) - பாடம் தொடர்பான பிற செய்திகள் திரட்டுதல் -

துணை கருவிகள் - பயிற்சிகள் தயாரித்தல் - மாணவர்கள் முன் புதிய
எடுத்துக்காட்டுகளை உருவாக்குதல் - மாணவர்களின் பின்புலம் குறித்து அறிதல்

அலகு 3: இக்கால இலக்கிய அறிமுகம்

நாட்டுப்புறவியல் - பயண இலக்கியம் - புலம்பெயர் இலக்கியம் - வாழ்க்கை
வரலாறு இலக்கியம் - சிறுவர் இலக்கியம்.

அலகு 4 : இலக்கிய திறனாய்வு

திறனாய்வு வரையறை - திறனாய்வாளரின் தகுதிகள் - திறனாய்வின்
வகைகள், பண்புகள்

அலகு 5 : தமிழ் கவிஞர்கள் அறிமுகம்

திருவள்ளுவர், பாரதியார், பாரதிதாசன், கவிமணி தேசிய விநாயகம், நாமக்கல்
கவிஞர் ஆகியோரின் பாடல்களில் காணப்படும் கல்வி சிந்தனைகள்.

கற்பிக்கும் முறைகள்

விரிவுரை , கலந்துரையாடல் , மாணவர் கருத்தரங்கம் , ஒப்பார்குழு விவாதம்
குழுக் கற்பித்தல் , செய்துகாட்டல் , பதாகை வழிக் கற்பித்தல் , செய்து கற்றல் ,
ஆய்வரங்கம் , பணிமனை , செயல்திட்டக் கற்பித்தல் , விதிவருமுறை .
விதிவிளக்குமுறை . விளையாட்டுமுறை , கணினி வழிக் கற்பித்தல் , இணையம்
வழிக் கற்பித்தல் , பாடல் மூலம் , நாடகம் மூலம் கற்பித்தல் , சொற்பொழிவு , சிறப்புச்
சொற்பொழிவு . காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் ,
மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் ,

மதிப்பீடு :

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள் , வகுப்புக் கருத்தரங்கம் ,
மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள் :

1. விளம்பரப் பதாகைகள் உருவாக்குதல்
2. செய்தித்தாள்களில் தமிழ்த் தொடர்பான தகவல்களைத் திரட்டுதல் .
3. செய்திவாசிக்கப் பயிற்சி அளித்தல் .
4. உரைநடையாசிரியர்களின் மொழிநடையைப் பின்பற்றி மாதிரிக் கட்டுரை
எழுதுதல்
5. நாட்டுப்புறப் பாடல்கள் , பழமொழி போன்றவற்றின் துணையுடன் பேசுதல் பயிற்சி .

6. வினாடி வினா தயாரித்தல் ,
7. கணினி உதவியுடன் பாடக் குறிப்புத் தயாரித்தல் .
8. ஏதாவது ஒரு படைப்பைத் திறனாய்வு செய்தல் (காந்தியம் , மார்க்சியம், தலித்தியம், பெண்ணியம் , மூன்றாம் பாலினம்)
9. பாடத்திட்ட நோக்கில் பாடநூலை ஆய்வு செய்தல் .

பார்வை நூல்கள் :

1. இளங்கோவன் .மு . 2009. இணையம் கற்போம் . வயல் வெளி பதிப்பகம் , இடைக்கட்டு
2. கணபதி , வி . 1989 நற்றமிழ் கற்பிக்கும் முறைகள் , சாந்தா பப்ளிஷஸ் , சென்னை .
3. கோகிலா தங்கசாமி . 2000. குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும் , அனிச்சம் புளும்ஸ் , காந்திகிராமம் .
4. கோவிந்தராசன் , மு . 1990. நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும் , சரஸ்வதி பதிப்பகம் , சென்னை .
5. வேணுகோபால் , இ.பா. 1991. பைந்தமிழ் கற்பிக்கும் முறைகள் , சகுந்தலா வெளியீட்டகம் . வேலூர் .
6. வடிவேலன் , இரா . 2006. நன்னூல் , சாரதா பதிப்பகம் , சென்னை .
7. குருநாதன் , இராம . & தேவிப்பிரியா . 2001 பெண்ணியம்.கலைஞன் பதிப்பகம் , சென்னை
8. ராஜ்கௌதமன் 1993. தலித் பண்பாடு , கௌரி பதிப்பகம் , புதுவை .
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पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1: भाषा की भूमिका भाषा-साहित्य और सौंदर्य - 1

(विभिन्न अभिव्यक्तियाँ भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।)

सृजनात्मक भाषा के विविध रूप - साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा; स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता; अनुवाद का महत्व और जरूरत; सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के संदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

इकाई 2: भाषा साहित्य और सौंदर्य - 2

साहित्यिक अभिव्यक्ति के विविध रूप - कविता को पढ़ना-पढ़ाना; गद्य की विविध विधाओं को पढ़ना-पढ़ाना; नाटक को पढ़ना-पढ़ाना; समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य); हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण; कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

इकाई 3: पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

(पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं)

पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध; पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल वेफ बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

इकाई 4: सहायक शिक्षण सामग्री

प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी. - दृश्य - श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

इकाई 5: आकलन की भूमिका और महत्त्व

(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।)

1. **भाषा विकास की प्रगति का आकलन** - सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. **प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु** - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. **फीडबैक** (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

सिखाने का माध्यम

व्याख्यान —समूहिक चर्चा —निदर्शन एवं सामग्री विश्लेषण —विचारगोष्ठी — विभिन्न साहित्यकाराएँ लेखका. एवं कविया. के विषय म. चर्चाएँ —पुस्तकालय संसाधना. का उपयोग —भाषा प्रयोगशाला —वीडियो क्लिप्स का प्रयोग —दृश्य-श्रव्य पाठा. के माध्यम से सूक्ष्म शिक्षण —व्याकरण प्रकरणा. के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण —पाठ योजना प्रस्तुतीकरण —अर्न्तसक्रिय सत्र —प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण —शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी —मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ —मुहावरे, लोकोक्तिया. का प्रयोग करते हुए कहानी, लेख आदि लिखवाना —विषयवस्तु आधारित अभ्यास —सूक्ष्म एवं व्यापक पाठ योजनाए. बनाना —पावर प्वाइंट प्रस्तुतीकरण —दृश्य-श्रव्य सामग्री का निर्माण —ब्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण —विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना —परीक्षण आंकड़ा. का प्रस्तुतीकरण — पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

सामूहिक चर्चा का विश्लेषण —स्व मूल्यांकन तथा निकट समूह मूल्यांकन — उपलब्धि मूल्यांकन — अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन — प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ-स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, मात्रभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।

3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

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SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

കോഴ്സിന്റെ സാരാംശം

പഠനപ്രക്രിയയിൽ മാതൃഭാഷ വഹിക്കുന്ന പങ്ക് വളരെയധികം പ്രാധാന്യമർഹിക്കുന്ന ഒന്നാണ്. ഓരോ അധ്യാപക വിദ്യാർത്ഥികളും വിദ്യാഭ്യാസത്തിൽ മാതൃഭാഷ എത്രത്തോളം സ്വാധീനം ചെലുത്തുന്നുവെന്ന് അറിഞ്ഞിരിക്കണം. മലയാള ഭാഷയുടെ വളർച്ച, സവിശേഷതകൾ, എന്നിവയൊക്കെ ഈ കോഴ്സിലൂടെ ആർജ്ജിച്ചെടുക്കാൻ കഴിയുന്നു. ആശയോപാധി, പ്രതിഫലനാത്മകചിന്ത എന്നിവയുടെ മാധ്യമം ഭാഷതന്നെയാണ്. മലയാള ഭാഷയുടെ വികസനഘട്ടങ്ങൾ പഠിക്കുക എന്നതും ഈ കോഴ്സിന്റെ ഭാഗമാണ്. മലയാള സാഹിത്യത്തിന്റെ വളർച്ച, ഭാഷാനൈപുണി വികസനം, ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ ഉപയോഗം എന്നിവയുടെ അവബോധം ഈ കോഴ്സിലൂടെ ലഭ്യമാവുന്നു. ഭാഷയിലെ പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങൾക്കും ഭാഷാധ്യാപനം പ്രാധാന്യം നൽകുന്നു.

ഉദ്ദേശ്യങ്ങൾ

- മാതൃഭാഷയുടെ പ്രാധാന്യം മനസ്സിലാക്കൽ
- ഭാഷയുടെയും സംസ്കാരത്തിന്റെയും ബന്ധം കണ്ടെത്തൽ
- മലയാളഭാഷയുടെ ധർമ്മങ്ങളെക്കുറിച്ചറിയുവാൻ
- ടെക്നോ പെഡഗോഗിയുടെ ആവശ്യകതയുടെയും പ്രാധാന്യത്തിന്റെയും സാധ്യത മനസ്സിലാക്കാൻ
- പഠനവൈകല്യങ്ങളുടെ അടിസ്ഥാന ആശയങ്ങൾ മനസ്സിലാക്കാൻ
- പാഠ്യക്രമം - പാഠ്യസാമഗ്രികളെ അപഗ്രഥിക്കുവാൻ
- മലയാളത്തിലെ തൊഴിൽ ക്ഷമതയെക്കുറിച്ചുള്ള അവഗാഹത്തിന്

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1: മാതൃഭാഷയുടെ ധർമ്മങ്ങൾ

- ബോധനമാധ്യമം എന്നനിലയിൽ
- സാംസ്കാരിക വിനിമയോപാധി
- സാംസ്കാരിക പരിണാമോപാധി
- പൈതൃക സംരക്ഷണം
- ധാർമിക മൂല്യങ്ങളുടെ രൂപപ്പെടൽ

യൂണിറ്റ് 2: ടെക്നോ പെഡഗോഗി

- അർത്ഥവും പ്രായോഗികതയും
- അധ്യാപകൻ - ടെക്നോ പെഡഗോഗ് എന്ന നിലയിൽ
- സാങ്കേതികബോധനോന്മുഖ നൈപുണികൾ

യൂണിറ്റ് 3: പഠനവൈകല്യങ്ങൾ

- ഡിസ്പ്ലെക്സിയ, ഡിസ്ട്രാഫിയ ഡിസ്പ്രാക്സിയ
- ADHD (Attention Deficit Hyper Activity Disorder)

- സംസാര വൈകല്യങ്ങൾ കൊണ്ട്, വിക്ക്
- രചനാവൈകല്യങ്ങൾ
- നല്ല കൈയ്യക്ഷരത്തിന്റെ സവിശേഷതകൾ
- രചനാ - സംസാര വൈകല്യങ്ങൾ കുറയ്ക്കാനുള്ള മാർഗ്ഗങ്ങൾ

യൂണിറ്റ് 4 : മലയാളം അധ്യാപകരുടെ തൊഴിൽ ക്ഷമതയും പാഠ്യപദ്ധതി - പാഠ്യക്രമം എന്നിവയുടെ വിശകലനവും

- പാഠ്യപദ്ധതിയും പാഠ്യക്രമവും പാഠപുസ്തകവും തമ്മിലുള്ള ബന്ധം
- നല്ല പാഠപുസ്തകത്തിന്റെ മേന്മകൾ
- മലയാളം അധ്യാപകരുടെ സവിശേഷതകൾ (വ്യക്തിപരവും തൊഴിൽ പരവും)
- അധ്യാപന പ്രമാണങ്ങൾ
- മലയാളം അധ്യാപകരുടെ തൊഴിൽക്ഷമതാ വികസനത്തിനുകുന്ന മാർഗ്ഗങ്ങൾ

യൂണിറ്റ് 5: വായനയും ലേഖനവും

- ഭാഷാപഠനത്തിൽ വായനയുടെയും ലേഖനത്തിന്റെയും പ്രാധാന്യം
- വായനാതന്ത്രങ്ങൾ
- നയനകേന്ദ്രീകരണം
- രചനാതന്ത്രങ്ങൾ
- വായനയും ലേഖനവും വികസിപ്പിക്കുന്നതിനുള്ള പഠനപ്രവർത്തനങ്ങൾ

വ്യവഹാര രീതികൾ

ചർച്ച, പ്രസംഗരീതി, അപഗ്രഥന രീതി, വിവരണം, വ്യാകരണപഠനം, സെമിനാർ, ഉപാഖ്യാനരീതി, വിവരസാങ്കേതികവിദ്യ, ഫ്ലാഷ് കാർഡ്, വിവർത്തനം, ഭാഷാപരീക്ഷണശാല

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- മലയാളഭാഷയിലെ വായനയിലെയും എഴുത്തിലെയും പൊതുവായ തെറ്റുകൾ കണ്ടെത്തുന്നതിന് ഹൈസ്കൂൾ ഹയർസെക്കന്ററി വിദ്യാർത്ഥികൾക്ക് പരീക്ഷ നടത്തുക
- ‘ടെക്നോ പെഡഗോഗി’- സെമിനാർ സംഘടിപ്പിക്കുക
- മലയാളത്തിലെ തൊഴിൽ - ധർമ്മങ്ങൾ ക്രോഡീകരിക്കുക
- മാതൃഭാഷയുടെ ധർമ്മങ്ങളെ കുറിച്ച് സെമിനാർ സംഘടിപ്പിക്കേണ്ട
- ഭാഷാപഠന മുറിയിൽ ടെക്നോ പെഡഗോഗിയുടെ പ്രാധാന്യത്തെ കുറിച്ച് അസൈൻമെന്റ് തയ്യാറാക്കുക
- വായനയും എഴുത്തും വികസിപ്പിക്കാനുള്ള സാഹിത്യ പ്രവർത്തനങ്ങൾ ക്രോഡീകരിക്കുക
- മലയാളത്തിലെ ഭാഷാകേളികൾ ക്രോഡീകരിക്കുക
- അധ്യാപന പ്രമാണങ്ങളുടെ പ്രസക്തി കണ്ടെത്തിയെഴുതുക

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമായുമാ
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18. വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
19. എൻ.സി.ഇ.ആർ.ടി (2005) നാഷണൽ കരിക്കുലം ഫ്രെയിം വർക്ക്, ന്യൂഡൽഹി: എൻ. സി.ഇ.ആർ.ടി
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23. ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State Institute of Languages, Thiruvananthapuram

PEDAGOGY OF MATHEMATICS (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

OBJECTIVES:

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

- Enables the student-teachers to identify gifted and slow learners in Mathematics and to meet the requirements
- Knows the great Mathematicians and their contributions towards Mathematics
- Specifies the importance of Planning and Designing Instructions in teaching Mathematics
- Develops an understanding of the recent trends in in the Mathematics Curriculum and principles of Mathematics Curriculum
- Understands the psychological foundations of Mathematics Education

COURSE CONTENT

Unit 1: Identification of learning difficulties

Identification of Learning difficulties - Slow Learners in Mathematics – Meaning, Characteristics, Reasons for Slow Learning and learning difficulties: dyslexia, dysgraphia and dyscalculia - remedial measures.

Unit 2: Great mathematicians and contributions

History of Mathematics –Vedic Mathematics- Contribution of eminent mathematicians for the development of Mathematics –Aryabhata, Brahmagupta, Baskara, Ramanujam, Euler, Euclid, Pythagoras, Rene Descartes, Gauss.

Unit 3: Planning and Designing Instruction in Mathematics

Planning Instruction- Need and Importance - Decision Making as the Basis for Planning - Concept of Pedagogic Content Knowledge (PCK) and Components of PCK - Pedagogic Content Knowledge Analysis for selected units in Mathematics at the secondary level in terms of Content, Pre-requisites, Instructional Objectives– Selecting suitable Teaching Methods and Strategies, Techniques, Models, Learning Activities, Selecting suitable evaluation techniques, Identifying the misconceptions and appropriate remedial measures,

Unit 4: Mathematics Curriculum

Need and importance of Mathematics in School Curriculum - Recent trends in Curriculum Construction - Principles of formulating Mathematics Curriculum -

Organization of Syllabus – Topical and Spiral, Logical and Psychological Approaches - Comparison of CBSE and State Board Mathematics syllabi.

Unit 5: Psychological foundations of Mathematics Education

Jean Piaget's Cognitive theory, Bruner's Discovery learning, Gagne's eight types of learning and Constructivism-Critical Analysis of Mathematics Curriculum at the secondary level (state board) based on principles and organization of Mathematics curriculum and NCF2005.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Study any one of eminent mathematician and his contribution to development of Mathematics– submit report
2. Specify PCK model for planning and designing a Mathematical concept.
3. Critically analyze the Mathematics Curriculum at Secondary or Senior Secondary level.

Learning Activities:

Learning the Content and practicing them appropriately, Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu
12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/math/s.html
17. www.primaryresources.co.uk/math/math.htm
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE (3/4)

SEMESTER – 3 THEORY: CURRICULUM AND PEDAGOGIC STUDIES CREDIT-4

Essence of the course:

The student-teachers will revisit basic concepts of laboratory and how to use the laboratory as an effective teaching learning resource. Also this course enables the learner to understand concept of Curriculum, its types and organization in the teaching –learning process. This course also enables the learner to realize the importance of Science text-book.

Objectives:

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

- acquire knowledge of laboratory and its various resource.
- understand the proper utilization and maintenance of laboratory.
- apply acquired knowledge on the concept of curriculum and its principles.
- develop desirable positive attitude towards contribution of Science text-book for the students .
- acquire hands-on experience in various co-curricular activities.

COURSE CONTENT

Unit 1: Laboratory as a Learning Resource

Objectives of laboratory work – Planning laboratory work – Working plan for group of students (Batch) in the laboratory – Safety in laboratories and precautionary measures.

Unit 2: Organization and Maintenance of Physical Science Laboratory

Structure and design of general, chemistry and physics laboratory– Storage of chemicals and apparatus – preparation of indent – maintenance of registers – accidents and first aids.

Unit 3: Science Curriculum

Curriculum: meaning – definition- Principles of curriculum construction- organization of content –Science curricular projects: PSSC and CHEM study – recommendations of various commissions on Science curriculum.

Unit 4 : Science textbook

Science Textbook: characteristics– Principles of organizing the content in the science text book - evaluation of a good science textbook (Hunter’s Score card and Vogel’s check list) - Uses of Science text book.

Unit 5: Co-curricular activities

Science libraries, science Museum, science club, science hobbies, field trips/excursions, science Fairs/exhibitions, Science corner. Science Olympiads.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observation method (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 types of co-curricular activities.(Compulsory)
2. Critically analyze the usage of physics and chemistry laboratories from class 6 to 10th (Assignment).
3. Collect information from the internet about various types of curriculum construction.
4. Study the various abroad science curricular projects.

5. Prepare a tentative planning and designing of Science laboratory

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

1. National Council of Educational Research and Training (2013), *Pedagogy of Physical Science I & II*, New Delhi. ISBN 978-93-5007-224-0(Part I) ISBN 978-93-5007-225-7 (Part II)
2. Radha Moahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. Sonika Rajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
4. Vanaja, M. (2006), *Methods of teaching physical science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 81-8316-018-0
5. Panneerselvam, A and Rajendiran, E,K. (2009), *Teaching of Physical Science*. Chennai: Shantha publishers; ISBN 978-81-86689-53-0
6. NCERT. (2006), *Elementary level syllabus vol-I*. New Delhi. ISBN 81-7450-593-8
7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.
9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/> and <http://famouschemists.org/>
2. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
4. <http://www.physicsclassroom.com/>
5. <http://www.chem4kids.com/>
6. <http://www.physics.org/explore.asp>
7. <http://www.ducksters.com/science/chemistry/>
8. <http://learningscience.org/physci.htm>
9. <http://www.sciencekids.co.nz/gamesactivities.html>
10. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
11. <http://www.sheppardsoftware.com/science.htm>
12. <http://interactivesites.weebly.com/temperature.html>
13. <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE (3/4)

SEMESTER –3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course: This course will introduce the student teachers to know about the advanced methods of teaching the biological science and make them to acquaint to have knowledge about conduct of practical's, critically examine teaching learning process based on activity and get insight about meta – learning.

Objectives:

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

- ❖ acquire knowledge about Individual learning strategies
- ❖ acquire hands-on experience in designing and developing suitable learning aids for classroom instruction
- ❖ understand approaches of learning Biological science.
- ❖ estimate the facilities required for the organization and maintenance of Science laboratory
- ❖ develop a desirable positive attitude towards tools and techniques of assessment of learning biological science
- ❖ enhances the skills in conduct of practical work

COURSE

CONTENT:

Unit 1: Teaching resources

Machine operated aids: Overhead projector, digital projector, smart interactive digital electronic board.

Non– Machine operated aids:

Graphical aids: flash cards, charts, flip chart, graphs, pictures, poster, and cut–outs and its effective uses.

Display Board: chalkboard, bulletin, flannel, magnetic, peg board and its effective uses.

3D aids: objects, specimens, models.

Unit 2: Community and learning resources

Learning resources from immediate environment – using community resources – Community based learning resources in teaching of science. – Field visit to botanical garden, Science Park and zoo - scientific Lab and its equipment

Unit 3 : Approaches of learning Biological science

5E learning model – Expository approach - Collaborative - Activity based learning approach–Concept attainment – Experiential learning– Inquiry approach.

Unit 4: Biology Laboratory

Location, planning, organization and maintenance-practical preparation – laboratory registers– safety in the lab – common accidents and first aid – practical ethics

Unit 5: Biology practical work

Organizing and importance of practical work – problems in conducting practical – guidelines for teachers, evaluation of practical work – practical record work in biology.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Laboratory Method, Presentation by students, Demonstration of scientific experiments

Mode of Assessment for internal marks (Any Four):

- Making a teaching aids/Models for transacting any knowledge/concepts.
- Assignment on expoloration of various community resources.
- Write self–study report based on your visit to science exhibition or science centre.
- A lesson plan using a concept attainment mode for any one concept, A lesson plan. for 5 e-model experiential learning,
- Report prepartion on different practical registers, and designing for a subject Botany, Biology & Zoology Science records.
- Submitting a Practical record with procedures of any 5 basic practical's on both Zoology and Botany.

References:

1. Hemalatha Kalaimathi and Asir Julius et al. Revised edition 2012, Teaching of Biology ISBN:978-81-8316-205-0, Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
2. Kulshreshtha.S.P & Arun Kumar Kulshreshtha, Pedagogy of Biological Science. ISBN 978-93-85960-73-4, www.bookmandelhi.com. Published by Vinay Rakheja C/o Lall Book Depo-Meerut.
3. Martin Fautley, Jonathan Savage, Lesson Planning for Effective Learning ISBN:13:978-0-33-524690-8, Saffern House, London.
4. Monika davar. (2012), Teaching of science, New Delhi: PHI Learning Pvt. Ltd., ISBN 978–81–203–4624–6 and 81–203–4624–6.
5. Sharma, R. C. (2007). Teaching of science. Delhi: Dhanpatrai publications.
6. Sharma, P.C. (2006). Modern science teaching. New Delhi: Dhanpat Rai Publications.
7. SonikaRajan. (2012), Methodology of Teaching Science. New Delhi: Pearson Education. ISBN978–81–31770–22–1
8. Sudha Pahuja & Ravi Kant, Pedagogy of School subject Biological Science. ISBN 978-93-85960-49-9 www.bookmandelhi.com. Published by Vinay Rakheja C/o Lall Book Depo-Meerut.
9. Tomar, Archana (2006), Teaching of Biology, Delhi: Kalpaz publication
10. Vijayalatha, R. and Sunithat, revised edition 2019, ISBN:978-93-85877-37-7. Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
11. Yadav, S., & Singh, A. K. (2005). Teaching of life Science. Delhi: Dominant Publications.

PEDAGOGY OF SOCIAL SCIENCE (3/4)

SEMESTER –3- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course helps to sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. It helps the learner well acquaint the preparation and administration of learning resources in the meaningful way. It also develop the competency in making use of appropriate assessment system to apprise the learning outcomes. This course deals about the various social issues and mold them to face the same in a plausible way.

Objectives:

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

- Acquire basic knowledge and skills to analyze and transact the Social Science curriculum effectively in wide-range of teaching.
- Understand the role of national policy of education to formulate the curriculum.
- Acquire a conceptual understanding on the process of teaching and learning Social Science
- Solve social issues and concerns in a responsible manner.
- Understand the importance of models of teaching in teaching various social science concepts.
- Know the usage of internet and intranet in social science teaching learning process.

CONTENT OUTLINE

Unit 1: Curriculum of Social Science

Meaning of Curriculum – Importance of Curriculum in Education – Types of Curriculum – Factors Influencing in Curriculum development –Principles of Curriculum development - Selection of Content for Social Studies Curriculum – Organization of the Social Studies Curriculum - Curriculum of Social Science at Primary Stage – Curriculum of Social Science at Secondary stage

Unit 2: Curriculum Reforms in Social Science

Role of Teacher in curriculum implementation and evaluation; national policies of education – reforms in social science curriculum at the secondary education level, national curriculum framework for school education (NCERT)

Unit 3: Approaches of curriculum construction

Correlated, Integrated, Topical, Unit, Patch, Concentric, and Spiral approaches.

Unit 4: Models of Teaching

Jurisprudence Model of Inquiry, Concept Attainment Model, Asubel’s Advanced organiser model and its application in social science

Unit 5: Use of ICT in Social Science Teaching

Uses of Computer – Internet and Intranet – e-learning – Mobile learning.

Mode of Transaction

Lecture cum discussion, Problem Solving, Dramatization, Seminar, Field visit, Debate, Group Discussion.

Practicum: Task and Assignment

1. Analysis of any three years public examination social science questions papers and submission of report.
2. Discussion on NCERT role in common curriculum.
3. Organizing a Mock Parliament Session on child education rights.
4. Organizing debate on usage of mobile phone is boon or bane for human mankind.
5. Conducting educational survey of a slum area in a neighboring village

Mode of Assessment

Unit test, Project, Preparation of assignments, Assessment of Learning Resources, Seminar Presentation.

References:

1. Aggarwal J.C., Teaching of Social Studies, Vikas Publishing House, New Delhi, Third Edition: 1999
2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addison-Wesley Publishing Co., Reading, Massachusetts.
3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, McGraw Hills, New York
4. Dhamija Neelam (1993) Multimedia Approaches in Teaching Social Studies, Harmen Publishing House, New Delhi
5. Dhaskara Rao.D., Teaching of Social Studies, Discovery Publication House, New Delhi, 2003.
6. Khan.M.A., Teaching of Social Studies, Commonwealth Publication, New Delhi, 2004.
7. Kocha S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
8. Sharma R. A., Teaching of Social Science, Surya Publishing House, Meerut, First Edition: 2004.
9. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004.
10. UNESCO: New Source Book for Teaching of Geography, UNESCO
11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

PEDAGOGY OF ENGLISH-II (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. It aims to equip the student teacher with English knowledge for listening and reading. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:

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

- ☐ Develop English Language teaching competency.
- ☐ Understand and appreciate the importance of English.
- ☐ Examine some characteristics of a textbook and make them resonate with one's own ideas
- ☐ Provide feedback on how well the book works in practice and how effectively it achieves its aims
- ☐ Clarify misunderstandings and ensure that both parties are on the same page in communication.
- ☐ Know about effective communication and build strong relationships
- ☐ Inform, influence, inspire, motivate, build relationships, learn, gain inspiration, promote himself/herself and socialize
- ☐ Have a critical study of learning English as a second language in the multilingual Indian Society.
- ☐ Prepare and use appropriate teaching aids to make teaching more effective.
- ☐ Understand the different approaches to teach English.
- ☐ Acquire more number of vocabularies to listen, read, speak and write.
- ☐ Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- ☐ Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- ☐ Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society.
- ☐ Investigate errors made by second and foreign (L2) learners so as to understand the strategies and techniques used in the process of second and foreign language learning through error analysis.
- ☐ Understand the importance of evaluating the students' achievement in English language.
- ☐ Understand and appropriately use structures and vocabulary.

CONTENT OUTLINE

Unit 1: Teaching of receptive skills - Skill of listening

Concept of listening in second language- Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 2: Teaching of receptive skills - Skill of reading

Concept of reading in second language-Mechanics of reading (Eye span, pause, Fixations, Regression and speed) - Types of reading: Reading aloud, Silent reading, Intensive reading, Extensive reading, Skimming, Scanning, Browsing, SQ3R.

Unit 3: Teaching of vocabulary

Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary

Unit 4: Approaches to teaching English language

Structural approach (Features of structural approach, Principles involved in selection and gradation of structures)- Situational approach- Communicative approach- Eclectic approach- Constructive approach- S-O-S approach.

Unit 5: Assessment and evaluation in English

Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in English- Types of tests – Achievement test, proficiency test, Diagnostic test, Prognostic test -Preparation of an Achievement test- Concept and need of remedial teaching

Mode of Transaction:

Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Language games on grammatical structure.
2. Activities & competitions for expansion of vocabulary.
3. Practicing Formal and Informal Letter.
4. Perform any one of the activities for developing the listening and reading skill:
Quiz, Debate, Dialogue, Role play, Brain storming.

5. Watching video recordings.
6. Oral Communication tasks.
7. Language Lab activities.
8. Workshop on preparation of blueprints, question papers, marking scheme and question-wise analysis.
9. Construction of test items for diagnosis and achievement test and interpretation of test data.

Mode of assessment:

Analysis of Group discussion, Participant Observation, Monitoring, performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation. (Seminar, Assignment & Project)

References:

1. Agarwal K C, (2020), Teaching Of English, Publisher: Shri.Vinod Pustak Mandir.
2. Aggarwal. J. C. (2008), Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Allen Campbell, A. (1972), Teaching English language. New Delhi: Tata McGraw Hills.
4. Andrew wright(1977), Visual Materials for the Language teacher, Longmans, London.
5. Dr.Ashoke, ICT & English Language Teaching.
6. Baruah, T. C. (1993), The English teacher's handbook, New Delhi: Sterling Publishers.
7. Bhattacharya, Indrajit (2002), An Approach to Communication Skills, New Delhi: Dhanpat Rai & Co.
8. Bright, J. A., & Gregore, G. P. (1976), Teaching English as second language London: Longman.
9. Chauhan, S. S. (2008), Innovations in Teaching Learning Process, UP: Vikas Publishing House Pvt Ltd.
10. David Green (2019), Contemporary English Grammar, structures & Composition, Trinity publishers.
11. Dinnakar (2021), Pedagogy Of English Publisher: Neelkamal Publisher
11. Gregory Bernard, G. (1969), Better spoken English, London: Macmillan & Co.
12. Hornby, A. S. (1968), The teaching of structural words and sentence patterns, London: Oxford University Press.
13. Jack c Richard & Theodore S Rodger (2012), Approaches and methods in language teaching Cambridge University
14. Jayanthi.N.L.N.(2005), Teaching of English, Kamala publishers: Annamalai nagar, Chidambaram.
15. Julian Dakin. (1973), The Language Laboratory and Language Learning, Longman, London.

16. Knud Schibye (1969), A modern English Grammar, Oxford University Press.
17. Manmeet Kaur, English Lesson Plan Publisher: Gully baba Publishing House pvt Ltd.
18. Pande (P.K), Swain (B.C) (2020), Pedagogy of English.
19. Paul Deifel & Harvey, Internet, Worldwide Web.
20. Pedagogy of English Language (2022), Publisher: Thakur Publication Pvt. Ltd.
21. Rajeswari .N. (2008), Teaching of English, G Publishers: Chennai.
22. Rai B.C., Method of teaching English.
23. Sharma.R.A.(2007), Fundamentals of teaching English: Meerut
24. Shekar A.M (2010), Teaching of English and second language, Puducherry.
- Singh Gyan, Prakash Om (2021), English Language and Pedagogy 3rd Edition
Publisher: McGraw Hill.
24. Sivarajan K.(2012), English language education: methodology of teaching and pedagogic analysis, Calicut university press.
25. Sivarajan K (2010), Trends and development in modern Educational practices, kerala University press.
26. Venkateswaran, S. (2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & Nidhi Srivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

PEDAGOGY OF COMPUTER SCIENCE I (3/4)
SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

OBJECTIVES:

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

- enable the student teachers acquire knowledge about Informational Communicational Technology in Education
- develop an understanding about the Internet and Its applications
- guide the student teachers about planning and maintaining the Computer laboratories
- familiarize the student teachers with the Modern Trends in Teaching of Computer Science
- enable the student teachers acquire knowledge about blended learning and its models
- familiarize the student teachers with the multimedia, web designing, and Computer programming

CONTENT OUTLINE

Unit 1: Information Communication Technology

Technology in Education: Introduction – Concept of Information Technology, Communication Technology, Instructional Technology – Need & Significance of Educational Technology – Emerging Trends in Educational Technology; ICT in Education: Introduction – Definition – Need of Information and Communication Technology – Significance of ICT

Unit 2: Internet and its Applications

Introduction - History of the internet – Application of Network – Benefits – Types of Computer Network- Basic Elements – Network Topology – Popular uses of Web Internet and Extranet - Understanding WWW – How to connect – Web browsers and it types – Favorites and Bookmarks;

Unit 3: Planning and Maintenance of a Computer Laboratory

Need for planning the computer laboratory – special features of computer lab – Essential infrastructure – laboratory management – organization of practical for pupils – maintenance of records – Rules for staff and pupils.

Unit 4: Modern Instructional Strategies

Introduction to modern instructional strategies – Significance and Uses – Modern Instructional Strategies: Interactive Whiteboard – Blog: Educational Blog, Types, role of teacher in educational blog – Web based learning – Video Conferencing – Virtual Learning – Online Learning. Computer Assisted Instruction (CAI), steps for developing CAI, modes of CAI, benefits of CAI, limitation of CAI, role of teacher in CAI. Edn_152 Fourth Year Semester 7 4 Year Integrated B.Sc.B.Ed and B.A.B.Ed. Programme - Education Syllabus Pondicherry University

Unit 5: Blended learning perspectives

Meaning, Definition, Characteristics, Importance, Benefits and Challenges of Blended Learning – Models of Blended Learning: Rotation Model – Station Rotation Model – Lab Rotation Model – Flipped Classroom Model – Flex Model - Self Blend Model – Virtual Enriched Model.- Advantages – Disadvantages of Blended Learning.

Mode of Transaction: Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments

Practicum: Task and Assignment

1. Develop the Multimedia package (Any one lesson at secondary or senior secondary level)
2. Create an Educational Blog (Individually)
3. Draw the Computer based Concept maps
4. Prepare self-blended learning module
5. Write a C programme – Students Mark list using array
6. Create a simple website for your class (Upload: Assignment, Exam details, Study materials)
7. Organize the Team Teaching among student trainees
8. Prepare the rating scale for self- Assessment of student teachers (use during the teaching practice)

Mode of Assessment

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation

References:

1. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.
2. Asokek. Ghosh (2001), Microsoft Web Publishing, New Delhi, Prentice Hall of India.

3. Arulsamy S. and Sivakumar.P, (2002). Application of ICT in Education, Hyderabad: Neelkamal Publication.
4. Balagurusamy E. (2011).Programming C (Fifth Edition). New Delhi: Tata McGra Hill Education Private Limited.
5. Burry Nance (1996). Introduction to Networking. New Delhi: Prentice Hall of India.
6. Harjeet Kaur Bhatia (2012). Reflections on blended learning and peer collaboration in Teacher Education, New Delhi: Global books organisation.
7. Mangal S.K. Mangal Uma. (2012). Essential of educational technology. New Delhi: PHI publication.
8. Nehru R.S.S. (2014). Blended learning, New Delhi: APH Publishing House.
9. Sampath et. al (2000). Introduction to Education Technology. New Delhi: Sterling Publishers.
- 10.Yashavant P.Kanetkar (2010). Let Us C (Tenth Edition). New Delhi: BPB Publications

PEDAOGY OF COMMERCE I (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

The level of the teachers decides the level of the students and the society in general. Therefore, the competency and the quality of the teachers at the school level is essential. Moreover, the professionalization and their duties in exploring learners, remedial teaching and constructivism among the learners in the field of Commerce and Accountancy should be given importance. Considering this, the course is designed to provide reflections on the subjects to the student teachers. They must be familiar with various economic, political and social issues and the teaching techniques to teach them.

Objectives:

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

- acquire knowledge of the terms and concepts used in the professionalization teaching Commerce and Accountancy;
- understand the different techniques and technology for the development of Commerce teachers;
- apply the knowledge in adopting the suitable methods, techniques and aids for the purpose of teaching different learners;
- develop skills in preparing the suitable techniques to adopt constructivism;
- develop interests in the recent development to achieve self -development, and
- develop a desirable positive attitude towards self, students and teaching.

COURSE CONTENT

Unit 1: Commerce teacher

Qualities required for a good teacher – roles, changing roles as facilitator, as sorter, – morale and ethics of teachers – social and environmental responsibilities - problems faced – pre service and in service programmes – Academic freedom – organizational commitments.

Unit 2: Professionalization

Profession, meaning, characteristics, teaching as profession, Professional development – ways and means -membership in academic bodies- participating in a network of teachers -link with commercial and business concerns and Accountant Bodies-individual and collaborative research

Unit 3: Teacher in the classroom

Class room interaction analysis- system approach – class room climate- types of teachers based on leadership styles- teacher dominated pattern, laissez faire pattern and democratically planned pattern- significance communication, decision making - Teacher development -job satisfaction, determinants, consequences of job

dissatisfaction – Organizational commitments–Academic freedom.

Unit 4: Exploring Learners

Diverse learners in classroom – Motivating learners to learning – encouraging and involving learners in teaching learning process – collect materials from local resources. Understanding regional background of student based on socio-economic, historical & geographical context.

Unit 5 Remedial Teaching

Identifying slow learners – remedial programme – causes of errors – types of errors – some common errors in commerce and Accountancy by school students –practical work – organizing remedial work

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method -- Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods.

Practicum: Task and Assignment

1. Search in the internet and collect e-learning resources reported based on the research in Education, Accountancy and Commerce. Report them for peer reflection. Record their reflections.
2. How can you teach controversial issues in the class? Analyze and report it from present school practices.
3. Observe and report the classroom practices in the school from constructivist point of view.
4. How can professionalism be achieved in the teaching. Collect the opinions of the teachers and analyze in the class and submit a report.
5. Construct and conduct a diagnostic test in Commerce and how remedial teaching be arranged?.Report it for class review.
6. Any other field based project, task or assignment connected with the units in this course

Mode of assessment:

Written test and Task and assignment

References:

1. Govindan .K.R., and Senthilkumar.S. : Professional Ethics, Anuradha Agencies.(2004)
2. Suma Chitnis, and Altbach Philip.G.: Indian Academic Profession, Macmillan India Ltd. New Delhi.(1997)
3. In Pursuit of Equity and Excellence NCERT, National Council of Educational

Research and Training. New Delhi.(2001)

4. Sharma Santosh, Constructivist Approaches to Teaching and Learning, National Council of Educational Research and Training.(2006)
5. Kochhar.S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited.New Delhi.

WEB Resources

1. www.slideshare.net
2. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
3. www.ala.org
4. www.edudemic.com
5. www.sciencedirect.org
6. www.consumer.vic.gov.au
7. www.ctforg.in
8. A resource book for teaching and learning in commerce.
9. http://www.tutorialspoint.com/e_commerce/
10. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
11. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
12. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
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14. <http://www.tallyschool.com/free-tally-course-online/>
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PEDAGOGY OF ENGLISH II
SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching approaches to teach grammar, vocabulary and pronunciation. It aims to equip the student teacher with English knowledge for listening and reading. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:

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

- ☐ Develop English Language teaching competency.
- ☐ Understand and appreciate the importance of English.
- ☐ Examine some characteristics of a textbook and make them resonate with one's own ideas
- ☐ Provide feedback on how well the book works in practice and how effectively it achieves it aims
- ☐ Clarify misunderstandings and ensures that both parties are on the same page in communication.
- ☐ Know about effective communication and build strong relationships
- ☐ Inform, influence, inspire, motivate, build relationships, learn, gain inspiration, promote himself/herself and socialize
- ☐ Have a critical study of learning English has a second language In the multilingual Indian Society.
- ☐ Prepare and use appropriate teaching aids to make teaching more effective.
- ☐ Understand the different approaches to teach English.
- ☐ Acquire more number of vocabularies to listen, read, speak and write.
- ☐ Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.
- ☐ Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- ☐ Identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society.
- ☐ Investigate errors made by second and foreign (L2) learners so as to understand the strategies and techniques used in the process of second and foreign language learning through error analysis.
- ☐ Understand the importance of evaluating the students achievement in English language.
- ☐ Understand and appropriately use structures and vocabulary.

CONTENT OUTLINE

Unit 1: Teaching of receptive skills - Skill of listening

Concept of listening in second language- Listening skills and their sub-skills -Techniques of teaching listening - Role of teaching aids in teaching listening skills - Difference between hearing and listening.

Unit 2: Teaching of receptive skills - Skill of reading

Concept of reading in second language-Mechanics of reading (Eye span, pause, Fixations, Regression and speed) - Types of reading: Reading aloud, Silent reading, Intensive reading, Extensive reading, Skimming, Scanning, Browsing, SQ3R.

Unit 3: Teaching of vocabulary

Essentials of teaching vocabulary-Types of vocabulary – Active and passive; Content words and structural words- Selection and gradation of vocabulary -Teaching meaning of words - Expansion of vocabulary

Unit 4: Approaches to teaching English language

Structural approach (Features of structural approach, Principles involved in selection and gradation of structures)- Situational approach- Communicative approach- Eclectic approach- Constructive approach- S-O-S approach.

Unit 5: Assessment and evaluation in English

Concept of assessment and Evaluation in English- Concept, need and techniques of Continuous and Comprehensive Evaluation (CCE) in English- Types of tests – Achievement test, proficiency test, Diagnostic test, Prognostic test -Preparation of an Achievement test- Concept and need of remedial teaching

Mode of Transaction:

Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Language games on grammatical structure.
2. Activities & competitions for expansion of vocabulary.
3. Practicing Formal and Informal Letter.
4. Perform any one of the activities for developing the listening and reading skill:
Quiz, Debate, Dialogue, Role play, Brain storming.

5. Watching video recordings.
6. Oral Communication tasks.
7. Language Lab activities.
8. Workshop on preparation of blueprints, question papers, marking scheme and question-wise analysis.
9. Construction of test items for diagnosis and achievement test and interpretation of test data.

Mode of assessment:

Analysis of Group discussion, Participant Observation, Monitoring, performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation. (Seminar, Assignment & Project)

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Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

PEDAGOGY OF TAMIL II
SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

அடிப்படைக் கோட்பாடு

சமூகத்தில் மொழியின் அவசியத்தையும் பங்களிப்பையும் பற்றிய அறிவினைப் பெற்றிருப்பர். இன்றைக்கு மொழியும் அறிவியலும் ஒன்றுக் கொன்று தொடர்புடையதாக உள்ளதை அறிந்திருப்பர். மொழியைக் கற்பிக்கும், கருவி நூலாக உள்ள, பாடநூல் எவ்வாறு அமைந்திருக்க வேண்டும் என்பதை மாணவர் அறிந்திருப்பர். நம்மை மற்றவரோடு தொடர்புபடுத்திக் கொள்வதற்கு கருவியாக அமைந்துள்ள மொழியாய்வகம் பற்றி அறிவைப் பெற்றிருப்பர். மனக் கருத்துக்களை வெளிப்படுத்தும் முறைகளில் ஒன்றான கட்டுரை எழுதும் அறிவைப் பெற்றிருப்பர். மொழிப் பயிற்சிப் பற்றிய சிந்தனைகளையும் பெற்றிருப்பர். மொழிப்பாடம் கற்பித்தலுக்குத் தற்காலத்திற்கேற்ற வகையில் கற்பித்தல் புதுமைகளை வெளிக் கொணரும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடம் திறன்பாடம் என்பதால் படைப்பாற்றலை வளர்த்துக்கொள்ளும் திறனைப் பெற்றிருப்பர்.

நோக்கங்கள்:

- சமுதாயத்தில் மொழியின் செயல்பாட்டினை அறிய செய்தல்.
- பாடநூல் குறித்த அறிவைத் தருதல்.
- மொழிப் பயிற்றாய்வுக் கூடம் குறித்து அறியச் செய்தல்
- வினாத்தாள் வடிவமைப்புப் பற்றிய அறிவைப் பெறச் செய்தல்.
- கட்டுரை எழுதும் திறன் பெறச் செய்தல்,

- படைப்பாற்றலை வளர்ப்பதற்கான பல்வேறு வழிமுறைகளை அறியச் செய்தல்.
- தமிழில் ஆய்வுகள் குறித்த அடிப்படைச் செய்திகளை உணர்துதல்.

அலகு 1: சமுதாயத்தில் மொழி

மொழியும் சமூகமும் மொழியும் அதிகாரமும் - மொழியும் அடையாளமும் மொழியும் பண்பாடும் மொழியும் பால்வேறுபாடும் மொழியும் அரசியலும் மொழியும் வர்க்கமும்- மொழியும் இலக்கியமும் - மொழியும் அறிவியலும் மொழியும் வணிகமும் மொழியும் சுற்றுச்சூழலும் மொழியும் உலகமயமும் இவைகளுக்கிடையேயான உறவு நிலைகளும் ஒப்பீடும்

அலகு 2: பாடநூல் வடிவமைத்தல்

பாடநூல் அமைப்பு - பத்துவகை அழகு - நூற்குற்றம் - பாடநூலின் அகத்தோற்றம் புறத்தோற்றம் பண்புகள்.

அலகு 3: மொழிப்பயிற்றாய்வுக் கூடம்

மொழிப் பயிற்றாய்வுக் கூடம் தேவையும் பயனும் - அமைப்பு - செயல்பாடுகள் - பயன்கள்

அலகு 4: கட்டுரைப் பயிற்சி

வாய்மொழிக் கட்டுரை எழுத்துக் கட்டுரை பல்வேறு கட்டுரைகள் மடல் வகைகளும் படிநிலைகளும் வல்லினம் மிகா இடங்கள், மிகும் இடங்கள் தொடர் அமைப்பு பத்தி அமைப்பு - நிறுத்தற் குறியீடுகளின் அவரியம் செயற்றொடர் - பழமொழி மேற்கோள் பயன்பாடு

அலகு 5 மொழிப் பயிற்சி

சொற்களஞ்சியம் அவசியம் - அறிந்த சொற்களஞ்சியம் பயன்படுத்தும் சொற்களஞ்சியம் - சொற்களஞ்சியங்களைப் பெருக்கும் வழிமுறைகள் - வாக்கியங்களை அமைத்தல் சுருக்கி வரைதல் - இலக்கியநயம் உணர்தல் - அகராதியைப் பயன்படுத்துதல்

மதிப்பீடு:

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்:

- 1 சொல் விளையாட்டு தயாரித்தல்
- 2 குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்
- 3 தனித் தமிழ் நடையில் பேசுதல்.
- 4 கதை கவிதை, கட்டுரை எழுதுதல்
5. மொழிப் பயிற்றாய்வுக் கூடத்திற்குப் பயிற்சி தயாரித்தல்,
- 6 பாடநூல் ஆய்வு செய்தல்
7. ஒலி உச்சரிப்புப் பயிற்சி
- 8 சுற்றுச்சூழல் விழிப்புணர்வு வாசகங்கள் தயாரித்தல்
- 9 வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்,
- 10 செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

பார்வை நூல்கள்

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SEMESTER- 3 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1:

(क) मातृभाषा और अन्य भाषाएं । — (ख) मातृभाषा की महत्ता और पाठ्यक्रम में उसका स्थान । — (ग) मातृभाषा शिक्षण के उद्देश्य । — (घ) अन्य भाषा का महत्व एवं अन्य भाषा शिक्षण के उद्देश्य । — (ङ.) त्रिभाषा सूत्र और उसका कार्यान्वयन । — (च) भाषा-शिक्षण के सामान्य सिद्धान्तों का परिचय ।

इकाई 2:

(क) भाषा के चार कौशल-श्रवण,भाषण,पठन,लेखन का सामान्य ज्ञान एवं परिचय। — (ख) श्रवण कौशल शिक्षण । — (ग) भाषा कौशल शिक्षण । — (घ) पठन(वाचन)कौशल शिक्षण । — (ङ.) लेखन कौशल शिक्षण । — (च) भाषा अधिव्यक्ति के दो रूप-मौखिक और लिखित । — (छ) उच्चारण शिक्षण ।

इकाई 3: हिन्दी की लिपि और वर्तनी का परिचय

(क) देवनागरी लिपि का उद्भव और विकास । — (ख) देवनागरी लिपि की वैज्ञानिकता विशेषताएं तथा कमियां। — (ग) वर्णों का मानक रूप । — (घ) वर्तनी, वर्तनी के नियम वर्तनी संबंधी त्रुटियों के सुधार संबंधी उपाय ।

इकाई 4:

(क) हिन्दी भाषा का उद्भव और विकास तथा हिन्दी की बोलियां — (ख) संपर्क भाषा और राजभाषा के रूप में हिन्दी ।

इकाई 5:

(क) भाषा शिक्षण में भाषा विज्ञान का योगदान । — (ख) व्याकरण शिक्षण । — (ग) रचना शिक्षण ।

हिन्दी की विभिन्न विधाओं का शिक्षण

(क) कविता शिक्षण एवं पाठ योजना । — (ख) गद्य शिक्षण एवं पाठ योजना । — (ग) कहानी शिक्षण एवं पाठ योजना । — (घ) नाटक शिक्षण एवं पाठ योजना । — (ङ.) पत्र लेखन,निबंध लेखन, सार लेखन आदि का शिक्षण ।

संदर्भ-ग्रंथ

- | | | | |
|----|-------------------------------------|---|---|
| 1. | डॉ. विजयराघव रेड्डी | - | हिन्दी शिक्षण अन्य भाषा के संदर्भ में |
| 2. | कामता प्रसाद गुरू | - | हिन्दी व्याकरण |
| 3. | डॉ. रामचन्द्र वर्मा | - | अच्छी हिन्दी |
| 4. | डॉ. नामवर सिंह | - | आधुनिक साहित्य की प्रवृत्तियाँ |
| 5. | डॉ.रामसजन पाण्डेय | - | विविध साहित्यिक वाद |
| 6. | डॉ.लक्ष्मीनारायण शर्मा | - | देवनागरी लिपि और वर्तनी |
| 7. | डॉ.रघुनाथ सफाया | - | हिन्दी शिक्षण |
| 8. | डॉ.रामदेव पी. कथूरिया | - | सूक्ष्म शिक्षण |
| 9. | केन्द्रीय हिन्दी संस्थान के प्रकाशन | | 1. हिन्दी का वैज्ञानिक व्याकरण
2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था
3. हिन्दी शिक्षण विविध आयाम
4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य
5. द्वितीय भाषा शिक्षण में अभिक्रान्त अधिगम की तैक्नालॉजी
6. भाषा शिक्षण तथा भाषा विज्ञान |

Practicum: Task and Assignment

Minimum 2 activities relevant to the syllabus.

PEDAGOGY OF MALAYALAM II (3/4)
SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC
STUDIES-CREDIT-4

കോഴ്സിന്റെ സാരാംശം

മലയാള ബോധനത്തെക്കുറിച്ചുള്ള സ്പഷ്ടമായ അറിവിലേക്ക് എത്തുക എന്നതാണ് ഈ കോഴ്സിന്റെ ഉദ്ദേശ്യവും ലക്ഷ്യവും. ഭാഷാപ്രയോഗ സാധ്യതകളും അവ നേടിയെടുക്കേണ്ട ഉത്തരവാദിത്വവും ഓരോ അധ്യാപക- വിദ്യാർത്ഥികൾക്കുമുണ്ട്. ഭാഷാബോധന മാതൃകകളും പാഠാവതരണരീതികളും അവഗാഹമുണ്ടാക്കിയെടുക്കാനും വളരെയധികം പ്രാധാന്യം നൽകേണ്ടതുണ്ട്. പാഠപുസ്തകത്തിലുള്ള വിഷയപ്രാവീണ്യവും പഠനപ്രക്രിയയ്ക്ക് യോജ്യമായ ആധുനിക സംവിധാനങ്ങളുമെല്ലാം അറിഞ്ഞിരിക്കേണ്ടതാണ്. പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങളുടെ പ്രസക്തിയും മനസ്സിലാക്കിയെടുക്കാൻ ഈ കോഴ്സ് സഹായിക്കുന്നു.

കുട്ടികളിലെ വിമർശനാത്മക ചിന്തയും സർഗ്ഗാത്മകതയും ഓരോ അധ്യാപകനും കണ്ടെത്താനും വളർത്തിയെടുക്കാനും കഴിഞ്ഞിരിക്കണം. പഠന മേഖലയിലെ പ്രശ്ന പരിഹാരണവും ഗവേഷണവുമെല്ലാം അത്യധികം പ്രസക്തമായത് തന്നെ. അതുപോലെ ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ സ്വാധീനത്തെക്കുറിച്ച് അറിയാനും അത് ഉപയോഗിക്കാനും ഓരോ അധ്യാപകവിദ്യാർത്ഥികളും അറിഞ്ഞിരിക്കണം.

ഈ കോഴ്സ് വിരൽ ചൂണ്ടുന്നത് ഇത്തരത്തിലുള്ള ബോധനശാസ്ത്രത്തിന്റെ വ്യത്യസ്തമായ മേഖലകളിലെ പ്രാവീണ്യമാണ്.

ഉദ്ദേശ്യങ്ങൾ

- ഭിന്നശേഷിക്കാരായ കുട്ടികളെ തിരിച്ചറിയുന്നതിന്
- അനുയോജ്യമായ പഠനരീതികളെക്കുറിച്ചറിയാൻ
- പരിഹാരബോധനത്തിന്റെ പ്രസക്തി മനസ്സിലാക്കുവാൻ
- വിമർശനാത്മകവും സർഗ്ഗാത്മകവുമായ ചിന്തകൾ വികസിപ്പിക്കുന്നതിന്
- മാപന (വിലയിരുത്തൽ) - മൂല്യനിർണ്ണയ തന്ത്രങ്ങളെക്കുറിച്ചറിയാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1 : ഭിന്നശേഷി വിദ്യാർത്ഥികളും പഠനസംബന്ധിയായ ഇടപെടലുകളും

- ഭിന്നശേഷിക്കാരായ വിദ്യാർത്ഥികളെ തിരിച്ചറിയൽ
- ഭിന്നശേഷിക്കാരായ കുട്ടികൾക്കുതക്കുന്ന ഭാഷാപഠന രീതികളുടെ നിർമ്മാണം
- ഇത്തരം കുട്ടികളിൽ മലയാള ഭാഷാപഠനനിലവാരം ഉയർത്താനുള്ള സവിശേഷമായ പഠനപ്രവർത്തനങ്ങളും ഭാഷാകേളികളും

യൂണിറ്റ് 2: ഭാഷാപഠനത്തിലെ മൂല്യനിർണ്ണയവും വിലയിരുത്തലും

- മൂല്യനിർണ്ണയവും മാപനവും- താരതമ്യ പഠനം
- വ്യത്യസ്തതരം മൂല്യനിർണ്ണയരീതികൾ
- സംരചനാ മൂല്യനിർണ്ണയം
- ആത്യന്തിക മൂല്യനിർണ്ണയം
- സിദ്ധിശോധകത്തിന്റെ പ്രാധാന്യം

- സിദ്ധിശോധകത്തിന്റെ നിർമ്മിതി
- പരിഹാരബോധനം

യൂണിറ്റ് 3: ഭാഷാപഠനത്തിൽ നാടോടി വിജ്ഞാനീയത്തിന്റെ പ്രാധാന്യം

- ഭാഷയും നാടോടി വിജ്ഞാനീയവും തമ്മിലുള്ള ബന്ധം
- വാമൊഴി, വരമൊഴി
- നാടൻ പാട്ടുകൾ (വടക്കൻ പാട്ടുകൾ തെക്കൻ പാട്ടുകൾ)
- നാടൻ കലാരൂപങ്ങൾ
(തെയ്യം, തിറ, കളരിപയറ്റ്, കളമെഴുത്തു, മുടിയേറ്റ്, കണ്യാർക്കളി, ചവിട്ടുനാടകം, അലാമികളി, പടയണി, തീയാട്ട്, കാക്കാരിശ്ശിനാടകം, പൂരക്കളി, ചിമ്മാനക്കളി)

യൂണിറ്റ് 4: വിമർശനാത്മകവും സർഗ്ഗാത്മകവുമായ ചിന്തയും എഴുത്തും

- കൂട്ടികളിൽ സർഗ്ഗാത്മകത വികസിപ്പിക്കാനുള്ള പഠനപ്രവർത്തനങ്ങൾ
- ക്ലാസ് മുറികളിൽ ജനാധിപത്യപരമായ അന്തരീക്ഷവും വിമർശനാത്മക ചിന്തയും വളർത്തിയെടുക്കുവാൻ സഹായിക്കുന്ന മാർഗ്ഗങ്ങൾ

യൂണിറ്റ് 5: ഗദ്യാധ്യാപനം, പദ്യാധ്യാപനം, രചനാധ്യാപനരീതി

- ഗദ്യാധ്യാപനലക്ഷ്യങ്ങൾ, വിവിധതരം, ഗദ്യപാഠങ്ങളും വ്യത്യസ്തസമീപനങ്ങൾ
- ഉപപാഠപുസ്തകം
- സ്വതന്ത്രവായന
- പരന്നവായന പരിശീലനം
- ഉയർന്നക്ലാസുകളിലെയും താഴ്ന്നക്ലാസുകളിലെയും ഉപപാഠപുസ്തകം അധ്യാപനരീതികൾ
- കവിത - ആസ്വാദനം - താളം - പദപ്രയോഗം - ഭാഷാപ്രയോഗങ്ങൾ - ആശയം - വാക്കുകളുടെ ചേർച്ച - വൈകാരികത - സാങ്കല്പികമായ പ്രകടനങ്ങൾ, നിർദ്ദേശങ്ങൾ, മുതലായവ
- വിവിധതരം കവിതാഭാഗങ്ങൾ, രചനാധ്യാപനം - പൊതുതത്വങ്ങൾ - ഉപന്യാസം - ആഖ്യാനം - ചെറുകഥ - സംഭാഷണം, കളികൾ - നിരൂപണം - ജീവചരിത്രം - ആത്മകഥ സഞ്ചാരസാഹിത്യം - ഓരോന്നിനും യോജിച്ച അധ്യാപനരീതികൾ.

വ്യവഹാര രീതികൾ

നിർദ്ദിഷ്ട വ്യാകരണ ഇനങ്ങൾ പഠിപ്പിക്കുന്നതിന്റെ പ്രകടനം, വ്യത്യസ്ത പദപ്രയോഗങ്ങളെക്കുറിച്ചുള്ള സെമിനാർ, വിവിധ രചനകളുടെ താരതമ്യപഠനം, വ്യത്യസ്ത രീതികളിൽ പിന്തുടരുന്ന ഘട്ടങ്ങളുടെ പ്രകടനം, ആമുഖ പ്രഭാഷണം, വീഡിയോ ക്ലിപ്പുകളുടെ നിരീക്ഷണം, സാഹചര്യപരമായ അവതരണം, ഭാഷാഗെയിമുകളുടെ ഉപയോഗം, നല്ല മാതൃകകളുടെ അവതരണം, പ്രാദേശിക ഭാഷ സംസാരിക്കുന്നവർ, ഭാഷാലാബ്, ഫ്രെയിമിംഗ്, ചോദ്യപേപ്പർ വിലയിരുത്തലും വ്യാഖ്യാനവും

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- അച്ചീവ്മെന്റ് ടെസ്റ്റ് തയ്യാറാക്കുക
- ഉദാഹരണങ്ങൾ സഹിതം വാമൊഴിയുടെയും വരമൊഴിയുടെയും പ്രത്യേകതകൾ പട്ടികപ്പെടുത്തുക

- ഭാഷാപഠനത്തെക്കുറിച്ചുള്ള ക്ലാസ് റൂം പ്രവർത്തനങ്ങൾ പട്ടികപ്പെടുത്തുക
- മാപനവും മൂല്യനിർണ്ണയവും തമ്മിലുള്ള വ്യത്യാസം കണ്ടെത്തുക
- ബ്ലൂപ്രിൻ്റ് തയ്യാറാക്കുക

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമായുമാ
16. Brooks, N (1964) Language and Language Learning: Theory and practice, Hark court, Brace Jovanovich, Newyork.
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19. എൻ.സി.ഇ.ആർ.ടി (2005) നാഷണൽ കരിക്കുലം ഫ്രെയിം വർക്ക്, ന്യൂഡൽഹി: എൻ. സി.ഇ.ആർ.ടി
20. എസ്.സി.ഇ.ആർ.ടി (2007) കേരള കരിക്കുലം ഫ്രെയിം വർക്ക്, തിരുവനന്തപുരം: എസ്.സി.ഇ.ആർ.ടി
21. കുമാർ,എസ്.പി.കെ & ബിന്ദു.സി.എം (2002) Instructional hearing strategies and cognitive Entry Behavior – An experimental Analysis, Kanishka Publications, New Delhi
22. പ്രൊഫ.എരുമേലി പരമേശ്വരൻ പിള്ള (2005)മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, പ്രതിഭ ബുക്സ്, മാവേലിക്കര
23. ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State Institute of Languages, Thiruvananthapuram

PEDAGOGY OF COMMERCE II (3/4)

SEMESTER –3-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

The competencies of the teachers at the school level teaching is essential as they are to be a role model for the learners to enable them to proceed to further learning in the field of Commerce and Accountancy. Considering the importance of teaching and learning, the commerce teachers should have the strong basic knowledge and skills in commerce. They should be familiar with the developments in Commerce and Accountancy. Considering this, the course is designed to provide sound knowledge on the basic subject to the student teachers. They can be familiar with the techniques and approaches in the teaching of the basic subject by using learning resources and assessment techniques.

Objectives:

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

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy;
- understand lesson planning and evaluation aspects in teaching Commerce and Accountancy;
- apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerce and Accountancy;
- develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques;
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT

Unit 1: Analysis of commerce content at school level

Analysis of commerce content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 2: Analysis of Accountancy content at school level

Analysis of Accountancy content in XI and XII standard from pedagogical analysis point of view for lesson plan preparation

Unit 3: Construction of Achievement test

Achievement test –characteristics-objectivity, reliability, validity and practicability - forms of test items – multiple choice type - short answer type

and essay type – construction of achievement test - steps – blue print, weight age tables, question wise analysis and scoring key

Unit 4: Interpretation of learners Achievement

Data collection - Tabulation - Measures of central tendency – measures of variability – correlation. Parametric and non-parametric Statistics, difference.

Unit 5: Management

Objectives of Management – Role of Management –Difference between Administration and Management- Functions of Management –PODSCORB (Planning, Organization, Direction, Motivation, Coordination ,Control) – Modern Functions, Planning, Organizing, Leading, Controlling – Management skills, Conceptual skills, Human skills, Technical skills

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method-Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method — Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods

Practicum: Task and Assignment

1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.
6. Commerce is a practical subject which cannot be taught under four walls- Justify and submit a report in the class as how best commerce can be taught?
7. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Written test, task and assignment

References:

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2. Seema Rao, (2000) Teaching of Commerce, New Delhi: Anmol Publications PVT Ltd.
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4. New York: Mc. Graw – Hill Book Company Inc.
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York: Mc Graw Hill.

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12. Learning To Do : Towards a Learning and Working Society, Ministry of Education , Social Welfare, Govt.of. India. New Delhi.(1978)
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15. Sharma.R.C.: Modern Science Teaching, Dhanpat Raj & Sons, Delhi.

WEB Resources

1. www.scholastic.com
2. www.nepcam.org.an
3. www.educatorstechnology.com
4. www.ecsu.edu
5. www.studentguide.org
6. www.slideshare.net
7. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
8. www.ala.org
9. www.edudemic.com
10. www.sciencedirect.org
11. www.consumer.vic.gov.au
12. www.ctforg.in
13. A resource book for teaching and learning in commerce.
14. http://www.tutorialspoint.com/e_commerce/
15. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
16. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
17. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
18. <http://www.tallytraining.in/>
19. <http://www.tallyschool.com/free-tally-course-online/>
20. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>

YOGA, HEALTH & PHYSICAL EDUCATION – I (1/2)

SEMESTER – 3- PRACTICUM: ENGAGEMENT WITH THE FIELD -- CREDIT-1

Essence of the course:

Sound Body with a sound mind has always been the concern of India. With the changing conditions there are many a health hazards. All of us need to learn how to observe sound health. This course offers the opportunity to learn the yoga and produce the health. It also deals with good food habit, nutrition, physical exercise and sports

Objectives:

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

- acquire the knowledge of Yoga, exercise, health & fitness
- understand the nature and structure of human bodies, injuries during emergencies and to provide first aid.
- apply discipline, rules and regulations to organize sports and games in schools.
- develop skills in organizing the physical education, health and yoga programmes in schools.
- develop interest in yoga, physical and health education,
- develop positive attitude towards the participation in yoga and health activities.

CONTENT OUTLINE

Unit 1: Yoga and Health

Meaning of yoga – need and importance of yoga – Kriyas – physical exercises – types of exercises: aerobic, anaerobic on various systems (circulatory, muscular, digestive & respiratory systems) – yoga in present life – role of India in yoga – yoga in global awareness. Branches of Yoga: Bakthi Yoga, Karma Yoga, Raja Yoga and Gnanayoga – Eight limbs of Yoga: Eyama, Niyama, Asana, Pranayama, Prathiyagara, Dharana, Dhiyana and Samathi.

Unit 2: Health education

Health needs of children and adolescents, including differently abled children – understanding of the body system: skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness – bones, muscles, joints and their functions. – Status of Health Education in India from Pre-Natal Education through Higher Education, Yoga & Yag, Health & Hygiene, Mess & Toilets, Disease & Dispensary, Work & Leisure. Health Observation Programs in schools – Body Mass Index ratio.

Unit 3: First Aid- Principles and Uses

Structure and function of human body and the principles of first aid – First aid equipment's – Fractures-causes and symptoms and the first aid related to them – Muscular sprains causes, symptoms and remedies – First aid related to haemorrhage, respiratory discomfort – First aid related to Natural and artificial carriage of sick and wounded person – Treatment of unconsciousness – Treatment of heat stroke – General disease affecting in the local area and measures to prevent them.

Unit 4: Food and safety

Food and nutrition, food habits, timing of food, nutrients and their functions – Fast Food Problems, understanding and practice sanitation – handling of drinking water, disposal of solid and liquid waste – safety and security – disasters in and outside schools, ways of prevention – safety from snake and dog bites, animal attacks, prevention and treatment.

Unit 5: Physical exercise and sports

Concept and objectives of physical education, physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities – games & sports – athletes – general physical fitness exercises – games – (lead-up Games, relays and major games) rhythmic activity, gymnastics and their impact on health.

Mode of Transaction

Lecture, workshop, discussion, field visit, play ground work, demonstration, practice.

Practicum: Task and Assignment

1. Prepare month wise self-reports based on the development of your physical fitness – height, weight-Strength, speed, endurance, flexibility and body composition.(Walking, Running, Throwing and Jumping etc.)
2. Prepare a record for yoga learning and performing basic yogic activities along with your reflection and your yoga practice photographs.
3. Write a report based on visit and interview with the personals in yoga and health centres.
4. Prepare an album for yoga, health and physical education (minimum 10 pictures in each aspect).
5. Demonstration of Yogic exercises.
6. Make a portfolio of various Games for school children and their advantages.
7. Preparation of inventories on myths on exercises and different type of food
8. Make an inventory of energy rich food and nutritious food(locally available) indicating its health value
9. Make an inventory of artificial food and provide critical observations from health point of view
10. Prepare inventory of Medicinal plants and their medicinal values.
11. Select yoga practices for persons of average health for practical yoga sessions: *Supine position, Prone position, Sitting position, Standing position, Kriyas, Mudras, Pranayamas*

Mode of Assessment:

Yoga practice, filed visit report, written test and presentation

References:

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2. Tiwari. O.P.(2002) Asana: Why and how . India: Kanalyadhama
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4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Bookmarket.
5. Hedge (1997) How to maintain good health, New Delhi: UBPSD Publishers
6. Kancle. B.s., & Kumar, C.P.(1996) Text book on health and physical education, Ludhiyana Kalyana publishers.
7. Health Education for school age children – A frame work central Health education Bureau & NCERT, New Delhi – 16.

8. Dhananjay. S & Seema.K.(2007) Lesson Planning : Teaching methods and class management in physical education. New Delhi: Khal Sathiya Kendra
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10. Dr. J. P. Thomas (1954) Organization of Physical education, Chennai: Y.M.C.A. College of physical education.
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12. Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development, CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.
13. Jason Liu and Dr. Gwendalle Cooper (2009) *Scientific Analysis of the Effects of Falun Dafa* Presented at International Conference of Psychologists, February 27, 2009 by Catherine Hennessy
14. Mehroo D. Bengalee (1976). *CHILD GUIDANCE*. Sheth Publishers, Educational Publishers, 35, Everest, Pedder Road, Bombay-400026
15. Ministry of Health & Family Welfare, Government of India, *Annual Report to the People on Health*, December 2011.
16. Porter, Noah. (2003). *FALUN GONG in the United States: An Ethnographic Study*, Master Thesis, Department of Anthropology, College of Arts and Sciences, University of South Florida.
17. Wu JY, Feng, L, Park, H-T, Havlioglu N, Wen L, Tang H, Bacon KB, Jiang Z, Zhang X, Rao Y. *Molecule that guides Nerve Calls Directs Immune Cells*, Science Daily, Apr.20, 2001.
18. www.FalunDafa.org
19. [www.http://greatist.com/health/19-worst-tech-related health-risks](http://greatist.com/health/19-worst-tech-related-health-risks)

READING AND REFLECTING ON TEXTS

SEMESTER –3- PRACTICUM –ENGAGEMENT WITH THE FIELD: EPC-3 --CREDIT-2

Essence of the course:

The course is designed to enhance the reading capacity of the student teachers. It will enable them to develop meta-cognitive awareness. The course offers opportunities to student teachers to read a variety of texts and respond to it creatively and critically.

Objectives:

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

- Understand the meaning, process, importance and characteristics of reading.
- Understand and apply different levels, types, techniques and methods of reading.
- Acquaint with the skills of reading different types of texts.
- Develop different types of reading skills through various activities and met cognition
- Learn the skills of reading comprehension and to enhance vocabulary.
- Acquaint with the problems of reading across curriculum

CONTENT OUTLINE

Unit 1: Introduction to Reading

Reading – Meaning and Process – Importance of Reading across Curriculum – Characteristics of Reading.

Unit 2: Reading Skills

Levels of Reading: literal, interpretative, critical and creative – Types of Reading – intensive and extensive reading, Oral & Silent Reading – Reading Techniques – Skimming and Scanning.

– Methodology of Reading

Unit 3: Reading the Text

Types of Texts – Narrative, expository, descriptive, suggestive, empirical, conceptual, ethnography, policy documents, field notes – Importance of Different Texts in Curriculum

Unit 4: Developing Reading Skills

Developing Critical Reading Skills – Developing Reflective Skills – Activities for Developing Reading Skills – Developing Metacognition for Reading

Unit 5: Reading Comprehension

Developing Reading Comprehension – Developing Vocabulary for Reading – Problems of Reading

Mode of Transaction

Lecture, Discussion, Exercises, Games

Practicum: task and assignment

1. Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
2. Divide the group and provide one text and suggest students to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises

6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title.
8. Individual reading and writing reflective report (5 books)
9. Presentation of reflective report for class review and modification of the report
10. Group reading and writing reflective group report (5 documents)
11. Constructive and creative presentation of ideas and pictures like poster on any one of the idea

Mode of Assessment:

Written test, Tasks and assignments

References:

1. Bright, J. A., and McGregor, G. P. (1970). *Teaching English as a Second Language*. ELBS: Longman.
2. Doff, A. (1988). *Teach English: Training Course for Teachers*. Cambri: Cambridge Univ. Press.
3. Hill, L. A., and Dobbyn, M. A. (1979). *Training Course, Trainer's Book*. London: Cassell.
4. Hubbard, P., and Hywel, J. et al. (1983). *A Training Course for TEFL*. Oxford University Press.
5. Joseph, K. S. (2004). *Self Instruction in English Grammar and Figures of Speech*. Vadodara: Gold RockPublications.
6. Mukalel, J. C. (1998). *Approaches to English Language Teaching*. New Delhi: Discovery publishing house.
7. Mukalel, J. C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery publishinghouse.
8. Nagaraj, G. (1996). *English Language Teaching Approaches, Methods and Techniques*. Calcutta: OrientLongman.
9. Richard, J., and Theodore, S., and Rodgers, T. S. (1968). *Approaches and Methods in Language*. CambridgeUniversity Press.
10. Venkateswaran, S. (1995). *Principles of Teaching English*. New Delhi: Vikas Publishing House.
11. Wilkins, D. A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
12. Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
13. Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.
14. **Recognizing Different Types of Text**
<http://www.bbc.co.uk/skillswise/factsheet/en03text-l1-f-different-types-of-text>
15. **Models of Reading Process**
<http://people.ucalgary.ca/~mpeglar/models.html>
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>
<http://www.tarleton.edu/Faculty/gentry/reading%20models.html>
16. **Reflective Skills**
<http://www.skillsyouneed.com/ips/reflecting.html>
<http://www.skillsyouneed.com/ps/reflective-practice.html>

TEACHING COMPETENCY (SPELL-1)
SEMESTER- 3 - PRACTICUM: ENGAGEMENT WITH THE FIELD-CREDIT-8 (=4+4)
(EIGHT WEEKS OF SCHOOL INTERNSHIP FOR BOTH PEDAGIGICAL SUBJECTS)

Each student teacher will be attached to a school in one block of internship.

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels.

The total duration of internship will be 8 weeks. During internship in a school, the student-teacher should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen.

TEACHING COMPETENCY FOR PEDAGOGY OF SCHOOL SUBJECTS I & II:

During the first week of the internship, the student teachers will observe classes taken by regular school teachers. The student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subjects chosen.

During the next 7 weeks, each student teacher has to give at least 15 lessons for each Pedagogical Subject I (at least one each should be ICT based).

During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans for each Pedagogical subject
2. Seven Lesson Observation records on observations of classes taught by both regular and peer teachers. (Including one demonstration class and one guide teacher's class) for each Pedagogical subject.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lessons on each Pedagogical subject followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students

SEMESTER IV

THEORY
PERSPECTIVES IN EDUCATION 1. SCHOOL MANAGEMENT II
CURRICULUM & PEDAGOGIC STUDIES 2. KNOWLEDGE AND CURRICULUM 3. LANGUAGE ACROSS CURRICULUM PEDAGOGY OF A SCHOOL SUBJECT 1 (4/4) PEDAGOGY OF A SCHOOL SUBJECT 2 (4/4) 4. PEDAGOGY OF ENGLISH I (4/4) 5. PEDAGOGY OF TAMIL I (4/4) 6. PEDAGOGY OF HINDI I (4/4) 7. PEDAGOGY OF MALAYALAM I (4/4) 8. PEDAGOGY OF MATHEMATICS I (4/4) 9. PEDAGOGY OF PHYSICAL SCIENCE I (4/4) 10. PEDAGOGY OF BIOLOGICAL SCIENCE I (4/4) 11. PEDAGOGY OF SOCIAL SCIENCE I (4/4) 12. PEDAGOGY OF COMPUTER SCIENCE I (4/4) 13. PEDAGOGY OF COMMERCE I (4/4) 14. PEDAGOGY OF ENGLISH II (4/4) 15. PEDAGOGY OF TAMIL II (4/4) 16. PEDAGOGY OF HINDI II (4/4) 17. PEDAGOGY OF MALAYALAM II (4/4) 18. PEDAGOGY OF COMMERCE II (4/4)
PRACTICUM
SCHOOL INTERNSHIP (SPELL 2)
EPC -4: UNDERSTANDING SELF

SCHOOL MANAGEMENT - II

SEMESTER –4- THEORY: PERSPECTIVES IN EDUCATION--CREDIT-4

Essence of the course:

The focus of the course is on the essentials of school management and the challenges therein. This course is designed to throw light on the concepts of management related to School. The purpose is to foster proper understanding of these essential concepts and to create necessary managerial skills and capabilities among student teachers so as to enable them efficiently manage schools.

Objectives:

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

- Understand the basic concepts of school management.
- Understand different components of school management
- Realize the multifaceted role of teacher/head teacher.
- Sensitize the student teachers about the concept of child rights in the process of School Management.
- Explain the factors contributing to the success of supervision and to acquaint with the modern trends in Supervision and Inspection.
- Discuss the present examination system and suggest some innovations.

Unit 1: Community & School

Nature and meaning of Community in Social, Cultural & Economic context - Relationship between School and Community - Strategies for Community Mobilization - Role of H.M, and Teacher in bringing Co-ordination between School & Community - Need and Importance of Parent-Teacher Association, Constitution of PTA, School Management Committees, .

Unit 2: Child Rights and School Management

Child Rights and School Management - Child Rights and Democratic Education - Concept and Ladder of Child Participation - Models of Child participation: Shier's Pathway to Participation Model, UNICEP-Strategic Approach to Participation.

Unit 3: Co-Curricular Activities

Meaning, Importance of Co-curricular activities - Organisation of Co-curricular activities: School Assembly, Debates, Discussions, Seminars, Symposia, Cultural Activities, Scouts & Guides, National Green Corps, NSS,NCC, JRC and Physical Education Activities.

Unit 4: Inspection and Supervision

Need and Importance of Supervision and Inspection - Meaning, Aims and Objectives of Inspection - Scope of Inspection and Supervision - Principles of Good Supervision –Need and importance of Inspection and Supervision- Qualities and duties of effective supervisor-New Trends in Supervision and Inspection

Unit 5: Latest Trends & Innovations in School Management

School Complex - Village Education Committees - School based in-service programme - Use of Computers in School Management - Action Research in School Management: Concept, Importance, Steps

Mode of Transaction:

Lecture, Discussion, Project work, Field visits, Assignment, Seminar, Workshop, etc

Practicum: Task and Assignment

1. Critical analysis of recommendations of various committees and commissions on School Plant/ School-Community relationship
2. Case study of best practices in School management
3. Comparison of school management practices among Govt, Aided and unaided schools
4. Analysis of working of PTA/School Education Committees/ School-Community Interactions
5. Search in the internet and report the problems faced by the teachers and head of the school in the school management.
6. Observe and record the leadership styles of any five heads of the school and present them to the class for reflection.
7. Prepare a programme for parents meetings in a school.
8. Assume you are the head of the school, how will you manage the human resource of yourschool. Report it in your class and record the reflections.
9. If you want to become a creative headmaster rather than to be a status qua head master.Record a expected positive and negative problems

Mode of Assessment:

Written test, task and assignment.

References:

1. J.C. Aggarwal, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Jagannath Mohanty, Deep & Deep Publications, New Delhi
3. Sashi Prabha Sharma, Kanishka Publishers & Distributors, New Delhi.
4. A New Approach to School Management - Dr. M.S. Sachdeva
5. Administration of Education in India - P.D. Shukla
6. Child Rights Convention – UNICEF-2000
7. Education for all (1993): The Indian Scene, New Delhi, Department of Education, Ministryof Human Resource Development, Govt. of India.
8. Educational Administration : Bhatnagar (1988)
9. Educational Administration, Supervision and School Management
10. Essentials of Educational Technology – Teaching Learning Innovations in Education.
11. Guidance of Sarva Siksha Abhiyan, M.H.R.D., Govt. of India
12. Modern Approach to School Organisation and Administration - Dr. M.S. Sachdeva
13. School Education and Management - Vijaya Kumari Kaushik, Sharma S.R.
14. School Organisation and Administration - Dr. K.S. Sidhu
15. Secondary School Administration - S.K. Kochhar
16. Teacher Education: Principles, Theories and practices
17. Teachers Role, Status, Service Conditions and Education in India (Doaba House)

KNOWLEDGE AND CURRICULUM

SEMESTER –4 THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

ESSENCE OF THE COURSE

In the 21st century knowledge society, knowledge explosion is compelling the educational administrators to enrich the curriculum to develop the human resources according to the requirements of the world community. Therefore this course is focusing on the knowledge and curriculum aspects. The purpose of knowledge and curriculum is to be understood from the epistemological and sociological perspectives of education. The course can enable the student teachers to gain confidence in curriculum design and evaluation by focusing the future directions.

Objectives:

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

- acquire knowledge of terms and concepts of curriculum and epistemology used in the field of education.
- understand the types and process of curriculum, importance of social and epistemological basis of education
- apply the appropriate strategies for curriculum transaction and curriculum development
- develop the skills to use the concepts, practices and roles play in curriculum evaluation with the aims of education
- develop the skills on critically analysis of various samples of textbooks, children's literature, and teachers' handbooks
- develop interest on go through discovery of various philosophers
- develop the attitude towards concepts of nationalism, universalism and secularism and their interrelationship with education

CONTENT OUTLINE

Unit 1: Knowledge and Curriculum

Knowledge, wisdom –meaning – distinction between knowledge and wisdom– knowledge with skill, Information - Meaning of and need for curriculum – Domains of curriculum – Epistemological basis of Curriculum – forms of knowledge–logical grammar of disciplines – Curriculum organization - subject matter and curriculum organization – types of curricula: subject centred, co-related, fused, core and student centered – their relative values and weaknesses – Differentiating curriculum framework, curriculum and syllabus; their significance in school education – role of the textbook

Unit 2: Principles of Curriculum

Aims, goals and objectives of curriculum –curriculum design and its components –curriculum development: technical-scientific approach and Nontechnical- Nonscientific approach – curriculum implementation and its models - Differentiating curriculum framework, curriculum and syllabus; their significance in school education

Unit 3: Curriculum Transaction

Strategies for curriculum transaction –Selection and organisation of learning situations – models of teaching: individual and team teaching, distance learning modes –Activity Based Learning (ABL)- Activity Learning Methodology (ALM)- resources for curriculum transaction – computer and internet – role and importance.

Unit 4: Curriculum evaluation

Stages of programme evaluation - The curriculum cycle - nature and purpose of evaluation – approaches of evaluation –validity and significance of course content- evaluation models Taylor's, Stane's and CIPP model - practices and roles play in evaluation –peer evaluation - goal free evaluation –critical analysis of textbooks, children's literature and teachers' handbooks

Unit 5: Issues in Curriculum Development

Critical issues: teacher centred to learner centred, subject centred to practical knowledge – Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity- centralized Vs decentralized curriculum –diversity among teachers in their competence-problem of curriculum load as many concerns are to be included in curriculum – participants in curriculum Development – role of state in the curriculum development –makers of curriculum –role of curriculum in national development.– Curriculum makes an intellectual society – curriculum for 21st century – UNESCO's concept of four pillars of education

Mode of transaction:

Group discussion, lecture, discussion, symposium, Peer group, Debates, Workshop, Seminar, Project work

Practicum: Task and Assignment

1. Select a primary school, observe and report about the implementation of ABL method.
2. Search in the internet about ALM method, and prepare an interview tool and interview 10 teachers who are using ALM method.
3. Write a comparative report based on the curriculum development in India and any other countries by referring internet.
4. Design a syllabi for a course at B.Ed., level /school level.
5. Write a report based on the curriculum of CBSE and Samacheer.

Mode of assessment:

Written test, Task and assignment

References:

1. Aggarwal, Deepak (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi. Book Enclave.
2. Allen C. Ornsteing and Franchie P. Hunkins Curriculum Foundation, Principles and lesson, London – Prentice Hall International (U.K) limited 1966.
3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California: Jossey –Bass Inc. Publication.

4. Joseph, P.B. et al (2000). Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
5. Olive, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
6. Reddy, B (2007): Principles of Curriculum Planning and Development.
7. Aggarwal, J.C (1990). Curriculum Reform in India – World overviews, Doaba world Education Series-3 Delhi: Dababa House, Book Seller and Publisher.
8. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
9. Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action research. Routledge. U.K.
10. NCERT (2005) .National Curriculum Framework 2005, NCERT, Sri Aurobindo Marg, New Delhi
11. NCERT (2000). National Curriculum Framework for school Education, NCERT. New Delhi.
12. Shivaprakasham. M.N. (2007). Curriculum Development in Elementary Education. New Delhi: Rajat Publication.
13. Ediger Marlow and Bhaskara Rao Digumarti. (2007). Curriculum of School Subject. New Delhi: Discovery Publishing House.
14. Mirudulla pandey. (2007). Principles of Curriculum Development. New Delhi: Rajat Publication.
15. Sharma. R.A. (2007) Managing Curriculum: Curriculum Transaction and Evaluation. Meerut: R. Lall Depot.
16. Marlow Ediger and Digumarti Bhaskara rao. (2007). Curriculum Organization. New Delhi: Discovery Publishing House.
17. Mirudulla pandey. (2007). Changing the Curriculum. New Delhi: Rajat Publication.
18. Mirudulla pandey. (2007). Principles of Curriculum Reforms. New Delhi: Rajat Publication.
19. Marlow Ediger and Digumarti Bhaskara rao. (2007). Reading Curriculum and Instruction. New Delhi: Discovery Publishing House.
20. Mirudulla pandey. (2007). Theory of Core Curriculum. New Delhi: Rajat Publication.
21. Reddy. R.S. (2004) Curriculum Development for Learning to Live Together. New Delhi: Rajat Publication.
22. UNESCO (1996)– ‘Learning the Treasure within’, Report to UNESCO of the Delors International Commission on Education for the 21st Century, UNESCO Publications

LANGUAGE ACROSS THE CURRICULUM

SEMESTER – 4 THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

This course is for the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed by keeping in mind that the language is an integral part of subject learning and competence which will have an impact on classroom interaction. It emphasizes on how language skills like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Objectives:

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

- acquire knowledge about language and literacy and principles of language teaching.
- understand the importance of language and literacy background of the learners with reference to spelling and vocabulary development
- apply the acquired knowledge in methods and approaches of teaching language.
- develop skills in reading and writing which pave the way to attain optimal learning of the subject areas.
- develop interest towards language learning from language diversity and multilingualism point of view.
- develop a positive attitude towards language to realise that learning and teaching cannot take place in a language free environment.

CONTENT OUTLINE

Unit 1: Nature and Functions of Language

Language – Meaning, Nature, Characteristics, Purposes, Role and Functions - Language as the base for the construction of meaning and thinking - Modes of Language expression: (i) Verbal modes - Listening, Speaking, Reading, Writing (ii) Non-verbal Modes – Viewing, Shaping, Watching, Moving - Place of language in the school curriculum – Essentials of Language for optimal learning of other subjects- Contribution of Linguistics and psychology in understanding language acquisition.

Unit 2: Language Diversity in Classrooms

First Language and Second Language Acquisition – using of First and Second Language in the classroom – multilingualism in the class – meaning and concept- dialects – understanding language diversity of students – home language and school language

Unit 3: Methods of learning language in school subject areas

Methods: definition, types, traditional and modern methods – bilingual method – classroom discourse to oral language – questioning – methods for reading comprehension in specific subject areas – methods for writing in specific subject area – spelling methods, in learning to spell words correctly, philosophy of teaching of spelling, computer use and spelling vocabulary: definition, developing vocabularies, vocabulary acquisition and application.

Unit 4: Fluency in the Language

Communication – meaning and concept – process of communication – types of communication – nonverbal communication – functions and types.

Unit 5: Language assessment in school subjects

Assessment: definition, types, principles and classroom practice – tools: quizzes, projects, test – current reviews and practices – testing auditory comprehension – test the four skills – use of language lab and electronic devices for testing.

Mode of transaction:

Dialogue, seminars, discussions, group-work, language games, exercises and assignments

Practicum: Task and Assignment

1. Get a two page writing from the school students in English and Mother tongue learning and analyse them from language point of view
2. Observe any five classes of subject teaching and analyse from the point of language teaching
3. Write a critical report on the opinion of subject teacher on the weightage for language aspects in valuation of subject test papers.
4. School visit to find out communication problem / Apprehension in students
5. Designing games and exercises for developing Listening, Speaking, Reading and Writing Skills
6. Assignments on Developing speaking skills – oral presentations, debate, elocution, discussion, brain-storming
7. Assignments on developing listening skills – listening to speech, directions

Mode of assessment:

Written test and Task and assignment

References:

1. Begum, Jahitha, A. (2011), *English Language Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Ediger, Marlow and Bhaskara Rao D. (2003), *Language Arts Curriculum*. Discovery Publishing House.
3. Lado, Robert. (1964), *Language Teaching*. New York: Mc Graw Hill Publisher:
4. Rajeswari N. (2008), *Teaching of English*. Chennai: G Publishers.
5. Shankar, Prem. (2004), *Teaching of English*. New Delhi: A. P. H. Publishing Corporation
6. Wellington, J & Osborne, J. (2001): *Language and Literacy in Science Education*. Buckingham: Open University Press
7. Darian, S. (2003), *Understanding the Language of Science*. Austin: University of Texas Press.
8. Vollmer, Helmut Johannes & Beacco, Jean-Claude (2006): “Towards a Common Instrument for Language(s) of (School) Education”, Preliminary Study: Council of Europe, Language Policy Division, and Strabourg. [www.coe.int/lang]
9. Corson, David (1990): “Language across the Curriculum (LAC)”. In Corson, David (Ed), *Language Policy across the Curriculum*. Clevedon: Multilingual Matters, 72-140.

PEDAGOGY OF ENGLISH – I (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

Language is a living and dynamic phenomenon. Language is one of the most marked, conspicuous, as well as fundamentally characteristic of the faculties of man. The present course is designed to have qualitative improvement in English language teaching. Teaching of English at the school level is given a very high importance in the globalization of process of education and economics. The fluency in English is helping the school student get employment opportunities as well as for further academic courses. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the student teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

Objectives:

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

- Acquire knowledge of current trends in teaching of English
- Acquaint with the techniques of oral presentation and practice of language items. P2 S3 understand the structure of English language and components skills Improve proficiency level in using-English for utilitarian purposes
- Acquaint with the preparation of power point presentation in teaching English. Listen English with proper understanding, speak English correctly, that is producing sounds with the proper stress and intonation, read English and comprehend and interpret the text.
- Identify main ideas and supporting details and draw conclusions from spoken and written texts.
- Use reference material such as Encyclopaedia, dictionary, etc Analyze different types of errors made by the students.
- Improve the skill of translation.
- Understand the importance of media perspectives like social net-working sites and e- learning.

CONTENT OUTLINE

Unit 1: Reference and study skills in English

Dictionary skills – SQ3R- methods of reading – note making and summarizing – library and reference work – bibliography and annotated bibliography.

Unit 2: Words and expressions

Figures of Speech – Idioms and Phrases – Idioms derived from nouns and adjectives – the same words used as different parts of speech – words confused and misused.

Unit 3: Analyses of Errors in English

Analysis of grammatical errors – Common mistakes/Error in spelling, pronunciation, speaking, reading and writing- Causes and types of errors- remedial measures

Unit 4: Language Translation

Translation as a creative activity: Importance and need- Translation tools- Analyse any one translation text into English from different Indian languages.

Unit 5: Media Perspective of Language

Print Media - Newspaper Language, Radio and TV language- Language of advertisement Social Networking and Language- Educational scope of social networking sites (face book, twitter, you tube, what's app) Blogging and E-Learning.

Mode of Transaction:

Discussion, Lecture, Demonstration of content analysis, Demonstration of teaching specific, grammar items, Seminar on different expressions, Narration, anecdotes of great personalities, Web-based resources, Use of flash cards, Presentation of common errors through illustrations, Situation based error identification, Presentation of translation work.

Practicum: Task and Assignment

1. Practicing extensive reading passages-Practicing the oral skills in pair and small group situation-Narrating stories with proper voice, modulation, compeering, presentation of views- Short speeches on topics of day to day relevance for gaining fluency/ confidence.
2. Practice in spoken English –stress, rhythm and intonation
3. Preparation of Teaching Aids for speech sounds.
4. Review of anyone novel and two short stories.
5. Practice in black board sketches for the purpose of introducing new items.
6. Creative writing- Dialogues, Expansion of ideas, paraphrasing, precise writing, short stories and letter writing.
7. Report on the teaching of composition to the second language learners and suggest their weaknesses.

Mode of assessment

Analysis of Group discussion, Assessment of expressing ideas and thoughts through suitable examples, Monitoring performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation(Seminar, Assignment & Project), Feedback

References:

1. Aggarwal, J. C. (2008). Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.
2. Aggarwal, J. C. (2008). Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Alexander. (1971). Guided composition in English language teaching. London: Longman.
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11. Brown, G. (1977). Listening to spoken English, applied linguistics and language. London: Longman.
12. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
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14. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
15. Dr. A.M Shekar (2010) Teaching of English and second language, Puducherry.
16. Dr. K. Sivarajan et al (2012) English language education: methodology of teaching and pedagogic analysis Calicut university press.
17. Dr. K sivarajan (2010) Trends and development in modern Educational practices, kerala University press
18. Geetha, N. (1996). English language teaching: Approaches, methods, techniques. London: Orient Longman Ltd.
19. Gregory Bernard, G. (1969). Better spoken English. London: Macmillan& Co.
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21. Jack c Richard & Theodore S Rodger (2012) Approaches and methods in language teaching Cambridge University.
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27. Rajeswari .N. (2008).Teaching of English. G Publishers: Chennai.
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29. Sharma.R.A.(2007). Fundamentals of teaching English :Meerut
30. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH Publishing Corporation.

Books Accompanied by Audio Cassettes

1. Getting on In English by John Haycroft (The BBC Intermediate Course).
2. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
3. Advanced Learners).
4. Keep Up Your English by W.Stannard Allen (The BBC Course).
5. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad.
6. Srivastava & Nidhi Srivastava (Franklin International).
7. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

Web Sites:

1. www.britishenglish.org
2. www.indanenglish.com
3. www.iatefl.com

அடிப்படை கோட்பாடு

மொழிப்பாடத்தில் கலைத்திட்ட வளர்ச்சிக்கான கூறுகளைக் கற்றறிந்து அவை தொடர்பான அறிவைப் பெற்றிருப்பர். சங்க கால இலக்கியங்களையும் இலக்கணங்களையும் அறிந்து அவற்றின் சிறப்புகளை அறிந்து கொள்வர். இக்கால இலக்கியங்களின் வளர்ச்சிப் போக்குகளை அறியும் திறன் பெற்று இருப்பர். தமிழ்மொழி வளர்ச்சிக்கு உரைநடை ஆசிரியர்களின் பங்களிப்பை அறிந்திருப்பர். தமிழ் மொழியின் வரலாற்று மூலங்களை அறிந்திருப்பர் கணிப்பொறியைப் பயன்படுத்தி மொழிக் கற்பித்தல் திறனைப் பெற்றிருப்பர் மறுமலர்ச்சி இலக்கியங்களின் தேவையை உணர்ந்திருப்பர்

நோக்கங்கள்:

- கலைத்திட்ட அமைப்பினை புரிந்து கொள்ளச் செய்தல்
- கற்பித்தலுக்கு முன் தயாரிப்பு முறைகளை அறியச் செய்தல்
- இக்கால இலக்கியங்களைப் பற்றிய அறிவைப் பெறச் செய்தல்
- அடிப்படை இலக்கணங்களில் பயிற்சி பெறச் செய்தல்
- இலக்கியத் திறனாய்வு குறித்து அறிவு பெறச் செய்தல்
- உரைநடை ஆசிரியர்களின் மொழி நடை திறனை அறியச் செய்தல்
- தமிழ் மொழியின் வரலாற்று மூலங்களின் அறிவைப் பெறச் செய்தல்
- கணிப்பொறி வழிக் கற்றலின் முக்கியத்துவத்தை உணர்த்துதல்
- மறுமலர்ச்சி இலக்கியங்களை அறிய செய்தல்

அலகு 1: உரைநடை ஆசிரியர்கள் அறிமுகம்

உவே சாமிநாதய்யர் - திரு.வி.க மறைமலையடிகள் - இரா.பி சேதுப்பிள்ளை
அறிஞர் அண்ணா மு.வரதராசனார்

அலகு 2: அடிப்படை இலக்கணம்

ஐவகை இலக்கணம் அறிதல் - எழுத்து சொல் பொருள் யாப்பு அணி (6 ஆம் வகுப்பு முதல் 10 வகுப்பு வரை)

அலகு 3: தமிழ் வரலாற்று மூலங்கள்

செப்பேடுகள் வெளிநாட்டார் எழுதிய குறிப்புகள் . ஓலைச்சுவடிகள்
அகழ்வராய்ச்சிகள் . கல்வெட்டுகள் . உரையாசிரியர்கள்

அலகு 4: மொழியும் கணிப்பொறியும்

கற்பித்தலில் கணிப்பொறியின் தேவை பதிப்புத் துறையில் கணினியின்
பங்களிப்பு தமிழ் மென்பொருள் - தமிழ் இணையம் தமிழ் இணையப்
பல்கலைக்கழகம் இணையச் செயல்பாடுகள் - மின் கற்றல் . தொலைவிண்ணரங்கம்
செயற்கைக்கோள் வழி மொழிக் கற்றல் . பல்லாடகத்தின் பங்களிப்பு .

அலகு 5 : மறுமலர்ச்சி இலக்கியங்கள்

காந்தியம் - மார்க்சியம் தலித்தியம் - பெண்ணியம் - மூன்றாம் பாலின
இலக்கியங்கள் வரையறை இலக்கிய பங்களிப்பு

கற்பிக்கும் முறைகள்

விரிவுரை , கலந்துரையாடல் , மாணவர் கருத்தரங்கம் , ஒப்பார்குழு விவாதம்
குழுக் கற்பித்தல் , செய்துகாட்டல் , பதாகை வழிக் கற்பித்தல் , செய்து கற்றல் ,
ஆய்வரங்கம் , பணிமனை , செயல்திட்டக் கற்பித்தல் , விதிவருமுறை .
விதிவிளக்குமுறை . விளையாட்டுமுறை , கணினி வழிக் கற்பித்தல் , இணையம்
வழிக் கற்பித்தல் , பாடல் மூலம் , நாடகம் மூலம் கற்பித்தல் , சொற்பொழிவு , சிறப்புச்
சொற்பொழிவு . காட்சிக் கேள்விக் கருவிகள் மூலம் கற்பித்தல் ,
மொழிப்பயிற்றாய்வுக் கூடம் வழிக் கற்பித்தல் ,

மதிப்பீடு :

வகுப்புத் தேர்வு , வாய்மொழித் தேர்வு , ஒப்படைப்புகள் , வகுப்புக் கருத்தரங்கம் ,
மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள் :

1. விளம்பரப் பதாகைகள் உருவாக்குதல்
2. செய்தித்தாள்களில் தமிழ்த் தொடர்பான தகவல்களைத் திரட்டுதல் .
3. செய்திவாசிக்கப் பயிற்சி அளித்தல் .
4. உரைநடையாசிரியர்களின் மொழிநடையைப் பின்பற்றி மாதிரிக் கட்டுரை
எழுதுதல்
5. நாட்டுப்புறப் பாடல்கள் , பழமொழி போன்றவற்றின் துணையுடன் பேசுதல் பயிற்சி .
6. வினாடி வினா தயாரித்தல் ,
7. கணினி உதவியுடன் பாடக் குறிப்புத் தயாரித்தல் .

8. ஏதாவது ஒரு படைப்பைத் திறனாய்வு செய்தல் (காந்தியம் , மார்க்சியம், தலித்தியம், பெண்ணியம் , மூன்றாம் பாலினம்)
9. பாடத்திட்ட நோக்கில் பாடநூலை ஆய்வு செய்தல் .

பார்வை நூல்கள் :

1. இளங்கோவன் .மு . 2009. இணையம் கற்போம் . வயல் வெளி பதிப்பகம் , இடைக்கட்டு
2. கணபதி , வி . 1989 நற்றமிழ் கற்பிக்கும் முறைகள் , சாந்தா பப்ளிஷஸ் , சென்னை .
3. கோகிலா தங்கசாமி . 2000. குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும் , அனிச்சம் புனம்ஸ் , காந்திகிராமம் .
4. கோவிந்தராசன் , மு . 1990. நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும் , சரஸ்வதி பதிப்பகம் , சென்னை .
5. வேணுகோபால் , இ.பா. 1991. பைந்தமிழ் கற்பிக்கும் முறைகள் , சகுந்தலா வெளியீட்டகம் . வேலூர் .
6. வடிவேலன் , இரா . 2006. நன்னூல் , சாரதா பதிப்பகம் , சென்னை .
7. குருநாதன் , இராம . & தேவிப்பிரியா . 2001 பெண்ணியம்.கலைஞன் பதிப்பகம் , சென்னை
8. ராஜ்கௌதமன் 1993. தலித் பண்பாடு , கௌரி பதிப்பகம் , புதுவை .
9. அரங்க மல்லிகா . 2006. தமிழ் இலக்கியமும் பெண்ணியமும் , நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை .
10. பக்தவச்சல பாரதி & சம்பத் , இரா . 1998. பெண்ணிய ஆய்வுகள் . புதுவை மொழியியல் பண்பாட்டு ஆராய்ச்சி நிறுவனம் புதுச்சேரி ,
11. பாரதியார். 2011. பாரதியார் கவிதைகள் குமரன் பதிப்பகம் , சென்னை .
12. பரமசிவன் , தொ . (தொ.ஆ).1993, பாரதிதாசன் பாடல்கள் நியூ செஞ்சுரி புக் ஹவுஸ் , சென்னை . 118

SEMESTER- 4 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1 शब्द और शब्द रचना, शब्द और उसके प्रकार

1. अर्थ की दृष्टि से (एकार्थी, अनेकार्थी, पर्यायवाची, विलोम)
2. प्रयोग की दृष्टि से (सामान्य, तकनीकी)
3. इतिहास की दृष्टि से (तत्सम, तद्भव, देशज और विदेशी)
4. उपसर्ग, प्रत्यय, संधि और समास की अवधारणाएँ तथा शब्द रचना में उनकी भूमिका, उनके प्रकार और प्रयोग

इकाई 2: हिन्दी की लिपि और वर्तनी का परिचय

1. देवनागरी लिपि का उद्भव और विकास
2. देवनागरी लिपि की वैज्ञानिकता, विशेषताएँ तथा कमियाँ
3. वर्णों का मानक रूप
4. वर्तनी, वर्तनी के नियम, वर्तनी संबंधी त्रुटियाँ, के सुधार संबंधी उपाय

इकाई 3: हिन्दी भाषा का उद्भव और विकास

1. संपर्क भाषा, राजभाषा और राष्ट्रभाषा के रूप में हिन्दी
2. व्याकरण शिक्षण - व्याकरण का अर्थ, महत्व, भाषा में स्थान, शिक्षण के उद्देश्य एवं पाठ-योजना

इकाई 4 : भाषा शिक्षण संबंधी विविध युक्तियाँ

1. स्वाद
2. अभिनय
3. वाद-विवाद
4. साक्षात्कार
5. भाषा शिक्षण में व्यावहारिक शब्द वाक्यांशों के प्रयोग संबंधी ज्ञान जैसे - क्षमा याचना, आमंत्रण देने एवं अस्वीकार करने धन्यवाद ज्ञापन आदि

इकाई 5 : पाठ-नियोजन एवं अभ्यास

सिखाने का माध्यम

व्याख्यान —समूहिक चर्चा —निर्दर्शन एवं सामग्री विश्लेषण —विचारगोष्ठी —विभिन्न साहित्यकारों के लेखकों, एवं कवियों के विषय में चर्चाएँ —पुस्तकालय संसाधनों का उपयोग —भाषा प्रयोगशाला —वीडियो क्लिप्स का प्रयोग —दृश्य-श्रव्य पाठों के माध्यम से सूक्ष्म शिक्षण —व्याकरण प्रकरणों के शिक्षण हेतु पावर प्वाइंट प्रस्तुतीकरण —पाठ योजना प्रस्तुतीकरण —अन्तर्सक्रिय सत्र —प्रश्न पत्र निर्माण, मूल्यांकन एवं विश्लेषण —शब्दकोष तथा ऑन लाइन संदर्भ

प्रायोगिक कार्य

विश्वस्तर पर हिन्दी की उपयुक्तता एवं उपयोगिता पर विचारगोष्ठी —मौखिक एवं लेखन अभिव्यक्ति गतिविधियाँ —मुहावरे, लोकोक्तियों का प्रयोग करते हुए कहानी, लेख आदि लिखवाना —विषयवस्तु आधारित अभ्यास —सूक्ष्म एवं व्यापक पाठ योजनाएँ, बनाना —पावर प्वाइंट प्रस्तुतीकरण —दृश्य-श्रव्य सामग्री का निर्माण —क्लूप्रिंट, प्रश्न-पत्र, अंकयोजना तथा प्रश्नानुसार विश्लेषण —विषय वस्तु परीक्षण तथा उपलब्धि परीक्षण की संरचना —परीक्षण आंकड़ों का प्रस्तुतीकरण —पाठ से संबंधित प्रायोगिक कार्य

मूल्यांकन के माध्यम

सामूहिक चर्चा का विश्लेषण —स्व मूल्यांकन तथा निकट समूह मूल्यांकन —उपलब्धि मूल्यांकन —अभिलेखन एवं अभिव्यक्ति आधारित मूल्यांकन —प्रत्यक्ष-अप्रत्यक्ष सूचना आधारित मूल्यांकन

संदर्भ-स्रोत

1. अनन्त चौधरी, नागरी लिपी और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
2. के० क्षत्रिया, राजभाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।

3. के० जी० रस्तोगी, भाषा सम्प्राप्ती मूल्यांकन, केन्द्रीय हिन्दी संस्थान, आगरा।
4. के० के० सुखिया, हिन्दी ध्वनियाँ और उनका शिक्षण, रामनारायण लाल, इलाहाबाद।
5. जयनारायण कौशिक, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चण्डीगढ़।
6. जयनारायण कौशिक एवं विमला कौशिक, पाठ-योजना निर्देशिका हिन्दी शिक्षण, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
7. जयनारायण कौशिक, शुद्ध हिन्दी लेखन, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
8. निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान ग्रंथ अकादमी, जयपुर।
9. भगवती प्रसाद शुक्ल, हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, करोलबाग, नई दिल्ली।
10. भोलानाथ तिवारी, भाषा विज्ञान, किताब महल, इलाहाबाद।
11. भोलानाथ तिवारी तथा कैलाश भाटिया, हिन्दी शिक्षण, लिपी प्रकाशन, दिल्ली।
12. योगेन्द्रजीत, हिन्दी भाषा शिक्षण, विनोद पुस्तक मंदिर, आगरा।
13. रघुनाथ सफाया, हिन्दी शिक्षण, पंजाब किताब घर, जालंधर।
14. रमन बिहारी लाल, हिन्दी शिक्षण, रस्तोगी पब्लिकेशन, मेरठ।
15. रामशकल पांडेय, हिन्दी शिक्षण, विनोद पुस्तक मंदिर, आगरा।
16. लक्ष्मीनारायण शर्मा, भाषा की शिक्षण विधियाँ एवं पाठ-नियोजन, विनोद पुस्तक मंदिर, आगरा।
17. वैद्यनाथ प्रसाद वर्मा, बिहार हिन्दी ग्रन्थ अकादमी, पटना।
18. सीताराम चतुर्वेदी, भाषा की शिक्षा, हिन्दी साहित्य कुटीर, वाराणसी।
19. सावित्री सिंह, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ।
20. शारदा भसीन, स्वनिम विज्ञान और हिन्दी की स्वनिम व्यवस्था, आर्य बुक डिपो, करोल बाग, नई दिल्ली।
21. हरिदेव बिहारी, व्यवहारिक हिन्दी व्याकरण, लोक भारतीय प्रकाशन, इलाहाबाद।

PEDAGOGY OF MALAYALAM - I (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

കോഴ്സിന്റെ സാരാംശം

പഠനപ്രക്രിയയിൽ മാതൃഭാഷ വഹിക്കുന്ന പങ്ക് വളരെയധികം പ്രാധാന്യമർഹിക്കുന്ന ഒന്നാണ്. ഓരോ അധ്യാപക വിദ്യാർത്ഥികളും വിദ്യാഭ്യാസത്തിൽ മാതൃഭാഷ എത്രത്തോളം സ്വാധീനം ചെലുത്തുന്നുവെന്ന് അറിഞ്ഞിരിക്കണം. മലയാള ഭാഷയുടെ വളർച്ച, സവിശേഷതകൾ, എന്നിവയൊക്കെ ഈ കോഴ്സിലൂടെ ആർജ്ജിച്ചെടുക്കാൻ കഴിയുന്നു. ആശയോപാധി, പ്രതിഫലനാത്മകചിന്ത എന്നിവയുടെ മാധ്യമം ഭാഷതന്നെയാണ്. മലയാള ഭാഷയുടെ വികസനഘട്ടങ്ങൾ പഠിക്കുക എന്നതും ഈ കോഴ്സിന്റെ ഭാഗമാണ്. മലയാള സാഹിത്യത്തിന്റെ വളർച്ച, ഭാഷാനൈപുണി വികസനം, ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ ഉപയോഗം എന്നിവയുടെ അവബോധം ഈ കോഴ്സിലൂടെ ലഭ്യമാവുന്നു. ഭാഷയിലെ പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങൾക്കും ഭാഷാധ്യാപനം പ്രാധാന്യം നൽകുന്നു.

ഉദ്ദേശ്യങ്ങൾ

- മലയാള ഭാഷാവികസനം മനസ്സിലാക്കുവാൻ
- മലയാളത്തിന്റെ വളർച്ചയ്ക്കു സ്വാധീനം ചെലുത്തിയ മറ്റു ഭാഷകളെക്കുറിച്ചറിയാൻ
- മലയാളത്തിൽ വിവരസാങ്കേതിക വിദ്യയുമായി ബന്ധപ്പെട്ട ആശയങ്ങൾ മനസ്സിലാക്കുവാൻ
- വിവിധയിനം ശോധകങ്ങളെക്കുറിച്ചും മൂല്യനിർണ്ണയത്തെക്കുറിച്ചും അറിയാൻ
- കമ്പ്യൂട്ടർ അധിഷ്ഠിത പഠനത്തെക്കുറിച്ചുള്ള അറിവ് നേടാൻ
- ഭാഷാ പഠനത്തിൽ ലൈബ്രറിയുടെ പ്രാധാന്യം അപഗ്രഥിക്കുവാൻ
- ഭാഷാപരീക്ഷണശാലയെക്കുറിച്ച് മനസ്സിലാക്കുവാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് : 1 മലയാളഭാഷയുടെ വളർച്ചയിൽ സ്വാധീനം ചെലുത്തിയ മറ്റു ഭാഷകളും സാഹിത്യവും

- സംസ്കൃതം, തമിഴ്, അറബിക്, ഹിന്ദി, പേർഷ്യൻ, ഇംഗ്ലീഷ് എന്നീ ഭാഷകളുടെ സ്വാധീനം
- കടമെടുത്ത പദങ്ങളും പ്രയോഗങ്ങളും
- മിശ്ര ഭാഷാ സാഹിത്യപ്രസ്ഥാനങ്ങൾ, പാട്ടു പ്രസ്ഥാനം, മണിപ്രവാള സാഹിത്യം, അറബിമലയാളം

യൂണിറ്റ് 2: വിവിധയിനം ശോധകങ്ങളും ചോദ്യമാതൃകകളും

- പ്രതിമാനാനുസൃത ശോധകങ്ങൾ
- മാനദണ്ഡാനുസൃത ശോധകങ്ങൾ
- മാനകീകൃത ശോധകങ്ങൾ

- അധ്യാപക നിർമ്മിതി ശോധകങ്ങൾ
- സിദ്ധിശോധകം
- നിദാനശോധകം
- നല്ല ശോധകത്തിന്റെ മേന്മകൾ
- മലയാള അധ്യാപനത്തിലെ വ്യത്യസ്തതയിനം ചോദ്യമാതൃകകൾ
- വസ്തുനിഷ്ഠം - പുരിപ്പിക്കൽ മാതൃക, സമീകരണ മാതൃക, സത്യാസത്യമാതൃക
- ഹ്രസ്വാന്തര മാതൃകകൾ
- ഉപന്യാസമാതൃകകൾ
- പഠനപ്രക്രിയയിൽ വിവിധയിനം ചോദ്യമാതൃകകളുടെ ആവശ്യകതയും പ്രാധാന്യവും

യൂണിറ്റ് 3: മലയാള അധ്യാപനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ ഉപയോഗങ്ങൾ

- കമ്പ്യൂട്ടർ അധിഷ്ഠിത പഠനം
- ഇ-ലേണിംഗ്
- മലയാള പഠനത്തിന് സഹായകമാകുന്ന ഈ ലേണിംഗ് സ്രോതസ്സുകൾ
- വീഡിയോ കോൺഫറൻസിംഗ്
- ഇ- കണ്ടന്റ് തയ്യാറാക്കൽ

യൂണിറ്റ് 4: ലൈബ്രറിയുടെയും ഭാഷാ പരീക്ഷണശാലയുടെയും സംഘാടനവുംപരിപാലനവും

- ഭാഷാപഠനത്തിൽ ലൈബ്രറിയുടെ പ്രാധാന്യം
- വിവിധയിനം ലൈബ്രറികൾ
- വിദ്യാർത്ഥികളിൽ വായനാശീലം വർദ്ധിപ്പിക്കാനുള്ള മാർഗ്ഗങ്ങൾ
- ക്ലാസ് റൂം ലൈബ്രറിയുടെയും സ്കൂൾ ലൈബ്രറിയുടെയും സംഘാടനം
- ഭാഷാ പരീക്ഷണശാലയുടെ പ്രസക്തി
- ഭാഷാ പരീക്ഷണശാലയുടെ ധർമ്മങ്ങൾ
- സവിശേഷതകൾ

യൂണിറ്റ് 5: വിവിധ സാഹിത്യരൂപങ്ങൾ

- മലയാളത്തിലെ വ്യത്യസ്ത സാഹിത്യരൂപങ്ങൾ
- ഘടനയും സവിശേഷതകളും
- ഉദാഹരണങ്ങൾ
- വിവിധ ഘട്ടങ്ങൾ - പ്രാചീനം - ആധുനികം - ഉത്തരാധുനികം

വ്യവഹാര രീതികൾ

ചർച്ച, പ്രഭാഷണം, ഉള്ളടക്ക വിശകലനം, പ്രത്യേക അധ്യാപനം, വ്യാകരണം, സെമിനാർ, ആഖ്യാനം, മഹത്തായ വ്യക്തികളുടെ കഥകൾ, വെബ് അധിഷ്ഠിത ഉറവിടങ്ങൾ, ഫ്ലാഷ് കാർഡുകളുടെ ഉപയോഗം, ചിത്രങ്ങൾ, വിവർത്തനം

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- നാടൻ രൂപങ്ങളെക്കുറിച്ച് ഒരു സ്ക്രാപ്പ് ബുക്ക് ഉണ്ടാക്കുക
- ഇ- ഉള്ളടക്കം തയ്യാറാക്കൽ
- മലയാളത്തിൽ സ്വീകരിച്ച വാക്കുകളും പ്രയോഗങ്ങളും പട്ടിപ്പെടുത്തുക
- പാട്ടുപ്രസ്ഥാനം, മണിപ്രവാളസാഹിത്യം എന്നിവയെക്കുറിച്ച് ഒരു അസൈൻമെന്റ് തയ്യാറാക്കുക.

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
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14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമായുതമം
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18. വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
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22. പ്രൊഫ.എരുമേലി പരമേശ്വരൻ പിള്ള (2005)മലയാള സാഹിത്യം കാലഘട്ടങ്ങളിലൂടെ, പ്രതിഭ ബുക്സ്, മാവേലിക്കര
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PEDAGOGY OF MATHEMATICS (4/4)
SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course is to enable student teachers to specialize in mathematics teaching to develop an understanding of the curriculum and linking school knowledge with community life. The course includes reconstruction of mathematical knowledge through appropriate pedagogic processes and to communicate meaningfully with students.

OBJECTIVES:

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

- Develops an understanding of the Problems Solving and Creativity in Mathematics
- Specifies the factors for providing Mathematics Education for all
- Identifies the factors for the professional development of the Mathematics teacher
- Develops an understanding in the recreational programmes in learning Mathematics
- Specifies the mode of research in the field of Mathematics teaching

COURSE CONTENT

Unit 1: Development of Problem-Solving Ability and Creativity in Mathematics

Meaning – Problems, Problem Solving and Problem Posing – Characteristics of a Good Problem - Problem-solving Strategies and steps in Problem Solving - Gagne's views on Problem Solving - Strategies of Mathematics Problem posing - Divergent Thinking and Creativity in Mathematics - The relation of Creativity to Problem solving and ProblemPosing inMathematics.

Unit 2: Mathematics Education for all

Factors influencing the learning of Mathematics-Motivation, Perception, Attitude and Aptitude, Thinking (Divergent and Creativity), etc. - Gifted Children in Mathematics – Meaning, Characteristics and Enrichment programmes, NTSE – Mathematics Olympiad.

Unit 3: Professional development of Mathematics teacher

Pre-requisite qualifications – professional training: selective academic training, in-service training, professional activities, school activities, mathematical organization – administrative duties – community activities–qualities of Mathematics teacher–ethics of teacher – social and environmental responsibilities of the Mathematics teacher – problems faced by the Mathematicsteachers.-AppropriateuseofICTforTeacherProfessionalDevelopment(TPD) –Linkage– contribution to corporate life and to society, Journals and other resource materials Mathematics Education – Participation in conferences/Seminars/Workshops – Qualities of a Mathematics Teacher.

Unit 4: Recreational programme in learning Mathematics

Mathematics Recreational activities and Mathematics Quiz – importance and Organization, Problems: fear and failure, disappointing curriculum, crude assessment – inadequate teacher preparation- Music Mathematics.

Unit 5: Research in Mathematics teaching

Research in the field of mathematics and mathematics teaching – status of achievement in mathematics at elementary and secondary schools – areas of difficulties – phobia for and attitude toward mathematics learning – factors related to mathematics learning – Action research – implication of research findings.

Modes of Transactions:

Lecturing on Theoretical Concepts, Logical Reasoning of Mathematical problems

Practicum: Task and Assignment

1. Use Problem Solving and Problem Posing in any Mathematical problem.
2. Collection of articles relevant to recent developments in Mathematics.
3. Prepare a report on Action Research by taking a problem among the students at senior secondary level.

Learning Activities:

Learning the Content and practicing them appropriately: Oral work, drill, Review and Practising Pedagogical Aspects for different areas of School Curriculum.

Mode of Assessment:

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation.

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2. Anice and Jeyanthi Alwan (2011). Skills and Strategies of Teaching Mathematics. Hyderabad: Neelkamal Publications Pvt. Ltd.
3. Anita J. Harrow (1977). Taxonomy of the Psychomotor Domain. New York: David McKay Company, Inc.
4. Arul Jothi, Balaji D.L. and Nishit Mathur (2009). Teaching of Mathematics. New Delhi: Centrum Press.
5. Benjamin Bloom (1974). Taxonomy of Educational Objectives Handbook-I: Cognitive Domain. New York: David McKay Company Inc.
6. Bruce, Joyce and Marsha Weil (1985) Models of Teaching. New Delhi: Prentice-hall of India.
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13. ICFAI. (2004). Methodology of teaching Mathematics. Hyderabad: ICFAI University Press.
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16. Mangal, S.K., & Mangal, S. (2005). Essentials of educational technology and management.
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18. Marlow Ediger and Digumarti BhaskaraRao (2011). Essays on Teaching Mathematics. New Delhi: Discovery Publishing House Pvt. Ltd. Meerut: Loyal book depot.
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22. Oosterhof, A.C. (1990). Classroom applications of educational measurement. Ohio: Merrill Publishing.
23. Passi, B.K. (1976). Becoming a better teacher: Microteaching approach. Ahmedabad: Sahitya Mudranalaya.
24. Pratap, N. (2008). Teaching of Mathematics. Meerut: R. Lall Books Depot.
25. Schwartz, S. L. (2007). Teaching young children Mathematics. London: Atlantic Publishers
26. Siddiqui, M.H. (2005). Teaching of Mathematics. New Delhi: APH Publishing Corporation.
27. Sidhu, K.S. (2006). The teaching of Mathematics. New Delhi: Sterling Publishers Private Ltd.
28. Singh M.P (2007). Teacher's Handbook of Mathematics. New Delhi: Anmol Publications
29. Singh, L.C. and Sharma R.D. (1987) Micro-teaching and Practice. Agra: National Psychological Corporation.
30. Singh, M. (2006). Modern teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
31. Sudhir Kumar and Ratnalika (2012). Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.
32. Wadhwa, S. (2008). Modern methods of teaching Mathematics. New Delhi: Karan Papers Backs.
33. Zubair P.P (2013). Teaching of Mathematics. New Delhi: APH Publishing Corporation.

WEB Resources

1. www.infodev.org
2. <http://enhancinged.wgbh.org/research/eeeeee.html>
3. www.infodev.org
4. <http://enhancinged.wgbh.org/research/eeeeee.html>
5. www.classle.net
6. www.ddceutkal.ac.in
7. www.famous-mathematicians.org
8. www.thesecondprinciple.com
9. www.nctm.org
10. www.arvindguptatoys.com
11. www.fpmipa.api.edu

12. www.ricum.edu.rs
13. www.teachingchannel.org
14. www.classroom-aid.com
15. www.ndlrn.edu.au
16. www.bbc.co.uk/learning/subjects/maths.shtml
17. www.primaryresources.co.uk/maths/maths.htm
18. www.mathtutordvd.com

PEDAGOGY OF PHYSICAL SCIENCE (4/4)

SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course will enable the learner to develop proper knowledge on the meaning of ICT, its importance and the various platforms of ICT. This course will also make the learner to realize the importance of professional development and professionalism. This course will provide the student-teacher to explore the fundamental concepts on Physics and Chemistry .

Objectives:

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

- acquire knowledge of various ICT resources.
- understand the usage of various digital platforms and open resources.
- apply acquired knowledge of various methods and technique in teaching physical science.
- Develop proper attitude on developing the professionalism among the student-teacher.
- develop desirable positive attitude towards learning of foundational Physics concepts.
- Make the learner to under the importance of chemistry n day-to-day life.

Unit 1: ICT Resources in Learning Physical Science

Dale's Cone of experience (modified) – Teaching physical science with: audio broadcast, educational television, Multimedia: audio, slideshow, animated video, simulation, games,e-picture/poster – Blended learning: eBooks , web, wikis and blogs.

Unit 2: Digital platforms

Digital learning resource: MOOC - swayam - inflibnet- e- pathshala- diksha - Pragyatah – NPTEL – Virtual lab- Digitally Accessible Information system (Daisy) for visually impaired - advantages of using ICT in learning.

Unit 3: Professional Development of Physical Science Teachers

Teaching as a profession –pre–service programme - in-service programme – various modes of imparting in-service program- special qualities of a science teacher – Teacher as researcher – case study and action research – research and publications.

Unit 4: Foundations of Physics

Matter: Introduction, Definition, types of matter and its properties.

Measurement: Measurement – various system of units – Writing the Units and dimensional formula.

Forces : Motion, Force and Pressure, Laws of Motion and Gravitation.

Exploring Energy: Definition, Potential and Kinetic energy, Law of conservation of energy-Types of Energy-Work, and Power.

Exploring Natural Phenomena: Heat and Temperature, Magnetism, Light, Sound,Electricity, Magnetic Effect of Electric Current.

Unit 5: foundations of Chemistry

Separation of substances: Methods of Separation of Substances

Exploring Chemical Families: Elements, Atoms and Compounds- Periodic Classification of Elements- Fundamental properties of elements.

Exploring Chemical Changes : Chemical equation, Chemical Reactions and Chemical bonds

Application of chemistry in everyday life: Acids and Bases - Carbon and its compounds- Coal and Petroleum-combustion and flame.

Mode of transaction:

Lecture-demonstration method, Project method, Problem-solving method, CAI, Observationmethod (field visit/exhibition/internship), Seminar/ discussion

Practicum: Task and Assignment

1. Practice minimum 3 different resource by using the ICT platform.(Compulsory)
2. Write a report on various open resource learning platforms.
3. Discuss the various modes of the training for the professional development .
4. Prepare for a seminar on the foundational concept of Physics among the peer group.
5. Prepare for a seminar on the foundational concept of Chemistry among the peer group.

Mode of Assessment:

Written test, Task and assignment, Laboratory work

References:

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2. RadhaMoahan. (2013), *Teaching of Physical Science*. Hyderabad: Neelkamal publication pvt. Ltd., ISBN 978-81-8316-204-3
3. SonikaRajan. (2012), *Methodology of Teaching Science*. New Delhi: Pearson Education. ISBN 978-81-31770-22-1
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6. NCERT. (2006), *Elementary level syllabus vol-I*. New Delhi. ISBN 81-7450-593-8
7. Mangal, S, K. and Uma Mangal. (2009), *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd., ISBN-978-81-203-3723-7
8. Monika davar. (2012), *Teaching of science*, New Delhi: PHI Learning Pvt. Ltd., ISBN 978-81-203-4624-6 and 81-203-4624-6.
9. Central Board of Secondary Education. (2010), *Manual for Teachers on School Based Assessment Classes VI to VIII*. Delhi.
10. Jonathan Anderson. (2010), *ICT Transforming Education- A Regional Guide*. UNESCO Bangkok. ISBN 978-92-9223-325-9 ISBN 978-92-9223-326-6.
11. Pathak R P. (2012), *Teaching skills*. Pearson Education India. ISBN:8131776336, 9788131776339

Web Resources:

1. <http://famousphysicists.org/>
2. <http://famouschemists.org/>
3. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_partI.pdf
4. www.ncert.nic.in/departments/nie/desm/publication/.../phy_sci_PartII.pdf
5. <http://www.physicsclassroom.com/>

6. <http://www.chem4kids.com/>
7. <http://www.physics.org/explore.asp>
8. <http://www.ducksters.com/science/chemistry/>
9. <http://learningscience.org/physci.htm>
10. <http://www.sciencekids.co.nz/gamesactivities.html>
11. <http://www.learnerstv.com/Free-Physics-video-lecture-courses.htm>
12. <http://www.sheppardsoftware.com/science.htm>
13. <http://interactivesites.weebly.com/temperature.html>
14. <http://interactivesites.weebly.com/science.html>

PEDAGOGY OF BIOLOGICAL SCIENCE (4/4)

SEMESTER –4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course further seeks to be self-improving through the processes of reflection, feedback, and critical inquiry. Maximises the use of technological advancement for the purpose of teaching learning. Technological advancement knowledge further enhances a research skill and innovation practices in teaching science particularly biological sciences. Consequently, science teacher must help their students to understand their role within the broader social community.

Objectives:

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

- exploring the learners learning style with suitable Individual learning strategies
- apply the knowledge in constructing test and developing ICT resource and professional development in teaching Biological science.
- develop skill in practical work and organizing and maintaining of biological science laboratory.
- develop interest in using teaching resources and research in science education.
- develops favourable positive attitude towards research on science teaching.
- enhances a research skill and innovation practices.
- understand the special qualities of a Science teacher and to acquire those qualities.

Unit 1 :Exploring Learners

-Identification of Diverse learners in classroom-addressing the diversity of learners in the classroom.– Motivating learners to bring their previous knowledge into classroom – involving learners in teaching learning process – encouraging learners to raise and ask questions- and its techniques.

-Designing Personalized Learning for Every Student: Individual differences and different learning styles, exploring the different methods for learner's style.

-Enhancing the research attitude.

Unit 2 : Tools and techniques of assessment of learning Biological science

Performance based assessment techniques – assessment of project work – assessment of participation in collaborative learning. –construction of test items (open ended and structure) and administration of tests – developing assessment frame work. – continuous and comprehensive evaluation – assessment of experimental work. –Grading system and type. Recording and reporting: measurement of students' achievements – measures of central tendency – measures of variability. – correlation

Unit 3 : ICT Resources in learning Biological science

Dale's Cone of Experience (modified) – Teaching Bio-science with: audio broadcast, educational television, multimedia: audio, slideshow, animated video, simulation, games, and e-picture/poster. – Blended learning: eBooks, web, wikis, Moodle, social networking. – ICT tool used in classroom – advantages of using ICT in learning-teaching processes.

Unit 4 : Professional development of Biological teacher

Professional development programmes of science teacher –seminar, conferences, online sharing – members of professional organization. –Teacher as a community of learners – collaboration of school with colleges and universities and other institutions – role of reflective practice in professional development.

Unit 5 : Enhancing the Research in Science Education

Types of Educational research – Status of research in science education in India – Educational research and innovation committee – utilization of science educational research–Teacher as a researcher- National talent search Examination – action research in biological science– Special qualities of a science teacher.

Modes of transaction:

Lecture method, Discussion Method, On line and off line Collaborative groups, Assignment Method, Report writing, Field visit & Preparation of Field report, Presentation by students,

Mode of Assessment for internal marks: (Any Four)

- Assignment submissions on recent research in the areas of biology subjects.
- Seminar presentation- By Individual Student Trainees on any topic relevant to pedagogy.
- Trainee's writeup / Article publications- individual or group research.
- Trainee's portfolio- professionalism
- Presentation of action research report on any problem.

References

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 11. Vijayalatha, R. and Sunitha, revised edition 2019, ISBN:978-93-85877-37-7. Published by Neelkamal Publications Pvt. Ltd. Hyderabad.
 12. UNESCO: *Modern Trends in Teaching Biological Sciences Vols III*.
 13. UNESCO : *Competency Framework for Teacher*
 14. <http://www.edudemic.com/how-to-use-social-media-as-a-learning-tool-in-the-classroom/>
 15. www.unesdoc.unesco.org/images/0021/002134/213475e.pdf

PEDAGOGY OF SOCIAL SCIENCE (4/4)

SEMESTER – 4- THEORY: CURRICULUM AND PEDAGOGIC STUDIES--CREDIT-4

Essence of the course:

This course helps to sensitize the learners the relevance of social science in the current context. It make them familiar about the techniques and approaches of teaching social science. It helps the learner well acquaint the preparation and administration of learning resources in the meaningful way. It also develop the competency in making use of appropriate assessment system to apprise the learning outcomes. This course deals about the various social issues and mold them to face the same in a plausible way.

Objectives:

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

- Identify the role of the social science teacher as a national builder.
- Know the existing problems of the learner and their society.
- Develop ability for critical and logical thinking and apply the acquired knowledge and skills in unfamiliar situations.
- Acquire the knowledge about social science text book.
- Develop practical skills for analyzing socio-economic, political and physical phenomena through co-curricular activities.
- Find out the difficulties of the learner through diagnostic test and provide remedy to overcome it.
- Organise the social science laboratory in an appropriate design.

Unit 1: Social Science Teacher

Social Science Teacher –The profile of a competent Social Science Teacher – Characteristics, Attitude for professional development– participation in professional bodies - Role of Teacher as a National Builder – Problems of Social science Teachers

Unit 2: Social Science Text-Book

Meaning and Definition of Text book – Types of Text book – Essential features of text book – Criteria for evaluation of the Social Science Text book – Qualities of Good Text book

Unit 3: Co-curricular activities in Social Science

Co-curricular activities for developing critical thinking and attitude, planning and organization of activities like exhibition, quiz, competition, Panel discussion and Social science club.

Unit 4: Remedial Teaching in Social Science

Diagnostic Test – Meaning and Definition of Remedial Teaching – relevance of remedial teaching – procedure for remedial work – Remedial strategies of Social Science Teaching

Unit 5: Social Science Laboratory: Design and Management

Principles of designing the Social Science laboratory for secondary schools; location, norms with reference to lighting, ventilation, working space and flexibility – store room, community corner, preparation room.

Mode of Transaction

Lecture cum discussion, Problem Solving, Dramatization, Seminar, Field visit, Debate, Group Discussion.

Practicum: Task and Assignment

1. Seminar on the learning problems of the children.
2. Discussion on Contemporary issues.
3. Organizing a panel discussion on pollution.
4. Organizing quiz competition in assigned history topics.
5. Conducting educational survey of a slum area in a neighboring villages.
6. Organizing exhibition on drastic changes in climate in the world.

Mode of Assessment

Unit test, Project, Preparation of assignments, Assessment of Learning Resources, Seminar Presentation.

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2. Bank James A (1977) Teaching Strategies for the Social Studies: Enquiry, Valuing and Decision Making, Addition –Wesley Publishing Co., Reading, Massachusetts.
3. Binning and Binning (1952) Teaching of Social Studies in Secondary Schools, Mc Graw Hills, New York
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5. Dhaskara Rao.D., Teaching of Social Studies, Discovery Publication House, New Delhi, 2003.
6. Khan.M.A., Teaching of Social Studies, Commonwealth Publication, New Delhi, 2004.
7. Kocha S K (1970) Fundamentals of Teaching Social Studies, Mahendra Capital Publishers
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9. Sharma.R.K., Teaching of Social Studies, International Publication House, Meerut, 2004.
10. UNESCO: New Source Book for Teaching of Geography, UNESCO
11. Yagnik K S (1966) The Teaching of Social Studies in India, Bombay, Orient Longman Ltd.

PEDAGOGY OF ENGLISH-II (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching. It aims to equip the student teacher with proper pronunciation for effective communication. It aims to have command over the language in speaking and writing. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:

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

- Develop English Language teaching competency.
- Equip with skills to meet the challenges in the teaching and learning process.
Acquire a good pronunciation to communicate a native speaker.
- Understand and appreciate the importance of English.
- Acquire more number of vocabularies to listen, read, speak and write.
- Understand the importance of evaluating the students achievement in English language.
- Speak English fluently and accurately.
- Find the relation between the syllabus, textbook and curriculum.

CONTENT OUTLINE

Unit 1: Challenges of teaching English language

Problems cropped up while teaching English in Indian schools - Difficulties faced by English teachers in the classrooms and suggestions to overcome them- Interference and influence of mother tongue.

Unit 2: Teaching of productive skills - skill of speaking

Concept of speaking in English as a second language -Use of pronouncing dictionary- Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation- Role of A.V. aids in teaching speaking skills.

Unit 3: Teaching of productive skills - skill of writing

Mechanics of writing- Reference skills: note making and note taking, reporting, summarizing, paraphrasing- Characteristics of good hand writing- Techniques to develop good handwriting.

Unit 4: Teaching pronunciation

Teaching Pronunciation and Spoken English Standard Indian Pronunciation with reference to GIE/RP - English sound system – Vowels, Consonants - Minimal contrasts –

consonant clusters- Focusing on difficult sounds – comparison with sounds of Indian languages Syllabification – stress, intonation, rhythm

Unit 5: Analysis of syllabus, textual materials and professional competency of English teachers

Understanding the relationship between curriculum, syllabus and text book- Qualities of a good text book- Qualities of a good language teacher- Professional development of English teacher

Mode of Transaction:

Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Activities & competitions for skill of speaking.
2. Projects on methods of facing the challenges in teaching in the classroom.
3. Language games on grammatical structure.
4. Activities & competitions for Creative writing.
5. Activities to use the pronouncing dictionary.
6. Practicing Formal and Informal Letter.
7. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue, Role play, Brain storming.
8. Oral Communication tasks.
9. Language Lab activities.
10. Workshop on analysis of syllabus, textbook and curriculum.

Mode of assessment:

Analysis of Group discussion, Participant Observation, Monitoring, performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation. (Seminar, Assignment & Project)

References:

1. Agarwal K C, (2020), Teaching Of English, Publisher: Shri.Vinod Pustak Mandir.

2. Aggarwal. J. C. (2008), Principles, Methods & Techniques of Teaching. UP: Vikas Publishing House Pvt Ltd.
3. Allen Campbell, A.(1972), Teaching English language. New Delhi: Tata McGraw Hills.
4. Andrew wright(1977), Visual Materials for the Language teacher, Longmans, London.
5. Dr.Ashoke, ICT & English Language Teaching.
6. Baruah, T. C. (1993), The English teacher's handbook, New Delhi: Sterling Publishers.
7. Bhattacharya, Indrajit (2002), An Approach to Communication Skills, New Delhi: Dhanpat Rai & Co.
8. Bright, J. A., & Gregore, G. P. (1976), Teaching English as second language London: Longman.
9. Chauhan, S. S. (2008), Innovations in Teaching Learning Process, UP: Vikas Publishing House Pvt Ltd.
10. David Green (2019), Contemporary English Grammar, structures & Composition, Trinity publishers.
11. Dinnakar (2021), Pedagogy Of English Publisher: Neelkamal Publisher
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13. Jack c Richard & Theodore S Rodger (2012), Approaches and methods in language teaching Cambridge University
14. Jayanthi.N.L.N.(2005), Teaching of English, Kamala publishers: Annamalainagar, Chidambaram.
15. Julian Dakin. (1973), The Language Laboratory and Language Learning, Longman, London.
16. Knuj Schibsbya(1969), A modern English Grammar, Oxford University Press.
17. Manmeet Kaur, English Lesson Plan Publisher: Gully baba Publishing House pvt Ltd.
18. Pande (P.K), Swain(B.C) (2020), Pedagogy of English.
19. Paul Deifel & Harvey, Internet, Worldwide Web.
20. Pedagogy of English Language (2022), Publisher: Thakur Publication Pvt. Ltd.
21. Rajeswari .N. (2008), Teaching of English, G Publishers: Chennai.
22. Rai B.C., Method of teaching English.
23. Sharma.R.A.(2007), Fundamentals of teaching English: Meerut
24. ShekarA.M (2010), Teaching of English and second language, Puducherry.
25. Singh Gyan, Prakash Om (2021), English Language and Pedagogy 3rd Edition Publisher: McGraw Hill.
24. Sivarajan K.(2012) English language education: methodology of teaching and pedagogic analysis, Calicut university press.
25. Sivarajan K (2010) Trends and development in modern Educational practices, kerala University press.
26. Venkateswaran, S. (2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

Books Accompanied by Audio Cassettes

1. Sasikumar.V, Dhamija P.V(2009), Spoken English A Self-Learning guide to conversation practice.
2. Getting on In English by John Haycroft (The BBC Intermediate Course).
3. Choosing Your English by John Haycroft & Terence Creed (The BBC Course for
4. Advanced Learners).
5. Keep Up Your English by W.Stannard Allen (The BBC Course).
6. Advanced Spoken English through English Grammar and Simple Phonetics by Sharad
7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

PEDAGOGY OF COMPUTER SCIENCE - I (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

ESSENCE OF THE COURSE:

This course is to enable students to specialize in Computer science and to develop an understanding of the curriculum, linking school knowledge with community life. The course includes reconstruction of Computer Knowledge through appropriate pedagogic processes and to communicate meaningfully with children

OBJECTIVES:

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

- enable the student teachers acquire knowledge about Informational Communicational Technology in Education
- develop an understanding about the Internet and Its applications
- guide the student teachers about planning and maintaining the Computer laboratories
- familiarize the student teachers with the Modern Trends in Teaching of Computer Science
- enable the student teachers acquire knowledge about blended learning and its models
- familiarize the student teachers with the multimedia, web designing, and Computer programming

CONTENT OUTLINE

UNIT 1: MODERN TECHNIQUES IN THE TEACHING OF COMPUTER SCIENCE

Seminar – Symposium – Group Discussion – Panel discussion – Workshop techniques – Collaborative learning – Team teaching; Portfolio – Electronic Portfolio – Equipment for creating portfolio – Features of an Electronic portfolio – Developing Electronic portfolio – Requirements and Advantages of Electronic portfolio;

UNIT 2: MULTIMEDIA IN EDUCATION

Introduction – Multimedia application – Elements: Sound, Animation and Video animation – 3D animation – popular multimedia formats – Multimedia hardware and software – Inline sound and video – Using multimedia elements in content.

UNIT 3: FUNDAMENTALS OF C AND C++ PROGRAMMING

Elements of C language: Character Set – C Constant – C variables, Operators, Control structures – Loop structures – arrays and structures – functions – library functions – developing simple C programs; C++ Programming Concepts: Class, objects, Inheritance, Polymorphism and Overloading.

UNIT 4: WEB PAGES AND WEB DESIGNING

Introduction – Elements of Hyper Text Markup Language (HTML) – Heading Section – Body Section – Hyperlink and Images – Creating web page with Microsoft front page – Websites – Elements – Difference between websites and Blog..

UNIT 5: COMPUTER SCIENCE TEACHER AND EVALUATION

Academic and Professional qualification of Computer Science Teachers – Special qualities required for a computer science teacher; Evaluation by pupils and Self-evaluation – Classroom interaction analysis;

MODE OF TRANSACTION:

Lecturing on Theoretical Concepts, use of computers in lab, Analytic and Synthetic Methods of Teaching, Project Method, Tasks and Assignments Practicum:

TASK AND ASSIGNMENT

9. Develop the Multimedia package (Any one lesson at secondary or senior secondary level)
10. Create an Educational Blog (Individually)
11. Draw the Computer based Concept maps
12. Prepare self-blended learning module
13. Write a C programme – Students Mark list using array
14. Create a simple website for your class (Upload: Assignment, Exam details, Study materials)
15. Organize the Team Teaching among student trainees
16. Prepare the rating scale for self- Assessment of student teachers (use during the teaching practice)

MODE OF ASSESSMENT

Paper-Pencil Tests, Performance tests, Formal and Informal Testing and Continuous Comprehensive Evaluation

REFERENCES:

11. Aggarwal J.C (2006). Essential of educational technology: innovation in Teaching-Learning. New Delhi: Vikas Publishing House.
12. Asokek. Ghosh (2001), Microsoft Web Publishing, New Delhi, Prentice Hall of India.
13. Arulsamy S. and Sivakumar.P, (2002). Application of ICT in Education, Hyderabad: Neelkamal Publication.
14. Balagurusamy E. (2011). Programming C (Fifth Edition). New Delhi: Tata McGra Hill Education Private Limited.
15. Burry Nance (1996). Introduction to Networking. New Delhi: Prentice Hall of India.

16. Harjeet Kaur Bhatia (2012). Reflections on blended learning and peer collaboration in Teacher Education, New Delhi: Global books organisation.
17. Mangal S.K. Mangal Uma. (2012). Essential of educational technology. New Delhi: PHI publication.
18. Nehru R.S.S. (2014). Blended learning, New Delhi: APH Publishing House.
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20. Yashavant P.Kanetkar (2010). Let Us C (Tenth Edition). New Delhi: BPB Publications

PEDAGOGY OF COMMERCE - I (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

The level of the teachers decides the level of the students and the society in general. Therefore, the competency and the quality of the teachers at the school level is essential. Moreover, the professionalization and their duties in exploring learners, remedial teaching and constructivism among the learners in the field of Commerce and Accountancy should be given importance. Considering this, the course is designed to provide reflections on the subjects to the student teachers. They must be familiar with various economic, political and social issues and the teaching techniques to teach them.

Objectives:

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

- acquire knowledge of the terms and concepts used in the professionalization teaching Commerce and Accountancy;
- understand the different techniques and technology for the development of Commerce teachers;
- apply the knowledge in adopting the suitable methods, techniques and aids for the purpose of teaching different learners;
- develop skills in preparing the suitable techniques to adopt constructivism;
- develop interests in the recent development to achieve self -development, and develop a desirable positive attitude towards self, students and teaching.

COURSE CONTENT

Unit 1: Constructivism

Constructivism – Meaning – Importance – Characteristics of Constructivism – Social cultural influences on Constructivism – methodology to learn, teach and evaluate Constructivism

Unit 2: Teaching Controversial Issues

Teaching controversial issues in Commerce and Accountancy- World Trade Organization (WTO) - GATT –GATS – Liberalization, Privatization and Globalization (LPG) – Disinvestment –Inflation –Recession –Economic crimes – security scam- rosy picture in the financial statement– Hawala -FERA –FEMA.

Unit 3: Quality in Education

Quality in Education- analysis of standards- feedback mechanism- Input –Process – Output Analysis – Concept of Total Quality Management (TQM) Supervision and Inspection – function -Accreditation and certification –Role of NAAC.

Unit 4: Research in teaching of commerce

Research: meaning, need and importance – utilization of research in commerce and education in teaching – development of research attitude- action research

Unit 5: Guidance and Placement in the field of commerce

Guidance -meaning, types, importance, principles, benefits and limitations, sources of information for guidance and placement – Role of commerce teacher in guidance and placement of commerce students.

Mode of Transaction:

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method -Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method -- Observation method(field visit/exhibition/internship) CAI- e learning and other self- learning methods.

Practicum: Task and Assignment

1. Search in the internet and collect e-learning resources reported based on the research in Education, Accountancy and Commerce. Report them for peer reflection. Record their reflections.
2. How can you teach controversial issues in the class? Analyze and report it from present school practices.
3. Observe and report the classroom practices in the school from constructivist point of view.
4. How can professionalism be achieved in the teaching. Collect the opinions of the teachers and analyze in the class and submit a report.
5. Construct and conduct a diagnostic test in Commerce and how remedial teaching be arranged?. Report it for class review.
6. Any other field based project, task or assignment connected with the units in this course

Mode of assessment:

Written test and Task and assignment

References:

1. Govindan .K.R., and Senthilkumar.S. : Professional Ethics, Anuradha Agencies.(2004)
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3. In Pursuit of Equity and Excellence NCERT, National Council of Educational Research and Training. New Delhi.(2001)
4. Sharma Santosh, Constructivist Approaches to Teaching and Learning, National Council of Educational Research and Training.(2006)
5. Kochhar.S.K. Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited. New Delhi.

WEB Resources

1. www.slideshare.net
2. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)

3. www.ala.org
4. www.edudemic.com
5. www.sciencedirect.org
6. www.consumer.vic.gov.au
7. www.ctforg.in
8. A resource book for teaching and learning in commerce.
9. http://www.tutorialspoint.com/e_commerce/
10. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
11. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>
12. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
13. <http://www.tallytraining.in/>
14. <http://www.tallyschool.com/free-tally-course-online/>
15. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
16. <http://superapstudent.blogspot.in/search/label/002.%20Start%20Tally>

PEDAGOGY OF ENGLISH - II (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

This course is to enable students to specialize in teaching English as second language and to develop an understanding of the modern day teaching. It aims to equip the student teacher with proper pronunciation for effective communication. It aims to have command over the language in speaking and writing. The course focuses on developing the ability of the future Teachers to transact language in inclusive classroom.

Objectives:

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

- ☐ Develop English Language teaching competency.
- ☐ Equip with skills to meet the challenges in the teaching and learning process.
- ☐ Acquire a good pronunciation to communicate a native speaker.
- ☐ Understand and appreciate the importance of English.
- ☐ Acquire more number of vocabularies to listen, read, speak and write.
- ☐ Understand the importance of evaluating the students achievement in English language.
- ☐ Speak English fluently and accurately.
- ☐ Find the relation between the syllabus, textbook and curriculum.

CONTENT OUTLINE

Unit 1: Challenges of teaching English language

Problems cropped up while teaching English in Indian schools - Difficulties faced by English teachers in the classrooms and suggestions to overcome them- Interference and influence of mother tongue.

Unit 2: Teaching of productive skills - skill of speaking

Concept of speaking in English as a second language -Use of pronouncing dictionary- Technique of teaching speaking skills and pronunciation practice and drills – Ear Training, Repetition, Dialogues and conversation- Role of A.V. aids in teaching speaking skills.

Unit 3: Teaching of productive skills - skill of writing

Mechanics of writing- Reference skills: note making and note taking, reporting, summarizing, paraphrasing- Characteristics of good hand writing- Techniques to develop good handwriting.

Unit 4: Teaching pronunciation

Teaching Pronunciation and Spoken English Standard Indian Pronunciation with reference to GIE/RP - English sound system – Vowels, Consonants - Minimal contrasts –

consonant clusters- Focusing on difficult sounds – comparison with sounds of Indian languages Syllabification – stress, intonation, rhythm

Unit 5: Analysis of syllabus, textual materials and professional competency of English teachers

Understanding the relationship between curriculum, syllabus and text book- Qualities of a good text book- Qualities of a good language teacher- Professional development of English teacher

Mode of Transaction:

Demonstration of teaching specific grammar items, Seminar on different expressions, Comparative study of various forms of compositions, Demonstration of steps followed in different methods, Introductory lecture, Observation of video clips, Through Situational presentations, Usage of Language games, Presentation of good models by natives speakers, through language lab, Framing, evaluating and interpreting a question paper.

Practicum: Task and Assignment

1. Activities & competitions for skill of speaking.
2. Projects on methods of facing the challenges in teaching in the classroom.
3. Language games on grammatical structure.
4. Activities & competitions for Creative writing.
5. Activities to use the pronouncing dictionary.
6. Practicing Formal and Informal Letter.
7. Perform any one of the activities for developing the language skill: Quiz, Debate, Dialogue, Role play, Brain storming.
8. Oral Communication tasks.
9. Language Lab activities.
10. Workshop on analysis of syllabus, textbook and curriculum.

Mode of assessment:

Analysis of Group discussion, Participant Observation, Monitoring, performance of communicative tasks, Evaluation based on documentation (written), Performance evaluation. (Seminar, Assignment & Project)

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12. Hornby, A. S. (1968). The teaching of structural words and sentence patterns, London: Oxford University Press.
13. Jack c Richard & Theodore S Rodger (2012), Approaches and methods in language teaching Cambridge University
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15. Julian Dakin. (1973), The Language Laboratory and Language Learning, Longman, London.
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24. ShekarA.M (2010), Teaching of English and second language, Puducherry.
25. Singh Gyan, Prakash Om (2021), English Language and Pedagogy 3rd Edition Publisher: McGraw Hill.
24. Sivarajan K.(2012) English language education: methodology of teaching and pedagogic analysis, Calicut university press.
25. Sivarajan K (2010) Trends and development in modern Educational practices, kerala University press.
26. Venkateswaran, S. (2008), Principles of Teaching English. UP: Vikas Publishing House, Pvt Ltd.

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5. Keep Up Your English by W.Stannard Allen (The BBC Course).
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7. Srivastava & NidhiSrivastava (Franklin International).
8. A Text Book of Pronunciation of English Words by J. Sethi & D.V. Jinde.

PEDAGOGY OF TAMIL - II (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

அடிப்படைக் கோட்பாடு

சமூகத்தில் மொழியின் அவசியத்தையும் பங்களிப்பையும் பற்றிய அறிவினைப் பெற்றிருப்பர். இன்றைக்கு மொழியும் அறிவியலும் ஒன்றுக் கொன்று தொடர்புடையதாக உள்ளதை அறிந்திருப்பர். மொழியைக் கற்பிக்கும், கருவி நூலாக உள்ள, பாடநூல் எவ்வாறு அமைந்திருக்க வேண்டும் என்பதை மாணவர் அறிந்திருப்பர். நம்மை மற்றவரோடு தொடர்புபடுத்திக் கொள்வதற்கு கருவியாக அமைந்துள்ள மொழியாய்வகம் பற்றி அறிவைப் பெற்றிருப்பர். மனக் கருத்துக்களை வெளிப்படுத்தும் முறைகளில் ஒன்றான கட்டுரை எழுதும் அறிவைப் பெற்றிருப்பர். மொழிப் பயிற்சிப் பற்றிய சிந்தனைகளையும் பெற்றிருப்பர். மொழிப்பாடம் கற்பித்தலுக்குத் தற்காலத்திற்கேற்ற வகையில் கற்பித்தல் புதுமைகளை வெளிக் கொணரும் அறிவைப் பெற்றிருப்பர். மொழிப்பாடம் திறன்பாடம் என்பதால் படைப்பாற்றலை வளர்த்துக்கொள்ளும் திறனைப் பெற்றிருப்பர்.

நோக்கங்கள்:

- சமுதாயத்தில் மொழியின் செயல்பாட்டினை அறிய செய்தல்.
- பாடநூல் குறித்த அறிவைத் தருதல்.
- மொழிப் பயிற்றாய்வுக் கூடம் குறித்து அறியச் செய்தல்
- வினாத்தாள் வடிவமைப்புப் பற்றிய அறிவைப் பெறச் செய்தல்.
- கட்டுரை எழுதும் திறன் பெறச் செய்தல்,

- படைப்பாற்றலை வளர்ப்பதற்கான பல்வேறு வழிமுறைகளை அறியச் செய்தல்.
- தமிழில் ஆய்வுகள் குறித்த அடிப்படைச் செய்திகளை உணர்துதல்.

அலகு 1: தமிழ் கற்பித்தலின் ஆய்வுகள்

ஆய்வின் இயல்புகள் - நோக்கங்கள் ஆய்வின் தேவை - ஆய்வின் வகைகள் ஆய்வுச் சிந்தனைகள் - பண்புகள்

அலகு 2: தமிழ் கற்பித்தலின் புதுமைகள்

கருத்துப் படமிடல். கூட்டுமுயற்சி திட்டம் - பிரச்சனை தீர்க்கும் முறை - ஒப்புமைக் கற்றல் - விசாரணை அணுகுமுறை - பரிசோதனை - குழுக்கற்றல் - தனிமைப் படுத்திக் கற்றல்.

அலகு 3: படைப்பாற்றல் வளர்த்தல்

கதை - கட்டுரை - இலக்கிய மன்றங்கள் . ஆண்டு மலர் - உடனடிப் பேச்சு - விவாதம் வினாடி வினா, இவைகளை பள்ளிகளில் நடத்துவதற்கானப் பயிற்சியை மேற்கொள்ளுதல் - இன்றைய சிந்தனை - நடைமுறைத் திறனை உருவாக்குதல்

அலகு 4: கல்விப் புள்ளியல்

புள்ளியியல் வரையறை - மையப்போக்கு அளவைகள் - சராசரி இடைநிலை அளவு முகடு சிதறல் அளவைகள் - வீச்சு - கால்மான விலக்கம் - சராசரி விலக்கம் திட்டவிலக்கம் ஓட்டுறவு

அலகு 5: மதிப்பீட்டு முறைகள்

மதிப்பீட்டின் நோக்கம் தேவைகள்- வினாத்தாள் வடிவமைப்பு தேர்வின் வகைகள் வளர்நிலை. தொகுநிலை. அகமதிப்பீடு, புறமதிப்பீடு ஆசிரியரால் நடத்தப்படும் தேர்வு- தரப்படுத்தப்பட்டத் தேர்வு- குறையறித் தேர்வு- குறைத்தீர்த் தேர்வு -தேர்வின் பண்புகள் வினாவங்கியின் பயன்கள்.

மதிப்பீடு:

வகுப்புத் தேர்வு, வாய்மொழித் தேர்வு, ஒப்படைப்புகள், வகுப்புக் கருத்தரங்கம், மாதிரிப் பாடம் எடுத்தல் வகுப்பில் மாணவர்கள் பங்கேற்பை மதிப்பிடல்

செய்முறைப் பயிற்சிகள்:

- 1 சொல் விளையாட்டு தயாரித்தல்
- 2 குறிப்பிட்டத் தலைப்பில் தமிழ் உரை தயாரித்தல்
- 3 தனித் தமிழ் நடையில் பேசுதல்.
- 4 கதை கவிதை, கட்டுரை எழுதுதல்
5. மொழிப் பயிற்றாய்வுக் கூடத்திற்குப் பயிற்சி தயாரித்தல்,
- 6 பாடநூல் ஆய்வு செய்தல்
7. ஒலி உச்சரிப்புப் பயிற்சி
- 8 சுற்றுச்சூழல் விழிப்புணர்வு வாசகங்கள் தயாரித்தல்
- 9 வானொலி, தொலைக்காட்சி நிகழ்ச்சிகள் தயாரித்தல்,
- 10 செய்யுள் பகுதியை நாடகமாக மாற்றுதல்

பார்வை நூல்கள்

1. இரத்தின் சபாபதி & இரேணு பத்மா, இர. 2008 வினாக்களின் விரிசல்கள், சாந்தா பப்ளிஷர்ஸ் சென்னை
2. கணபதி.வி (1999) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிஷர்ஸ், சென்னை.

3. கோகிலா தங்கசாமி (2000) குழந்தைமையக் கல்வியும் தமிழ் கற்பித்தலும், அனிச்சம் புளும்ஸ், காந்திகிராமம்.
4. கோவிந்தராசன் மு. (1990) நற்றமிழ் கற்பிக்கும் முறைகளும் நோக்கங்களும், சரஸ்வதி பதிப்பகம், சென்னை
5. நாகராஜன், கி 2002 கல்விப் புள்ளியல். இராம் பதிப்பகம். சென்னை.
6. வேணுகோபால். இ.பா.(1991) பைந்தமிழ் கற்பிக்கும் முறைகள், சகுந்தலா வெளியீட்டகம் வேலூர்

SEMESTER- 4 THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

पृष्ठभूमि:

राष्ट्रीय पाठ्यचर्यारूपरेखा 2005 तथा शिक्षा का अधिकार एक्ट 2009 विद्यालयी शिक्षा तथा शिक्षण प्रशिक्षण के निकट संबंधा. को ध्यान म. रखते हुए शिक्षका. की भूमिका में एक बहुत बड़े परिवर्तन की माँग करती है। पाठ्यचर्या में अभी तक शिक्षका. को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। इन सब परिवर्तनों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में परिवर्तन आए। विद्यालयी शिक्षा व्यवस्था में परिवर्तन की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों की सोच और दृष्टिकोण में परिवर्तन आए और शिक्षक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है, क्योंकि भाषा पूरी शिक्षा की आधारशिला का काम करती है, जहाँ सिर्फ भाषा पढ़ना-सीखना नहीं बल्कि भाषा के द्वारा अन्य विषयों में भी निपुणता प्राप्त करने की बात आती है। इसके साथ ही भाषा से जुड़े नए बिन्दुआ. जैसे - बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ शिक्षका. के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

वर्तमान पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। आशा है कि शिक्षक प्रशिक्षणार्थियों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

इकाई 1

अन्य साहित्यिक विधाओं का शिक्षण जीवनी,आत्मकथा,संस्मरण,रेखाचित्र आदि विधाओं का शिक्षण

इकाई 2

भाषा शिक्षण की विधियों का संक्षिप्त परिचय

(क) अनुवाद विधि (ख) प्रत्यक्ष विधि (ग) वाचन विधि (घ) दृश्य श्रवण विधि – (ड.) इकाई विधि
(च) समन्वित विधि (छ) स्वाध्याय विधि (ज) सूक्ष्म शिक्षण

इकाई 3

हिन्दी शिक्षण में शैक्षणिक सामग्री, शैक्षणिक सामग्री का महत्व,उपयोगिता तथा अल्पव्ययी श्रव्य, दृश्य सामग्री का निर्माण
। – पुस्तकालय, संग्रहालय, कम्प्यूटर ।

इकाई 4. मूल्यांकन

- (क) हिन्दी शिक्षण में मूल्यांकन का महत्व । – (ख) परीक्षा और मूल्यांकन में अंतर । – (ग) परीक्षा युक्तियाँ । – (घ) प्रश्नों के प्रकार – निबंधात्मक, लघु उत्तरात्मक तथा वस्तु निष्ठ प्रश्न ।

इकाई 5

- (अ) भाषा शिक्षण संबंधी विविध युक्तियाँ – (क) संवाद – (ख) अभिनय (ग) वाद-विवाद – (घ) साक्षात्कार (ङ.) भाषण – (ब) भाषा शिक्षण में व्यावहारिक शब्द, वाक्यों के प्रयोग संबंधी ज्ञान जैसे – क्षमा याचना, आमंत्रण देने एवं अस्वीकार करने धन्यवाद ज्ञापन आदि । – पाठ नियोजन एवं अभ्यास

संदर्भ-ग्रंथ

- | | | | |
|----|-------------------------------------|---|--|
| 1. | डॉ. विजयराघव रेड्डी | – | हिन्दी शिक्षण अन्य भाषा के संदर्भ में |
| 2. | कामता प्रसाद गुरू | – | हिन्दी व्याकरण |
| 3. | डॉ. रामचन्द्र वर्मा | – | अच्छी हिन्दी |
| 4. | डॉ. नामवर सिंह | – | आधुनिक साहित्य की प्रवृत्तियाँ |
| 5. | डॉ. रामसजन पाण्डेय | – | विविध साहित्यिक वाद |
| 6. | डॉ. लक्ष्मीनारायण शर्मा | – | देवनागरी लिपि और वर्तनी |
| 7. | डॉ. रघुनाथ सफाया | – | हिन्दी शिक्षण |
| 8. | डॉ. रामदेव पी. कथूरिया | – | सूक्ष्म शिक्षण |
| 9. | केन्द्रीय हिन्दी संस्थान के प्रकाशन | | 1. हिन्दी का वैज्ञानिक व्याकरण |
| | | | 2. देवनागरी लेखन तथा हिन्दी वर्तनी व्यवस्था |
| | | | 3. हिन्दी शिक्षण विविध आयाम |
| | | | 4. हिन्दी शिक्षण अन्तर्राष्ट्रीय परिपेक्ष्य |
| | | | 5. द्वितीय भाषा शिक्षण में अभिक्रान्त अधिगम की तैकनालॉजी |
| | | | 6. भाषा शिक्षण तथा भाषा विज्ञान |

Practicum: Task and Assignment

Minimum 2 activities relevant to the syllabus.

PEDAGOGY OF MALAYALAM - II (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

കോഴ്സിന്റെ സാരാംശം

മലയാള ബോധനത്തെക്കുറിച്ചുള്ള സ്പഷ്ടമായ അറിവിലേക്ക് എത്തുക എന്നതാണ് ഈ കോഴ്സിന്റെ ഉദ്ദേശ്യവും ലക്ഷ്യവും. ഭാഷാപ്രയോഗ സാധ്യതകളും അവ നേടിയെടുക്കേണ്ട ഉത്തരവാദിത്വവും ഓരോ അധ്യാപക- വിദ്യാർത്ഥികൾക്കുമുണ്ട് ഭാഷാബോധന മാതൃകകളും പാഠാവതരണരീതികളും അവഗാഹമുണ്ടാക്കിയെടുക്കാനും വളരെയധികം പ്രാധാന്യം നൽകേണ്ടതുണ്ട്. പാഠപുസ്തകത്തിലുള്ള വിഷയപ്രാവീണ്യവും പഠനപ്രക്രിയയ്ക്ക് യോജ്യമായ ആധുനിക സംവിധാനങ്ങളുമെല്ലാം അറിഞ്ഞിരിക്കേണ്ടതാണ്. പാഠ്യപ്രവർത്തനങ്ങൾക്കൊപ്പം പാഠ്യേതരപ്രവർത്തനങ്ങളുടെ പ്രസക്തിയും മനസ്സിലാക്കിയെടുക്കാൻ ഈ കോഴ്സ് സഹായിക്കുന്നു.

കുട്ടികളിലെ വിമർശനാത്മക ചിന്തയും സർഗ്ഗാത്മകതയും ഓരോ അധ്യാപകനും കണ്ടെത്താനും വളർത്തിയെടുക്കാനും കഴിഞ്ഞിരിക്കണം. പഠന മേഖലയിലെ പ്രശ്ന പരിഹാരണവും ഗവേഷണവുമെല്ലാം അത്യധികം പ്രസക്തമായത് തന്നെ. അതുപോലെ ഭാഷാപഠനത്തിൽ വിവരസാങ്കേതിക വിദ്യയുടെ സ്വാധീനത്തെക്കുറിച്ച് അറിയാനും അത് ഉപയോഗിക്കാനും ഓരോ അധ്യാപകവിദ്യാർത്ഥികളും അറിഞ്ഞിരിക്കണം.

ഈ കോഴ്സ് വിരൽ ചൂണ്ടുന്നത് ഇത്തരത്തിലുള്ള ബോധനശാസ്ത്രത്തിന്റെ വ്യത്യസ്തമായ മേഖലകളിലെ പ്രാവീണ്യമാണ്.

ഉദ്ദേശ്യങ്ങൾ:

- ഭാഷാധ്യാപകന്റെ തൊഴിൽ ക്ഷമതയുടെ വികസനം അപഗ്രഥിക്കുവാൻ
- തൊഴിൽ പ്രാവീണ്യനാവുക എങ്ങനെയെന്നു മനസ്സിലാക്കുവാൻ
- ഭാഷാശാസ്ത്രത്തിന്റെ അടിസ്ഥാന ആശയങ്ങളെക്കുറിച്ചറിയുവാൻ
- വിവരസാങ്കേതിക വിദ്യ പ്രയോജനപ്പെടുത്തിക്കൊണ്ടുള്ള പഠന സാധ്യതകളെ കുറിച്ചറിയാൻ
- മലയാളത്തിലെ ഉച്ചാരണശാസ്ത്രത്തിന്റെ പ്രായോഗികതയെക്കുറിച്ചറിയാൻ
- മലയാള വ്യാകരണത്തെക്കുറിച്ചറിയാൻ
- മലയാളത്തിലെ ചിഹ്നനത്തെക്കുറിച്ച് അറിയാൻ

കോഴ്സിന്റെ ഉള്ളടക്കം

യൂണിറ്റ് 1:

- അധ്യാപനം തൊഴിൽ എന്ന നിലയിൽ
- തൊഴിൽ ക്ഷമതാ വികസനം
- പ്രതിപുഷ്ടി
- പ്രതിഫലനാത്മക അഭ്യസനം
- തൊഴിൽ ക്ഷമതയുടെ വളർച്ച - പ്രീ സർവ്വീസ് കോഴ്സും
- പ്രൊഫഷണൽ ഡെവലപ്മെന്റ് കോഴ്സുകളും

യൂണിറ്റ് 2: ഭാഷാശാസ്ത്രം - അടിസ്ഥാന ആശയങ്ങൾ

- ഭാഷാ ശാസ്ത്രത്തിന്റെ അർത്ഥവും വ്യാപ്തിയും
- ഭാഷയുടെ ബഹുകാലിക പഠനവും ഏക കാലിക പഠനവും
- ഭാഷാഭേദങ്ങൾ - ഉച്ചാരണഭേദം- പ്രാദേശിക ഭാഷാഭേദം - വ്യക്തിഭാഷ
- മാനകഭാഷയും വാമൊഴി ഭാഷയും തമ്മിലുള്ള വ്യത്യാസങ്ങൾ

യൂണിറ്റ് 3: മലയാളം കമ്പ്യൂട്ടിംഗ്

- അർത്ഥവും വ്യാപ്തിയും
- സ്വതന്ത്ര മലയാളം കമ്പ്യൂട്ടിംഗ്
- പ്രധാനപ്പെട്ട മലയാളം സോഫ്റ്റ്‌വെയറുകളും ഫോണ്ടുകളും
- മഞ്ജരി - ഗായത്രി - രചന - സുലേഖ- സ്വനലേഖ- മൊഴി- വർണ്ണം - ശാരിക
- മലയാളം കീബോർഡ്
- വ്യത്യസ്തയിനം കീബോർഡുകൾ
- യൂണികോഡ്
- മലയാളം വിക്സിപീഡിയ
- ക്ലാസ് മുറികളിലെ സാങ്കേതിക വിദ്യ

യൂണിറ്റ് 4: വ്യാകരണ പരിചയം

- വിവധതരം വാക്യങ്ങൾ
- നാമം - ക്രിയാ വിശേഷണം - നാമവിശേഷണം - ക്രിയാ വിശേഷണം
- കാലം
- മലയാളസന്ധികൾ
- സമാസം
- മലയാള വൃത്തപരിചയം
- അലങ്കാരം - ശബ്ദാലങ്കാരം അർത്ഥാലങ്കാരം

യൂണിറ്റ് 5: മലയാള ഭാഷയുടെ ഉച്ചാരണശാസ്ത്രം

- അക്ഷരമാല : (സ്വരങ്ങളും വ്യഞ്ജനങ്ങളും)
- ഉച്ചാരണ അവയവങ്ങളും അവയുടെ പങ്കും
- സ്വതന്ത്ര ഉച്ചാരണം
- മലയാളഭാഷയിലെ ചിഹ്നം
- വലയം കോഷ്ടം ഭിത്തിക - രേഖ വിക്ഷേപിണി - ബിന്ദു- രോധിനി- അങ്കുശം- ശൂംഖല- കാകു- ഉദ്ധാരണി

വ്യവഹാര രീതികൾ

- നിർദ്ദിഷ്ട വ്യാകരണ ഇനങ്ങൾ പഠിപ്പിക്കുന്നതിന്റെ പ്രകടനം
- വ്യത്യസ്ത ആവിഷ്കാരത്തെക്കുറിച്ചുള്ള സെമിനാർ
- വിവിധതരത്തിലുള്ള രചനകളുടെ താരതമ്യപഠനം
- വിവിധ രീതികൾ പിന്തുടരുന്ന ഘട്ടങ്ങളുടെ പ്രദർശനം
- ആമുഖ പ്രഭാഷണം

- വീഡിയോ ക്ലിപ്പുകളുടെ നിരീക്ഷണം
- സാഹചര്യ അവതരണങ്ങളിലൂടെ
- ഭാഷാ ഗെയിമുകളുടെ ഉപയോഗം
- മാതൃകകളുടെ അവതരണം
- ഭാഷാ ലാബിലൂടെ
- ഫ്രെയിമിങ്ങ്
- ചോദ്യപേപ്പറിന്റെ വിലയിരുത്തലും വ്യാഖ്യാനവും
- വിലയിരുത്തലും വ്യാഖ്യാനവും

പ്രാക്ടീസ്: ടാസ്കുകളും അസൈൻമെന്റുകളും

- വ്യത്യസ്ത ഉച്ചാരണ അവയവങ്ങളെയും മലയാള പഠനത്തിൽ അതിന്റെ പങ്കിനെയും കുറിച്ചുള്ള സെമിനാർ
- ഉദാഹരണങ്ങൾ സഹിതം മലയാളത്തിൽ വിരാമ ചിഹ്നങ്ങളെ കുറിച്ച് ഒരു ചാർട്ട് ഉണ്ടാക്കുക
- ഉദാഹരണങ്ങൾ സഹിതം മലയാള വിരാമ ചിഹ്നങ്ങൾ രേഖപ്പെടുത്തുക
- മലയാളം കമ്പ്യൂട്ടിങ്ങിനെ കുറിച്ച് ഒരു അസൈൻമെന്റ് എഴുതുക
- നിങ്ങളുടെ പ്രദേശത്തെ ഭാഷാ ഭേദങ്ങളെ മുൻനിർത്തി ഒരു അസൈൻമെന്റുകൾ തയ്യാറാക്കുക

സഹായഗ്രന്ഥങ്ങൾ

1. മാതൃഭാഷാബോധനം
2. കേരളപാണിനീയം
3. ഭാഷാഭൂഷണം
4. ഭാഷാപഠനവും സിദ്ധാന്തങ്ങളും
5. ഭാഷാപഠനവും ബോധനശാസ്ത്രവും
6. മലയാളശൈലി
7. വൃത്തശില്പം
8. ശബ്ദതാരാവലി
9. കേരളഭാഷാവിജ്ഞാനീയം
10. വൃത്ത വിചാരം
11. കൈരളിയുടെ കഥ
12. The teaching of mother tongue by W M Rhyburn
13. മലയാളസാഹിത്യ വിചാരം
14. എന്താണ് ബ്ലോഗ്? ബ്ലോഗിങ്ങ് എങ്ങനെ തുടങ്ങാം?
15. വിജയം നേടാൻ സാമൂഹ്യമാധ്യമം
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18. വാര്യർ, പ്രഭാകരൻ.കെ. എം & എ.ശാന്ത (1998) ആധുനിക ഭാഷാശാസ്ത്രം, തിരുവനന്തപുരം, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്

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എൻ. സി.ഇ.ആർ.ടി
- 20.എസ്.സി.ഇ.ആർ.ടി (2007) കേരള കരിക്കുലം ഫ്രെയിം വർക്ക്, തിരുവനന്തപുരം:
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Publications, New Delhi
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കാലഘട്ടങ്ങളിലൂടെ, പ്രതിഭ ബുക്സ്, മാവേലിക്കര
- 23.ഡോ.സി.കെ ചന്ദ്രശേഖരൻ നായർ (2002) മലയാളബോധനം (The State
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PEDAGOGY OF COMMERCE - II (4/4)

SEMESTER –4-THEORY: CURRICULUM AND PEDAGOGIC STUDIES-CREDIT-4

Essence of the course:

The competencies of the teachers at the school level teaching is essential as they are to be a role model for the learners to enable them to proceed to further learning in the field of Commerce and Accountancy. Considering the importance of teaching and learning, the commerce teachers should have the strong basic knowledge and skills in commerce. They should be familiar with the developments in Commerce and Accountancy. Considering this, the course is designed to provide sound knowledge on the basic subject to the student teachers. They can be familiar with the techniques and approaches in the teaching of the basic subject by using learning resources and assessment techniques.

Objectives:

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

- acquire knowledge of the terms and concepts used in the pedagogical analysis of Commerce and Accountancy;
- understand the importance of classroom management ;
- apply their knowledge in analyzing various community resources available for teaching and learning of commerce and accountancy;
- develop skills in the preparation of instructional materials and construction of evaluation tools using the suitable techniques;
- develop interests in learning recent developments in Commerce and Accountancy, and
- develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

COURSE CONTENT

Unit 1: Managing classroom

Classroom management – classroom management, meaning - in allocated time and in transition time need, basic and necessary components -rules and procedure - consequences- relationships

- reasons for disruptive behavior in the classroom -proactive classroom management strategies productive environment– de-escalation strategies – with-it-ness – proximity and body language-laughter is the best medicine - develop effective behavior cues.

Unit 2: Commerce Department

Commerce Department - commerce laboratory – essential and desirable records, registers, and equipment - teacher's diary- Commerce club or association

activities- school bank – school cooperative society

Unit 3: Instructional Materials

Textbook- reference books –periodicals- business journals, technical documents, survey reports- business documents –newspapers-research journals and reports –e-resources- importance of collateral readings.

Unit 4: Community Resources

Community resources – meaning- types - their uses in the teaching and learning of Commerce and Accountancy – establishing link between school and community- field trip- work experience – guest speakers- activities to developing commercial interest and attitude.

Unit 5: Approaches in teaching Accountancy

Journal, ledger, balance sheet, equation, spiral development, complete cycle: approaches- Teaching skill subject –software's in Book keeping and Accountancy

Mode of Transaction

Lecture method - Lecture cum demonstration method - Lecture cum discussion- Inductive and deductive- Peer committee work- -Peer tutoring and teaching-Debates - Dramatization,-Discussion method-Brain storming –Workshop-Seminar – Symposium - Panel Discussion-assignments -Project method - Problem-solving method – Observation method(field visit/exhibition/internship) CAI- -e learning and other self- learning methods

Practicum: Task and Assignment

1. Prepare a record for the construct an achievement test in Accountancy. Justify the presence of objectivity, reliability, validity and practicability in it.
2. Observe and critically analyze classroom management practices in schools.
3. Prepare a list of essential items to be kept in the Commerce laboratory.
4. Identify the leadership styles of commerce students and report it to the class for peer review.
5. Commerce is a practical subject which cannot be taught under four walls- Justify and submit a report in the class as how best commerce can be taught?
6. Any other field based project, task or assignment connected with the units in this course

Mode of Assessment:

Written test, task and assignment

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WEB Resources

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22. www.nepcam.org.an
23. www.educatorstechnology.com
24. www.ecsu.edu
25. www.studentguide.org
26. www.slideshare.net
27. [www. Sitesforteachers.com](http://www.Sitesforteachers.com)
28. www.ala.org
29. www.edudemic.com
30. www.sciencedirect.org
31. www.consumer.vic.gov.au
32. www.ctforg.in
33. A resource book for teaching and learning in commerce.
34. http://www.tutorialspoint.com/e_commerce/
35. <https://www.humanrights.gov.au/working-paper-e-commerce-reference-web-accessibility>
36. <http://www.htmlgoodies.com/beyond/webmaster/projects/electronic-commerce-tutorial.html>

- 37. <http://www.dynamicwebs.com.au/tutorials/e-commerce.htm>
- 38. <http://www.tallytraining.in/>
- 39. <http://www.tallyschool.com/free-tally-course-online/>
- 40. <http://educators.brainpop.com/bp-jr-topic/tally-charts-and-bar-graphs/>
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YOGA, HEALTH & PHYSICAL EDUCATION (2/2)

SEMESTER – 4: PRACTICUM: ENGAGEMENT WITH THE FIELD -- CREDIT-1

Essence of the course:

The focus of the present course is on understanding the physical, mental fitness for healthy life. This course discourses the yogic exercise, health, and its importance. It also helps to understand the recent diseases and precaution.

Objectives:

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

- create awareness on difference aspects of health and fitness.
- acquire the knowledge of Yoga & exercises
- understand the physical fitness & Yoga.
- learn good health habits.
- develop total personality and suitable leadership
- enable student teacher organize physical activities

CONTENT OUTLINE

Unit 1: Yogic exercises

Yogic exercises: breath – normal – yogic breath: inhale, exhale – Asanas: Padmasana, Vajrasana, Yogamudra, Salabasana, Sarvangasana, Halasana, Pujangasana, Dhanurasana and Suryanamaskaram – role of yoga meditation in life situation – importance of yoga in school education.

Unit 2: Yoga in daily life

Yoga in daily life – mudras – yoga exercises for numbness in fingers – 13 stages and its uses. Bandage – accidents in classrooms, burns – preparing first aid, fainting – kits (use and its maintenance), sprain, massage.

Unit 3: Growth and requirements

Human body: Growth & development a children at different ages, their needs and interests, psychological development – Physical, emotional and mental changes during adolescence.

Sexual abuse: Myths and misconceptions regarding growing up, Management of stress and strain and life skills.

Nutrition: Dietary requirements needs according to age, sex – Need for diet planning: Food and water.

Unit 4: Communicable and Non-communicable diseases

Heart Diseases, Cancer, HIV/AIDs, Swine Flue, Reproductive Helpless Health, Osteoporosis, Depression, Intentional & Unintentional Injuries, Diabetes, and Obesity, Uncommon Diseases- Autistic, Cerebral Palsied, Blood Borne Diseases-Beta Thal Major, Sickle Cell Anemia, Hemophilia; Diagnosis, Prevention & Prognosis.

Pollution: Types, Causes, effect and control of various pollution

Unit 5: Health and sports

Fundamental skills of games & sports: Sports for recreation and competition, Rules and regulations of sports, Sports ethics, Sports awards and scholarships, Sports – personship – Develop of physical fitness, Postures, Importance of relaxation, Health and physical education and its relationship with other the subject areas like science, social science & languages.

Mode of Transaction

Lecture, Discussion, Observation, Debate, Field visit, Project, poster presentation

Practicum: Task and Assignment

1. General guidelines for performance of the practice of yoga for the beginners
 1. Guidelines for the practice of *kriyas*
 2. Guidelines for the practice of *asanas*
 3. Guidelines for the practice of *prāṇāyāma*
 4. Guidelines for the practice of *kriya yoga*
 5. Guidelines for the practice of *meditation*
2. Project on health / Sports and Yoga
3. Organisation of games & sports
4. Visit sports stadium and report
5. Participating various games and discuss all the games in class.
6. Health education and yoga – Analysing various topics by using various charts, photographs and other materials.
7. Surfing to know the different sport and games in India and report
8. Prepare the portfolio for Yoga and its advantages.
9. Make a sports album.

Mode of Assessment

Written test, Task and Assignment.

References:

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3. Raja Yoga – Methods and practices – Dalmite
4. Mangal , S.K – (2005) Health & Physical education. Ludhiyana: Tandon Publications, Book market.
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17. www.FalunDafa.org
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UNDERSTANDING THE SELF
SEMESTER 4: PRACTICUM- ENGAGEMENT WITH THE FIELD: EPC-4 -CREDIT-2

Essence of the course:

Most of us are neither aware of our strengths nor weaknesses. The focus of the present course is on understanding the self-physical, mental, emotional and spiritual. The course culminates into realization of the universal self. Various processes for understanding the self have also been specified.

Objectives:

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

- Understand the meaning and importance of concept and self-esteem.
- Be aware of different factors of concepts and self-esteem.
- Record a brief history of development of yoga through the ages
- Discuss how yoga and yoga practices are important for healthy living.
- Explain some important principles of yoga
- State the different types of yoga.

CONTENT OUTLINE

Unit 1: Self-concept

Meaning and Definition of self-concept – Importance of self-concept – Components of self-concept – Factors influencing self-concept – Development of self-concept – Impact of Positive and negative self-concept - Trust building – revisiting one’s childhood experiences – empathising with other childhoods and peers.

Unit 2: Self-esteem and Identities of self

Opening self, reflection, self-expression: explore dreams, aspirations, concerns, including poetry and humour, creative movement, aesthetic representations –culture for listening and accepting through story making, self- disclosure, art, dance and theatre. Concept of self-esteem – Importance of self-esteem – Types of self-esteem – Strategies for positive behaviour – Keys to Increasing Self-Esteem.

Unit 3: Meditation and Yoga to enhance abilities of body and mind

Meditation and Yoga, meaning, practice and importance– Live in peace and harmony with one’s surroundings – promote sensibilities – appreciate the philosophy of yoga and its role – practice and use of yoga in different contexts

Mode of transaction

Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum: Task and Assignment

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.
2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
3. Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves; and themselves in relation to their students and classroom

situations.

4. Different modes of expression can be used in each of the sessions (so that each of the students get a chance to express herself through any of the modes that they are comfortable in) and at the end of the year, the resource person and the coordinating faculty can reflect back on whether all modes of expression were included through the sessions or not.
5. The exercise of developing reflective journals and providing regular feedback on those journals can also be used here
6. Workshop for development of the inner self and the professional identity as a teacher trainee
7. Programmes to develop social relation and effective communication skills
8. Team building to draw up collective strengths as an individual in society
9. Yoga and the practice of yoga

Mode of Assessment

Written test, Task and Assignment

References:

1. **Stevens, N. (2008).** *Learning to Coach*. United Kingdom: Howtobooks.
2. **Rohrer, J. (2002).** *ABC of Awareness*. Oberurnen: UTD Media.
3. **Adair, J. & Allen, M. (1999).** *Time Management and Personal Development*. London: Hawksmere.
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TEACHING COMPETENCY (SPELL-2)
SEMESTER- 4 - PRACTICUM: ENGAGEMENT WITH THE FIELD-CREDIT-8 (=4+4)
(EIGHT WEEKS OF SCHOOL INTERNSHIP FOR BOTH PEDAGIGICAL SUBJECTS)

Each student teacher will be attached to a school in one block of internship.

The internship for graduates must be both at upper primary (classes VI- VIII) and secondary (classes IX and X) and for post graduates, it should be at upper primary (classes VI - VIII) or secondary (classes IX and X) and senior secondary (XI and XII) levels.

The total duration of internship will be 8 weeks. During internship in a school, the student-teacher should perform the roles of a regular teacher at the respective level under the direct guidance and supervision of the mentoring teacher (Supervising / Guide Teacher) of the school. While at school, the student teacher shall prepare the necessary teaching resources and records for teaching lessons (duration of 45 minutes each). During the internship student teacher will develop teaching competency by observing and teaching lessons in both the pedagogy subject chosen.

TEACHING COMPETENCY FOR PEDAGOGY OF SCHOOL SUBJECTS I & II:

During the first week of the internship, the student teachers will observe classes taken by regular school teachers. The student teacher will develop teaching competency by observing and teaching lessons in both the pedagogical subjects chosen.

During the next 7 weeks, each student teacher has to give at least 15 lessons for each Pedagogical Subject I (at least one each should be ICT based).

During the internship student teachers will also be engaged in making observation of classes taught by regular teacher (whenever possible) and the peer teachers.

During this period, (i) classroom teaching (ii) evaluation at the end of 15 lessons and (iii) diagnosis based feedback to the students should be completed by every student teacher.

The records to be produced at the end of the internship:

1. 15 lesson plans for each Pedagogical subject
2. Seven Lesson Observation records on observations of classes taught by both regular and peer teachers. (Including one demonstration class and one guide teacher's class) for each Pedagogical subject.
3. Teaching resources prepared and used including ICT based
4. Test constructed and administered on students at the end of 15 lessons on each Pedagogical subject followed by evaluation report.
5. Record on diagnosis based remedial programme carried out on students